

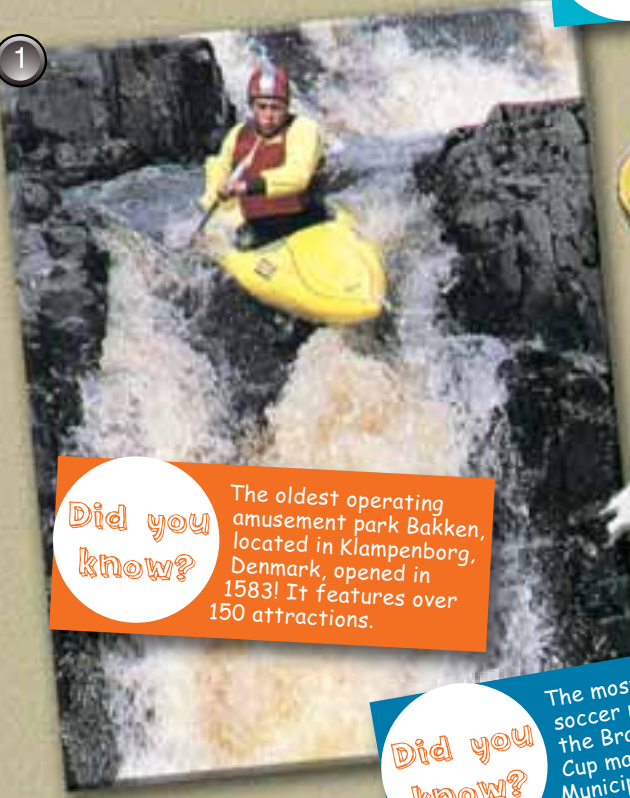
# UNIT 3

## TIME OUT

Get on Board!  
What an Experience!  
...Let the Games Begin!

Look at the titles of Lessons 7, 8 and 9 and match them with the pictures. What are the lessons about? Look through the Unit to see if you were right.

1



**Did you know?** The oldest operating amusement park Bakken, located in Klampenborg, Denmark, opened in 1583! It features over 150 attractions.

**Did you know?** The fastest trip around the world did not take 80 days, but 31 hours, 27 minutes and 49 seconds.



**Did you know?** The longest running race ever was the 1929 race from New York City to Los Angeles, California, USA, a distance of 5,850 km. Johnny Salo from Finland won in 79 days!

2



**Did you know?** The most people to attend a soccer match were 199,854 for the Brazil against Uruguay World Cup match in the Maracanã Municipal Stadium, Rio De Janeiro, Brazil, on July 16, 1950!

4



At the end of this Unit, you should be able to:

- express likes, dislikes and preferences
- talk about future plans, intentions and predictions
- ask for confirmation and answer
- ask for and give directions
- make, accept and refuse suggestions



3

In this Unit you will:

- read about adventure holidays, theme parks and sports
- listen to people talk about holidays
- talk about travel, entertainment and sports
- write a personal letter
- make a leaflet about your area
- do a project on sports, athletes and the Olympic Games

5



# LESSON 7 • GET ON BOARD!

## Lesson 7 Get on Board!



### On the road

1.1 Look at the picture and think of some of the reasons why people travel. Discuss.



1.2 Listen to Tom talk to Anna about his holiday and answer the questions.

1. Where did Tom go? .....
2. What was his holiday like? .....
3. How does Anna feel? .....

1.3 Here are five holiday destinations. Look at the activities in the box and write each one under the picture it belongs to.

sailing, climbing, ice-skating, bargaining, sledging,  
hiking, canoeing, shopping, rafting, sunbathing



1. \_\_\_\_\_



2. *ice-skating,* \_\_\_\_\_



3. \_\_\_\_\_



4. \_\_\_\_\_



5. \_\_\_\_\_



Read the text and answer the questions.

1. Which of the activities in 1.3 are mentioned in the text? Where can you do them?
2. Why does 'World Tour' have more customers every year?

*How would you fancy...*



Experiencing an exotic safari in Kenya? Or visiting the tropical paradises of Madagascar?





Rafting the rapid streams of Ladonas? Or sailing through the island maze of the Aegean?



Gazing at the Taj Mahal in the moonlight? Or climbing Himalayan peaks at the crack of dawn?





Bargaining at the street markets of Morocco? Or buying hand-made crafts from Canadian Indians?

Walking alongside the Great Wall of China? Or sledging across icy Alaskan plains?





Exploring the haunted ghost towns of the Far West? Or heading for the scorching heat of the Atacama desert?





**FOR TRAVELLERS WITH THE SPIRIT OF ADVENTURE!!!**

**WORLD TOUR** would like to offer you all of these and countless similar experiences every year. The truth is, more and more people are turning down the traditional package holiday and searching for something more satisfying than just sunbathing.

Since 2000, **WORLD TOUR** has existed to satisfy these needs. We have become first choice for thousands of travellers seeking out the four corners of the earth.



**WORLD TOUR**  
*Adventure Holidays*



We're confident that you will love having over 100 new exciting destinations to choose from. Each and every one is designed to give you a holiday of a lifetime.



Our idea of travel may not be for everyone, but we think life is too short to spend just lying on a beach...



So, those of you who hate wasting your time, contact us

**NOW!!!**

**WORLD TOUR**  
*Adventure Holidays*  
16, Pindou Str, 11324,

: **210 3232322**

Adapted from: Trailfinder, Spring / Summer 2002

## LESSON 7 • GET ON BOARD!

### 3 What do you think?

1. Do you know where the places mentioned in the advertisement are?
2. Are there any places suitable for adventure travel in your town?
3. It is said that "Travel broadens the mind". Do you agree? Discuss.

### 4 Language focus

#### 4.1 Read the following examples.

*Exploring new places is fantastic!  
I love **climbing** and I'm also keen  
on **swimming**.*

**Exploring, climbing** and **swimming** are -ing forms of verbs and are used as ..... to talk about things we do.

- I really **like** walking.
- I **hate** sailing.
- They **prefer** travelling abroad.
- You will **love** having over 100 new exciting destinations to choose from.

The verbs **like, hate, prefer,** and **love** are followed by ..... to express general preference.

Do you know any other such verbs or expressions? .....

#### 4.2 Compare the following sentences.

- I **would prefer to travel** by plane rather than (travel) by boat.
- I **would rather travel** by plane than (travel) by boat.

Is there a difference in meaning? Is there a difference in form?

**NOTE**

- We **would like** to offer you countless experiences.
- I'd **prefer** to travel by train.
- I **fancy** travelling to Europe.

**Would like, would prefer** and **fancy** are used to express specific preference.  
What form is each verb followed by?



**NOTE**

I **wouldn't prefer** to travel by plane.  
I'd **rather not** travel by boat.

Grammar Reference, p.170

### 5 What would you like?

Work in pairs. Look through the advertisement again and ask each other questions to find out which of the activities mentioned you would like to do. Give reasons for your answers.

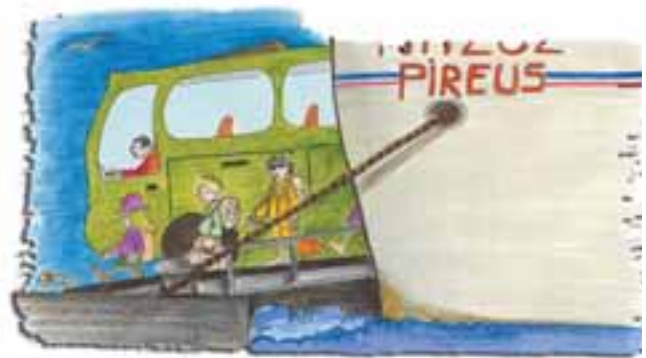
- e.g. — *Would you prefer to visit the Taj Mahal or go to the Himalayas?*  
— *I'd rather go to the Himalayas because I love climbing.*

portfolio **6**

**Project time: Fun with friends!!!**

Your school is involved in an exchange programme with students from a school in Kent, England. They will be visiting your town for 3 weeks. The headmaster of your school has asked you to prepare a leaflet, telling these young people a few interesting things about your town and giving them specific information about the things they can do there.

Get into groups and use the leaflet below as a model to make your own leaflet about the place where you live.



**REMEMBER TO:**


- find an eye-catching title
- use pictures, maps, drawings of your area
- give clear and specific information

**SKIATHOS:**  
*A Paradise of Blue and Green*




The island of Skiathos is picturesque. It has always been a favourite with visitors because it has magnificent beaches with clear blue water.

To make the most of your stay in Skiathos, you must keep the following in mind:

 **Where to stay**

.....  
.....  
.....  
.....



 **What to see**


.....  
.....  
.....




 **Where / What to eat**

.....  
.....  
.....




 **Where to shop**

.....  
.....

 **What to buy**

.....  
.....



 **Where to have fun**



.....  
.....  
.....  
.....

LESSON 8 • WHAT AN EXPERIENCE!

Lesson 8 What an Experience!

Speak & Listen

1 The time of your life!



1.1 What activities can you see in the pictures? Which ones would you like to do?

1.2 What do you and your friends do for fun in your free time?



1.3 George and Alex are going to visit Thorpe Park, a theme park in England. Listen to the conversation between them and help George finish his list by ticking the things he wants to remember.

- 1. sunscreen
- 2. sunglasses
- 3. sandwiches
- 4. bottles of water
- 5. a camera
- 6. extra clothes
- 7. allergy medicine
- 8. extra change for rides

<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>



1.4 Listen again. Which two attractions are George and Alex going to visit?

- a. ....
- b. ....





## LESSON 8 • WHAT AN EXPERIENCE!

2.2 Which of the rides in Thorpe Park do you find most exciting?

2.3 Tick whether the following statements are True (T), False (F) or Not Mentioned (NM) in the text.

1. You will get wet on some of the rides.
2. There is a firework display twice a year.
3. You are not allowed to touch the animals on the farm.
4. The tropical playground is not for adolescents.
5. You can visit the park on Christmas Day.
6. You can buy food and souvenirs in the park.
7. There are facilities for the disabled.
8. You must pay for every ride separately.

**Useful tip**  
Go through sentences 1-8 and underline key words. This will help you focus on the information you need while reading.

T	F	NM

**Did you know?**

Did you know that there is an indoor beach (!) in Japan called Ocean Dome, which is part of the world's largest indoor water park?



It's up to you p. 153

### 3 Language focus

3.1 Look at the examples below and match them with their use.

1. What **are you going to do** next weekend?  
*Have you planned anything?*
2. Look at him! He's **going to fall** into the water.

We use 'be going to' + infinitive to talk about:

- a. plans or intentions
- b. predictions based on what you can see happening now

We use **Simple Future** (will + infinitive) to talk about:

- a. offers
- b. decisions we take at the time of speaking
- c. warnings
- d. predictions based on what we think will happen

1. I think they **will have** a great time in the park.
2. Great! I'll **come** with you.
3. Don't worry. I'll **help** you with the preparations.
4. Hurry up or we'll **miss** the show.



## LESSON 8 • WHAT AN EXPERIENCE!

3.2 Look at the sentences below. Can you explain why these future forms are used?

1. **I'm going to visit** Vienna next week. Why don't you join me?



That's a great idea! I'll come with you.

2. The weather **will be** cold and it **will rain** in the north of London tomorrow.



3. Look at the sky! It's **going to rain**.



3.3 Read the examples and complete the rules.

- Park Astérix **opens** at 9 am and **closes** at 8 pm.
- **Do you have** classes next Saturday?

We use **Simple Present** to talk about future events that are part of a ..... or programme.

We use ..... to talk about the future with **time words** such as: **when, before, after, until, as soon as**. Can you add more time words to this list?

- **When you see it, you will believe it.**
- **I'll wait until you finish.**

What **are you doing** tonight?



**I'm staying** at home. I feel tired.

We use ..... to talk about future arrangements.

Grammar Reference, pp.170-171

### 4 mediation

## A summer camp adventure

You are going to a Fun and Fitness Camp this summer. Read the information leaflet and tell your Australian friend, Tom, what you intend to do there and what you hope to gain from this experience.

e.g. *I'm going to join the volleyball team.  
I think this will help me keep fit.*

### Θερινές διακοπές για παιδιά στο Αθλητικό CAMP του δήμου μας

Ο Δήμος μας υλοποιεί κάθε καλοκαίρι ένα ειδικό πρόγραμμα για τα παιδιά της πόλης. Το Αθλητικό CAMP απευθύνεται σε παιδιά ηλικίας από 6 έως 14 ετών και περιλαμβάνει πλήθος αθλητικών και πολιτιστικών δραστηριοτήτων, με σκοπό τη δημιουργική αξιοποίηση του χρόνου τους. Το πρόγραμμα δίνει στα παιδιά τη δυνατότητα να αναπτύξουν την κοινωνικότητά τους, να καλλιεργήσουν την αθλητική και πολιτιστική τους συνείδηση, να ψυχαγωγηθούν και να βελτιώσουν την φυσική τους κατάσταση.

Το πρόγραμμα περιλαμβάνει κολύμβηση, ενόργανη γυμναστική, τένις, ποδόσφαιρο, μπάσκετ, βόλεϊ, στίβο αλλά και μουσική, θεατρική αγωγή, ζωγραφική και εκμάθηση ξένης γλώσσας, ενώ η διεξαγωγή όλων των δραστηριοτήτων γίνεται σε κατάλληλες και ασφαλείς εγκαταστάσεις, ή και σε ειδικά διαμορφωμένους χώρους της πόλης.



## LESSON 8 • WHAT AN EXPERIENCE!

### 5 Writing a personal letter

**5.1** Read Emma's letter and answer the questions. Compare your answers with your partner's.

1. What is the purpose of this letter?  
.....
2. How does Emma begin and finish the letter?  
.....
3. What does she talk about in each paragraph?  
.....  
.....  
.....
4. Is this letter formal or informal? What helped you decide?  
.....

**5.2** Write a letter answering Emma's questions.

Think about the following:

- What information are you going to include in each paragraph? Make notes.
- Have you answered all your friend's questions?
- Can you add any more information? You can write about interesting places to visit, food, entertainment, etc.
- Should you use adjectives such as *great*, *exciting*, *wonderful*, etc., to create positive feelings?
- Which set phrases are you going to use for the greeting and the ending of the letter?

**5.3** Check your letter for grammar and spelling mistakes.



December 15<sup>th</sup>

Dear Myrto,

I'm writing to let you know that I've arranged times and tickets, and I'm coming to Greece on January 3rd. My plane arrives at the airport at 10am.

I'm so excited! I can't wait to see the sights and spend some time with you and your family. So, what are your plans for those ten days? What are we going to do? I hope we can visit some ancient monuments, but most of all, I want to make time to see the skiing competition you told me about. I would also like to know if we'll have time to go shopping. I want to buy some souvenirs for my friends!

By the way, what's the weather like? What clothes should I bring? Write soon to let me know about your plans. That's all for now. Thanks again for inviting me. Look forward to seeing you.

Lots of kisses!!!

Emma

P.S. Can you come and pick me up from the airport?

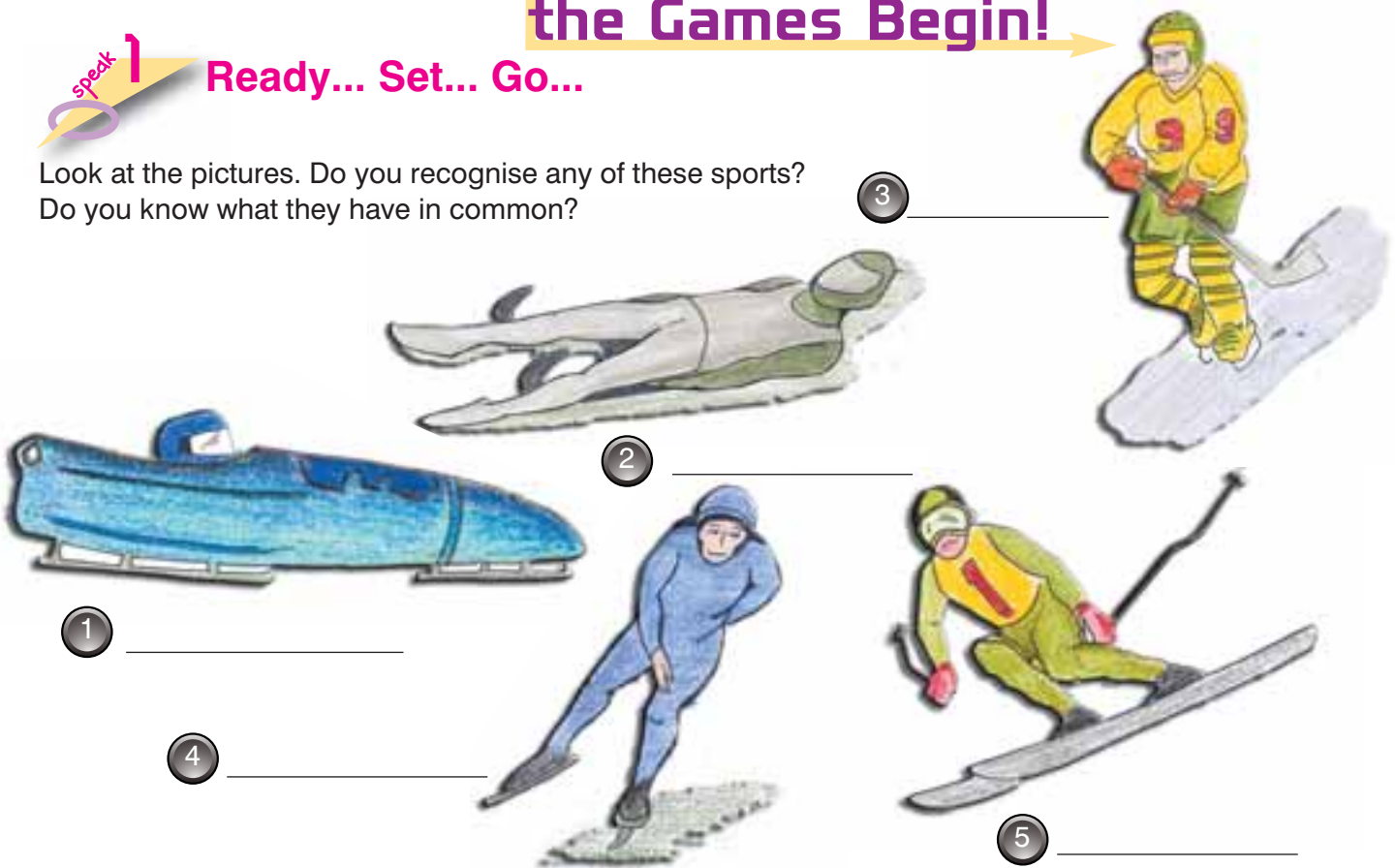
#### USEFUL TIPS

1. Use an appropriate greeting and ending.
2. Say why you are writing in the opening paragraph.
3. Give your friend all the information he/she needs. Make sure you answer all his/her questions.
4. Finish the letter with set phrases like: *look forward to seeing you*, *see you soon*, *keep in touch*, *write soon*, etc.
5. Use a P.S. if you want to state something you have forgotten or if you want to emphasise something.

## Lesson 9 ...Let the Games Begin!

### 1 Ready... Set... Go...

Look at the pictures. Do you recognise any of these sports?  
Do you know what they have in common?



### 2 A sport on ice

**2.1** Read the interview below between Jim Jansen, a well-known sportscaster and Raphael Duke, an ambitious curling athlete who hopes to make the next Olympics. As you read, underline three things that make curling unusual. Compare your answers with your partner's.



## CURLING: An Unusual Sport!



*Here we are, in the All-Stars Sports Stadium and standing next to me is Raphael Duke, the athlete we will all be hearing about in the very near future! Raphael is a curling champion and he has very kindly agreed to answer some questions about this very unusual sport!*

- Raphael, how would you describe curling to the people who have never even heard of it?
- Well, first of all, curling is an exciting winter sport where players slide a heavy stone down a 'corridor' of ice towards a round target area.
- That sounds fairly easy, but I'll bet it isn't! ...
- I'll say! The players have to use strategy in order to play well. In fact, curling is so demanding, that people often refer to it as "chess on ice".

## LESSON 9 • ... LET THE GAMES BEGIN!



– These lanes of ice remind me of really big bowling alleys, only they have these very short side walls. Why is that?

– First of all, they're wider and longer than bowling alleys. The walls don't allow the stone to slide off the lane. Look at the end of the lane. There is a large circle there called the 'house', which has 3 concentric scoring rings of different colours. The centre is called the 'tee'.

– Do you need any special equipment?

– Of course! The most important piece of equipment is obviously the curling stone. It's a round stone specially

made of granite, and it has a handle on top. It's quite heavy, too ... it weighs 19 kg! We also wear special shoes. One of the shoes has a rubber sole that grips the ice and the other one is covered with a smooth material so we can slide on the ice too. We also use special brooms to sweep the ice in front of the stone. Sometimes we wear gloves to keep our hands warm.

– Now, I know that matches are played between two teams of 4 players each. But how do you play?

– We slide two stones from one end of the lane to the other taking turns. The other teammates run alongside the stone clearing its path with brooms, which makes the stone travel further. We have to be very careful, though, not to touch the stone. We all aim close to the 'tee', or try to knock the other team's stone away from it. Each team tries to have as many stones as possible in the 'house'. The coloured scoring rings help us judge which stones are closer to the centre. The team with the most points wins!

– I'm sorry ... did you say that the players are the ones who judge the position of the stones? There are referees, aren't there?

– No, there aren't. Funny, isn't it?

– It sure is. Oh ... and by the way, do you know where curling comes from?

– It probably comes from Scotland and was originally played as an outdoor game on frozen lakes and rivers in the 1500s. Scottish players improved it, made up rules and turned it into a sport that was carried to other countries.

– That's true. It's very popular in Canada where the winters are very long and cold. Canada has got some great curlers. Has it been an Olympic sport long?



– Since the '98 Games in Nagano, Japan! Until then, it had appeared as a demonstration sport in some Games ... Oh, look! I'm sorry, but I'll have to leave you here. My teammates are waving their brooms at me! Time for practice!

– Of course, Raphael. Thank for your time, and ... happy curling!



Adapted from: [www.curlingbasics.com](http://www.curlingbasics.com)

## LESSON 9 • ... LET THE GAMES BEGIN!

**2.2** Look back at the interview and answer the following questions.

It's up to you p. 153

1. Why is curling compared to chess, according to Raphael Duke?
2. What equipment is necessary to play the sport?
3. Why do the players use brooms?

**2.3** Can you complete the following information about curling? Read the sentences below and try to fill in as many blanks as you can. If you need help, take a peek at the interview!

1. Number of concentric rings in 'house': .....
2. Curling stone weighs .....
3. Number of teams that play: .....
4. Number of players on each team: .....
5. Number of stones each player slides: .....
6. Curling was invented in around .....
7. It became an official Olympic Game in .....



### 3 Remarkable athletes

Listen to the story of two Greek athletes who participated in the Olympic Games hundreds of years ago and answer the questions.

1. What sport did each athlete compete in?  
.....
2. What is so remarkable about these athletes?  
.....
3. How would these athletes perform at today's Olympics?  
.....



### 4 The true meaning of sports

It's up to you p. 153

- 4.1** At the modern Olympic Games, the first, second and third-placed athletes are rewarded with gold, silver and bronze medals, and in many cases, with great sums of money. At the Olympic Games in ancient Greece, there was only one winner, who did not receive any kind of financial reward. What was the prize for Olympic winners then? Why was it an important reward for them?
- 4.2** Read an extract from an article written in August 2008, during the Olympic Games in Beijing. According to this extract, doping is a phenomenon which seems to be getting worse and worse. Why do you think this is happening?

"...Doping problems in China still exist, leading to some major anti-doping violations from time to time", said Duan Shijie, BOCOG executive vice-president and a vice-minister in China's General Administration of Sports. "It has been spreading from professional athletes to amateurs and from professional competitions to sporting schools and even social sports."

From: [www.uk.eurosport.yahoo.com](http://www.uk.eurosport.yahoo.com)

# LESSON 9 • ... LET THE GAMES BEGIN!

## Grammar 5 Language focus

5.1 Look at the examples and complete the rules.

- Curling is **so demanding** that it is referred to as 'chess on ice'.

We use **so** + ..... (without a noun)

- Curling is **such a demanding sport** that it is referred to as 'chess on ice'.

We use **such** + (a/an) + (adjective) + .....

**NOTE**  
We use **so / such** ... **that** to talk about **result**.



5.2 Circle.

- Curling is **too demanding** (for me) to play ~~it~~.

This sentence means: a) Curling is very demanding, but I can play it.  
b) Curling is extremely demanding and I can't play it.

**Too** comes **before / after** an adjective. It has a **positive / negative** meaning.

I have got **enough money** to buy scuba diving equipment.

Basketball is **easy enough** (for me) to play.



**NOTE**  
**Too** and **enough** are followed by an **infinitive**.

**Enough** comes **before / after** an adjective and **before / after** a noun. It has a **positive / negative** meaning.

5.3 Read the examples.

Curlers wear special shoes, **don't they?**

Curlers must not touch the stone, **must they?**

Curling isn't difficult, **is it?**



Yes, they do.

Yes, that's right. They mustn't.

Well, it is actually. The rules aren't easy enough for everyone to follow.

**NOTE**  
Let's play tennis, **shall we?**  
I'm clever, **aren't I?**  
Don't talk, **will you?**

The short questions in bold are called **questions tags**. They are used to check information or to ask for confirmation. How are they formed?

Grammar Reference, p. 171

## LESSON 9 • ... LET THE GAMES BEGIN!

## 6 Let's talk about sports, shall we?

Work with your partner. One of you is a young athlete, a snowboarder, and the other is a reporter interviewing the athlete. The reporter uses the ideas in box A and the snowboarder uses the answers in box B. Act out the dialogue.

e.g. **Reporter:** *You started training at the age of seven, didn't you?*

**Snowboarder:** *Yes, I did, but only for an hour a day.*

### A (reporter)

1. start training at the age of 7
2. train more hours later
3. enjoy training
4. too difficult to train and do schoolwork
5. have enough free time
6. participate in a national event last month

### B (snowboarder)

- a. Yes. Only for an hour a day.
- b. Yes. 5 hours a day.
- c. Yes, a lot.
- d. Yes, quite / not impossible.
- e. No, not enough.
- f. Yes, very nervous but won/gold medal.

## 7 Sports quiz

Here's a fun test for you to do. Let's see what you really know about sports!

1. The tallest basketball player in the world was ... tall.
 

<input type="radio"/> a 2.05m	<input type="radio"/> b 2.45m	<input type="radio"/> c 2.30m
-------------------------------	-------------------------------	-------------------------------
2. The country that has won the FIFA World Cup the most times is ...
 

<input type="radio"/> a Brazil	<input type="radio"/> b Spain	<input type="radio"/> c Italy
--------------------------------	-------------------------------	-------------------------------
3. The most goals to be scored in an official football game were ...
 

<input type="radio"/> a 12	<input type="radio"/> b 24	<input type="radio"/> c 36
----------------------------	----------------------------	----------------------------
4. The fastest speed reached on a skateboard is ...
 

<input type="radio"/> a 100.66km/h	<input type="radio"/> b 85.50km/h	<input type="radio"/> c 48.16km/h
------------------------------------	-----------------------------------	-----------------------------------
5. The highest speed reached by a skier is ...
 

<input type="radio"/> a 120.3km/h	<input type="radio"/> b 180.5km/h	<input type="radio"/> c 250.7km/h
-----------------------------------	-----------------------------------	-----------------------------------
6. In bicycling, who has reached the fastest average speed of 40.27km in the Tour of France?
 

<input type="radio"/> a Louis Armstrong	<input type="radio"/> b Lance Armstrong	<input type="radio"/> c Neil Armstrong
---	---	--
7. The fastest tennis serve is ... by Andy Roddick (USA).
 

<input type="radio"/> a 241.4km/h	<input type="radio"/> b 283.2km/h	<input type="radio"/> c 312.4km/h
-----------------------------------	-----------------------------------	-----------------------------------



**Do you know?**  
The same person scoring 3 goals in the same game.  
What is a 'hat trick'?



**SCORE:** If you knew the answer to at least 3 questions, you are a true Sportsmaster!

## LESSON 9 • ... LET THE GAMES BEGIN!


 Portfolio 8

## Project time: More about sports!!!

Choose one of the following mini-projects and make a booklet entitled "More about Sports".



There are other sports such as shot put, archery, fencing, relay, etc. that we don't know so much about. Find information about one of them.



Write about a sports event you participated in that was very important to you.



Interview an athlete you know. Prepare and ask him / her questions your classmates would like to ask.



Find pictures of ancient pottery, paintings of the Olympic Games or modern art showing athletic events and explain what they show.



A famous athlete, Jesse Owens, has the World record for breaking the most World records in one day. He broke 6 World records in 45 minutes in Michigan, USA in 1935. Can you find other athletes who have unbelievable achievements like this?



Explain how the sport of curling works using Laws of Physics.



Conduct a survey to find the most popular sports for boys and girls in your class.



Choose one of the following people and find out how he is connected with the revived Olympic Games: *Pierre de Coubertin*, *Dimitrios Vikelas*, *Spyros Louis*, *Georgios Averof*.





## Unit 3 Review

### 1. Vocabulary

#### 1.1 Match the words with the definitions.

- |   |                            |
|---|----------------------------|
| <input type="checkbox"/> 1. book (v)      | a. exciting, surprising    |
| <input type="checkbox"/> 2. spectacular   | b. a place to go           |
| <input type="checkbox"/> 3. accommodation | c. a place for a holiday   |
| <input type="checkbox"/> 4. resort        | d. reserve                 |
| <input type="checkbox"/> 5. variety       | e. a place to live or stay |
| <input type="checkbox"/> 6. destination   | f. many different types    |

... / 6

#### 1.2 Complete the sentences with the words from 1.1.

- Parnassos is a well-known ski-..... in Greece.
- We didn't ..... tickets for the performance yesterday.
- There is a ..... of activities to do in the park.
- The demonstration of bungee jumping was ..... ! I think I'll have a try.
- Greece is a popular holiday .....
- The price is good because it includes travel expenses, ....., and a tour around the city.

... / 6

#### 1.3 Where do we do the following sports?

- tennis .....
- football .....
- basketball .....
- running .....
- weight lifting .....

... / 2,5

#### 1.4 What do we need to do the following sports?

- tennis: r \_ \_ \_ \_ \_
- climbing: b \_ \_ \_ \_ \_
- golf: c \_ \_ \_ \_
- running: t \_ \_ \_ \_ \_
- curling: g \_ \_ \_ \_ \_

... / 2,5

### 2. Language focus

#### Circle the correct answers.

- What are you doing tonight?  
a. **I'm staying at home.** b. I'll stay at home.
- Look at this runner. He looks exhausted!  
a. **He'll fall.** b. He's going to fall.
- I'll pack my suitcase when...  
a. **I will get home.** b. I get home.
- Any plans for the summer?  
a. **We travel to South Africa.**  
b. We're going to travel to South Africa.
- Don't worry! I promise ...  
a. **I'll join you later.**  
b. I'm going to join you later.
- The plane ..... at 9:30. Be at the airport two hours earlier.  
a. **leaves** b. is leaving
- Tim practises every weekend, ...  
a. **doesn't he?** b. doesn't Tim?
- The footballers didn't get any rest, ...  
a. **did they?** b. got they?
- Do you have ..... time to take up a sport?  
a. **such** b. enough
- The equipment is ..... expensive to buy.  
a. **enough** b. too

... / 10

### 3. Everyday English

#### Complete the dialogue using the prompts.

**A:** (1) ..... (you/enjoy/do) extreme sports?

**B:** Yes, I do. Actually I (2) ..... (keen on/rafting).

**A:** Really? I've never gone rafting but I (3) ..... (would like/try) it.

**B:** I'm going next Friday. (4) ..... (fancy /come) with me?

**A:** Great! I (5) ..... (would love /join) you.

**B:** Something else I want to ask you. Rapid streams or something easier?

**A:** I (6) ..... (rather/try) something easy. You know it's my first time!

... / 3

## SELF-ASSESSMENT

### 4. Writing

You are going on a holiday and have made all the necessary arrangements. Write a short letter to your English friend to let him/her know about your plans. You can write about your destination, accommodation, activities, etc. (about 100 words)

.....  
 .....  
 .....  
 .....  
 .....  
 .....

... / 10

0-15: ●*	16-20: ☹	21-25: ☺	26-30: ☺	31-35: ★	36-40: ★★
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## Tips to learn

Work by yourself and tick the sentences that are true for you. You can discuss your answers in class.

### Writing

- When I have to write something,
  - I think about the topic and make notes.
  - I make a plan and put my ideas in logical or chronological order.
  - I read the 'Useful tips' and take them into consideration.
  - I read a model text.
  - other .....
- While I am writing,
  - I write my text based on my plan.
  - I write important details about the topic.
- After I have finished writing,
  - I read to check what I have written.
  - I read to think about what to write next.
  - I change words / sentences.
  - other .....
  - I replace words with others which make my writing more vivid and clear.
  - I add more details about the topic.
  - I proofread my work and correct mistakes.
  - I omit words and ideas that are often repeated.
  - I connect sentences using linking words.
  - other .....

In Units 1, 2 and 3 you wrote different types of writing tasks. Did you have any problems? Did you enjoy writing? Why / Why not? Share your ideas in class.

### Reflecting on your Learning

Tick the sentences that are true for you.

At the end of Lessons 7, 8 and 9, I think I can

- |  |  |
|--|--|
| <input type="checkbox"/> talk about about travel, entertainment and sports   | <input type="checkbox"/> ask for and give directions         |
| <input type="checkbox"/> talk about future plans, intentions and predictions | <input type="checkbox"/> ask for confirmation and answer     |
| <input type="checkbox"/> express likes, dislikes and preferences             | <input type="checkbox"/> make, accept and refuse suggestions |
|  | <input type="checkbox"/> write a personal letter             |
|  | <input type="checkbox"/> make a leaflet about my area        |