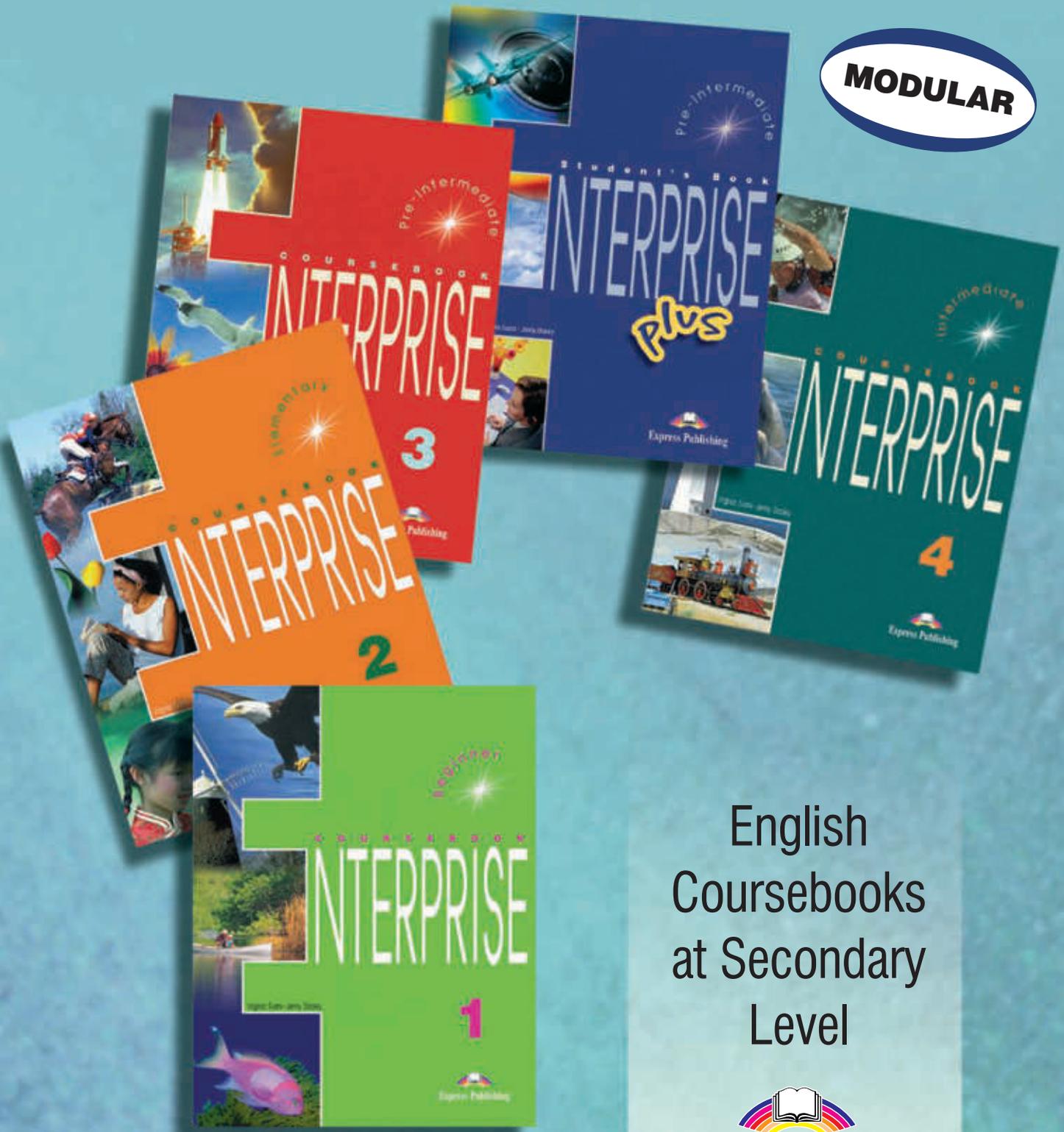


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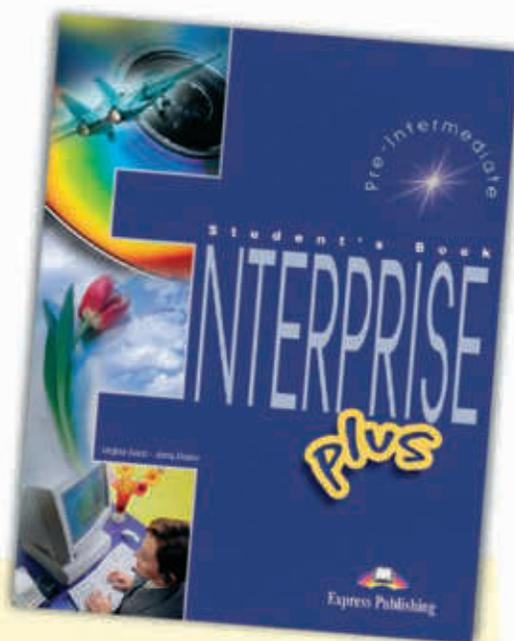


**Express Publishing**

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SAMPLE UNITS

Beginner



C O U R S E B O O K



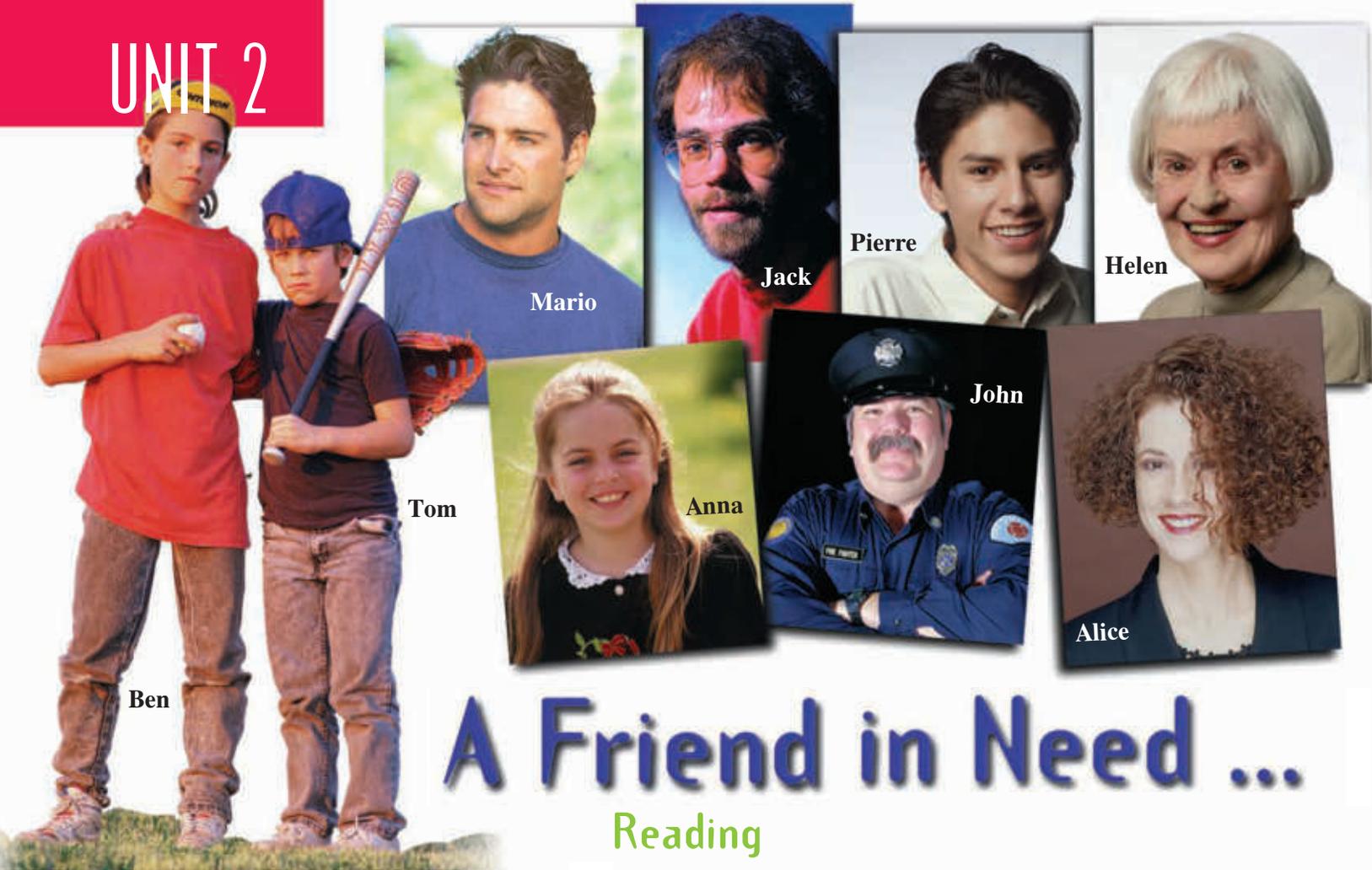
# ENTERPRISE

Virginia Evans - Jenny Dooley

1



Express Publishing



## A Friend in Need ...

### Reading

#### Lead-in

**1** Look at the pictures. Who's got ...  
*brown, curly hair? brown, wavy hair? short grey hair? long straight fair hair? dark hair? a moustache? a beard and a moustache?*

**2** Fill in the names of the people in the pictures.

- 1 ..... is old.
- 2 ..... is quite tall and slim.
- 3 ..... is short and quite slim.
- 4 ..... is middle-aged and Pierre is young.
- 5 ..... is well-built.
- 6 ..... is fat.

**3** Read the sentences, then listen and match the sentences to the speakers.

- 1 "I love playing computer games."
- 2 "I like playing the guitar."
- 3 "I like skiing."
- 4 "Hope to hear from you soon."

#### Speakers

- Mario
- Pierre
- Anna

**4** Read the Internet advertisements for pen-friends and answer the questions. Then, explain the words in bold.

- 1 What can Pierre do?
- 2 How old is Mario?
- 3 Who has got brown eyes?
- 4 Who is tall and well-built?
- 5 Is Mario's hair curly?
- 6 What can Anna do?
- 7 What is the last sentence in each advertisement?

**1** Hello. My name's Pierre and I'm seventeen years old. I live in Paris, France. I have got short straight dark hair and **brown eyes**. I'm **quite tall** and **slim**. I love **playing computer games** and I can play tennis **very well**. I like reading too. Please **e-mail me** today!

**2** Hi! My name is Anna and I am eleven years old. I live in Moscow, Russia. I have got long straight fair hair and **green eyes**. I'm quite **short** and I like skiing. I can **play the piano** quite well. Please be my e-mail **pen pal**.

**3** Hi! My name's Mario and I'm twenty-six years old. I live in Florence, Italy. I'm tall and well-built with brown, wavy hair and brown eyes. I like playing the **guitar** and I love **dancing**. I can speak French too. **Hope to hear** from you soon.

• Speaking

Read the advertisements again. Copy the table below and complete it. Then, look at your notes and talk about the people, as in the example.

	Pierre	Anna	Mario
Age:	17		
Lives in:	Paris, France		
Hair:	short straight dark		
Eyes:	brown		
Height:	quite tall		
Build:	slim		
Likes/Loves:	playing computer games, reading		
Can:	play tennis very well		

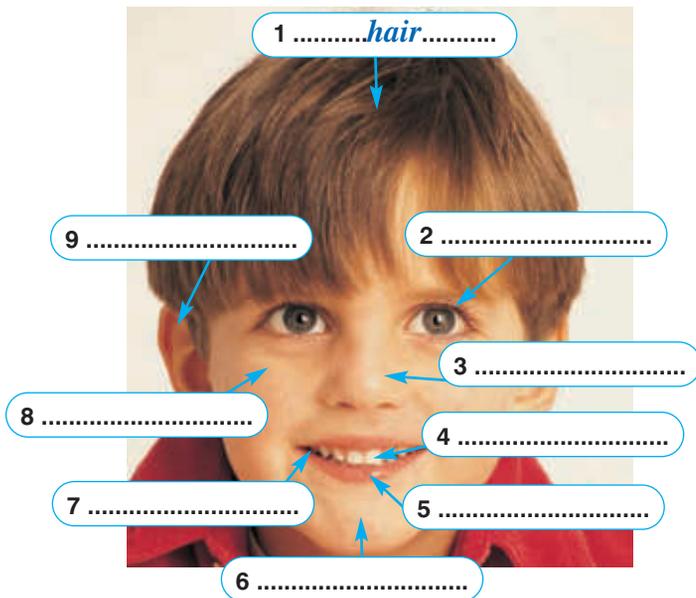
Pierre is seventeen years old. He lives in Paris, France. He has got short straight dark hair and brown eyes. He is quite tall and slim. He likes playing computer games and reading. He can play tennis very well.

Language Development

• Vocabulary

5 Label the different parts of the face, then point to them on your face and name them.

cheek, chin, ear, eye, hair, mouth, nose, teeth, lips



6 Use the words in the list to write the opposites of the phrases below.

small, short, fair, thin, curly, fat

- 1 tall boy ≠ *short boy*
- 2 slim girl ≠ .....
- 3 long hair ≠ .....
- 4 straight hair ≠ .....
- 5 dark hair ≠ .....
- 6 full lips ≠ .....
- 7 big nose ≠ .....
- 8 big eyes ≠ .....

Now use some of these phrases to describe your partner.

*Ted is tall and slim. He's got short dark hair and thin lips. He's got ...*

7 Label the colours. green, blue, black, red, brown, grey



Which of these adjectives are often used to describe: a) hair? b) eyes? c) both?

- 1 ...red...
- 2 .....
- 3 .....



- 4 .....
- 5 .....
- 6 .....

• Grammar: have got ('ve got) has got ('s got)

Affirmative	Negative
I/you/we/they've got he/she/it's got	I/you/we/they haven't got he/she/it hasn't got
<b>Interrogative and Short Answers:</b>	
<b>Have</b> I/you/we/they got ...? <b>Yes, I/you/we/they have.</b> <b>No, I/you/we/they haven't.</b>	
<b>Has</b> he/she/it got ...? <b>Yes, he/she/it has.</b> <b>No, he/she/it hasn't.</b>	
We use <b>have got/has got</b> to express possession. <i>I've got a dog. My dog has got long ears.</i>	

8 Read the advertisements in Ex. 4 again and complete the sentences using: have, haven't, has or hasn't.

- 1 ...*Has*... Pierre got a beard? No, he .....
- 2 ..... Mario and Pierre got brown eyes? .....
- 3 ..... Anna got long hair? .....
- 4 ..... Mario got a beard? .....
- 5 Anna ..... got brown hair.
- 6 ..... Mario and Pierre got fair hair? .....

- 9 The pictures show people from the Wessex area who are missing. Look at their pictures and describe them.  
 Listen and label them with their names from the list.

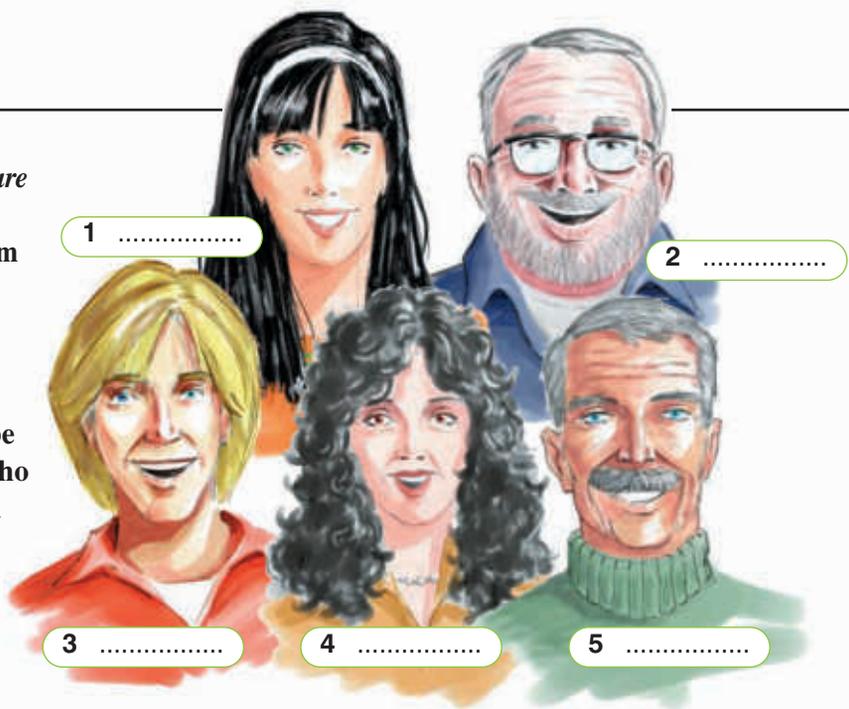
Chris, Sally, Jim, Peter, Mary

• Game

- 10 Choose one of the people in Ex. 9 and describe him or her to your classmates. The student who guesses correctly chooses another person and the game continues. Use these words:  
 young, middle-aged, curly, long, straight, slim, well-built, beard, moustache, big nose

• Reading & Listening

- 11 a) Which of the pictures show someone with:  
 1 a pale complexion? – (D)  
 2 light brown skin?  
 3 very dark skin and a wide, flattish nose?  
 4 dark slanting eyes and a yellowish complexion?  
 5 dark brown eyes and dark skin?  
 b)  Listen and match the numbers to the pictures.  
 c) Read the texts and answer the questions.  
 d) Read the texts again and explain the words in bold.



1 People from countries such as Denmark, Norway and Sweden are usually tall with fair hair, blue eyes and a **pale complexion**.

2 Most people in **Mediterranean countries**, such as Italy, Spain and Greece, are rather short. They have usually got black or dark brown hair, brown eyes and **light brown skin**.

3 Most people from **central** and **southern** parts of Africa have got black curly hair and very **dark skin**. They have also got dark brown eyes, full lips and a **wide, flattish** nose.

4 People from Arab countries such as Saudi Arabia, Iraq and Libya have usually got dark hair and dark brown eyes. They have also got **dark skin**.

5 The northern Chinese are quite short, with thick black hair and dark, **slanting eyes**. They have got a small nose and a yellowish complexion.

Questions

- 1 What do people from these areas look like?  
 • Denmark, Norway and Sweden  
 • Mediterranean countries  
 • central and southern parts of Africa  
 • Arab countries  
 • northern China
- 2 What do people from your country look like?

## Writing (Project)

Use the pictures from the Photo File section and write descriptions of the people. Write about their *age, hair, eyes, height and build*.

### Grammar: can

#### Affirmative:

I/you/he/she/it/we/they **can** run.

#### Negative:

I/you/he/she/it/we/they **can't** run.

#### Interrogative:

**Can** I/you/he/she/it/we/they run?

#### Short answers:

Yes, I/you/he/she/it/we/they **can**.

No, I/you/he/she/it/we/they **can't**.

**Can** is the same in all persons. We use **can + the base form of a verb** to express **ability** or a **polite request**.

*Tom can play football. (ability)*

*Can you help me, please? (polite request)*

### Can (expressing ability)

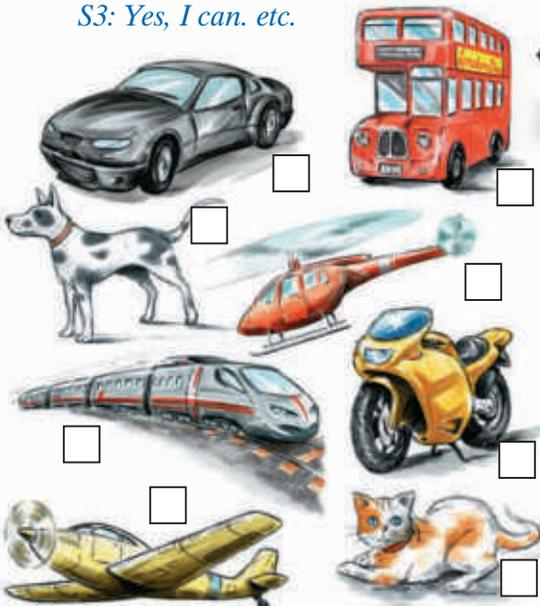
12 a) Look at the pictures and the list of words below. Ask and answer questions, as in the example.

*guitar, car, train, piano, bus, dog, cat, computer, helicopter, motorbike, plane*

*S1: Can you see a guitar?*

*S2: No, I can't. Can you see a car?*

*S3: Yes, I can. etc.*



b) Look at the pictures in Ex. 12 again and listen to the sounds. First tick (✓), then say what you *can* or *can't* hear.

*I can hear a cat, but I can't hear a motorbike.*

13 Match the phrases in the list to the pictures. Then, in pairs, ask and answer questions to find out what your partner *can* or *can't* do, as in the example.

- a. cook well b. dance well c. speak English well d. run fast  
e. walk fast f. read fast g. swim fast h. type fast

S1: Can you cook?

S2: Yes, I can cook quite well.

Can you dance?

S3: No, I can't. Can you dance?

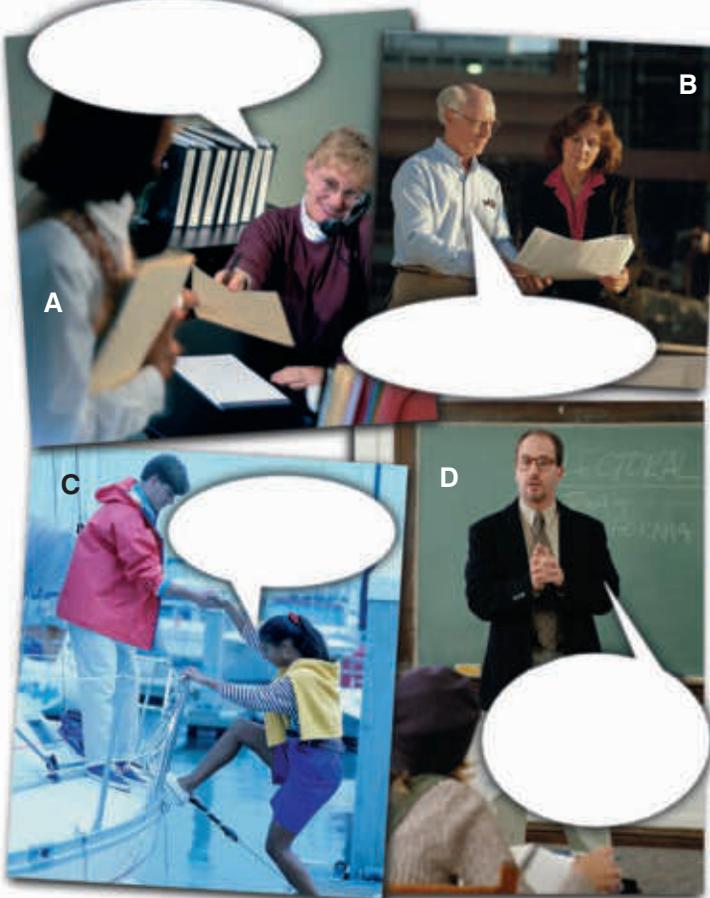
very well/ fast	95%
quite well/ fast	70%
not very well/fast	40%
no	0%



• Can (making requests)

14 Fill in the speech bubbles with sentences from the list.

- Can you help me up, please?
- Can you give this to Mr Harris, please?
- Can you read this for me, please?
- Can you open your books at page 7, please?



15 Read the dialogue and fill in the missing words. Then, listen and check. In pairs, act out similar dialogues using your name, address and phone number.

- A: Good morning, madam. Can I help you?
- B: Yes please. I'd like to join the tennis club.
- A: Certainly, madam. What's your 1) .....
- B: Mavis Steed.
- A: Can you spell it, please?
- B: Yes, of course. M - A - V - I - S ... S - T - double E - D.
- A: And 2) .....
- B: I'm thirty-two years old.
- A: Right. 3) ..... your home address?
- B: 7, Green Street.
- A: Thanks. And your phone number?
- B: 720644.
- A: 4) ....., Ms Steed. Here's your card. Please, sign it here.

• Spelling

16 Listen to the dialogue and repeat it. Then, in pairs, use the prompts below to make similar dialogues, as in the example.

- A: What's your name, please?
- B: *Anna Hughes.*
- A: How do you spell it?
- B: *A - double N - A . . . H - U - G - H - E - S.*

- |                              |                          |
|------------------------------|--------------------------|
| 1 ... <i>Anna Hughes</i> ... | 4 ...Vivienne Brown...   |
| 2 ...Jimmy Stuart...         | 5 ...Frank Williams...   |
| 3 ...Wendy Clarke...         | 6 ...Quentin Phillips... |

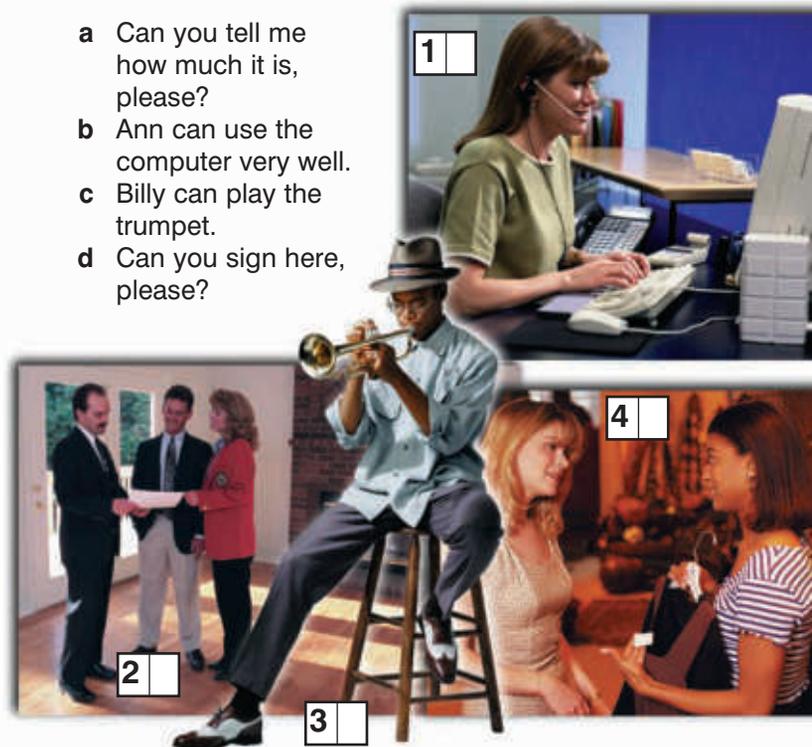
• Vocabulary revision

17 Fill in the correct word(s).

- 1 He hasn't got long hair. He's got ..... hair.
- 2 She hasn't got dark hair. She's got ..... hair.
- 3 Sarah and Kate are twenty-four ..... old.
- 4 Gordon isn't ..... . He's short.
- 5 He hasn't got big eyes. He's got ..... eyes.
- 6 Tony is short and slim and he ..... a beard.
- 7 ..... you dance well?
- 8 Hope to ..... from you soon.
- 9 I ..... in Edinburgh, Scotland.
- 10 He can run quite .....

18 Match the sentences to the pictures. Which express ability? Which express a polite request?

- a Can you tell me how much it is, please?
- b Ann can use the computer very well.
- c Billy can play the trumpet.
- d Can you sign here, please?



• Vocabulary Revision Game

19 Work in two teams. Take it in turns to choose words from the list and make sentences. Each correct answer gets one point. The team with the most points is the winner.

*slim, full lips, moustache, straight hair, beard, with, wavy, well-built, speak Italian, yellowish complexion, skin, flattish nose, swim, slanting eyes, quite fast, sign, very well, very dark skin*

• Communication

20 a. Greetings

🎧 Listen to the dialogues and fill in the missing words. Listen again and repeat. In pairs, act out the dialogues.

- A: Good morning, Paul. 1) ..... are you?  
B: Very well, thanks. And 2) .....?  
A: I'm fine.
- A: Hello. How are things?  
B: 3) ....., thanks. How are you?  
A: All right.
- A: Hi! How are you?  
B: 4) ..... bad. And you?  
A: Okay.

b. Saying Goodbye

Read and fill in the speech bubbles with the sentences below.

*You too. Goodbye.      Bye, Mum. See you.*

🎧 Now, listen and repeat. Finally, close your books and act out similar dialogues in pairs.



Pronunciation

21 🎧 Listen and tick. Listen again and repeat.

	/i/	/ɪ/
six		
read		
three		

	/i/	/ɪ/
slim		
teacher		
singer		

Writing

Complete the table with information about yourself, then write an Internet advertisement for a pen-friend. Use the texts in Ex. 4 as a model. Start with: *Hello!/Hi!...* Finish with: *Please e-mail me today./Please, be my e-mail pen pal/Hope to hear from you soon.*

Name: \_\_\_\_\_

Age: \_\_\_\_\_

Live in: \_\_\_\_\_

Hair: \_\_\_\_\_

Eyes: \_\_\_\_\_

Height: \_\_\_\_\_

Build: \_\_\_\_\_

Like: \_\_\_\_\_

Can: \_\_\_\_\_

Words of Wisdom

Read these sentences. What do they mean?

- A friend in need is a friend indeed.
- Lend your money and lose your friend.

## Lead-in

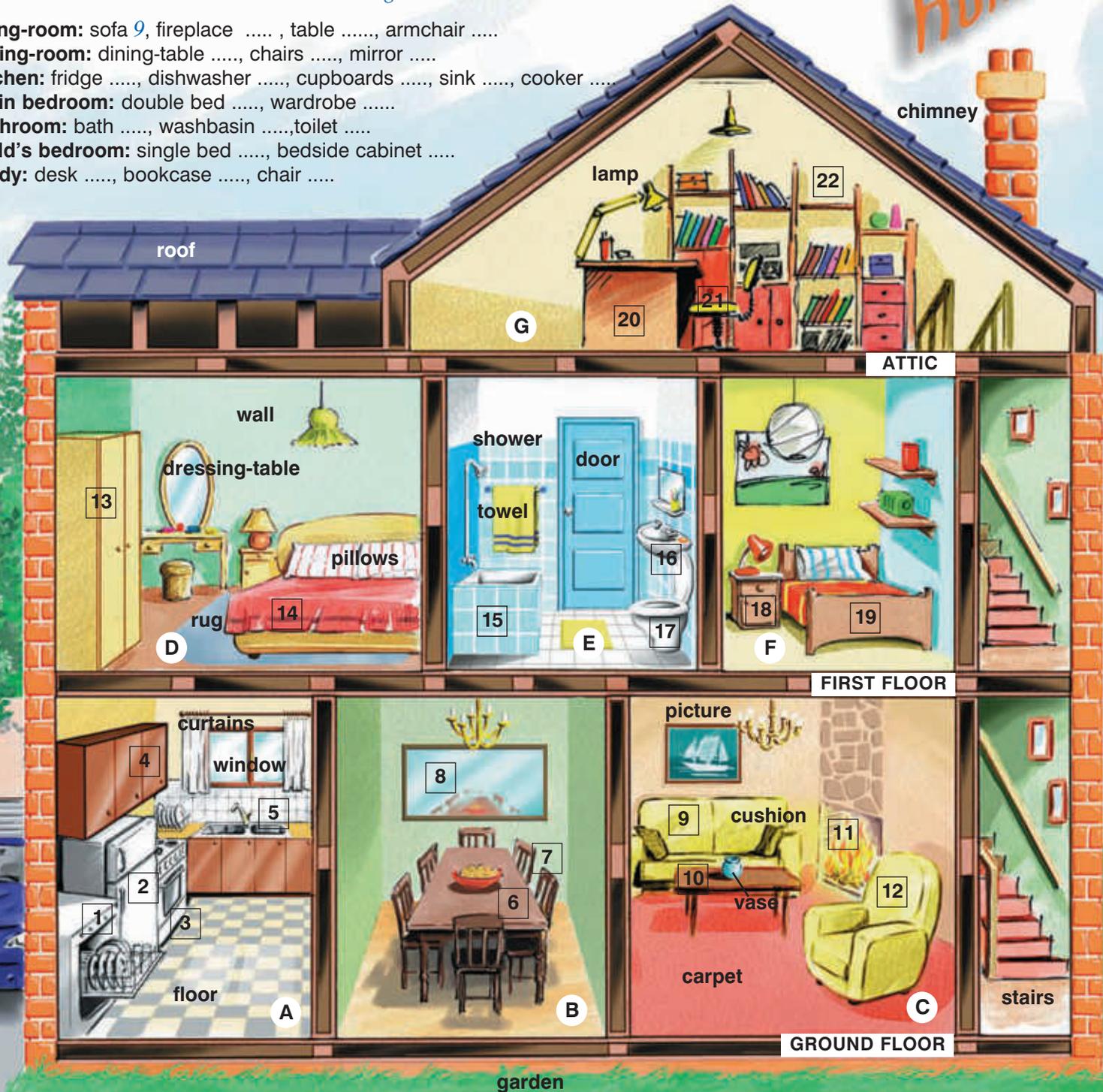
# Home Sweet Home

- 1 a) Look at the picture and fill in the gaps with the correct letters.  
 b) Where is each room? *The study is in the attic.*

on the ground floor: the living-room C the dining-room ....., the kitchen ....  
 on the first floor: the main bedroom ....., the bathroom ....., the child's bedroom ....  
 in the attic: the study .... outside the house: the garage ....

- 2 a) Fill in the gaps with the correct numbers. b) What is there in each room?  
*There is a sofa in the living-room.*  
*There are some chairs in the dining-room.*

living-room: sofa 9, fireplace ....., table ....., armchair .....,  
 dining-room: dining-table ....., chairs ....., mirror .....,  
 kitchen: fridge ....., dishwasher ....., cupboards ....., sink ....., cooker .....,  
 main bedroom: double bed ....., wardrobe .....,  
 bathroom: bath ....., washbasin ....., toilet .....,  
 child's bedroom: single bed ....., bedside cabinet .....,  
 study: desk ....., bookcase ....., chair .....



- 3  First read the sentences and explain the meaning of the words in bold, then listen and underline the correct word.

#### A. The house

- a The house is quite **expensive/cheap**.  
 b Upstairs there are **three/four** bedrooms.  
 c The house has also got a beautiful **garage/garden**.

#### B. The flat

- d The flat is rather **big/small**.  
 e The flat has got a big **balcony/swimming-pool**.

## Reading

- 4 Read the texts and explain the words in bold. How many rooms are there in each place? What is there in each room? What else has each place got?



#### Ⓐ For Sale £370,000

Address: 11, Hawk's Lane, Canterbury

This **lovely** house is half a mile from the city centre, and is near the shops and the main road. It is quite expensive, but it is very large. Upstairs, there are three bedrooms, each with a wardrobe and a bathroom. There is also a study with a big bookcase. Downstairs, there is a small bathroom with a shower and a toilet, a **huge** kitchen, a dining-room and a **spacious** living-room with a fireplace. The house has also got a **beautiful** garden and a swimming-pool.

#### Ⓑ For Rent £180/month

Address: 6, Shell Street, Canterbury

This **attractive** flat is in a **quiet** street near the city centre. It is rather small, but it is in a very **pleasant** area. It is also very cheap. It has got a **pretty** bedroom, a bathroom with a shower and a toilet, a **modern** kitchen with a cooker, a dishwasher and a fridge, and a **comfortable** living-room. The flat has also got a big balcony with a **wonderful** view. There is a **large** garage behind the building.

### • Speaking

Read the texts again and make notes under the following headings, then look at the notes and talk about the two places.

*Type of Home - Location - Cost - Size -  
 Inside the House/Flat (Rooms, Furniture etc) -  
 Outside the House/Flat*

## Language Development

### • Vocabulary

- 5 Look at the adjectives in bold in the texts in Ex. 4 and fill in the nouns which are used with them.

lovely .....	<b>house</b> .....	attractive .....	modern .....
huge .....	quiet .....	comfortable .....	
spacious .....	pleasant .....	wonderful .....	
beautiful .....	pretty .....	large .....	

- 6 Fill in the adjectives which have a similar meaning. Choose adjectives from the list above.

**big** = *huge, s-----, l-----*  
**beautiful** = *attractive, p-----*  
**pleasant** = *l-----, w-----*

• Grammar: Plurals

7 Study the following, then complete the rules.

Singular	Plural	Singular	Plural
chair	→ chairs	address	→ addresses
room	→ rooms	bus	→ buses
wall	→ walls	brush	→ brushes
table	→ tables	bench	→ benches

Most nouns take **-s** in the plural.  
Nouns ending in ..... take **-es** in the plural.

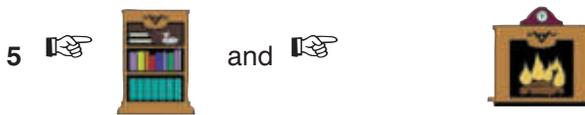
SINGULAR	PLURAL
<p><b>NEAR</b>  </p> <p><b>This</b> is a chair.</p>	<p><b>NEAR</b>  </p> <p><b>These</b> are chairs.</p>
<p><b>FAR</b>  </p> <p><b>That</b> is a clock.</p>	<p><b>FAR</b>  </p> <p><b>Those</b> are clocks.</p>

- We use **this/these** for things near us. We use ...../..... for things far from us.

8 Write sentences, as in the example.



*This is a sofa and that is a table.*



There is - There are

9 Study the table, then complete the rules.

Singular		Plural
there <b>is a/an</b> ...	<b>AFFIRMATIVE</b>	there <b>are some</b> ...
there <b>isn't a/an</b> ...	<b>NEGATIVE</b>	there <b>aren't any</b> ...
<b>Is there a/an</b> ...?	<b>INTERROGATIVE</b>	<b>Are there any</b> ...?
<b>Yes, there is.</b>	<b>SHORT ANSWERS</b>	<b>Yes, there are.</b>
<b>No, there isn't.</b>		<b>No, there aren't.</b>

We use **there** ..... in the singular.

**There is a bed in the bedroom.**

We use **there** ..... in the plural.

**There are two beds in the bedroom.**

We use **some** in the plural in the affirmative.

**There are some chairs in the kitchen.**

We use ..... in the plural in the negative and interrogative.

**There aren't any chairs in the kitchen.**

**Are there any chairs in the kitchen?**

10 What things can you see in the picture below?  
Put a tick (✓) or a cross (X) for each, then talk about the room, as in the examples.

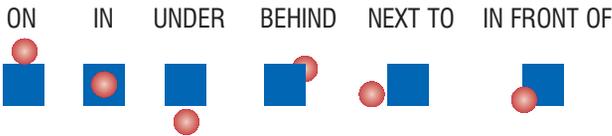


dining-table ..✓.., armchair ..X.., pictures ..✓.., posters ..X.., rug ....., sofa ....., chairs ....., cupboards ....., vase ....., mirror ....., curtains ....., beds ....., flowers ....., pillows .....

*There is a dining-table but there isn't an armchair.*

*There are some pictures but there aren't any posters.*

• Prepositions of Place



11 First, look at the picture, then read the short text and underline the correct prepositions.



There is a table in the room. There is a vase (1) in/on the table with some flowers (2) in/on it. There is a magazine (3) under/in front of the vase. There is a ball (4) behind/under the table. There is a chair (5) next to/under the table. There is a plant (6) behind/in front of the chair. There is a poster (7) on/in the wall (8) next to/under the plant.

12 This is Sally's living-room. Ask and answer questions using the prompts below.



- |                       |                    |
|-----------------------|--------------------|
| 1 pictures/wall?      | 6 table/sofa?      |
| 2 armchair/fireplace? | 7 magazines/table? |
| 3 plants/sofa?        | 8 cushions/sofa?   |
| 4 fireplace/mirror?   | 9 posters/wall?    |
| 5 fridge/living-room? | 10 vases/table?    |

SA: Are there any pictures on the wall?  
 SB: Yes, there are. There are some pictures on the wall.

13 Look at the picture and read the text, then fill in next to, on, behind or under. Finally, ask and answer questions, as in the example.

S1: Where is the carpet?  
 S2: It's on the floor. Where is the pillow?

This is Jenny's bedroom. It's nice and spacious with a carpet 1) ..... the floor. There is a very comfortable bed with a pillow 2) ..... it. 3) ..... the bed there are two windows. There is a lamp 4) ..... the bed. Jenny's desk is quite modern. There is a chair 5) ..... it and some magazines 6) ..... it. Jenny has got some pictures and a poster 7) ..... the walls. There is also a bedside table 8) ..... the poster. Jenny likes her bedroom a lot.



Writing (Project)

Look at the Photo File section and complete Paula's letter to her friend telling her about her new flat and her favourite room.

Pronunciation

14 Listen and tick. Listen again and repeat.

	/ɑ: /	/æ /
attic		
garden		
carpet		

	/ɑ: /	/æ /
plant		
armchair		
flat		

### • Reading & Listening

- 15** a) Look at the pictures. Which shows: a mud hut?/a chalet?/a block of flats?/a farmhouse?/a houseboat?  
 b) Listen and match the people's names to their homes. Write **S** for Salif, **M** for Maria, **G** for Greg, **P** for Paul and **H** for Hendrick.  
 c) Read the texts and fill in the missing prepositions.



2



3



4



5



1

- 1 Salif lives ..... a village ..... Nigeria. He lives ..... a mud hut. Mud huts have got grass roofs. They have usually got only one room.
- 2 Maria lives in a chalet ..... a mountain ..... Switzerland. These houses are made of wood. They have usually got two floors and an attic.
- 3 Greg lives ..... a huge block of flats ..... Boston. His flat is ..... the fifteenth floor and it is in the centre of the city. He lives ..... 332, Newbury Street. There are a lot of expensive shops ..... the area.
- 4 Paul lives ..... a farm ..... Canada. He lives ..... a big farmhouse near a river.
- 5 Hendrick lives ..... a houseboat ..... a river in Holland. It's got three cabins.

- 16** Sandra Richway is talking to an estate agent. Read the dialogue and try to fill in the missing information.

**1** Listen to the cassette and check your answers. Finally, in pairs, read the dialogue aloud.

- A: Hello. **1**) .....?  
 S: Yes. I want to rent a flat in this area.  
 A: Okay, let me see. There is a very nice flat for rent quite near the city centre.  
 S: **2**) ..... rooms has it got?  
 A: It has got a living-room, dining-room, kitchen, bathroom and two bedrooms. So that's six rooms.  
 S: And how much is it?  
 A: It's quite a good price — £300 per month.  
 S: That sounds perfect. **3**) .....?  
 A: It's 14, Oakfield View.  
 S: **4**) ..... ?  
 A: Yes, it's O - A - K - F - I - E - L - D ... V - I - E - W.  
 S: **5**) ..... see it ?  
 A: Of course. I can take you there right now. Have you got time?  
 S: Yes. That's great.  
 A: Okay. I've got the keys here, so let's go.

### • Communication: Addresses and Phone Numbers

- 17** **1** Listen and repeat. Then, in pairs, act out similar dialogues using the prompts below.

- A: What's your address, please?  
 B: *14, Milcote Road, Birmingham.*  
 A: Can you spell the street name, please?  
 B: *M - I - L - C - O - T - E.*  
 A: Thank you. Have you got a telephone number?  
 B: Yes. It's *4204188.*

- *12, Longhurst Lane, Reading (Tel.: 535602)*
- *17, Morrison Avenue, Bath (Tel.: 334598)*
- *21, Primrose Street, Crewe (Tel.: 750559)*

**18**  a) *Karen and Tom want to rent a house or flat. Look at the pictures, then listen to the cassette and say which place they want.*

 b) Read the advertisements, then listen again and underline the correct word in bold. Now, using the advertisements, describe the two places. Start like this: *This lovely house is five miles from the city centre. It is very expensive, but it is very large. Upstairs, there are ...*

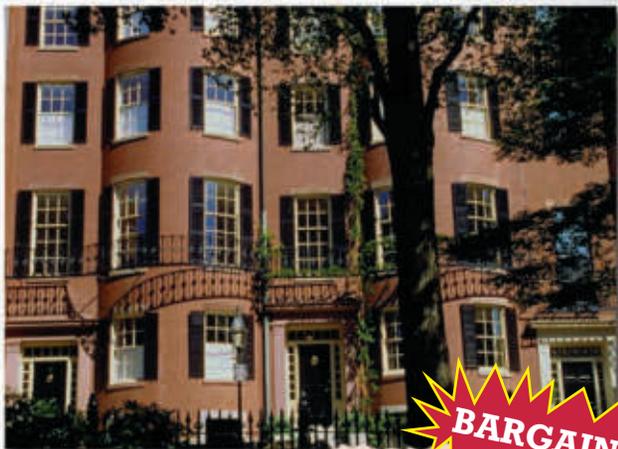


### For Rent £800/month

6, Sandon Street

Lovely house five miles from city centre

- \* Upstairs -  
4 bedrooms; 2 bathrooms (bath, shower, toilet)
- \* Downstairs -  
1) **spacious/small** living-room; kitchen; dining-room; study; small 2) **bedroom/bathroom**
- \* large 3) **garden/swimming-pool**; double garage



### For Rent £300/month

8, Chamberlain Street

Attractive 4) **flat/chalet** near city centre

- \* 2 bedrooms; 1 large bathroom (bath, shower, toilet); modern kitchen; comfortable living-room; 5) **dining-room/study**
- \* small garden; 6) **garage/swimming-pool**

**BARGAIN!!**

## • Vocabulary Revision Game

**19** Work in two teams. Take it in turns to choose words from the list and make sentences. Each correct sentence gets one point. The team with the most points is the winner.

*ground floor, attic, wardrobe, huge, quiet, behind, view, under, comfortable, expensive, cooker, some, carpet, study, swimming-pool, balcony, there aren't any*

## • Memory Game

**20** Work in two teams. Look at the picture of the house on p. 18 for one minute, then close your books and say what there is in each room. Each correct answer gets one point. The team with the most points is the winner.

## Writing (advertisements for houses)

Use the information in Ex. 18 to write two short advertisements (50 - 80 words each) similar to those in Ex. 4. Use the pictures from the Photo File section and the plan below.

### Plan

For Rent: .....

Address: .....

- type of place
- where
- cost
- size
- inside the house/flat (rooms, furniture, etc)
- outside the house/flat

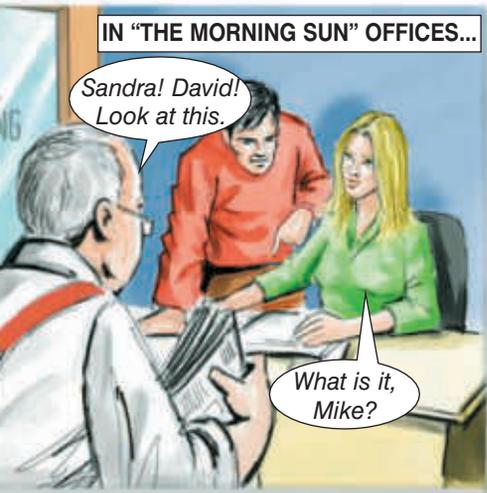
## Words of Wisdom

Read these sentences. What do they mean?

- Home is where the heart is.
- There is no place like home.
- East, west, home is best.

# The Loch Ness Monster

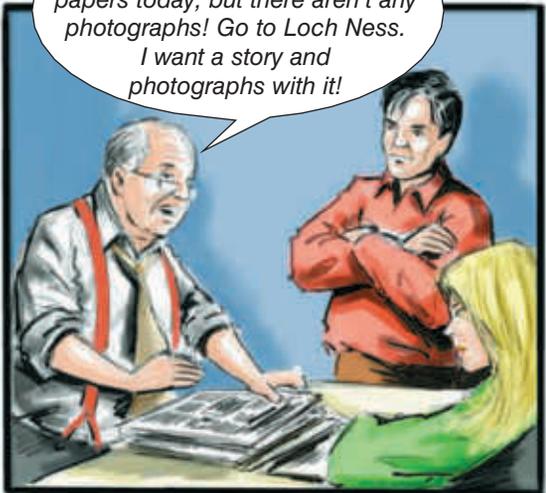
Sandra Manning and David Parr are reporters. They work for *The Morning Sun* in London. Mike Battle is the editor of the newspaper.



IN "THE MORNING SUN" OFFICES...

Sandra! David!  
Look at this.

What is it,  
Mike?



There are stories about  
the Loch Ness Monster in all the  
papers today, but there aren't any  
photographs! Go to Loch Ness.  
I want a story and  
photographs with it!



ON THE TRAIN...

Is there really  
a monster, David?

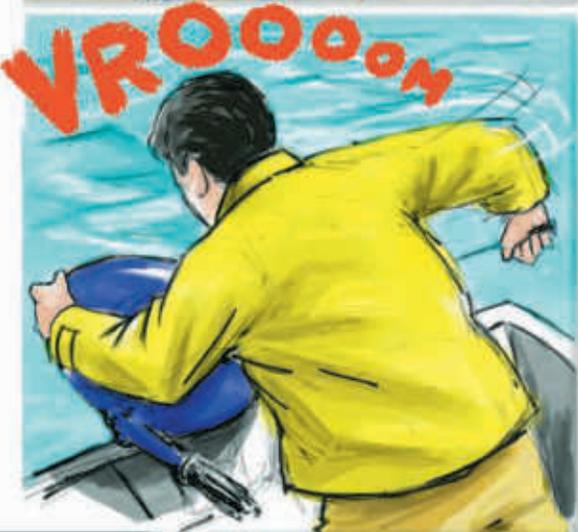
Maybe!



AT LOCH NESS...

Can you see  
the monster?

No, I can't.  
Let's hire a boat and look for it.



VROOOON



AFTER THREE HOURS ON THE BOAT...

Sandra! Look!  
The monster! Can you  
see it? Wow!  
It's huge!

Where is it? I can't  
see it! Quick, take some  
photographs!



Sandra,  
be careful! Sit down!  
Don't stand up!



OH NO!  
HELP!!!! DAVID!!!  
HELP ME!

**1** Look at the pictures on p. 24 and point to *the editor, the reporters and the monster*. What do you know about the Loch Ness monster?

**2**  Listen and put the sentences in the order you hear them.

- Let's hire a boat and look for it. ....
- Sandra, be careful! ....
- Go to Loch Ness. ....

**3** Read the episode, then mark the sentences as T (true) or F (false).

- 1 David is the editor. ....
- 2 There are photographs of the monster in all the papers. ....
- 3 The monster is huge. ....
- 4 Sandra can see the monster. ....

**4** Fill in *on* or *in*.

- 1 David and Sandra are ..... the office.
- 2 Mike's got newspapers ..... his hand.
- 3 There are stories about the monster ..... all the papers.
- 4 Sandra and David are ..... the train.
- 5 Sandra and David are ..... a boat.

### The Imperative

We use **the imperative** to give orders or instructions. We form affirmative orders or instructions with the **base form of the verb**. *Look at this.*

We form negative orders or instructions with **don't + base form of the verb**. *Don't stand up.*

**5** Read the episode again and find eight sentences which are orders. Who says each sentence?

*Look at this. (Mike)*

### Personal Pronouns

**Subject pronouns** (*I, you, he, she, it, we, you, they*) go before verbs as their subjects. **Object pronouns** (*me, you, him, her, it, us, you, them*) go after verbs as their objects.

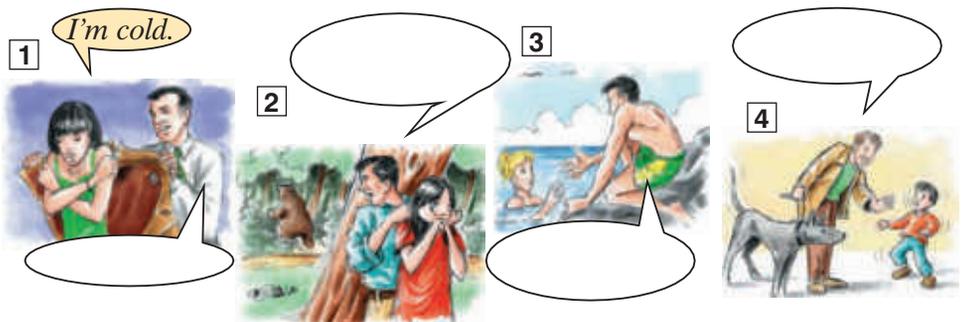
*Look at her. She's Sandra.*

**6** Look at the pictures and make sentences using object pronouns, as in the example. *Look at her!*

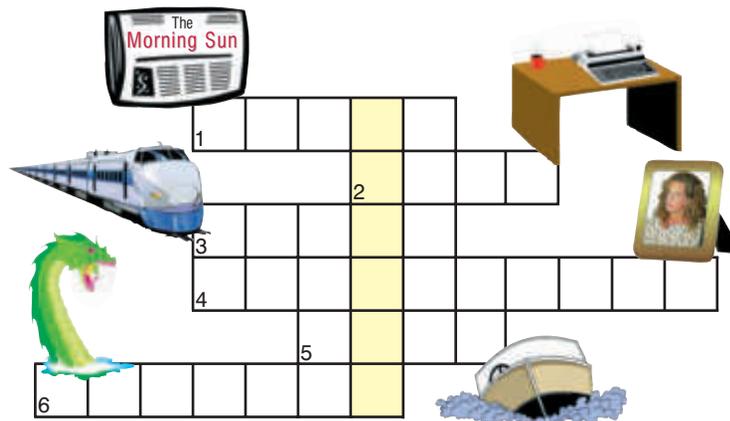


**7** Fill in the speech bubbles with sentences from the list.

- Don't be afraid!
- Don't worry. It's gone.
- Take my hand!
- Put this on.



**8** Complete the puzzle to find Mike's job.



**9**  Listen to the episode, then take roles and read it aloud.

**10** Read the paragraph and fill in the missing words.

Mike Battle is the **1) e d i t o r** of *The Morning Sun*. David and Sandra are reporters. In the office, Mike shows David and Sandra some **2) p \_\_\_\_\_**. There are stories about Nessie, the **3) m \_\_\_\_\_** in Loch Ness, in all of them. David and Sandra go to Scotland on a **4) t \_\_\_\_\_**. They want to take **5) p \_\_\_\_\_** of Nessie. There are **6) b \_\_\_\_\_** by the loch. David and Sandra hire one to **7) l \_\_\_\_\_** for Nessie. After three **8) h \_\_\_\_\_** on the boat, David sees the monster behind Sandra.

### Writing

Write descriptions of Mike, Sandra and David.

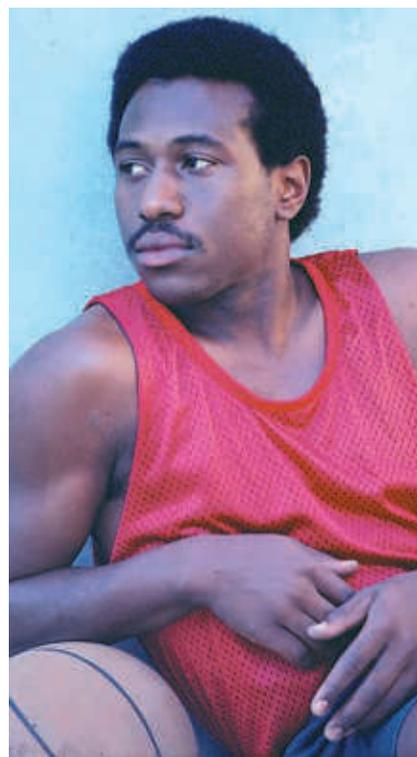


Amy



Eric

Frank

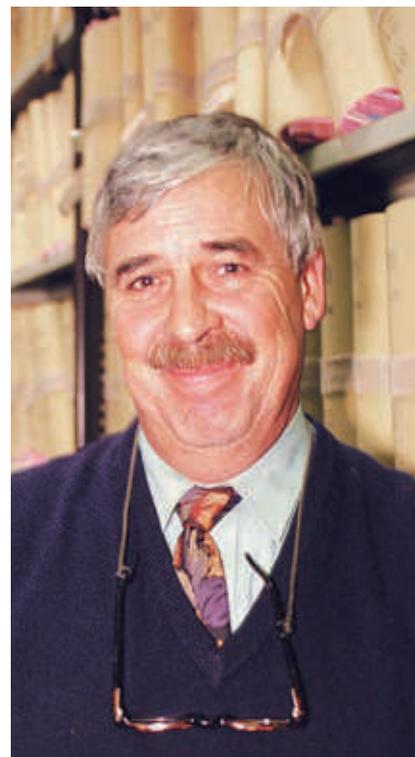


Max



Yoko

Lee



Lester

Dear Vicky,

I am in my new flat, at last! It's on the seventh floor of a big  *...block of...*

*...flats...* near the city centre. The flat is wonderful. It's got two bedrooms, a kitchen, a



..... and a huge living-room with a  .....

My favourite room is my bedroom, because it's very pretty. It's got a blue carpet on

the floor and a large  .....

..... with a great view of the city.

My comfortable  .....

..... is right next to the  .....

There is also a small table in the room with a telephone and a  .....

I've got a big  .....

....., a large wardrobe, a TV and a CD player in my

bedroom. I've also got some  .....

..... on the walls. My bedroom

has got a balcony, too. There are some  .....

..... on it.

Well, that's all for now. Come and see my new flat soon!

Love,

Paula



# Components for Enterprise 1 Beginner



DVD

Class CDs  
(set of three)  
Student's CD

# ENTERPRISE 1

## C O U R S E B O O K

### Beginner

*Enterprise 1 Beginner* is the first in a four-level series of English coursebooks. It is specially designed to motivate and involve students in effective learning. The course provides systematic preparation for all the skills required for successful communication in both written and spoken form.

#### KEY FEATURES

- *Enterprise 1* consists of four modules of four units each and offers extensive, well-integrated practice of listening, reading, speaking and writing skills
- **Reading Sections** capture students' interest with meaningful texts on authentic, cross-cultural topics
- **Language Development Sections** provide a stimulating and balanced variety of tasks:
  - a) **Vocabulary Sections** help students to understand the vocabulary in the reading text, and to use it correctly
  - b) **Grammar Sections** present and thoroughly practise all grammar items appropriate to this level
  - c) **Listening and Speaking Sections** motivate students to understand and use the language successfully
  - d) **Communication Sections** build students' ability to communicate successfully in English
  - e) **Pronunciation Activities** help students hear and reproduce correct pronunciation in English
  - f) **Writing Sections** present useful writing skills while giving students step-by-step guidance
- **Module Self-Assessment Sections** following every fourth unit provide systematic review and consolidation of language items presented earlier
- Three entertaining adventure **stories**, presented in two episodes each, invite students to read for enjoyment

#### Components of the course are:

Enterprise 1 Beginner Coursebook  
Enterprise 1 Beginner Teacher's Book  
Enterprise 1 Beginner Workbook  
Enterprise 1 Beginner Test Booklet  
Enterprise 1 Beginner Class CDs (set of three)  
Enterprise 1 Beginner Student's CD



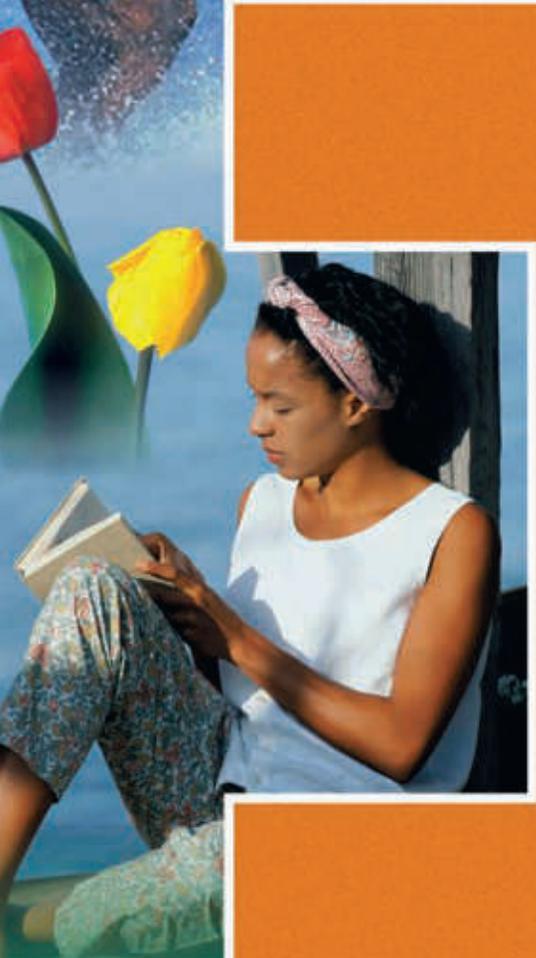
**Express Publishing**



Elementary



C O U R S E B O O K



# INTERPRISE

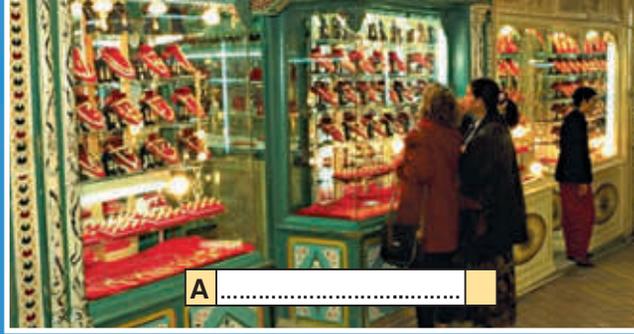
Virginia Evans - Jenny Dooley

# 2



Express Publishing

# UNIT 3



A .....



B .....

## Shop till you Drop!

### Lead-in

- 1 Choose words from the list to label the pictures.

<i>lace shop</i>	<i>travel agent's</i>
<i>confectioner's</i>	<i>supermarket</i>
<i>bookstall</i>	<i>antique shop</i>
<i>bookshop</i>	<i>boutique</i>
<i>butcher's</i>	<i>jeweller's</i>
<i>bakery</i>	<i>department store</i>
<i>post office</i>	<i>flower stall</i>
<i>newsagent's</i>	<i>florist's</i>
<i>greengrocer's</i>	<i>hair &amp; beauty salon</i>
<i>chemist's</i>	<i>designer fashion house</i>

- 2 Where can you buy these things? What else can you buy in each place in Ex. 1?

*apples, a plane ticket, old clocks, a book, a pair of trousers, a packet of painkillers, a diamond ring, lilies, an armchair, grapes, pralines, a bottle of perfume, lamb chops, lace tablecloths, a leather suitcase, stamps, a woollen skirt, a leather jacket, hairspray, a bouquet of roses, a washing machine, a magazine, sugar, a gold necklace, a loaf of bread*

*You can buy apples at a greengrocer's.*

- 3 In pairs, use the phrases below and words from Ex. 2 to act out dialogues, as in the example.

#### requests

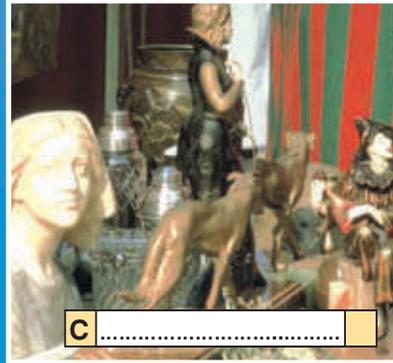
Can I have ... , please?  
 Could I have ... , please?  
 Have you got any ... ?  
 I'd like ... , please.

#### answers

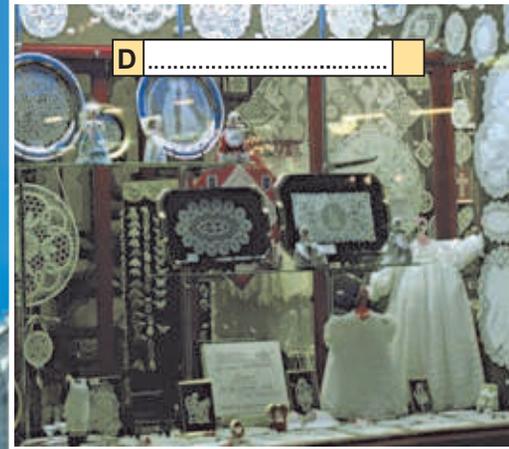
Yes, of course.  
 Here you are.  
 I'm afraid we haven't got any left.

*SA: Can I have some apples, please?*

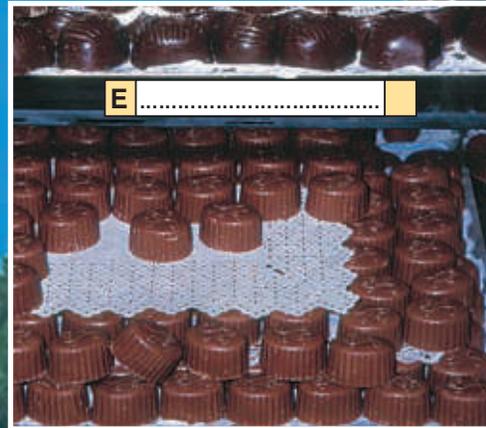
*SB: I'm afraid we haven't got any left.*



C .....



D .....



E .....



F .....



G .....

- 4 Look at the title of the article below. What do you think the article is about?
- 5  Look at the pictures on p. 18, then listen and tick (✓) the three places the speaker mentions.

## Reading

- 6 a) Read the article and match the headings to the correct paragraphs.

- A Recommendation    C A Shopper's Paradise  
 B Opening Hours    D Places to Go and Things to Buy

### EXOTIC SHOPPING IN PARIS

1  Paris, the capital of France, is a shopper's paradise, with plenty of large department stores as well as thousands of delightful smaller shops.

2  Antique lovers can find fantastic furniture in the small antique shops on Bonaparte and Jacob Streets, and collectors can find rare books on the bookstalls lining the banks of the River Seine. There are also some great department stores which sell everything from perfume to furniture. Galleries Lafayette, Paris' largest department store on Boulevard Haussmann, offers a great variety of high quality woollen skirts, leather jackets and designer clothes. The Marais is a group of little streets with some of the trendiest boutiques. There you can buy fashionable clothes, shoes and jewellery. For shoppers with big bank accounts, there is a wide range of jewellers' and designer fashion houses along the Rue de Rivoli, such as Cartier, Chanel, Nina Ricci and Christian Dior.

3  Shops in Paris are usually open from eight or ten in the morning till about seven in the evening, from Monday to Saturday. The big sales come after Christmas and before the autumn collections.

4  Don't miss the chance to go shopping in Paris. There is always something to suit everyone's pocket and taste.

- b) Ask and answer questions based on the text, as in the example.

- S1: *Where can you find antique shops?*  
 S2: *On Bonaparte and Jacob Streets. Which is Paris' largest department store?*  
 S3: *Galleries Lafayette. What can you buy there?*

## Language Development

- 7 Fill in the words from the list, then make sentences using the completed phrases.

*fashion, rare, designer, shopper's, high, bank, woollen, autumn, department, antique*

- |              |          |          |             |
|--------------|----------|----------|-------------|
| 1 a(n) ..... | paradise | 6 .....  | skirts      |
| 2 .....      | lovers   | 7 .....  | clothes     |
| 3 .....      | books    | 8 .....  | accounts    |
| 4 a(n) ..... | store    | 9 .....  | houses      |
| 5 .....      | quality  | 10 ..... | collections |

- 8 Fill in the synonyms from the list.

*chance, trendy, plenty of, a wide range of, fantastic*

- |                              |                       |
|------------------------------|-----------------------|
| 1 fashionable = .....        | 4 opportunity = ..... |
| 2 a great variety of = ..... | 5 a lot of = .....    |
| 3 wonderful = .....          |                       |

- 9 Fill in the correct words from the list.

*line, offer, suit, buy, miss*

- You can ..... cheap clothes during the big sales.
- Flower stalls ..... the banks of the river.
- At Galleries Lafayette, shoppers can always find something to ..... their taste and pocket.
- Don't ..... the chance to visit the big department stores.
- The large department stores ..... a great variety of products.

- 10 Fill in the correct prepositions, then make sentences using the completed phrases.

1 ..... Bonaparte Street; 2 ..... the bookstalls; 3 the banks ..... the River Seine; 4 ..... eight ..... the morning ..... seven ..... the evening

### • Speaking

- a) Suggest another title for the article.
- b) Read the text again and take notes under the following headings. Then, talk about shopping in Paris.
- name of city – location
  - best shops – where they are – things to buy
  - opening hours – sales
  - recommendation

• Grammar: Adjectives

**Order of Adjectives**

- Adjectives describe nouns. They have the same form in the singular and plural. *e.g. a blue dress - two blue dresses*
- There are two types of adjectives.

**Opinion adjectives** *beautiful, great, expensive, etc* describe what we think of someone or something.

**Fact adjectives** *short, long, red, etc* describe what someone or something really is.

Opinion adjectives go before fact adjectives.

*She's wearing a beautiful red dress.*

- When there are two or more fact adjectives in a sentence, they usually go in the following order:

**Fact Adjectives**

- size:** small, big, short, long, etc
- weight:** heavy, light, etc
- shape:** triangular, round, rectangular, square, etc
- colour:** dark/light blue, yellow, pink, cream, red, purple, etc
- material:** cotton, leather, silk, plastic, woollen, nylon, metal, gold, silver, velvet, wooden, canvas, etc

*It's a beautiful, long, light blue, silk skirt.*

**11** Read the article in Ex. 6 and find three fact adjectives and three opinion adjectives.

**12** Number the adjectives in the correct order.

- 1 a **brown** (2) **wooden** (3) **beautiful** (1) box with a brass lock *a beautiful brown wooden box with ...*
- 2 a **cotton** (...) **large** (...) **grey** (...) shirt with a white collar
- 3 a **heavy** (...) **metal** (...) **black** (...) saucepan with brown handles
- 4 a **silk** (...) **blue** (...) **nice** (...) scarf with yellow stars on it

**13** Describe the objects, as in the example.

*It's a grey plastic suitcase with stickers on it.*



**14** a) Match the shapes (a - d) to the adjectives.

*triangular ....., round ....., rectangular ....., square .....*



b) Find the objects that match descriptions 1 - 3, then describe the other objects.



- 1 It's a small triangular brown object. It's made of wood and metal. We hang clothes on it. ....
- 2 It's a small round yellow object. It's made of wool and rubber. We play tennis with it. ....
- 3 It's a small rectangular black object. It's made of leather. We keep our money in it. ....

**15** GAME: Write short descriptions of objects. Read them aloud and let the class guess what objects you are describing.

• Communication: Describing Lost Property

**16** Listen and repeat. Then, in pairs, use the prompts to act out similar dialogues.

- A: Excuse me. I've lost my briefcase. Has anybody handed it in?  
 B: What does it look like?  
 A: It's a black leather briefcase with a brown handle.  
 B: What's it got in it?  
 A: My purse, some credit cards and my passport.  
 B: Where and when did you lose it?  
 A: At the airport, yesterday evening.  
 B: Is this it?  
 A: Oh, yes! Thank you very much!

- wallet:* money, photos, driving licence, phonecard
- suitcase:* clothes, shoes, camera, a bottle of perfume
- rucksack:* notebooks, wallet, identity card, four books

• Writing (Project)

Read the letter in the Photo File section and say which object is described. Then, choose one of the other objects and write a letter to the lost property office.

• Reading & Listening

17  Listen and underline the correct item in bold.

- 1 Harrods is a shop in **Kensington/Knightsbridge**.
- 2 The Chairman of Harrods is **Charles Henry Harrod/Mohamed Al Fayed**.
- 3 Harrods has survived **3 wars/a fire and two bombings**.
- 4 Harrods employs over **4,000/6,000** staff.
- 5 **The Toy Departments/the Food Halls** are the heart and soul of Harrods.
- 6 The sales are in **March and July/January and July**.

18 a) Read the article and fill in the headings.

- *History of the Store*
- *The Sales*
- *Location & Management*
- *Recommendation*
- *Departments & Services*

b) Underline the phrases which best describe pictures 1 - 3, then explain the words in bold.

19 Fill in the words from the list, then make sentences using the completed phrases.

*busy, over, took, run, survive, security, heart, Food*

- 1 to ..... a shop
- 2 his son ..... over
- 3 ..... the years
- 4 to ..... a fire
- 5 ..... personnel
- 6 the ..... Halls
- 7 the ..... and soul of
- 8 ..... months

20 Correct the false statements, as in the example.

- 1 Harrods is in Paris. *It isn't in Paris. It's in London.*
- 2 In the beginning, Harrods was a big bakery.

# "All Things, for All People, Everywhere"

a .....

"Enter a Different World", it says on the doormat, and this is what you do when you visit Harrods in Knightsbridge, London. Harrods is "the world's most celebrated store", says Chairman Mr Mohamed Al Fayed.

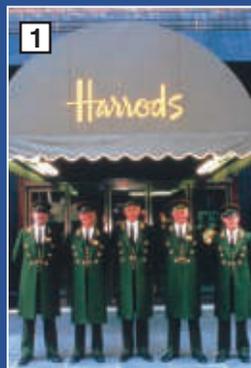
b .....

In the beginning, though, Harrods was just a small grocer's shop. It was opened in 1849 and run by Charles Henry Harrod. His son took over and added medicines and perfumes, as well as fruit, flowers, sweets and a van delivery service.

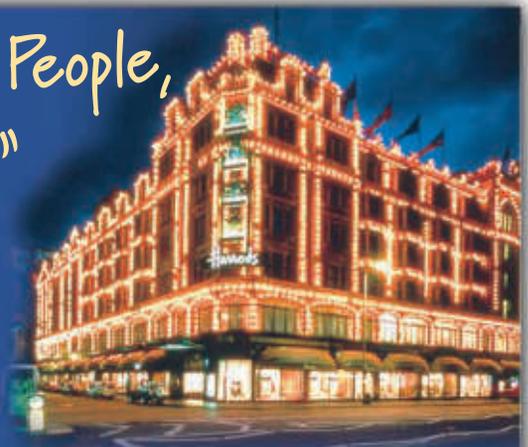
Over the years, Harrods has survived a fire, two World Wars and even two bombings. In 1983, Harrods moved abroad and opened a branch in Japan and later others in Hong Kong, Singapore and Taiwan, as well as airport shops in most major European cities.

c .....

Today, around 35,000 people visit Harrods every day. It has got 300 departments spread over seven floors and employs over 4,000 staff. It also has eight doormen, known as 'Green Men', as well as its own fire brigade, security personnel, doctors and nurses.



Harrods is the official supplier of certain goods to the Royal Family, and



sells everything from clothes to caviar. The Food Halls are still the heart and soul of Harrods. In addition to the nineteen bars and restaurants in the store, there is a bank, a travel agent's, a dry cleaner's



and the biggest hair and beauty salon in Europe.

d .....

January and July are very busy months for Harrods because they are sale times. Over 300,000 customers visit the store on the first day alone. Many people sleep outside the store all night to be first in when the doors open on the first day.



e .....

"All things, for all people, everywhere" is the store's motto. The Harrods name means the best of British quality, service and style. All in all, Harrods is a fascinating place to visit.

- 3 In 1983, Harrods opened a branch in Korea.
- 4 Harrods has got 3,000 departments.
- 5 There are nine bars and restaurants in the store.

• Speaking

- a) Take notes under the headings in Ex. 18a, then tell the class about Harrods.
- b) Tell the class about a big department store in your country.

• Grammar: Making Comparisons

21 Complete the table, then say how we form the comparative and superlative forms of adjectives.

	Comparative	Superlative
big		the biggest
short		the shortest
beautiful		the most beautiful
large		the largest
expensive	more expensive than	
long		
bad	worse than	
good		the best
little		the least

22 In pairs, use the following expressions to compare the things in the pictures, as in the example.

*much cheaper, the most expensive, less expensive, not as nice as, longer than, the shortest, the same price as, shorter than, not as long as, much more beautiful*



The purple skirt is much cheaper than the brown skirt.

23 Explain the words in the list. Which of them can we use with a pair of?

*boots, belt, tights, jeans, tracksuit, leggings, gloves, shorts, trainers, cardigan, socks, shoes, tie, sweatshirt, jumper, coat, shirt, skirt, scarf, jacket*

• Communication a) Asking about Prices

24 Listen to the dialogue, then act out similar dialogues in pairs, using words from Ex. 23.

- A: Excuse me — how much is this pair of boots?
- B: These boots? They're £60.
- A: Do you take credit cards?
- B: I'm afraid not.
- A: That's okay. I'll pay cash, then.

b) Polite Requests and Offers

25 Complete the dialogues with the sentences in the list, then listen and check. In which shops could you hear these dialogues?

- *Could I have the pills in this prescription, please?*
- *Certainly. What would you like in it?*
- *Here you are.*
- *Can you deliver it?*

1 A: I'd like to order a bouquet of flowers, please.  
 B: .....  
 A: Roses, please, and perhaps some lilies. ....  
 B: Yes, if it's local.

2 A: .....?  
 B: Certainly. That will be £5, please.  
 A: .....  
 B: Thank you. Remember to take the tablets twice a day after meals.

26 a) Name the shops in the pictures and say what you can buy in each.

b) Listen and match the dialogues to the shops in the pictures.



c) In pairs, choose two of the shops in the pictures and act out a suitable dialogue for each shop.

## • Vocabulary Revision Game

**27** In teams, use the words below to make sentences. Each correct sentence gets one point.

*shopper, plenty of, furniture, sell, suit, rare books, buy, collectors, such as, everywhere, fire brigade, chairman, medicines, security personnel, offer, survive, fascinating place, customers, high quality, autumn collections*

## Pronunciation

**28**  Listen and repeat.

- hat - have - hot - hear
- Who hit her?
- I haven't heard from Henry for ages.
- Harriet has got a hundred hats.
- He hasn't had a holiday for years.
- Harry hates hot dogs.

## Writing (an article about the shopping facilities in a city)

When we write an article about the shopping facilities in a big city, we can divide it into **four** paragraphs.

In the **first paragraph**, we state the **name of the city** and the **types of shops** you can find there.

In the **second paragraph**, we state the **names** of the best **shops**, **where they are** and **what we can buy** there.

In the **third paragraph**, we state the **opening hours** and the **sales times**.

In the **last paragraph**, we recommend the place to shoppers.

We normally use the **present simple** in such articles. We give the article an interesting **title** to attract the reader's attention.

**29**  Listen and answer the questions.

- 1 Which city are the speakers in?
- 2 What shops can you find there?
- 3 What can you buy at these shops?
- 4 What are the opening hours?
- 5 When do the sales take place?
- 6 How does Lisa recommend the place to Alice?

**30 a)** In pairs, read out the dialogue.

- A:** Mm, that was wonderful coffee. Oh, it's so nice to be here in Brussels with you, Lisa – and I can't wait to go shopping!
- L:** Ah, you've come to the right place, then! Boutiques, confectioner's, lace shops, antique shops, enormous department stores – you can shop till you drop, my dear.
- A:** That's great! Where shall we go first?
- L:** Well, the Sablon District is full of antique shops. You must visit Dewindt, on Lebeu-straat. It's got some lovely antiques.
- A:** Oh, Lisa! Aren't you coming with me?
- L:** I can't, I'm afraid, but I'll meet you at three, outside Inno Brussels on rue Neuve. It's Brussels' most famous department store, and you can buy everything from clothes to jewellery there.
- A:** Ooh, that sounds exciting! And what about souvenirs? Brussels is famous for chocolate and lace, isn't it?
- L:** Yes, it is, and Leonidas on Boterstraat has the most delicious pralines in the world. We can also go to F. Rubbrecht in the Grand-Place. We'll find the best lace there.
- A:** Will we have enough time? The shops are open from nine to six, aren't they?
- L:** That's right, but it's Friday today. Shops are open until 8:00 pm on Fridays. And there are sales every January and July, so ...
- A:** The sales are on now? That's great! I can find some bargains!
- L:** Of course you can. Didn't I tell you? Brussels really is the best place for shoppers!



**b)** You have been asked to write an article for a travel magazine about the shopping facilities in Brussels. Use the text in Ex. 6 as a model and the dialogue in Ex. 30a to write your article. (100 - 150 words).

### Plan

#### Introduction

Para 1: name of city, types of shops in general

#### Main Body

Para 2: names of best shops, where they are, what you can buy there

Para 3: opening hours & sales time(s)

#### Conclusion

Para 4: recommendation

## Words of Wisdom

Read these sentences. What do they mean?

- In good times people *want to* advertise, in bad times they *have to*.
- Money makes the world go round.



# Components for Enterprise 2 Elementary



DVD

Class CDs  
(set of three)  
Student's CDs

# ENTERPRISE 2

## C O U R S E B O O K

### Elementary

Enterprise 2 Elementary is the second of a four-level English coursebook. It is specially designed to motivate and involve students in effective learning. The course provides systematic preparation for all the skills required for successful communication both in written and spoken form.

#### KEY FEATURES

- Enterprise 2 consists of four modules of three units each and offers extensive, well-integrated practice of listening, reading, speaking and writing skills
- **Reading Sections** capture students' interest with meaningful texts on authentic, cross-cultural topics
- **Language Development Sections** provide a stimulating and balanced variety of tasks:
  - a) **Vocabulary Sections** help students to understand the vocabulary in the reading text, and to use it correctly
  - b) **Grammar Sections** present and thoroughly practise all grammar items appropriate to this level
  - c) **Listening and Speaking Sections** motivate students to understand and use the language successfully
  - d) **Communication Sections** build students' ability to communicate successfully in English
  - e) **Pronunciation Activities** help students hear and reproduce correct pronunciation in English
  - f) **Writing Sections** present useful writing skills while giving students step-by-step guidance
- **Module Self-Assessment Sections** following every fourth unit provide systematic review and consolidation of language items presented earlier
- Three entertaining adventure **stories**, presented in two episodes each, invite students to read for enjoyment
- **Grammar Reference Section** at the back of the book where grammar theory is presented in detail

#### Components of the course are:

Enterprise 2 Elementary Coursebook  
Enterprise 2 Elementary Teacher's Book  
Enterprise 2 Elementary Workbook  
Enterprise 2 Elementary Test Booklet  
Enterprise 2 Elementary Class CDs (set of three)  
Enterprise 2 Elementary Student's CD



Express Publishing



SAMPLE UNITS

Pre-Intermediate



C O U R S E B O O K



# INTERPRISE

Virginia Evans - Jenny Dooley

# 3



Express Publishing



1

2

## Around the World

### Lead-in

- 1 What places can you see in the pictures?
- 2 Where do you usually go for your holidays? When do you go? What do you enjoy doing most while you are on holiday?
- 3  Read these questions then listen to the tape and answer them.
 

1 Where are Barbara and John staying?	4 Who has tried fish curry?
2 Where is Janet staying?	5 Who has put on weight?
3 Where is Bob staying?	6 Who has tried snails?



3

### Reading

- 4 Read these letters and find the sentence which best describes each picture. Now look at the words in bold and try to explain them, then choose any three and make sentences.

Dear Tim,

**A**

Greetings from Mombassa! It's such an exotic place! We're staying at a **fabulous** hotel. The weather is hot and **sticky** here.

Yesterday, we went on a safari through Tsavo East National Park. We saw many wild animals there. While we were driving through in our jeep a huge rhino **chased** us! We've been swimming at Nyalí Beach almost every day and we've got great **tans**.

The food here is delicious. We've been eating mangoes and pineapples and we've even tried fish curry!

Love,  
Barbara and John

Dear Tim,

**B**

I'm spending a week in Vienna. I've never seen such a beautiful city. I'm staying at a lovely **guest-house** in the town centre. Unfortunately, the weather is a bit cold and rainy.

I've seen some **magnificent** palaces since I came here. Yesterday morning I went to St Stephen's Cathedral. While I was taking pictures someone stole my bag. Luckily, I didn't have much money in it! In the evening I went to a concert of Strauss's music – all waltzes, of course! I've been eating a lot ever since I arrived. The food is excellent – especially the cakes. I think I've **put on weight**.

Bye for now,  
Janet

Dear Tim,

**C**

Hi! I'm on holiday in Crete. I'm staying at a **marvellous camp-site** by the sea. The weather is warm and sunny.

I've seen the **incredible** Minoan Palace at the **ancient** city of Knossos. Last week I visited the Archaeological Museum. I have been **exploring** all the **gorgeous** sandy beaches in the area. Yesterday while I was **scuba-diving**, I found an amazing underwater **cave**.

I have been eating a lot of **traditional** food. I've even tried **snails**. Crete is a wonderful island. I'm having so much fun!

Love,  
Bob

## Speaking

Read the letters again. In teams, ask and answer questions about where the people are staying, the weather, places they have visited, things they have been doing and their good or bad experiences.

## Language Development

- 5 Find the adjectives in the three letters on p. 14 which are used with the following nouns.

place, hotel, guest-house, camp-site, weather, palaces, beaches, food, city, cave, island

- 6 Read the paragraph below and replace the words in bold with their opposites from the list.

unfriendly, dirty, awful, lousy, horrible, crowded, disgusting, cloudy, filthy

Now write the new paragraph.

You won't believe what a **1) fabulous** place this is! We are having a **2) wonderful** time. The weather is **3) sunny**, and the hotel we are staying in is really **4) clean**. The beach is **5) quiet** and the water is **6) clear**. The local people are very **7) friendly** and the food is **8) delicious**. I've never had such an **9) enjoyable** time in my life!

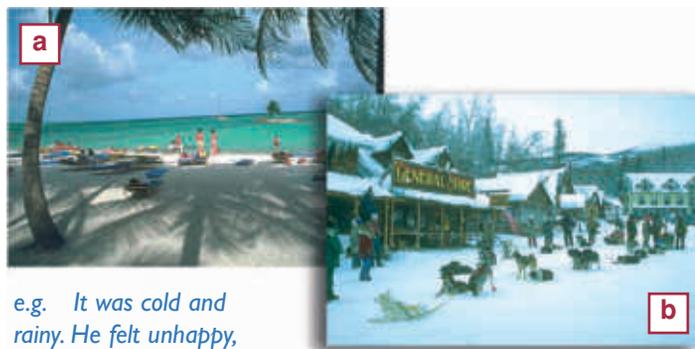


- 7 Listen to the dialogue and write down four questions asking for information. Now act out a similar dialogue trying to persuade your partner to go on holiday with you. You may use adjectives from Exs. 5 and 6 to help you.

e.g. A: What is Malta like?

B: It's really fabulous/gorgeous/fantastic. etc.

- 8 Look at the two pictures. What is the weather like in each picture? Read the extracts and underline the odd word out from the words in bold. In which extract is the weather a) hot and sunny? b) cold, rainy and cloudy? c) snowy and freezing? d) stormy, windy and rainy? How did the people feel in each situation?



e.g. It was cold and rainy. He felt unhappy, miserable and depressed.

1 It was cold and rainy. The sky was covered with dark grey clouds. I didn't go anywhere and spent most of the time in my hotel room watching TV. I felt so **calm, unhappy, miserable** and **depressed** that I took the first train back home.

2 Strong winds kept blowing the whole time we were there. On the third night, a terrible storm broke. It was pouring with rain and the lightning lit up the night sky. I was so **frightened, relaxed, scared** and **uneasy** that I left early the next morning.

3 It was hot and sunny. Every day we sat in the guest-house garden enjoying the sunshine. In the afternoons a light breeze blew in from the sea and cooled us. We felt so **happy, refreshed, sad** and **cheerful** that we stayed there a whole month.

4 The next day, we woke up to see that everything was white. Snow was falling lightly and it was freezing. We spent the day making snowmen and skiing on the slopes. We felt so **excited, joyful, moody** and **delighted** that we decided to go there again next year.

- 9 Fill in the correct verb from the list.

do - go - take - have

- |   |                            |   |                        |
|---|----------------------------|---|------------------------|
| 1 | ..... on holiday/on a trip | 4 | ..... for a walk       |
| 2 | ..... some shopping        | 5 | ..... some sightseeing |
| 3 | ..... a holiday            | 6 | ..... skiing           |

# Grammar in Use

PAST SIMPLE - PAST CONT. - PRESENT PERFECT - PRESENT PERFECT CONT.

**10 Identify the tenses in bold, then match them with the correct tense description. How is each tense formed? When do we use each tense?**

- 1 Yesterday morning I **went** to St Stephen's Cathedral.
  - 2 While I **was taking** pictures someone stole my bag.
  - 3 I **have been exploring** all the gorgeous sandy beaches in the area.
  - 4 We've **been swimming** at Nyalı Beach almost every day and we've got great tans.
  - 5 I've **seen** the incredible Minoan Palace.
  - 6 I think I've **put on** weight.
- a longer past action interrupted by a shorter action
  - b action which happened in the past at a definite time
  - c past action having visible results in the present
  - d action which began in the past and is still going on
  - e statement of personal experiences or changes
  - f recent action when the time is not mentioned

Time words used with:

- Past Simple:** ago, yesterday, last month/week, etc.
- Past Continuous:** when, while, as
- Present Perfect:** never, ever, before, already, yet, for, since
- Present Perfect Continuous:** for, since

**11 Put the verbs in brackets into the correct tense.**



1 While she .... **(have)** lunch someone ..... **(steal)** her camera.



2 He is dirty. He..... **(repair)** cars since morning.



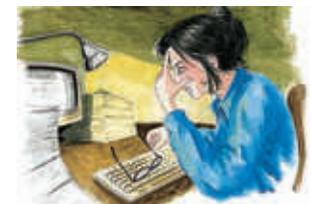
3 He is sunburnt. He ..... **(lie)** in the sun for hours.



4 While they ..... **(explore)** a cave a shark ..... **(appear)**.



5 While she ..... **(ski)** she ..... **(break)** her leg..



6 She is tired. She ..... **(work)** since morning.

**12** Read the dialogue and fill in the correct tense, then listen to the tape and check your answers. Now act out the dialogue.

- A: Hi Sally! I didn't know you were here. When **1)** ..... **(you/come)**?
- B: Last Friday.
- A: So you **2)** ..... **(be)** here for a week, right?
- B: Yes, we're staying at the Paradise Hotel. When **3)** ..... **(you/arrive)**?
- A: Late yesterday evening. I'm staying at a guest-house by the sea. So, what **4)** ..... **(you/do)**?
- B: Well, we **5)** ..... **(swim)** every day. The beaches are so clean.
- A: **6)** ..... **(you/see)** the old temple yet?
- B: Yes, we **7)** ..... **(go)** there on Monday. It's really fascinating. Unfortunately, as we **8)** ..... **(explore)** it Jane **9)** ..... **(slip)** and **10)** ..... **(twist)** her ankle.
- A: Oh dear! Is she any better now?
- B: Much better, thanks. Listen, have you got any plans for tonight?
- A: Not really.
- B: Why don't you come with us to the beach party? We **11)** ..... **(go)** to one a few days ago and it **12)** ..... **(be)** great fun. They **13)** ..... **(serve)** delicious food and we **14)** ..... **(dance)** till the early hours.
- A: That sounds great! Where shall I meet you?

**13 Fill in the gaps with the correct adverb. Then say what tense they go with.**

*for, since, ago, already, yet, while, so far, ever, when, never*

- 1 She **left** for her holiday in Spain a week .....
- 2 I **have been going** on holiday to Italy ..... four years.
- 3 Have you ..... **travelled** by ferry before?
- 4 I've ..... **been** to a foreign country before.
- 5 She **has been skiing** ..... she was a child.
- 6 I don't want to go to Hawaii again. I've ..... **been** there twice.

- 7 I **haven't unpacked** my suitcase ..... so I can't go out.
- 8 Dad **was driving** the car ..... Mum **was reading** the map and **giving** directions.
- 9 She was sunbathing ..... it **started** to rain.
- 10 I've **been** to four different beaches .....

**14 Study the pairs of sentences below, then complete the following sentences using the words in bold. Use two to five words.**

- I have never travelled by plane before.  
It's the first time I have travelled by plane.
  - It's a long time since we went on holiday.  
We haven't been on holiday for a long time.
  - When/How long ago did he leave for Cyprus?  
How long is it since he left for Cyprus?
  - The last time I went to Spain was last summer.  
I haven't been to Spain since last summer.
  - James last went to Munich three years ago.  
James hasn't been to Munich for three years.
- 1 The last time we went fishing was last summer.  
**have** We ..... last summer.
  - 2 She has never eaten Chinese food before.  
**time** It's the ..... Chinese food.
  - 3 When did he go to Naples?  
**since** How long ..... to Naples?
  - 4 It's a long time since we ate out.  
**eaten** We ..... a long time.
  - 5 He last went to Delhi five years ago.  
**for** He has ..... five years.

## Pronunciation

**15**  **First listen and tick. Then, listen and repeat.**

	/t/	/d/	/ɪd/
folded			
lived			
cooked			

	/t/	/d/	/ɪd/
stayed			
looked			
painted			

## Writing

(a letter describing your stay at a holiday resort)

When writing a letter describing your stay at a holiday resort, you should talk about the place (where it is, what it is like, when you arrived there), accommodation (where you are staying), the weather, sights you have visited, activities you have been doing, the food, any good or bad experiences you have had and your impressions. Organise your thoughts in paragraphs and be careful to use the correct tenses.

**16 Put the verbs in brackets into the correct tense. In which paragraph does Vicky talk about a) the weather? b) sights/activities? c) food/experiences?**



Dear Angie,

I **1**) ..... (**write**) to you from Madrid. My family and I **2**) ..... (**come**) here on holiday ten days ago. We **3**) ..... (**stay**) in a fabulous hotel in the city centre. So far the weather **4**) ..... (**be**) fine. We **5**) ..... (**do**) a lot of sightseeing. We **6**) ..... (**already/be**) to the Plaza Monumental, a huge stadium where bullfights **7**) ..... (**take**) place. However, we **8**) ..... (**not/be**) to the Prado Museum yet. I **9**) ..... (**try**) paella yesterday at an open-air restaurant. The food **10**) ..... (**be**) delicious and the service **11**) ..... (**be**) excellent. The only bad thing was that while we **12**) ..... (**enjoy**) our dessert, it started raining. Fortunately it was just a shower! Well, I must go now - we're going to Toledo today.

Love,  
Vicky

**17 Imagine you are on holiday. Use the paragraph plan below to write a letter to your friend.**

### Plan

Dear ..... (your friend's first name) .....

#### INTRODUCTION

Para 1: greetings, say where you are

#### MAIN BODY

Para 2: say where you are staying and what the weather is like

Para 3: sights you have seen/activities

Para 4: food you have tasted/good and bad experiences

#### CONCLUSION

Para 5: end the letter

Love,  
(your first name)

## Words of Wisdom

Read these sentences. What do they mean?

- Travel broadens the mind.
- All work and no play makes Jack a dull boy.

# UNIT 4



A



B



C



D

## Travellers' Tales

### Reading

- 4 You are going to read an article about a tour of the west coast of the United States. For questions 1 to 8, choose from the places mentioned in the tour (A - D). The places may be chosen more than once. There is an example at the beginning (0).

### Lead-in

- 1 Have you ever travelled abroad? Where did you go? What did you see there?
- 2 Match the pictures with the places: San Francisco, Los Angeles, San Diego, Hawaii. What are these places famous for?
- 3  Match two things from the list to each place. Now listen to the tape and check your answers.
 

1 San Francisco	a cable cars
2 Los Angeles	b traditional dances
3 San Diego	c a zoo
4 Hawaii	d Disneyland
	e golden beaches
	f a famous bridge
	g rich people's houses
	h watersports

### Pacific Paradise Tour

The Pacific Paradise Tour took us to California, on the **west coast** of the United States, and to the Hawaiian islands in the **Pacific Ocean**. With beautiful countryside, exciting cities and fantastic beaches, this holiday had everything.

The first place we stopped at was **San Francisco**, in **northern California**. This city is famous for its **cable cars** — and it certainly needs them because San Francisco is extremely **hilly** and has some very steep roads! By the sea, next to the fishing boats, there are the fish restaurants. Here we enjoyed watching the **street actors** and musicians as we ate delicious fresh fish. One thing we'll never forget is the Golden Gate Bridge, which is very big and beautiful.

The next city on the tour was **Los Angeles**. This city is very exciting and has some very famous attractions. The nearby beaches are long and sandy and the mountains outside the city are high and dry. We visited the beach where they were **filming** Baywatch. We also went to

Disneyland where we saw E.T. and **shook hands** with Mickey Mouse. After that they took us to Hollywood to see the houses of the stars who have made a lot of films — and a lot of money!

The last place we visited in California was **San Diego**, a city with sun, sand, sea and all kinds of watersports. We went to the San Diego Zoo which is one of the world's largest zoos. We also visited Mexico, which is only a **short drive** away from San Diego.

Finally, we went to **Hawaii**. It's paradise! We sat on golden beaches with green **palm trees** and watched **amazing** red sunsets. We also saw colourful fish at Sea Life Park and went **snorkelling** in Hanauma Bay. In the evenings we enjoyed the lively clubs, bars and **ice-cream parlours**. Best of all, we ate fantastic Hawaiian food while watching Hawaiian people performing **traditional** Polynesian dances.

This holiday was fantastic. So when you have time, get on the first plane to the west coast of The United States and have the time of your life!

**Which sentences refer to which place(s)?**

- |                 |             |
|-----------------|-------------|
| A San Francisco | C San Diego |
| B Los Angeles   | D Hawaii    |

- The city is built on hills. **0**  **A**
- There is a famous theme park. **1**
- It is very close to another country. **2**
- The local food is delicious. **3**
- Entertainers perform as you eat. **4**
- You can see the homes of famous people. **5**
- You can see interesting creatures under the sea. **6**
- You can see the homes of famous people. **7**
- You can see interesting creatures under the sea. **8**

**Vocabulary Practice**

**5** Look at the words in bold in Ex. 4 and try to explain them, then choose any three and make sentences.

**6** Match each word from column A with its opposite from column B.

- | A           | B           |
|-------------|-------------|
| 1 beautiful | a dull      |
| 2 delicious | b ugly      |
| 3 fresh     | c southern  |
| 4 exciting  | d tasteless |
| 5 dry       | e wet       |
| 6 northern  | f stale     |

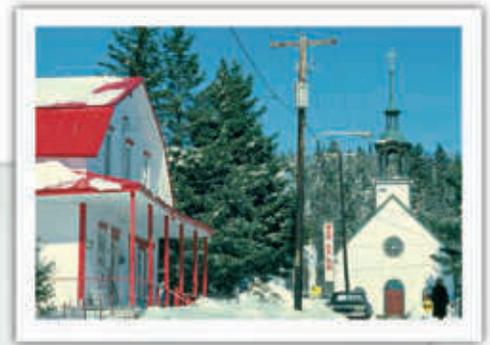
**7** Fill in the correct word from the list below. Use the words only once. *cable, palm, steep, street, short, fishing, traditional, golden*

- ..... boats
- ..... trees
- ..... dances
- ..... cars
- ..... beaches
- a ..... drive
- ..... roads
- ..... actors

**8** Replace the words in bold with others from the list.

*colourful, perfect, delicious, gorgeous, tiny, delightful, huge, fantastic*

Last winter I went on a skiing holiday to the Alps. We stayed in a **1) small** chalet which had a **2) big** fireplace in every room. The weather was **3) good** so we were able to go skiing every day. In the evenings we had dinner at **4) nice** restaurants in the village. The food was really **5) good**. There were some **6) nice** shops so I bought a **7) nice** jumper. We stayed there for a week. We had a **8) good** time.



**Words often Confused**

**9** Fill in the gaps with one of these words.

*look - watch - see - take - bring*

- |  |  |
|--|--|
| 1 Can you ..... that girl? She's hiding behind the tree.           | 3 ..... at this statue! It's gorgeous.         |
| 2 I always ..... my favourite TV programme on Saturday afternoons. | 4 Can you ..... me a glass of water, please?   |
|  | 5 ..... the books back to the library, please. |

**10** Fill in the correct particle(s).

**Phrasal Verbs**

- |              |                                |
|--------------|--------------------------------|
| run into sb: | to meet sb by chance           |
| run out of:  | to finish; have no more of     |
| run after:   | to chase                       |
| run over:    | to hit sb/sth with a car, etc. |

- A car almost **ran** ..... my dog.
- The ball rolled down the hill and the children **ran** ..... it.
- While we were driving to Paris, the car **ran** ..... petrol.
- Guess what! I **ran** ..... Bill Garring yesterday.

**Prepositions**

**11** Fill in the correct prepositions, then choose any three and make sentences.

- ..... the west coast ..... the United States;
- ..... the Pacific Ocean;
- famous ..... sth;
- ..... a tour;
- shake hands ..... sb;
- sit ..... golden beaches;
- get ..... a plane

**Follow-up**

- Read the article again and talk about San Francisco, Los Angeles, San Diego and Hawaii in terms of **sights / activities**.

# Language Development

When you describe a place, you can give examples of what you can see, hear and smell. This makes the description more interesting.

**12 Read the phrases and say which sense each one describes. Then, choose suitable phrases to fill in the descriptions below.**

- crashing waves, leaves rustling, blue sea, smell of wet soil, straw umbrellas, tall green trees, smell of suntan oil, birds chirping, bright sun*



**A**

My holiday was perfect. From my balcony I saw 1) ..... which lined the beach. I

spent my days under the 2) ..... , swimming in the 3)..... and playing in the 4) ..... . The 5) ..... filled the air.



**B**

The forest was peaceful. There were 1) ..... all around me. The only sounds I heard were the 2) ...

..... on the trees and 3) ..... . The 4) ..... filled the air.

**13** Listen to the tape and tick the phrases that you hear. What can the man hear/see/smell?

- 1 honking horns
- 2 loud music
- 3 car exhaust fumes
- 4 a large car park
- 5 tall skyscrapers
- 6 salty air
- 7 the busy street below

**14** Look at the map and fill in the gaps with one of the prepositions from the list.

*above, next to/beside, opposite, below, over, near/close to, by*

- 1 The restaurant is .....the square.
- 2 The car park is ..... the cinema.
- 3 The school is ..... the library.
- 4 The hairdresser's is ..... the chemist's.
- 5 The chemist's is .....the hairdresser's.
- 6 The church is ..... the river.
- 7 There is a bridge crossing ..... the river.



## Giving Directions

turn left/right, go straight on, go past, take the first/second turning on the right/left, carry on/keep going until you get, turn into

**15** Listen to the tape and fill in the gaps with the words you hear. Then, read the dialogue and mark the route on the map starting from the library. Finally, in pairs ask for and give directions a) from the hospital to the hotel and b) from the theatre to the library, using the expressions in the box above.

Tom: Excuse me, sir. Can you tell me the way to the post office, please?  
 Man: Yes. Well 1) ..... Loring Road until you get to Park Avenue. 2) ..... and go straight on until you get to Cross Street.  
 Tom: Okay.  
 Man: Then 3) ..... into Cross Street and 4) ..... the supermarket which is on your left. Cross Mill Street and keep going. You'll see a hotel on one corner, and 5) ..... the hotel is a newsagent's. The post office is 6) ..... the newsagent's. You can't miss it.  
 Tom: Thanks very much.

## Grammar in Use

**16** Look at the Grammar Reference Section on pp. 103 - 104 (the definite article). Then, read the following text and put a tick (✓) for every correct use of **the** and a cross (X) for every incorrect use of it.

- 1 Yesterday was a busy day. I took Jenny to the
- 2 school, and then I went to the station to pick up my
- 3 friend, Helen, who had just arrived from the Spain. We
- 4 visited Tower Bridge and the Buckingham Palace.
- 5 Helen hoped she could see the Queen. Then we
- 6 went to the Trafalgar Square and took lots of photos.
- 7 We also visited the British Museum and Soho.

**17** Match the numbers to the letters, then, join the sentences as in the example. How are **such/so** used?

e.g. *It was **such** a lively place **that** I went out every night.*  
*The place was **so** lively **that** I went out every night.*

**A**

- 1 It was a lively place.
- 2 The island was peaceful.
- 3 The museum was amazing.
- 4 It was a noisy hotel.
- 5 The streets were crowded.

**B**

- a I didn't sleep well.
- b We spent a whole day there.
- c We missed the appointment.
- d We felt completely relaxed.
- e I went out every night.

**18** Look at the different expressions you can use to recommend (or not recommend) a place.

*You really ought to/should, I strongly advise you to (not to), The best thing you can do is to, It's worth going/visiting, etc.*

**Write complete sentences using the expressions above and the notes below as in the example.**

e.g. *You really ought to visit Disneyland as it's fun for the whole family.*

- 1 visit/Disneyland/fun/whole family
- 2 go/Black Rock Beach/perfect for windsurfing
- 3 not/swim/Sunset Beach/water/deep
- 4 go to island/September/less crowded
- 5 go Cairo/many things/see

## Writing (a visit to a place)

When we write an article describing a visit to a place, we use past tenses to describe what we saw, what we did there, the weather and our impressions of the place. We use present tenses to say where the place is and what it is like. We can use our senses (sight, hearing, smell) to make the description more interesting.

**19** Read this article from a school magazine and fill in each gap with an adjective ending in **-ous, -ly, -ic, -y, -ful**. Then say what each paragraph is about.

The 1) *famous* (**fame**) Black Forest and the picturesque town of Baden Baden are in southwestern Germany. I went there recently in search of a 2) ..... (**peace**), relaxing holiday and I certainly wasn't disappointed.

The town is surrounded by 3) ..... (**marvel**) scenery, clear lakes and tall mountains. The weather during my visit was so cool and 4) ..... (**mist**) that it created a wonderfully 5) ..... (**mystery**) atmosphere.

There are plenty of interesting places to visit including the town's 6) ..... (**delight**) 15th century palace and the Roman baths. I also explored the 7) ..... (**shade**) Black Forest where all I could hear was the gentle sound of flowing streams. The food was excellent. I tried several 8) ..... (**taste**) local dishes. I also bought some cuckoo clocks as souvenirs.

I had the holiday of a lifetime in Baden Baden. With its 9) ..... (**friend**) people, and 10) ..... (**fantasy**) natural surroundings, I would certainly recommend it to anyone who wants to go on holiday in the near future.



**20** Imagine you visited a place in your country which you really liked. Describe it using the paragraph plan below.

### Plan

#### INTRODUCTION

**Para 1:** where the place is and why you went there

#### MAIN BODY

**Para 2:** further details about the place/weather conditions

**Para 3:** what you saw and what you did there

#### CONCLUSION

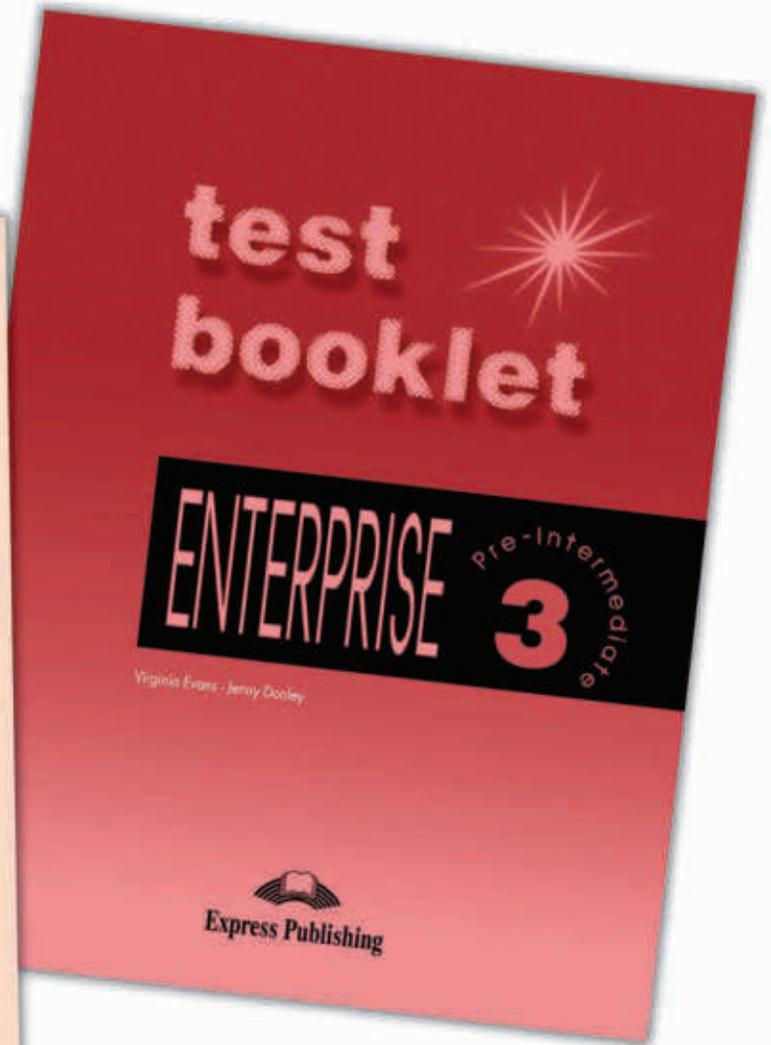
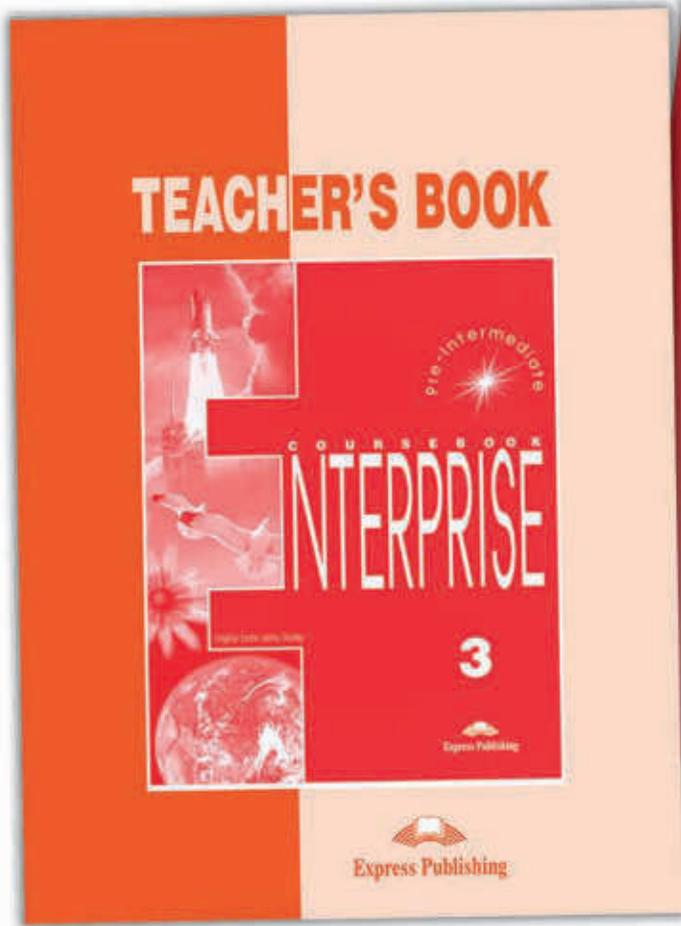
**Para 4:** how you feel about the place and whether you recommend it or not

## Words of Wisdom

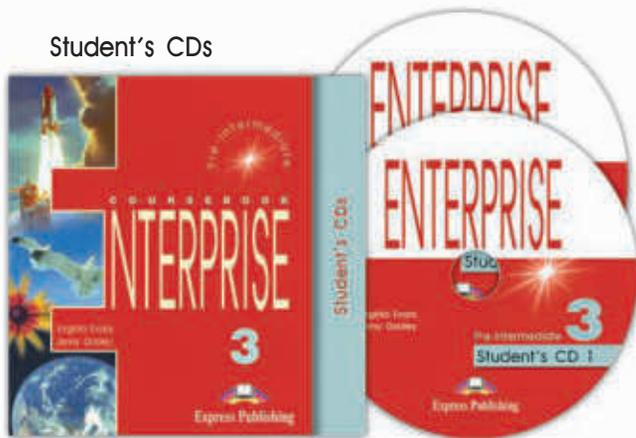
Read these sentences. What do they mean?

- "When a man is tired of London, he is tired of life." (*Samuel Johnson*)
- When in Rome, do as the Romans do.

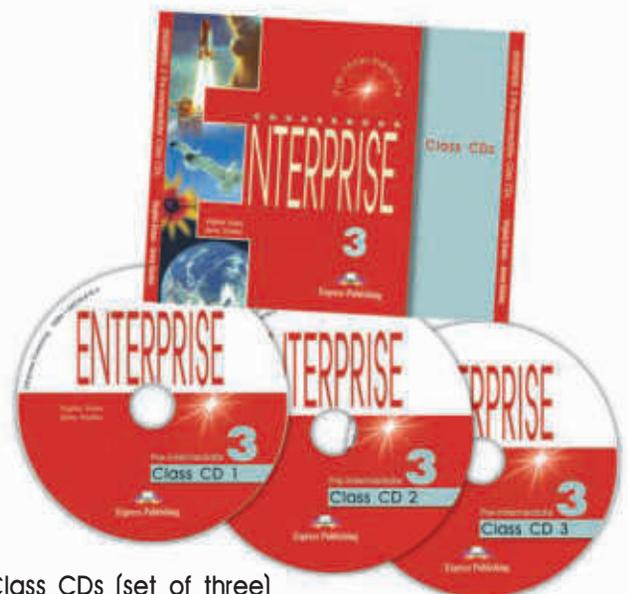
# Components for Enterp



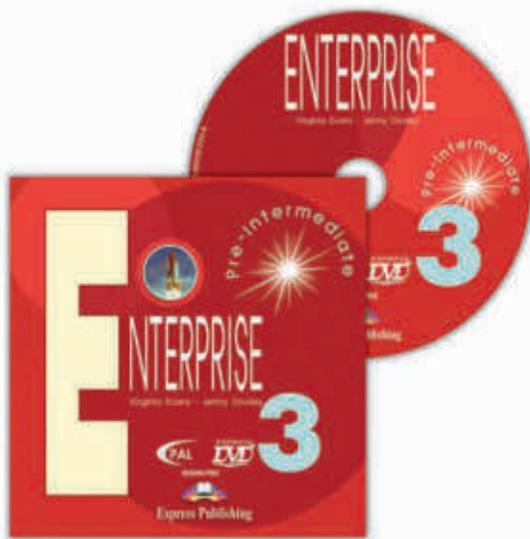
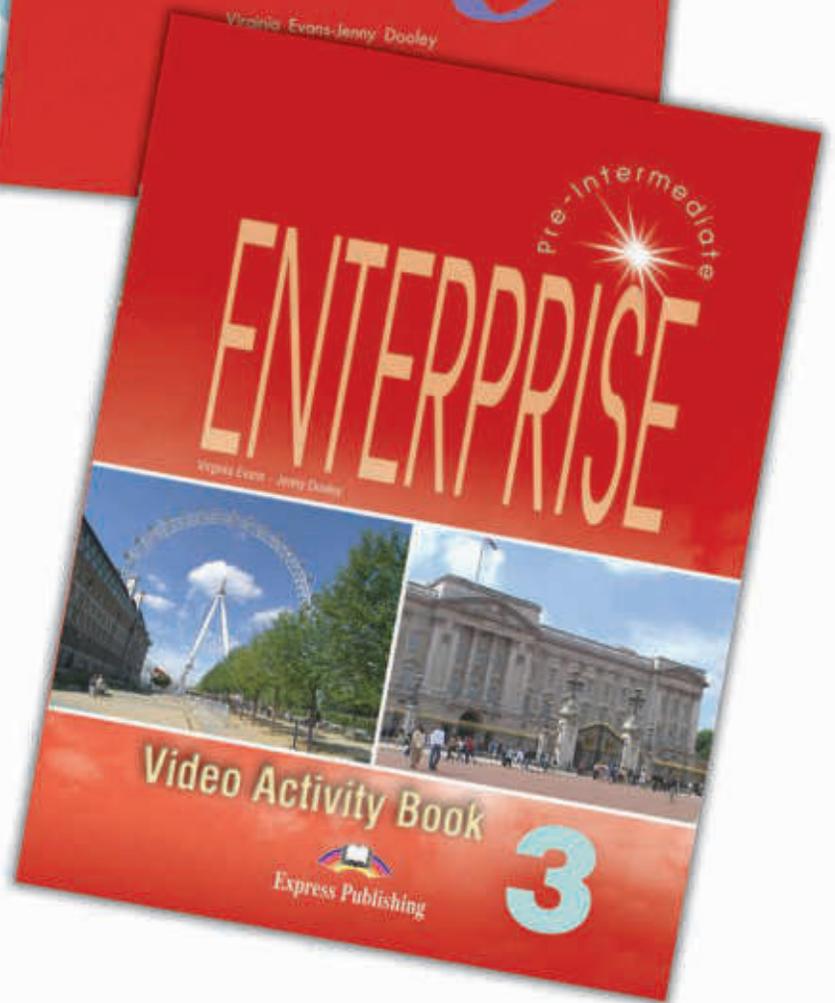
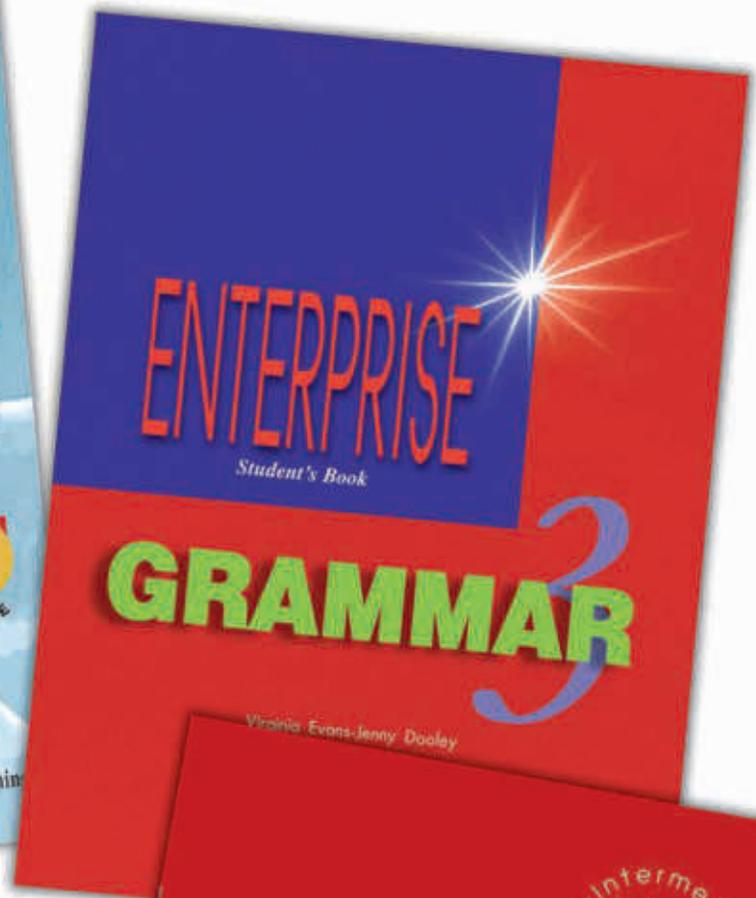
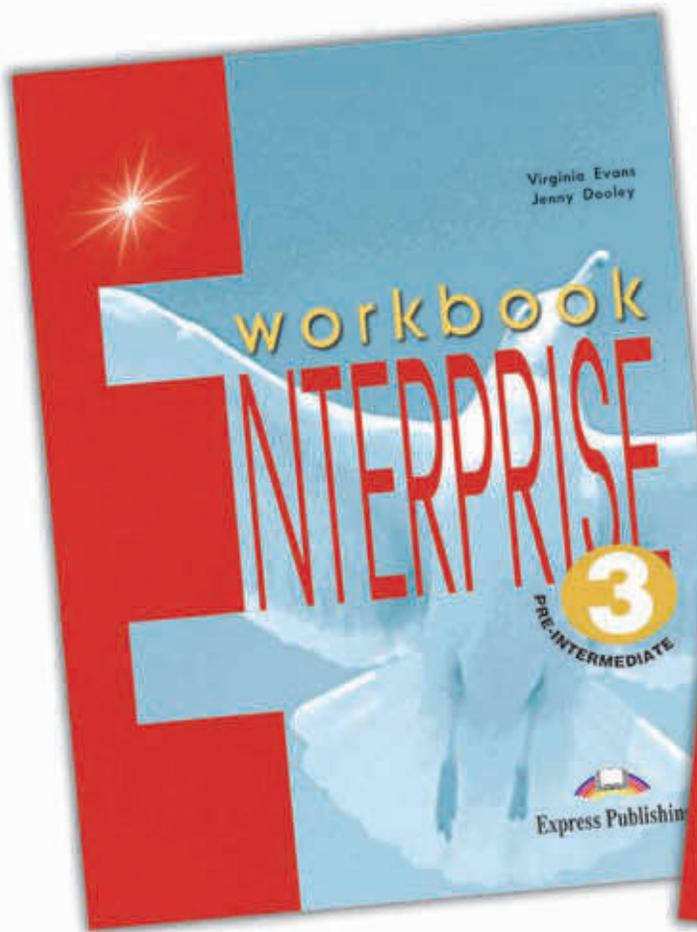
Student's CDs



Class CDs (set of three)



# Enterprise 3 Pre-Intermediate



DVD

# ENTERPRISE 3

## C O U R S E B O O K

### Pre - Intermediate

*Enterprise 3 Pre-Intermediate* consists of four modules and is the third of a four-level English course. It is specially designed to motivate and involve students in effective learning. The course provides systematic preparation for all the skills required for successful communication both in written and spoken form.

#### KEY FEATURES

- Extensive practice of listening, reading, speaking and writing skills
- **Reading Sections** consisting of cross-cultural topics that stimulate students' interest
- **Vocabulary Practice Sections** which help students understand and use the vocabulary in the reading text
- **Language Development Sections** which build up students' knowledge of the topics under discussion through a variety of tasks
- **Grammar in Use Sections** which thoroughly revise the major grammar areas
- **Writing Sections** which present useful writing skills while giving students step-by-step guidance
- **Pronunciation Activities** which present individual sounds as well as intonation
- **Listening and Speaking Activities** which develop communication skills
- **Module Self-Assessment Sections** which revise grammar structures and vocabulary presented before
- **Grammar Reference Section** at the back of the book where theory is presented in detail

#### Components of the course are:

Enterprise 3 Pre-Intermediate Coursebook  
Enterprise 3 Pre-Intermediate Teacher's Book  
Enterprise 3 Pre-Intermediate Workbook  
Enterprise 3 Pre-Intermediate Test Booklet  
Enterprise 3 Pre-Intermediate Class CDs (set of three)  
Enterprise 3 Pre-Intermediate Student's CDs



**Express Publishing**



Pre-Intermediate

Students' Book

# ENTERPRISE

# Plus

Virginia Evans - Jenny Dooley



Express Publishing



▲ jungle floor, sticky, icy, hissing, python, thrilled, help, screamed



▲ branches, freezing, sea, pool, thunder, lightning, horror, cold



▲ moonless forest, snow, rain, midnight, tired, whispered, dark shape, fired

## Enjoy Reading

### Lead-in

- 1 Look at the pictures. How do you think the people feel in each of these situations? What do you think is happening? Can you guess what they are saying or thinking?

### Reading

- 2  Look at the words under each picture. Which might appear in the stories based on the pictures? Read or listen to the texts A - C and underline them.
- 3 Read the following beginnings of stories again and underline the sentences which best describe the pictures. Then try to explain the word/phrases in bold. Finally, answer the questions below.

**A** Frances Clark looked up from the flower she was studying on the soft **jungle floor**. She felt hot and sticky as it was the middle of the afternoon. Everything was **strangely** quiet. No animal sounds, no **rustling** of leaves. Suddenly she heard something **hissing** behind her head. Her eyes grew wide with **terror** as a huge python **wound** itself around her. "Help!" she **screamed**. "Someone help me!"

**B** "Oh no, I can't hold on!" Sammy shouted. He **grabbed** desperately for the branches of a tree as the freezing water of the river carried him towards the sea. Cold rain was pouring down while the thunder boomed, covering his shouts for help. The bright lightning made the night seem like day. Sammy was **stiff** from the cold.

**C** Jake and Bill were walking through the **moonless** forest. The snow was falling silently around them. It was about midnight and they were feeling tired. Suddenly Jake stopped. "There it is," he whispered to Bill. Slowly he raised his gun, aimed at the dark shape, then **fired**.

- 1 Where and when did each story take place?
- 2 What was the weather like in each story?
- 3 Who was involved in each story? How did these people feel? Why did they feel this way? What happened?
- 4 Underline the use of the senses in the beginnings above.

## Follow-up

Read the beginnings again and match them to the titles: **a) The Flood b) Horror in the Jungle c) The Monster**  
 Can you think of another title for each story?

## Language Development

**4** The use of various adjectives makes stories more interesting. Read the list of adjectives and match them to the nouns as in the examples. You may use some adjectives more than once.

a. moonlit, rough, calm, moonless, stormy, dark, sunny, clear, cloudless

- 1 cloudless, ..... sky
- 2 moonlit, ..... night
- 3 sunny, ..... day
- 4 rough, ..... sea

b. snowy, steep, pebbly, noisy, crowded, high, narrow, expensive, empty, sandy, tree-covered

- 1 noisy, ..... street
- 2 crowded, ..... restaurant
- 3 pebbly, ..... beach
- 4 high, ..... mountain

You can show a person's feelings by describing their behaviour. This makes a story more lively.

**5** Look at the pictures and say how each person feels. Then match the adjectives in the list to the pictures. When do you feel like this?

scared, annoyed, sad, angry, miserable, terrified, glad, frightened, thrilled, pleased, depressed, furious, delighted



e.g. I feel happy when I go on holiday.

**6** Read the sentences and match them to the adjectives below.

embarrassed, nervous, frightened, happy, angry, surprised, bored, miserable

- 1 His knees were trembling; he thought he was going to faint. e.g. He was frightened.
- 2 Ann sat at her desk staring out of the window.
- 3 Everybody laughed at him and his face went very red.
- 4 His eyes and mouth were wide open, but he couldn't say anything.
- 5 Liz sat quietly in the corner with her head in her hands, sighing from time to time.
- 6 She started to shake as she went into the exam room.
- 7 The driver shook his fist and started shouting.
- 8 Tim's eyes were shining and he had a huge smile on his face.

## Grammar in Use

### PAST SIMPLE — PAST CONTINUOUS

**7** Join the sentences below using **when, while, and, so, or as/because** as in the example.

e.g. The sun was shining **and** the birds were singing.

- |   |   |
|---|---|
| <ul style="list-style-type: none"> <li>1 The sun was shining.</li> <li>2 Bill was watching TV.</li> <li>3 I was having a bath.</li> <li>4 I heard a noise in the garden.</li> <li>5 He went to bed early last night.</li> </ul> | <ul style="list-style-type: none"> <li>a His wife was getting dressed.</li> <li>b He was very tired.</li> <li>c The birds were singing.</li> <li>d I went to see what it was.</li> <li>e My doorbell rang.</li> </ul> |
|---|---|

**8** Look at the sentences in Ex. 7. Which tenses are used for: a) actions which happened one after the other? b) a past action in progress interrupted by another past action? c) past actions of a certain duration which happened at the same time? d) an action which happened at a definite past time? e) giving a background description to events in a story?

**9** Put the verbs in brackets into the correct tense. Justify the use of the Past Continuous.

- A Paula 1) ..... (look) out of the window. 2) ..... (be) dark and wet outside. Big raindrops 3) ..... (run) down the glass. Then she 4) ..... (see) them and 5) ..... (gasp) in horror. Two thin, white creatures 6) ..... (walk) towards the window. Her hands 7) ..... (begin) to shake as she 8) ..... (realise) that their eyes 9) ..... (stare) right into hers.

- B** It **1** ..... (**rain**) heavily and the wind **2** ..... (**blow**). Sam **3** ..... (**walk**) back home. It **4** ..... (**be**) very late and the streets **5** ..... (**be**) empty. Suddenly, he **6** ..... (**hear**) footsteps behind him. They **7** ..... (**get**) closer and closer. Sam **8** ..... (**turn**) round and **9** ..... (**see**) a slim woman in a dirty raincoat walking towards him.
- C** Peter **1** ..... (**work**) in the garden. He **2** ..... (**dig**) a deep hole when he **3** ..... (**find**) an old silver box. When he **4** ..... (**open**) it, he **5** ..... (**be**) surprised to see an old map.

**Avoiding Repetition**

When there are two past continuous forms in the same sentence, you omit the auxiliary verb, the conjunction and the subject and use only the -ing participle.  
 e.g. He **was looking** around and he **was crying** for his mother. He was looking around **crying** for his mother.

**10 Now do the same with these sentences.**

- 1 He was running fast and he was carrying a big box.
- 2 They were standing at the edge of the cliff and they were admiring the view.
- 3 Tim was watching TV and he was eating his supper.

**11 What is direct speech? Find examples of it in the beginnings on p. 28 and underline them.**

**12 Fill in the gaps with words from the list. Then underline the direct speech in the paragraph.**

crashing, sailing, enjoying, trying, blowing, sitting, making, talking, helping



It was a sunny afternoon. David and his friends were **1** ..... along the coast, **2** ..... the warm weather. A light breeze was **3** ..... across the bay. They all felt relaxed. Rick and Tyler were **4** ..... David sail the boat as the others were **5** ....., **6** ..... about their plans for the summer holidays. Suddenly, the wind started blowing strongly and the sea became rough. Waves began **7** ..... against the boat, **8** ..... everyone lose their balance. Dark clouds covered the sky. David was **9** ..... to lower the sails when Rick cried, "Where's Tyler?" ...

**Writing (setting the scene)**



When we write a story we begin by setting the scene. In order to do this, we imagine that we are looking at a picture and we try to describe the **place** (where), the **time** (when), the **weather**, the **people** involved and their **feelings**. We can use our **senses** to make the description more lively. That is, we can describe what we **see** (e.g. a huge python), **hear** (e.g. hissing), **feel** (e.g. soft jungle floor) or **smell** (e.g. the scent of pine trees). We use **direct speech** (e.g. "Help!" she screamed), a **variety of adjectives** (e.g. horrified, stormy), **adverbs** (e.g. silently, strangely) and **verbs** (e.g. whispered, screamed) to make a story more interesting.

**13 Put the verbs in brackets into Past Simple or Past Continuous, then answer the questions.**



It **1** ..... (**be**) a bitterly cold night. It **2** ..... (**rain**) heavily. Sally **3** ..... (**walk**) along the empty road and tears **4** ..... (**run**) down her face. She **5** ..... (**reach**) a street lamp and stopped there. She **6** ..... (**have**) nowhere to go to, no one to stay with ... nothing! She was soaked to the skin but this **7** ..... (**not/seem**) to bother her. Suddenly she **8** ..... (**feel**) a gentle tap on her shoulder. Surprised, she **9** ..... (**turn**) around. In the pale yellow light she **10** ..... (**see**) a stranger. He **11** ..... (**wear**) clothes as black as night, but his face **12** ..... (**be**) kind and calm.

- a When and where did the story take place?
- b What was the weather like?
- c Who were the people involved and how did they feel?
- d Which sentences describe the senses?

# Listening

**14**  Look at the picture and think of as many words as you can that relate to the scene. Then listen and answer these questions.

- What was the weather like?
- Where and when did this happen?
- Who was involved? How did they feel? Why?



**15** Read the beginnings and endings and match them. How does the writer set the scene? How does he finish each story? Underline the direct speech in them.

## Beginnings

1 Janet Black looked out of the window of the old building. It was dark and wet. Rain was coming down heavily. The streets were empty. No cars, no people ... nothing. Suddenly a flash of lightning tore across the sky. She shivered with fear. A huge spaceship was approaching the building. "They've found me," she gasped. "I can't get away now."

2 "I don't want to die!" David shouted. The wind was blowing against his sweaty face as he held onto the rocky cliff. He was tired. He didn't know how much longer he could keep himself from falling. He looked up at the clear morning sky. Suddenly, he heard the sound of a helicopter approaching him.

## Endings

a David could hear the siren of an ambulance as the helicopter landed. People were waiting anxiously for them. A man opened the ambulance door. "Don't worry! Everything will be OK," the man told him. David looked up at his kind face and smiled weakly. He was exhausted, but he was alive.

b Professor Miller put his arms gently around her shoulders. She was still shaking with fear, but she felt safe. The flashing lights were gone, along with the strange faces, and the professor was holding her. She took his hand in hers. Then she noticed it: the same strange scar like the one the aliens had. "Oh no! This can't be true!" she cried.

**16**  The paragraph below sets the scene of a story. Read it and try to fill in the missing words. Then, listen and check your answers. Can you think of any other beginnings for the story?

Diane Brookes 1) ..... at her wooden desk. It was about midnight and everything was 2) ..... She felt 3) ..... after all her hard work, but now the computer disc was ready. Suddenly she heard a 4) ..... outside her office. Someone was trying to 5) ..... in. Diane wasn't surprised. She knew they were coming for her. She looked at the door, then calmly asked, 6) "..... you?"



**17**  Think of a sentence for each picture using direct speech, then write a beginning for picture A and an ending for picture B using the words in the bubbles. Finally, listen and find out how similar your version is to the one on the tape.



James - paths - animals - zoo - empty - 2 o'clock - cold and wet - gorilla's cage - shocked - cuts - dirty fur - touch hand - help



row the boat - river - sigh with relief - safe - it's OK - free

## Words of Wisdom

Read these sentences. What do they mean?

- There are no dull subjects; there are only dull writers.
- The pen is mightier than the sword.

# UNIT 6



## CURRICULAR cuts

### Extinct Animals

#### Lead-in

- 1 a) Look at the pictures. How are they related to the title of the unit?
- b) Describe the animals in the pictures, then read the sentences below and guess whether they are True (T) or False (F).

- 1 The sabre-toothed cat was a slow animal. ....
- 2 The Tasmanian tiger hunted in groups. ....
- 3 The dodo lived on an island. ....
- 4 The Stegosaurus had a very small brain. ....

- 2 Listen and match the animals to the correct theory. Were your answers in Ex. 1b correct?

#### Theories of extinction

- a They became extinct because people hunted them for food. Also the animals the Europeans brought with them ate their food.
- b They were hunted until they were extinct because they attacked farm animals.
- c The climate changed and they couldn't live in the new conditions.
- d The weather became hotter and other kinds of plants started growing, so the animals they used to feed on died.

#### Extinct animals

- 1  Sabre-toothed cat
- 2  Tasmanian tiger
- 3  Dodo
- 4  Stegosaurus

#### Reading

- 3 a) Think of two questions you would like to ask about each animal. Read the texts and see if you can answer them.

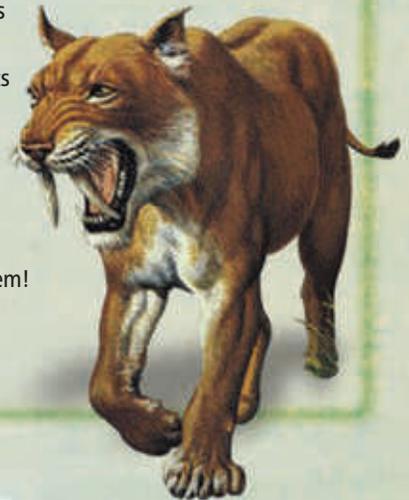
### A. The Sabre-toothed Cat

About 40 million years ago, a **fierce** hunter, called the sabre-toothed cat, lived on the earth. This animal was found everywhere, except in Australia and Antarctica. The best known sabre-toothed cat was the Smilodon. Its remains have been found in Los Angeles, California. The Smilodon probably lived on the grassy plains of North and South America.

These prehistoric cats were distant cousins of modern tigers but looked more like lions. Sabre-toothed cats had long sharp front teeth, which were probably used for stabbing their prey, and wide jaws. They were very heavy animals, which made them quite slow. Sabre-toothed cats had short, powerful legs, so they couldn't run very fast or very far. They probably hid and waited for prey to come by and then **pounced**.

Surprisingly, sabre-toothed cats often survived even after they had been badly **wounded**. How did they get enough to eat when they were unable to hunt? They probably lived in groups and ate **leftovers** from prey that the other cats had killed.

At the end of the last Ice Age – about 10,000 years ago – the climate **slowly** got warmer. Different kinds of plants began to grow, and forests became grassy plains. Scientists believe the cats' prey couldn't live in this new environment. As a result, sabre-toothed cats had nothing to eat and died out. Although these magnificent cats are extinct, scientists are still finding out lots of exciting things about them!



- b) Read the texts again and answer questions 1-6. Write A, B, C, or D. Which animal(s):

- became extinct recently? 1 .....
- was hunted for food? 2 .....
- were found on many continents? 3 ..... 4 .....
- only ate plants? 5 ..... 6 .....

- c) Where could you see such pieces of writing? What is the writer trying to do with the texts?

## B. The Tasmanian Tiger

The Tasmanian tiger only recently became extinct. Although it was a **marsupial**, it actually looked more like a dog. The Tasmanian tiger had a tail like a kangaroo and a marsupial **pouch** to carry its young.

Sometimes it would stand **upright**, resting on its tail just like a

5 kangaroo. This special animal was an orange colour and had between 13 and 19 brown stripes on its back. Tasmanian tigers lived around the east and north coast of Tasmania and preferred the **plains** to the mountains.

They hunted alone, usually eating small animals such as wallabies, birds and sometimes sheep. Farmers saw them as a **threat** to their **flocks**, so

10 they hunted them in large

numbers. As a result, they became extinct. In 1929 the Tasmanian government

**declared** the Tasmanian tiger a

15 protected species, but

**unfortunately** it was too late. The

last known Tasmanian tiger died in

**captivity** in the Hobart Zoo in 1936.



## C. The Dodo

The dodo was a large, **flightless** bird

with short legs, a **huge**

beak, **stubby** wings and a small feathered tail. It

5 lived peacefully on the island of Mauritius for so long that it lost its need to fly. It **nested** on the

ground and ate fruit that had fallen from trees.

Dodos lived with lots of different birds in the **dense**

forests.

10

In 1505, the Portuguese were the first humans

to **set foot** on Mauritius. The island quickly

became a **stopover** for ships in the **spice trade**.

Sailors killed large numbers of dodos for food.

Later, the Dutch brought other animals with them

15 that **competed** with the dodo for food. Within

100 years of the arrival of humans, the dodo had

become a **rare** bird. The last one was

killed in the 1680s.

## D. Stegosaurus

Stegosaurus was a type of dinosaur which appeared about 150 million years ago during the Jurassic period. It lived in the tropical environments of North

America, Western Europe, Asia and Africa. 5

Stegosaurus could grow up to 9m in

**length**, and about 3m in height, and

**weighed** about 3000 kg. It wasn't a very

**intelligent** animal; its small **brain** was the

size of a **walnut**! Its **skull** was long and 10

narrow, and it had a toothless **beak** and

small teeth farther back. With long,

triangular **plates** sticking out of its back

and tail, Stegosaurus looked something like 15

a huge **porcupine**. These plates may have

been to **control** the dinosaur's temperature,

as well as for protection. Stegosaurus also

had long **spikes** at the end of its tail for

protection from **predators**. This dinosaur

was a **herbivore**, which means that it ate 20

only plants.

Towards the end of the Jurassic period,

most of the enormous dinosaurs died out.

One theory suggests that dinosaurs began

to **decrease** in number because of the 25

**major** changes in the earth's weather and

environment. Stegosaurus, like the other

dinosaurs, couldn't **cope** with the changes

and slowly began to die out.



## Follow-up

Read the texts again and make notes under the headings (name - habitat - description - food). Then talk about one of the extinct animals.

## Vocabulary Practice

- 4** Look at the texts on pp. 32-33. Explain the words in bold, then suggest synonyms for the highlighted words.
- 5** Fill in the correct words from the list below, then choose any five and make sentences using them.

take, come, set, stand, dense, major, badly, distant, die in, best

- |                 |                   |
|-----------------|-------------------|
| 1 ..... known   | 6 ..... foot      |
| 2 ..... cousins | 7 ..... forests   |
| 3 ..... by      | 8 ..... changes   |
| 4 ..... upright | 9 ..... captivity |
| 5 ..... wounded | 10 ..... species  |

## Grammar in Use

### PAST PERFECT — PAST PERFECT CONTINUOUS

- 6** Identify the tenses in bold. Then match them to the correct tense description. How is each tense formed? Make sentences using these tenses.
- She **had finished** her homework by the time her mother got home.
  - He was tired because he **had been working** hard all day.
  - He **had been looking for** a car for 3 months before he found one.
- a past action continuing over a period up to a certain time in the past  
 b past action which happened before another in the past  
 c past action of a certain duration with visible results in the past

### Time Words used with:

**Past Perfect Simple:** by the time, after, before, by six o'clock/midnight, etc

**Past Perfect Continuous:** for, since

- 7** Put the verbs in brackets into the past perfect simple or past perfect continuous.
- By the time we got to the cinema, the film .....  
 ..... (already/start).
  - She let me use her camera after she .....  
 (show) me how to use it.

- Henrietta ..... (travel) for three days before she reached her destination.
- Mark ..... (type) for so long that his fingers hurt.
- He ..... (save) up for months before he bought a car.
- The team ..... (practise) for the big match since January.
- She left the room only after she .....  
 (look) everywhere for her missing bracelet.
- She ..... (leave) before Paul arrived.

- 8** Read the short dialogue. Then in pairs, act out similar dialogues using the notes.

A: Have you ever been to a zoo?

B: Yes, I have.

A: When was that?

B: Last year.

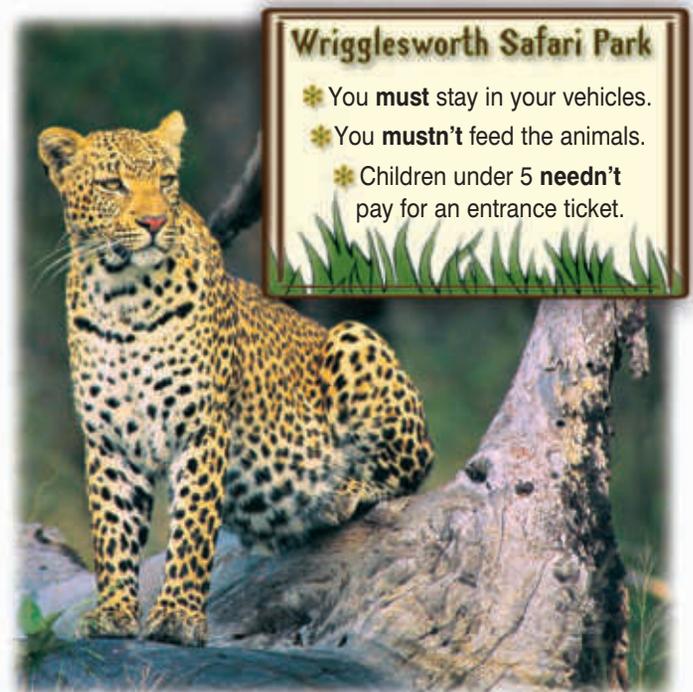
A: What was it like?

B: It was exciting.

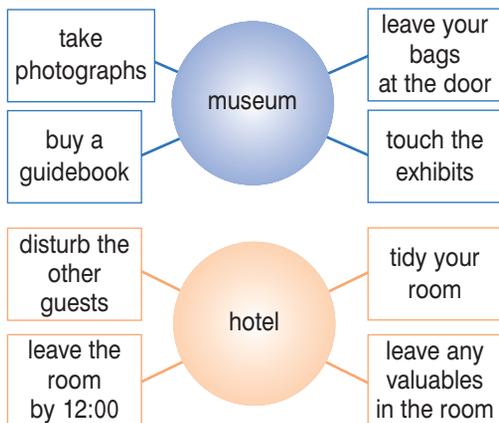
- theatre / two weeks ago / entertaining
- funfair / yesterday / thrilling
- opera / last winter / boring
- circus / three weeks ago / fascinating
- fashion show / last Sunday / fun

### EXPRESSING OBLIGATION / PROHIBITION / ABSENCE OF NECESSITY

- 9** Look at the sign and match the words in bold with their synonyms. Then say what each modal verb expresses.
- a don't have to      b have to      c are not allowed to



**10** Look at the notes and make sentences using **must**, **mustn't** or **needn't**.

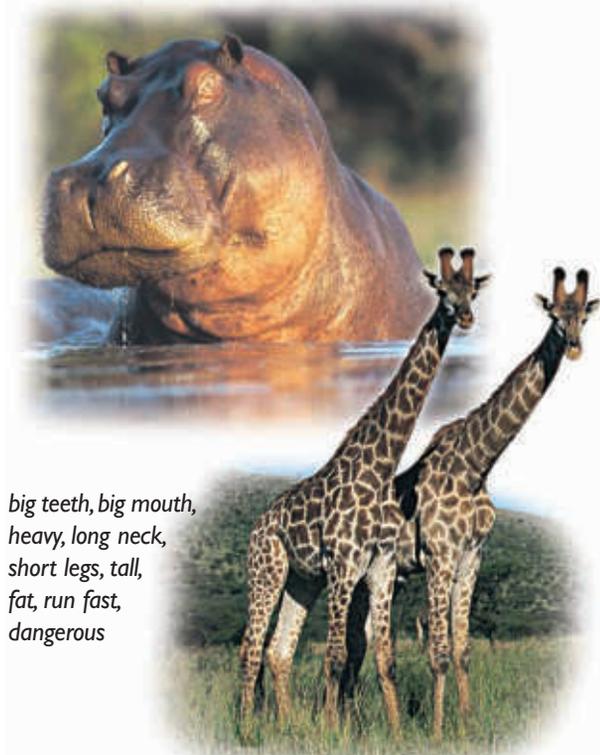


**COMPARISONS**

**11** Look at the sentences. How do we form comparisons? When do we use **as...as**? When do we use **than**? When do we use **more/less + adjective**?

Cows are **as big as** horses.  
 Seals aren't **as smart as** dolphins.  
 Alligators are **longer than** lizards.  
 Snakes are **more dangerous than** spiders.  
 Spiders are **less dangerous than** snakes.

**12** Look at the pictures and the notes. Then compare hippos with giraffes using **as...as**, **less... than**, **more... than**.



big teeth, big mouth, heavy, long neck, short legs, tall, fat, run fast, dangerous

**Listening**

**13** You will hear a museum guide talking to some children about the dinosaur exhibits in the museum. Read the table. Then listen and fill in the missing information.

	habitat	food	size	weight	special features
<b>Compsognathus</b>	all over the 1) ..... except in Antarctica	meat	2) ..... cm tall	3) ..... kilos	very fast 4) .....
<b>Pteranodon</b>	5) ....., Asia and North America	6) .....	7) ..... bodies	very light	very long beak
<b>Velociraptor</b>	8) .....	small animals	medium size	9) ..... kilos	strong, fast runners, 10) ..... claws
<b>Tyrannosaurus</b>	11) ..... America and East Asia	other big dinosaurs	12) ..... metres tall	very 13) .....	strong legs, long 14) .....

**14** Read the notes, then listen to the second part of what the museum guide said and underline the correct words.

dinosaurs disappeared **150/65** million years ago

**Theories about why they disappeared:**

Theory A: • a giant meteorite from space **hit/broke** the earth  
 • huge dust clouds rose up and blocked the **moon/sunlight**  
 • all plants died and dinosaurs starved or **froze/burned** to death

Theory B: • climate changed **a lot/a little** because the continents were moving around  
 • summers got **hotter/colder** and winters got **hotter/colder**  
 • dinosaurs had such big problems with these changes that they died

Theory C: • a poisonous **plant/animal** appeared which killed dinosaurs  
 • as a result the meat-eating dinosaurs had no food, so they died

**Project**

Use encyclopaedias, the Internet, etc to find information about two other extinct animals. Then, prepare a poster to present in your class. Decorate your poster with pictures.

## Experiences

**1** a) What is your favourite type of film/book? Why? How often do you go to the cinema? Do you enjoy reading?

b)  You will hear four people describing books or films they have read/seen. Match the speakers to the appropriate type of story. There is one extra type of story which you do not need to use.

- |                   |           |                          |
|-------------------|-----------|--------------------------|
| A Fantasy         | Speaker 1 | <input type="checkbox"/> |
| B Adventure story | Speaker 2 | <input type="checkbox"/> |
| C Detective story | Speaker 3 | <input type="checkbox"/> |
| D Thriller/horror | Speaker 4 | <input type="checkbox"/> |
| E Romance         |           |                          |

**2** Look at the pictures and identify each type of film. Then, in pairs, use the prompts to decide which film you would like to watch, as in the example.

e.g. A: How about going to the cinema tonight?

B: I'd love to. Do you know what's on?

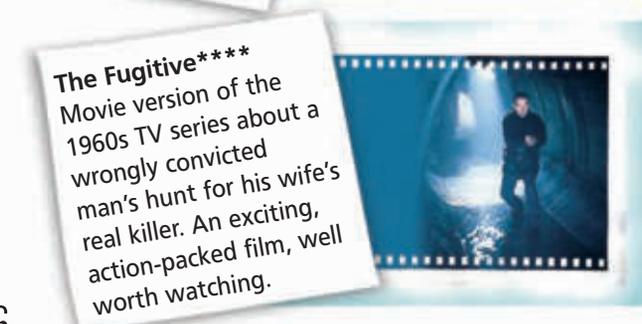
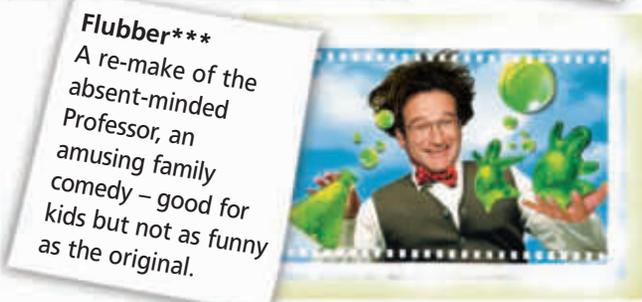
A: There's a sci-fi film on at the Odeon.

B: Which one?

A: Contact.

B: What is it like?

A: The review in the guide says it's a thought-provoking and unusual tale ... etc

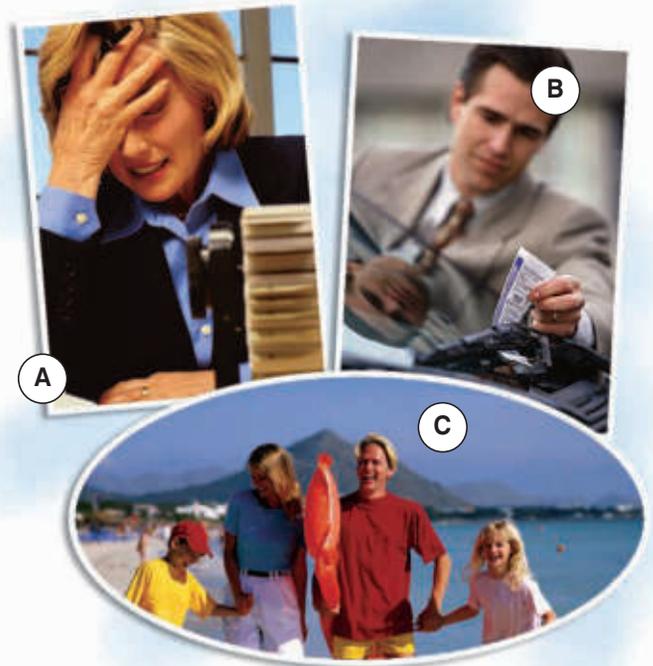


**3** a) When was the last time you felt thrilled/miserable? Talk about your experiences, saying what made you feel that way and why?

b)  You will hear a person talking about a sailing trip. For questions 1-5 choose the best answer A-D.

- The narrator prefers  
A diving. B rowing. C sailing. D canoeing.
- How many of the places he has visited can he remember?  
A all of them  
B most of them  
C none of them  
D some of them
- Sailing from Spain to Morocco overall was a thrill because  
A the boat went slowly.  
B he was close to nature.  
C the weather was good.  
D he helped his father with the sails.
- When the narrator's little brother saw the dolphins he was  
A terrified. B thrilled. C calm. D worried.
- At the end of the journey  
A the narrator felt miserable.  
B they all fell asleep.  
C they were all glad to be ashore.  
D the narrator went for a walk.

**4** Describe the pictures, then answer the questions.



- How do you think the people in each picture feel? Why?
- Have you ever experienced a similar situation? If yes, talk about it.
- Imagine you are one of the people. Think of a sentence which matches the situation.

• Expressing sympathy

5 a) Read the exchanges and choose the correct response. Then, read out the dialogues.

- 1 A: Did you go to the cinema last night?  
B: Well, we did, but we couldn't get in. All the tickets had been sold!  
A: a) Oh, what a shame!  
b) That's disgusting!
- 2 A: How was the holiday?  
B: To be honest, it was awful! I got ill on the first day and spent most of the time in bed!  
A: a) How sad!  
b) I'm sorry to hear that!
- 3 A: Hi, Linda. How's Tom?  
B: He's still in hospital. He's having the operation tomorrow.  
A: a) You must be very worried!  
b) That's a huge problem!

b) Use some of the phrases above to make up dialogues expressing sympathy in the following situations.

- lost wallet • a cousin has failed an exam • a sick pet

**Animals**

6 a) What do you think the RSPCA (Royal Society For the Prevention of Cruelty to Animals) does? Why? What are their aims?

b)  You will hear a radio broadcast about the history, aims and work of the RSPCA. Listen and circle the correct answer.

- 1 The speaker wants to get a dog from  
A the zoo. C dog kennels.  
B a pet shop. D an animal charity.
- 2 The RSPCA was given its full name in  
A 1822. C 1840.  
B 1824. D 1814.
- 3 The RSPCA is campaigning against  
A helping farm animals.  
B passing new laws.  
C using rabbits in experiments.  
D trying out cosmetics on animals.
- 4 The organisation's 328 inspectors are appointed to investigate  
A cruelty complaints.  
B reports of missing animals.  
C punishing those who break the law.  
D cases of animal adoptions.

- 5 Every year at its hospitals in England and Wales, the RSPCA treats  
A 90,000 animals. C 19,000 animals.  
B 280,000 animals. D 218,000 animals.
- 6 The RSPCA covers its costs with  
A government funds. C donations.  
B bank loans. D company sponsorships.

7 a) Look at the pictures. What is your reaction to them?

e.g. *The picture of the stray dog makes me feel sad. He looks really ...*



b) Answer the questions.

- 1 What animal would you like to have as a pet? Why?
- 2 Are there any organisations in your country, which take care of stray animals? What do they do?

• Changing an appointment

8 a)  Listen to the dialogue. When is the new appointment?

b) Read the dialogue and fill in the missing words. Listen again and check your answers.

- A: Good morning, Thompson's Veterinary clinic.  
1) ..... can I help you?  
B: Can I speak to Mr Peters?  
A: One moment, please. I'll 2) ..... to his surgery.  
B: Thank you.  
A: 3) ..... Mr Peters is busy at the moment. Would you like to leave a message?  
B: Well, I'd like to 4) ..... the appointment I made for my dog.  
A: I see. 5) ..... is your current appointment?  
B: This Wednesday at five.  
A: And your name?  
B: Arthur Mills and my dog's name is Spot.  
A: Would you like to 6) ..... another time, Mr Mills? Mr Peters is available next Friday at six.  
B: That would be great. We'll see you next Friday, then.

c) Act out similar dialogues with your partner, to change an appointment with: your vet, doctor, hairdresser, etc

# The Jungle Book

by Rudyard Kipling



- 1 a) Read the author's biography. Where do you think Kipling got the inspiration to write *The Jungle Book*?**

**Rudyard Kipling** (1865-1936) was born in Bombay, India and educated in England. His earliest years were happy ones, spent in an India full of exotic sights and sounds. This experience would later influence some of his writing. During his lifetime, Kipling published many short stories, poems and books. His most famous works include *Kim* (1901) and *The Jungle Book* (1894), which was followed by *The Second Jungle Book* in 1895. In 1907 he received the Nobel Prize in Literature for his originality and style.

In *The Jungle Book*, the boy, Mowgli, is brought up by wolves when a tiger kills his parents. Bagheera, the panther, and Baloo, the bear, teach Mowgli the 'laws' of the jungle.

At this point, Baloo is teaching Mowgli, about the jungle.

- b) Ask and answer questions, as in the example.**

- A: When was Rudyard Kipling born?  
 B: In 1865. Where was he born?  
 C: In Bombay.  
 etc

- 2**  **Identify the animals in the pictures. Listen to the extract and say which of these animals are mentioned in the story.**

- 3** **Read the extract from *The Jungle Book*. For questions 1-5 choose the best answer, A, B, C or D.**

It was in the days when Baloo was teaching him the Law of the Jungle. The big, serious, old brown bear was delighted to have such a clever pupil because the young wolves will only learn as much of the Law of the Jungle which is necessary to their own **pack** and **tribe**, and run away as soon as they can

5 repeat the Hunting Verse: "Feet that make no noise; eyes that can see in the dark and sharp white teeth, all these things are the marks of our brothers, except Tabaqui the Jackal and the Hyena whom we hate." But Mowgli, as a man **cub**, had to learn a lot more than this. Sometimes Bagheera, the Black Panther, would come to see how his pet was getting on, and would **purr** with

10 his head against a tree while Mowgli **recited** the day's lesson to Baloo. The boy could climb almost as well as he could swim, and swim almost as well as he could run. So Baloo, the Teacher of the Law, taught him the Wood and Water Laws: how to speak politely to the wild bees when he found a hive of

15 them fifty feet above ground; what to say to Mang the Bat when he disturbed him in the branches at midday; how to warn the water-snakes in the pools before he splashed down among them. None of the Jungle People liked being disturbed, and they were all very ready to attack an **intruder**. Then, Mowgli was taught the Strangers' Hunting Call, which must be repeated aloud till it is answered, whenever one of the Jungle People hunts outside his own area.

20 It means, "Let me hunt here because I am hungry," and the answer is, "Hunt then for food, but not for pleasure."

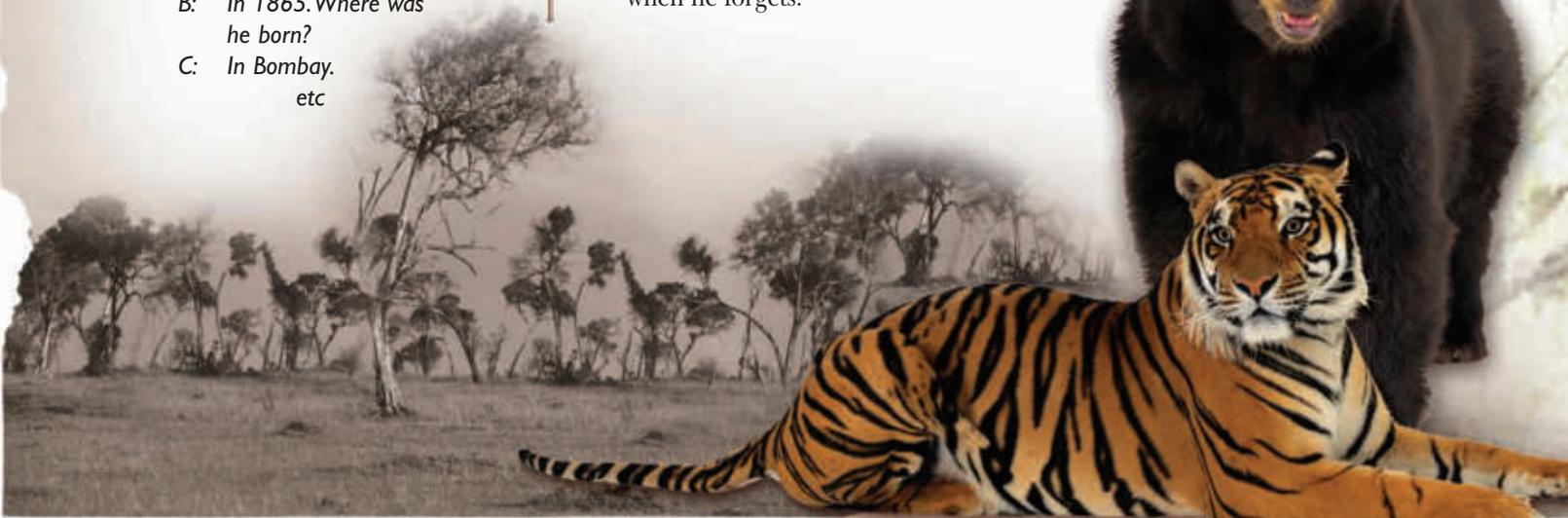
All this will show you how much Mowgli had to learn by heart, and he grew very tired of saying the same thing over a hundred times. But, as Baloo said to Bagheera, one day when Mowgli had been slapped and run off in a **temper**, "A

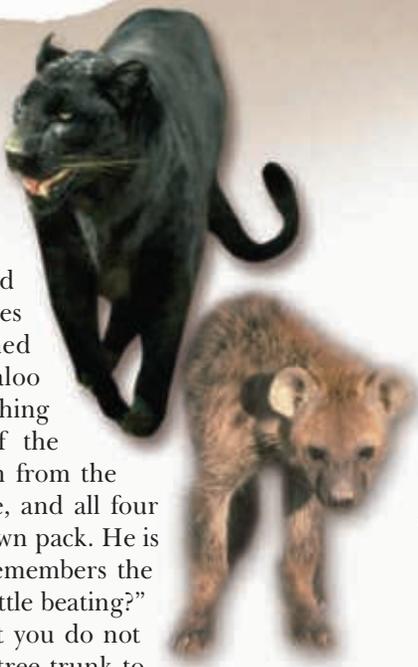
25 man cub is a man cub, and he must learn all the Law of the Jungle."

"But think how small he is," said the Black Panther, who would have **spoiled** Mowgli if he had had his own way. "How can his little head carry all your long talk?"

"Is there anything in the Jungle too little to

30 be killed? No. That is why I teach him these things, and that is why I hit him, very softly, when he forgets."





“Softly! What do you know of softness, old Ironfeet?”  
 35 Bagheera grunted. “His face is all **bruised** today by your softness. Ugh!”

“It is better he is bruised head to foot by me who loves  
 40 him than he is harmed through ignorance,” Baloo answered. “I am now teaching him the Master Words of the Jungle that will protect him from the  
 45 birds and the Snake People, and all four footed animals, except his own pack. He is now protected if he only remembers the words. Is not that worth a little beating?”

“Well, look to it then that you do not  
 50 kill the man cub. He is no tree trunk to sharpen your **blunt** claws upon. But what are those Master Words? I am more likely to give help than to ask it.” Bagheera stretched out one paw and **admired** the sharp claws at the end of it. “Still I should like to know.”

55 “I will call Mowgli and he’ll say them if he wants to. Come, Little Brother!”

“My head is ringing like a bee hive,” said a cross little voice over their heads, and Mowgli slid down a tree-trunk very angry and upset, adding as he reached the ground: “I come  
 60 for Bagheera and not for you, fat old Baloo!”

“It doesn’t matter to me,” said Baloo, though he was hurt and grieved. “Tell Bagheera, then, the Master Words of the Jungle that I have taught you today.”

- Who taught Mowgli the Hunting Verse?  
 A the jackal B the hyena C the bear D the wolves
- Mowgli learned the Stranger’s Hunting Call  
 A to hunt only for fun and games.  
 B to hunt for food when he was away from his own home.  
 C to find his way through the jungle.  
 D to tell other animals that he was coming.



- Bagheera, the Black Panther, thought that Mowgli  
 A was too spoiled to learn his lessons.  
 B wasn’t smart enough to understand Baloo.  
 C was too small to learn so many laws.  
 D enjoyed the same lesson everyday.
- The Master Words of the Jungle will protect Mowgli from  
 A all of the jungle animals. C all the dangerous snakes.  
 B his own pack of wolves. D some birds and snakes.
- Why did Mowgli come down from the tree?  
 A it was full of bees C to see Baloo  
 B his head was hurting D to say his lesson

#### 4 Now answer the questions below.

- What did Baloo, the bear, teach Mowgli?
- Why was Baloo happy with his student?
- What was Mowgli very good at?
- Why did Baloo teach Mowgli the Wood and Water Laws?
- Why was Bagheera upset?
- Where was Mowgli hiding?

## Vocabulary Practice

#### 5 a) Read the extract again and explain the words in bold. Use your dictionaries if necessary.

#### b) Match the words with their definitions.

- |             |  |
|-------------|--|
| 1 grunt     | a feel very sad  |
| 2 grieve    | b make a short rough sound   |
| 3 ignorance | c one of the long curved nails on the feet of some animals and birds |
| 4 protect   | d the foot of an animal  |
| 5 hive      | e a place where bees live  |
| 6 paw       | f keep sth safe from harm  |
| 7 claw      | g not knowing about something  |

#### c) Fill in the correct word(s) from the list below. Then, use the phrases to make sentences.

*blunt, rotten, run off, spoil, attack, by heart*

- |                  |         |            |             |
|------------------|---------|------------|-------------|
| 1 .....          | branch  | 4 .....    | claws       |
| 2 to .....       | a child | 5 to ..... | sb          |
| 3 to learn ..... |         | 6 to ..... | in a temper |

## Speaking

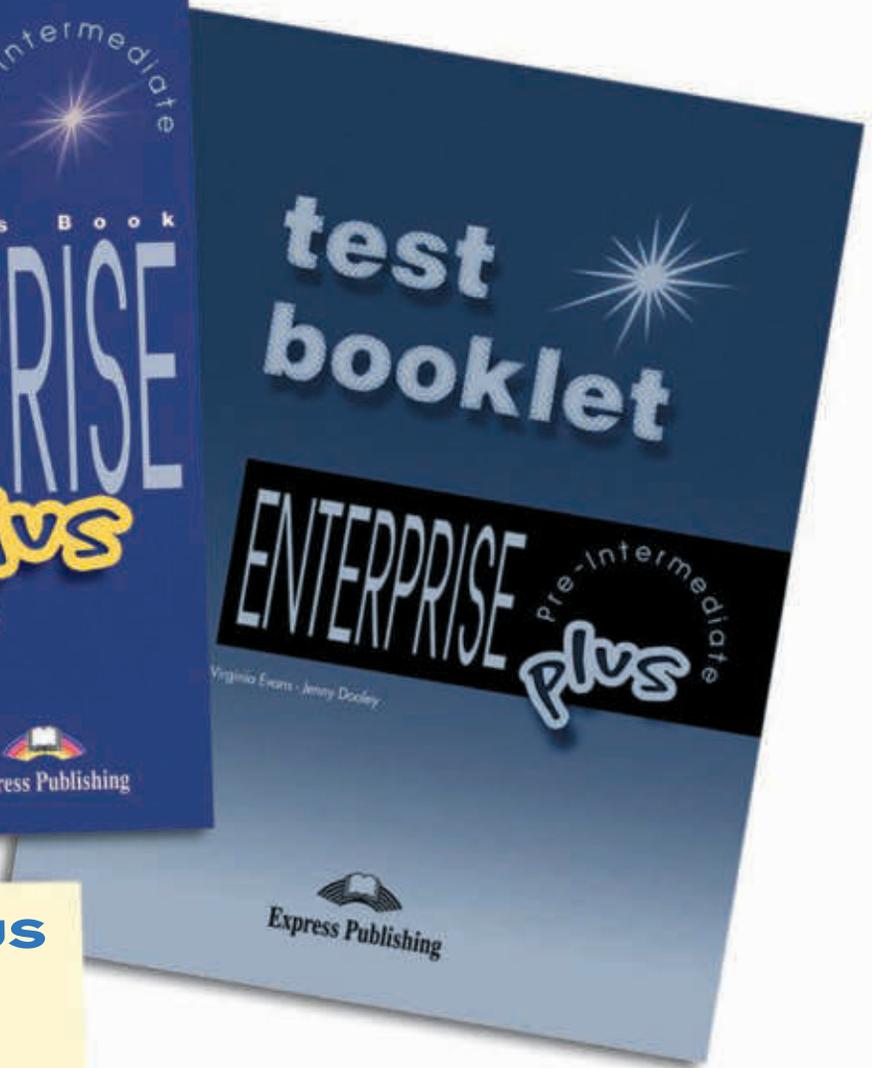
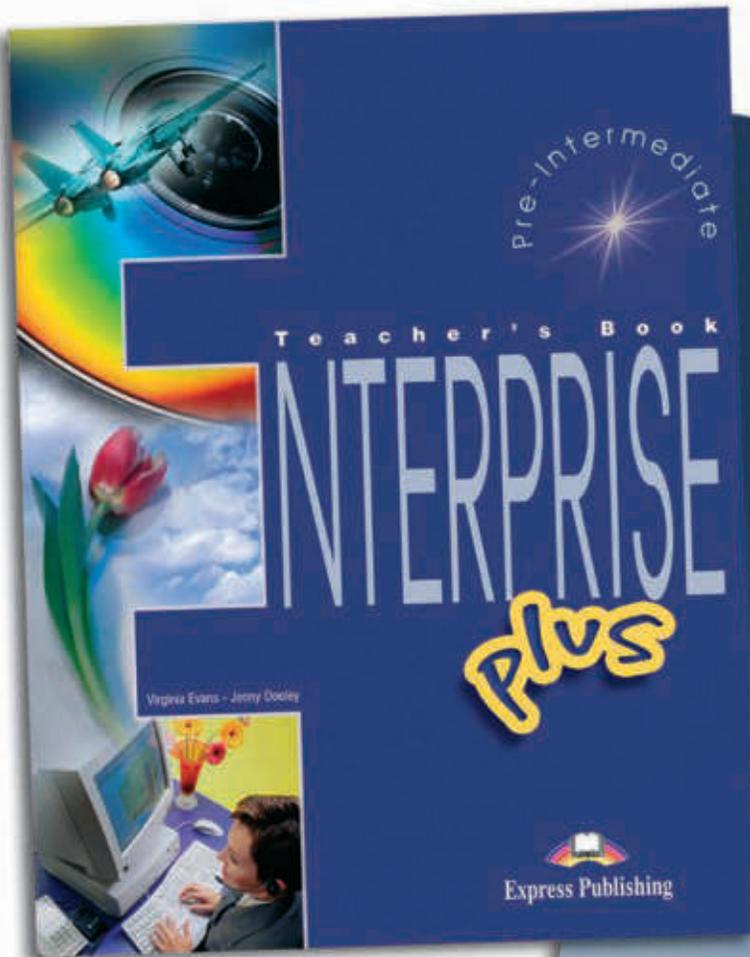
#### In pairs, discuss the following:

- Why did Mowgli have to know the Jungle Laws?
- What do you think it would be like to live in a jungle?
- How important are rules in our life? (e.g. home/school rules)
- Why is it necessary to obey rules?

## Project

Choose one scene from the extract and draw a picture for your class’s *The Jungle Book Drawing Competition*.

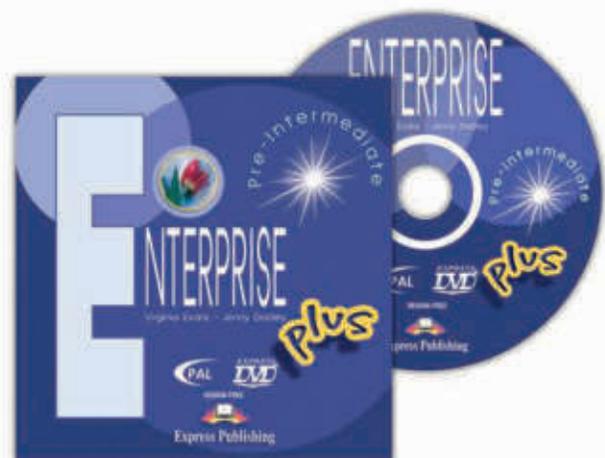
# Components for Enterprise



## Enterprise Plus

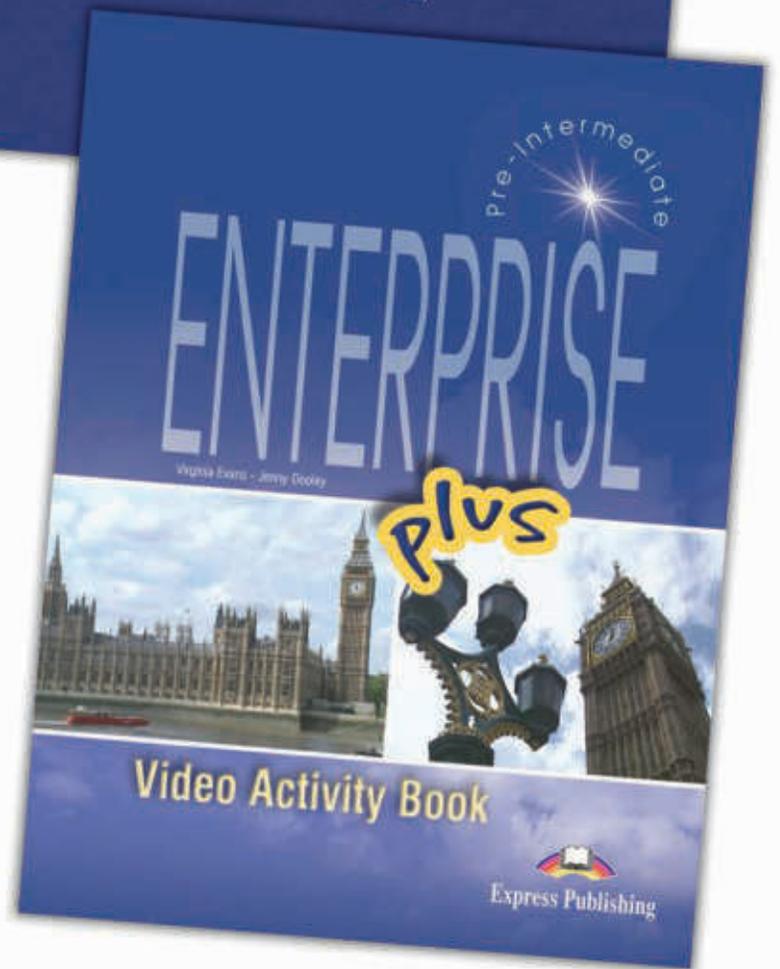
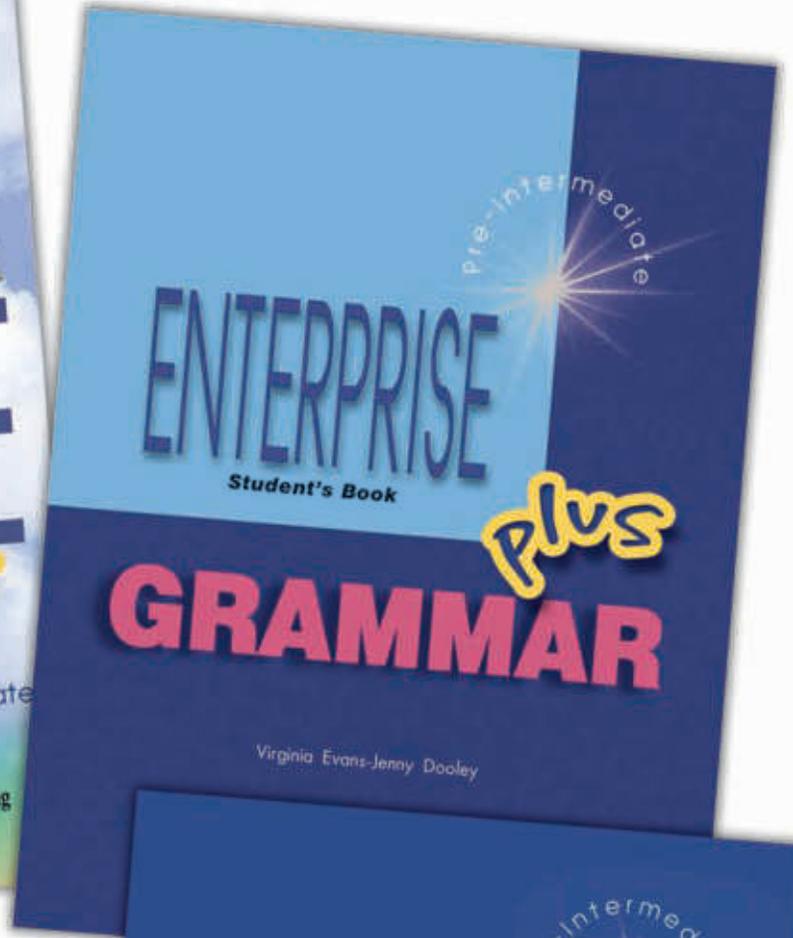
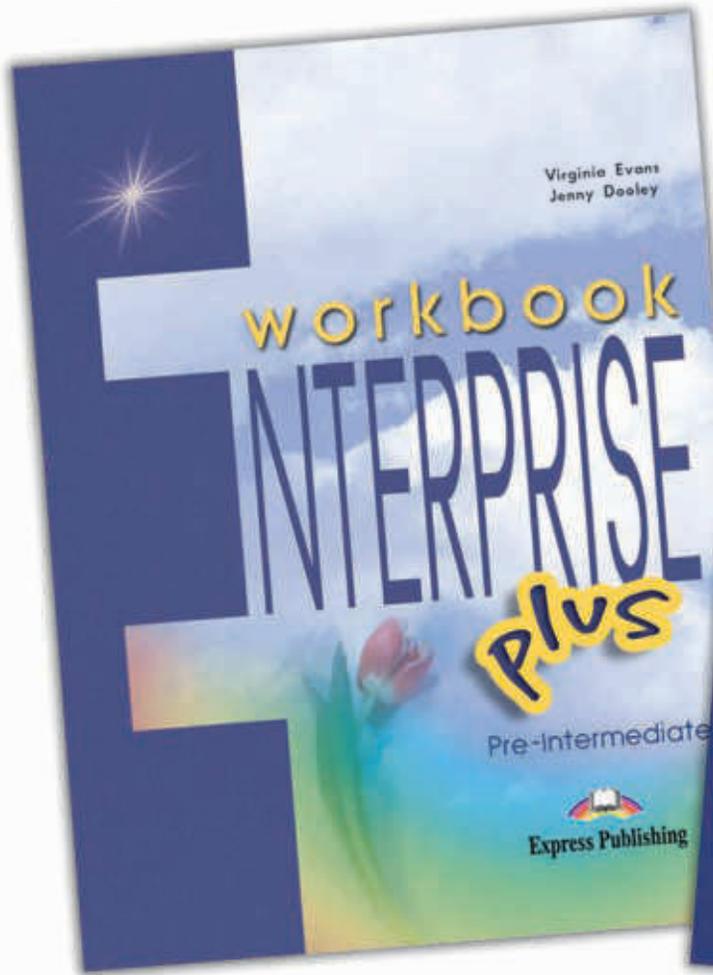
is an alternative version of Enterprise 3 and is intended for use at the same level. It has the same core syllabus as Enterprise 3, but offers additional supplementary material:

- 'Curricular Cuts' - a variety of texts on cross-curricular topics
  - Additional 2-page Listening & Speaking sections
- Literature Corner - extracts from well-known works of literature, with related language activities

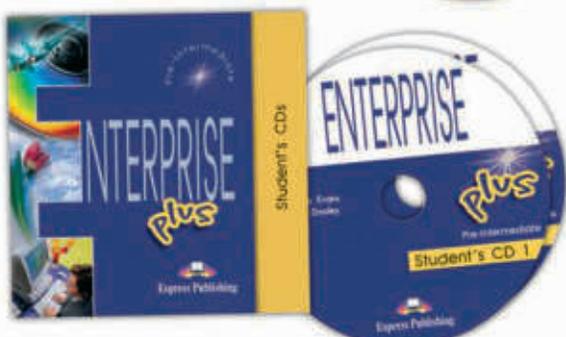
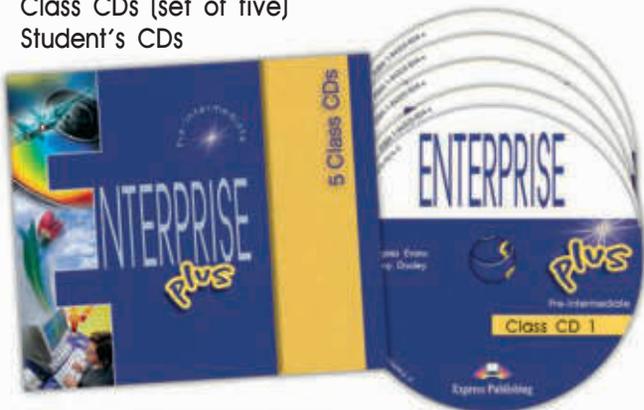


DVD

# se plus Pre-Intermediate



Class CDs (set of five)  
Student's CDs



# ENTERPRISE

plus

## Student's Book

### Pre-Intermediate

*Enterprise plus* is a modular coursebook specially designed to motivate and involve learners in effective language learning. The course provides systematic development of all the skills required to communicate successfully in both written and spoken forms at Pre-Intermediate level.

#### KEY FEATURES

- theme-based units in four modules using authentic materials from a wide variety of sources
- systematic development of all four language skills through realistic, challenging tasks
- **Reading Sections** consisting of cross-cultural topics that stimulate the learners' interest
- **Vocabulary Practice Sections** which help learners understand and use the vocabulary presented in the reading text
- **Language Development Sections** which extend learners' knowledge of the topics presented within each unit
- **Grammar in Use Sections** which provide comprehensive practice in the major grammatical areas plus a Grammar Reference Section
- **Pronunciation Sections** which present individual sounds as well as intonation
- **Writing Sections** which provide comprehensive practice in all major writing skills
- **Listening & Speaking Sections** which develop listening and speaking skills through a variety of realistic, everyday tasks
- **Cross-Curricular Sections** which broaden learners' horizons while exploring other subject areas
- **Literature Corner Sections**, one in each module
- **Self-Assessment Module Sections** at the end of each module
- **Culture Clips**

#### Components of the course are:

Enterprise plus Pre-Intermediate Student's Book  
Enterprise plus Pre-Intermediate Teacher's Book (interleaved)  
Enterprise plus Pre-Intermediate Workbook  
Enterprise plus Pre-Intermediate Workbook (Teacher's overprinted)  
Enterprise plus Pre-Intermediate Test Booklet  
Enterprise plus Pre-Intermediate Class audio CDs  
Enterprise plus Pre-Intermediate Student's audio CDs



Express Publishing



SAMPLE UNITS

Intermediate



C O U R S E B O O K



# INTERPRISE



Virginia Evans - Jenny Dooley

# 4



Express Publishing



## Lead-in

- What jobs are shown in the pictures? Which of these jobs are dangerous? Which of these jobs do you need to be well-qualified to do?
- Do you think there are jobs that should be done only by men? Why? Why not?
- What qualities do you need to be a bullfighter?



Read the following summary of the text, then listen to the tape and fill in the gaps.

Cristina Sanchez went to a bullfighting school in Madrid. Then she trained with **1)** ..... Sanchez is very popular with the **2)** ..... Sanchez is elegant and moves more like a **3)** ..... than an athlete. Bullfighting is a tough world for a **4)** ..... Although Spanish women won the right to fight bulls with men in **5)** ....., some men still refuse to fight in the same ring as them. Sanchez's family lives in **6)** ..... She has a tough fitness routine – running, working out in the **7)** ..... and practising with her father. Cristina doesn't drink, **8)** ..... or socialise but she travels a lot in order to fight. She has been injured in the leg and the **9)** ..... but this hasn't kept her away from the ring. Her manager, Simon Casas, says she has a **10)** ..... mentality.



## Reading

You are going to read a newspaper article about a young person's career. For questions 1-6, choose the answer (A, B, C or D) which you think fits best according to the text.

# Living by the Sword

When Cristina Sanchez told her parents that she wanted to become a bullfighter instead of a hairdresser, they weren't too pleased. But when she was eighteen her parents **realised** that she was serious and sent her to a bullfighting school in Madrid, where she trained with professionals.

Since last July, Sanchez has been the most successful novice in Spain and is very popular with the crowds. After **brilliant performances** in Latin America and Spain earlier this year, Sanchez has decided that she is ready to take the test to become *a matador de toros*. Out of the ring, Sanchez does not look like a matador. She is casually elegant, very **feminine** and wears her long blond hair loose. She seems to move much more like a dancer than an athlete, but in the ring she is all power.

When she was fourteen, Sanchez's father **warned** her that the world of bullfighting was hard enough for a man and even harder for a woman. It seems he is right. "It really is a **tough** world for a woman," says Sanchez. "You start with the door shut in your face. A man has to prove himself only once, whereas I have had to do it ten times just to get my foot in the door."

In perhaps the world's most masculine profession, it would seem strange if Sanchez had not met problems. But even though Spanish women won the legal right to **fight** bulls on equal terms with men in 1974, there are still matadors like Jesulin de Ubrique who refuse to fight in the same ring as her.

Sanchez lives with her family in Parla, south of Madrid. Her family is everything to her and is the main support in her life. "My sisters don't like bullfighting, they don't even watch it on TV, and my mother would be the happiest person in the world if I gave it up. But we get on well. Mum's like my best friend."

When Sanchez is not fighting she has a tough fitness routine — running, working out in the gym and practising with her father in the afternoon. By nine she is home for supper, and by eleven she is in bed. She doesn't drink, smoke or socialise. "You have to give up a lot," says Sanchez. "It's difficult to meet people, but it doesn't worry me — love does not arrive because <sup>37</sup> you look for it."

Sanchez spends most of the year travelling: in summer to Spanish and French bullfights and in winter to Latin America. Her mother dislikes watching Sanchez fight, but goes to the ring when she can. If not, she waits at home next to the telephone. Her husband has had to ring three times to say that their daughter had been injured, twice **lightly** in the leg and once seriously in the stomach. After she has been **wounded**, the only thing Sanchez thinks about is how quickly she can get back to the ring. "It damages your confidence," she says "but it also makes you mature. It's just unprofessional to be injured. You cannot let it happen." Sanchez **is managed** by Simon Casas, who says, "At the moment there is no limit to where she can go. She has a champion's mentality, as well as courage and technique."

## 1 When Sanchez told her parents that she wanted to be a bullfighter they

- A felt a little pleased.
- B thought she was too young.
- C thought she had a good sense of humour.
- D were initially opposed to the idea.

## 2 Sanchez thinks that

- A living in today's world is difficult for a woman.
- B bullfighting is a difficult career for women.
- C it is almost impossible to succeed as a female bullfighter.
- D women have to demonstrate their skills as much as male bullfighters do.

## 3 Sanchez's mother

- A is everything to the family.
- B prefers to watch her daughter on TV.
- C supports her more than the rest of her family.
- D would prefer Cristina to leave the ring.

## 4 What does "it" in line 37 refer to?

- A the fitness routine
- B not socialising
- C giving up
- D smoking

## 5 Sanchez doesn't socialise often because

- A she doesn't like cigarettes and alcohol.
- B her work takes up most of her time.
- C she is worried about meeting people.
- D it's too difficult to look for friends.

## 6 What does Sanchez think about after being injured?

- A her next chance to fight bulls
- B her abilities
- C her development
- D her skills



# Vocabulary Practice

**1** Look at the words in bold on page 7 and try to explain them.

**2** Fill in the correct word(s) from the list below:

- |                                |                     |                  |
|--------------------------------|---------------------|------------------|
| <i>get my foot in the door</i> | <i>confidence</i>   | <i>socialise</i> |
| <i>novice</i>                  | <i>professional</i> | <i>mature</i>    |
| <i>face</i>                    | <i>support</i>      | <i>courage</i>   |
| <i>masculine</i>               |                     |                  |



- Doctors don't have much time to ..... as they work very long hours. (**mix with people**)
- The experienced chess player easily beat the ....., who was still learning the rules of the game. (**beginner**)
- After months of training the young fire-fighter was ready to ..... a real fire. (**deal with**)
- There aren't many female boxers as it is a very ..... sport. (**male**)
- The contacts I had, helped me ..... when I was looking for a job. (**get started**)

- My parents were a great ..... to me when I lost my job. (**help**)
- My tennis coach is a .....; he has been playing in international matches for years. (**paid expert**)
- Working as a chef for five years gave Brian the ..... to open his own restaurant. (**sense of self-worth**)
- Fire-fighters need a lot of ..... as their work is often very dangerous. (**bravery**)
- The manager didn't hire the young man, as he didn't think he was ..... enough to deal with the stresses of the job. (**emotionally developed**)

**3** Fill in the correct word(s) from the list below. Use the words only once.

- |                     |                       |                 |
|---------------------|-----------------------|-----------------|
| <i>a champion's</i> | <i>to wear</i>        | <i>to win</i>   |
| <i>to prove</i>     | <i>limit</i>          | <i>tough</i>    |
| <i>to damage</i>    | <i>to give</i>        | <i>popular</i>  |
| <i>to take</i>      | <i>on equal terms</i> | <i>casually</i> |

- a ..... world
- ..... sb the chance to
- ..... the legal right
- ..... your confidence
- there is no ..... to
- ..... with crowds
- ..... elegant
- ..... a test
- to fight ..... with
- ..... my hair loose
- ..... himself
- to have ..... mentality

**4** Fill in the correct word.

*profession, job, career, occupation*

- Her ..... as a dancer came to an end when she broke her leg.
- My father has been unable to find a ..... for the past two years.
- You must write your name, age and ..... on the application form.
- John is a doctor by ....., and has his own practice in London.

**5** Fill in the correct particle.

- She **gave** ..... eating fatty foods when she went on a diet. (**stopped**)
- Spies **gave** ..... top secret information during the war. (**revealed**)
- Although it looked as though Steffi was winning the match, Monica refused to **give** ..... . (**surrender**)
- The charity **gave** ..... food to the poor and needy. (**gave freely**)
- For such a small electric fire, it **gives** ..... a lot of heat. (**emits**)
- Their food supplies **gave** ..... before they reached the summit of the mountain. (**came to an end**)

**6** Fill in the correct preposition, then choose any five items and make sentences.

- to be serious ..... sth;
- to be popular ..... sb;
- to decide ..... sth;
- to warn sb ..... sb;
- to be worried ..... sb/sth;
- to think ..... sb/sth;
- to live ..... sb;
- to arrive ..... a city;
- to arrive ..... the office;
- a limit ..... sth;
- to be pleased ..... sb/sth;
- to succeed ..... sth;
- to prefer sth ..... sth else;
- to socialise ..... people

## Talking Points

- ◆ Read the text about Cristina Sánchez again and make notes under the following headings. Then, talk about her career.
  - ◆ training
  - ◆ problems she faced
  - ◆ fitness routine
  - ◆ dangers
  - ◆ qualities needed
- ◆ Can you think of any other dangerous occupations?



# Language Development

**1** Look at the pictures and guess the profession they suggest, then say what each person in that profession does.



- |   |                                 |    |       |
|---|---------------------------------|----|-------|
| 1 | ...singer - He sings songs. ... | 6  | ..... |
| 2 | .....                           | 7  | ..... |
| 3 | .....                           | 8  | ..... |
| 4 | .....                           | 9  | ..... |
| 5 | .....                           | 10 | ..... |

**2** Fill in with the words in brackets.

- A(n) ..... repairs car engines, whereas a(n) ..... uses scientific knowledge to develop machines. (**mechanic/engineer**)
- A(n) ..... is responsible for the preparation and publication of a newspaper, book or magazine, while a(n) ..... prints them ready to be sold. (**publisher/editor**)
- ..... work on beaches or in swimming pools and save people from drowning, but ..... are hired to protect famous people. (**lifeguards/bodyguards**)
- ..... work in places from which you can buy books, whereas ..... work in places from which you can borrow books. (**librarians/booksellers**)
- A ..... writes articles for newspapers or magazines, while a ..... presents news stories on television or radio. (**journalist/newsreader**)
- An ..... is a scientist who studies the stars and planets, but an ..... makes predictions by studying the positions of stars and planets. (**astrologer/astronomer**)
- A ..... informs people about the weather on the TV or radio, whereas a ..... studies weather conditions so that the weather forecast can be given. (**weather presenter/meteorologist**)
- ..... catch fish which are then sold to ..... who sell them in their shops. (**fishermen/fishmongers**)

**3** Here's a list of adjectives describing qualities certain professions need. Read the sentences and fill in the correct adjective.

*persuasive, brave, creative, patient, intelligent, polite, accurate, fair, friendly*

- Salespeople need to be ..... to get people to buy their products.
- A scientist has to be ..... in order to understand complex theories.
- Receptionists should be ..... in order to make people feel welcome.
- Surgeons must be very ..... as they should not make mistakes in their work.
- A shop assistant has to be ..... even when dealing with a rude customer.
- Lifeguards have to be ..... as they often find themselves in dangerous situations.
- Teachers need to be very ..... as students sometimes take a long time to learn things.
- Judges should be ..... and give all the evidence equal consideration.
- Fashion designers should be very ..... so that they can come up with new designs.

**4** Look at the following pictures and identify the professions. Then match them with the qualities in the box, justifying your choice.

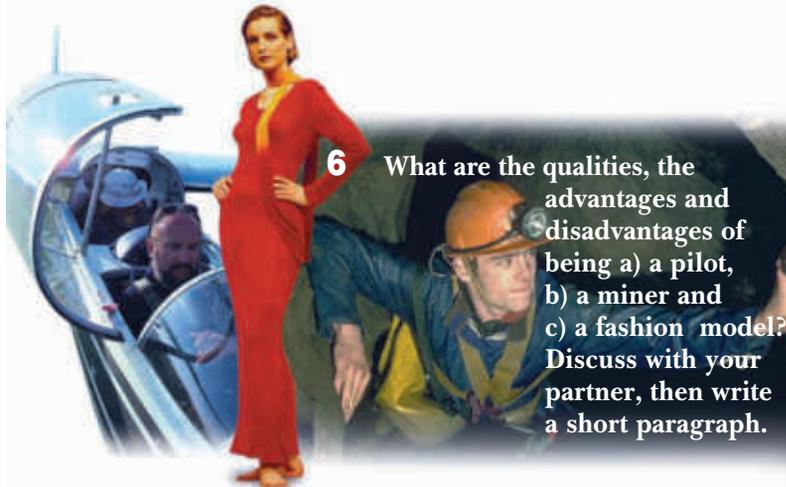


*brave, imaginative, courageous, helpful, efficient, careful, fit, cheerful, creative, patient, original, hard-working*

e.g. A secretary has to be **efficient** and **careful** in order to do her work quickly and accurately.

**5** A business executive, a fire-fighter and a nurse are talking about the qualities they need to have to be good at their jobs, and the advantages and disadvantages of their jobs. Listen to the dialogues and fill in the missing information.

	Qualities	Advantages	Disadvantages
	....., <i>persuasive</i>	....., <i>people respect me</i>	<i>travelling a lot, not much free time</i>
	<i>courageous, calm,</i> .....	<i>save lives,</i> .....	....., <i>not well paid</i>
	....., <i>sympathetic, caring</i>	....., <i>because you help people</i>	....., <i>upsetting</i>



**6** What are the qualities, the advantages and disadvantages of being a) a pilot, b) a miner and c) a fashion model? Discuss with your partner, then write a short paragraph.

**7** Underline the correct item.

- My father gets a **wage/salary** of £15,000 a year.
- The **perks/bonuses** of this job include a company car and a mobile phone.
- Please bring a copy of your **CV/application form** when you come for your interview.
- If you want to **appoint/apply** for the job you should write to the company.
- I was made **fired/redundant** when the company closed down.
- He left his **post/vacancy** at the company when he was invited to work for another firm.
- She is a(n) **experienced/trained** lawyer ; she has worked for several law firms since she left university.
- I am a **full-time/part-time** teacher – I only work twelve hours a week.

**8** What questions do you think an interviewer and an applicant could ask at a job interview? Now listen to the dialogue and write down two of the interviewer's and two of the applicant's questions.

**9** Working in pairs, act out a job interview using expressions from the box below. Start as in the example.

What is/are ..., I'd very much appreciate ..., Could you tell me ..., Would you be able to ..., Would you mind ..., etc.

e.g. A: Hello, Miss Jones.  
Thanks for coming.  
Please, sit down.  
B: Thank you, sir.  
A: Firstly, where did you see the advert for this post? ... etc.

**10** List the words below which describe people's physical appearance under the following headings. Can you think of any other words which can be used under each heading?

HEIGHT	BUILD	AGE	COMPLEXION
FACE	HAIR	EYES	NOSE
LIPS	SPECIAL FEATURES		

straight, almond-shaped, square, wavy, well-built, dimples, middle-aged, scar, curly, muscular, mole, round, crooked, limp, slanting, teenage, full, tanned, spots, blond, shoulder-length, permed, tattoo, freckled, pale, high cheekbones, skinny, wrinkled, hooked, of medium height, curved

**11** Listen to the radio announcement and fill in the table below. Using the notes, describe each suspect; then, write each suspect's description.

	SUSPECT 1	SUSPECT 2
Height	<i>short</i>	<i>tall</i>
Build	<i>quite muscular</i>	<i>skinny</i>
Age	.....	.....
Complexion	<i>tanned</i>	.....
Face	.....	<i>square</i>
Hair	<i>thick, ....., grey</i>	<i>short, .....</i>
Eyes	.....	<i>slanting</i>
Nose	<i>crooked</i>	<i>curved</i>
Lips	<i>thin</i>	.....
Special features	<i>walks with a limp</i>	.....



12 A fashion show is being held. Look at the pictures, then go through the presenter's commentary and underline the correct item.

"...Sam is wearing a **casual/formal** cotton shirt with a floral pattern. The neck is open and the sleeves are slightly rolled up. He is also wearing smart, **loose-fitting/tight-fitting** dark grey trousers with a gold-buckled black leather belt. On his feet he is wearing **slip-on/sling-back** leather shoes. Amanda is wearing a round-necked, **short-sleeved/long-sleeved**, navy cotton T-shirt and shorts with large dark blue and white flowers on them. She has a white belt round her waist and white, leather, **low-heeled/high-heeled** shoes on her feet.

Dressed with classic elegance, Julia and Henrietta introduce this winter's look. On the right, Julia is wearing a long, brown, tailored **jacket/overcoat** with wide, dark brown velvet lapels and narrow velvet **cuffs/wrists**. Under this she is wearing a brown, button-down **blouse/pullover** with a narrow **collar/neck**, a waistcoat and a matching brown **skirt/dress** with a slit at the front. She has brown **socks/tights** on her legs and brown leather low-heeled ankle **loafers/boots** on her feet. She is also wearing dark brown leather **mittens/gloves** and a dark brown wide-brimmed **helmet/hat**. Henrietta is wearing a fitted jacket fastened with gold **zips/buttons**. She is also wearing brown trousers. She is holding a loose-fitting overcoat with a wide velvet collar."



13 Look at the pictures taken at a fashion show. Who is casually dressed? Who is formally dressed? Who is wearing: a) **trainers**, b) **knee-high boots**, c) **a polo-neck jumper**, d) **high-heeled, sling-back shoes**, e) **braces**, f) **a scarf**, g) **a leather jacket**, h) **a checked shirt**, i) **a jacket which has a tie fastening at one side?**



Now listen to Janet describing each model's clothes to help you find their names. Then, describe each model's clothes.

14 The following adjectives describe people's character. Read the sentences and fill in the correct adjective.

*generous, impatient, helpful, persistent, selfish, reliable, optimistic, stubborn*

- Tom tends to be quite a ..... child; he seldom shares his toys with his friends.
- Ann is a very ..... worker; I can always depend on her if I want something on time.
- Mr James is a ..... man; he gives a lot of money to the children's hospital.
- Joe seems ..... at times; he never changes his mind and he always does what he wants to.
- Seb is a(n) ..... person; he always sees the positive side of even the most difficult situation.
- Steve tends to be .....; he becomes very annoyed when he has to wait in long queues.
- John is .....; he never gives up and always finishes what he starts.
- Mary is very .....; when I have a lot of work to do, she always lends a hand.

15 When would you describe someone as:

*reserved, pleasant, bossy, rude, spoilt, sensible, sensitive, shy, sociable?*



# Grammar/Use of English

(see Grammar Reference Section: Unit 1)



## PRESENT SIMPLE - PRESENT CONTINUOUS

### 1 Identify the tenses in bold, then match them with the correct description.

- 1 He **works** in a TV studio.
- 2 Tom **is** always **causing** trouble at work.
- 3 She **is working** at a supermarket at present.
- 4 Fish **live** in the sea.
- 5 She **is looking** for a job as a nanny in Madrid.
- 6 The thief grabs the bag and **disappears**.
- 7 He usually **leaves** his office at 6.00pm.
- 8 She **starts** her new job on Monday.
- 9 We **are attending** a seminar on Monday.
- 10 The new company **is growing** steadily.

- a temporary situation
- b permanent state
- c fixed arrangements in the near future
- d dramatic narrative (reviews/sport commentaries)
- e permanent truths or laws of nature
- f changing or developing situations
- g timetables/programmes with future meaning
- h frequently repeated actions expressing annoyance
- i actions happening at or around the time of speaking
- j repeated/habitual actions

### 2 Put the verbs in brackets into Present Simple or Present Continuous.

- 1 Dave ..... (live) in Glasgow and ..... (work) for an advertising company. He ..... (have) a good job and ..... (earn) a lot of money. He ..... (meet) many people every day and ..... (lead) a busy life. The company ..... (expand) rapidly and today he ..... (see) a new client.
- 2 John and Anna ..... (fly) to Paris on Monday for a holiday. Their flight ..... (take off) at 7.10 in the morning and ..... (arrive) in Paris at 8.10. Anna's cousin ..... (own) a house there, so they ..... (stay) with him.
- 3 My neighbour ..... (bang) on the walls of his flat when he ..... (do) repairs. This week he ..... (install) a new bath, and the noise ..... (drive) me crazy. He ..... (not/seem) to care about the way he ..... (bother) other people.
- 4 Tom is an athlete. Every morning he ..... (swim) ten laps in the pool and ..... (lift) weights for an hour. This year he ..... (train) harder because he ..... (want) to compete in the next Olympic Games.

### 3 Answer the following questions using Present Simple or Present Continuous.

- 1 What are your friends doing now?  
e.g. *Ann is probably working in her office.*
- 2 How is the city you live in changing?
- 3 What are your plans for Monday?
- 4 Which of your friends' habits bother you?
- 5 What do your friends usually do at the weekend?
- 6 What laws of nature can you think of?

### 4 Some stative verbs (see Grammar Reference - Tenses) can be used in continuous forms but the meaning changes. Read the sentences below and match the verbs in bold with their meaning.

- 1 I **see** there is a problem in this department.
- 2 I'm **seeing** my dentist tonight.
- 3 Mr Jones **thinks** we should advertise this product.
- 4 He **is thinking** of opening a branch in Denmark.
- 5 Ann Holmes **has** three houses.
- 6 We **are having** problems with the new employee.
- 7 He **looks** as if he's going to collapse.
- 8 They **are looking** at the figures of this month's sales.

- |              |            |        |
|--------------|------------|--------|
| a understand | d review   | g own  |
| b believe    | e consider | h seem |
| c experience | f meet     |        |

### 5 Look at the pictures and describe the people's daily routines. Then, look at their diaries and say how they are planning to spend their day.

**Diary 1 (Woman on phone):**  
SATURDAY 15 MAY  
• meet Fiona at 9.00  
• go to dentist at 12.00  
• go shopping with Helen at 5.00  
• babysit for Stella

**Diary 2 (Firefighter):**  
SATURDAY 15 MAY  
• pick up car from garage  
• take dog to vet  
• play football at 4.00  
• go to theatre with Janet at 9.00

**Diary 3 (Chef):**  
SATURDAY 15 MAY  
• dig the garden  
• take the children to the zoo  
• have dinner with Smiths at 7.00

**Diary 4 (Woman at desk):**  
SATURDAY 15 MAY  
• [Blank]



### Too - Enough

too + adjective/adverb  
(negative implication)  
ALSO: too much/too many

He's **too young** to apply for the post. (He's so young that he can't apply for the post.)

adjective/adverb + enough  
(positive implication)

He's **old enough** to apply for the post. (He's the right age – he can apply for the post.)

enough + noun

He's got **enough money** to buy the house.

#### 6 Fill in the blanks using the words in bold.

- The clothes cost a lot; she couldn't buy them.  
**expensive** The clothes were ..... buy.
- This project is so complicated that we can't take it on.  
**too** This project is ..... take on.
- She's rather short so she can't become a model.  
**tall** She ..... become a model.
- One person can't handle such a lot of work.  
**much** There ..... one person to handle.
- There is too little room in here for twenty people.  
**not** There is ..... for twenty people.

### Pronunciation

#### 7 Listen to these words and put a tick in the relevant box. Then listen again and repeat.

	/æ/	/ɑ:/	/ʌ/		/æ/	/ɑ:/	/ʌ/
hat				muck			
heart				mark			
hut				ant			
bat				aunt			
but				ankle			

#### 8 Listen to the dialogue, underline the words which express statement, circle the ones which express disbelief and surprise, then, act out the dialogue using the correct intonation.

- A: Hi honey. It's me.  
B: What's wrong?  
A: Nothing.  
B: Nothing?  
A: Nothing serious. Christina had a minor injury, that's all.  
B: A minor injury?  
A: Yes, she's going to be okay.

#### 9 Fill in the blanks with one word.



### The Clothes we Wear

Without realising it, the clothes we choose to wear tell other people a lot about 1) ..... We often judge people by 2) ..... they are wearing. 3) ..... example, people dressed 4) ..... expensive clothes are thought to 5) ..... wealthy. Our shoes, accessories and jewellery, all tend to create an impression of our social class and personality. Similarly, our choice of clothes also depends 6) ..... our age and who we are influenced 7) ..... On the other 8) ....., we do not always 9) ..... the chance to choose our clothes. If we work as a nurse, police officer or fire-fighter we have to wear a standard uniform. Lastly, our ideas of beauty 10) ..... revealed by our style of dress. Dressing 11) ..... a particular outfit might be a way of saying, "This is what I think 12) ..... nice, and I believe it 13) ..... me look more attractive." In conclusion, more 14) ..... being just a way to keep warm, clothes reveal a 15) ..... about a person's life, character and status.

#### 10 Fill in the correct word derived from the words in bold.

Astronauts have to be physically and mentally ready for the stress and strain of a space mission. To prepare them, astronauts are given 1) ..... (**intense**) training, which includes years of classroom study on 2) ..... (**vary**) technical subjects, and working in a model spaceship where they can practise 3) ..... (**complicate**) flight operations and become used to all the 4) ..... (**equip**) on board.

Apart from high 5) ..... (**intelligent**), good qualifications and an excellent level of fitness, astronauts must have a strong character. They also have to be very 6) ..... (**courage**) in order to accept the high risks involved.

Astronauts also have to face other, more ordinary problems in space. What can be very 7) ..... (**annoy**) is the limited variety of food, but the greatest challenge is getting along with other members of their team as they often come from different countries, with different backgrounds and habits. Therefore they must be very 8) ..... (**patience**) with each other, since the lack of privacy can become 9) ..... (**irritate**).

All in all, it seems that being an astronaut is one of the most 10) ..... (**challenge**) jobs in the world.



## Listening Task

 You will hear a radio interview with a woman advising people on how to get a job. Read the following sentences then listen to the tape and fill in the missing parts.

The two problems for those seeking work are getting  **1** and performing well at it.

It's important that your CV is  **2**

Once you've got a CV you should send it to possible  **3**

To find a job you should first look in  **4** regularly.

The night before the interview you should get enough  **5**

For a job interview you should wear the  **6**

Make sure you arrive for the interview  **7** early.

You should also be  **8** to the receptionist.

Don't  **9** before the interviewer asks you to do so.

During the interview, you should not  **10** or chew gum.

## Speaking Task

- Compare and contrast the jobs in the two pictures. Think of the qualities and qualifications needed, the advantages and disadvantages of each, and the lifestyle each job involves. Use words such as: also, in addition, both, as well, too, moreover, furthermore, however, whereas, but, despite, etc.
- Which of the jobs shown would you prefer to do? Why?

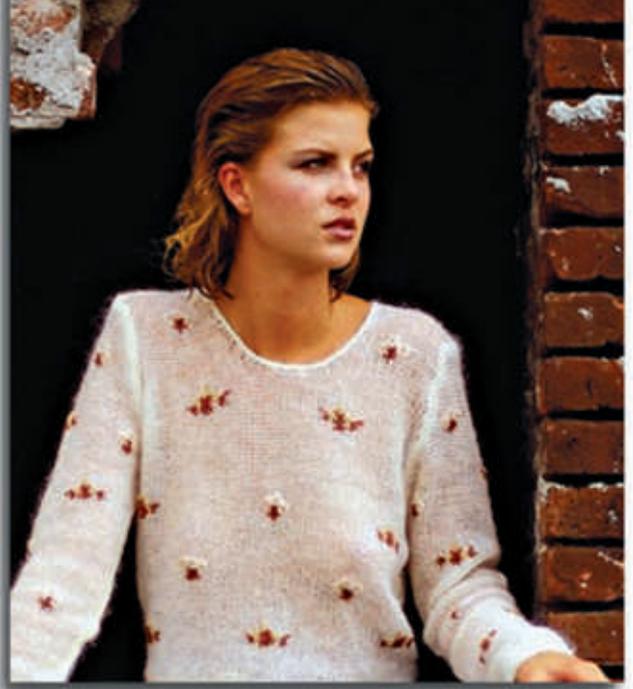


**B**



# Writing

## Describing People



**1** Look at the picture. What things should you have in mind when you describe people?

**2** First look at the table and listen to the following description to fill in the missing information. Use the notes to describe Mary. Then, fill in the table with information about your friend. Finally, look at the notes and describe your friend.

	height/build/age	facial features	hair	clothes/accessories	character	hobbies/interests
MARY	in her ..... twenties, tall, .....	oval face, small nose, ..... lips, green eyes	red, shoulder-length	fashionable tops, .....	polite, .....	goes to the gym
YOUR FRIEND						

- When describing people your composition needs to be well organised. The composition should have an **introductory paragraph** where you briefly set the scene (name, time/place you met/saw him or her, etc.), a **main body** consisting of two or more paragraphs describing physical appearance, personality characteristics and hobbies/interests/everyday activities and a **final paragraph** which summarises your feelings about the person described. Each paragraph starts a new topic. Paragraphs should be well developed and linked together with a variety of linking words.

### Points to remember

- When describing physical appearance you should give details in the following order: **height/build/age, facial features, hair, clothes** moving from the most general adjectives to the most specific ones, e.g. *Ann is a tall, thin woman. She has got a long face, blue eyes and an upturned nose. She wears her long blond hair loose. She is often casually dressed in a T-shirt and jeans.*
- When describing character and behaviour, support your description with examples, e.g. *Tom is very reserved. He never talks about his feelings.* If you want to describe negative qualities it is advisable to use mild language, e.g. *“He can be aggressive at times”* is better than saying *“He is aggressive”*. We can find descriptions of people in letters, articles, witness statements, novels, etc.

### Introduction

#### Paragraph 1

*set the scene (name of the person time/place you met/saw him/her)*

### Main Body

#### Paragraph 2

*physical appearance*

#### Paragraph 3

*personality characteristics*

#### Paragraph 4

*activities he/she takes part in: hobbies, interests*

### Conclusion

#### Paragraph 5

*comments/feelings about the person*

- Make your composition more interesting by using a wide range of adjectives (*fabulous, superb, etc.*) instead of a limited one (*good, big, nice, etc.*).
  - Be careful with the use of tenses. You can use present tenses when you describe someone in the present, and past tenses when you describe someone related to the past. e.g. someone you had met before you moved to this city, someone who is no longer alive, etc.
  - Avoid writing simple short sentences. More complex sentences joined with connectors make your composition more eye-catching. e.g. Instead of saying: *John is thin. He has large blue eyes. He has long curly hair. He has full lips. He wears his hair loose*, you can say: *John is a tall thin man with large blue eyes and full lips. He wears his long curly hair loose.*
- Note:** When you describe someone for official purposes e.g. a police report, you emphasise the physical features and try to give the most accurate description possible. When you write a letter to recommend someone for a job you write only about his/her personality characteristics.

**3 Read the following composition and put it in the right order. Then answer the following questions.**

- A**  Julie is quite short and slim. She's got a round face with beautiful almond-shaped eyes and a slightly upturned nose. She often wears her shoulder-length fair hair in a pony-tail. Julie prefers comfortable clothes and can often be seen wearing a blue jumper, a pair of denim jeans and trainers.
- B**  Over the years, I have shared many good times with Julie. She has been one of my best and most trusted friends. I feel fortunate to have met her.
- C**  I've known Julie since my first day at school, when we were only five. I can remember her smiling face as the teacher, Mrs Snow, asked me to share the same desk with her.
- D**  One of Julie's favourite hobbies is cycling. She also enjoys reading people's horoscopes and trying to predict what will happen in the future. Julie likes going to the cinema and is especially fond of adventure films.
- E**  Although Julie is quite reserved, she is a kind person who will listen to your problems and try to help you. She is also quite active and enjoys outdoor activities.

- Which paragraphs make up the main body of the composition?
- Which paragraph sets the scene? How does it begin?
- Which paragraph summarises the writer's feelings towards the person he describes?
- Are Julie's personality characteristics justified?
- Are there complex sentences? Underline the connectors.
- The writer uses present tenses. Why does he do this?
- Has the writer given Julie's physical and personality characteristics equal importance?

**4 Read the list of adjectives and identify which are used to describe physical appearance and which describe character. Then, read the text and fill in the blanks. Finally, give the paragraph plan. Where could this piece of writing be found?**

*intelligent, heart-shaped, tall, generous, sociable, successful, sparkling, straight, slim, shoulder-length*

**A Famous Model**



Claudia Schiffer is a very successful German super-model. She has appeared on the covers and fashion pages of all the major fashion magazines and is one of the faces of Chanel.

Claudia, now in her mid-twenties, is a very beautiful woman. She has a **1)** ..... figure and is **2)** ..... with very long legs. Her most stunning feature, though, is her attractive **3)** ..... face with her **4)** ..... eyes and **5)** ..... nose. At the moment she has **6)** ..... blond hair but its style and colour are often changed to suit each modelling assignment.

Not only is Claudia a professional model, but she is also a very **7)** ..... businesswoman. She has her own fitness video and is a partner in the new chain of "Fashion Cafés". She is also very **8)** ....., spending a lot of her time working with various charity organisations helping children in need. Claudia is **9)** ..... too, and likes being with famous people.

When Claudia is not modelling or doing charity work, she likes reading and watching old films. She also enjoys going to parties, but she rarely stays out late.

Although Claudia's popularity as a model rises and falls with the season (as it does for all supermodels), Claudia is so beautiful, talented and most of all **10)** ..... that she will be famous for a long time to come.

Use narrative techniques in your descriptive composition to gain your reader's interest. For example, while giving the name of the person described and the time and place you met or saw him/her you can set the scene by narrating the incident. Instead of saying: *"I met John at Jane's birthday party last Saturday. He was tall, skinny with spiky hair,"* you can say *"As soon as I entered Jane's flat last Saturday I noticed a strange mixture of people gathered to celebrate her birthday. It wasn't long before my eyes fell on a tall, skinny man with spiky hair. His name was John."*

- 5** The following models describe a relative of yours who is no longer alive. Read the compositions and compare and contrast them. Which is purely descriptive? Which involves narrative techniques? Underline the narrative parts. Finally, give the paragraph plan.



### MODEL A

I'll never forget the first time I met my grandmother. She had been living in Australia, but decided to move back to England.

When she arrived I stood nervously pulling on my father's coat, half hiding behind him. It had never occurred to me that this sweet, plump, elderly lady would be so excited to meet me. She was shorter

than I had imagined and had a round face, short, greyish curly hair and friendly green eyes. Her rosy cheeks gave her wrinkled face a childlike appearance, and when she smiled at me I couldn't resist giving her a big hug, ignoring her perfectly-ironed dress.

It wasn't long before I realised how generous and understanding she was. She always had something for everyone and was there to listen to us without intruding into our lives.

She was determined to buy a little house of her own so she could find the peace and quiet that she needed to write her poetry. She had so many hobbies and interests that there was always something to talk about.

That meeting with my grandmother led to a close relationship which lasted until her death two years ago. She was a fantastic lady and I shall always be grateful for the comfort, advice and support she gave me whenever I needed it.

### MODEL B

My grandmother died two years ago, but I still have fond memories of the time we spent together when she was alive.

She used to live in Australia but she moved back to England to live in a little house. She was a sweet, plump lady and she was rather short. She had a round face, short greyish curly hair and friendly green eyes. Her rosy cheeks gave her wrinkled face a childlike appearance. She always used to wear perfectly-ironed dresses.

My grandmother was a very generous and understanding woman. She always had something for everyone and listened to us without intruding into our lives.

My grandmother's main interest was writing and she managed to publish several books of poetry while she was alive. As well as that, she had many other hobbies and interests and there was always something to talk about.

My grandmother was a fantastic woman who gave me comfort, advice and support whenever I needed it. I shall never forget her.

## Self Check

- 6** Answer the following T/F statements.

- 1 Use of various adjectives creates interest.
- 2 Only present tenses are used in descriptions of people.
- 3 Personality characteristics should be supported by examples.
- 4 All sentences should begin in the same way.
- 5 You must set the scene (name,time/place you met/saw sb, etc.) in detail.
- 6 Narration should be avoided in descriptions.

- 7** Write any of the following compositions using 120 - 180 words.

- 1 A youth magazine is running "The Best Mum of the Year" competition and has asked its readers to submit their compositions describing their mothers. Write your composition for the competition.
- 2 Your teacher has asked you to write a composition describing the person who has influenced your life the most. Write your composition.
- 3 Your teacher has asked you to write a composition describing a famous person from history whom you admire. Write your composition.
- 4 A TV channel has asked its young viewers to submit a description of their favourite film star. The prize is two tickets to MGM Studios. Write your composition for the competition.



# ENTERPRISE 4

## C O U R S E B O O K

### Intermediate

*Enterprise 4 Intermediate* is the fourth of a four-level English course. It consists of four modules and is specially designed to motivate and involve students in effective learning. The course provides systematic preparation for all the skills required for successful communication both in written and spoken form.

#### KEY FEATURES

- Extensive practice of listening, reading, speaking and writing skills
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- **Vocabulary Practice Sections** which help students understand and use the vocabulary in the reading text
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- **Listening and Speaking Tasks Sections** which motivate students to understand and use the language successfully
- **Writing Sections** which present useful writing skills while giving students step-by-step guidance
- **Pronunciation Activities** which present individual sounds as well as intonation
- **Module Self-Assessment Sections** every three units which revise structures taught before
- **Grammar Reference Section** at the back of the book where grammar theory is presented in detail

#### Components of the course are:

Enterprise 4 Intermediate Coursebook  
Enterprise 4 Intermediate Teacher's Book  
Enterprise 4 Intermediate Workbook  
Enterprise 4 Intermediate Test Booklet  
Enterprise 4 Intermediate Class CDs (set of four)  
Enterprise 4 Intermediate Student's CDs



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# Components for Enterprise 4 Intermediate



DVD

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