

H. Q. Mitchell - Marileni Malkogianni

Traveller

Second Edition

Pre-Intermediate



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**Student's
book**


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<ul style="list-style-type: none"> • People talking in different situations • Part of a TV programme • A conversation between two colleagues 	<ul style="list-style-type: none"> • Pair work • Group work 	<ul style="list-style-type: none"> • A short text presenting oneself • A description of a person 	<ul style="list-style-type: none"> • Talking about routines, habitual actions and permanent situations in the present and past • Distinguishing between permanent and temporary situations • Describing people • Expressing likes and dislikes 	
<ul style="list-style-type: none"> • A conversation between two friends about a strange experience • People talking about living in a foreign country • People talking in different situations 	<ul style="list-style-type: none"> • Pair work • Class survey * Intonation of questions * The reduced form of <i>did you</i> 	<ul style="list-style-type: none"> • A story • An email giving news 	<ul style="list-style-type: none"> • Narrating events and stories • Describing feelings • Referring to time • Giving news 	
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<ul style="list-style-type: none"> • People talking in different situations • People giving their opinion about mobile phones • A conversation between two friends about gifts 	<ul style="list-style-type: none"> • Pair work • Game * Word stress 	<ul style="list-style-type: none"> • Notes and messages • A paragraph expressing an opinion 	<ul style="list-style-type: none"> • Making predictions, promises, offers and requests • Talking about the future • Understanding notes and messages • Defining people, things and places 	
<ul style="list-style-type: none"> • A radio show about phobias • A conversation between two friends • People talking in different situations 	<ul style="list-style-type: none"> • Role play • Group work • Pair work * Word stress 	<ul style="list-style-type: none"> • A post asking for or giving advice • An account of a true event 	<ul style="list-style-type: none"> • Stating a problem • Asking for and giving advice • Talking about accidents • Narrating experiences • Making appointments 	
<ul style="list-style-type: none"> • People giving their opinion about places of entertainment • A radio show with a film critic • People talking in different situations 	<ul style="list-style-type: none"> • Pair work • Group work • Role play * Intonation and rhythm 	<ul style="list-style-type: none"> • A paragraph expressing preference • A film review 	<ul style="list-style-type: none"> • Describing actions and situations and their consequences • Referring to conditions and their results • Expressing possibility • Agreeing and disagreeing • Expressing preference and opinion 	
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Help

5



Discuss:

- ▶ Who do you usually turn to when you need help?
- ▶ How important is it to help people in need?



Flick through the module and find...

- ▶ a sinking ship
- ▶ an annoyed girl at the cinema
- ▶ a patient talking to a doctor
- ▶ a newspaper article about an accident
- ▶ a doctor giving advice on an online advice column



In this module you will learn...

- ▶ to make a doctor's appointment
- ▶ to talk about medical/emotional problems
- ▶ to ask for and give advice
- ▶ to write letters asking for and giving advice
- ▶ to use the Passive Voice
- ▶ to give an account of a true event
- ▶ idioms describing feelings

How are you feeling?

1. LISTENING & READING

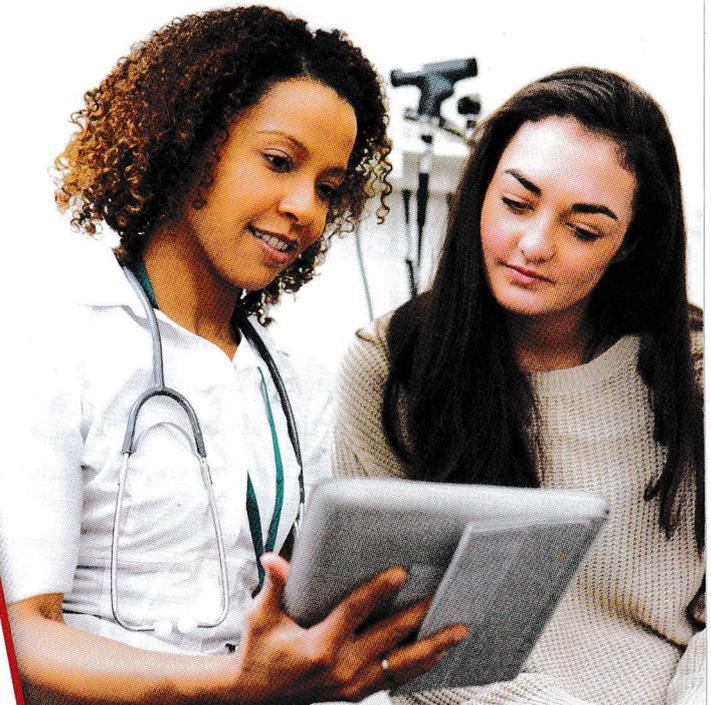
A. Discuss.

- When did you last go to the doctor's? What for?
- What do you usually do when you have a cold?

B. Read the three dialogues quickly and put them in the correct order. Write 1-3. Then listen and check your answers.

a

- Doctor** Let me take your temperature. You seem a bit warm... Yes, you have a bit of a temperature. Well, Ms Smith, you seem to have a cold.
- Patient** Really? It's not my allergy then. I hope I won't be too ill to go to my brother's wedding on the 13th.
- Doctor** Don't worry. You'll **get over** it in about a week. Just get some rest and drink lots of fluids.
- Patient** I will. What about my head and bones? Can you give me something to **take away** the pain?
- Doctor** I'll prescribe some pain medication .
- Patient** Thank you. I'll go to the chemist's straight after.



C. Read again and complete the missing information.

b

- Doctor** So, Ms Smith what seems to be the problem?
- Patient** I think my allergy's back and I've **run out of** pills. Can you give me another prescription?
- Doctor** I need to examine you first. What exactly are your symptoms?
- Patient** Well, I have a terrible headache, a runny nose and I keep sneezing.
- Doctor** Do you have a sore throat or a cough?
- Patient** No, but my bones hurt.
- Doctor** I see. Come and lie down here.

c

- Receptionist** Good afternoon, Dr Barkley's surgery. How may I help you?
- Patient** Hello. My name is Mary Smith. I would like to make an appointment with the doctor for today.
- Receptionist** Today? I'm afraid she's **booked up** for the day.
- Patient** What about tomorrow morning?
- Receptionist** **Hang on** a minute, please. Let me check her schedule... Tomorrow the doctor is available at 10.30 and then again at 11.30. Which do you prefer?
- Patient** Half past ten is more convenient for me.

File | Edit | View

Friday 4th March

Appointments

Time:

Name:

Symptoms:

Treatment:

2. VOCABULARY

PHRASAL VERBS

NOTE

A phrasal verb consists of a verb (e.g. *get*, *break*) and an adverb (e.g. *back*) and/or one or more prepositions (e.g. *for*, *on*, *with*). The meaning of the phrasal verb is different from the meaning of the verb it includes.

Look at the highlighted phrasal verbs in the dialogues and match them with their meanings a-e.

- | | | |
|-----------------|--------------------------|---|
| 1. get over | <input type="checkbox"/> | a. not have any left |
| 2. take away | <input type="checkbox"/> | b. become better again, e.g. after an illness |
| 3. run out of | <input type="checkbox"/> | c. wait |
| 4. be booked up | <input type="checkbox"/> | d. make something disappear |
| 5. hang on | <input type="checkbox"/> | e. have no time available |

3. GRAMMAR

INFINITIVES

Read the examples and complete the rules.

• A: I would like **to make** an appointment with the doctor for today.

B: Let me **check** her schedule.

• A: What seems **to be** the problem?

B: My bones hurt. Could you **tell** me what **to do**? Can you **give** me something **to take away** the pain?

• A: I hope I won't be too ill **to go** to my brother's wedding on the 13th.

B: Don't worry. You'll be well enough **to go**.

Use the full infinitive (e.g. to do):

- to express purpose.
- after certain verbs (e.g. _____, _____, *want*, *decide*, *need*, *offer*).
- after _____ and *enough*.
- after question words (e.g. *who*, _____, *how*) in indirect questions.

Use the bare infinitive (e.g. do):

- _____ modal verbs (e.g. *can*, *could*, *must*)
- after the verbs *make* and _____.

4. PRACTICE

Complete with the full or the bare infinitive of the verbs in brackets.

1.
A: Could you _____ (call) a doctor? I feel ill.
B: Do you want me _____ (take) you to hospital?
A: No, just call a doctor.

2.
A: Can you _____ (show) me how _____ (use) this printer?
B: Sure. Just let me _____ (finish) what I'm doing first.
3.
A: We're going to Bristol for the weekend _____ (visit) Joanna. Would you like _____ (come)?
B: No, I'm too busy _____ (go) away.
4.
A: Oh, no! I failed the maths test. Now, my parents will make me _____ (study) all week.
B: Jenny has offered _____ (help) me with maths. Why don't you ask her for help too? You need _____ (do) something about it.

5. INTONATION

A. Listen and repeat. Notice the stressed words and how the stress affects the meaning.

John is allergic to cats. (John, not his brother or anybody else.)

John is allergic to **cats**. (He isn't allergic to rabbits.)

B. Listen and repeat. Underline the stressed word in the questions 1-3 and choose the correct answer.

1. Does Robert have toothache?

- a. No, Lisa has toothache.
- b. No, he has a sore throat.

2. Did Alicia go to the bank?

- a. No, Brenda went to the bank.
- b. No, she went to the chemist's.

3. Are you seeing the dentist on Monday?

- a. No, my mum is seeing the dentist on Monday.
- b. No, I'm seeing the dentist on Friday.

6. SPEAKING

ROLE PLAY

Talk in groups of three. Act out the conversations.

1.

Student A: Imagine that you are not feeling well and that you want to see your doctor. Call the doctor's surgery and make an appointment.

Student B: Imagine that you are the doctor's receptionist. Answer Student A's phone call and help him/her make an appointment with the doctor.

2.

Student A: Imagine that you are at the doctor's surgery. Student C is the doctor. Describe and discuss your problem with him/her and ask for advice.

Student C: Imagine that you are a doctor. Listen to Student A's problem, ask him/her anything you want to know and tell him/her what to do.

When in danger...

1. READING

A. Discuss.

- If you were on a desert island, or on a sinking ship, how would you call for help?
- How well do you think you would react in an emergency situation?

B. What do you think SOS stands for? Read and check your answers.

Sending out an SOS

Before the development of radio communication, when a ship was in danger there were a number of ways to **signal** for help. Lighting signal flares to show the **location** of the ship or flying a signal flag were very common. Using bells and foghorns or perhaps firing a gun repeatedly were also ways of making other ships hear you. These are still used today in many cases.

However, with the development of wireless telegraphy, sailors started using Morse code to send messages. Morse code is a type of code with long and short sounds or flashes of light that **stand for** letters of the alphabet. The most well-known Morse code message asking for help is SOS. The letters SOS in international Morse code are:

• • • — — — • • •



► The German government was the first to use the SOS signal at the beginning of the 20th century (in 1905). It became an international distress signal in 1908.

Did you know?

► Some people believe that SOS stands for 'Save Our Ship' or 'Save Our Souls', but that's not true. In fact, the letters don't stand for anything; they were just the simplest letters in international Morse code. However, people probably used these phrases to help them remember the letters.

► People have used SOS as a visual distress signal by signalling with three short, three long and three short light flashes or by writing it in the sand or snow. The fact that you can read SOS right side up and **upside down** is very useful and has made SOS more popular than the word HELP.

► When the Titanic hit an iceberg in 1912 and started sinking, two of the **crew** members used radio communication to ask for help. They also tried sending an SOS message to a nearby ship, the Californian, by using a Morse lamp. Unfortunately, the crew of the Californian didn't realise what was happening until it was too late.

C. Read again and answer the questions. Choose a, b or c.

1. What is Morse code?
 - a. a code which uses sound or light
 - a useful distress signal
 - a code which sends signals with flares
2. Why did SOS become an international distress signal?
 - Because it stands for 'Save Our Souls'.
 - Because the letters in SOS are simple.
 - Because SOS means HELP.
3. What is true about SOS?
 - You can send an SOS with flashes of light.
 - You can read it upside down.
 - Both of the above.
4. Why didn't the Californian help the Titanic on time?
 - The Titanic didn't send an SOS.
 - The Californian didn't understand the SOS.
 - The crew of the Californian didn't know what to do.

D. Look at the highlighted words/expressions in the text and match them with their meanings a-f.

- | | | |
|----------------|--------------------------|---|
| 1. signal | <input type="checkbox"/> | a. the people who work on a ship or plane |
| 2. location | <input type="checkbox"/> | b. mean |
| 3. stand for | <input type="checkbox"/> | c. with the bottom on the top and the top on the bottom |
| 4. government | <input type="checkbox"/> | d. the place where something is |
| 5. upside down | <input type="checkbox"/> | e. make a movement or sound to give information |
| 6. crew | <input type="checkbox"/> | f. the group of people who run a country |

E. Discuss.

- Have you ever been in an emergency situation and needed help?
- What did you do?
- How long did it take for help to arrive?

2. VOCABULARY

PREPOSITIONAL PHRASES WITH /IN

Complete the sentences with the phrases in the box.

in the beginning in danger in a hurry
 in addition in my opinion in fact
 in common in the end

- _____, we should buy a house in the country. What do you think?
- I used to work in the city centre. _____, I used to work in the building opposite the city hall.
- I fell asleep during the film. What happened _____?
- You can find lots of information about animals on this website. _____, you can find different organisations that help save animals in danger.
- Tony left the house _____. He didn't want to miss his flight.
- My sister and I have nothing _____, but amazingly we get along well.
- Kelly didn't want to go camping _____, but now she's quite excited.
- Light a flare only when you are _____.

NOTE at the beginning of the century
 at the end of the road

3. GRAMMAR

-ing FORM

Read the examples and match them with the uses of the *-ing* form.

- Sailors started **using** Morse code to send messages.
- They also sent an SOS message to a nearby ship by **using** a Morse lamp.
- **Panicking** doesn't help when you're in danger.

Use the *-ing* form (e.g. doing)

- as a subject
- after certain verbs (e.g. like, love, enjoy, hate, finish, start) and expressions (how about, it's worth)
- after prepositions

4. PRACTICE

Complete the dialogues with the *-ing* form or the bare or full infinitive of the verbs in brackets.

- A: We're lost! What should we _____ (do)?

B: Don't panic.

A: But it's getting dark. How about _____ (light) a fire? Someone will see it.

B: _____ (make) a fire near a forest is a crazy thing to do.

A: Wait! I can _____ (hear) something!

B: It's a car! Quick, start _____ (run) this way.
- A: Hey Alice, would you like _____ (come) to a hip hop concert tonight?

B: No, thanks.

A: Why not? You love _____ (listen) to hip hop.

B: I know but _____ (go) to concerts isn't really something I enjoy _____ (do).

A: OK.

B: You could _____ (ask) Dennis to go with you. He loves hip hop.

A: That's a good idea.

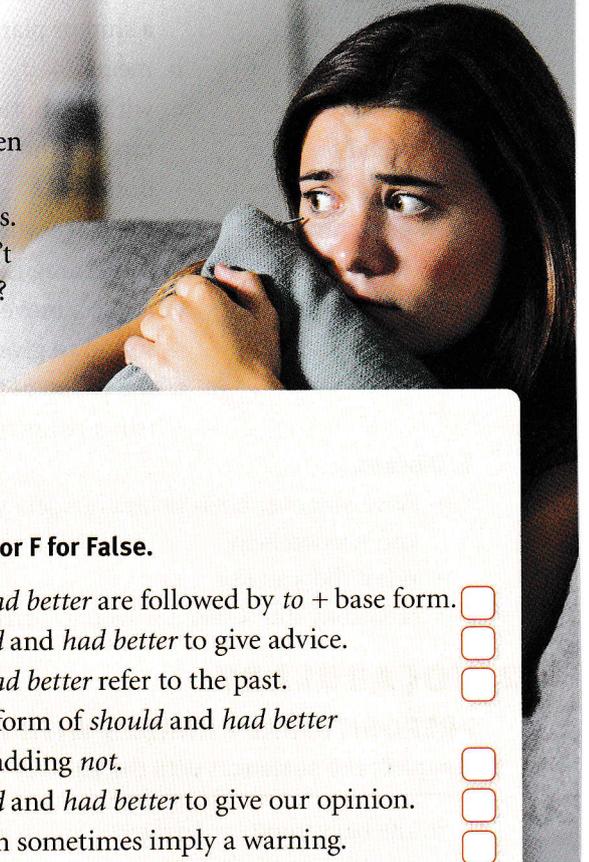
A word of advice

1. VOCABULARY

WORDS RELATED TO EMOTIONAL PROBLEMS

Read and try to guess the meaning of the words in bold.

1. Nowadays, lots of people **suffer from** stress, and when it's bad, it can **control** their lives. Some find that talking to a **psychologist** helps them to **reduce** stress.
2. My younger daughter has a **fear of** the dark and can't sleep at night. How should I **deal with** this problem? What do you **advise** me to do?



2. GRAMMAR

should / had better

Read the dialogues. Then read the sentences and write T for True or F for False.

Anne I have a stomach ache again.

Keith Maybe you **should** visit a doctor.

Anne I did last week and he told me it's stress.

Keith Well, then you **had better** find ways to reduce your stress.

Tom Sorry I'm late.

Jane You'd **better not** be late again. This is the fifth time this month.

Tom I know, but I couldn't find a parking space.

Jane Well, then maybe you **shouldn't** take your car to work.

1. *Should* and *had better* are followed by *to* + base form.
2. We use *should* and *had better* to give advice.
3. *Should* and *had better* refer to the past.
4. The negative form of *should* and *had better* is formed by adding *not*.
5. We use *should* and *had better* to give our opinion.
6. *Had better* can sometimes imply a warning.

3. PRACTICE

Rewrite the sentences using the words given.

1. You must go now because you're going to be late. (**had better**)
You _____
2. It's not a good idea to leave your mobile in the car. (**should**)
You _____
3. Never borrow my car without asking! (**had better**)
You _____
4. Don't be late because Karen will leave without you. (**had better**)
You _____
5. It's a good idea to visit a psychologist. (**should**)
You _____

4. LISTENING

A. Discuss.

- What kind of fears do people have?
- Are you scared of anything?
- How do you react when you're scared?

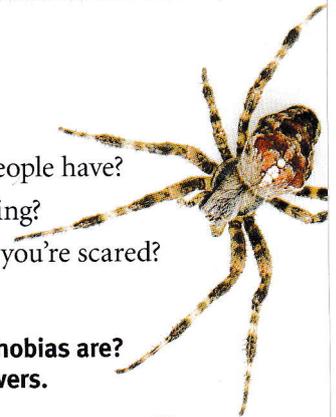
B. What do you think these phobias are? Listen and check your answers.

arachnophobia

claustrophobia

agoraphobia

dental phobia



C. Listen again and complete the sentences.

1. _____ % of women and _____ % of men have arachnophobia.
2. Phobias create problems when the fear _____.
3. Some agoraphobics don't leave their homes for _____.
4. A(n) _____ as a child can cause a phobia.
5. People with dental phobia should _____ of dentists first.

5. SPEAKING

Talk in pairs.

Student A: Imagine that you have a problem, either physical or psychological. Tell Student B how you feel and ask him/her for advice. Use some of the ideas in the box.

- can't sleep at night
- suffer from stress
- have a phobia
- often panic
- feel tired all the time

Student B: Listen to Student A's problem and give him/her advice. Use *should(n't)* and *had better (not)* and some of the ideas in the box.

- do physical activity
- drink warm milk
- take deep breaths
- work less
- see doctor/psychologist
- go on holiday
- take vitamins/medication

I feel terrible.
Why? What's wrong?

...
Well, I think you should / shouldn't...

6. WRITING

A POST ASKING FOR OR GIVING ADVICE

A. Discuss.

- Do you read online advice columns?
- Have you ever written to an online advice column to ask for advice? Would you like to?
- Do you think advice columns are useful?

B. This post was sent to an online advice column by someone who wanted advice. Read the post and the reply to it. Then answer the questions below.

1. What is Nervous Ned's problem?
2. What does Dr Wilson advise Nervous Ned to do?

C. Read the sentences. In what type of post would you find them? Write A for a post asking for advice or G for a post giving advice in the boxes.

1. Everything will be just fine.
2. I think you'd better see a psychologist.
3. What do you suggest?
4. Let me know what you think.
5. Another thing you can do is talk to your friend.
6. I hope you can help me out.

WRITING TASK

D. Write a short post of 80-100 words to an online advice column describing a problem you have and ask for advice. Then swap posts with another student, read his/her problem and write a paragraph to him/her giving advice.

www.drwilson/advice/column.com

Dr Fred Wilson's corner

Dear Dr Wilson,
I need your advice because I feel helpless and don't know what to do. Last week I had to give a presentation at university with a fellow student. As we walked to the front of the lecture theatre, I could feel my heart beating fast and I was sweating. When it was time for me to talk, I just stood there looking at everyone. I couldn't remember what to say! Fortunately, my fellow student gave the presentation for me. But who will save me next time? What should I do? Anxiously waiting for your reply.

Nervous Ned

Dear Nervous Ned,
Many people are afraid of public speaking. You're not the only one so don't worry. Here are some tips to help you deal with your problem. First of all, you should practise giving your presentation in front of a mirror until you feel confident. This way you'll have less stress. There are also certain things you can do right before and during your presentation. Before starting, you should do some kind of physical activity to help reduce your anxiety. Taking a walk is a good idea. Also, while you're giving your presentation, choose a few friendly faces from the audience and focus on them. And don't forget to take deep breaths to feel calm. If all this doesn't work, I advise you to take a training course in public speaking. It will help you get over your fear.

TIP

When writing to someone asking for advice:

- explain the problem and say how you feel.
- use set phrases.

When writing to someone giving advice:

- be friendly and show that you understand the problem.
- make various suggestions to help solve the problem.
- use set phrases.

For phrases, go to the Writing Section.

1. READING 

A. Discuss.

- Do you know of any serious transport accidents?
- How do you usually learn about serious accidents?

B. Read the headline of the article. What do you think it is about? Read the article and check your answers.



www.thedailynews.com/intercity/train

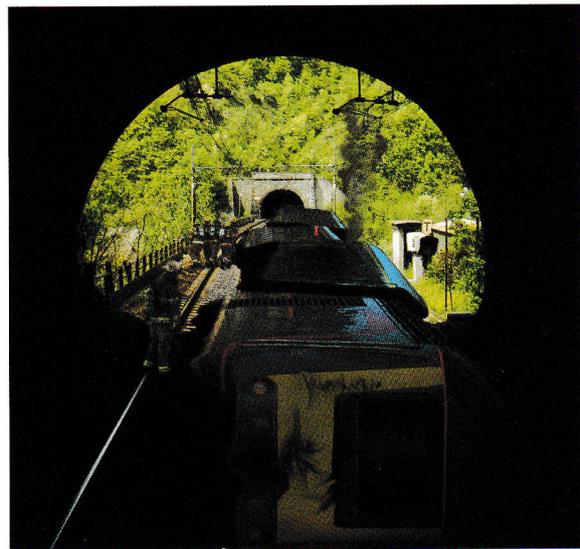
Train Derailed by Sheep!

THE DAILY NEWS > FRIDAY 1 NOVEMBER

An InterCity train was derailed in South Wales yesterday. The train was travelling through a tunnel at 160 kilometres per hour when it hit a flock of sheep that was going in the opposite direction. The train came off the tracks, fell onto its side and skidded for another 200 metres before coming to a stop. Fortunately, nobody was killed, but 28 people were injured, 5 of them seriously.

The police, fire crews and the ambulance service were all called immediately and they arrived within minutes to rescue the people. The injured passengers were taken to local hospitals. 'It's a miracle that it was not a greater tragedy,' said Steven Jones, one of the firefighters. 'When we arrived, smoke was coming out of the tunnel and we thought that the train was on fire. A fire in a tunnel is of course a very serious matter, but luckily it was only the engine and we put it out very quickly.'

Amazingly, the train driver was not hurt in the accident. He said later: 'As soon as I noticed the animals, I pulled the emergency brake, but it was too late.' The tunnel was damaged and the train was almost completely destroyed. Overall, 2 million pounds of damage was caused.



All the sheep except one died in the crash. The lucky survivor was rescued by a police officer and is now called Lucky Lucy. The local farmer who owned the sheep has no idea how the accident happened. 'I have lots of sheep and they are kept in a nearby field which is surrounded by a fence. I don't know how these sheep got out.' How this accident happened is a mystery.

C. Read again and write T for True, F for False or NM for Not Mentioned.

1. The train crashed in the tunnel because it was travelling too fast.
2. There were 28 passengers on the train altogether.
3. The firefighters took a long time to arrive.
4. Not all of the train was on fire.
5. The train driver did nothing to stop the accident.
6. Trains will be able to use the tunnel within a few days.
7. The damage to the train is about 2 million pounds.
8. Only sheep were killed in the accident.
9. Lucky Lucy was returned to the local farmer.



D. Find words in the text that have the same meaning as the ones given.

- came off the tracks (para. 1): _____
- a group of (para. 1): _____
- hurt (para. 1): _____
- save (para. 2): _____
- a very sad event (para. 2): _____
- stop from burning (para. 2): _____
- somebody who survives (para. 4): _____
- an area of land in the countryside (para. 4): _____

2. VOCABULARY

WORDS EASILY CONFUSED

Complete with the words in the boxes.

damaged injured

- One of the players was _____ in the match and was taken to hospital.
- The theatre was _____ by the fire.

survived rescued

- Only two people _____ the plane crash.
- Luckily, the boy who fell in the river was _____ by his brother.

look watch notice

- Thousands of people around the country _____ this soap opera.
- I always take a window seat on the train. I _____ outside and think while travelling.
- Did you _____ the size of their house?

3. GRAMMAR

PASSIVE VOICE (PRESENT SIMPLE – PAST SIMPLE)

A. Read the examples. Do the sentences in the Active Voice have the same meaning as the ones in the Passive Voice? Which ones focus on the person doing the action? Which ones focus on the action?

ACTIVE VOICE

The train driver **drives** the train.
We **took** the passengers to the hospital.

PASSIVE VOICE

The train **is driven** by the train driver.
The passengers **were taken** to the hospital.

B. Read the examples again and complete the rules.

ACTIVE VOICE

Subject + Main Verb + Object

PASSIVE VOICE

Subject + Verb _____ + Past Participle of _____ Verb (+ by...)

4. PRACTICE

Complete with the Present Simple Passive or the Past Simple Passive of the verbs in brackets.

- Every year an end-of-year party _____ (organise) by the students.
- The furniture _____ (deliver) to our house last Saturday.
- My cat _____ (hit) by a car, but luckily, it _____ (not injure).
- Nowadays, mobiles _____ (use) by almost everyone.
- Mandarin _____ (speak) in China.
- All the people _____ (rescue) from the burning building, but the building _____ completely _____ (destroy).
- The cough medicine _____ (keep) in a cupboard in the kitchen.

5. SPEAKING

Talk in pairs or small groups. Read the headlines on a news website and use your imagination to describe what happened in each of the situations.

LOST CLIMBERS FOUND
BY RESCUE TEAM

MANY INJURED IN BUS ACCIDENT

10 PAINTINGS DESTROYED IN FIRE

MISSING CHILD FOUND AT ZOO

TEACHER SAVED BY STUDENTS

STORM DESTROYS 20 HOUSES

A group of climbers were hiking in the Alps when there was a terrible storm and they got lost. Luckily, three days later they were found by a rescue team.

That's not funny!



1. VOCABULARY

IDIOMS DESCRIBING FEELINGS

Read the sentences and decide what the expressions in bold express. How do the people feel? Use the words in the box.

surprised embarrassed annoyed frightened

- When I realised that everyone was laughing at me, I **wanted the ground to swallow me up**.
- Jack **couldn't believe his eyes** when he saw his brother's new car.
- Fay **went red as a beetroot** when she fell down and started crying in front of her classmates.
- My sister always borrows my clothes without asking me and she never apologises. She's **getting on my nerves!**
- I don't want to enter the singing competition because I'll only **make a fool of myself**.
- That noise is **driving me up the wall**. I can't stand it!
- I was lying on the sofa half asleep when the phone rang. I **nearly jumped out of my skin!**

2. LISTENING

A. Discuss.

- Have you ever forgotten to do something important?
- What were the consequences?

B. Look at the pictures a-d and try to guess what happened to Lucy yesterday. Then listen to Lucy telling a friend about her experience and put the pictures in order. Is Lucy's story similar to what you expected?

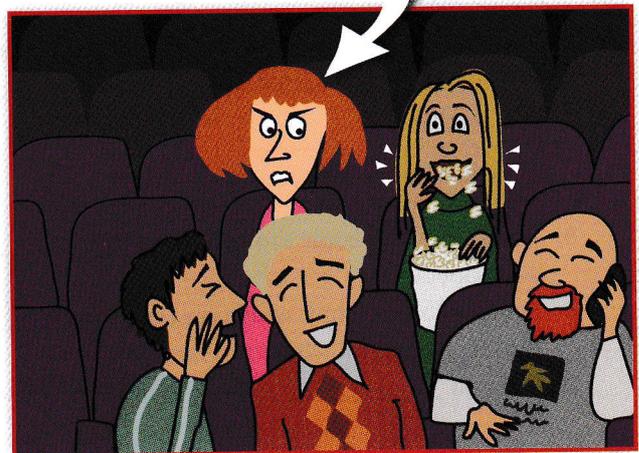


C. Listen again and write T for True or F for False.

- Lucy did something stupid at the meeting.
- John dislikes the window cleaner.
- It was the first time the window cleaner used Lucy's office window to go outside.
- Lucy was at the hairdresser's at eight o'clock.
- The cleaners don't clean the office on Tuesdays.
- The window cleaner was locked in Lucy's office all night.

3. SPEAKING

Choose one of the pictures and imagine that you are the person in it. Describe what happened to you and how you felt.



popcorn

whisper

turn off



wave

bump into

lamp post

4. WRITING

AN ACCOUNT OF A TRUE EVENT

A. Discuss.

- Have you ever done anything very embarrassing?
- What was it?

B. Read the account and answer the questions.

1. When and where did the event take place?
2. How did the writer feel during and at the end of his experience?
3. What is the purpose of each paragraph?
4. Why does the writer use Direct Speech?
5. Which tenses does the writer use?
6. Which linking words does the writer use and why?



A DAY I'LL NEVER FORGET

Probably the most embarrassing thing I've ever done was two years ago. I was travelling by train, going from Paris to London with some friends from university.

There were many people on the train, so I had to wait for almost half an hour to get some coffee. As soon as I sat down with my coffee, I realised I needed to use the bathroom. So, I said to my friends 'Nobody touch my coffee' and left. However, on my way back to my seat, I saw one of my friends sipping my coffee. I was furious! 'Hey, that's mine!' I shouted and grabbed the cup, which wasn't a good idea because I spilt the coffee all over him and even on a few other passengers. But the worst thing was that the person with the coffee wasn't my friend. It just looked like him from behind.

My friends, who were further up the train, were laughing their heads off. I immediately apologised to the people but they were still pretty angry with me. I wanted the ground to swallow me up. I'll never forget that day.

C. Join the pairs of sentences using the linking words/phrases in the box. More than one answer may be correct.

as soon as	when	before	as
because	while	but	so

1. I realised that Melissa was angry. I stopped laughing.

2. Eric was running up the stairs. He fell and broke his leg.

3. Brenda took a taxi to work. She was late.

4. They left the room. The baby started crying.

5. I start work at 9.00. I always get up at 8.00.

6. We had dinner. Then we went out.

WRITING TASK

- D. Think about a funny, embarrassing or annoying experience that you have had and write about it. Your account should be between 100-120 words.

TIP

When writing an account of a true event:

- use the first person (*I, We*).
- divide your account into paragraphs.
- try to make your writing flow by:
 - writing the events in chronological order. Use Past tenses (*Past Simple and Past Progressive*).
 - using linking words/phrases expressing time (*when, while, as, as soon as, before, after, during, until, in the end, etc.*), contrast (*but, however*), cause (*because*) or result (*so, as a result*).
- try to make it interesting to the reader by using:
 - a variety of adjectives (*surprised, furious, etc.*).
 - adverbs / adverbial phrases (*suddenly, fortunately, to my surprise, etc.*).
 - idioms (*I nearly jumped out of my skin! etc.*).
 - direct speech, questions and exclamations.
 - a variety of structures (*Comparisons, Relative Clauses, Passive Voice, etc.*).

Video activities

Fire safety

A. Look at the pictures and the words in the box and complete the crossword.

smoke
smoke alarm
wildfire
fire extinguisher
bucket
sand



1



2



3



4



5



6

B. Watch Part 2 and answer. What two things are important to have in your house for fire safety?

C. Watch Part 2 again and complete the sentences.

1. You have got about _____ minutes to get out of your house when a fire starts.
2. It's a good idea to test your smoke alarms every _____.
3. During a fire, stay low so that you don't breathe the _____.
4. A barbecue outside must be at least _____ away from a house.
5. _____ out of five wildfires start because people are not careful when they are in nature.

D. Watch Part 2 of the video again and write T for True or F for False.

1. People who die in a house fire usually haven't got a smoke alarm.
2. The main reason smoke alarms don't work is because people forget to change the batteries.
3. Fires usually start while we are sleeping at night.
4. If your clothes are on fire, run as fast as you can.
5. Most people die in fires because they try to put out the flames.
6. You mustn't keep sand near a barbecue.

E. Discuss.

- Have you ever seen a fire?
- What number must you call in your country when there is a fire?

VOCABULARY

A. Match.

- | | | |
|-------------|--------------------------|-------------|
| 1. fellow | <input type="checkbox"/> | a. sheep |
| 2. public | <input type="checkbox"/> | b. speaking |
| 3. runny | <input type="checkbox"/> | c. students |
| 4. flock of | <input type="checkbox"/> | d. nose |
| 5. lamp | <input type="checkbox"/> | e. throat |
| 6. sore | <input type="checkbox"/> | f. post |

B. Complete the sentences with the words in the box.

crew suggest make skin examine
audience nerves get

- The _____ loved the performance.
- Andy really gets on my _____.
- We need to _____ an appointment with Dr Joles.
- The doctor will _____ the child first before giving medication.
- When the dog jumped on me, I nearly jumped out of my _____.
- Sally wants to stay home and _____ some rest tonight.
- I _____ you tell George the truth.
- The _____ on the plane were very polite.

C. Complete the sentences with the correct prepositions.

- We've run _____ of sugar. How am I going to make the cake?
- Tony suffers _____ severe headaches, but he doesn't know how to deal _____ them.
- Sorry, I can't talk to you right now. I'm _____ a hurry! I'm _____ my way to the bank.
- CD stands _____ compact disc.
- My brother is disappointed because his team lost, but he'll get _____ it.
- Can I lie _____ on your sofa for a bit? I feel dizzy.

GRAMMAR

D. Complete the dialogue with the *-ing* form or the bare or full infinitive of the verbs in brackets.

- Alice** I'm going to the shopping centre
(1) _____ (buy) a new jacket. Would you like (2) _____ (come) with me?
- Jane** Sorry, but I'm too tired (3) _____ (go) anywhere right now. How about (4) _____ (go) tomorrow afternoon?
- Alice** No, I want (5) _____ (get) it today.
- Jane** I see. Well, then enjoy (6) _____ (shop) alone.
- Alice** Thanks. Can you (7) _____ (lend) me your car?
- Jane** No. Not today.
- Alice** But you never let me (8) _____ (borrow) it!
- Jane** Yes, I do. Don't start (9) _____ (complain) now.

E. Circle the correct options.

- Tony **gave** / **was given** a presentation yesterday. He did great.
- The prescription **was writing** / **was written** by Dr Thomson.
- Rita **pulled** / **was pulled** out of the fire by a firefighter.
- The fence **is painted** / **was painted** every year.
- Both English and German **are teaching** / **are taught** at my school.
- Andrew **called** / **was called** the ambulance last night.

F. Rewrite the sentences using the words given.

- You mustn't lie to the police. (**had better**)
You _____
- It's a good idea to work out three times a week. (**should**)
You _____
- Don't be so rude to your family and friends. (**should**)
You _____
- Visit a doctor before you get worse. (**had better**)
You _____

COMMUNICATION

G. Complete the dialogue with the sentences a-f.

- a. Maybe you should just tell him how you feel.
- b. He's driving me up the wall!
- c. We have nothing in common.
- d. I wanted the ground to swallow me up.
- e. What seems to be the problem, John?
- f. What happened anyway?

- Dad (1) _____
- Son Sam! (2) _____ I can't stand him.
- Dad Calm down. He's your younger brother. (3) _____
- Son We were on our way home from school when he started acting like a chicken. Some kids from school saw him and laughed their heads off. (4) _____
- Dad (5) _____
- Son He won't understand. We're so different. (6) _____

LISTENING

H. Listen and answer the questions. Choose a, b or c.

1. What's true about the man?
 - a. He only has a headache.
 - b. He has a temperature.
 - c. He's suffering from a cold.
2. What is the woman's problem?
 - a. She has a phobia.
 - b. She has an allergy.
 - c. She doesn't like someone.
3. Where is the man?
 - a. at a hospital
 - b. at a doctor's surgery
 - c. at the chemist's
4. How many people were killed in the accident?
 - a. None.
 - b. About a hundred people.
 - c. 15 crew members.

SPEAKING

ROLE PLAY

I. Look at the pictures and talk in pairs.

Student A: Imagine that you are a reporter. Interview Student B about a fire that broke out at a restaurant while he/she was working there. Use the prompts given.



- | | |
|------------------------|--------------------------|
| What / happen / ? | Anybody / injure / ? |
| When / happen / ? | Who / put out / fire / ? |
| Where / be / you / ? | What / you / do / ? |
| What / you / doing / ? | How / you / feel / ? |

Student B: Imagine that you work in a restaurant and that the kitchen caught fire. Student A is a reporter. Tell him/her what happened. Use the words in the box.

fire smoke chef injured damage burn
scared annoyed in danger helpless
be on fire ambulance firefighter put out

SELF-ASSESSMENT

Read the following and tick (✓) the appropriate boxes. For the points you are unsure of, refer back to the relevant sections in the module.

Now I can...

- > make a doctor's appointment
- > talk about medical/emotional problems
- > ask for and give advice
- > write a letter asking for/giving advice
- > talk and write about a true event
- > use the Passive Voice
- > use idioms describing feelings

Culture page:
Call for help!