

Language and Communication

Read about...

- the English language around the world.
- health care in Brazil.
- organizing a trip to Canada.
- two important inventions of the past.

Learn to...

- ask questions politely.
- ask for a statement to be repeated.
- relax or calm someone down.
- discuss language and the way we use it.
- write a letter asking for information.

Cross-Curricular

Physics

Project

An English Phrase Book



Lesson 1 English as a World Language

Reading • An article

a Look at the picture and answer the questions.

1. Which countries are the flags from? What do these countries have in common?
2. Which languages do you think are the most important in the world? Why?
3. How many languages can you speak?

b Read the article and list the different countries in the world where English is spoken.



Standard English

English is listed as the official or co-official language of more than 45 countries. It is the first language and mother tongue of about 400 million people, and is spoken by over one billion people in total. The reason it is so widespread is because of the influence of the British Empire, when English was spread to dozens of countries around the world. Today, it is the international language of communication, business, and the Internet.

The Americas

In the twentieth century, the US emerged as the dominant power in world economics and politics. As a result, English was established as the most important language in the world. The differences between British and American English are well-known, but there are many other forms of English in the Americas. On many of the Caribbean islands, for example, two forms of English are spoken. There is standard English, which is the language of government and newspapers, and local English, which is the everyday language of the people.

Countries of the Former British Empire

Many African countries which were part of the British Empire still have English as their main language. In South Africa, English is one of two official languages. The other is Afrikaans, which is derived from Dutch. In Sierra Leone, most people speak a local form of English known as Krio. The vocabulary of Krio is eighty per cent English in origin, but over the years it has had to change and be simplified. Now, it isn't always possible to figure out what the original word was.

India

One country where standard English has had a major influence is India. There are over 850 different languages in India, but the two main ones are English and Hindi. Without these common languages, people from different parts of the country wouldn't be able to communicate with each other. Moreover, Indian languages have given English many words, such as "curry" and "thug."

The Pacific

One third of the world's population lives in countries around the Pacific Ocean. English is also a major language in this area, and can be found in many different forms. In Hong Kong, Singapore, and Indonesia, English is the recognized second language, while in Australia and New Zealand it is the mother tongue. However, there are several differences in vocabulary. In Australian English, for example, hard work can be described as "hard yakka," and a British person is a "pom."

What about the future?

English can be found in many different forms around the world. Does this mean that English might become more than one language? The short answer is "yes." But will this be the end of standard English? Some people think that Chinese might become the world language in the future, but in the twenty-first century at least, English will continue to be the language of international communication. Local forms of English may well continue to change, but surely standard English will survive.

Comprehension Check

Number the sentences according to which paragraph in the text (1–6) they come from.

- American English and British English have many differences. _____
- The local language has changed in the course of time. _____
- English is used for different purposes in society. _____
- Historical events are responsible for English being so widespread. _____
- English will still be important in years to come. _____
- Local vocabulary is sometimes very different. _____

Vocabulary Check

a Match the adjectives to their meaning.

- standard
- widespread
- dominant
- original
- major

_____ most powerful

_____ important

_____ accepted as correct

_____ first

_____ found in many places

b Find words in the text to replace the words in bold.

- Learning English is an **important** step for many people around the world.

- In the twentieth century, the US became the **most powerful** economic force in the world.

- English **became** a very important language in the twentieth century.

- It's important that people **exchange information** with each other.

- The **inhabitants** of the United States speak English as their first language.

Vocabulary Expansion • Word building

a Complete the table.

	Verb	Adjective	Noun
1.	dominate	dominant	
2.	establish		establishment
3.	influence	influential	
4.		simple/simplistic	simplicity

b Complete the text with words from activity a.

Technology has been very 1) _____ in how we communicate, particularly since the 1990s, when cell phones and the Internet were 2) _____ as everyday items. The ability to talk and send messages has been greatly 3) _____. Cell phones and e-mails are now 4) _____ where phone booths and letters once were.

Grammar Practice • Modal verbs

(See *Grammar Reference*, pages 134–137.)

Underline the correct options to complete the sentences.

- Although the box was heavy, she *was able to / must* lift it and carry it inside.
- “Could I borrow your blue jacket?”
“Yes, you *could / must / may*.”
- “Do we have to go shopping today?”
“No, we *can't / mustn't / don't have to*. We can go tomorrow.”
- You *couldn't see / couldn't have seen / mustn't see* me in town today. I was in the office all day.
- You *couldn't / mustn't / couldn't have* tell anyone. She told me it was a secret.
- He *could have come / might have gone* to the concert. I had an extra ticket.

Everyday English • Making polite requests

a Complete the dialogue with the phrases in the box.

I beg your pardon Would you be good enough
 I'm sorry, could you repeat Do you think you could tell
 Would you mind repeating that

Boy: Excuse me. 1) _____
 me where the art museum is?
 Girl: Certainly. Take the second street on your left
 after the first set of traffic lights. The museum is
 next to the post office.
 Boy: 2) _____ last bit?
 Girl: Yes, of course. You'll find the museum next to
 the post office. Are you new in town?
 Boy: 3) _____?
 Girl: Are you a visitor here?
 Boy: Yes, I am actually. Uh, I'd also like to pick up
 some presents for my family back home.
 4) _____ me what time
 the stores usually close?
 Girl: Today the stores close earlier than usual.
 Boy: 5) _____ that, please.
 I'm not quite used to the accent here yet.
 Girl: That's OK. I said they close early today.
 Boy: 6) _____ to tell
 me where I can buy some nice souvenirs?
 Girl: Yes, there's a nice store across the street.

b Write the phrases from activity a in the boxes.

Asking questions politely

Asking for a statement to be repeated

Speaking • Pairwork

a In pairs, look at the signs and discuss what they could mean.



b Say which sign would be best for each situation.

1. No smoking allowed.
2. Disabled access.
3. Watch out, slippery road!

c In pairs, discuss why it is better to use symbols on signs rather than words. Use the *Useful Vocabulary* box to help you.

USEFUL VOCABULARY
language barrier, traffic, increase, decrease, safety, protocol, warning signs, street signs, direction, position, emergency, bicycle, railroad, highway, smoking, disabled, slippery, first-aid

Lesson 2 | Tourist Trap



Speaking • Pairwork

In pairs, read the Web page and answer the questions.

1. Who do you think this Web page has been designed for?
2. What should you do if you are on vacation in Brazil and you come down with a mild flu?
3. What would you need to do if you lost your passport while in Brazil?

Travel Brazil



ABOUT US

SUPPORT

SERVICES

PROJECTS

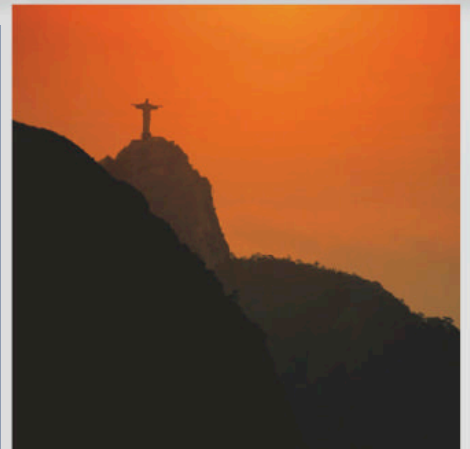
CONTACT US

HEALTH

Visitors to Brazil will not receive free medical care at public hospitals unless carrying insurance. Visitors without insurance will be charged. Should you require medication, drugstores in Brazil are allowed to sell a limited range of medicines for minor ailments. Most are open from 9:00 AM–5:30 PM. In emergencies, dial 190 to speak to an operator.

VISAS AND DOCUMENTS

Visitors to Brazil will require an up-to-date passport or ID card and a visa, depending on country of origin. Check that it will be valid for the whole duration of your stay. If you lose your passport while in Brazil, you should contact your country's embassy immediately. If your passport is stolen, you should also notify the local police.



Listening • In the sun

a Listen and answer the questions.

1. Why did the woman want to leave the resort?

2. What did she have with her when she left the resort?

3. What did she think the men were doing?

4. Why did the men look confused?

5. Why was the woman disappointed in the end?

b Listen again and number the sentences in the correct order.

- ___ I felt embarrassed.
- ___ I ran out of water.
- ___ I arrived back at the original resort.
- ___ I left the resort.
- ___ I shook the men's hands.
- ___ I saw two men shouting.
- ___ I looked at a map.
- ___ I learned about the local customs.

Vocabulary Check

Complete the sentences with the words in the box.

packed silly idyllic
distant generous resort

- The hotel's _____ setting makes it a relaxing place to stay.
- The restaurant was _____. So it took an hour for us to receive our food.
- It was _____ of me not to use sunblock. Now I am burnt!
- The hotel was in a popular _____ with many visitors in the summer.
- I could hear the _____ sound of church bells from the next village.
- It was _____ of him to give so much money to charity.

Everyday English • Relaxing or calming someone

a Complete the dialogue with the phrases from the box.

stay positive I'm sure everything will be alright
it's nothing to worry about calm down

Boy: I don't believe it. It's two thirty and they said that they would call me in the morning if I got the job!

Mom: They'll call soon, son. I'm sure.

1) _____.

Boy: Well, it's a bit difficult for me to

2) _____ when they haven't contacted me. I was sure they were interested in giving me the job.

Mom: You should just 3) _____ and be patient. They might be busy.

Boy: Wait. Now I remember. I was supposed to call them back!

Mom: Phone them now before it's too late and

4) _____.

b Match the answers from activity a (1–4) to the meanings below.

- _____ relax
- _____ there's no need to be worried
- _____ I'm certain it will be fine
- _____ not think negatively

Grammar Practice • Modal verbs

(See Grammar Reference, pages 134–137.)

a Underline the correct options to complete the sentences.

- "Need I pick up anything from the supermarket?"
"No, you *mustn't* / *needn't*."
- We still need some bread, *don't* / *needn't* we?
- Dad was going deaf, but he *wouldn't* / *won't* admit it.
- Mom *will* / *would* always cook too much food when she had visitors.
- Why *should* / *ought* I visit him? He doesn't even like me.
- He *ought not* / *need not* to drive home. He is extremely tired.
- "Need / Shall I open the door for you?"
"Yes, please."
- The doctor suggested that he *need* / *should* have an X-ray.



b Complete the second sentences to mean the same as the first. Use the words in parentheses.

- It would have been better if she had sent the letter yesterday.
She ought _____ (to).
- It isn't necessary for them to work today.
They _____ (needn't).
- Was it necessary for you to help them?
Did you _____ (need)?
- It wasn't necessary for them to bring so much money with them.
They needn't _____ (brought).

Lesson 3 | A Trip to Canada

Reading • An e-mail

a In pairs, answer the questions.

1. Have you ever been abroad? Where did you go?
2. Where would you like to travel abroad?
3. Do you think it is a good idea to learn another language by visiting the country where the language is spoken? Why or why not?

b Read the e-mail and the ad and say what specific details Steven would like to know.



To: global@tours.com
Subject: Tour!
From: Steven@xmail.com

Dear Global Tours,

I am writing to request further information about your student cultural tours which I saw advertised in *The Boston News* last week.

First of all, although I am interested in the tours, I would like to find out what age groups you cater to, and how many students are usually in each group. These points were not mentioned in your ad. I myself am a student and I am helping organize a tour for a group of about twenty sixteen-year-olds. Would this be possible? I would also appreciate it if you could let me know how many days and nights are spent in each of the cities.

In addition, you mention that the hotels the students stay in are family hotels, but you do not say whether or not they are centrally located. As you can imagine, we will be traveling about on public transportation, and we would not like to spend our short stay in each city traveling back and forth between the accommodation and the sights. Therefore, could you inform me of the exact location of each hotel?

Finally, although you give the price as being \$350, you do not say whether this includes the entrance fees to the various sights or the cost of theater tickets. The tour might not be affordable for some students if this is not the case. So I would be grateful if you would send me specific details of the prices.

Thank you in advance for your assistance. I look forward to hearing from you.

Yours faithfully,
Steven Clark

CULTURAL TOURS FOR STUDENTS

We are offering special one-week tours for groups of students to Quebec and Toronto.

Here, students will get the chance to visit the sights and share in the culture of these Canadian cities.

We stay in family hotels and travel in large comfortable buses.

Guided tours to museums, theaters and art galleries.

Price: \$350

GLOBAL TOURS 12
High St. Boston.

Comprehension Check

Read the e-mail again and answer the questions.

1. Why did Steven write to Global Tours?

2. Who is Steven interested in booking a tour for?

3. How will the students get around?

4. Why is Steven unsure about the price?

5. Why might there be a problem if the tour is more than \$350?

Pronunciation


a Listen  and repeat.

/ʌ/ govern, stomach, London


/a:/ got, hot, lost

b Label the letters in bold /ʌ/ or /a:/.

1. above ____
2. gone ____
3. **com**fort ____
4. do**z**en ____
5. **o**nion ____
6. **st**op ____

c Listen  and check your answers.

Listening • Studying abroad

Listen  and complete the sentences according to what Sarah says.

Learning Spanish Abroad

1. At school, students also learned about the country and its _____.
2. Each class had up to _____ students in it.
3. Pronunciation, style, and fluency were emphasized during _____.
4. Small classes allowed plenty of _____.
5. During lessons, the teachers used a lot of _____ material such as newspaper articles and TV programs.
6. Sarah found _____ friendly and helpful.
7. In the State of Oaxaca, a visitor can go to the beach and do _____.
8. It's not too far to Chiapas or _____.
9. Classes in Mexican _____ were free.
10. Seeing a Zapotec dance helped Sarah appreciate the region's _____.

Speaking • Pairwork

a In pairs, imagine you are going to spend a month at a summer school in the US to improve your English. Look at the pictures and answer the questions. Use the *Useful Language* box to help you.

1. What items will you take? Why?
2. What kinds of problems do you think you may encounter during your stay?
3. What advantages are there to learning a foreign language?



USEFUL LANGUAGE

I think I will take ... as...

I don't think I'll bother taking ... because...

I wouldn't advise you to...

If I were you, I would...

The ... might be useful for...

I think I might have problems with the language...

b In small groups, read and discuss the different opinions about learning a language.

If you want to learn a language properly, you must learn about the culture, too.

You haven't learned a language well enough if you don't sound like a native speaker.

It doesn't matter how many mistakes you make. The important thing is for people to understand you.

Writing • A letter

a Read the letter and answer the questions.

1. What is the letter about?
2. What specific information does it ask for?
3. Is the letter formal or informal? Why?

2012 Grand Ave.
Chicago
Tel: 312-5457

Dear Sir/Madam,

I am writing to enquire whether there is still availability for the English language courses starting on Saturday, March 12th. I would very much like to participate in the course and was wondering if it would be wise to book my place before it is too late.

Could you also send further details regarding the specifics of the course, as not all the information in the ad was clear? Do you offer additional reading and writing courses in the evenings? How many students will be in each group? And will the students be of similar ages?

One further query I have concerns the accommodation you provide. Will I have a private room or will I be sharing with another student from the course?

I would be most grateful if you would telephone and let me know the answers to my questions so I can book my place as soon as possible. I would appreciate it if you would reply at your earliest convenience.

Regards,
Gemma Blake

b Label the phrases *F* (formal) or *I* (informal). Use the letter to help you.

1. Could you send further details regarding... ____
2. I'm dropping a line to ask if... ____
3. It would be great if you could give me a call... ____
4. One further query I have concerns... ____
5. I would be most grateful if you could telephone and... ____
6. Do you think I should book a place... ____
7. Something else I'd like to know... ____
8. I would appreciate it if you could reply at your earliest convenience... ____

c Complete the sentences with the correct prepositions from the box. Use the letter to help you.

in to about with for

1. I am writing to ask _____ more information _____ your advertisement.
2. I look forward _____ receiving your reply.
3. I saw your advertisement and am interested _____ the course.
4. I am writing _____ regards _____ the ad for evening classes.
5. Thank you _____ advance for your help.
6. I am writing _____ connection _____ the course you advertised in my local newspaper.

Writing Task • Exam style

Imagine you have seen the following ad for a language school in the US. You are interested in taking the course, but you feel that you would like some more details first. Look at the ad and write a letter of 120–150 words in an appropriate style.

Global Corner Language School



Newly-opened language school offers summer courses for students of English who wish to improve their language skills.

Students are placed in groups, so you will get the chance to meet young people from other countries all over the world.

Excellent accommodation and meals.
Day trips to places of interest.



Five days,
all-inclusive.
Price \$580.

Reading • An article

a Look at the text and the pictures and answer the questions.

1. Can you name any famous inventors and their inventions?
2. In your opinion, what is the most important modern invention? Why?
3. What do you think the world will be like in one hundred years time?

b Read the article and discuss how important the inventions are to us and our daily lives.

Ahead of Their Time



When we consider the great inventors of the past who have shaped the way we communicate, we inevitably think of Thomas Edison. His best-known invention was the electric light bulb, but he also discovered free electrons, which were used in TV and radio receivers before the invention of the transistor.

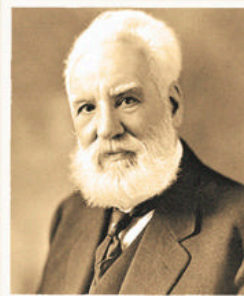


Thomas Edison

Edison's life was dedicated to inventing and improving different fields, including the area of communication. He was responsible for establishing a standard way of recording sounds, and the method he used for cutting patterns onto discs is not very

different from the way modern CDs are made. It was thanks to this invention that the voices of presidents and leading personalities of Edison's time can still be heard today.

Edison's search for a strong material to record onto also paved the way for what is now the plastics industry. In fact, all this work was so important that even today's hi-tech revolution in communications can be said to have started with Edison's breakthroughs.

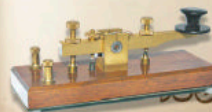


Alexander Bell

Another great figure from the late Victorian "age of inventors" is Alexander Graham Bell. He spent many years working on sound transmission and projects for the deaf.

However, his name is now automatically linked to the invention of the telephone. In fact, he perfected this in cooperation with Edison. The two men met by chance and agreed to develop Bell's vision of the telephone from his earlier design. In March 1876, Bell received a patent for a device which could transmit speech over electric wires. This was the invention that we recognize today as the telephone.

It is clear that the hard work and determination of these men to turn dreams into reality resulted in a world where we can now communicate with people on the other side of the planet in a matter of seconds. Today, the development of digital technology in the recording of sounds and images is representative of our continued progress. What would Bell and Edison make of all this? No doubt they would be using the technology themselves, and coming up with new suggestions and improvements!



Comprehension Check

Read the text again and label the sentences *T* (true), *F* (false), or *NS* (not stated).

- Edison developed inventions for use in different scientific areas. ____
- Edison's inventions had a short-term impact. ____
- Bell is best remembered as the inventor of the telephone. ____
- Bell went to find Edison for help with the telephone. ____
- Bell and Edison had many disagreements. ____
- Bell and Edison worked on digital technology together. ____
- Bell and Edison would not be happy with the new technology. ____
- Bell and Edison would most probably be using the new technology themselves if they were alive today. ____

Vocabulary Check

Match the words to their meaning.

- field
- breakthrough
- transmission
- cooperation
- patent
- determination

- ____ a document giving you the right to be the only person to make or sell an invention
- ____ important development
- ____ a subject or area that somebody works in or is interested in
- ____ the quality which makes you try to do something difficult
- ____ working together towards the same goal
- ____ the sending out of an electronic signal or message



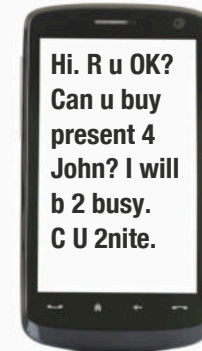
Vocabulary Expansion • Text messages

a In pairs, write out the text messages in full.

1



2



b Write your own text message. Have your partner write it out in full.

Grammar Practice • The definite/indefinite article

(See *Grammar Reference*, pages 134–137.)

Complete the sentences with the words in the box when necessary.

a an the

- _____ Smiths are the richest family I know.
- _____ honest person is the person for the job.
- _____ Dr. Williams works for free every Saturday.
- _____ fruit is usually cheap when it is in season.
- I get paid twice _____ month.
- He went to _____ hospital to visit his aunt.
- _____ Russian language is more difficult than _____ German.
- What _____ heavy traffic this is!
- I must say it was _____ unusual color.
- She has made _____ great progress.
- They had _____ terrible weather during their stay in Paris.
- Marconi invented _____ radio.

Let's Talk

- a Read the situation. Use the pictures to answer the questions.

Situation

My name is Erica and this summer, during the vacations, I have two options. I can travel to the United States to work at a children's sports camp or I can stay at home and work in my aunt's office.



1. Who is the person?
2. What is the problem?
3. What are the possible solutions?
4. What are the advantages and disadvantages of the solutions?



- b Offer some advice to help solve the problem. Remember to use the information you learn from asking the questions to explain your ideas.

PROJECT: An English Phrase Book

Work in small groups and write a phrase book for tourists. Think of words, phrases, and idioms that tourists would find useful when visiting an English-speaking country. Think about the following:

1. Common and useful phrases for famous tourist attractions in your chosen country (*Excuse me, what does the Statue of Liberty represent, please?* etc.).
2. Phrases and vocabulary for different situations (checking in and out of the hotel, at the airport, asking for directions, etc.).
3. Common idioms that people know and use in specific situations (*It's raining cats and dogs today. Cut to the chase. To have one's cake and eat it.* etc.).

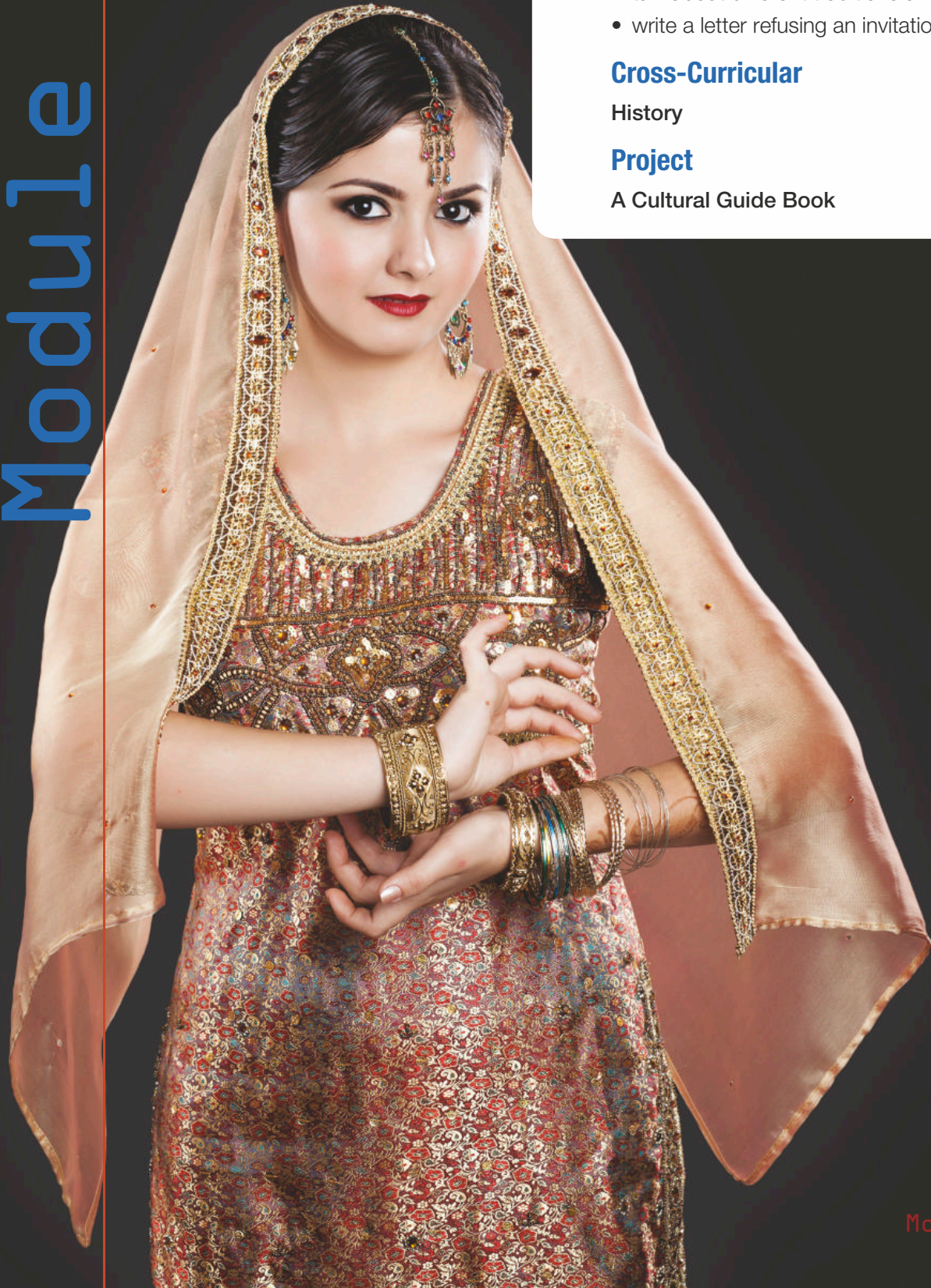
Design a logo and give your book a title. Present your book to the rest of the class and ask and answer any questions.



Create an online phrase book.



Traditions



Read about...

- a clothing museum.
- eating in a foreign country.
- different celebrations.

Learn to...

- talk about visiting a museum.
- say you remember or forget something.
- say something in another way.
- talk about different traditions and customs.
- write a letter refusing an invitation.

Cross-Curricular

History

Project

A Cultural Guide Book

Lesson 1 Clothes

Reading • A leaflet

a In pairs, look at the pictures and the text and answer the questions.

1. Do you like fashionable clothes? Why?
2. Do you think the clothes we wear say anything about our personalities?
3. What type of clothes are popular in your country?

b Read the leaflet and say which type of clothing mentioned is most interesting for you and why.



The American Textile History Museum

The Role of Clothing

The clothes and accessories of the past are of great value because the way we dress tells a story. That's why the American Textile History Museum has gathered a large collection of clothing from across the ages. These clothes, many of which are from private collections, reveal the status and social class of their owner through the quality of manufacture and the material used.

In addition, the Museum's collection allows us to consider American economic changes, particularly during the war years. The methods of production over the centuries are detailed in a separate section of the Museum.

The Collection

Walking through the Museum and seeing the displays will make visitors feel like they have been transported back in time.

The Puritans

As you walk past figures of both genders, dressed in serious black or dark clothing, you can't help but be reminded of the harsh lifestyle of America's early colonial inhabitants, and how religion shaped their lives.

18th Century Professional

When America expanded westwards, certain city professionals became wealthy. The figures of the growing middle class are dressed in beautifully decorated suits and waistcoats. You feel that the chic style is there to tell us their status.

Victorian Women

Even the dolls look uncomfortable here! The Victorian obsession with morality is clear as you pass by dresses that were designed to allow very little skin to show.

The Working Class

The heavy, rough work clothes of industrial laborers are some of the least appealing items in the collection. They bring home a sad reality. Until just a few decades ago even children provided hard labor in the nation's factories.

Modern Times

The classic items from the 1960s and 1970s will be familiar to younger visitors because of what they have seen on TV. They will also bring back memories for many older visitors! Hippie styles, flared pants, and the first mini-skirt; the recognizable symbols of the decades are all there.



While over a third of the collection is made up of accessories, the main focus is on everyday clothing, to allow an appreciation of how people went about their daily lives.

Coming Soon

Don't miss our new fashion exhibition. The museum does not only live in the past, but also brings the story of clothes up-to-date. In particular, it will focus on how designs from the catwalk go on to become mainstream fashion.

Admission

\$8 for adults (age 17 and over); \$6 for seniors, children and students (must provide student ID). Free admission for children under 6 and Museum members. Certain programs and exhibitions may have extra charges.

Call (800) 392-6100 for further details.

Opening Hours

Thursday, Friday 9 AM – 4 PM • Saturday, Sunday 10 AM – 5 PM

Closed Monday, Tuesday, Wednesday, and vacations.

School programs offered Tuesday through Sunday by reservation only.



Comprehension Check

Read the text again and underline the correct option to answer the questions.

- How did clothes show how rich a person was?
 - By the accessories they had.
 - By the era their clothes were from.
 - By how well made their clothes were.
- What else does the Museum show?
 - Fashion during the war.
 - The industry's development.
 - Modern economic problems.
- Which clothing suggested an increase in wealth?
 - The clothing of the Puritans.
 - The clothing of 18th century professionals.
 - The clothing of Victorian women.
- What are some of the less appealing items in the collection?
 - The Victorian dresses.
 - The industrial labor clothing.
 - Hippie clothing.
- What is the collection mostly concerned with showing?
 - Accessories.
 - Clothes from the 60s and 70s.
 - Symbolic clothes.
- What is the main focus of the clothing in the museum?
 - To be fashionable.
 - To be up-to-date.
 - To be everyday clothing.
- A family of two adults and two children aged 16 and 5 go to the Museum. How much will they pay?
 - \$22.
 - \$24.
 - \$26.
- Who could be at the Museum on a Wednesday morning?
 - A disabled visitor.
 - A private visitor.
 - A school class.

Vocabulary Check

Complete the sentences with the words in the box.

private social gender colonial rough
familiar up-to-date mainstream

- I am reading a book about _____ times.
- She is _____ to me, but I can't remember her name.
- They always watch the news to stay _____ with what's happening.
- People have always dressed well for _____ events in this country.
- The old shoes were _____ and uncomfortable.
- She was so eccentric that she never became a _____ designer.
- Many of the items in the museum used to be in _____ collections.
- We can learn a lot about _____ differences by studying them.

Grammar Practice • Clauses of time, contrast, reason

(See *Grammar Reference*, page 148.)

Underline the correct option to complete the sentences.

- ... they moved, they've been too busy to call.
 - Ever since
 - Until
- ... what I do, I'll never be able to please her.
 - Whatever
 - No matter
- ... the train strike, our uncle wasn't able to visit us.
 - Due to
 - Because
- She promised to give him the letter as soon as she ... him.
 - would see
 - saw
- ... we take a taxi, we won't get there on time.
 - Even though
 - Even if
- Angela will send the e-mail while you ... the report.
 - are finishing
 - will be finishing
- ... you refuse to help me, I'll complain to the manager.
 - Since
 - Though
- She didn't need another pair of shoes. ..., she decided to buy some.
 - Even if
 - Nevertheless

Everyday English • At a museum

a Complete the dialogue with the phrases in the box.

take a guided tour permit flash photography
pay an entrance fee explore at your leisure
purchase souvenirs make a donation
are on display appreciate the exhibits

GUIDE: Welcome to the Native American Cultural Museum.

VISITOR: Thank you. Do I pay here?

GUIDE: You don't have to 1) _____.

VISITOR: Really?

GUIDE: We believe museums should be free. But there is a box at the exit where you can 2) _____ if you like.

VISITOR: I'm sure I'll do that.

GUIDE: Would you like to 3) _____? There is one starting in ten minutes. It will explain the importance of all the main items that 4) _____.

VISITOR: I suppose that would help me

5) _____ a lot more. I might have a few questions, though. I don't know a lot about early native art.

GUIDE: That's fine. After the tour, of course you can 6) _____.

VISITOR: Can I take pictures?

GUIDE: Yes, you can, but unfortunately, we don't 7) _____.

VISITOR: I understand.

GUIDE: Oh, there's also a gift store where you can 8) _____.

VISITOR: It sounds great.

b In pairs, practice the dialogue in activity a changing the type of museum each time.

- The Photography Museum
- The Museum of Modern Art
- The History Museum
- The Science Museum

Vocabulary Expansion • Word building

a Complete the table.

	Verb	Adjective	Noun
1.	comfort		(dis)comfort
2.		considerable/ (in)considerate	
3.	familiarize		familiarity
4.		memorable	memory

b Complete the sentences with the words from activity a.

1. My new sofa is so _____ that I often fall asleep on it.
2. It will take you a few days to _____ yourself with the building.
3. Julie is selfish and very _____ of other people's feelings.
4. Winning the cup was a _____ event for the team.

Speaking • Pairwork

a In pairs, look at the pictures and answer the questions.

1. Where do you think each person is from?
2. Which person would you prefer to swap clothes and lifestyle with? Why?



b Imagine one of the people from activity a is visiting your country. Answer the questions.

1. Do you think the person would be treated differently? Why or why not?
2. What things do you think influence the way people dress?

Lesson 2 | Food

Speaking • Pairwork

- a In pairs, imagine that you and your family have decided to eat out tonight. Look at the two menus and say which restaurant you would prefer to go to and why.



- b Discuss what you are going to order once you get to the restaurant.

Listening • Eastern delights

- a Listen  and number the events in the order they occur.

1. We felt relieved. _____
2. We learned an Arabic phrase. _____
3. We ate a traditional dish. _____
4. Our cousins picked us up. _____
5. We ate salads. _____
6. Our relatives encouraged us to eat. _____

- b Listen again and answer the questions.

1. What did Jessica think was insulting?

2. What is done as a sign of respect in Jordan?

3. What are some examples of "mezze"?

4. What does "may your table always be this" mean?

Vocabulary Check

a Match the words to their meanings.

- overpowering _____ many levels
- weird _____ strange or unusual
- warmly greeted _____ friendly behavior
- layers _____ met with enthusiasm
- appreciation _____ very strong
- hospitality _____ recognition of good qualities

b Underline the element that does not belong in each group.

- roast beef, eggs, chicken, pork
- grilled fish, lamb, vegetables, milk
- barbecued pork, kebab, rice, chicken
- boiled cookies, rice, eggs, vegetables
- fried soup, rice, eggs, steak



Vocabulary Expansion • Word building

Complete the sentences with the correct form of the words in the boxes.

- expect (un)expected expectation

 - Michael's visit was _____, but we were glad he came.
 - After the revolution, there was high _____ among the people.
- relate (un)related relationship relative

 - His book is about crime and _____ problems.
 - How often do you visit your _____ in the US?
 - I have a very close _____ with my sister.

Grammar Practice • Clauses of result, purpose

(See Grammar Reference, pages 148–149.)

Underline the correct option to complete the sentences.

- He woke up at eight *not / so as not* to be late for work.
- It was *such / so* a cold morning that I didn't want to get out of bed.
- There was *such / so* a lot of noise that we couldn't concentrate.
- She held her handbag tightly *in order that / for fear that* someone might try to grab it.
- This machine is *for making / to make* plastic boxes.
- John sliced some bread *in order to / in order that* make a sandwich.

Everyday English • Remembering, forgetting, and rephrasing

Read the dialogue and answer the questions.

- Which underlined phrases are used when you remember something? _____
- Which underlined phrases are used when you forget something? _____
- Which underlined phrases are used to say something in another way? _____

Boy: It's Grandad's birthday next week. Any ideas what we can get him?

GIRL: Oh, dear. 1) It had completely slipped my mind!

Boy: 2) As far as I can remember, we have always gotten him something nice.

GIRL: Perhaps we could arrange something else this year rather than buy a gift.

Boy: 3) In other words, not get him anything at all!

GIRL: That's not what I meant! 4) What I'm trying to say is that we could organize a special meal to celebrate. I could cook his favorite food.

Boy: Oh, I see. Good idea. But what is his favorite food? 5) It has completely escaped me.

GIRL: Well, 6) if I'm not mistaken, it's roast lamb. We could invite the family and his friends.

Boy: Let's check with him first. 7) If my memory serves me well, he often prefers these types of occasions to be more for the family.

GIRL: 8) To put it another way, you don't want to invite his friends.

Boy: Let's see what he says. It is his birthday after all.

GIRL: OK. We'll ask him.



Lesson 3 Invitations

Reading • A letter of refusal

a Look at the texts and answer the questions.

1. What information would you include on an invitation? Why?
2. Do you think invitations are best done in writing or over the phone? Why?

b Read the extract from an invitation and say what it is for.

love to, but I'm working

I know how cold it can get in Boston this time of year so why don't you spend Christmas with me? My roommate, Rob, won't be around so I can put you up. Remember I told you how great the New Year's Day Parade was last year? Well, you can see it for yourself. Just imagine, 10,000 performers from all over the world descending on the capital in their brightly-colored costumes. In a word—terrific!

how about in Feb?

other forms of entertainment in D.C.?

c Read the notes and say if the person accepted or refused the invitation.



d Read the letter and say what Phillip's reason for refusing Scott's invitation is.

Dear Scott,

How are you? Thanks so much for your last letter. It was great to catch up on your news. I want you to know that I really appreciate your inviting me to stay with you over Christmas, but I'm sorry to say that I won't be able to make it this time.

Although your plans, and especially the parade, sound fantastic, the problem is that I have a work commitment. You see I recently started working at a local restaurant as a waiter. As you can imagine, Christmas is our busiest period, so I'm afraid that asking for time off then would be out of the question.

Don't despair though, because I was planning on taking the train down to Washington, D.C. sometime in February for a long weekend, so we could meet up then. I just want to know whether you could still put me up? Of course, there won't be any parades at that time, but, in a city the size of Washington, D.C. there's always something going on, isn't there?

Well, I think that's about it for now as I have to get ready for work. Once again, my apologies for not being able to take you up on your offer, but I hope you have a good time anyway.

Best wishes,

Phillip

Comprehension Check

Read the letter again and mark the sentences *T* (true), *F* (false), or *DS* (doesn't say).

1. Phillip is going to stay with Scott over Christmas. ____
2. Phillip is new at his job. ____
3. Phillip earns a lot of money. ____
4. Phillip and Scott might see each other after Christmas. ____
5. When Phillip goes to Washington, D.C. he will see a parade. ____

Vocabulary Check

Label the sentences **T** (true) or **F** (false) according to the words in italics.

- If you *put somebody up*, you let them stay in your house for a while. _____
- A *work commitment* is a responsibility you have towards your employer. _____
- If you *catch up on* somebody's news, you find out what has happened to them since you last spoke. _____
- If you say that you are going to *make it to* an event, you are unable to attend it. _____
- If you *despair*, you feel that everything is perfect. _____
- If something is *out of the question*, there's no way it is going to happen. _____
- A *roommate* is someone you write to. _____
- If you *take someone up on* their offer, you accept it. _____

Listening • St. Patrick's Day

Listen  and complete the sentences.

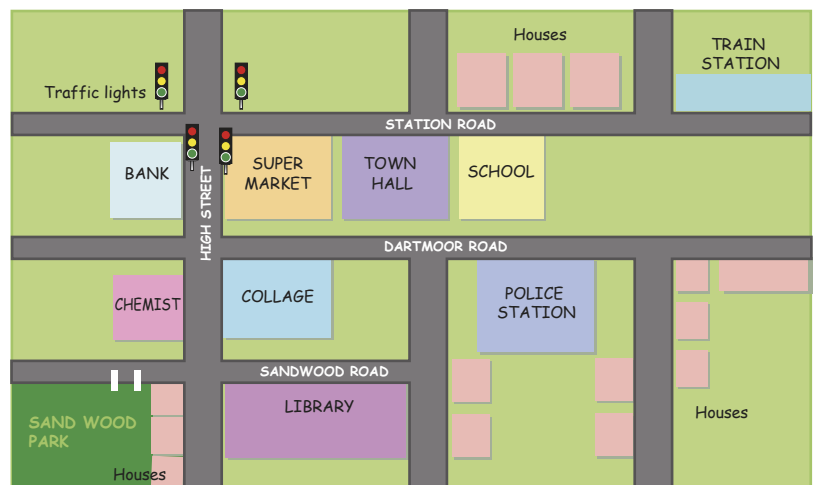
- On St. Patrick's Day, people wear _____.
- Apart from dressing up on St. Patrick's Day, people enjoy lots of Irish _____.
- On the first St. Patrick's Day in New York, Irish people marched through the _____.
- Many Irish immigrants settled in the US after the disastrous _____.
- It is estimated that there are over 30 million people who have _____.
- At St. Patrick Day celebrations, many people say that they are _____.
- The celebrations in Dublin have been renamed "The St. Patrick's Day _____."

Speaking • Pairwork

a In pairs, imagine the poster is for an event in your town or city. Read it and answer the questions.

- Who is this poster aimed at?
- What is it informing people about?
- How many days will the festival go on for?
- How much will it cost to go to the festival?

b Imagine that you and your friend, who lives in another city, have decided to go to the festival together. You have arranged to meet at Sandwood Park. Use the map to give him or her directions on how to get there from the train station.



Writing • A letter of refusal

a Underline the correct words to complete the phrases.

1. I'm dropping you a line to *explain / clear* why I won't be able to...
2. It was great to *listen / hear* your news...
3. I'm sorry to *let / leave* you down but...
4. How kind *from / of* you to invite me to...
5. I am *most / much* grateful for your kind invitation, however...
6. Thanks *about / for* the invite, but...

b Complete the letter with the words in the box.

in received Shall down However
accept pleased away hope ages

Dear Debra,

- 1 I am writing to thank you for inviting us to your birthday party
1) _____ May. 2) _____, I won't be able to 3) _____ your invitation.
- 2 When I 4) _____ your letter, I was so
5) _____. That is until I found out that I'd be
6) _____ on a school trip.
- 3 Perhaps I could come and see you another time. It's been
7) _____ since we've seen each other.
8) _____ I get in touch with you as soon as I get back so we can arrange something?
- 4 Anyway, I 9) _____ that you have a great time and I apologize again for turning your invitation
10) _____.

Lots of love,
Claudia

c Match the functions to the paragraphs in the letter in activity b.

1. Suggests something for the future _____
2. Explains the reason for writing _____
3. Says sorry and gives best wishes _____
4. Gives a reason for refusing the invitation _____

Writing Task • Exam style

a You have just received a letter of invitation from your friend in the United States. Read the following extract and notes.

explain other plans for that date
thank parents for invitation

My parents say that they'd love it if you could come to my brother's wedding on August 12th. They think it'd be a great opportunity for you to see a traditional American wedding as well as keep me company. You can stay for the whole week. Please say that you'll come.

ask them to send photos

suggest another date to meet up

b Use the information in the letter extract and the notes to write a letter of refusal to your friend in 120-150 words. Make sure it is in an appropriate style, and use the *Useful Language* box to help you.

USEFUL LANGUAGE

I appreciate your inviting me...

...unable to make it.

I have already been invited to...

As soon as you have printed the photos...

I was thinking about visiting you this...

c In pairs, exchange and correct your letters.



Reading • An article

a In pairs, answer the questions.

1. What is your favorite celebration and what do you usually do for it?
2. Why do you think it is important to celebrate the anniversary of certain historical events?

b Read the article and summarize what happened in each historical event.



Why We Celebrate



Every year people celebrate various customs and traditions that are either global or unique to their country. For example, Americans enjoy Thanksgiving in November, while thousands of miles away in Britain, during the same month, people celebrate Bonfire Night. It is surprising to learn that the origins of these diverse celebrations can be traced back to the same source. That is the religious intolerance of the ruling monarch in Britain in the early 1600s. As a Protestant, King James I did not tolerate people with other religious beliefs and would often exile them.

Bonfire Night

In England, on November 5th, families gather around huge bonfires and cheer as an assortment of fireworks are set off. The climax of the evening is when an effigy of Guy Fawkes is tossed onto the blazing fire. But who was Guy Fawkes?



Guy Fawkes was one of the main conspirators in the plot to blow up the Houses of Parliament on November 5th, 1605. The aim was to kill the King and his parliament. As a Catholic, Guy Fawkes was angry with King James for chasing fellow Catholics out of England. His aim was to return the country to Catholic rule.

As time passed, some of the plotters began to have second thoughts. They were worried that there would be too many innocent victims involved. Therefore, an anonymous letter was sent by one of them to a Member of Parliament warning him of the plot. The letter, however, reached the King, and Guy Fawkes was caught red-handed as he was about to light thirty-six barrels of gunpowder. All of the conspirators were eventually caught and executed.

After this shocking event, many people celebrated that the King was still alive by lighting bonfires in the streets. The tradition was kept and is still very popular today.

Thanksgiving

This is a popular holiday in the US, and a time when families get together to give thanks for what they have. But, how did all this begin?



Having been chased out of their native country of England for their religious beliefs, the Pilgrims set sail for America. It was 1620 and the voyage was a difficult one. After sixty-five days, they arrived at their destination. Initially relieved to be back on dry land, they soon discovered that their problems had only just begun. Out of the original one hundred and two Pilgrims, forty-six perished during their first harsh winter.

In the spring, the Pilgrims were fortunate enough to be visited by some Native Indians who taught them valuable lessons on how to plant corn and other crops. This resulted in a bumper harvest the following October, and the Governor decided to invite their friends, the Indians, to celebrate with them. Lots of different birds were caught and cooked for the occasion. This was the very first "thanksgiving" feast.

Although other such feasts followed, they did not become the annual celebration that we know today until George Washington declared a National Day of Thanksgiving in 1789. Since 1941, it has been celebrated on the fourth Thursday in November every year.

Comprehension Check

Read the article again and mark the sentences *T* (true), or *F* (false).

1. Both Bonfire Night and Thanksgiving are celebrated in November. ____
2. King James I did not mind people having different religious beliefs. ____
3. Guy Fawkes wrote a warning letter to the King. ____
4. It took the Pilgrims sixty-five days to reach America. ____
5. Almost half of the Pilgrims failed to survive their first winter. ____
6. The Native Indians invited the Pilgrims to the first Thanksgiving feast. ____

Vocabulary Check

Match the two columns.

- | | |
|-----------------------------|-----------------|
| 1. find the origin of | ____ trace back |
| 2. cause to explode | ____ declare |
| 3. kill as legal punishment | ____ set sail |
| 4. die | ____ perish |
| 5. begin a trip by sea | ____ execute |
| 6. say something officially | ____ blow up |

Speaking • Pairwork

In pairs, look at the pictures of a Chinese New Year parade, and answer the questions.

1. What do you think the atmosphere would be like at this parade?
2. Have you ever taken part in a parade? Describe your experience.



Grammar Practice • Participles

(See *Grammar Reference*, page 149.)

a Complete the sentences with the correct form of the verbs in parentheses.

1. _____ (situate) near a beautiful lake, the hotel is popular with walkers.
2. She was busy _____ (write) Christmas cards to her friends and family.
3. She caught him _____ (open) the presents early.
4. The furniture _____ (sell) in this store is handmade.
5. They spent hours _____ (prepare) the meal.
6. She ignored the man _____ (signal) to her from the other lane.

b Complete the sentences with two to five words. Include the words in parentheses.

1. He took off his shoes since he didn't want to get the carpet dirty. (order)
He took off his shoes _____
get the carpet dirty.
2. Even though we had a map with us, we couldn't find the hotel. (despite)
We couldn't find the hotel
_____ with us.
3. There had been an accident, so there was heavy traffic. (due)
There _____ an accident.
4. There was hardly any food at the party, so we were hungry later. (little)
There was _____ at the party that we were hungry later.
5. He hadn't seen Vicky for a long time, so he hardly recognized her at all. (such)
He hadn't seen Vicky for
_____ he hardly recognized her at all.
6. They won't finish building the house until June. (by)
It will be June _____
building the house.

Let's Talk

In pairs, take turns being Candidates A and B. Use the words in the boxes to help you.

CANDIDATE A

Compare the pictures, and say how you think each of these couples will celebrate their wedding day.

Similarities	Differences
marriage	countries
happy couple	clothing
age	customs

CANDIDATE B

Do you agree that marriage should be “for life?” Why or why not?



CANDIDATE B

Compare the two pictures, and say what you think the children are celebrating.

Similarities	Differences
costumes	types of costume
celebrations	gender
	type of celebration

CANDIDATE A

Do many people dress-up for certain traditional celebrations in your country? When?



Project: A Cultural Guide Book

Work in groups. Write a Cultural Guide Book. Investigate different countries around the world. Think of important information people would find useful before visiting each country. Consider including:

1. the language spoken.
2. typical customs.
3. traditions and special holidays.
4. clothing (with reasons for wearing certain items).
5. food and how people eat.
6. religious beliefs.

After your investigation put all the information together and give your guide book a title. Design a cover page and present your Cultural Guide Book to the class.



Design an online guide.

