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Dear Student,

Welcome to **Crossover Plus!**

Crossover Plus is an exciting new course that will help you learn English quickly and easily.

In your *Student's Book*, you will find:

- Interesting topics to help you develop your language.
- Communicative activities that you can relate to your own experience.
- Cultural information about other countries that helps you compare experiences.

About your *Student's Book*:

Your *Student's Book* has ten *Units*. Each *Unit* is about a different topic. Each *Unit* ends with a *Review* to help you practice language and vocabulary.

At the front of your book you will find a *Learn to Learn* section. This gives you useful tips for how to improve your language learning skills: listening, speaking, reading, and writing.

At the back of the book you will find:

- A *Glossary* to help you with difficult words.
- A list of *Irregular Verbs* for easy reference.
- A *Phonetic Symbols* table to help you with pronunciation.
- A *Grammar Reference* to explain and check language rules and structures.

We at University of Dayton Publishing sincerely believe that **Crossover Plus** will help you progress in English in a positive way.

Are you ready to *cross over* into the English speaking world?

Are you a good listener?

Language learning depends on listening. Being a good listener will allow you to acquire new language and help you to communicate orally. Listening activities help you develop strategies that will improve your listening skills. There are three types of activities. Each has a different purpose and requires you to use different strategies.



Pre-listening activities are designed to help you understand what you are going to hear. They require you to use whatever knowledge you have to make predictions about what you are going to hear.

- Who are the speakers?
- What is the situation?

Read the situation and make predictions.

Situation: Marty calls Janet to invite her to the movies.

1. Imagine Janet says no. Predict what she will say and how Marty will respond.
2. Imagine Janet says yes. Predict what the rest of the conversation will be about.

While-listening activities help you focus on specific words, sounds, or information in the text. The following strategies are helpful:

- Read through the task before listening, so that you know what you are listening for.
- Focus on the task. Do not try to understand every word.

Decide which of these questions might appear as while-listening activities.

1. What excuse does Janet give?
2. Do you think Janet likes Marty?
3. What movie are they going to see?
4. What time does it start?
5. Do you think this is the first time they are going out?

Post-listening activities evaluate how well you comprehended the text as a whole. These activities require you to use other strategies:

- Infer information that is not specifically stated in the recording.
- Summarize the main ideas in the text.

Match these tasks to the strategies.

1. Work in groups. Discuss the questions.
 - a. What kind of relationship do Janet and Marty have?
 - b. Do you think they will go out on another occasion?
2. Work in pairs. Imagine you are Marty. Tell a friend about your plans for the evening.

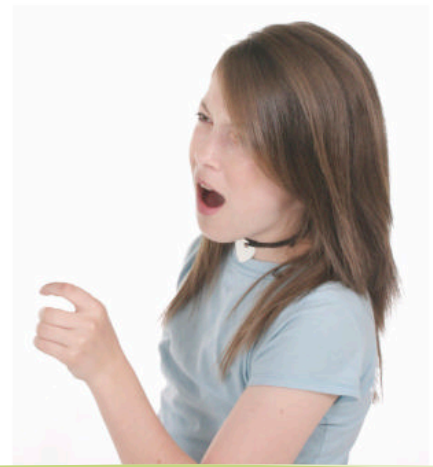
Think about yourself

1. Which strategies do you use?
2. How can you improve your listening skills?
3. How can you use these strategies to develop your listening skills outside the classroom?

Speaking

Are you a good speaker?

Many people think that speaking is the result of good language learning. Only by practicing will you be able to develop fluency. When you first start speaking, you might find it difficult to express yourself, but you will gradually gain confidence and feel more comfortable. Some simple strategies can make the process easier.



Communication is your ultimate objective. Oral communication involves a speaker, a listener, and a message. To improve fluency, you need to focus more on what you want to say (the message) than on how you say it. Remember, you are successful if you communicate using the language you have. These strategies may be helpful.

- Think about what you want to say in English. Do not translate.
- Use simple structures.
- Explain or use alternates for words you don't know.
- Verify that the listener understands you.

Minimal responses are phrases and sentences that are predictable and repeated frequently in speech. They are often common phrases that people use in conversations to show that they understand, agree, or have doubts about what someone is saying. It is important to memorize minimal responses and practice them so that they are easily accessible to you when you are speaking English. In this way, you can focus on what the other person is saying. This will give you more confidence to participate.

Decide which of the following are minimal responses.

Could you please repeat that?

I agree.

Mmmm.

Go on.

I think so.

I'd like some tea, please.

I'm not sure.

I disagree.

I'll come in on Monday.

I don't think so.

Think about yourself

1. Decide in what situations in your everyday life you would do the following in English.
 - Participate in an interview.
 - Ask for and give information.
 - Express likes and dislikes.
 - Describe events and situations.
 - Have a telephone conversation.
 - Have a discussion with opposing and similar points of view.
 - Give a simple presentation.
2. Write some minimal responses you could use for the situations.

Reading

Are you a good reader?

There are four factors to consider as a good reader: you, the text, the reading strategies you use, and the purpose. You need to think about how you interact with the text you are reading, and sometimes change your reading strategies to meet the challenges of that text.



Reader characteristics include reading skills, interest in the topic, and physical factors such as sleepiness or hunger.

Put a check next to the sentences that describe you.

1. I read sitting up, with a good light, at a desk or table.
2. I keep background noise to a minimum so I can concentrate.
3. When reading is difficult and I don't understand something, I read it again.
4. I write and take notes as I read.
5. I note down what interests or bores me and think about why.

Texts vary depending on genre (novel, science, play, psychology, etc.). Some reading is quick and easy, while other reading is quite slow and difficult.

Answer the questions.

- What types of texts do you find difficult?
- What genres do you read for pleasure? Why?
- Which genres do you read for academic purposes?

The purpose is probably the single most important factor. People read for a variety of purposes: to gain information or verify existing knowledge, to critique a writer's ideas or writing style, or just for enjoyment. Before beginning to read, think about the purpose for the reading.

Answer the questions.

- Why has the teacher given you this assignment?
- What are you supposed to find or learn?
- Why did you choose this text?

Reading strategies can make all the difference. Selecting the correct strategies for a text will help you to understand it.

Decide how these strategies can help you.

1. Survey the reading. Look at the title of the piece, the subheadings, the graphs, and the pictures.
2. Read the introduction and conclusion first. Or read the first line in every paragraph to get the main idea, and then go back and read from the beginning.
3. Read quickly. Then focus on the most interesting or relevant parts to read in detail.
4. Pay attention to when you can look for general information and when you need to understand every word.
5. Read the complete text, and then write a one-paragraph or one-sentence summary.

Think about yourself

Researchers have come to the conclusion that good readers...

- Read extensively.
- Integrate information in the text with existing knowledge.
- Use different reading strategies, depending on what they are reading.
- Are motivated.
- Read for a purpose; reading has a function.

Answer the questions.

1. Do you think you are a good reader?
2. What do you need to do to improve your reading skills?

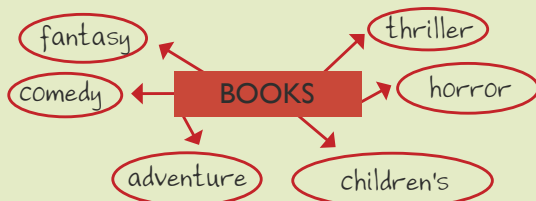
Writing

Are you good at writing?

Good writers plan their work in stages. Most people do this naturally. If you want to improve your writing skills, the following writing process will help.

Pre-writing is the planning and idea-gathering stage of the process.

- Research.
- Create idea maps, webs, and story charts.
- Develop word banks.
- Decide on form, audience, and style.



Drafting refers to a first version of your ideas.

- Focus on including the main ideas and developing what you want to say.
- Don't worry too much about grammar and style conventions.
- Allow your creativity to flow. Written work does not have to be neat at this point. We call this the sloppy copy.

Revising is the process of improving the first draft. Re-read your work and share it with a friend. Make changes in the writing based on his or her comments.

- Clarify content by asking who, what, when, where, why, and how questions about parts of the text that are not easy to understand.
- Look for better words.
- Talk about how to improve your work.



Editing is the process of correcting grammar and mechanical errors.

- Correct spelling.
- Check capitalization and punctuation.
- Check grammar and sentence structure.

Symbol	Meaning	Example
Sp	Spelling	recieved
P	Punctuation	Whats your name.
WO	Word order	Always I go shopping.
T	Wrong tense	They <u>have played</u> yesterday.
S/V	Subject-verb disagreement	The people <u>was</u> clapping.
M	Meaning not clear	Come and <u>rest</u> with us.
[]	Unnecessary word	It was too <u>much</u> difficult.
^	Missing word	You should <u>listen</u> them.

Sharing your work, is the final and most important stage. Seeing the readers' response will allow you to see if you were successful.

Think about yourself

1. Do the readers understand what you write?
2. Do they enjoy what you write?
3. What can you do to improve your writing?



Teens Volunteering

Discuss the Topic

- What is volunteer work and why do people do it?
- Do you think people should work while they study?
- Write down three jobs that are common where you live. What qualities do people need to have these jobs?

In this unit I will learn to...

- understand and convey information about community services.
- express hopes and necessities.
- give advice.
- express possibility.
- write a cover letter.

Product

- I will make community service ads.



Reading An Article and Survey

1 Answer the questionnaire from pages 12 to 15 of your *Reader*. Write your answers in the chart below.

Students	1	2	3	4	5	6	7	8
Me								
Total	a. ____ b. ____ c. ____	a. ____ b. ____ c. ____	a. ____ b. ____	a. ____ b. ____ c. ____	a. ____ b. ____ c. ____ d. ____	a. ____ b. ____ c. ____	a. ____ b. ____ c. ____ d. ____	a. ____ b. ____ c. ____

2 Interview four friends and write their answers in the chart.

3 Complete the table with words from your *Reader*.

Glossary

See page 117.

Vocabulary Tip

Parts of speech

Look carefully at the words in the text and the sentences where they appear. This will help you to decide what the word is (noun, verb, adjective, adverb, etc.).

Noun	Adjective	Verb	Adverb
_____	voluntary	volunteer	_____
_____	responsible		_____
_____	_____	organize	

4 Complete the sentences with words from the table.

- Volunteers learn how to behave _____.
- There are many different _____ that encourage volunteering.
- Volunteers can help _____ sponsored walks or bike rides.

Speaking Discussing Attitudes

1 In groups, compare your answers to the questionnaire. Discuss your opinions, similarities, and differences with the attitudes expressed in the article.



✦ Language Focus Modal Verbs for Advice and Possibility

Grammar
See page 109.

- 1 Read the sentences and write A (advice) or P (possibility).
 - a. I think everybody *should* volunteer. ____
 - b. 22% say they *might* volunteer throughout their lives. ____
 - c. You *shouldn't* volunteer to do something if you don't like it. ____
 - d. You *can* help in any number of ways. ____
- 2 Look at the sentences in activity 1 again and complete the rule.
 - a. We use ____ after the modal verbs *should*, *can*, and *might*.
1) the infinitive without *to* 2) the full infinitive
- 3 Match the modal verbs to their function in activity 1.
 - a. *should/shouldn't* ____ possibility
 - b. *can/might* ____ advice
- 4 Complete the text with the words in the box.

should can / might shouldn't



Doing a Sponsored Bike Ride

Why not organize a sponsored bike ride for your school? First, you 1) _____ to ask for permission from your teachers. Then you ask for sponsors. People 2) _____ sponsor you per kilometer you ride, or give you a fixed total amount. You 3) _____ write their names on a list and the amount they have to pay when you complete the ride. You 4) _____ make the ride too long or people won't take part!

- 5 Read the situations and give advice or talk about the possibilities.
 - a. I love animals.
You should volunteer at the animal shelter.
 - b. I am good with children.
 - c. I care about the environment.
 - d. I'm worried about the homeless.




Listening A Phone Conversation

Listening Tip

Listening for main ideas

Listen for the main points about a theme without trying to understand every word.

- 1 Look at the photo and answer the questions.
 - a. What is the person in the photograph doing?
 - b. How do you think he is feeling? Why?
 - c. Have you ever been in a similar situation?
- 2 Listen  2 and mark the sentences T (true) or F (false).
 - a. Adam wants to work on Saturday and Sunday. ____
 - b. Adam is thirteen years old. ____
 - c. Adam loves working with animals. ____
 - d. Adam does not have enough experience to volunteer for the organization. ____



- 3 Listen again and answer the questions.


a. What is Adam interested in doing?

b. What experience does Adam have volunteering?

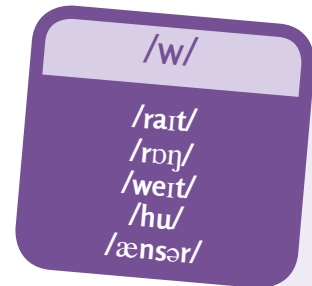
Pronunciation Tip

Silent w

A *w* is not pronounced at the beginning of a word when followed by an *r*. Sometimes it is not pronounced when it is before an *h* (*whole*, *who*).

- 4 Listen  3 to the sentences and focus on the words in bold. Write whether the *w* is silent (S) or pronounced (P) in each example.

- a. Should I **write** a résumé? ____
- b. My predicted grades might be **wrong**. ____
- c. **Wait** a minute! ____
- d. **Who** can I use? ____
- e. I really hope I get an **answer**. ____



- 5 In your notebooks, write a new sentence using each of the words in bold from activity 3.

- 6 Look at the groups of words and underline the odd one out.

- a. whistle, where, wriggle, when, wheat
- b. writing, whole, who, waist, wrestle
- c. wood, wrong, welsh, weapon, worse
- d. window, waffle, wool, wrinkle, water

- 7 In pairs, say sentences using words from activity 5.

Phonetic Symbols

See page 117.

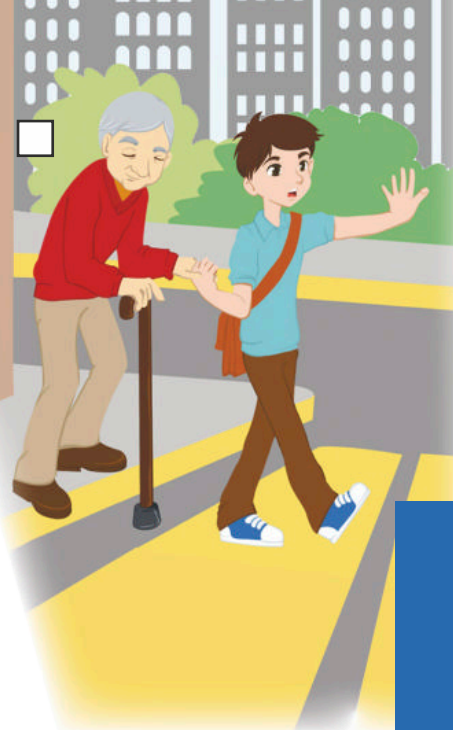
Glossary

See page 117.



English in Use Expressing Hope and Necessity

- 1 Match the sentences to the pictures.
- a. You need to help. b. I'd like to help.



Learning Tip

Hope and necessity

Verbs such as *like*, *hope*, *have to*, *should*, *want*, *would*, and *need* can be followed by gerunds, infinitives, or the base form of verbs. It is important you learn which form follows which verb.

- 2 Answer the questions about activity 1.
- a. Which sentence expresses a hope? ____
b. Which sentence expresses a necessity? ____
- 3 Decide if the sentences express necessity (N) or hope (H).
- a. You have to put down your experience. ____
b. I really want to help clean the neighborhood. ____
c. You need to do one more thing. ____
d. I'd like to volunteer on weekends. ____
e. I really hope I can start soon. ____
- 4 Match the two parts of the sentences.
- a. I'd like to _____ to volunteer on weekends.
b. You _____ have to write a résumé.
c. What do I need _____ work with the elderly.
d. I really want _____ I find someone to help!
e. Thanks, I hope _____ to include?
- 5 In your notebooks, list types of voluntary work you might be interested in.
- 6 Write sentences in your notebooks using phrases from activity 4.
I'd like to help clean the park. You... I need... I really want... I hope...


Speaking Group Discussion

- 1 In groups, discuss how volunteers help in your community.



✚ Writing A Cover Letter

- 1 Look at the ad and answer the questions.
 - a. What types of jobs can volunteers do at an animal shelter?
 - b. What characteristics do volunteers need?



Animal Shelter

14 Main Street, Newtown

Volunteers required

Should be kind and generous, and love animals!

Write to Janet Dawes saying how you can help.

Children under 13 should apply with a parent or adult.

Dear Ms. Dawes,

I am thirteen years old. I would like to help at the Animal Shelter because I love dogs. I am worried about the number of dogs on the street, and I want to help in any way possible. I have experience in caring for animals as I have two pet dogs and a rabbit.

I am very kind and patient, and I enjoy physical exercise. I can take dogs for walks, or I can clean and feed them.

I can help every Saturday morning between 9:00 AM and 11:30 AM. I might be able to help some Saturday afternoons, but not every week.

Please let me know if there is any work available and when I can start.

Yours sincerely,

Will Hurst

Writing Tip

A letter

When writing a letter, always remember to...

Have clear sections.

Keep it simple.

Check spelling and format.

- 2 Read the ad and cover letter and complete the first row of the table.

Previous experience	Personality characteristics	Abilities	Type of work interested in	Time available for work

- 3 Think of a type of volunteer work of interest to you and make notes in the second row in the table.
- 4 Write a letter asking for volunteer work in your area of interest. Remember to include all the information in the table.
- 5 In pairs, exchange and correct your letters.
- 6 Write a final version of your letter.



Sweatshops: **Right** or **Wrong?**

Sweatshops are workplaces that have difficult or dangerous working conditions. There might be exposure to dangerous materials, extreme temperatures, or abuse from employers. People have to work long hours for low pay. Often sweatshops hire children.

Some people defend sweatshops. They say that they pay higher wages than other jobs and offer poorer countries the chance to develop. We asked some young people what they think.

A) ___ “You shouldn’t buy products from designer companies that make their products in sweatshops. You must buy locally made products! There are children in other countries who have to work very long hours for very low wages. Let’s give all the children in the world a better chance.” *Sam, 16*

B) ___ “I’m not sure about sweatshops. Children have the opportunity to earn money, but there is a responsibility to provide them with an education. Authorities should improve family prospects and shouldn’t force children to work long hours. It is difficult because families often need the money.” *Juan, 16*

C) ___ “I am fortunate to work in a factory in India that produces tennis shoes for developed countries. My parents can’t afford to send me to school, so I must work. This job has the best conditions in my town. I work less hours and earn more money. I don’t care who buys the product; I care that I’m earning a good wage.” *Naheem, 15*



- 1** Look at the title of the article and say what you think *sweatshop* means.
 - a A workplace with difficult or dangerous conditions.
 - b. A very hot shop.
 - c. A type of factory.
- 2** Read the opinions about sweatshops and mark them + (for), – (against), or ? (undecided.)
- 3** Read the article again and mark whether the statements were made by Sam (S), Juan (J), or Naheem (N).
 - a. It is important that you check where companies make their products. ___
 - b. Work helps pay for my school fees. ___
 - c. We should look at the bigger picture. ___
 - d. We have to work together to stop children working in sweatshops. ___
- 4** In pairs, make a list of the positive and negative aspects of sweatshops. Decide if you are for or against them and give reasons why.

Glossary
See page 117.

To read more about this topic, visit...
www.unicef.org/protection



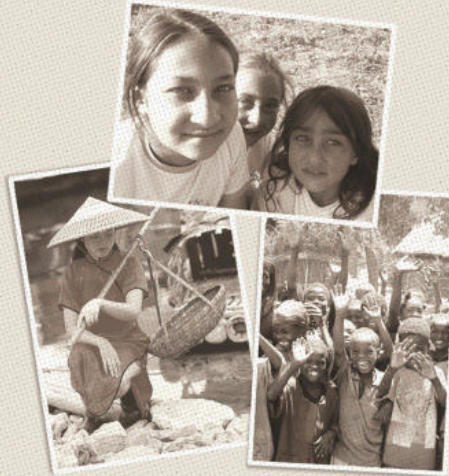
UNICEF



Every person under the age of eighteen has rights. The United Nations Convention on the Rights of the Child agreement lists them. Almost every country in the world has accepted this agreement.

Your rights

- The right to survival.
- The right to protection.
- The right to health care.
- The right to food and water.
- The right to education.
- The right to play.
- The right to sports.
- The right to opinions.
- The right to involvement in decisions that affect you.



You are entitled to these rights whatever your race, religion, beliefs, and family background.

Your responsibility

To make sure that the way you behave doesn't stop others exercising their rights.

Your government's responsibility

To make sure that these rights are available to everyone and that parents and children are aware of the convention.

Source: Adapted from www.unicef.org.uk

- 1 Look at the logo and say what you think UNICEF means.
 - a. United Children Forward
 - b. Union of International Children For Peace
 - c. United Nations International Children's Fund
- 2 Read the leaflet and discuss the questions in pairs.
 - a. What age group is UNICEF responsible for?
 - b. Where is UNICEF active?
 - c. What specific types of problems concern UNICEF?
- 3 In groups, read the problem. Choose the best solution with reference to the rights and responsibilities in the leaflet. Give a reason.

- 4 In your groups, write your own list of rights for teenagers in your country. Think about...
 - school ▪ family ▪ work
- 5 Make a poster to present your teenage rights.

Problem

14-year-old Sam lives with his parents and grandmother. His grandmother is very ill, but his parents both work long hours and can't take care of her. Sam's mother tells him he must stay at home with his grandmother and not go to school. Do you think this is fair?

1. No. Sam should go to school.
2. Yes, but only if it's temporary and Sam's parents find another way of looking after his grandmother.
3. Yes. Sam has to look after his grandmother. His family couldn't support Sam with less money if one of his parents stop working.



Step 1 Research Voluntary Work

- Work in groups. Look at the ads or the *Help Wanted* section in different magazines, newspapers, and on Web pages. Find places where teens can do some kind of volunteer work.

Step 2 Choose Your Ad

- In your groups, make the *Help Wanted* section of a newspaper.
- Decide what types of volunteer jobs you want to advertise in your newspaper and make notes.

Type of Work	Hours Required	Location

Step 3 Write Your Ad

- Individually, work on one ad for your page.
- Write a first draft of your ad and exchange it with your teammates.
- Check each others' work and make suggestions on how to improve it.
- Prepare your final ad. Decorate it with a logo and any pictures you can find.

Step 4 Present Your Page

- Put all your group's ads together to make up the *Help Wanted* section of a newspaper.
- Present your *Help Wanted* page to the other groups in your class.



Hurricane relief

Please donate clothes and food. Collection on Saturday in the Town Hall. Volunteers required.

Trash removal



Meet at Green Park at 9:00 am on Saturday. Help protect your local environment!

Dishwashers needed at Central Soup Kitchen



Helping the homeless since 1985. Call 321-5643. Over 13 only.

Step 5 Act Out a Dialogue

- In pairs, choose an ad you are interested in and prepare a dialogue asking for and giving information about that work.
- Practice and act out your dialogue for the class.



Review

1 Read the sentences and write if the speaker is expressing a hope (H) or necessity (N). Then write a hope or necessity of your own using the same phrases.

I really need to find a job.



a. _____

I hope I can volunteer on the weekends.



b. _____

I want to work in an animal shelter.



c. _____

I'd like to help the homeless.



d. _____

You have to get your parents' permission.



e. _____

You should have some experience.



f. _____

2 Read the sentences. Underline the silent w words.

- She works as a writer on Wednesdays.
- Who are you waiting for?
- Where is my written reference?
- Have you received an answer from William?

3 Complete the ad with the correct form of *should*, *shouldn't*, or *can*.

Volunteers Needed

Help us conserve the National Forest

- You 1) _____ be enthusiastic, reliable, and willing to engage in physical activity.
- You 2) _____ help plant trees, pick up trash, or help rebuild footpaths.
- Meet on Saturdays at 9:00 AM at the Visitor Center. Children under 13 3) _____ come without their parents' permission.





The Legend of King Arthur

Discuss the Topic

- As a child, did you like to read children's stories? Do you remember any of them?
- What kind of books do you usually read now (comics, novels, short stories, etc.)?
- Do you have a favorite book or author?
- Do you like watching movies which are adaptations of books? Why or why not?

In this unit I will learn to...

- narrate a story.
- rewrite legends and tales.
- read and understand different types of literary texts.
- write a story.

Product

- I will make a broadsheet book.

Reading A Legend

- Underline the type of story *The Legend of King Arthur* is.
 - Science fiction
 - Adventure
 - Romance
- Read the legend again and number the events of the story in the correct order.

___ Arthur grew up with Kay, who was training to become a knight.
 ___ Arthur became king.
 ___ Arthur and Kay went to the tournament.
 ___ Merlin took Arthur to a hermit.
 ___ Arthur fought Pellinore.

Reading Tip

Understanding words from context

Read the sentence(s) around unfamiliar words to help understand their meaning from the context.

- Match the words from the *Legend of King Arthur* to their definitions.

a. loyal	___ <i>adj.</i> testing one's ability or endurance
b. happen	___ <i>adj.</i> faithful to a leader or cause
c. challenging	___ <i>adj.</i> greatly surprised, astonished
d. amazed	___ <i>v.</i> to take place or occur
e. grow up	___ <i>v.</i> to become older in age

- Rewrite the sentences using the words in activity 3.

a. A lot of things took place in the following months after Merlin agreed to help.

b. He was astonished when Arthur pulled the sword out of the stone.

c. Arthur had many faithful knights by his side.

d. The tournament would be very difficult.

e. As Kay and Arthur got older, they became good friends.



Glossary

See page 117.

Speaking Group Discussion

- In groups, discuss the questions.
 - Do you know any similar legends or stories?
 - What is the major theme of that legend?
 - In what ways is it similar or different to the legend of King Arthur?



Language Focus Past Simple and Past Continuous

- 1 In pairs, read the sentences and answer the questions.

While Kay was preparing for the fight, he noticed a message on the sword.

Kay was slightly older than Arthur and he was training to be a knight.

- Which verb form describes an activity that was in progress?
- Which verb form describes an action or event that occurred?

- 2 Read page 75 of the Reader again and write an example of each tense.

Grammar

See page 109.

Past Simple	Past Continuous

- 3 Underline the correct option.

- Arthur couldn't find Kay's sword, so he *went* / *was going to* find another one.
- While Kay *was preparing* / *prepared* for the fight, he *noticed* / *was noticing* a message on the sword.
- Arthur *became* / *was becoming* king of England, but many knights *thought* / *were thinking* he was too young.

- 4 Complete the summary of the legend with the correct form of the verbs in parentheses.

One day, when Arthur 1) _____ (ride) his horse, he decided to fight Pellinore. But Pellinore knocked him down. As Arthur 2) _____ (lie) on the ground in great pain, Merlin came to the rescue and 3) _____ (save) Arthur's life. He put Pellinore into a deep sleep and 4) _____ (take) Arthur into the forest to a hermit. The hermit 5) _____ (use) plants, herbs, and magic medicine to try to save Arthur.



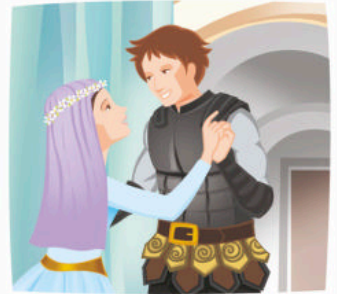
- 5 In groups, retell the legend of King Arthur. Take turns describing what happened.

Irregular Verbs

See page 116.

Listening The Legend of King Arthur (Part 2)

- 1 Look at the pictures and answer the questions.
- What do you think happens in this part of the story?
 - Who can you see in the pictures?



Listening Tip

Identifying tone and mood

Sense how the speaker wants the listener to feel.

Identify words and phrases that emphasize or develop the tone of the story.

- 2 Listen 4 to the story and underline the correct answers.

- What is the name of the most powerful sword on earth?
 - Pellinore.
 - Excalibur.
 - Guinevere.
- What was Arthur's wedding gift?
 - The Holy Grail.
 - A castle.
 - A round table for 100 knights.
- Who invaded England?
 - Morgan.
 - Mordred.
 - Lancelot.
- What happened to Arthur?
 - He left in a boat.
 - He died.
 - He killed Lancelot.

Pronunciation Tip

The -ed ending

Practice the three different sounds with your partner and correct any errors.

If you know the sounds, it will help your accuracy and fluency.

- 3 Listen 5 to the sentences and focus on the letters in bold. Then write the phonetic sounds /d/, /t/, or /ɪd/.

- They walk**ed** to a nearby lake.
- He immediately invad**ed** England.
- Arthur row**ed** to the middle of the lake and took the sword from the hand.

- 4 Match the two parts of the explanations.

- | | |
|--|----------------------------------|
| a. We pronounce -ed as /d/ after ____ | 1. /d/ and /t/. |
| b. We pronounce -ed as /t/ after ____ | 2. unvoiced sounds (except /t/). |
| c. We pronounce -ed as /ɪd/ after ____ | 3. voiced sounds (except /d/). |

Phonetic Symbols

See page 117.



English in Use Narrating a Story

1 Read the sentences and underline the adverbs.

- a. Arthur was extremely angry.
- b. Mordred immediately invaded England.
- c. Arthur felt terribly sad.
- d. Lancelot quickly returned from exile.
- e. Arthur and Lancelot fought bravely.
- f. Arthur was badly hurt.

2 In pairs, answer the questions.

- a. Which three adverbs can have the same meaning as 'very'?

- b. Why do authors use adverbs in a story? What happens to the sentences if you remove the adverbs?

3 Insert an adverb from activity 1 into each of the sentences and rewrite them.

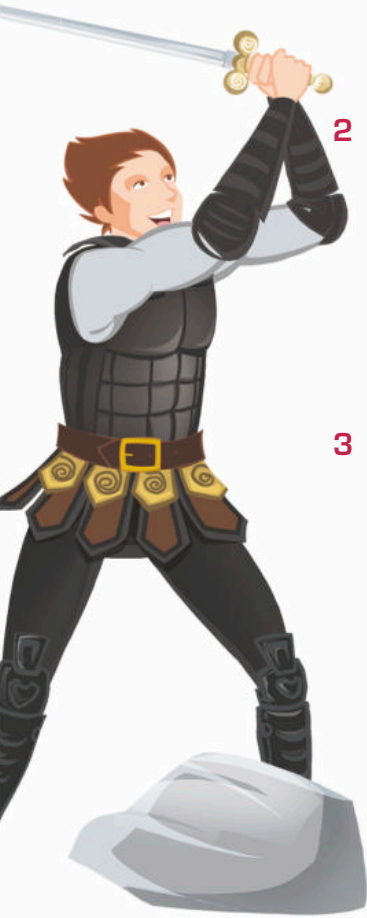
- a. Lancelot fell in love with Guinevere when they met.

- b. The knights were surprised that Arthur was king.

- c. Arthur was injured in the fight with Pellinore.

- d. Merlin took Arthur to the hermit.

- e. Mordred was jealous of Arthur.



Speaking Group Discussion

1 In groups, think of a legend you know and tell the story using adverbs.

The dragon was extremely terrifying...



✚ Writing Creating a Legend or Fairy Tale

- 1 Complete the table with the elements from a story you know.

Setting	Characters	Objects
forest, castle...	prince, queen...	sword, magic wand...

Writing Tip

Fairy tales

In a fairy tale there is always a problem, a climax, and a happy ending. A fairy tale always starts with *Once upon a time...* and finishes with *... and they lived happily ever after.*

- 2 Choose elements from the table in activity 1 and make more detailed notes below.

Introduction **Set** the scene: who, what, when, and where.

A long time ago...

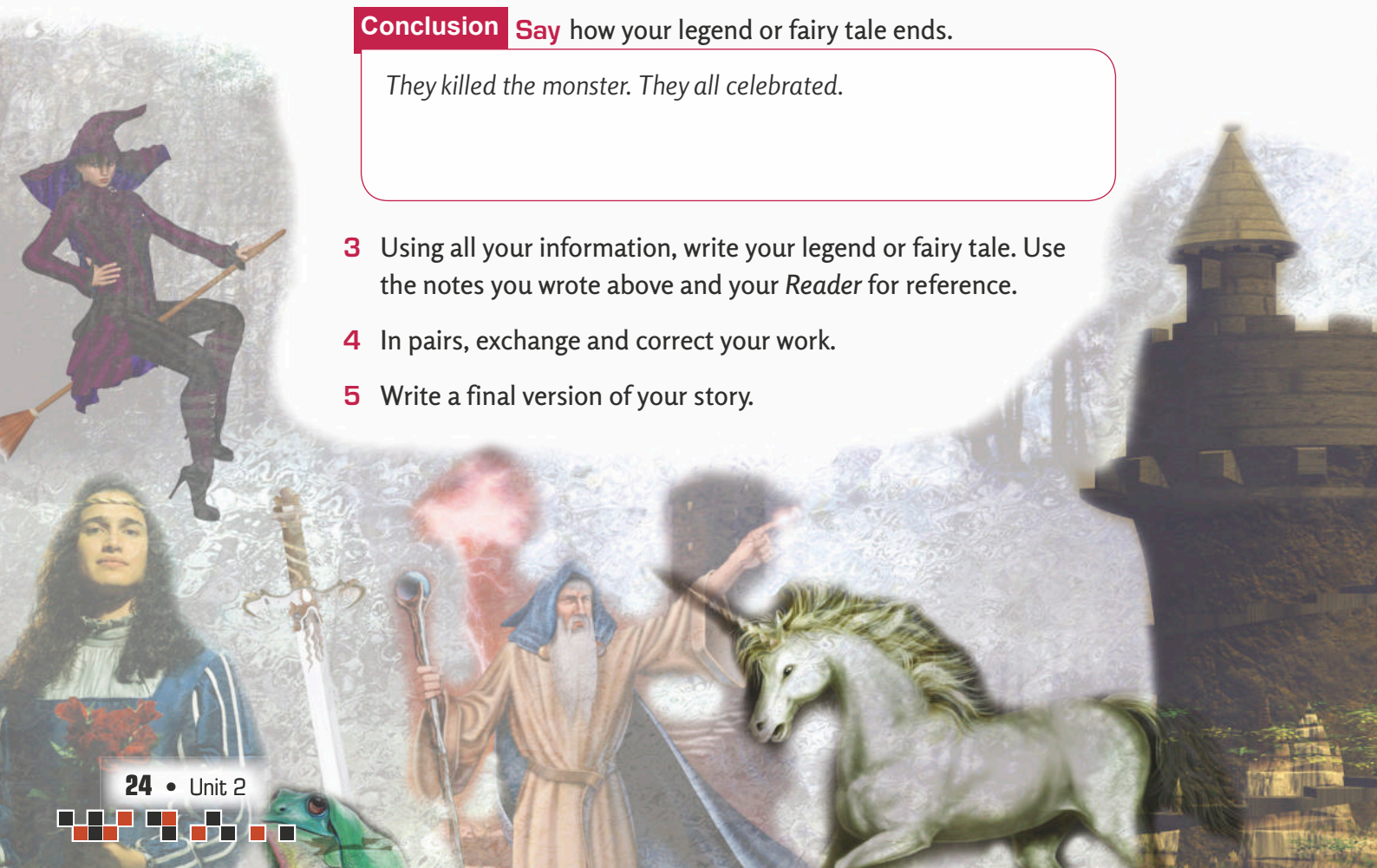
Plot **Describe** what happened.

There was a great battle...

Conclusion **Say** how your legend or fairy tale ends.

They killed the monster. They all celebrated.

- 3 Using all your information, write your legend or fairy tale. Use the notes you wrote above and your *Reader* for reference.
- 4 In pairs, exchange and correct your work.
- 5 Write a final version of your story.



The History of Nursery Rhymes

Most nursery rhymes are not just simple songs for young children. They were originally satires about important historical and political events. Here are three examples.

1. A combination of small English ships and stormy weather defeated the Spanish Armada when it was invading England. This led to the line, "Rain, rain, go to Spain."
2. King Louis XVI and Queen Marie Antoinette are the real characters of this rhyme, who were beheaded within ten months of each other. It has a happier ending as a story for children.
3. This rhyme refers to the Great Plague of London in 1665. The symptoms included rosy red rashes and 'A-tishoo' refers to violent sneezing.

Glossary

See page 117.



Jack and Jill went up the hill
To fetch a pail of water,
Jack fell down and broke his crown,
And Jill came tumbling after.
Up got Jack, and home did trot,
As fast as he could caper,
He went to bed and bound his head,
With vinegar and brown paper.



Ring-a-ring o'rosies
A pocket full of posies
'A-tishoo! A-tishoo!
We all fall down!

- 1 Read the article and match the nursery rhymes to their history.
- 2 Read the article again and answer the questions.
 - a. Why were rhymes created?
 - b. What was a "ring o'rosies"?
 - c. Who or what does "Never show your face again!"?
 - d. How is the ending of the "Jack and Jill" nursery rhyme different to what happened in real life?
- 3 In groups, discuss the most famous rhymes in your country.
 - What are they about?
 - What do you think their original meaning was?
 - Why are they still popular today?
- 4 Research the background to a famous nursery rhyme.
 - When and where it started.
 - What it means.
- 5 Write a short history of the nursery rhyme to add to the article.



Rain, rain, go away,
Come again another day.
Little Johnny wants to play
Rain, rain, go to Spain,
Never show your face again!



Aesop's Fables

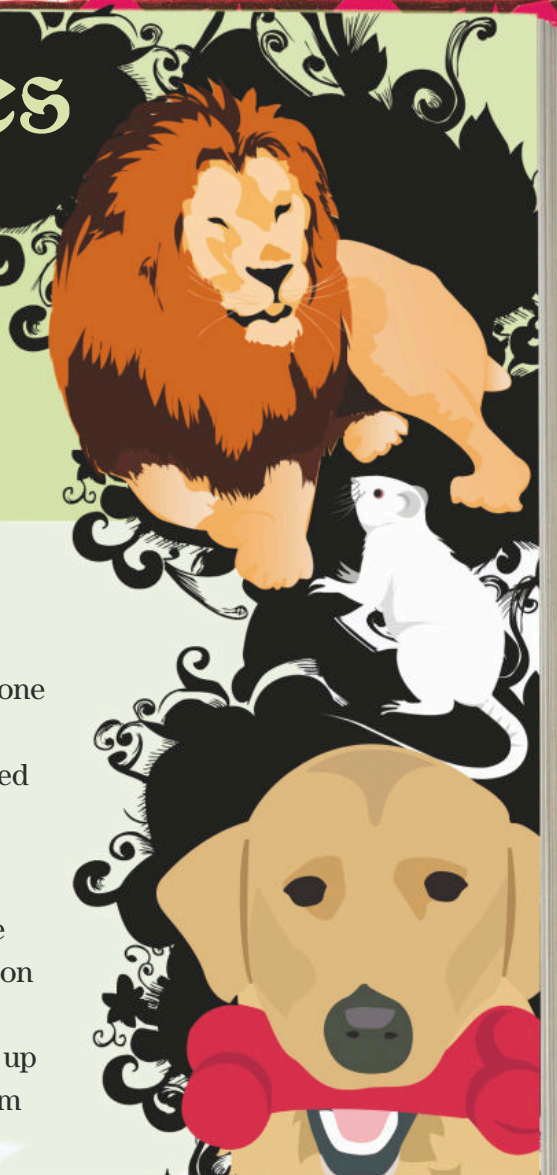
Aesop was a slave who lived in the sixth century BC in ancient Greece. He was also a storyteller who orally passed on a collection of fables. The fables are often used to teach morals.

The Dog and the Bone

A dog was carrying a bone over a bridge. When the dog looked down into the water, he saw his reflection and thought he saw another dog. He wanted the other dog's bone as well as his own, so he opened his mouth to bark at his reflection. The bone fell into the river, where it disappeared forever.

The Lion and the Mouse

A lion wanted to eat a mouse that had woken him up. The mouse begged for forgiveness and promised to help the lion in any way possible if he let him go. The lion laughed and released the mouse. Later, the lion was captured and tied up by hunters. The mouse heard the lion's roars and freed him by gnawing through the ropes.



Adapted from Aesop, *The Complete Fables*, Penguin Classics, 1998.

- 1 In pairs, discuss the questions.
 - a. What is a fable?
 - b. What fables do you know?
- 2 Read the fables above and match the morals to the stories.
 - a. If you are greedy, you will risk what you already have.
 - b. Little friends may prove great friends.
- 3 In pairs, underline the sentences that best describe the characteristics of a fable.

<ol style="list-style-type: none"> a. They use animal characters with human features. b. They are short. 	<ol style="list-style-type: none"> c. They describe the setting of the story. d. They help us understand human nature and behavior.
--	---

Glossary

See page 117.

To read more about this topic, visit...
www.aesopsfables.com



Step 1 Choose a Story

- In small groups, read and analyze each legend or fairy tale you wrote.
- Decide which one you are going to use for your broadsheet book.
- Choose a legend or fairy tale that has an introduction, plot, climax, and conclusion.

Step 2 Plan Your Book

- In your group, decide how you will write and construct your legend or fairy tale as a book. Have each group member work on a different section.
- Think about the themes covered and the best way to convey your ideas. Include a title, subheadings, illustrations, and captions or speech bubbles.
- Split your story into columns as it would appear in a real broadsheet paper.

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The Legend of King Arthur Part I

Many years ago, when the King of England, Uther, was a young man, he met a princess called Igraine. She was so beautiful that he fell in love with her immediately. He loved her so much that he wanted to marry her. So he asked Merlin, a powerful wizard, for help. After some time, Merlin agreed to help him, but first Uther had to agree to Merlin's demands. He

demanded their first born son in return for his help. A lot of things happened in the following months after the wizard Merlin agreed to help Uther and Igraine. First, Uther and Igraine got married and were very happy together. Then they had a son named Arthur. They kept their promise and gave the child to Merlin. Igraine cried when Merlin took the baby away.



Step 3 Write Your Book

- In your group, exchange work and read each part out loud.
- Tell the group your opinions and make suggestions on how to improve your legend or fairy tale. Comment on the story, headings, and illustrations.
- Write a final version of your text.

Step 4 Present Your Book

- Put all the texts together to make your group's broadsheet book. Don't forget to include all the texts, photos, cutouts, and illustrations in your final version.
- Present your broadsheet book to the other groups in the class.
- Have a final exhibition in the classroom, the library, or another part of the school so other students have a chance to read your work.



Review

- 1 Read the sentences and underline the correct form of the verbs.
 - a. After some time, Merlin *was agreeing / agreed* to help him and Igraine.
 - b. While he *prepared / was preparing* for the fight, he *was noticing / noticed* the message on the sword.
 - c. She was so beautiful that he *fell / was falling* in love with her immediately.
 - d. Some knights *were / was* not happy.
 - e. He *was lying / lay* on the ground badly hurt and his sword was broken.
 - f. They *were thinking / thought* he was just a boy.
 - g. Arthur *went / was going* to see an old hermit in the forest.
- 2 Read and complete the legend with the correct form of the verbs in parentheses.

The Adventures of Robin Hood



Robin Hood 1) _____ (be) an outlaw who 2) _____ (live) in Sherwood Forest with his band of merry men. While King Richard 3) _____ (fight) in the Crusades, King John lead the country. He was a bad ruler. "You must 4) _____ (pay) taxes," he said to the people. Everyone 5) _____ (be) poor before, but now they were even poorer. Robin Hood and his men 6) _____ (steal) from the rich to help the poor and later 7) _____ (become) heroes. Robin was madly in love with Maid Marian, but John 8) _____ (not let) him see her. Only when Richard 9) _____ (return) from the Crusades were they allowed to meet. Finally, Richard 10) _____ (put) John in prison and Robin and Marian were married. Or so the story goes.




 A background image showing a magnifying glass held over an open dictionary. The word 'search' is clearly visible through the lens. The rest of the dictionary pages are blurred.

search

Using a Bilingual Dictionary

Discuss the Topic

- What are the most important things you need to learn a language effectively?
- Do you think dictionaries are easy to use? Why or why not?
- How many words do you think there are in the English language?

In this unit I will learn to...

- identify different parts of speech.
- use a bilingual dictionary to look up words.
- understand the difference between British and American words and give examples of words which have the same meaning.
- write an essay.

Product

- I will make a manual for using a bilingual dictionary.



Reading A Manual

- 1 Find examples in your Reader.
 - a. Phonetic script for a word _____
 - b. A synonym of *little* _____
 - c. A phrasal verb _____
 - d. An idiom _____
- 2 Decide which section of the dictionary each person needs, *Spanish to English* or *English to Spanish*.

a. What does 'embarrassed' mean?

b. How do you say 'cosa'?

c. How do you pronounce 'language'?

Vocabulary Tip

American vs. British spelling

There are some well-known spelling differences between American and British English, i.e. *or / our* and *er / re* endings. It is important to recognize the most common ones.

- 3 Look at the dictionary entries and complete the table with the correct spellings of other words in US and British English.

Glossary
See page 117.

center (BrE) *centre* /sentər/ n *centro*

color (BrE) *colour* /kʌlə/ n *color*

traveler (BrE) *traveller* /trævlər/ n *viajero*

US	British	Translation
counselor	a) _____	_____
honor	b) _____	_____
c) _____	favourite	_____
d) _____	metre	_____
theater	e) _____	_____

- 4 Write the translations. Use your dictionary or *Glossary* to help you.

Speaking Group Discussion

- 1 In groups, discuss the questions.
 - a. How do you learn and remember new words in English?
 - b. Which English words are similar to Spanish words?

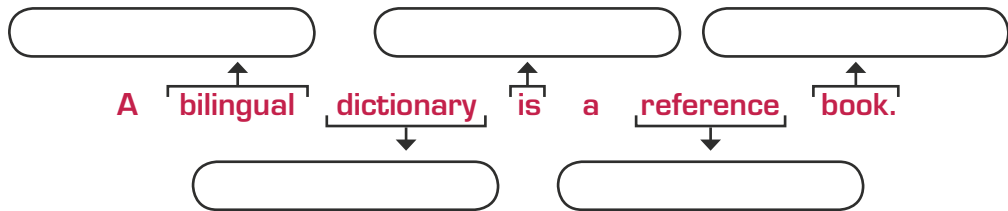


Language Focus Parts of Speech

1 Complete the table with the parts of speech. Use your Reader.

Part of Speech	Function	Examples
	Show actions or being	be, go, learn, jump
	Name persons, places, things, or ideas	table, dog, happiness
	Describe nouns and pronouns	pretty, old, blue
	Describe verbs, adjectives, and other adverbs	very, always, quickly
	Indicate time, place, or position	up, down, at
	Take the place of nouns	I, they, him, her
	Join words and phrases	and, but, because

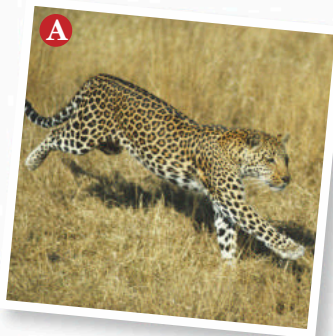
2 Label the parts of speech in the following sentence.



3 Write the part of speech of the underlined word.

- We took an express train. _____
- I am running a marathon next month. I train every day. _____
- She wasn't very hungry, so she only had a light snack. _____
- Turn on the light, I can't see anything. _____
- Everyone left the building quickly when they heard the fire alarm. _____
- Turn left at the next corner. _____


4 Look at the example and describe the pictures using different parts of speech.



It runs quickly.
it—pronoun, *run*—verb,
quickly—adverb



Listening US and British Dialects

- 1 In pairs, discuss the questions.
 - a. In which countries do people speak Spanish as a first language?
 - b. Is the dialect the same in each country? Can you give examples of different words that mean the same thing?
- 2 Listen  6 and answer the questions.
 - a. Which cities are the speakers from? _____
 - b. Where are they now? _____
- 3 Match the words. Then listen again and check.

a. cookie	___ apartment	d. queue	___ vacation
b. flat	___ film	e. pants	___ trousers
c. movie	___ biscuit	f. holiday	___ line

Pronunciation Tip

British vs. American pronunciation

There are many different regional accents in both Britain and America, as well as general differences between British and American speech.

- 4 Label the pictures with the US words from Activity 3.




Phonetic Symbols

See page 117.

- 5 Practice saying the words in the chart. Use the phonetic chart on page 117 to help you.

Word	a. _____	b. _____
from	frɒm	frɑ:m
last	lɑ:st	læst
here	hɪə	hɪr

- 6 Listen  7 to the sentences and label the columns in activity 5 UK or US.
- 7 Label the phonetic scripts UK or US. Practice saying the words in pairs.

- | | | | |
|------------------|--------------|-----------------|---------------|
| a. /hɒt/ _____ | /hɑ:t/ _____ | c. /kɑ:r/ _____ | /kɑ:/ _____ |
| b. /klɑ:s/ _____ | /klæs/ _____ | d. /fɑ:p/ _____ | /fɑ:rp/ _____ |



English in Use Clarifying and Confirming

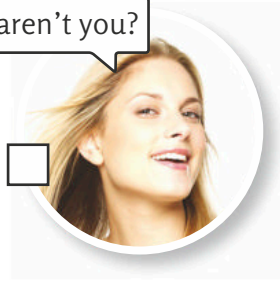
Learning Tip

Question tags

We use question tags to check that something is true or to ask for agreement.

- 1 Read the dialogue and mark who is clarifying (Cl) and who is confirming (Co).

You're from London, aren't you?



Yes, that's right.



- 2 Match the questions and answers.

- | | |
|--|---------------------|
| a. These cookies are tasty, aren't they? | ___ Yes, he is. |
| b. He is here, isn't he? | ___ No, we don't. |
| c. You don't call them trousers, do you? | ___ Yes, they are. |
| d. British English and American English don't sound the same, do they? | ___ Yes, I am. |
| e. You are from the US, aren't you? | ___ No, they don't. |

- 3 Complete the rules.

- a. If the verb in the main sentence is positive, the question tag is _____.
- b. If the verb in the main sentence is negative, the question tag is _____.

- 4 In pairs, complete the dialogue and practice saying it with your partner.

aren't they it is don't you isn't it I do they are

BOY: You have a bilingual dictionary, 1) _____?

GIRL: Yes, 2) _____. I use it every day.

BOY: They are very useful, 3) _____?

GIRL: Yes, 4) _____. You can check spelling and pronunciation.

BOY: Sometimes the spelling is confusing, 5) _____?

GIRL: Yes, 6) _____. There are different spellings for Britain and the US. I check the pronunciation with the phonetic script.

Speaking Group Discussion

- 1 In groups, discuss the questions.

- a. Which English accent is easier for you to understand? Why?
- b. Where can you hear different English accents? Give examples.



✚ Writing An Essay

I am Mexican and my first language is Spanish. I speak Spanish with my family and friends every day. However, at school I have to learn English for three hours every week.

Why is it important that I learn English?

People speak English all over the world - more than any other language except Mandarin Chinese. English is the international language of business, science, technology, banking, medicine, and more. It can also be fun. A lot of great music is in English, as well as movies and TV shows.

I want to speak English because I want to travel to other countries and communicate with people. I also have family in the US, and I want to have conversations with them.

For all of these reasons, I think English is a very important language to learn. I also think that learning English will help me get a job when I leave school.

- 1 Skim the essay and write the correct title.
 - a. Do you think English is important for business?
 - b. Do you think it is important to learn English?
 - c. Do you think you need English to travel to other countries?
- 2 Read the essay and write a list of reasons for learning English.

- 3 In pairs, study the tips for writing an essay.
 - Answer the question and focus on the topic.
 - Give your essay a clear structure: introduction, arguments, and conclusion.
 - Use appropriate connectors in order to add, contrast, or give reasons.
- 4 Write an essay to answer the question.

How can you improve your English?
- 5 In pairs, exchange and correct your work.
- 6 Write a clean version of your essay.



Crazy English Quiz

Over one billion people speak English in the world today. Over 700 million of these people speak English as a foreign language. You are one of them!

English is a crazy language. Think about it—there is no ham in hamburger, and a guinea pig is neither from Guinea nor is it a pig. A vegetarian eats vegetables, but what does a humanitarian eat? And why do we have noses that run and feet that smell?



Try our Crazy English quiz and learn about some special English words.

- a. Which word has more dictionary definitions than any other? ____
- b. Which is the longest one syllable word in the English language? ____
- c. Which is the longest English word that does not contain a vowel? ____
- d. Which common word has all of its letters in alphabetical order? ____
- e. Which is the most common noun in the English language? ____
- f. Which is the only word that is pronounced the same if you remove the last four letters? ____
- g. Which word is a palindrome (you can read it the same way in either direction)? ____
- h. Which word only contains letters from the second half of the alphabet? ____
- i. Which word only contains letters from the first half of the alphabet? ____
- j. Which word contains the five vowels in alphabetical order? ____



- 1 Read and answer the magazine quiz.
- 2 In pairs, check your answers.
- 3 In groups, read the introduction to the quiz again and discuss the questions.
 - a. What things do you find strange or illogical about the English language?
 - b. Which words or phrases do you find amusing?
 - c. Which is your favorite word or phrase? Why?

Glossary

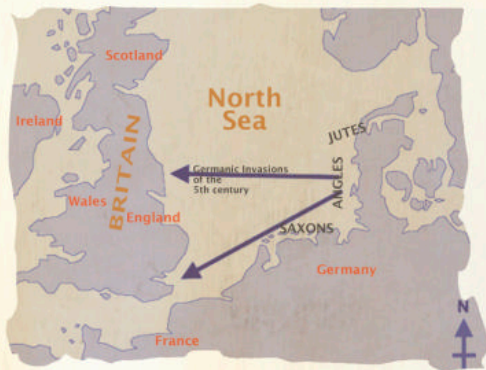
See page 117.



History of the English Language

The main difference between Early Modern English and Late Modern English is vocabulary. Late Modern English has many more words. In the 19th and 20th centuries the Industrial Revolution and technology created a need for new words. Also, the English language adopted foreign words from many different countries.

In 1066, William the Conqueror, the Duke of Normandy (part of modern France), invaded and conquered England. As a result, French became the language of the Royal Court and the ruling classes. However, the lower classes continued to speak a type of English. This language, called Middle English, became dominant in Britain in the 14th century.



During the 5th century AD, three Germanic tribes—the Angles, the Saxons, and the Jutes—invaded and stayed in Britain. These tribes spoke similar languages, which developed into what we call Old English. Native English speakers today do not understand most Old English. However, half of the most common words in Modern English have Old English roots.

Today, American English is extremely influential. US culture dominates cinema, television, popular music, trade, and technology. But there are many other varieties of English around the world. These include Australian English, New Zealand English, Canadian English, South African English, Indian English, and Caribbean English.

In this period, many new words and phrases entered the language. The invention of printing meant that there was now a common written language. Books became cheaper and more people learned to read. Spelling and grammar became fixed, and in 1604 the first English dictionary was published.

- 1 Number the paragraphs in chronological order.
- 2 Write titles for each paragraph.

a. Middle English (1100-1500)	d. Varieties of English
b. Late Modern English (1800-Present)	e. Old English (450-1100 AD)
c. Early Modern English (1500-1800)	
- 3 In groups, discuss the questions.
 - a. Which countries and languages influenced the development of the English language?
 - b. Which countries and languages influenced the Spanish language in the past?
 - c. How does modern culture affect languages?

Glossary

See page 117.



Step 1 Review the Topic

- In groups, discuss bilingual dictionaries. Think about the different components of a dictionary entry and make notes in the table.

Components of a dictionary entry	Reasons for using a bilingual dictionary

Step 2 Make Notes

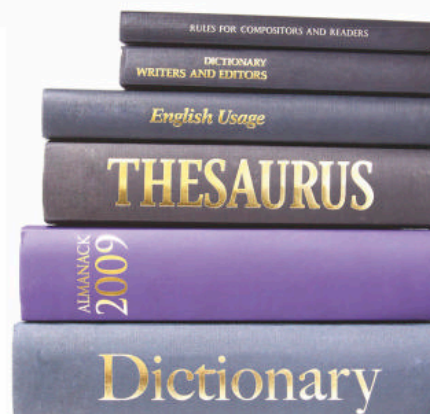
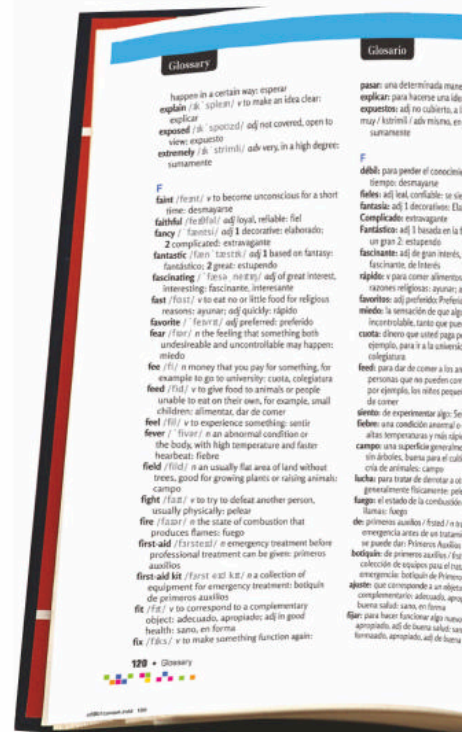
- In your groups, discuss how to use a bilingual dictionary and make notes. Think about...
 - how to find a word quickly.
 - looking for the translation.
 - checking spelling and pronunciation.
 - checking synonyms.
 - deciding on context and finding sample sentences.

Step 3 Write a Manual

- In your groups, use your notes to write a manual for using a bilingual dictionary.
- Arrange your notes into logical steps.
- Check the manual in your *Reader* to find examples of how steps are introduced using the imperative (*Find phrasal verbs; Find words that mean the same; etc.*).
- Check with your group that each step is in the correct order and the manual is complete.

Step 4 Check and Display

- Complete your manuals with sample dictionary entries and label the different components.
- Display your groups' manual in the classroom. Walk around and read each other's manuals. Ask and answer questions.



Review

1 Complete the dictionary entries with the headword and the part of speech.

- a. _____ /ælfəbet/ ___ all the letters of a language: alfabeto
b. _____ /dɪfɪkəl/ ___ not easy: difícil
c. _____ /fɑ:r/ ___ at a long distance from or to someone or something: lejos
d. _____ /faɪnd/ ___ to get or see something you have been looking for: encontrar
e. _____ /ji:/ ___ a word you use to replace a person: ella
f. _____ /ʌp/ ___ to a higher place or in a higher place: arriba

2 Read the postcard and write or spell the words in bold in American English.

Hi everyone,

I'm having a great 1) **holiday** in New York. I'm staying in a 2) **flat** in Manhattan - right in the 3) **centre**. My 4) **favourite** place is Times Square. I have a ticket to see a show at the 5) **theatre** tonight. There was a long 6) **queue** and it was expensive, but now I can't wait! Clothes are much cheaper than in England. I bought some 7) **trousers** yesterday. They are a strange 8) **colour**, but they only cost ten dollars! The food is cheap, too - everybody eats a lot here. The steaks are huge, and the 9) **biscuits** are delicious. I don't want to leave yet, but tomorrow I'm 10) **travelling** to Boston. I'll write when I get there!

Take care,
Aunt Phyllis



- | | |
|----------|-----------|
| 1) _____ | 6) _____ |
| 2) _____ | 7) _____ |
| 3) _____ | 8) _____ |
| 4) _____ | 9) _____ |
| 5) _____ | 10) _____ |





Entertainment

Discuss the Topic

- What do you like to do in your free time?
- What do you think about the theater?
- How often do you go to the movies?

In this unit I will learn to...

- understand information published in various media.
- talk about events and experiences in the past.
- agree, clarify, and add information in a conversation to show interest.
- write a review.

Product

- I will have a panel discussion.

Reading A Review

- 1 Label the pictures with the name of the shows from your *Reader*.



Reading Tip

Understanding mood

Focus on the key words and symbols to recognize the feeling or attitude of the writer.

- 2 Give each show an appropriate star rating.

Face Value ____

Opera Vindaloo ____

New Moon ____



Vocabulary Tip

Adjectives

Adjectives describe nouns. They tell you about size, color, and other features.

- 3 Look at the dictionary entries for some of the adjectives from your *Reader*. Then complete the sentences with an appropriate adjective.

disturbing /dɪstɜːrbɪŋ/ *adj.* causing distress or anxiety

tasteless /teɪstlɪs/ *adj.* 1 having no taste or flavor 2 having no aesthetic quality

terrific /təˈrɪfɪk/ *adj.* extremely good

uncomfortable /ʌnˌkɒmfərtəbəl/ *adj.* causing physical or mental discomfort, disagreeable



Glossary

See page 117.

- The party was _____. Everybody had a great time.
- I had nightmares after watching a _____ horror movie.
- The bus journey was very _____ and now my back hurts.
- My lunch was _____ so I didn't eat it.

Speaking Group Discussion

- 1 In groups, discuss the questions.
- How do you think the reviewers were feeling while they were watching the performances? (Bored, excited, etc.)
 - Is going to the theater popular in your country? Why or why not?

Language Focus Present Perfect

- 1 Read the sentence and choose the correct definition.

They have traveled the country for six months.

The play has received positive reviews.

- The present perfect indicates an action that started in the past and continues to the present.
- The present perfect indicates an action that started and finished in the past.

- 2 In pairs, read the sentences and answer the questions.

Twilight fans have waited for this sequel for over a year.

I have not heard such noise since I heard some screaming cats outside my window last year.

- Which sentence indicates a specific date?
- Which sentence indicates a duration of time?

- 3 Match the columns to make sentences.

- They have performed every night
- I haven't seen her
- We have practiced
- They have been in town

for
since

2007.
three weeks.
months.
last week.

- 4 Write sentences using the present perfect with *for* or *since*.

a. They/perform/many times/January

b. I/not see/her/weeks

c. They/be/fans/they were twelve

d. We/wait/for tickets/two hours

- 5 In pairs, talk about the best show, concert, or movie you have ever seen. Say what you liked and disliked about it.

Grammar
See page 109.

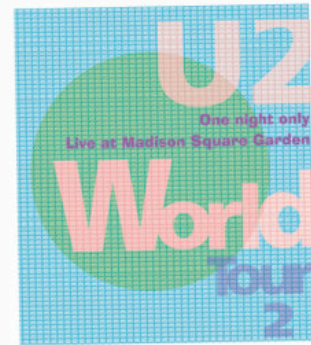
Irregular Verbs
See page 116.



Listening A Radio Show

1 In pairs, look at the posters and answer the questions.

- What types of events are the posters for?
- Where do the events take place?
- Where can you see these types of posters?

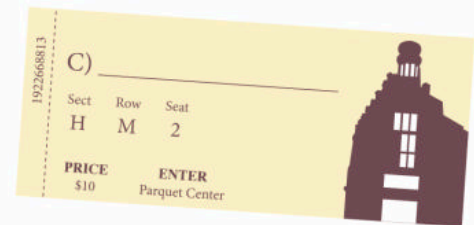
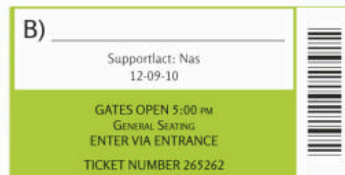
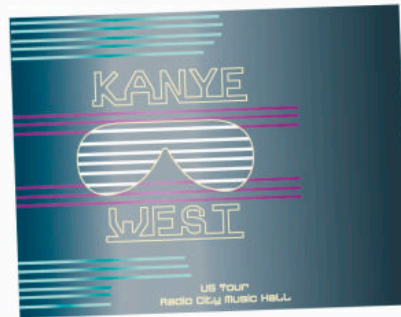


Listening Tip

Listening for gist

Focus on the overall idea even if you don't understand every phrase or sentence.

2 Listen 8 to the radio program and match the posters to the tickets.



3 Listen again and mark the sentences *T* (true) or *F* (false).

- Abba fans will love *Mamma Mia*. ____
- Tickets for *Mamma Mia* cost ten dollars for students. ____
- The U2 concert is the first of a world tour. ____
- There are three different ticket prices for the U2 concert. ____
- Kanye West is only performing on September 12. ____
- The presenter's son likes Kanye West's music. ____

Pronunciation Tip

Homophones

A homophone is a word that is pronounced in the same way as another word but has a different meaning. The words may have the same spelling such as *rose* (flower) and *rose* (past tense of *rise*), or different spellings, such as *two* and *too*.

4 Listen 9 to the pairs of sentences and mark the words 1 or 2 according to the order in which you hear them.

- they're ____ there ____
- bye ____ buy ____
- know ____ no ____
- band ____ banned ____
- hear ____ here ____

5 In pairs, compare your answers. Then test each other.

- Individually, write sentences containing the pairs of words from activity 4.
- Read the sentences to your partner.
- Write the homophones.

Phonetic symbols

See page 117.

English in Use Showing Interest



1 Read the expressions and answer the questions.

A Tell us more!
What else is on?
Where can you get tickets?

B Isn't that right?
Is it?
Really?

C Right.
I will!

- Which group of expressions indicate agreement? ____
- Which group of expressions ask for clarification? ____
- Which group of expressions ask for additional information? ____

2 Match the corresponding pairs of sentences.

- | | |
|---|---|
| a. There are lots of events coming up. | ___ I will! |
| b. Where can you get tickets? | ___ Kanye West is playing at Radio City Music Hall. |
| c. Tickets are cheap. | ___ Tell us more! |
| d. What else is on? | ___ Mmm, they are reasonable. |
| e. His new CD is scheduled for release. | ___ At www.tickets.com. |
| f. Get your tickets now! | ___ Is it? |

Learning Tip

Showing interest
Role-play the dialogue and learn the different expressions. This will help your spoken English sound more natural and fluent.

3 Complete the dialogue with expressions from activity 1.

HOST: 1) _____ (additional information).

JANET: U2 is playing at Madison Square Garden in August.

HOST: 2) _____ (clarification). Where can you get tickets?

JANET: At the box office. Get your tickets now!

HOST: 3) _____ (agreement).

4 In pairs, respond to the situations using expressions showing interest.

- The concert is sold out. (clarification)
- My favorite band is playing in town next month. (additional information)
- You should go and see the new Bond movie. (agreement)

Speaking Group Discussion

1 In groups, discuss the questions.

- Have any internationally famous musicians played in your country? When and where?
- Have you ever been to a concert? What was it like? Who was playing?



✚ Writing A Radio Review

- 1 Read the review and make notes in the table.

The Shakers

Last night, I saw a great performance by the rock group The Shakers. They played at Winstead Town Hall in front of one thousand fans.

The crowd was screaming when the band came onto the stage. Then the band started playing all their greatest hits. Everybody was singing

and dancing for two hours. The atmosphere was electric!

The show was fantastic, and I loved every minute of it. The Shakers are touring the country this month. If you like good music, you must go and see them! Buy your ticket today!

Where and when?	What happened?	What was it like?	Personal feelings

- 2 Go back to your *Reader* and study the reviews.

Think about...

- the kind of information presented.
- the organization of information.
- the language used to present attitude, mood, etc.
- the best way to orally present your news.

- 3 Write a review of the play, movie, or concert you chose in activity 1. Study the tips for writing a review.

- Include the title of the performance.
- Introductory paragraph: Give general details (who wrote it, performed it, where, when, etc.).
- Second paragraph: Give more details (story, what happened, etc.) and say why you liked or disliked it.
- Concluding paragraph: Describe personal feelings and give a recommendation.

- 4 In pairs, exchange and correct your work.

- 5 Write a clean version of the review.



How to act in three simple steps

Step one:

Give yourself a tag name, for example, doctor, policeman, lawyer, etc. When you remember the name, this will trigger the life history you have planned for your character. *He is young. He is good at soccer,* etc. This will make it easier for you to relate to the character.

You only have about three seconds to get into character as the clap board is put in front of you.

When the director yells 'C-U-T', you are no longer the character.

Step two:

Take deep breaths in and out and think of the emotion you have picked for the character: desire, grief, joy, greed, regret, awe, etc. It is not necessary to keep repeating the emotion to yourself. You have trained the body and it will take over.

In the end, it can't look like acting.

Step three:

Start thinking of your characters objectives to win the game, to get the girl, etc. Then repeat the objective over and over again. To win the game, to win the game, to win the game, to win the game, etc. Exclude everything else from your mind.

Source: http://www.abwag.com/start_with.htm (Accessed 24/05/2011)

- 1 In pairs, answer the questions.
 - a. What skills and abilities do you think actors need?
 - b. Do you think it is difficult to act? Why or why not?
- 2 Skim the text and label the three stages with the correct heading.

What do I want? Who am I? What do I feel?

- 3 In groups, follow the three stages to act out a scene from a play or movie.
- 4 Act out your group's scene in front of the class.



What is Bollywood?

Bollywood's history began in India in 1896, where people watched short movies at the Watkins Hotel in Bombay. Later, in 1913, a successful Indian printer called Dadasaheb Phalke made the movie *Raja Harishchandra*. This was India's first movie. It was a religious epic and it was a huge success.

In the early 20th century, many rich Indian people often traveled to England. They brought lots of new ideas. When producer Himansu Rai and actress Devika Rani returned to India they decided to open a studio; it was called Bombay Talkies. Rani became India's first major female movie star.

Silent cinema in other countries at that time provided an opportunity to make movies that could be understood all over the world.

The same could be said for India, where silent cinema unified people across the country. It was after the release of the first movie with sound in 1931 that Bollywood really began to grow. Then the golden age of Indian cinema arrived in the 1950s. It was a time of huge stars, great directors, and beautiful and powerful movies.

In the mid-1990s, cable and satellite TV arrived in India. Since then, the expectations of Bollywood's traditional audiences have changed. The industry faces problems adapting to their demands. Despite this, Bollywood produces 1,000 movies a year, double the amount of Hollywood, and it is recognized as a powerful force in the movie world.

1 In pairs, look at the article and answer the questions.

- a. What is the article about?
- b. Who do you think the person in the picture is?

2 Read the article and number the events in the correct order.

- a. It produces 1,000 movies a year. ____
- b. Bombay Talkies was formed. ____
- c. Movies were shown at a hotel in Bombay. ____
- d. It was a golden age of Indian cinema. ____
- e. Cable and satellite TV arrived. ____
- f. India's first movie was made. ____

3 In groups, discuss the questions.

- a. Have you ever seen an Indian movie? Did you like it?
- b. Why do you think Hollywood movies are so famous in Mexico? What is so appealing about them?



Step 1 Make Notes

- In groups, research different kinds of radio programs. Pick three programs and make notes in the table below.

What is it about?	Is the subject matter interesting?	Important information (How many people tune in?)

Step 2 Share Ideas

- In groups, discuss the information you have about the different programs. Decide which will be the most interesting to talk about in your panel discussion. Think about...
 - the age groups the program attracts.
 - if the subject matter is interesting.
 - how the information is presented.
 - what you would do to improve the program.
 - if there is anything the presenters do badly.



Step 3 Plan a Presentation

- Create an overview of your program.
- Write a summary. Include:
 - Likes and dislikes (and your reasons)
 - A recommendation




Step 4 Present and Discuss

- Present your radio program to the class.
- Listen to other groups and make notes on anything that is unclear or you would like to ask about.
- After each group's presentation, ask and answer questions about each group's chosen program.



Review

1 Complete the information with the correct form of the verbs in parentheses.



Sir Elton John was born in 1947 and is one of pop music's oldest survivors. He 1) _____ (play) the piano since he was four and he 2) _____ (be) one of the dominant forces in rock music since the 1970 s. He 3) _____ (sell) over 200 million records during his career and he 4) _____ (win) five Grammy Awards and one Academy Award. His success 5) _____ (have) a very big effect on popular music. Elton John 6) _____ also _____ (raise) a lot of money for charity. Every year since 2004, he 7) _____ (open) a store selling second hand clothes called Elton's Closet. He 8) _____ (lived) part-time in Atlanta, Georgia since 1991, and 9) _____ (be) a supporter of the Atlanta Braves baseball team for 20 years.

2 Circle the correct homophones in each sentence.

- The children lost *their* / *there* cat.
- It was the best *banned* / *band* I have ever seen.
- They didn't *no* / *know* which concert to go to.
- What should I *where* / *wear* to the party?
- I can't *here* / *hear* the music.
- You can *buy* / *bye* clothes in Elton John's store.

3 In pairs, put the sentences in order and then act out the conversation.

- ___ MARY: Really! Where did you get them?
- ___ JAKE: Have you ever seen the Jonas Brothers in concert, Mary?
- ___ MARY: Mmm, That was reasonable.
- ___ JAKE: At www.concerttickets.com. They cost \$40 each.
- ___ JAKE: No, me neither. But I have tickets!
- ___ MARY: No, I haven't. What about you?

