

Lesson 4 **Mysteries of our World**

workbook

1. **Reading**

1.1 Read the following text about the Maya. What makes their civilisation remarkable?

**A City in the Jungle**

Deep in the rainforests of Central America, the Maya built their amazing cities hundreds of years ago. They flourished in what is now southern Mexico and Central America. They were very religious and built enormous temples for their gods, some of which have survived up to now. They also had sophisticated systems of arithmetic, writing, astronomy, and calendars.

Take a look at the picture. The city of Chichén Itzà is known for its unique pyramids. The Maya, like the Egyptians, buried their kings in big stone buildings that reached above the tallest trees in the jungle. The stairs on these buildings were for the priests who would climb to the top to worship the gods. The Maya worshipped nature gods such as a god of wind or a god of rain, and animal gods. They also had gods who were partly human and partly in the form of a jaguar. They used, like the Egyptians, picture writing to tell the stories of their leaders, their lives and their battles.

We know that the Maya built great cities and that they lived there for hundreds of years but we don't know why they left their cities. What happened to their civilisation? Why did they allow the jungle to spread over their cities and monuments? Was there a drought? A terrible disease? A war? It's still a mystery.

*Adapted from: "Lost civilisations" Time-Life Publications*



Chichén Itzà

1.2 Use the verbs in an appropriate form to complete the questions. Then, find the answers in the text.

**use    bury    leave    build**

1. – When ..... their cities?  
– .....
2. – Where ..... their kings?  
– .....
3. – Why ..... picture writing?  
– .....
4. – Why ..... their cities?  
– .....



## 2. Vocabulary

**2.1** Look at the words below and find their opposites in the interview (S's book, p. 29).

- |                      |                      |
|----------------------|----------------------|
| 1. similar ≠ .....   | 6. rejected ≠ .....  |
| 2. certainly ≠ ..... | 7. poverty ≠ .....   |
| 3. above ≠ .....     | 8. primitive ≠ ..... |
| 4. destroyed ≠ ..... | 9. accepted ≠ .....  |
| 5. boring ≠ .....    | 10. reality ≠ .....  |



**2.2** Look at the words below and find a derivative for each one in the interview (S's book, p. 29). What parts of speech are they? Write (**adj**) for adjective and (**n**) for noun in the brackets.

e.g. *search* (v) – researchers (n)

- locate (v) – ..... ( )
- discover (v) – ..... ( )
- know (v) – ..... ( )
- erupt (v) – ..... ( )
- impression (n) – ..... ( )
- prove (n) – ..... ( )
- exploration (n) – ..... ( )
- exist (n) – ..... ( )



**2.3** Choose an appropriate verb from the box and fill in the blanks.

**Lie – lay – lain** (to be in a flat position)  
**Lie – lied – lied** (to make an untrue statement)  
**Lay – laid – laid** (to put or set something down)

- You ..... to me instead of telling me what really happened. Why?
- If you still feel dizzy, ..... down for a while.
- Bobby ..... down his book and answered the phone.
- Danae ..... down and went to sleep.

## 3. U<sup>AE</sup> Pronunciation

**3.1** There are 3 ways of pronouncing the -ed ending of Simple Past: /t/, /d/, /ɪd/ (see Grammar Reference, p. 169). Read the verbs below and circle the odd one out.

- |              |          |            |
|--------------|----------|------------|
| 1. travelled | decided  | existed    |
| 2. rolled    | finished | proved     |
| 3. watched   | crossed  | discovered |
| 4. lasted    | proved   | stated     |
| 5. worked    | stopped  | excavated  |

**3.2** Listen to check your answers.



4. Language Focus

4.1 Read about the Incas and put the verbs in an appropriate form.

The Enigmatic Incas

The Incas (1) ..... (hold) a mystical fascination for the people of the Western world for centuries. About 800 years ago, a powerful American tribe (2) ..... (begin) to conquer weaker tribes and eventually (3) ..... (unite) them into one empire, known as the Inca Empire. They (4) ..... (control) the area of present-day Peru, Bolivia, Chile and Ecuador. They (5) ..... (be) great farmers and excellent builders of roads and cities where the ruling classes lived. People (6) ..... (travel) into towns only for festivals and business. The emperor, 'Sapa Inca', (7) ..... (have) a palace in every major city. They (8) ..... (mine) gold and silver but this wealth (9) ..... (bring) about their disaster. The Inca Empire (10) ..... (last) only 100 years, from AD 1438 until the Spaniards (11) ..... (come) in 1532 and (12) ..... (seek) riches for themselves and their king. Since the beginning of the 20<sup>th</sup> century, archaeologists (13) ..... (show) interest in the area. Of course, they (14) ..... (not / investigate) every part of this civilisation yet. Peruvian archaeologists (15) ..... (recently / find) thousands of Inca mummies and artifacts beneath the streets of Lima, Peru. A few feet above the mummies, thousands of their descendants had been going about their daily lives!



Inca figure

4.2 Find in the text and write the time expressions which:

- a. refer exclusively to the past .....
- b. form a bridge between the past and the present .....

4.3 Here are more time expressions. Write them under the appropriate heading below.

**this week, last May,  
10 minutes ago,  
since last year, in 2004,  
lately, at 4 o'clock,  
yesterday, for 5 days**

refer to past	bridge past and present
past	present

Now, use the time expressions above to write true sentences about yourself.

4.4 You are planning to do a project on ancient civilisations. In pairs, ask and answer questions as in the example:

- Have you looked up information on the Internet **yet**?  
- Yes, I have **already** done that.
- Have you found information in books **yet**?  
- No, I haven't done that **yet**.

- ✓ look up information on the Internet
- ✗ find information in books
- ✓ ask the History teacher for help
- ✗ collect pictures
- ✓ decide which information to include
- ✗ write down the information



# LESSON 4 • MYSTERIES OF OUR WORLD

**4.5** You saw an interesting documentary on TV about Machu Picchu, one of the greatest archaeological sites in South America and the most amazing city of the Inca Empire. You wanted to find out more about it, so you went online and got in touch with an archaeologist who was actually working there. He agreed to give you an interview for your school newspaper. Choose the appropriate word / phrase from the box below and write down the questions you asked him.



- |                  |          |
|------------------|----------|
| Why              | Who      |
| How long ago     | When     |
| What discoveries | What     |
| Where            | How long |

### The Mystery of Machu Picchu

**You:** (1) .....?

**Archaeologist:** Hiram Bingham, a University Professor found Machu Picchu.

**You:** (2) .....?

**Archaeologist:** He found it many years ago, in 1911.

**You:** (3) .....?

**Archaeologist:** He discovered it 2,000 feet up the Andes in the middle of a tropical rainforest.

**You:** (4) .....?

**Archaeologist:** It was a complex of temples, palaces and observatories, terraces and ramps. A masterpiece of architecture.

**You:** Observatories? (5) .....?

**Archaeologist:** They built them to make observations of the stars.

**You:** (6) .....?

**Archaeologist:** They left the city at the end of the 15<sup>th</sup> century but it's still a mystery why.

**You:** (7) .....?

**Archaeologist:** We've recently found the first Inca burial site.

**You:** (8) .....?

**Archaeologist:** We've worked in this city for more than a year, but Machu Picchu hasn't revealed all its secrets yet! Don't forget that it's one of the wonders of the world.

**You:** Good luck and thank you for the interesting information.

**4.6** Look at the pictures and try to guess the missing words.



The Incas called  
'gold' the "s \_\_\_\_ of the s \_\_\_\_",  
and 'silver' the "tears of the moon".



# LESSON 5 • ACROSS THE AGES

## Lesson 5 Across the Ages

### 1. Vocabulary

1.1 Find 5 compound words in the text (S's book, p. 34) and write a brief definition for each one.

e.g. A shopkeeper = someone who has a shop.

1. ....
2. ....
3. ....
4. ....
5. ....

It's up to you p. 133-134



1.2 Match the phrasal verbs in the sentences below with their meanings.

- |                                               |                          |                                     |
|-----------------------------------------------|--------------------------|-------------------------------------|
| 1. Fires <b>broke out</b> everywhere.         | <input type="checkbox"/> | a. changed into something different |
| 2. Archaeologists <b>made out</b> the shapes. | <input type="checkbox"/> | b. started suddenly                 |
| 3. The bodies had <b>turned into</b> dust.    | <input type="checkbox"/> | c. saw, understood                  |

1.3 Here are more phrasal verbs with **break**. Match them with their meaning.

1. Someone **broke into** their flat last night.
2. My car **broke down** on the way to work.
3. They **broke up** after a quarrel.
4. He managed to **break out of** prison.

It's up to you p. 134

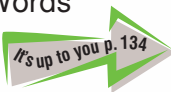


- ..... ➔ to stop working
- ..... ➔ to enter by force
- ..... ➔ to separate
- ..... ➔ to escape

1.4 Write four sentences using the phrasal verbs above.

1. ....
2. ....
3. ....
4. ....

**1.5** Put the words in the box under the appropriate headings in the spider diagram. Words that belong to more than one categories should go under the heading "Words for all Categories". Can you add any more words or topic areas that you know?



tragedy	burn	sweep away	minor / major quakes	lava
spread	collapse	fire fighters	loss of human life	(over)flow
damage	drown	rescue team	layers of ashes	tremble
erupt	volcano	Richter scale	loss of property	put out
flame	panic	heavy rain	missing people	shake
float	survivors	tidal wave	warning sign	destruction



**VOLCANIC ERUPTION**

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**FIRE**

.....

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.....

.....

.....



**EARTHQUAKES**

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.....

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**FLOODS**

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**WORDS FOR ALL CATEGORIES**

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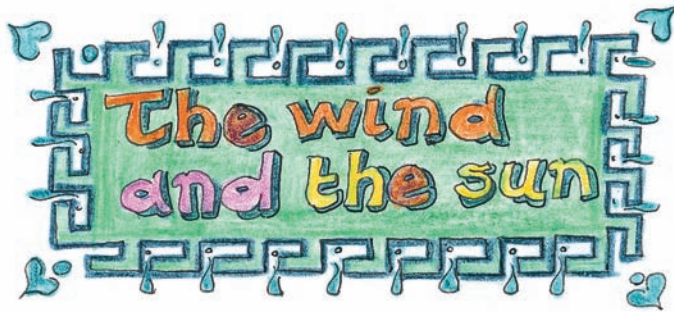
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## 2. Language Focus

**2.1** Read the first part of a fable by Aesop and put the verbs in an appropriate form.



The Wind and the Sun once (1) ..... (fall) into argument about who was the strongest, so they (2) ..... (decide) to put the matter to the test. While they (3) ..... (speak), they (4) ..... (see) a traveller who (5) ..... (come) down the road. The Sun (6) ..... (say), "Whoever can make that man take off his coat faster, will be judged the strongest. You try first".



So, the Wind (7) ..... (begin) to blow hard upon the traveller, making his coat flap wildly around him. *At first*, the man (8) ..... (button) his coat. The Wind *then* (9) ..... (blow) harder. The harder the Wind blew, the more closely the man (10) ..... (wrap) his coat around him. *Finally*, the Wind had to give up in defeat.

**2.2** Look at the time words in italics in the first part of the fable. Why are they used?

**2.3** Now, read the second part of the fable and complete the gaps with a suitable time word from the box below.

**a bit later, finally, then, at first**

Now, it was the Sun's turn. The Sun came out and began to shine brilliantly. (1) ....., the man loosened his coat. The Sun continued to smile upon him and (2) ....., the man unbuttoned his coat. (3) ....., as the air grew warmer and warmer, the man felt he couldn't bear it any longer. So, (4) ....., he threw off his coat.



**MORAL:** Persuasion is better than Force

LESSON 5 • ACROSS THE AGES

**2.4** Read the notes below about the life of the ancient Greeks and Romans. Then write full sentences comparing the two civilisations as in the example.

e.g. *Girls in Sparta **used to** go to school but Roman girls **didn't use to** go to school.*



ANCIENT GREEKS	ANCIENT ROMANS
Girls in Sparta went to school.	Girls did not go to school.
All boys went to school.	Only wealthy boys went to school.
People entertained themselves by watching plays.	People entertained themselves by watching gladiators fight.
Men gathered in the Agora, an open square market place.	Men gathered in the Forum, an open square or market place.
Girls learnt to weave, sew, cook, read and write at home.	Girls learnt to weave, sew and cook at home.



.....

.....

.....

.....

**2.5** Some of the following sentences contain false information. Can you correct them? Tick the correct ones.



e.g. *Mount Vesuvius erupted in 150 BC.*  
 No, it didn't. It erupted in AD 79.

- At the time of the eruption all the people were sleeping.  
 .....
- Archaeologists found only buildings in Pompeii.  
 .....
- Paintings on walls in Pompeii have survived until today.  
 .....

4. Ancient Romans used to gather in the Forum.  
 .....

5. All Roman boys used to go to school.  
 .....

6. Ancient Greeks used to go to arenas to watch gladiators fight.  
 .....





## LESSON 5 • ACROSS THE AGES

- 2.6** Read what a young potter from Santorini said about the eruption of the volcano there. Circle the right form of the verbs.

It's up to you p. 134

... I slowly (1) **lifted** / **was lifting** my head from the pots I (2) **have made** / **was making** and listened carefully. I (3) **went** / **was going** to the doorway and I (4) **have looked** / **looked** out. People (5) **used to run** / **were running** everywhere in panic. Some men next to me (6) **were closing** / **have closed** their shops. I (7) **decided** / **have decided** to leave, too. As I (8) **went** / **was going** back in to get my things, there (9) **was** / **has been** a tremendous rumble and the walls around me (10) **have begun** / **began** to crack. The volcano (11) **was erupting** / **has erupted**!

### 3. **Everyday English:** REACTING TO GOOD OR BAD NEWS

- 3.1** Listen to people reacting to good or bad news. Which of the expressions in the table did you hear? Tick.



#### Good news

- Really? Did they?  
 That's great (news).  
 How wonderful!  
 That's terrific!  
 That's a great relief!

#### Bad news

- Oh, no!  
 Oh, dear!  
 How terrible / sad / tragic!  
 That's a (real) shame / pity!  
 What a pity / a shame!



- 3.2** Read and complete the short dialogues below with expressions from 3.1.

1. – Did you know that they managed to rescue all the passengers from the airplane accident?

– .....

2. – The tsunami has destroyed many small islands. Many people have been left homeless.

– .....

- 3.3** You and your friend are reading the latest headlines. Take turns to act out dialogues as in the example. You can add details of your own.

e.g. – *Floods have destroyed many villages in Romania. Many people have drowned.*

– *How tragic!*

**FLOODS DESTROY MANY VILLAGES IN ROMANIA**

**WILDLIFE BURNT IN FOREST FIRE**

**CHILD ESCAPES UNHURT FROM RUINS**

**BIG EARTHQUAKE IN INDIA. NUMBER OF INJURIES UNKNOWN**

**FIREMEN RESCUE ELDERLY COUPLE FROM FIRE**

# Lesson 6 Life on the Water

## 1. Vocabulary



1.1 Complete the puzzle with words from the text (S's book, p. 40) that match the definitions below.

1. went along with, escorted (par. 5)
2. astonishing, unbelievable, fantastic (par. 4)
3. tools, instruments (par. 4)
4. covered completely with water (par. 2)
5. put (par. 4)
6. buildings (par. 3)

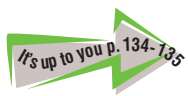
		1.																		
		2.																		
3.																				
4.																				



1.2 Complete the gap with the word that appears in the green boxes in 1.1.

**!** You already know that the ancient Egyptians didn't use the wheel to help them construct the pyramids. What you probably don't know is that they didn't use horses or ....., either!

1.3 Replace the underlined words or phrases in the sentences below with an appropriate word from the box. There are two extra words you do not need to use.

**imposing    dragged    wrapped    preserved**  
**managed    dedicated    constructed**



1. He **folded** his handkerchief around his injured finger to stop the blood.  .....
2. They have **built** a large shopping centre in the middle of the town.  .....
3. The prisoner **was able** to escape from his cell. ....
4. The boss was a tall, **impressive** man that everyone admired. ....
5. Peter **moved** the heavy sofa across the hall to make room for his new piano. ....

## LESSON 6 • LIFE ON THE WATER

**1.4** Complete each pair of sentences using one word from the text (S's book, p.40). What do you notice about these words?

**1. (paragraph 1)**

Professor Smith is well-educated and has great experience of the world. He is .....

This computer system is more ..... than the last one. It's much faster.



**2. (paragraph 1)**

Last year's summer camp ..... two weeks.

His previous secretary ..... only a month; then she was fired.

**3. (paragraph 2)**

Nothing can grow easily in a desert. There is not enough water, so the land is not .....

She has a ..... imagination. We are always amazed by her unusual ideas.



**4. (paragraph 3)**

She ..... her life to working with the poor.

He ..... the song to his girlfriend.

**5. (paragraph 5)**

Before refrigerators were invented, people ..... food on ice.

The government ..... peace for a long time before war started.

**6. (paragraph 5)**

He had a serious accident and died from ..... bleeding.

..... flights are usually cheaper than international ones.

**7. (paragraph 5)**

After the doctor had ..... the bandages, the patient felt better.

He ..... his hat before he entered the temple.

## 2. Language Focus

2.1 Read the sentences, tick the appropriate box and write what tense is used.



e.g. *Archaeologists didn't find where the tribe had hidden the coins.*  
Which action happened first?

*Archaeologists didn't find the coins.*  .....  
*The tribe had hidden them.*  ...Past Perfect.....

1. *After workers had begun the excavations, reporters went to the site.*  
Which action happened first?

*Workers had begun the excavations.*  .....  
*Reporters went to the site.*  .....



2. *They stopped to ask for information because they had lost their way.*  
Which action happened second?

*They stopped to ask for information.*  .....  
*They had lost their way.*  .....

3. *While the scientist was giving a speech, the students were taking down notes.*

*Actions happening at the same time.*  .....  
*Actions happening one after the other.*  .....

4. *When the scientist finished the lecture, the students asked her questions.*

*Actions happening at the same time.*  .....  
*Actions happening one after the other.*  .....



5. *They were looking for their way when they found the ruins.*

Which action interrupted the other action?

*They were looking for their way.*  .....  
*They found the ruins.*  .....

6. *They have lived in this house for 3 months.*

*Are they still living there?* Yes  No

7. *They lived in this town 2 years ago.*

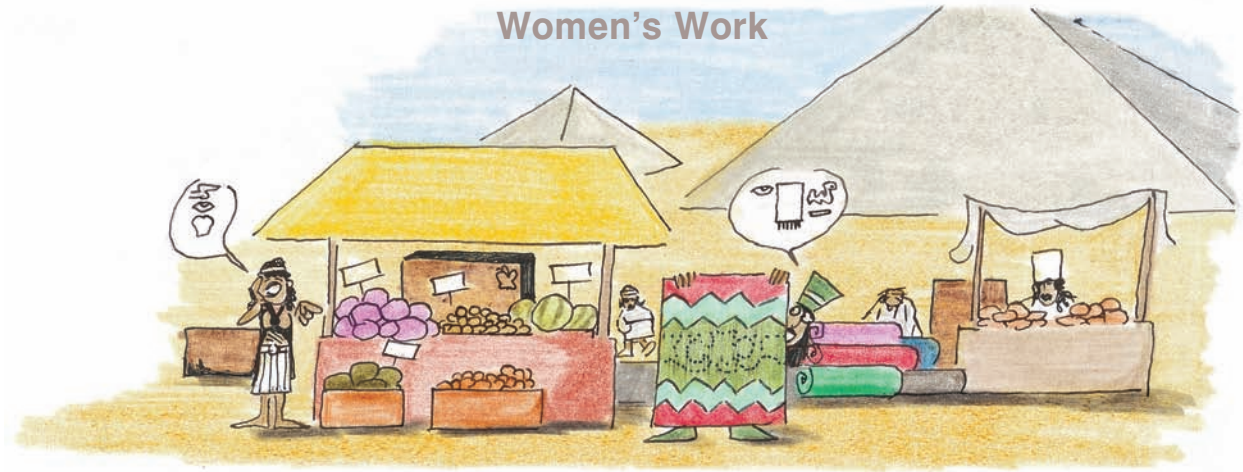
*Are they still living there?* Yes  No



## LESSON 6 • LIFE ON THE WATER

**2.2** What did women do in ancient Egypt? Choose verbs from the box below and use them in an appropriate form to complete the text. There is an extra verb you do not need to use.

care    cook    open    feed    make    sell  
weave    work    share    travel    be

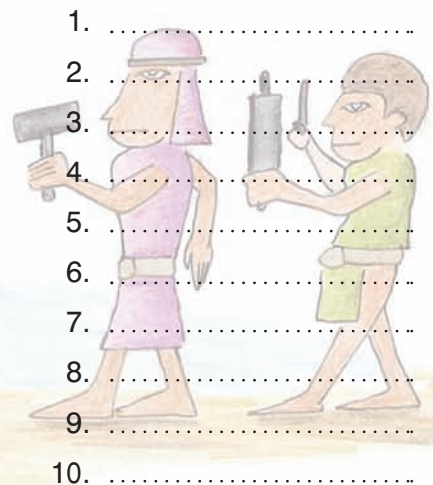


Whether at home, in the marketplace or out in the fields, women in ancient Egypt (1) ..... the responsibilities of daily life right along with the men. Managing a household (2) ..... an enormous task. After the women (3) ..... the family's food, they (4) ..... and (5) ..... for the children. Weaving was also very important. They (6) ..... everything from baskets to linen. Herodotus, who (7) ..... to Egypt, was surprised to see even men weaving! Women also (8) ..... goods which they then (9) ..... at the marketplace. Many women also (10) ..... as millers, musicians, florists, beauticians and doctors.

**2.3** Some of the verbs in the following text are in the wrong tense. Find the mistakes and correct them. Tick the lines that are correct.

### How did the ancient Egyptians write?

Had you ever wondered what the ancient Egyptians wrote on? They haven't used paper like we do today. They were writing on flat sheets of papyrus. To make these sheets, they had cut long, thin slices of papyrus stalks and laid them out to form a mat. After they had pounded it well with a small hammer, they have left it to dry under a weight. When all of the plant's juices were drying, the sheet was light and flexible. Then, the scribe had rubbed the paper surface with a piece of wood and began to write.



2.4 You are doing a project on "Remarkable Architecture around the World". Here are your notes about how the Great Pyramid was built in Egypt. Use them to write a short text about it.

### Building the Great Pyramid



1. After Khufu / become / pharaoh 2606 BC / he / decide / to build the biggest pyramid / that anyone / ever / build before.

.....  
.....

2. Before construction / begin / the architects / already / draw up plans / and show / them to the Pharaoh.

.....  
.....

3. From sunrise to sunset, workmen / cut / huge blocks of stone from quarries and others / take / them to the building site.

.....  
.....

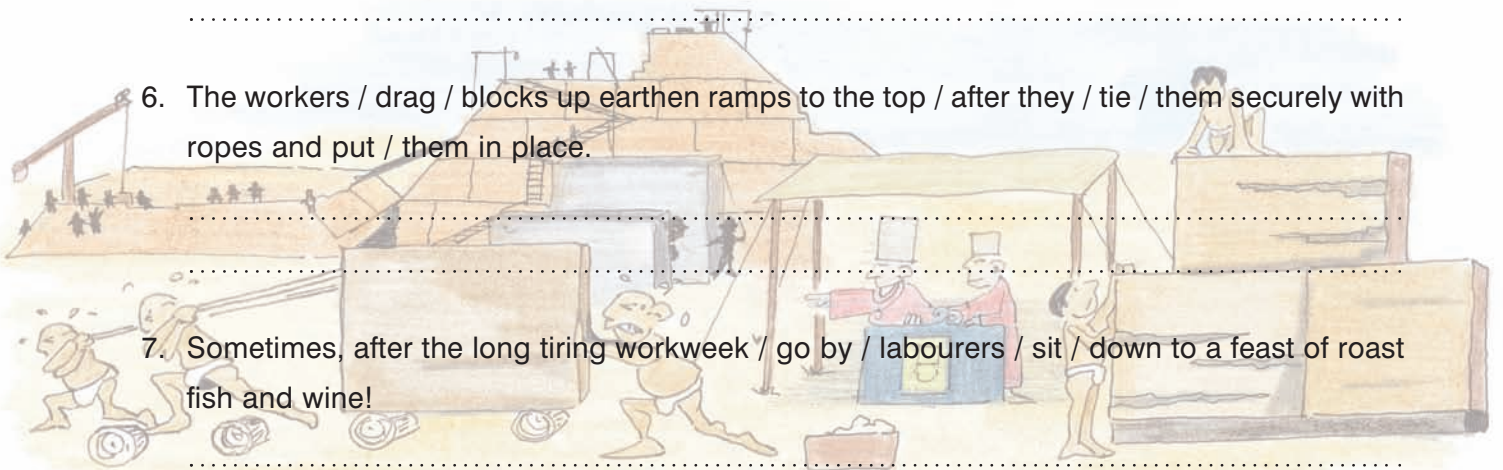
4. As many as 30,000 people / work / on this huge project. There / be / craftsmen and many peasants. Some of them / even / carve their names / in the giant blocks.

.....  
.....

5. They / use / stone blocks / only after / they / rub / and / smooth / their surface carefully.

.....  
.....

6. The workers / drag / blocks up earthen ramps to the top / after they / tie / them securely with ropes and put / them in place.



7. Sometimes, after the long tiring workweek / go by / labourers / sit / down to a feast of roast fish and wine!

.....  
.....

## UNIT 3 TIME OUT!

workbook

## Lesson 7 Get on Board!

## 1. Reading

Answer the questions to find out what type of holiday-maker you are.

## QUESTIONNAIRE

- If your friends invite you to go on a camping holiday with them, you...
  - go along with no hesitation.
  - ask if there are any sights nearby.
  - refuse. Camping is not for you.
- On the last day of your holiday you still have some money left. What do you spend it on?
  - New hiking boots.
  - A book from a museum gift shop.
  - Expensive clothes.



- You have one free day to do whatever you want. You choose to...
  - go bungee jumping.
  - buy tickets for a concert.
  - have a meal at an expensive restaurant.

- You are in Iraklio in Crete and your tour guide asks you where you would like to go. You choose ...
  - to cross the gorge of Samaria.
  - to go to the archaeological museum.
  - to go shopping and have dinner in the centre of the city.
- On the beach what you most enjoy is...
  - playing beach volleyball.
  - reading an interesting book.
  - making new friends.



If you have mostly:

A s	B s	C s
You are an 'adventurous' holiday-maker! You love visiting exciting destinations, exploring the countryside and trying new things.	You are an 'intellectual' holiday-maker! You can't imagine visiting a place without seeing all the sights and learning about its culture.	You are a 'cosmopolitan' type of holiday-maker! You are happiest when you have time and money to spend on expensive clothes and luxurious items. You never say 'no' to an exciting night out.

## 2. Vocabulary

2.1 Match the words in list A with the meanings in list B.

A	B
1. resort	a. arrangements you make for a seat on a plane, a room in a hotel, etc.
2. reservations	b. suitcases and bags you carry with you when travelling
3. destination	c. the money used in a country
4. brochure	d. permission to go into a place
5. currency	e. the place you are travelling to
6. accommodation	f. somewhere to live or stay
7. luggage	g. a town where people go on holiday
8. admission	h. a leaflet advertising something



2.2 Use words from list A to complete the gaps. There is one extra word you do not need to use.

Choosing a holiday (1) ..... is not always as easy as it seems. You may have to look through a (2) ....., choose which (3) ..... to visit and make (4) ..... well in advance. Plan your daily activities to include sightseeing, shopping and having fun!

If the local (5) ..... is other than the 'euro', make sure you go to the bank. It's a good idea to travel light and not take too much (6) ..... with you. Last but not least, make arrangements for your (7) ..... . You don't want to find yourself in a foreign country with nowhere to sleep!!!



2.3 Answer the questions about air travel using the words or phrases below.

baggage reclaim

hand luggage

terminal building

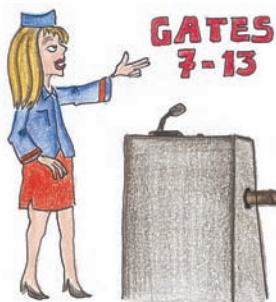
check-in

runway

stewards

overhead locker

boarding card



What do you call

1. the place you go to when you first arrive at the airport? .....
2. the card they give you with your seat number? .....
3. the bags you can take onto the plane with you? .....
4. the place in the plane where you can put your things? .....
5. the people who look after you on the plane? .....
6. the part of the airport where planes take off and land? .....
7. the place where you collect your luggage after you arrive? .....
8. the part of the airport you find yourself in when you leave or arrive by plane?  
.....



## LESSON 7 • GET ON BOARD!

**2.4** Look up the following phrasal verbs in your dictionary and match them with their meanings.

- |                 |                          |                                                        |
|-----------------|--------------------------|--------------------------------------------------------|
| 1. to turn up   | <input type="checkbox"/> | a. to cause heat, sound, etc. to be produced           |
| 2. to turn out  | <input type="checkbox"/> | b. to refuse an offer or request                       |
| 3. to turn down | <input type="checkbox"/> | c. to change and become someone or something different |
| 4. to turn on   | <input type="checkbox"/> | d. to stop heat, sound, etc. from being produced       |
| 5. to turn off  | <input type="checkbox"/> | e. to appear suddenly                                  |
| 6. to turn into | <input type="checkbox"/> | f. to prove to be, to happen                           |

**2.5** Now fill in the blanks with the correct particle.

- Brrr! It's so cold in here. Don't tell me you forgot to turn ..... the heating.
- Your offer sounds interesting, but I'm afraid I must turn it ..... . Thanks anyway.
- In the story, the frog turned ..... to be a prince who was under a spell.
- Please turn the radio ..... . I'm trying to study!
- Do you think John will turn ..... at the party? He was feeling ill this morning.
- They will turn the old factory ..... a library.



### 3. Language Focus

**3.1** Two people are talking about their travelling preferences. Complete the dialogue with the right form of the verbs in brackets.



- Emily: Do you like (1)..... (travel) abroad?  
 Joan: Oh, yes. I love it. I go to a different country every year.  
 Emily: Really? I prefer (2)..... (visit) places in my own country. I always discover exciting new ones.  
 Joan: You're right but I'm keen on (3)..... (learn) about new cultures. Would you like (4)..... (come) with me this summer? I'm going to Rome.

Emily: That's a great idea! I've never been to Italy. We're going to travel by plane, aren't we?

Joan: Actually, I'm thinking about going by boat. I'd rather not (5)..... (fly).

Emily: I don't mind (6)..... (fly) at all. To tell you the truth, I really enjoy (7)..... (travel) by plane! It's much faster and more comfortable.

Joan: You're right but it's only a one-day voyage and we will have our own car there.

Emily: OK then. Let's make all the necessary arrangements. I hate (8)..... (wait) until the last minute!...

**3.2** Match the words from the two lists to form words which describe sports and activities.



- |              |                          |             |
|--------------|--------------------------|-------------|
| 1. bird      | <input type="checkbox"/> | a. skiing   |
| 2. scuba     | <input type="checkbox"/> | b. climbing |
| 3. parachute | <input type="checkbox"/> | c. surfing  |
| 4. rock      | <input type="checkbox"/> | e. watching |
| 5. water     | <input type="checkbox"/> | f. cycling  |
| 6. hang      | <input type="checkbox"/> | g. diving   |
| 7. kite      | <input type="checkbox"/> | h. jumping  |
| 8. off road  | <input type="checkbox"/> | i. blading  |
| 9. ice       | <input type="checkbox"/> | j. gliding  |
| 10. roller   | <input type="checkbox"/> | k. skating  |

**3.3** Work in groups and find out who has done any of the activities above. Did they enjoy them? Why? Then find out which activities they would like to try and why. Act out short dialogues.

- e.g. – *Have you ever tried any of these activities?*  
 – *Yes. Actually, I love rock climbing.*  
 – *Which other one would you like to try?*  
 – *I'd love to learn scuba diving because I like observing underwater life.*



**4. Listening: BOOKING A HOLIDAY**

Vassia is going on an adventure trip with her friends and she is in charge of making arrangements. Listen to the information the travel agent gives her and take down notes on the form below.

**Mountain Trail Hiking Holiday**



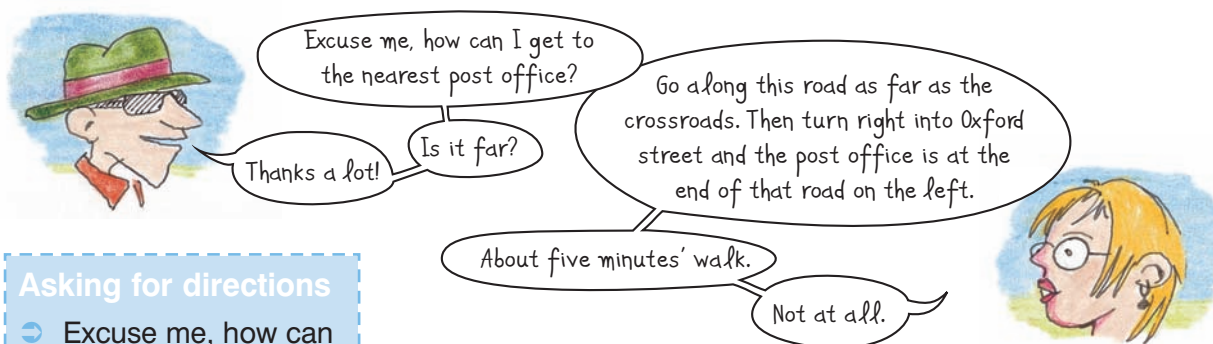
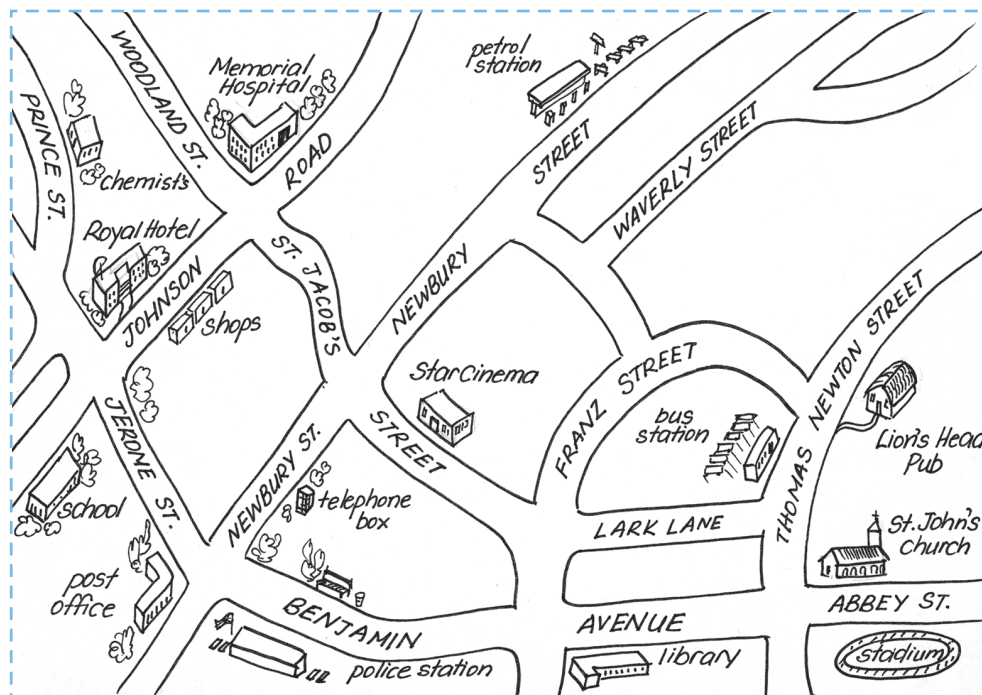
- Dates:** (1) .....
- Hotel:** (2) .....
- Telephone:** (3) .....
- Facilities:** (4) ..... and outdoor swimming pools, two (5) ....., football pitch, mini golf, mountain (6) ..... trails, spa.
- Guide:** Yes, (7) ..... € / 5 hours.
- Equipment:** (8) ..... clothes and sturdy (9) ..... boots.
- Cost:** (10) ..... room / 80 € per night.

## 5. Everyday English: ASKING FOR AND GIVING DIRECTIONS

Use the map and the language in the boxes to act out short exchanges for each of the situations below.



1. You are outside the telephone box and you want to meet some friends at the 'Lion's Head Pub', but you don't know where it is. Ask the way.
2. You have just visited someone at Memorial hospital and you want to take the bus back home. Ask someone how to get to the bus station.
3. Your car has run out of petrol near the stadium. Ask someone how to get to the petrol station.



### Asking for directions

- ➔ Excuse me, how can I get to the cinema, please?
- ➔ Can you tell me the way to the library, please?
- ➔ What is the shortest route to the St. John's church?

### Giving directions

- ➔ Walk down / Go along this road until you come to a post office.
- ➔ Turn right / left at the traffic lights / into Newbury street.
- ➔ Take the first / second turning on your left. The restaurant's about half way along on the right-hand side.
- ➔ It's at the corner of Franz street and Benjamin avenue.
- ➔ Walk as far as the crossroads / roundabout.

## 6. Getting around London

Read about the highlights of London in the leaflet below. Then, look at the map of London on the next page. The red arrow is where you are. Follow the directions given to label each landmark as you come across it.

### London Highlights

Welcome to London!!! It's a capital city of contrast with futuristic buildings near ancient monuments and with noisy streets leading to quiet parks. While you are here, don't forget to visit:

#### Buckingham Palace

The Queen lives here. You can see the royal flag outside

the palace when she is at home. There are 600 rooms in the palace! Don't miss the changing of the guards.



#### British Museum



One of the best museums in the world. You'll have the chance to see great collections of archaeological

findings, from Egyptian mummies to Roman and Greek sculptures.

#### Houses of Parliament / Big Ben



The centre of British Government where politicians work. The famous clock tower Big Ben is next to these spectacular buildings. It is 106m above the banks of the River Thames.

#### Natural History Museum

The world's leading natural history museum. You can see dinosaurs and mammals, feel an earthquake and explore the history of the planet Earth.

#### Hyde Park



The best-known park in London. It has 340 acres of trees and grass. You can go boating and

swimming in Serpentine lake.

#### St. Paul's Cathedral

It is Sir Christopher Wren's most famous creation and the place where many royal weddings and ceremonies are held.



#### Covent Garden

One of the most fascinating shopping and restaurant areas in London today.

#### London Eye



One of the biggest Ferris wheels in the world. It is 135m high. It's got 32 capsules, each carrying 25 people. You can enjoy a

panoramic view of London from the top.

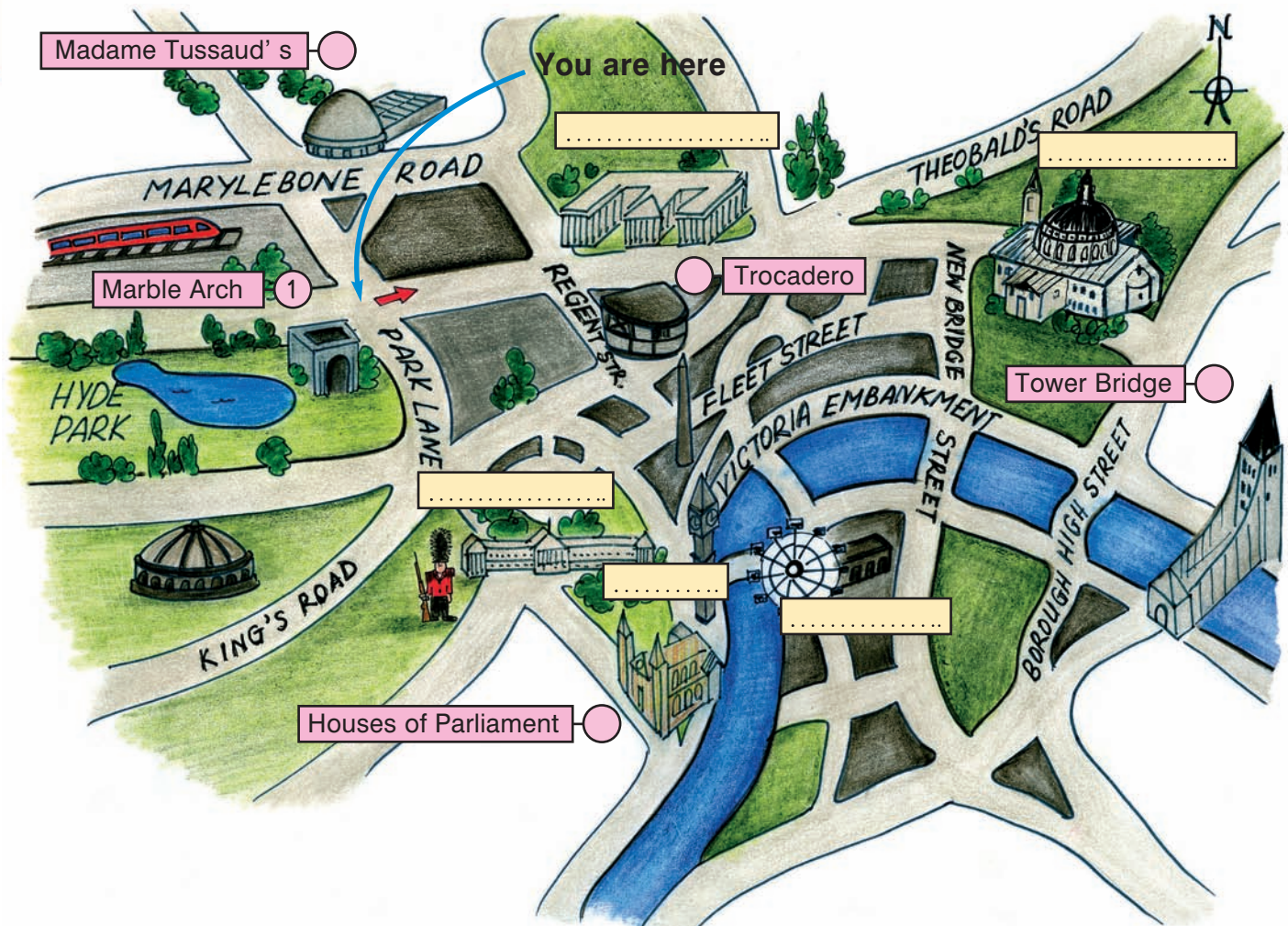
#### Tower of London



It was a palace and a prison but now it's a museum. It's 900 years old. It's famous for the Beefeaters, the

Crown Jewels and its... ghosts!

## LESSON 7 • GET ON BOARD!



1. Go straight in the direction of the red arrow. The first building you come across on your left is where you can see ancient relics and the Marbles of the Parthenon.
2. Keep going along the same street and you will see a large religious building; a true marvel of architecture.
3. Turn right into New Bridge street and then right again into Victoria Embankment and walk down along the river Thames. Do you see that tall tower with the clock on top? Its name sounds like the name of a person!
4. Don't move! Look across the bridge. If you're not afraid of heights and don't get dizzy, here's your chance to see London from high above!
5. On the other side of Big Ben to the west is a large building that is guarded. The Royal family lives there.

## 7. Listening

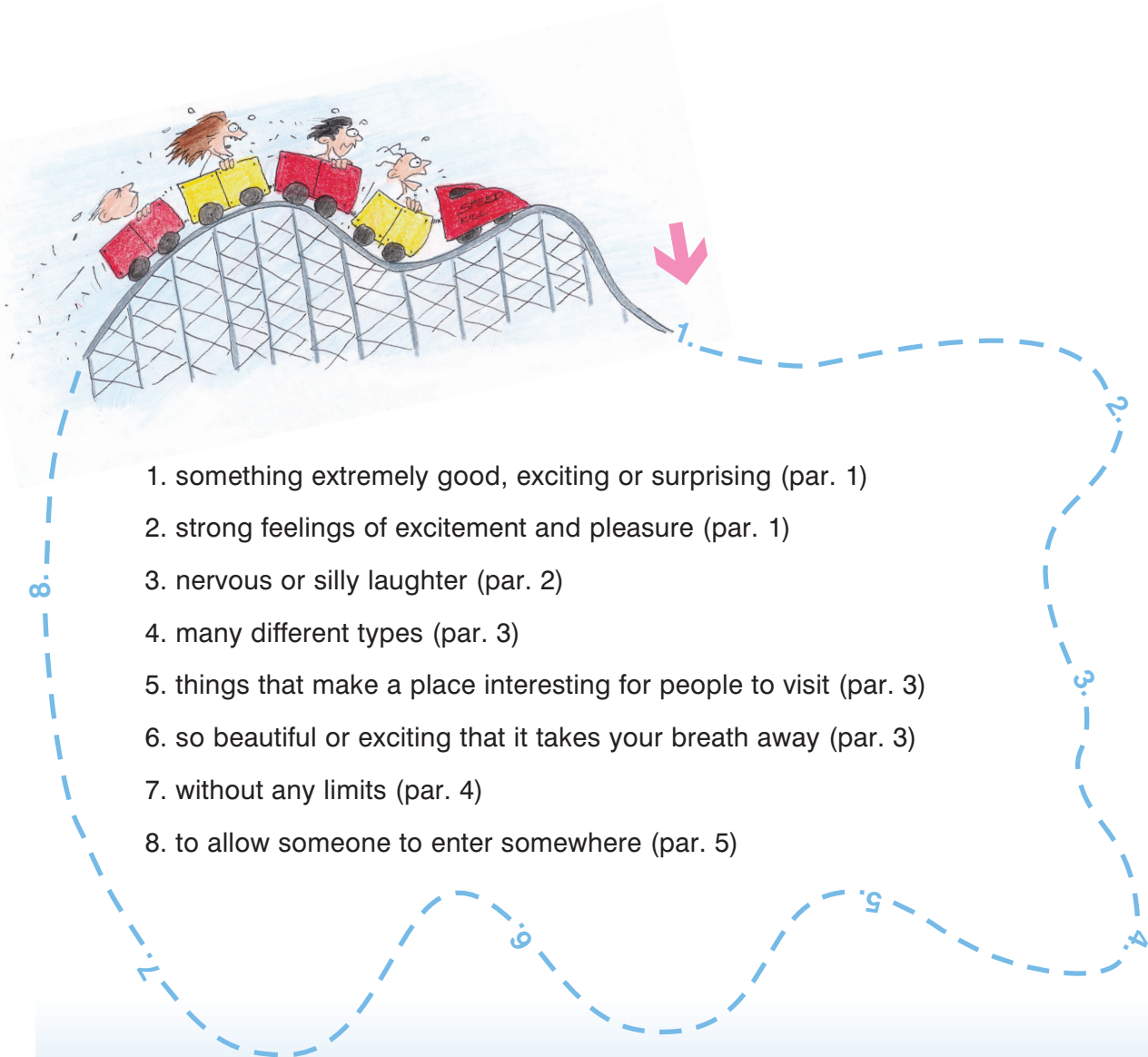


You are visiting London for the first time and you have joined a group of tourists for a ride around the city centre. Number the sights the tour guide mentions on the map above in the order you hear them.

# Lesson 8 What an Experience!

## 1. Vocabulary

**1.1** Find a word in the leaflet (S's book, p. 53) for each definition to complete the rollercoaster. Be careful you may get dizzy...



1. something extremely good, exciting or surprising (par. 1)
2. strong feelings of excitement and pleasure (par. 1)
3. nervous or silly laughter (par. 2)
4. many different types (par. 3)
5. things that make a place interesting for people to visit (par. 3)
6. so beautiful or exciting that it takes your breath away (par. 3)
7. without any limits (par. 4)
8. to allow someone to enter somewhere (par. 5)

# ROLLERCOASTER

## LESSON 8 • WHAT AN EXPERIENCE!

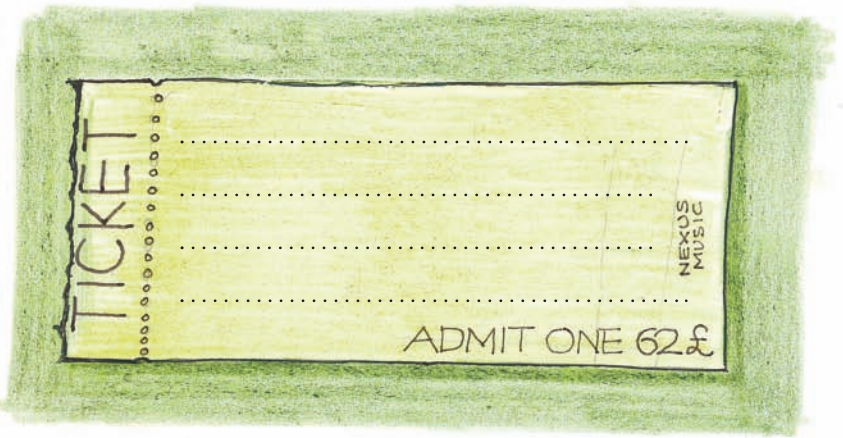
**1.2** Write the words from the box below in the appropriate picture. Some words may be used more than once.

keyboard	bill	reservations	director	invitation	reviews
gifts	surfing the Internet	monitor	guests	order	dessert
audience	drinks and snacks	starter	chat-room	actor	queue
main course	music and dancing	ticket booth	tip	performance	play
row		subtitles	aisle		

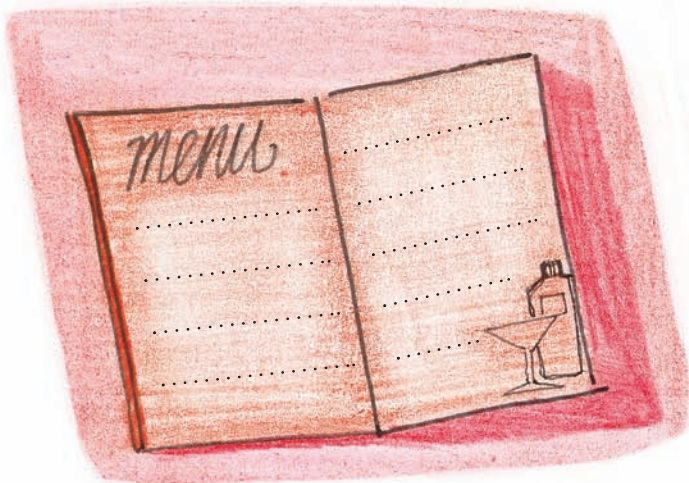
at a party



at the theatre / cinema



at a restaurant



on your PC

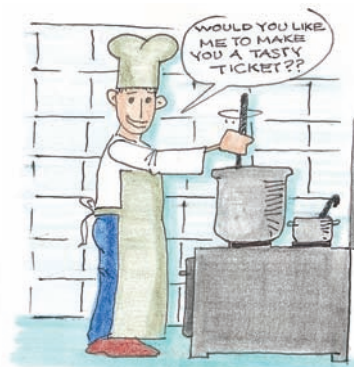


# LESSON 8 • WHAT AN EXPERIENCE!

**1.3** Unscramble the expressions below as in the example so that they make sense.

1. to book a toast
2. to attend in a queue
3. to pay an invitation
4. to go a performance
5. to make a ticket
6. to wait a meal
7. to order reservations
8. to congratulate the bill
9. to accept the actors
10. to make on-line

1. to book a ticket
2. ....
3. ....
4. ....
5. ....
6. ....
7. ....
8. ....
9. ....
10. ....



**1.4** Use some of the expressions from 1.3 to complete the sentences below.

1. "I'm sorry, miss. I didn't ..... I just asked for a cup of coffee".
2. If you want to enter a chat-room, you must .....
3. That new restaurant is very popular. Don't go unless you ..... first.
4. I'm exhausted! I had to ..... for two hours before I could buy tickets for the new film!
5. "Please allow me to ..... After all, I was the one who asked you out!"
6. You don't need to go to the ticket booth. You can ..... for the concert by visiting the Music Hall's website.
7. "Let's all ..... to the bride and groom. May they have a wonderful life together!"
8. If you can't ....., it's polite to inform the person who invited you.





## LESSON 8 • WHAT AN EXPERIENCE!

2.  Language Focus

**2.1** You and your friends are at Eurodisney in Paris. Complete the short dialogues with the appropriate form of the verbs.

1. – What ..... (you / do) next? Have you decided?  
 – Yes. I ..... (take) a ride on the Indiana Jones train. I can't wait! It's a rollercoaster!  
 – Oh! Is it? I ..... (come) with you! Let's go!



2. – Where is John going?  
 – He's going to the shops. He ..... (buy) some gifts for his family.

(Later...)

- Look! John is carrying five heavy bags!  
 – He ..... (drop) them. I ..... (help) him.
3. – Phew! I feel tired. I think I ..... (take) a break at the 'Cookie Kitchen'. How about some chocolate chip cookies?  
 – Not for me! I ..... (have) some juice, instead.



4. – Look at the clouds! It ..... (rain).  
 – You're right! Let's get to the Peter Pan show before it ..... (start) raining.  
 – Great idea! What time ..... (it / begin)?  
 – At 5:30. Let's hurry.
5. – Mary wants to go to Discoveryland. What ..... (she / do) there? She can't stand speed.  
 – I'm sure she ..... (see) the Jules Verne film.
6. – The Disney hero Parade ..... (finish) at 7:00.  
 – OK! We can have a light snack afterwards.

7. – ..... (you / come) back tomorrow?  
 – Of course. There are still a lot of things to see and do. What about you?  
 – I'm coming, too. I hope I ..... (see) you.

**2.2** Correct the mistakes in the sentences below. One sentence is correct.

- When you'll finish your chores, will you help me?
- What time is the play starting?
- I promise I join you at the chess club next week.
- We must wait here until the concert hall is opening.
- He's going to start photography lessons. It's an excellent way to spend his time.
- We will attend the performance tomorrow. I've bought the tickets.
- Every Sunday they go on an excursion, but next Sunday they have a party.

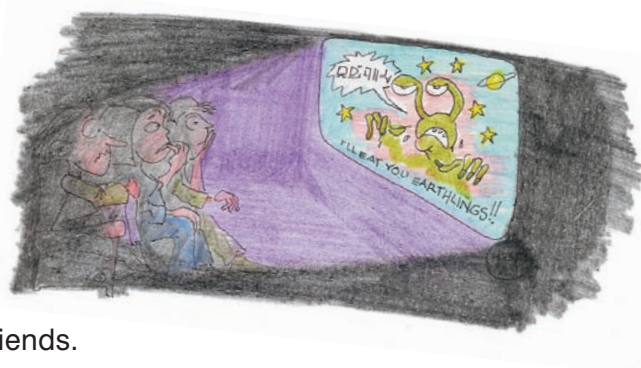


**3. Everyday English:** ASKING FOR, MAKING, ACCEPTING AND REFUSING SUGGESTIONS

**3.1** Use the phrases in the box to complete the short dialogues.

**can we do    how about    don't really feel like    a great idea    let's do that    don't we go**





1. – Where shall we go tonight?
  - ..... going to the cinema?
  - Yes, that's ..... ! There's a new science fiction film on.
2. – What ..... at the weekend?
  - Why ..... on a trip?
  - Well, I ..... it. Let's invite some friends.
  - OK, .....



**3.2** Now listen to the dialogues and check your answers.

**3.3** Write the expressions below in the appropriate box.

- |                                              |                                               |
|----------------------------------------------|-----------------------------------------------|
| What shall we do tonight?                    | That sounds great!                            |
| Do you fancy going out tonight?              | Where shall we go for .....?                  |
| Well, I'm not sure. I don't really like..... | OK, let's do that.                            |
| What can we do this weekend?                 | Yes, that's a good / great idea.              |
| What about / How about going to .....?       | Why don't we go to .....?                     |
| Would you like to go to .....?               | I don't really feel like.....                 |
| That seems all right.                        | I don't think that's a good idea because..... |
| Well, I think I'd rather / I'd prefer to     | Let's spend the weekend in .....              |
| It would be a good idea to.....              | That would be nice.                           |
| I've got a better idea.                      |                                               |

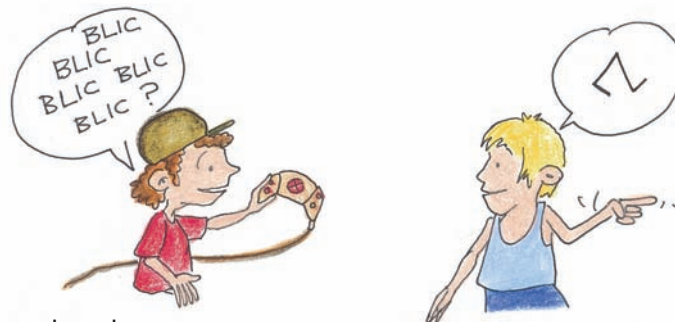
Asking for suggestions	Making suggestions
 ..... ..... ..... .....	 ..... ..... ..... .....
Accepting suggestions	Refusing suggestions
 ..... ..... ..... .....	 ..... ..... ..... .....

## LESSON 8 • WHAT AN EXPERIENCE!

**3.4** Use the table in 3.3 and the prompts below to act out short dialogues as in the example.

e.g. – *Let's play computer games.*  
 – *Well, I don't really fancy that. How about going out for a walk?*  
 – *OK, let's do that.*

- play computer games / go out for a walk
- visit friends / go on a trip
- go climbing / go rafting
- visit a museum / go sightseeing
- go dancing / go to a concert
- spend the weekend at home / spend the weekend in the countryside



## 4. Role play

It's up to you p. 136

Work with your partner. You each choose a role card and read it carefully. Take a few minutes to prepare what you are going to say. You should each make some suggestions of your own and try to agree on a plan about where to go and what to do.

### useful tip

When you act out a dialogue, think of the situation you are in, who the other speaker is, the ideas you want to communicate, how you feel, etc. Use gestures and expressions to make your dialogue more realistic.

#### Role card A

A friend of yours is staying at your house and is leaving early tomorrow morning. You want to plan the last day together. You think it's a good idea to go swimming, eat out and go to a local concert. Make your suggestions and listen to what your friend has to say. If he/she doesn't like your ideas, ask for his/her own suggestions. Come to an agreement.



#### Role card B

You are staying at your friend's house and you're leaving early tomorrow morning. Your friend wants to plan the last day together with you. You want to go to the shops for souvenirs, eat out and see a film. Listen to your friend's suggestions and if you don't like them, make your own. Come to an agreement.

# Lesson 9 ...Let the Games Begin!

## 1. Vocabulary

1.1 Look at the list of sports and activities and put them under the appropriate verb.

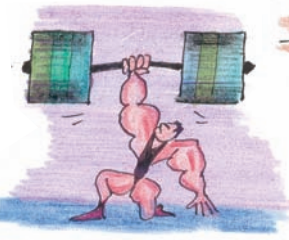


- |            |      |              |          |                |        |
|------------|------|--------------|----------|----------------|--------|
| football   | golf | aerobics     | running  | tae-kwon-do    | tennis |
| basketball |      | gymnastics   | cycling  | weight lifting |        |
|            |      | horse racing | swimming |                |        |

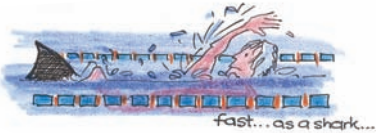


DO ...	GO ...	PLAY ...
.....	.....	.....
.....	.....	.....
.....	.....	.....

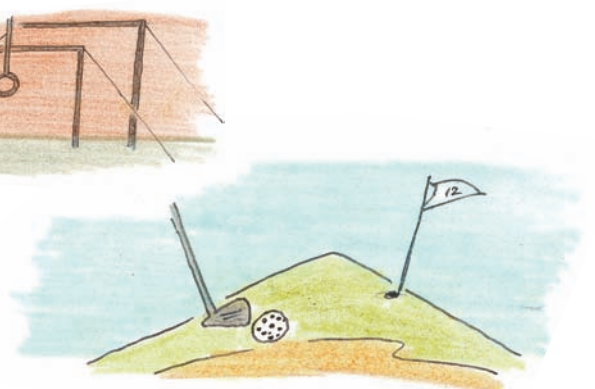
1.2 Can you think of any more sports or activities for each verb?



1.3 Which of the sports above can you perform in the places below?

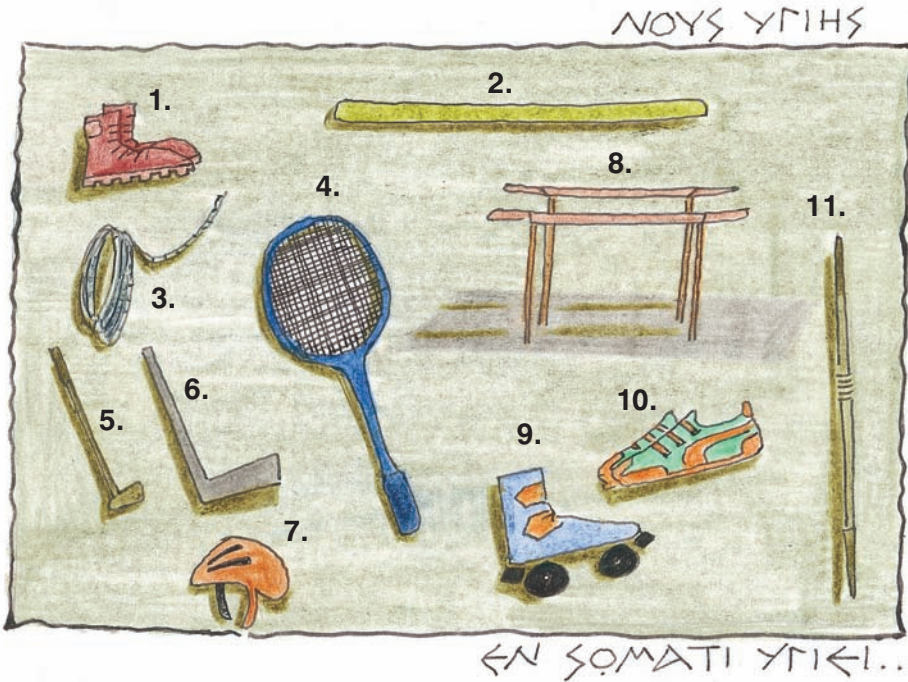


track	court	pitch	course	gym



LESSON 9 • ...LET THE GAMES BEGIN!

1.4 Match the words in the box with the pictures of sports equipment.



- ..... racket
- ..... club
- ..... mat
- ..... javelin
- ..... helmet
- ..... trainers
- ..... parallel bars
- ..... rollerskate
- ..... boots
- ..... rope
- ..... stick

1.5 Work in pairs and tell each other what sports these pieces of equipment are used for.

1.6 True or false? If false, correct the sentences to make them true.



1. For baseball, table tennis and golf you need a bat. ....
2. For most ball games you need boots or trainers. ....
3. For tennis, squash and badminton you need a racket.  
.....
4. Tennis is played on a pitch. ....
5. In every team, one player is the captain. ....
6. Tennis, cricket and baseball have an umpire. ....
7. The people who watch a match are the audience. ....
8. You need sticks to play hockey. ....



2.  Listening

2.1 Listen to four teenagers talk about the sports they do. Which speaker is...



1. cautious? .....
2. ambitious? .....
3. confident? .....
4. enthusiastic? .....



**2.2 Question tags.** Practise intonation.

When we use question tags... if we **aren't** sure of the answer, we use **rising intonation**   
 if we **are** sure of the answer, we use **falling intonation** 

Listen to the sentences below and repeat. Are the speakers sure of the answer or not? Put rising or falling arrows next to each question tag.

e.g. *She won the medal, didn't she?*  (not sure of the answer)  
*Nice day, isn't it?*  (sure of the answer)



1. The cyclist was injured, wasn't he?
2. Football rules are international, aren't they?
3. They went dancing yesterday, didn't they?
4. He doesn't go to the gym every day, does he?
5. You'll help me with the project, won't you?
6. You've spent a lot on this equipment, haven't you?
7. You aren't going to do more exercise, are you?
8. John can't participate in the competition, can he?

**2.3** Listen again and repeat.

**3. Language Focus**

**3.1** Write the appropriate question tag for each sentence below and answer the questions if you can.

1. Eight players play on a baseball team, don't they ?  
 No, nine players play on a baseball team.
2. Skateboarding is not a 'true' sport, .....?
 

.....
3. There are sports called wakeboarding and unicycling, .....?
 

.....
4. There were no Olympic Games in the years 1916, 1940, 1944, .....?
 

.....
5. Olympic Games have never been held in Africa, .....?
 

.....
6. A goalkeeper can't touch the ball with his hands, .....?
 

.....
7. Cycling is an Olympic Sport, .....?
 

.....
8. Sumo athletes often have health problems, .....?
 

.....



Skateboarding



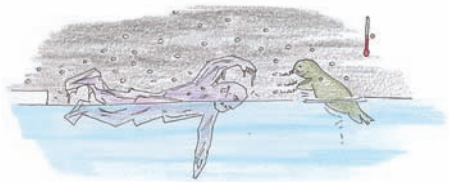
Sumo

LESSON 9 • ...LET THE GAMES BEGIN!

9. The triathlon consists of cycling, running and swimming, ..... ?  
.....
10. Bob Beamon's record in the long jump remained unbroken for 15 years, ..... ?  
.....

**3.2** Fill in the sentences with **so** / **such**.

1. The film was ..... boring that we left before it was over.
2. They are ..... good players that everyone admires them.
3. The water was ..... cold that I couldn't swim.
4. It is ..... a good day for the Marathon that there will be hundreds of participants.



5. You need to train ..... hard for the race that there is no time for anything else.
6. He's ..... an egoist! He always has to win!

**3.3** Fill in the sentences with **too** / **enough**.

1. Water-skiing is ..... risky for me to try.
2. The athlete wasn't fast ..... to win.
3. It was ..... foggy for the game to take place.



4. You aren't experienced ..... to go climbing on your own.
5. If you don't have ..... will power, you can't become an Olympic athlete.

**3.4** Complete the short texts about adventure sports in Greece with **so**, **such**, **too**, **enough**.

**Greece** has hundreds of places where you can do any kind of adventure sport to your heart's desire!

- Bungee jumping is (1) ..... exciting! You can enjoy the thrill of bungee jumping into the Corinth Canal or at the gorge of Aradaina in Chania! Remember it is (2) ..... dangerous to do without taking all the necessary precautions.



- Scuba diving in the seas around the Greek islands is (3) ..... an unforgettable experience! The waters are (4) ..... clean that you can enjoy marine life in all its beauty.

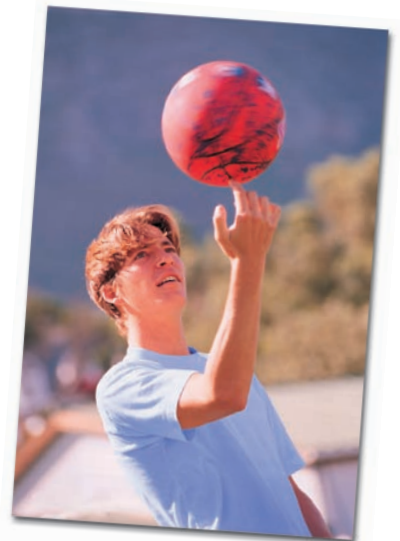
# LESSON 9 • ...LET THE GAMES BEGIN!

- Kite-surfing lessons are (5) ..... demanding that you must be fit (6) ..... to keep up with them. If you are keen on kite surfing, go to Paros and Naxos. The winds there are strong (7) ..... to enjoy this sport at its best.
- Wakeboarding has replaced water-skiing. It is easy (8) ..... for everyone to do, because the only thing you have to do is control a board. Go to places where the sea isn't (9) ..... rough to practise. Poros is a great choice.



### 3.5 Combine the sentences using **too** or **enough**.

1. I have lots of responsibilities. I can't go on holidays.  
.....
2. Peter plays football very well. He could be a professional football player.  
.....
3. Mary has little free time. She can't go on holiday.  
.....
4. Tom is very tall and fit. He could be a basketball player.  
.....
5. George is very busy. He can't take up a sport.  
.....
6. It's very windy today. We can go windsurfing.  
.....



### 3.6 Combine the sentences using **so** or **such**.

1. She has a lot of hobbies. She doesn't have time for her studies.  
.....
2. Scuba diving equipment is very expensive. I can't afford it.  
.....
3. It's very hot. We can't go running.  
.....
4. She's adventurous. She may try bungee jumping.  
.....
5. It's good weather today. Let's go swimming.  
.....
6. They're very good skaters. I can't compete with them.  
.....

