

Katia Carter and Tim Carter

Cambridge IGCSE®

Core English as a Second Language

Coursebook



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Katia and Tim Carter
Cambridge IGCSE®

Core English
as a Second
Language
Coursebook

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Menu

<p>Chapter 1</p> <p>People of the world</p>	<p>Reading: reading comprehension about greetings; vocabulary</p> <p>Speaking: different ways of greeting people; introduction to the speaking paper; how to develop ideas; discussing good manners</p> <p>Projects: research on greetings round the world; giving a presentation; interviews about social conventions; writing task – a thank you letter</p> <p>Listening: introduction to the listening paper questions 1–4; listening to four short recordings about students' experiences, and answering questions</p> <p>Writing: an informal letter/email giving advice; analysing and planning a piece of writing; vocabulary; proofreading and correcting written work</p> <p>Language focus: giving advice, making suggestions, verb forms</p> <p>Activate your English: a role-play – giving advice</p> <p>Summary: revision</p> <p>Progress check: self-assessment</p>
<p>Chapter 2</p> <p>Celebrations round the world</p>	<p>Reading: reading comprehension about festivals; vocabulary</p> <p>Speaking: discussing festivals and celebrations</p> <p>Project: giving a talk about a festival; writing task – an online review</p> <p>Language focus: the passive voice in different tenses; pronunciation – weak sounds</p> <p>Activate your English: giving a formal talk using the passive voice; group discussion</p> <p>Listening: completing sentences about the Rio Carnival</p> <p>Vocabulary: phrasal verbs and fixed expressions</p> <p>Writing: an informal letter/email describing an event; audience and purpose; using complex sentences and linkers; punctuation practice</p> <p>Summary: revision</p> <p>Progress check: self-assessment</p>
<p>Chapter 3</p> <p>The natural environment</p>	<p>Reading: vocabulary; note-taking exercise about extreme places on Earth</p> <p>Vocabulary: vocabulary sets connected with extreme places</p> <p>Project: giving a presentation about an extreme place; writing task – an email giving advice</p> <p>Language focus: comparatives and superlatives; error correction</p> <p>Activate your English: discussing opinions using comparatives and superlatives</p> <p>Listening: matching speakers to their feelings about experiences; vocabulary</p> <p>Speaking: discussing personal experiences and feelings</p> <p>Writing: an article about the importance of travelling and getting new experiences; style, register and audience; paragraphing and linkers; vocabulary</p> <p>Summary: revision</p> <p>Progress check: self-assessment</p>
<p>Chapter 4</p> <p>The life of an astronaut</p>	<p>Reading: vocabulary; reading comprehension about being an astronaut</p> <p>Speaking: discussing the topic of space and being in space; discussing what it would be like to be an astronaut</p> <p>Project: problem solving task (choosing items to take to space); a class survey (the ten most important things in our lives); class discussion 'What will your generation be remembered for?'; writing task – a report presenting survey results</p> <p>Vocabulary: compound nouns; pronunciation – syllable stress and patterns; prefixes</p> <p>Activate your English: group discussion using compound nouns; pair-work; answering questions using words with prefixes; group discussion about obligations of different jobs</p> <p>Listening: completing sentences about an astronaut</p> <p>Language focus: modals and other phrases to talk about obligation</p> <p>Reading and writing: reading for detail and finding relevant information; completing a form; using capital letters and other punctuation marks; error correction; sentence writing</p> <p>Summary: revision</p> <p>Progress check: self-assessment</p>

<p>Chapter 5 Social media</p>	<p>Reading and writing: vocabulary; note-taking exercise about the advantages and disadvantages of social networking sites; writing a summary about social networking sites sequencing linking words</p> <p>Speaking: giving a short talk about the advantages and disadvantages of different topics; discussing experience of and opinions about using social networking sites; presenting an opinion and organising ideas clearly</p> <p>Vocabulary: vocabulary sets connected with computers and social networking</p> <p>Project: a survey (how much time people spend on the computer); summarising findings in a graph; writing task – a report presenting survey results and recommending changes</p> <p>Language focus: first conditional and other future clauses</p> <p>Activate your English: dialogues about future plans</p> <p>Listening: vocabulary; multiple choice questions about social networking sites and the Internet</p> <p>Writing: an article presenting a point of view; linking words and phrases</p> <p>Summary: revision</p> <p>Progress check: self-assessment</p>
<p>Chapter 6 Art traditions</p>	<p>Reading: vocabulary; reading comprehension about two types of art; extracting information from graphs and charts</p> <p>Speaking: giving yourself time to think; discussing the topic of art</p> <p>Project: talking about a favourite picture</p> <p>Language focus: the active and passive voice</p> <p>Activate your English: writing a short paragraph about a traditional piece of art</p> <p>Listening: vocabulary; completing sentences about the history of face painting; collocations and fixed expressions; listening to four short recordings about museums and galleries, and answering questions; distracting information in listening tests</p> <p>Writing: writing a letter to a friend about a photograph; appropriate language and content; using a wide range of vocabulary</p> <p>Summary: revision</p> <p>Progress check: self-assessment</p>
<p>Chapter 7 Sports and games</p>	<p>Reading: vocabulary; reading comprehension about different sports</p> <p>Speaking: problem solving – choosing a sport for the Olympic Games; discussing the topic of sport</p> <p>Vocabulary: vocabulary sets connected with sport</p> <p>Listening: matching speakers to sports</p> <p>Project: giving a presentation about an unusual sport; writing task – an email enquiring about information</p> <p>Listening: vocabulary; multiple choice about the history of the Paralympics</p> <p>Language focus: verb forms (infinitive with 'to', bare infinitive, <i>-ing</i> form); error correction</p> <p>Activate your English: preparing a questionnaire</p> <p>Reading and writing: reading for detail and finding relevant information; completing a form</p> <p>Speaking and writing: role-play (joining a gym); discussing the topic of keeping fit; writing task – reporting survey results</p> <p>Summary: revision</p> <p>Progress check: self-assessment</p>
<p>Chapter 8 Inventions</p>	<p>Reading and writing: vocabulary; note-taking exercise about inventions and the Internet; writing a summary about misunderstood inventions and the Internet</p> <p>Speaking: discussing the topics of inventions, modern technology and the use of the Internet in everyday life</p> <p>Project: giving a talk about important inventions; writing task – an email of complaint</p> <p>Language focus: linkers of contradiction; error correction</p> <p>Activate your English: discussing advantages and disadvantages of different inventions using appropriate linkers</p> <p>Listening: matching speakers to their feelings about different inventions</p> <p>Vocabulary: attitudes and feelings</p> <p>Activate your English: giving a short talk about different feelings and attitudes</p> <p>Writing: an informal letter about a lost item; planning and organising ideas; evaluating a piece of writing</p> <p>Summary: revision</p> <p>Progress check: self-assessment</p>

Chapter 9**Endangered species**

Reading section: vocabulary; reading comprehension about tigers; extracting information from graphs and charts

Speaking: discussing the topic of animals

Project: giving a talk about an endangered animal; taking notes; writing task – a report about conservation projects

Speaking and listening: matching speakers to situations; useful phrases to ask for clarification and to say ‘*I don’t know*’; making short dialogues

Language focus: present perfect simple and continuous; state verbs; sentence completion

Activate your English: talking about life experience – ‘*My path of life*’

Listening: vocabulary; completing sentences about endangered species; listening for different numerical details

Reading and writing: summarising ideas; vocabulary; reading for detail about the advantages and disadvantages of zoos; writing an article about keeping animals in zoos; paragraphing and organising ideas

Summary: revision

Progress check: self-assessment

Chapter 10**Achievements**

Reading and writing: scanning a text about Maria Montessori for specific detail; vocabulary; note-taking exercise; writing a summary about Maria Montessori and her work; using articles *a(n)/the* and linkers in summary writing

Speaking: discussing the topics of famous women and education

Language focus: narrative tenses

Activate your English: describing a personal event using narrative tenses; giving a talk about personal achievements

Listening: matching speakers to personal qualities

Vocabulary: phrasal verbs and fixed expressions to talk about success and failure

Project: giving a presentation about a person you admire; class discussion

Writing: an informal letter about a special achievement, including all content points in your writing; assessing a piece of writing

Vocabulary: informal expressions in letters

Summary: revision

Progress check: self-assessment

Introduction

The *Cambridge IGCSE® Core English as a Second Language Coursebook* is for students who are new to study at this level. The book provides a detailed introduction to all the tasks for the four key skills: reading, speaking, listening and writing. It also provides language sections focusing on vocabulary, grammar and pronunciation to improve students' general level of English. You will be guided through the skills based tasks, taught how to approach each of them, and given a lot of opportunity for practice.

By the end of the course you will have learnt:

- how to complete various language tasks
- to use techniques which will help you improve your language performance in all four skills
- what the most common mistakes are and how to avoid them.

By the end of the course you will also have:

- practised all four skills through a wide range of tasks
- learnt a variety of authentic everyday English expressions
- become more fluent and accurate when using your English in speaking and writing
- learnt to assess your own progress and to identify your strengths and weaknesses
- to become a more independent learner.

The book is divided into ten chapters. Each chapter is based round an engaging and stimulating topic. The chapters are made up of sections which focus on all four skills, as well as providing language input to help you express your ideas more clearly and accurately. In the language sections you will be encouraged to analyse grammar and vocabulary first and then practise it in a range of activities. At the end of each vocabulary and language focus section, you will find a productive task called 'Activate your English'. These 'Activate your English' tasks have been carefully designed so that while doing the activity you will also be using the target language you have learnt in that section. This will ensure that you gain more confidence when using real English.

In addition to these main sections, you can also find the following features:

Objectives – these inform you about what each section in that chapter deals with and what you will have learnt by the time you have finished the chapter. These sections inform you about the main focus of each chapter:

- a** skills – reading, speaking, listening and writing
- b** language skills – focusing on accuracy
- c** an 'Activate your English' section – focusing on fluency practice.

Projects – these are extra activities to provide research opportunities on the topic of the reading section. You will be asked to have a discussion about what you find out, deliver a talk, or prepare a poster with information for others to look at. You will also conduct surveys of other students' opinions on certain topics. Most projects are followed by a whole class discussion on the issues raised, or by a written task. These extra writing tasks take the form of formal letters and reports.

Study tips – these sections suggest ways in which you can become a more successful and independent learner.

Key terms – these sections will give you explanations of some of the language terms used in the book.

‘Did you know?’ – these boxes contain interesting facts about the topics in each chapter.

Summary: ‘Can you remember ...?’ – these pages give you the opportunity to check how much you can remember about what you have learnt in that chapter.

Progress checks – these sections allow you to examine your own learning and progress more critically. You will be asked to look back at the Objectives at the beginning of the chapter, assess your own learning and identify your strengths and weaknesses. This will assist you in putting together your own personalised revision timetable. It will help you decide which areas you need to look at when revising.

We hope you will find this book helpful and enjoy using it as much as we enjoyed writing it. We wish you happy learning.

Katia and Tim Carter

Chapter 1:

People of the world

Objectives

In this chapter, you will learn and practise:

- reading skills – answering questions about greetings from around the world
- speaking skills – discussing the topic of ‘Good manners’ and developing ideas
- listening skills – listening to four short recordings and answering questions
- writing skills – writing an informal letter/email that gives advice.

You will also learn and practise the following language skills:

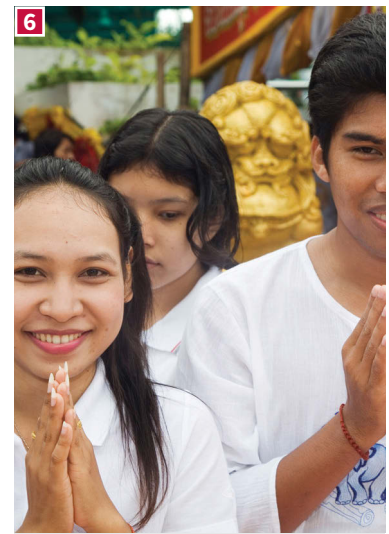
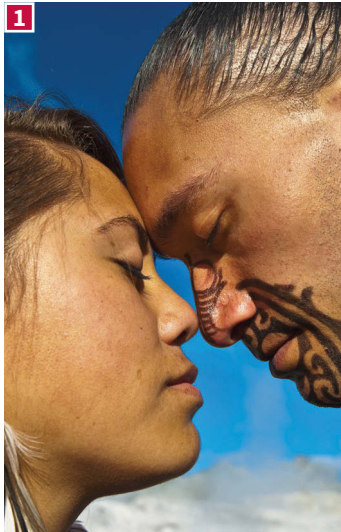
- vocabulary of greetings
- giving advice
- making suggestions.

You will ‘Activate your English’ by:

- giving advice through role-play.

Chapter 1: People of the world

Reading



Pre-reading activity

Greetings

Look at the photographs and discuss what greetings they show.

Do you know what countries these greetings are from?

Do you know any other unusual greetings? Tell each other what they are.

Vocabulary 1

Look at the following six phrases and match them to the correct photograph. If you are not sure of the meaning, use an English dictionary. If you do not have an

**Key term: scanning**

Scanning is a reading technique which involves looking through a text quickly to find words, phrases or numbers that you need to answer questions. It is like looking up words in a dictionary.

English dictionary, try one of the online dictionaries, which you can use for free. For example <http://dictionary.cambridge.org/dictionary/learner-english/>

- to bow
- to shake hands
- to hug / to embrace
- to press palms together
- to rub noses
- to kiss

Reading: activity 1

Scan the following text and match photos 1–6 to the correct country. Can you find a country for each photograph?

New Zealand

Travellers visiting New Zealand are sure to come across the traditional Maori welcoming custom known as the 'hongi'. An ancient tradition, the hongi involves the rubbing or touching of noses when two people meet. It is a symbolic act referred to as the 'ha' or the 'breath of life', which is considered to come directly from the gods.

Tip: Keep your eyes open to avoid misjudging the distance or you could be in for a rather awkward moment, not to mention a very sore nose!

Tibet

It might be bad manners anywhere else in the world, but in Tibet sticking out your tongue is the customary way to welcome people. The tradition dates back to the 9th century during the time of a vicious Tibetan king known as Lang Darma, who had a black tongue. The Tibetan people feared that Lang Darma would be reincarnated so they began greeting each other by sticking out their tongue to prove that they weren't evil. The tradition continues today and is often accompanied by the person placing their palms down in front of their chest.

Tip: Refrain from greeting Tibetans in the traditional way if you have been chewing liquorice.

Mongolia

When welcoming an unfamiliar guest into their home, a Mongol will present the guest with a 'hada' – a strip of silk or cotton. If you are lucky enough to be presented with a hada, you should grasp it gently in both hands while bowing slightly. The giving or receiving of hada, as well as the act of bowing to each other, is a sign of mutual respect, something that is very important in Mongolian culture.

Tip: Depending on what region of Mongolia you visit, the trading of pipes for smoking and the exchange of snuffboxes is also quite common.

Japan

The usual welcome in Japan is a bow, which can range from a small nod of the head to a long, complete ninety degree bend at the waist. If the welcoming takes place on a tatami floor – a traditional type of Japanese flooring – people are required to get on their knees in order to bow. The longer and deeper the bow, the more respect you are showing. Small head bows are common among younger people in Japan as a more casual and informal welcome.

Tip: Most Japanese people do not expect foreigners to know the correct bowing rules so a slight nod of the head is acceptable.

Kenya

Travellers lucky enough to witness the unique customs and traditions of the most well-known tribe in Kenya, the Maasai, will enjoy their vibrant welcoming dance. The Maasai dance is called 'adamu', the jumping dance, and is performed by the warriors of the tribe. Traditionally, the dance begins by the telling of a story and concludes with dancers forming a circle and competing to jump the highest, demonstrating to visitors the strength and bravery of the tribe.

Tip: Be prepared – a drink of a blend of cow's milk and blood is often offered to visitors as part of the traditional welcome.

China

The traditional greeting in China is referred to as the 'kowtow', a custom which involves folding hands, bowing and, if you are female, making a 'wanfu', which involves the folding and moving of hands down by the side of the body. The kowtow can be traced back to the reign of the legendary Emperor Xuan

Yuan, better known as the Yellow Emperor, whose reign began in 2697 BCE.

Tip: Although the kowtow custom is not commonly practised these days, folding of the hands is still widely used and respected.

Thailand

The Thai greeting referred to as the 'wai' is a graceful tradition which requires a person to take a slight bow of the body and head with palms pressed together in

a prayer-like fashion and say 'Sawaddee'. Travellers visiting Thailand will notice that hand positions can change: the higher the hands in relation to the face, the more respect the giver of the wai is showing. This custom was originally used to indicate the absence of weapons and is considered to be the ultimate show of respect. It is still used extensively throughout Thailand today.

Tip: Performing the wai might feel strange at first, but you'll soon start to embrace the tradition and come to enjoy greeting people in the traditional Thai way.

www.news.com.au/travel/news/worlds-weirdest-welcomings/story-e6frfq80-1226005607767

“ Vocabulary 2

Look at the two groups of words. Work in two groups, A and B, and find the words in the text in activity 1. Can you guess the meaning? When you have finished, look up the words in an English dictionary to check if you were correct.

Group A

- to misjudge
- awkward
- bad manners
- to stick your tongue out

Group B

- to refrain from
- to grasp
- a pipe and snuffboxes
- to nod

Now work with students from the other group and tell each other what your words mean.

Reading: activity 2

Read the text again and answer the following questions.

- 1 What could happen if you keep your eyes closed when greeting people in New Zealand? Give **two** details.
- 2 Why did the greeting tradition in Tibet start?
- 3 Apart from receiving 'hada' in Mongolia, what other exchanges can take place? Give **two** details.
- 4 Who would use a nod as a form of greeting in Japan?
- 5 Why do the Maasai men jump at the end of their traditional dance? Give **two** reasons.
- 6 Where and when did the 'kowtow' start?
- 7 Why did people first adopt the traditional greeting in Thailand? Give **two** details.



Study tip: reading speed

When you have to read quickly, it is a good idea to use headings in the text to locate the correct information. Also, use the scanning reading technique to find the necessary information quickly.

Speaking

Work in small groups and discuss the following.

- How do you greet people in your country?
- Do you greet different types of people in different ways? For example, how do you greet an older person, a friend, someone you don't know very well or someone you meet for the first time?
- Have you ever been to a country where people greeted each other differently? Give details.

Project

Now work in groups. You are going to do some research into how people from around the world greet each other. Try to think of different cultures or tribes that are not particularly well known.

Use the Internet to help you with the research. Read about the common greetings, prepare a wall poster and then give a short presentation to the other groups.

Speaking

Speaking: activity 1

Have you ever taken a speaking exam? Work in small groups and answer the following questions about a speaking paper. Who got most of the answers correct?

Quiz

- 1 Do you do the speaking in pairs?
- 2 How many parts are there in the speaking exam? How long is each part?
- 3 What happens in each part?
- 4 Which part are you marked on?
- 5 What do you talk about in the warm-up?
- 6 Are you allowed to make notes to use in the last part?
- 7 How much time do you have to prepare yourself for the last part?
- 8 Can you ask the teacher any questions when you are preparing what to say?
- 9 Can you deliver a speech in the last part?
- 10 Is it a good idea to give short answers? Why? Why not?
- 11 Do you only talk about the ideas printed on the card that your teacher will give you?
- 12 Can the teacher help you to develop your ideas?

Speaking: activity 2

Look at the sample speaking topic card. The topic is 'Good manners'. Read through the prompts and think what you could talk about. Compare your ideas with other students.

Good manners

It is often said that good manners are disappearing these days, especially amongst young people.

Discuss the topic with the teacher.

Use the following prompts, in the order given below, to develop the conversation.

- The last time you helped somebody.
- In your culture, what you should do when you visit somebody's house for the first time.
- The suggestion that a person with bad manners is a bad person.
- Whether you believe that teaching children good manners these days is more difficult than in the past.
- The view that the fast pace of modern life has made us more selfish.

You may introduce related ideas of your own to expand on these prompts.

Remember, you are not allowed to make any written notes.



Study tip: developing your ideas in a conversation

When having a conversation, you should develop your ideas. You can do this by:

- giving examples of what you have said
- talking about personal experience
- giving your opinion on the topic
- justifying your opinion
- making comparisons (e.g. now and the past, your generation and your parents' generation, your country with another country)
- discussing the advantages and disadvantages.

Speaking: activity 3

Listen (track 2) to two students answering the first prompt, 'the last time you helped somebody'. Who gave the better answer and why?

Did the students expand their answers? If so, how did they do it?

Speaking: activity 4

Work in pairs and look at Recording 1 in Transcript 1. How could you expand the student's answers? Act out the conversation between the student and the teacher.

Speaking: activity 5

Work in pairs again. Imagine you are taking a speaking exam yourself. Use the topic card 'Good manners'. Decide who the student is and who the teacher is. Have a conversation together. You can use the ideas you thought of in activity 2.

Teacher: ask the student extra questions about what they have said.

Student: try to develop your ideas by expanding your answers.

See Transcript 1 at the back of the book.

Listening

Pre-listening activity

You are going to listen to students who are studying in the United Kingdom. They are talking about their experiences. Work in small groups and discuss what you would miss from your country if you studied abroad. Say why you would miss these things. Then compare your answers with the other groups. What is the most common thing people would miss and why?

Listening: activity 1

Before you listen to the recordings, look at the following statements about this type of listening exercise. Work in pairs and decide whether these statements are **true** or **false**. Then read the instructions carefully and check if you were correct.

Statements

- 1 It is a good idea to read the questions as you listen to the recordings.
- 2 There are six recordings to listen to.
- 3 There are two questions for each recording.
- 4 You can write as many words in the answer as you want. The important thing is that you include the correct answer.
- 5 You will hear the recordings twice.
- 6 If you answer all the questions during the first listening, you do not have to pay attention when the recordings are played the second time.

Instructions

In this type of listening exercise you will listen to four short recordings. These could be short conversations, announcements, telephone messages etc. Before you listen, make sure you read the questions very carefully and circle, or underline, the key words. These key words are often the question words (e.g. *what, where, why*, etc.). For each recording, there are two questions to answer. Check if you need to listen for one, or two details for each question. You only need to write up to three words for each question, no more. You will hear each recording twice.

Try to get all answers the first time you listen so that you can use the second listening to check your answers.

Listening: activity 2

Before you listen to the four students talking about their experiences abroad, read these questions and underline the key words.

- 1 a What **two** things from her country does the student miss the most?

.....

b What food from the UK does she like?

.....
.....

2 a How did the student feel after he started his course?

.....
.....

b Where does the student study after school?

.....
.....

3 a What did the student drink at her friend's house?

.....
.....

b What do people put in the drink in the student's home country?
Give **two** details.

.....
.....

4 a Who does the student call most using Skype?

.....
.....

b When does he usually use Skype?

.....
.....

Did you know?

Skype was first released in 2003 and it was developed in Estonia by two engineers, Niklas Zennstrom and Janus Friis.

Listening: activity 3

You are now going to listen to the interviews in track 3 with four students who are studying English in the UK. They are talking about their first experiences after their arrival in the country. Listen to the interviews and answer the questions in activity 2.

See Transcript 2 at the back of the book.

Project

If there is someone at your school who comes from a different country or region, prepare a short interview with them about their social conventions. Think about different situations (e.g. greetings, table manners, dress code, visiting somebody for the first time, etc.) and appropriate questions. Then you can compare your findings with the conventions in your country or region and have a class discussion about this.

Imagine you have just spent a holiday with your friend's family who come from a different country to you. They made you feel very welcome and you have decided to write a thank you letter to them.

In your letter:

- thank them for their generosity
- say what you particularly enjoyed about your visit
- say what you have learnt from your visit
- invite them to stay with your family.

Writing 1

Writing: activity 1

Look at this letter you have received from your pen pal. Skim read it and say why it was written.



Key term: skimming

Skimming is a reading technique which involves reading text quickly to understand the main idea (also called 'the gist'), to get the feeling of the texts and to know what information each paragraph contains.

Hi Fatma,

Hope you're doing OK. Sorry I haven't been in touch for a while, but I've been really busy with my course. The end of term tests are coming up so there's a lot of revision to do.

Now, guess what! I've got some really exciting news for you. I'm coming to your country for a couple of weeks. My mum finally agreed to let me go on my own to visit my cousin in the capital. I'm going to stay with his family, but it would be really cool if we could meet up as well. Let me know what you think and if you fancy doing anything together. If it's not too much bother, I'd really love to see some of the sights you were telling me about. Is that possible?

Also, I was going to ask you a favour. I don't want to get into any embarrassing situations like when I'm meeting people for the first time or when I go and visit somebody's house and have dinner with them. Do you think you could drop me a line and give me some tips about what to do and what to watch out for? That'd be really helpful.

Anyway, must rush now. My history lesson starts in a couple of minutes. Will tweet you soon to let you know how my exams went. Oh, by the way, you want to check out Julie's photos from her trip to Malaysia on her Facebook page. They're awesome.

Hope to see you soon.

Lots of love,

Monica


Key term: phrasal verbs and idioms

Phrasal verbs and idioms are phrases used in informal English when we talk or write to somebody we know.

For example:

- 1 I need to **look up** the meaning. I don't understand it. 'Look up' is a phrasal verb that means **to find information about something**.
- 2 Helena's got **green fingers**. This is an idiom that means Helena's **good at gardening**.

Writing: activity 2

Analysing a piece of writing

Below are some points you should consider before writing an informal letter/email. Look at Monica's letter and answer the questions.

- 1 Who is this letter for?
- 2 Is the letter formal or informal?
- 3 How many paragraphs are there?
- 4 What information did Monica put in each paragraph?
- 5 What is the opening greeting?
- 6 What is the greeting at the end of the letter?
- 7 Can you leave words out and use note-like sentences? Find one example.
- 8 Can you use short forms? Find a few examples.
- 9 Can you use **phrasal verbs and idioms**? Are there any examples in the text?

Vocabulary 3

Now look at Monica's letter again in activity 1 and find the words/phrases that mean the same as the following:

- 1 be in contact with somebody
- 2 You'll never believe this, but ... (to introduce surprising news)
- 3 two or three
- 4 would like to / feel like something
- 5 if you don't mind ...
- 6 interesting or important buildings and places in a city
- 7 I'd like to ask you for help
- 8 write to me
- 9 to be careful about something
- 10 to have a look at something

Writing: activity 3

Planning a piece of writing

You are going to write back to Monica and answer her questions. Consider the following:

- What are the main points you should mention in your letter?
- How many paragraphs are you going to use?
- What information will you include in each paragraph?
- How will you start your letter?
- How will you finish your letter?

Language focus

Giving advice and making suggestions

Analysis

Monica asked you to give her some useful tips in your reply. When you give tips to somebody, you give them advice or make suggestions. Look at the sentences below and tick those that can be used to give advice to people, or make suggestions. There are two sentences that are not used for advice or suggestions.

- 1 You should wear something smart.
- 2 How about going to the movies tonight?
- 3 If I were you, I'd buy something small, like flowers or chocolates.
- 4 You'd better take your shoes off.
- 5 Why don't you buy her a cake?
- 6 Always remember to shake hands with people.
- 7 I reckon it's going to be a great trip.
- 8 Resist the temptation to speak during meal times.
- 9 Avoid talking too loudly on your mobile phone on public transport.
- 10 It's a good idea to pay a compliment to the host about their house.
- 11 I was wondering if you could come round a bit earlier today.

Verb forms

Now work in pairs. Look at the sentences 1–11 again and find the verb forms. Do we need the infinitive ('to do'), the bare infinitive ('do') or the *-ing* form ('doing') after the first verb, the preposition, or the phrase? Discuss the verb forms in each of the sentences with your partner.

For example: *You **should wear** something smart.*

'Should' is followed by a bare infinitive verb form.

Practice

Exercise 1

Read these answers given by some students. Are they correct? What mistakes can you find? Think about grammar, missing words, spelling and punctuation. Work with your partner and try to correct them.

- 1 You should to take your shoes of. (2 mistakes)
- 2 Before going abroad you'd better reserch some comon social conventions. (3 mistakes)
- 3 Allways remember watching your personal belonggings. (3 mistakes)
- 4 When you visit london, its a good idea to queu for the bus. (3 mistakes)
- 5 Avoid to eat food with ur hands. (2 mistakes)
- 6 Resist temtation to answer the phone when your in the cinema. (3 mistakes)

Exercise 2

Look at these photographs. What problems could these people have? What advice would you give them to avoid these problems?



Activate your English

Think of a few problems you have had – these problems can be real or you can make them up. For example, problems you had when you travelled to a foreign country, when you joined this school, problems with your studies or friends, everyday problems, etc.

One student will then explain their problems and the other student will give advice. Before you start, make rough notes. Then work in pairs and make a dialogue. Try to use the useful phrases from this Language focus section.

When you have finished your dialogue, swap roles with the other student and do the role-play again.

Writing 2

Writing: activity 1

Writing correction code

Look at the symbols and the examples, which contain mistakes. Can you guess the meaning of each symbol?

Symbol	Meaning	Example
Sp		I recieved your letter yesterday.
WO		I've been never to Japan.
T		I never went to New York before.
WF		You look beautifully.
Gr		He like to 'google' informations.
^		She said goodbye me and got on train.
/		It was too very difficult.
()		He repeated again his answer.
?		I how him clean in kitchen with me.
WW		I make my homework every day.
R		I'm going to get some bread. Moreover, I'm getting my hair done.
P		whats your name. im called maria. my brother live's in the uk.
//		... and waving goodbye, she left for California. Many years later, John had a job offer ...
✓		I love coming here because I'm really learning a lot and I've made so many friends.



Study tip: Correcting written work

If you want to improve your writing, remember to do two things.

- 1 **Proofread** your written work after you have finished writing it.
- 2 We learn from our own mistakes! This means when your teacher gives your written work back to you, it is a good idea to write the same piece again, but without the mistakes. This makes you more aware of what you do wrong and, hopefully, you won't make the same mistakes again.

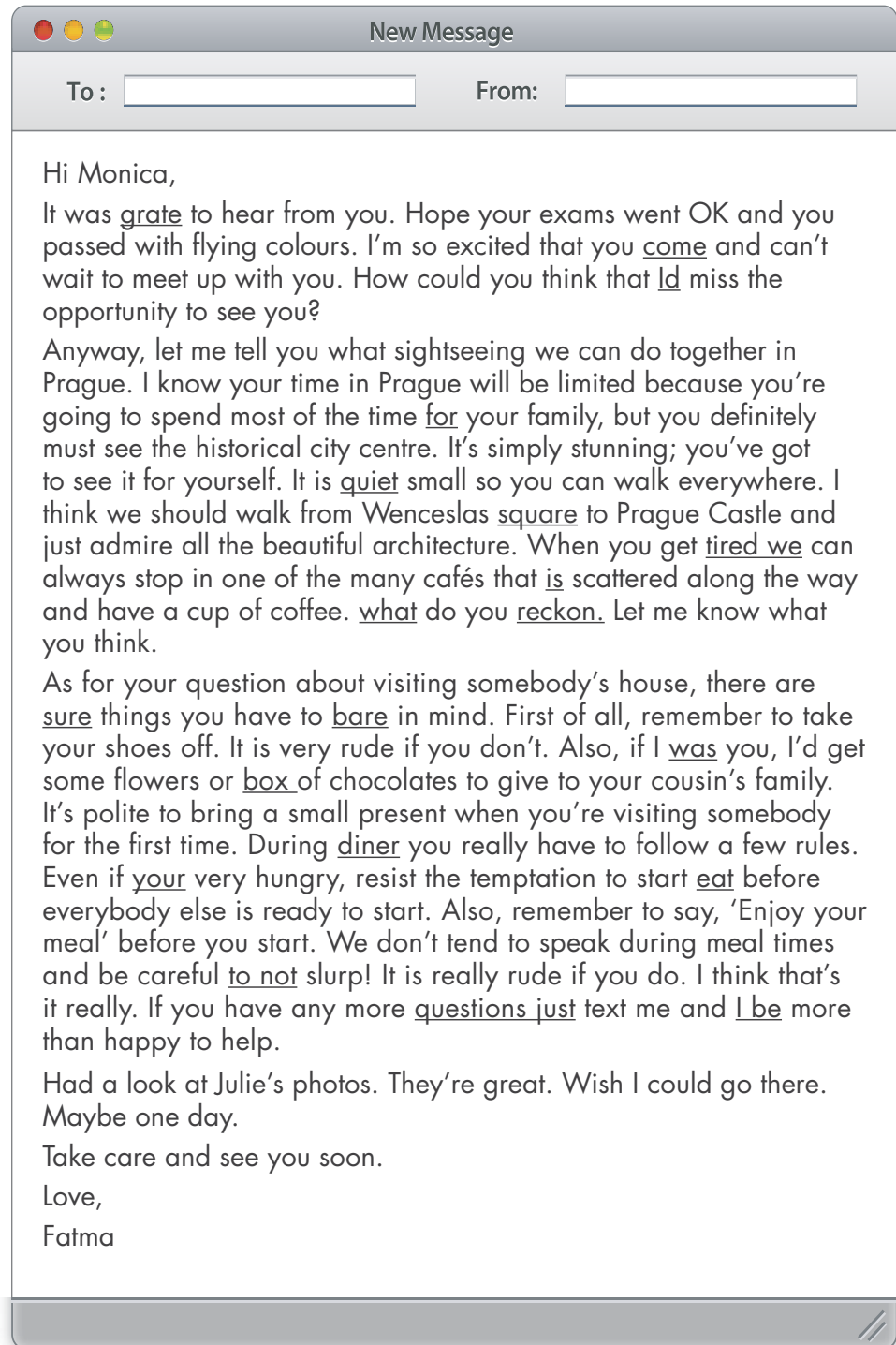


Key term: proofreading

Proofreading is a type of reading that focuses on finding mistakes in a text.

Writing: activity 2

Read the following email, which was written as an answer to the letter in Writing 1: activity 1. The student has made several mistakes. They have been underlined for you. Decide what type of mistakes they are and then correct them.



Writing: activity 3

Now look back at your own written work that the teacher has corrected and rewrite it without the mistakes.

Summary

Can you remember ...

- **four** different types of greetings?
- the traditional greeting in China?
- which parts of the body you use when you ‘nod’ and ‘shake’?
- how many parts there are in your speaking paper and which one is assessed?
- what you should do before you listen to the recordings in your listening paper?
- what skimming is? Do you read for detail or for gist?
- if you can leave words out in an informal letter/email?
- what information you can put in the opening and closing paragraphs in an informal letter/email?
- the phrase that means ‘two or three’?
- **three** phrases to give advice?
- what verb form you need in the following phrases? ‘If I were you, I’d ...’; ‘It’s a good idea ...’; ‘How about ...?’
- what the following correction code symbols mean? Sp; T; WF
- what the correction code symbol is for a missing word and for a new paragraph?
- what the mistakes are in the following sentence and what symbols your teacher would use? ‘I never have gone in chile, but I want go soon there.’

Progress check

Go back to the Objectives at the beginning of this chapter and assess your progress. Use the symbols below to show how confident you feel about your learning progress.

I am very good at this.



I am OK, but I need a bit more practice.



I can’t do this yet and I need to look at this section again.



Chapter 2: Celebrations round the world

Objectives

In this chapter, you will learn and practise:

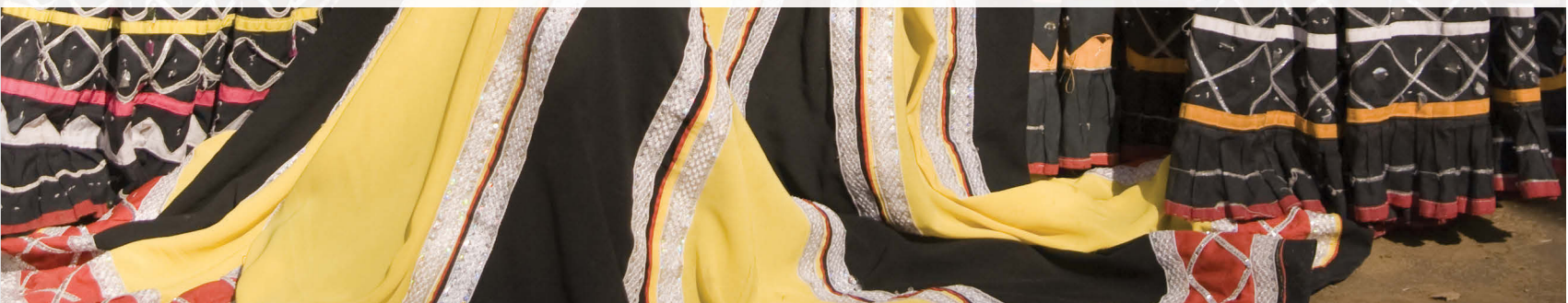
- reading skills – answering questions about festivals
- speaking skills – discussing the topic of festivals and celebrations
- listening skills – completing sentences about a carnival
- writing skills – writing a letter to a friend about a celebration.

You will also learn and practise the following language skills:

- the passive voice
- phrasal verbs and fixed expressions
- linkers.

You will 'Activate your English' by:

- giving a formal talk on a range of topics
- using phrasal verbs in discussions.



Chapter 2: Celebrations round the world

Reading

Festival of Colours



Radish Festival



Songkran Water Festival



Boryeong Mud Festival



Pre-reading activity

Look at the photographs. Do you know any of the festivals? Can you guess from the photographs what happens during each festival?

Reading: activity 1

Work in four groups. Each group is going to read about one of the festivals. Make a copy of the following table. Scan the text that talks about your festival and find the information needed to complete the table. When you have finished, tell the other students about your festival. Use the information from the table as your notes.

When you listen to the other groups talking about their festivals, fill in the missing information for the three remaining festivals.

Festival	Where	When	Why	What happens
Festival of Colours				
Radish Festival				
Songkran Water Festival				
Boryeong Mud Festival				

Did you know?

The colour red is typical for a wedding in India.

While the colour white is often worn by brides in weddings in the western countries, in India this colour represents mourning after somebody has died.

Did you know?

Bangkok, the capital of Thailand, has the highest average temperature of any city in the world. The average temperature stays above 30 °C throughout the year.

Festival of Colours

This Hindu festival is celebrated in India and is also known as 'Holi'. It is held in springtime and is associated with Krishna, one of the most popular gods in the Hindu religion. This festival celebrates the victory of good over evil and it also welcomes the arrival of spring. In most festivals people **tend to** put on their best clothes, but not for this one – quite the opposite, in fact. In preparation for the celebration, people **rummage through** their wardrobes and **dig out** some old clothes to wear. This is because during this celebration powder paints, also known as 'gulal', are thrown at your relatives, friends, neighbours and even strangers. In some parts of India they also use wet paints.

Radish Festival

This Mexican festival is also known as 'Noche de Rabanos'. It is held in a town called Oaxaca every year on 23rd December. People use radishes, which are the symbol of Christmas in Mexico, to **carve out** small sculptures. These sculptures are used to greet the coming Christmas Day. The main event takes place in the central square of Oaxaca and anyone can join the competition. The winner's picture is then printed in the local newspaper. The winning sculptures have an amazing amount of intricate detail and can weigh up to three kilograms. The carving starts a week before the festival and all the radishes are kept fresh by being sprayed with water.

www.festivalpig.com/Oaxaca-Radish-Festival.html

Songkran Water Festival

This festival is held in mid-April to celebrate the traditional New Year in Thailand. Nobody is safe from what is probably the largest 'water fight' in the world which can go on for three days. This festival is all about purifying yourself and **making a fresh start** in the New Year. Even though this festival has religious roots, over the years it is the water fights that have been **drawing the crowds**. Another benefit to **getting drenched** is the welcome relief from the sometimes **unbearable heat**, which can reach almost 40 °C. However, it is not only the water throwing that makes it fun, it is also all the music and dancing that goes on in the streets.

Boryeong Mud Festival

Every year between 14th and 24th July something very unusual happens in the town of Boryeong in South Korea – the Mud Festival. The local **soil** is said to be rich in minerals, which are supposed to **have a beneficial effect on** your skin. A lot of trucks are needed to collect enough mud from around the town and transport it to Daecheon Beach just outside Boryeong for the festival. This celebration **draws** not only **the locals**, but also around two million visitors from outside the city and **further afield**. Competitions, such as mud wrestling, mud skiing and even mud swimming, are all part of the fun to be found at the festival.

**Key term: context**

This is the general situation in which something happens and this situation helps to explain it.

In a text it is all the surrounding words that help you understand the situation or meaning.

**Study tip: Guessing vocabulary from the context**

When your reading is being tested, you usually cannot use a dictionary. That is why it is important to train your brain to guess the meaning from the context.

All these things can help you.

- Look at the sentences before and after the unknown word.
- Think – is there a prefix like ‘dis-’ to signal a negative meaning?
- Are there any examples given after the word to help you guess?
- Is the word a noun, an adjective or a verb?

**Study tip: Expanding answers**

Remember to expand your answers. If the question requires a yes/no answer, this is not enough. Always give examples, compare what used to happen and what happens now, or give some personal experience.

“ Vocabulary 1

Work in the same four groups. Look at the highlighted words in the text you have just read. Try to guess the meaning of these words from the **context** and then check your ideas with the other students in your group. Only check in an English dictionary if you are not sure about the meaning.

Tell the students in the other groups what the words in your text mean.

Reading: activity 2

Now read all four texts and answer the following questions.

- 1 What sort of clothes do people wear during the Festival of Colours?
- 2 In the Radish Festival, why were radishes chosen for the carving?
- 3 Why are the winning sculptures special? Give **two** examples.
- 4 How do contestants make sure that the radishes stay looking good for 23rd December?
- 5 Apart from being good fun and drawing the crowds, is there another reason why you might enjoy getting wet during the Water Festival?
- 6 Where does the mud come from and how does it get to the location where the Mud Festival takes place?
- 7 Who attends the Mud Festival?

🗨 Speaking

Work in groups and answer the questions below. Do not forget to expand your answers.

- 1 Would you like to take part in any of the four festivals? Why? Why not?
- 2 Do you have any similar festivals in your country?
- 3 What do you do in your country to welcome the New Year?
- 4 Do you have any festivals to welcome a different season?
- 5 Are there any festivals in your country that involve water?
- 6 Are there any festivals in your country that require the use of certain foods?



Project

There are a lot of festivals around the world. Choose a festival that you find interesting or unusual and prepare a short talk. You can use the Internet or encyclopaedias to find information you need.

Remember it is always more interesting for the audience if you use some photos, graphs, diagrams, etc. to go with your talk. You will also keep people interested if you include some surprising, shocking or humorous facts.

At the end of your talk, don't forget to ask your classmates if they have any questions about the festival you have talked about.

Useful language expressions

- It is held to celebrate
- People tend to
- You can see people (+ *-ing*)
- There are a lot of people (+ *-ing*)
- I've never seen anything like it before in my life.

Imagine you have just come back from a holiday. While you were there, you attended a local festival. You thought it was a very good festival and people should know about it.

You have decided to write an online review using some of the information from your talk. Don't forget to say what you enjoyed most about the festival and why people should see it too.



Language focus



Key term: past participle verb forms

These are verb forms that are used, for example, in the passive voice. For regular verbs, you only need to add *-ed* to the verb (e.g. **cook – cooked**). For irregular verbs, the past participle forms vary (e.g. **buy – bought, write – written, do – done**).

The passive voice

Analysis

Look at these sentences taken from the Reading section.

- A** This Hindu festival is celebrated in India.
- B** Powder paints are thrown at your relatives, friends, neighbours and even strangers.
- C** It is held in a town called Oaxaca.
- D** This Mexican festival is also known as 'Noche de Rabanos'.

Now answer the questions below:

- 1 What are the two verbs that are used in each sentence?
- 2 Now change the four sentences into the past simple tense. Which verb changes when we want to change the tense in the passive voice?
- 3 Why do you use the passive voice? Are you interested in who does the action or what happens?
- 4 Is the passive voice used more commonly in formal or informal situations?

Tenses

Look at these passive sentences in different tenses. Highlight the tense in each sentence. What tense is it? Choose from the five options given. How does the verb 'to be' change in each tense?

- | | | |
|---|---|-------------------|
| 1 | A letter was sent out to all students on Monday. | future 'going to' |
| 2 | In future most traditions will be lost. | |
| 3 | All questions are going to be answered by the Head teacher. | future 'will' |
| 4 | All the tickets for the festival have been sold. | present simple |
| 5 | The photographs were taken by our students last year. | present perfect |
| 6 | I'm always told to be more careful. | |
| 7 | We've been invited to the Summer Festival by our friend. | past simple |

Pronunciation

Listen to the following sentences in track 4 and focus on the underlined auxiliary verbs. How do we pronounce them?

Is the pronunciation of the auxiliary verbs strong or weak? Choose the correct answer below.

Weak sounds appear in:

- short answers
- full sentences.

Now listen again and copy the pronunciation.

- 1 It has been repaired.
- 2 It was made very popular in the sixties.
- 3 They were carved out of radishes.
- 4 It can be used as a decoration.
- 5 Yes, it has.
- 6 Yes, it was.
- 7 Yes, they were.
- 8 Yes, it can.

See Transcript 3 at the back of the book.

Practice

Exercise 1

Complete the gaps with the passive voice in the correct tense.

- 1 Every time I decide to go to a party I end up staying at home because it (cancel).
- 2 The school assembly (hold) in the gym tomorrow morning at 9 o'clock.
- 3 My city actually (build) by the Romans many centuries ago.
- 4 I'm so happy at the moment. I just (give) some very good news about my exam by the Head teacher.
- 5 I decided to ask my father if I could have my room redecorated and he said 'yes!' It (do) very soon, but we haven't decided when exactly yet.

- 6 My homework (check) by my brother who's excellent at English so I hope I can get a good mark for this one.
- 7 These celebratory cakes (make) with dried fruits and nuts.
- 8 Tests (take) by all classes to check their progress.
- 9 You just have to wait and see. It all (reveal) next week. Then you can hear the name of the winners announced during a special ceremony.
- 10 The celebration (spoil) by the awful weather. We had to cancel all the outdoor activities and only keep the indoor dance competition.
- 11 Don't worry, everything is under control. The flowers and decorations (order). All your friends (inform) about the time of your birthday party.

Exercise 2

Practise using the passive voice in sentences. For each situation, think what tense would be the most appropriate and then try to **write three to five sentences**.

Think of one activity that you do every day (e.g. make tea). What is done?

For example:

- First, the kettle is filled with water.

Now think what preparation had to be done before your last birthday party or any other celebration you went to.

For example:

- First, my friends were invited.

Think of the place/city where you live. What has changed?

For example:

- A new bridge has been built across the river.

What will be done at the end of this academic year?

For example:

- Students will be given their final reports.

Activate your English

Work in small groups. Each of you is going to give a short talk about one of the topics below. Choose one and prepare notes for your talk. Remember to use the passive voice to make your talk sound more formal. Then, give your talk to the other students in your group.

A popular festival in your country.

Describe preparations for your last trip.

How to prepare your favourite dish.

Recent news you have heard or read.

What life will be like in the future.

Recent changes at your school.

Listening

Listening: activity 1

Listen to an interview with Dana in track 5. What kind of celebration is she talking about? Did she enjoy it? Why? Why not? (Give examples.)

Listening: activity 2

Now look at the form. Focus on the gaps and try to predict what type of information is missing.

Then listen to the recording and fill in the gaps. Write one or two words only in each gap. You will hear the recording twice.



The Carnival in Rio	
A	Dana's mum and dad went to live in Portugal because of
B	Dana didn't want to study like her father.
C	During Dana's studies some gave her jobs helping with dance performances.
D	Dana went to Brazil in for the first time.
E	Occasionally people continue with the Carnival for nearly
F	Apart from being the largest carnival, people think it's also the one.
G	The judges award points for the from people watching the parade, among other things.
H	It is said that the carnival was introduced to Brazil by

23



Key term: phrasal verbs

Phrasal verbs are verbs with one or two particles (e.g. *up*, *off*, *over*, *to*, etc.) and can change their meaning compared with standard verbs.

For example: *The plane takes off at 4.55 in the afternoon.* The phrasal verb **to take off** in this sentence doesn't mean to 'take something off'. It means when a plane **leaves the ground**.

See Transcript 4 at the back of the book.

Vocabulary 2

Phrasal verbs and fixed expressions

Read Transcript 4 from the previous listening activity. Work in two groups and look through the text. One group should look for examples of **phrasal verbs** and the other group for other **fixed expressions**. When you find some, write them down and share them with the other group. Don't worry about their meaning at this point.

Key term: fixed expressions

In English you often come across **fixed expressions**. These are words that often appear together and, like **phrasal verbs**, change their meaning.

Sometimes there are two words together (e.g. *to do homework*, *to make a mistake*). These are called **collocations**. Sometimes there are three or more words (e.g. *to be in charge of something*).

If you use these expressions, you will sound more natural, just like a native speaker.



Study tip: Dictionary work

When looking up phrasal verbs in a dictionary, look up the standard verb (e.g. *take*) and then look for the correct particle (e.g. *up*, *over*, *off*). Particles are listed in alphabetical order. This means that 'take after' would appear before 'take on', etc.

24

Did you know?

- All major bridges leading to and from Manhattan were designed by Swiss engineers.
- The only Olympic Games museum in the world is in Lausanne, Switzerland.
- The trains in Switzerland are on time 97 per cent of the time.

Exercise 1

Can you match the following definitions to the words you found in the transcript? They appear in the same order as in the transcript.

- 1 the process when a child becomes an adult (phrasal verb)
- 2 to experience something yourself, not just read about it (fixed expression)
- 3 really amazing (fixed expression)
- 4 to continue (phrasal verb)
- 5 to decide on something after discussing it (phrasal verb)
- 6 to do something repeatedly (fixed expressions)
- 7 to learn new information (phrasal verb)

Activate your English

Work in groups of three and discuss the following:

- 1 If you had the choice, where would you like to grow up?
- 2 What is difficult about growing up?
- 3 Where do you find out about the latest news in music or fashion? Why do you prefer this source of news?
- 4 What would you like to experience or see first-hand? Why?
- 5 Is there anything you had to do over and over again as a child that you really hated?
- 6 Is there an activity that you can carry on doing without getting bored? Why do you love it so much?

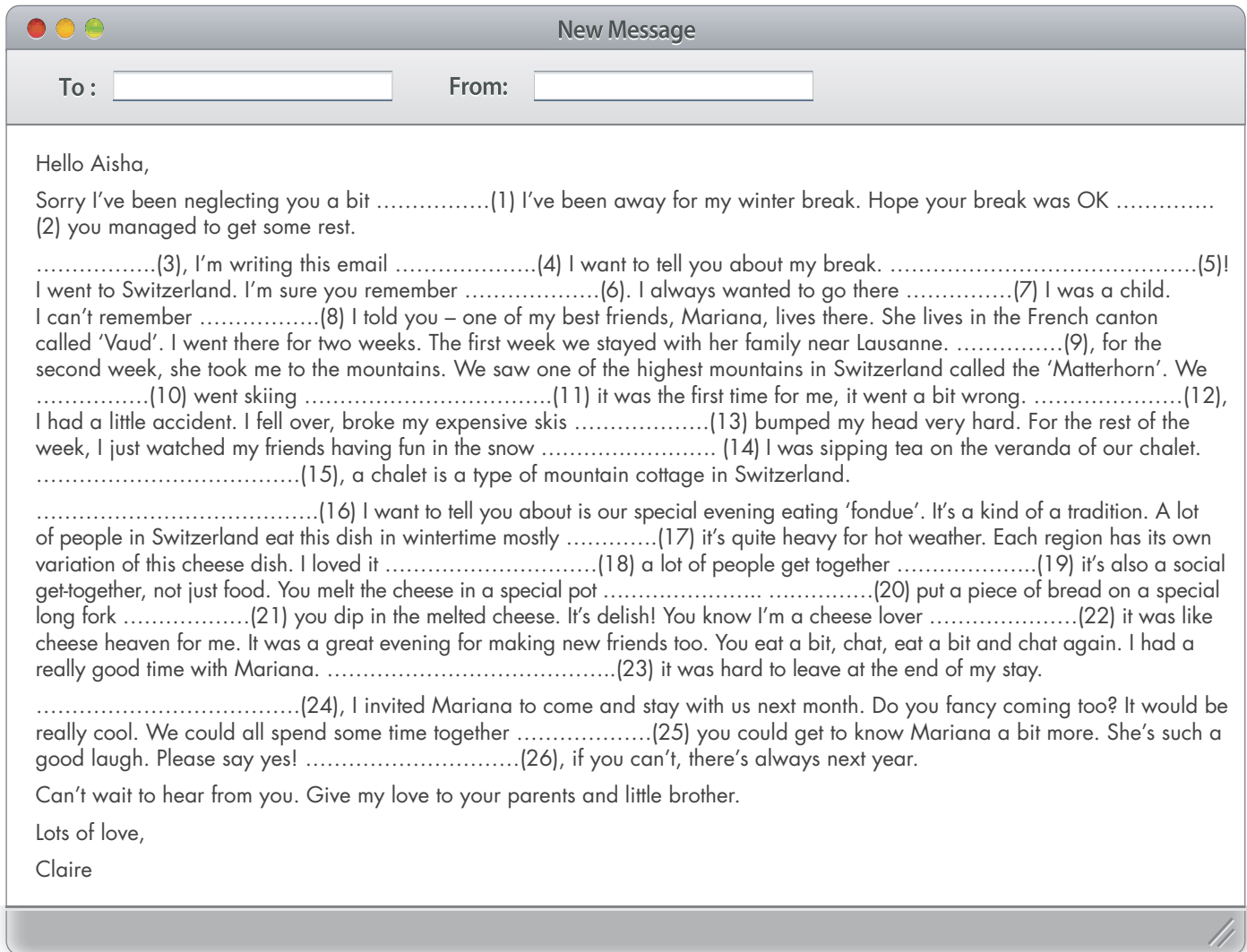
Writing

Writing: activity 1

Read the following letter and answer the questions. Ignore the numbers in the letter for this activity – they are used in activity 2.

- 1 Who wrote the letter?
- 2 Do Aisha and Mariana know each other? Are they friends?
- 3 What are the two main events described in the letter?
- 4 What is the purpose of the last paragraph?





Writing: activity 2

Look at the letter in activity 1 again. Are the sentences **complex** or not? Why?

Try to complete the gaps with the most suitable **linker**. Choose from the selection below. Remember – some linkers are used more than once.



Key term: clauses

Clauses are parts of a sentence. They consist of a subject and a verb. A sentence can have more than one clause.

For example: *It's raining today, but I don't mind.* This sentence has two clauses.

so and that reminds me

then because but guess what

and as unfortunately since however

anyway that's why if another thing

which also while and then

that by the way

Key term: complex sentences

Complex sentences have more than one clause.

For example: *I had a cheese sandwich, which I didn't like very much, and then I bought some ice-cream.* This sentence is complex and has three clauses.

These clauses are joined together with 'which' and 'and then'. 'which' gives us more detail about the sandwich. 'and then' adds new information.



Study tip: Complex sentences in speaking and writing

It is a good idea to use complex sentences in your speaking and writing. They will make your performance sound more natural.

Key term: linkers

Linkers are like 'glue' in the text. Without them, texts sound broken and unnatural.

Linkers are words or phrases that link sentences together which make the sentence more complex, but more natural-sounding. We also use linkers to start paragraphs or to link ideas together.



Study tip: Linkers in emails to a friend

If you use linkers, this will improve the quality of your writing and make it sound more natural. Just be careful to use the correct linkers. Some of them are too formal and would not be suitable for an informal email (e.g. *furthermore, in addition to that*).

Writing: activity 3

Now look at the following categories. Put the linkers from activity 2 in the correct category. There are some linkers that do not go in any of the categories.

- 1 Adding more information
- 2 Two opposing/contrasting ideas together
- 3 Result
- 4 Explaining why something happened
- 5 Time
- 6 To introduce some bad news
- 7 Adding extra detail about things

Writing: activity 4

Now look at the following categories. Choose the best linker(s) from activity 2 for each category. These linkers are used when you start a new idea or a new paragraph.

- 1 You want to change the topic; you start a new idea.
- 2 You want to say something surprising.
- 3 You want to add something new, normally something interesting or important that you've just remembered.

Writing: activity 5

Look at the three columns and match the correct parts together. Notice the punctuation used at the end of some of the sentences in the first column. This means that some linkers will need a capital letter and some will not. Which linkers will need a capital letter?

Two of the linkers also need a comma. Can you decide which ones? Now rewrite the sentences in full with the correct punctuation.

1 Yesterday it was raining really hard.	which	A have you met before?
2 We bought some food, Tiago is bringing some DVDs	by the way	B we'll definitely make it another time.
3 This is my classmate Yumi.	however	C the heat was unbearable.
4 I'd love to fly to the Rio Carnival.	but	D we had to cancel the picnic.
5 We're going to a festival in Thailand	while	E I can't afford the airfare.
6 We can't come and visit this year	because	F involves a lot of water throwing.
7 The school football match was cancelled	that's why	G I was having dinner with my family.
8 My mobile rang	and	H you can be responsible for preparing the room.

Writing: activity 6

Work in pairs. Cover up the last column in activity 5. Complete each sentence with your own idea. For example: Yesterday it was raining really hard. That's why I watched TV all day long.

Now cover up the middle and the last columns. Complete the sentences in the first column with your own ideas. You can use different linkers if you want. Write your ideas on strips of paper. For example: Yesterday it was raining ... / ... *However, I played football outside the whole afternoon.* When you write your answers on the strip of paper, only include your idea, but not the first sentence.

When you have finished, give your answers to another pair and test them to see if they can match your ideas to the correct first sentence in their books.

Writing: activity 7

Now you are ready to write your own letter to a friend. Imagine you are writing to a friend about a festival, celebration or special event you've been to. In your letter you should mention:

- where it was and why you went there
- what people did
- why you enjoyed it.

In your letter, try to use linkers to improve your writing. Don't forget to look at the sample letter in this section.

Your letter should be between 100 and 150 words long.

Summary

Can you remember ...

- **one** interesting fact about each of the unusual festivals?
- where the most famous carnival is?
- what a popular winter dish in Switzerland is?
- the name of a mountain in Switzerland?
- how to make your talk more interesting for the audience?
- what you should do at the end of your talk?
- how to make the passive voice? What two verbs are needed?
- what the past participle forms are for these verbs: *buy, choose, find, sing, teach*?
- if the following sentence is correct? 'The students was tell to bring sandwiches for the picnic.'
- what a phrasal verb is? Can you give three examples?
- what words are missing from the following fixed expressions? 'experience something first ...'; 'do something over and over ...'; 'something is this world'
- what complex sentences are? Can you make this sentence complex? 'I went to Shanghai.'
- why we use linkers? how to make sentences with these five linkers: 'however'; 'which'; 'that's why'; 'that reminds me'; 'while'?
- how to use 'furthermore' in a letter to a friend?

Progress check

Go back to the Objectives at the beginning of this chapter and assess your progress. Use the symbols below to show how confident you feel about your learning progress.

I am very good at this.



I am OK, but I need a bit more practice.



I can't do this yet and I need to look at this section again.





Chapter 3:

The natural environment

Objectives

In this chapter, you will learn and practise:

- reading skills – taking notes about extreme natural places
- speaking skills – discussing personal experiences and feelings
- listening skills – matching speakers to the correct feeling about an experience
- writing skills – writing an article about travelling and getting new experiences; using the correct style; and language.

You will also learn and practise the following language skills:

- vocabulary sets – extreme natural places
- comparative and superlative forms of adjectives.

You will ‘Activate your English’ by:

- stating opinions about a range of topics, agreeing and disagreeing
- giving a personal account of past experiences.