



# UPRIGHT 5

## STUDENT'S BOOK.....ม.5

ชั้นมัธยมศึกษาปีที่ 5

กลุ่มสาระการเรียนรู้ภาษาต่างประเทศ

ตามหลักสูตรแกนกลางการศึกษาขั้นพื้นฐาน พุทธศักราช 2551

Express Publishing-ACT.



Express Publishing

Copyright © Express Publishing, 2025

© Aksorn Charoen Tat ACT. Co., Ltd. 2025

ปีที่พิมพ์ 2568

พิมพ์ครั้งที่ 1

จำนวนพิมพ์ 20,000 เล่ม

ISBN: 978-616-606-109-3

รหัสสินค้า 3512012

**AKSORN**

www.aksorn.com

Published and distributed in Thailand by:

**Aksorn Charoen Tat ACT. Co., Ltd.**

142 Tanao Road, Phra Nakhon, Bangkok, Thailand 10200

Tel. +66 2622 2999 (auto phone switch 20 lines)

Printed at: **Thai Romkiao Co., Ltd.** Tel. +66 2903 9101-6

### All Rights Reserved

No part of this work may be reproduced, copied, imitated, duplicated, scanned, or adapted by any means or in any form, whether in whole or in part. It is strictly prohibited to use or reproduce any portion of this work for the purpose of training, developing, or enhancing artificial intelligence (AI) systems or other technological systems.

ผู้เรียบเรียง

Virginia Evans

Jenny Dooley

ผู้ตรวจ

นายปฏิภาณ จินาวงศ์

นางสุภาภรณ์ ลิปเวสม์

Stephen Lorriman

บรรณาธิการ

นายธีระรัฐ ทองบุญมา

คำชี้แจงในการใช้สื่อ

UPRIGHT เป็นชุดสื่อการเรียนรู้รายวิชาพื้นฐาน ภาษาอังกฤษในระดับมัธยมศึกษาปีที่ 4-6 ซึ่งออกแบบเนื้อหาเป็น 4 หน่วยการเรียนรู้ โดยแต่ละหน่วยการเรียนรู้ประกอบด้วย หัวข้อที่น่าสนใจ ภายใต้แนวคิดเดียวกัน มีการบูรณาการทุกทักษะทางภาษาเข้าไว้ด้วยกัน ทั้งการฟัง พูด อ่าน และเขียน มีเนื้อหาและทักษะทางภาษาที่สอดคล้องกับมาตรฐานและตัวชี้วัดของหลักสูตร โดยมุ่งเป้าหมายเพื่อให้นักเรียนสามารถใช้ภาษาอังกฤษได้อย่างคล่องแคล่ว เพื่อนำไปใช้สื่อสารในชีวิตจริง และเตรียมความพร้อมนักเรียนสำหรับศึกษาต่อในระดับอุดมศึกษาและการประกอบอาชีพ

นอกจากการบูรณาการทักษะแล้ว สื่อชุด UPRIGHT ยังสอน grammar (ไวยากรณ์) ซึ่งถือเป็นหัวใจสำคัญของการเรียนการสอนภาษาอังกฤษ เพื่อให้นักเรียนสามารถนำไปประยุกต์ใช้ในการสอบในระดับชั้นเรียน และในการสอบแข่งขันต่าง ๆ รวมทั้งยังส่งเสริมให้นักเรียนใช้ภาษาอังกฤษในการเรียนรู้เกี่ยวกับวัฒนธรรมของเจ้าของภาษา และเชื่อมโยงความรู้กับกลุ่มสาระการเรียนรู้อื่น

สื่อชุด UPRIGHT ยังเน้นการสอนคำศัพท์ที่หลากหลาย มีความเกี่ยวข้องกับชีวิตประจำวัน มีการสอนแบบเป็นกลุ่มคำหรือวลี และ collocations (คำปรากฏร่วม) ซึ่งจะช่วยให้ นักเรียนสามารถจดจำกลุ่มคำที่ต้องใช้ร่วมกันได้ และทำให้ใช้สำนวนภาษาอย่างที่เขาเจ้าของภาษาใช้จริง ๆ อีกทั้งยังมีไฟล์เสียงประกอบการเรียนการสอน เพื่อช่วยให้นักเรียนฝึกฝนทักษะทางภาษาอังกฤษได้ดียิ่งขึ้น

ผู้จัดทำจึงหวังเป็นอย่างยิ่งว่า สื่อชุด UPRIGHT จะสามารถช่วยพัฒนาทักษะทางภาษาอังกฤษของนักเรียน และช่วยอำนวยความสะดวกให้กับครูผู้สอนได้เป็นอย่างดี



Contents

		Vocabulary	Grammar & Pronunciation	Reading, Listening, Speaking	Writing
<b>MODULE 1 The Way We Live</b> (pp. 7-28)					
1.1	<b>Places</b> (pp. 8-9)	places	can/could	• reading dialogues • listen for specific information • make offers & requests	a short dialogue
1.2	<b>Where exactly?</b> (pp. 10-11)	at the airport	relatives	• read a dialogue • act out a dialogue	sentences about the airport
1.3	<b>Eco-schools</b> (pp. 12-13)	school facilities	modals	• Reading: <i>The Colour of Education</i> • speak about school guidelines	a letter about schools
1.4	<b>Notes</b> (pp. 14-15)	in the workplace	subject/object pronouns – possessive determiners/pronouns	• read short messages • listen for specific information	a memo
1.5	<b>Clothes</b> (pp. 16-17)	clothing care symbols	question tags	• read a dialogue asking for a refund • listen for specific information • make complaints and requests • give a presentation	a presentation on clothing care symbols
1.6	<b>Helping out</b> (pp. 18-19)	home duties	past forms of modals	• read a dialogue • listen for specific information • reprimand/remind someone	a note reminding what to do
1.7	<b>Eating out</b> (pp. 20-21)	on the menu	comparatives/superlatives	• read a dialogue at a restaurant • listen for gist • order food and drinks at a restaurant	a menu of your country's food
1.8	<b>Films</b> (pp. 22-23)	types of films	the passive	• Reading: <i>Films Go High Tech!</i> • speak about films and CGI	sentences about films and CGI
1.9	<b>Charity events</b> (pp. 24-25)	charity activities		• read a semi-formal email • make requests	a semi-formal email making a request
1.10	<b>Ads</b> (pp. 26-27)		so/such	• Reading: <i>Tricks of the Trade</i> • listen for specific information • talk about ads	a paragraph expressing your opinion on how advertising influences teenagers
<b>Self-Check 1</b> (p. 28)					

		Vocabulary	Grammar & Pronunciation	Reading, Listening, Speaking	Writing
MODULE		2 Cause & Effect (pp. 29-50)			
2.1	Precious water (pp. 30-31)	verbs related to water	conditional type 0	<ul style="list-style-type: none"><li>• Reading: <i>Cool cool water</i></li><li>• present the water cycle</li></ul>	facts about water
2.2	Space (pp. 32-33)	space	<ul style="list-style-type: none"><li>• present simple</li><li>• pronunciation: verb form of 3rd person singular</li></ul>	<ul style="list-style-type: none"><li>• Reading: <i>Saturn</i></li><li>• give a presentation</li></ul>	a presentation on the solar system
2.3	Bad habits (pp. 34-35)	annoying situations	conditional type 0	<ul style="list-style-type: none"><li>• read a dialogue</li><li>• listen for specific information</li><li>• express annoyance</li></ul>	sentences about things that annoy people
2.4	Our planet (pp. 36-37)	environmental problems	conditional type 1	<ul style="list-style-type: none"><li>• Reading: <i>Earth SOS</i></li><li>• give and react to news</li></ul>	a presentation on ways to help protect the environment
2.5	Be active (pp. 38-39)	hobbies	will	<ul style="list-style-type: none"><li>• Reading: <i>The Expert advises...</i></li><li>• listen for specific information</li></ul>	an email of advice
2.6	Great animals (pp.40-41)	animals & habitats	present simple vs present continuous	<ul style="list-style-type: none"><li>• Reading: <i>Josh's Animal Blog</i></li><li>• give a presentation</li></ul>	a comment to a blog entry
2.7	Tech-time (pp.42-43)	robots	conditional type 1	<ul style="list-style-type: none"><li>• Reading: <i>Can you believe it?</i></li><li>• listen for specific information</li></ul>	sentences about the future of robots
2.8	Weather patterns (pp. 44-45)	the weather	present continuous vs be going to	<ul style="list-style-type: none"><li>• Reading: <i>Weather Proverbs</i></li><li>• talk about the weather</li></ul>	sentences about the weather
2.9	Health (pp. 46-47)	aches & pains	the imperative	<ul style="list-style-type: none"><li>• Reading: <i>An apple a day ...</i> (quiz)</li><li>• listen for specific information</li><li>• ask about health, complain, express sympathy and give advice</li></ul>	a dialogue giving advice
2.10	What does your future hold? (pp. 48-49)	future plans	linkers	<ul style="list-style-type: none"><li>• Reading: <i>My Life in the Future</i></li><li>• listen for specific information</li><li>• ask about future plans and make predictions</li></ul>	a short blog entry about your life in the future
Self-Check 2 (p. 50)					

		Vocabulary	Grammar & Pronunciation	Reading, Listening, Speaking	Writing
MODULE 3		Moments in the Past (pp. 51-72)			
3.1	Difficult times (pp. 52-53)	life in the past	past simple vs present simple	<ul style="list-style-type: none"><li>Reading: <i>Coming to America</i></li><li>narrate a story</li></ul>	a short paragraph about your life as a child and now
3.2	Transport (pp. 54-55)	means of transport	pronunciation: -ed endings	<ul style="list-style-type: none"><li>Reading: <i>Travel through Time</i></li><li>listen for specific information</li><li>buy a train ticket</li></ul>	sentences about different means of transport
3.3	Towns (pp. 56-57)	busy towns	<ul style="list-style-type: none"><li>used to/past simple</li><li>pronunciation: used to</li></ul>	<ul style="list-style-type: none"><li>Reading: <i>The City of Angels</i></li><li>compare cities then and now</li></ul>	a paragraph about your town then and now
3.4	Inventions (pp. 58-59)	electrical devices	too/enough	<ul style="list-style-type: none"><li>read a dialogue</li><li>listen for specific information</li><li>order things on the phone</li></ul>	a dialogue buying an appliance
3.5	Long ago (pp. 60-61)		quantifiers	<ul style="list-style-type: none"><li>Reading: <i>Australian Aborigines</i></li><li>give a summary</li></ul>	a short summary
3.6	Changing fashion (pp. 62-63)	clothes		<ul style="list-style-type: none"><li>Reading: <i>Music &amp; Fashion</i></li><li>listen for specific information</li><li>compliment on clothes</li></ul>	a paragraph comparing fashion then and now
3.7	Sports (pp. 64-65)	sports activities	-ed and -ing adjectives	<ul style="list-style-type: none"><li>Reading: <i>Sports Trivia</i></li><li>listen for specific information</li><li>express feelings</li></ul>	a quiz about sports in the past
3.8	Holiday time (pp. 66-67)	holiday activities		<ul style="list-style-type: none"><li>read a letter</li><li>give a summary</li><li>invite, accept &amp; refuse</li></ul>	an informal email giving news
3.9	War memories (pp. 68-69)	war	present perfect (has/have been – has/have gone)	<ul style="list-style-type: none"><li>Reading: <i>The day of days ...</i></li><li>give a presentation</li></ul>	a presentation on D-Day
3.10	School days (pp. 70-71)	school	present perfect vs past simple	<ul style="list-style-type: none"><li>Reading: <i>Changing Education</i></li><li>listen for specific information</li></ul>	sentences about your school
Self-Check 3 (p. 72)					



MODULE

4

Disasters & Mysteries

(pp. 73-94)

4.1	<b>Disasters</b> (pp. 74-75)	natural disasters	<ul style="list-style-type: none"><li>past continuous (affirmative/negative)</li><li>pronunciation: <i>-ing</i> endings</li></ul>	<ul style="list-style-type: none"><li>read diary entries</li><li>act out an interview</li></ul>	an interview about a natural disaster
4.2	<b>Help!</b> (pp. 76-77)	describing an event	past continuous (interrogative/short answers)	<ul style="list-style-type: none"><li>read a dialogue</li><li>listen for a sequence of events</li><li>narrate an event</li></ul>	an email about a rescue you witnessed
4.3	<b>Breaking the law</b> pp. 78-79)	crime	past continuous vs past simple	<ul style="list-style-type: none"><li>read newspaper articles</li><li>listen and take notes</li><li>express surprise</li><li>summarise an event</li></ul>	a newspaper article
4.4	<b>Encounters</b> (pp. 80-81)		prepositions of movement	<ul style="list-style-type: none"><li>Reading: <i>Fact or Fiction?</i></li><li>listen for specific information</li><li>speak about an encounter you had with a strange creature</li><li>give a presentation</li></ul>	a presentation on a strange creature
4.5	<b>That hurt!</b> (pp. 82-83)		when/while	<ul style="list-style-type: none"><li>read a story</li><li>listen for specific information</li></ul>	a story about an accident
4.6	<b>Spooky!</b> (pp. 84-85)	fantasy creatures	<ul style="list-style-type: none"><li>past perfect</li><li>linkers</li></ul>	<ul style="list-style-type: none"><li>read a dialogue</li><li>give a presentation</li></ul>	a summary of a ghost story
4.7	<b>Mystery zone</b> (pp. 86-87)		reported speech (statements)	<ul style="list-style-type: none"><li>Reading: <i>The Mystery of the Bermuda Triangle</i></li><li>give a presentation</li></ul>	a presentation on the mystery of the Bermuda Triangle
4.8	<b>Story time</b> (pp. 88-89)	at the sea	linkers	<ul style="list-style-type: none"><li>read a story</li><li>listen for specific information</li><li>summarise a story</li></ul>	a story
4.9	<b>Still a mystery</b> (pp. 90-91)	materials	reported speech (questions/commands/requests)	<ul style="list-style-type: none"><li>Reading: <i>Rapa Nui</i></li><li>give a presentation</li></ul>	a presentation on Easter Island
4.10	<b>Rescue</b> (pp. 92-93)		articles (a/an - the)	<ul style="list-style-type: none"><li>Reading: <i>CAVE-IN!</i></li><li>listen for specific information</li></ul>	a paragraph about a mining accident

<b>Self-Check 4</b> (p. 94)  <b>Culture Corner &amp; Curricular Cut</b> (pp. 95-103) <b>Extended Reading</b> (pp. 104-105) <b>Exam Practice</b> (pp. 106-110) <b>Grammar Reference</b> (pp. 111-124)	<b>Rules of Punctuation</b> (p. 125) <b>American English – British English Guide</b> (p. 126) <b>Irregular Verbs</b> (pp. 127-128)
---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------

MODULE

1

The Way We Live

Before you start ...

- What are your home duties?
- What types of films do you like to watch?

Learn about:

Vocabulary

- places
- at the airport
- school facilities
- in the workplace
- clothing care symbols
- home duties
- on the menu
- types of films
- charity activities

Grammar

- can/could
- relatives
- modals
- subject/object pronouns – possessive determiners/pronouns
- question tags
- past forms of modals
- comparatives/superlatives
- the passive
- so/such

And you can...

- make offers and requests
- act out a dialogue
- make complaints about clothes
- give a presentation
- order food and drinks at a restaurant
- reprimand or remind someone
- write a short dialogue about buying things
- write sentences about the airport
- write a letter about schools
- write a memo
- write a presentation on clothing care symbols
- write a note reminding what to do
- write a menu of your country's food
- write about films and computer generated imagery (CGI)
- write a semi-formal email making a request
- write a short paragraph expressing your opinion on how advertising influences teenagers

Find the page numbers for ...

- clothing care symbols
- a restaurant menu



What's in the module?





# 1.1 Places

## Vocabulary

### Places

1 a) Listen and say.

b) Match the sentences (1-9) with the places (a-i).

- 1 You can buy fruit and vegetables here.
- 2 You can buy stamps here.
- 3 You telephone here if there is a fire.
- 4 You can travel to another city from here.
- 5 You can buy medicine here.
- 6 They take criminals here.
- 7 You can see a doctor here.
- 8 You can borrow books from here.
- 9 You can fill your car up with petrol here.



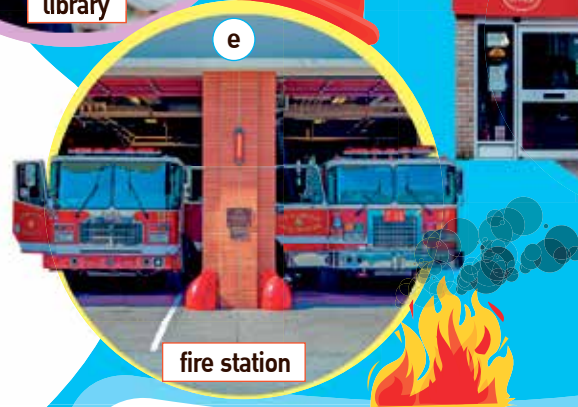
library



police station



post office



fire station



hospital

b) Read again and mark the sentences T (true) or F (false).

- A**
- 1 Mr Curtis is another customer. \_\_\_\_\_
  - 2 Mrs White wants to buy some fruit. \_\_\_\_\_
  - 3 Mr Curtis is a bit rude. \_\_\_\_\_
  - 4 Dave wants to buy a book. \_\_\_\_\_
- B**
- 5 61 Hours isn't available at the moment. \_\_\_\_\_
  - 6 Dave is a registered member. \_\_\_\_\_

## Grammar

### Can/Could

3 a) Read the box. Find examples in the dialogues in Ex. 2.

#### CAN/COULD

We use **Can I/you ... ?** and **Could I/you ... ?** to make:

- polite requests **Can/Could you help me with these bags?** (Is it possible? Would you mind helping me with these bags?)
- offers **Can I get you a drink?** (Shall I ...?)  
**Could I help you with that?** (more polite)
- ability **He can cook well.** (present – He is able to)  
**He couldn't cook when he was ten.** (past – He wasn't able to)

b) Mark the sentences R for polite request, O for offer or A for ability.

- 1 It's freezing! Can you close the door, please? \_\_\_\_\_
- 2 Can I get you something to eat? \_\_\_\_\_
- 3 Could I see you for a minute, Mr Brown? \_\_\_\_\_
- 4 Could I help you in any way? \_\_\_\_\_
- 5 Can you drive? \_\_\_\_\_
- 6 Could you speak Spanish when you were 10? \_\_\_\_\_

4 a) Choose the correct answer.

Listen and check. Listen again and repeat.

- |                                                                                                 |                                                                                               |
|-------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------|
| 1 <b>A:</b> Can I get you anything?<br><b>B:</b> a Yes, that's fine.<br>b No, thanks. I'm fine. | 3 <b>A:</b> Could you drive when you were 18?<br><b>B:</b> a Yes, I can.<br>b No, I couldn't. |
| 2 <b>A:</b> Can I borrow the car?<br><b>B:</b> a I'd rather not.<br>b I'm afraid you can't.     | 4 <b>A:</b> Can you carry these?<br><b>B:</b> a I can.<br>b Yes. No problem.                  |

## Reading

2 a) Read and listen to the dialogues. In which of the places in Ex. 1 does each dialogue take place?

Check these words

copy, library card

- A**
- Mr Curtis:** Hello. Can I help you?  
**Mrs White:** Yes, do you have any peppers?  
**Mr Curtis:** Not today, sorry.  
**Mrs White:** Lemons?  
**Mr Curtis:** Yes, we do. How many would you like?  
**Mrs White:** Could I have 2 pounds, please?  
**Mr Curtis:** Of course. Here you are. Can I get you anything else?  
**Mrs White:** No, that's all, thanks.  
**Mr Curtis:** That's £3.40, please.  
**Mrs White:** Here you are. Thanks.  
**Mr Curtis:** Thank you. Have a nice day.

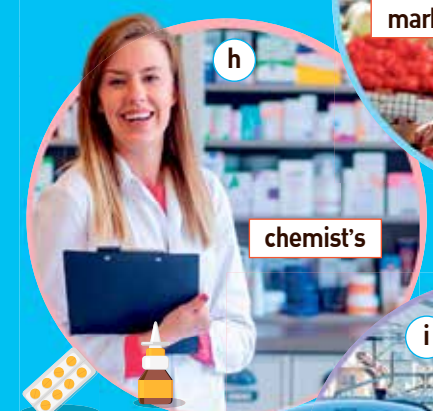
- B**
- Mrs Abbey:** Hello. What can I do for you?  
**Dave:** Do you have a copy of 61 Hours?  
**Mrs Abbey:** Let me see. Yes, we do, but it's out until Friday.  
**Dave:** Oh, no. Could I reserve it for Friday?  
**Mrs Abbey:** Yes, of course. Can I see the number on your library card, please?  
**Dave:** Here you are. It's 2152.  
**Mrs Abbey:** OK.  
**Dave:** Thank you.  
**Mrs Abbey:** You're welcome.



petrol station



market



chemist's



train station

b) Act out similar exchanges. Use the language in the box and the situations.

Making offers	Accepting/Refusing
<ul style="list-style-type: none"> <li>Can I ...?</li> <li>Could I ..., please?</li> </ul>	<ul style="list-style-type: none"> <li>Yes, that's nice of you.</li> <li>Yes, of course.</li> <li>No, thanks. I'm fine.</li> </ul>
Making requests	Agreeing/Refusing
<ul style="list-style-type: none"> <li>Could I/you ...?</li> <li>Can I/you ...?</li> </ul>	<ul style="list-style-type: none"> <li>Yes, of course.</li> <li>Of course. No problem.</li> <li>Yes, that's fine.</li> <li>I'm afraid ...</li> <li>I'm sorry, but ...</li> <li>Of course not.</li> <li>I'd rather not.</li> </ul>

- 1 You are hungry. Ask your brother if he can make you a sandwich.
- 2 Your neighbour is carrying some bags. Offer to help her.
- 3 You need a dictionary to look up some words. Ask to borrow your partner's dictionary.
- 4 You are busy. Ask your friend to call back later.

## Listening

5 Listen and match the people with the places.

hospital market library  
police station chemist's

- 1 Joe \_\_\_\_\_
- 2 Mrs Wallace \_\_\_\_\_
- 3 Martha \_\_\_\_\_

## Writing & Speaking

6 Imagine you are at your local market. You want to buy some fruit. Write a short dialogue. Act it out to the class.



## 1.2 Where exactly?

### Vocabulary

#### At the airport

- 1 a) Listen and say. Where can you see these signs?  
b) Do you like travelling by plane? Why (why not)?



- 2 Complete the sentences with words from the pictures above.  
Listen and check.

- You can change money at the \_\_\_\_\_.
- You can buy gifts at the \_\_\_\_\_.
- You show your boarding pass at the \_\_\_\_\_ before going on a flight.
- You can wait for your flight in the \_\_\_\_\_ area.
- You can collect your luggage from the \_\_\_\_\_.
- You can ask questions at the \_\_\_\_\_ desk.
- You go through \_\_\_\_\_ to declare any goods you brought from another country.
- You can drop off someone who is about to travel in \_\_\_\_\_.
- You can pick up your friend at the \_\_\_\_\_ area.
- You get your boarding pass at the \_\_\_\_\_ desk.

Close your books and say as many places as you can remember from Ex. 2. What can you do in each place?



### Reading & Speaking

- 3 a) Ann and Bill are at the airport.  
Listen to their dialogue. Which of the places in Ex. 1a do they mention?

#### Check these words

boarding pass, passport, go straight to, change money, gate, do some shopping

- Ann: Do you have your boarding pass and passport?  
Bill: Yes, I have everything. Do you want to go straight to Departures?  
Ann: I need to change some money first. Where's the currency exchange?  
Bill: There's one in the corner next to the information desk, but they have another one in Departures too.  
Ann: OK, let's go. I'd like to do some shopping before we go to the gate.  
Bill: OK. You go to the duty free shops where you can do your shopping while I get a coffee. Come and meet me at the café.  
Ann: Where is it?  
Bill: It's opposite the duty free.  
Ann: Right, see you there.

#### b) Read the dialogue and complete the sentences. Use up to five words.

- Ann wants to \_\_\_\_\_ before they go to Departures.
- Bill doesn't want to \_\_\_\_\_ with Ann.
- He decides to wait for her at \_\_\_\_\_.
- The café is \_\_\_\_\_.

#### c) Act out the dialogue.

### Grammar

#### Relatives

- 4 a) Read the examples. Which word do we use for people, location, things, possession?

- Jane is the person **who/that** is sitting next to Ann.
- She works for a company **which/that** makes printers.
- Currency exchange is the place **where** you can change money.
- That's Ann **whose** sister works at the airport.

#### b) Join the sentences. Use the relatives in brackets.

- This is Jane. She works at the check-in desk. (who)
- Use a trolley. It makes it easier to move your luggage. (which)
- Gary is a flight attendant. He flies all over the world. (who)
- That's Michael. His uncle is a customs officer. (whose)
- Go through to baggage claim. You can collect your luggage. (where)
- There is a chemist's in Departures. You can get some aspirin. (where)
- Go to the check-in desk. It's opposite the Information desk. (that)
- That's Sarah. Her dad is a pilot. (whose)

### Speaking & Writing

- 5 Write sentences using the words and the pictures below and **who, which or where**. Tell the class.

- space/store your hand luggage
- someone/fly planes
- something/use to carry your clothes in
- card/show before you get on the plane
- someone/take care of the passengers on a flight
- document/need when you travel to another country

A pilot is someone who flies planes.





## Vocabulary

### School facilities

#### 1 a) Listen and say.

- |               |              |
|---------------|--------------|
| a classroom   | g canteen    |
| b library     | h office     |
| c lab         | i toilets    |
| d sports hall | j staff room |
| e playground  | k bike shed  |
| f art room    |              |

#### b) Use the words from Ex. 1a to describe your school facilities.

*In my school, there are 20 classrooms.*

## Reading

#### 2 a) Read the title and the introduction of the text. What do you think is special about this school?

#### b) Listen, read and check.

#### b) Read the text again and mark the sentences T (true) or F (false). Compare with your partner.

- There used to be a landfill site where the school is now. \_\_\_\_\_
- None of the things they used to build the school were new. \_\_\_\_\_
- Pupils are not responsible for the gardens. \_\_\_\_\_
- They don't study all the subjects on the national curriculum. \_\_\_\_\_
- There are pupils of different ages on the council. \_\_\_\_\_
- Students can find it difficult to follow the eco-friendly rules. \_\_\_\_\_

### Check these words

encourage, vision, national curriculum, has a connection to, calculate, soil, elect, council, monitor, solve, occur, positive comments

# The Colour of Education

How can we encourage young people to develop a passion for the environment? New 'eco-schools', like the Academy of St Francis, may be the answer, along with a few basic rules and a bright, green vision.

Top architects built the state-of-the-art school on an old rubbish dump in a very poor part of Liverpool, England. They used only recycled materials; there are even crushed sea shells on the roof and plants covering the walls, which help rain water to drain away. 'It doesn't look like a traditional school,' says headmaster, Jim Burke. In fact, the Academy of St Francis just might be 'the greenest school in Britain.'

But what about the students? How green are they? At St Francis, all the students must take an active role in the school's green goals. Every classroom has its own garden full of plants, vegetables and flowers which the students must take care of. Students also have to follow the full national curriculum but each subject has a connection to the environment. For example, in maths, students must calculate the cost of buying materials for the gardens, while in geography, they study the soil to find which plants will grow best in it. There are even student 'eco-councils'. The students elect members to the council from each year group. Each council has to monitor recycling at the school and work out how to solve any problems which may occur.

It looks like the school's 'green' rules are no problem for the students. Milly Jo Fletcher, 16, says, 'Behaviour is better here because of the environment. We have everything we need', while Robyn Mooney, 12, feels, 'We're really lucky to come here.' Positive comments like these should guarantee the school an exciting, green future!



### 3 Use the words from the Check these words box in their correct form to complete the sentences.

- Pupils follow the standard \_\_\_\_\_ while also learning about the environment.
- All year groups have to \_\_\_\_\_ members of the school's eco-council.
- Students have made a lot of \_\_\_\_\_ about the school. They think it's the best school ever.
- Scientists say pollution \_\_\_\_\_ climate change.
- The \_\_\_\_\_ in our garden is not suitable for growing certain types of plants.
- It's difficult to \_\_\_\_\_ how much energy you waste in the house.
- When you grow plants, you should \_\_\_\_\_ them to make sure they are OK.

### 4 THINK Compare your school to the eco-school. How is it different or similar to yours? Tell the class. Talk about classrooms, lessons, rules, councils, facilities.

## Grammar

### Modals

#### 5 a) Read the examples. Say them in your language.

- You must follow the rules of the school.* (It's your duty. You are obliged. It's the rule. – obligation)
- You mustn't/can't throw litter in the playground.* (It's against the rules. It's forbidden – prohibition)
- You have to do your homework every day.* (It's necessary. – necessity)
- You don't have to join the school choir.* (It isn't necessary. – lack of necessity)
- Our school may/might organise a beach clean-up day.* (It's possible. – possibility)
- You need to be careful how much energy you use.* (It's necessary. – necessity)
- You don't need to/needn't wear school uniform.* (It isn't necessary. – lack of necessity)
- You should recycle plastic.* (It's a good idea. – advice)
- You shouldn't go to school if you don't feel well.* (You had better not do it. – it's my advice)
- You can go now.* (It's OK. You are allowed to. – permission)

#### b) Choose the correct item.

- A:** You **don't have to/shouldn't** throw away plastic carrier bags.

**B:** I know, we **should/might** reuse them to help the environment.
- A:** You **mustn't/needn't** use your mobile phone during the lesson; it's against the rules.

**B:** I'll leave it at home then.
- A:** We **may/must** choose an idea for the school project. Time is running out.

**B:** Yes, and it **has to/may** be better than last year's.

### 6 Rewrite the sentences using appropriate modal verbs.

- It is forbidden for the children to run in the corridors. The children \_\_\_\_\_.
- It is the rule to call the office in case of absence. You \_\_\_\_\_.
- It's necessary for teachers to be patient with younger children. Teachers \_\_\_\_\_.
- You are not obliged to play in the school orchestra. You \_\_\_\_\_.
- It is possible that he is right. He \_\_\_\_\_.
- It's a good idea to start revising for the tests. \_\_\_\_\_.

## Speaking & Writing

### 7 Use modal verbs to tell the class about the school guidelines for your school.

*You should arrive 10 minutes before class.*  
*You can park your bicycle in the bike shed.*

### 8 You have read about the Academy of St Francis. Now send a letter to your friend in England.

- Describe this school to your friend.
- Write what impressed you most about this school.
- Write your opinion about attending an eco-school.
- Ask your friend about his/her school.



# 1.4 Notes

## Vocabulary

### In the workplace

1 Match the places (1-8) with the pictures (a-h).



- |                            |             |                            |                 |
|----------------------------|-------------|----------------------------|-----------------|
| 1 <input type="checkbox"/> | workstation | 5 <input type="checkbox"/> | reception desk  |
| 2 <input type="checkbox"/> | toilets     | 6 <input type="checkbox"/> | staff room      |
| 3 <input type="checkbox"/> | copy room   | 7 <input type="checkbox"/> | conference hall |
| 4 <input type="checkbox"/> | canteen     | 8 <input type="checkbox"/> | office          |

Listen and check. Then say. Pay attention to the word stress.

## Reading

2 a) Read the following messages. What type is each: memo, notice, note? Where in the workplace might you see each one?

### Check these words

staff meeting, inform, attend, spread, germs, waste, print, switch off, used cartridges, supply room, refill, recycle, illness, holiday leave, approve

**a**

Staff meeting at 11 am tomorrow.  
Inform reception desk if you cannot attend.

**b**

**WASH YOUR HANDS!**  
Hand washing stops the spread of germs.

**c**

Computers and Monitors: switch them off at the end of the day.

**g**

**THIS IS YOUR WORK AREA.**  
HELP KEEP IT CLEAN.

**d**

**DON'T WASTE PAPER.**  
PRINT ON BOTH SIDES.

**e**

**FOOTBALL**  
Interested in joining us? The office team practises every Wednesday after work.

**f**

Peter, make sure to return used cartridges to the supply room to refill/recycle.  
Jenny

**h**

In case of illness, please inform the reception desk.

**i**

TO: All employees  
FROM: Ken Smithers, Manager  
Date: 12-2  
Subject: Holiday leave  
You have to get holiday leave plans approved by Mr Smith before giving them to Human Resources.

# 1.4

## Listening

4 Listen and circle the correct answer.

- a Thank you so much.  
b Let me check her diary.
- a Yes, we're all here. b Yes, there are.
- a Yes, she will. b Thank you.
- a Everyone's here.  
b That would be great, thanks.
- a Give me a copy. b OK. Give it to me.

## Writing

5 a) Read the box. Find examples of omitted pronouns, articles and auxiliaries and the imperative in the messages in Ex. 2.

## STUDY SKILLS

### Messages

We write **work memos** to remind, inform, thank, apologise etc. Memos should be short and provide all the necessary information without being chatty.

We often omit personal pronouns (*I, you etc.*), articles (*a/an, the*), auxiliaries (*am, have etc.*) and greetings (*Dear, Yours etc.*). We normally use the imperative, and try to sound polite.



b) Look at message i in Ex. 2a. How does it differ from an email to a friend?

c) Use the information to complete the memo.

Company's annual dance - Friday 6th December  
- 7 pm - the DINER CLUB - wear formal clothes.  
James Kendall (Secretary)

To:  
From: James Kendall (Secretary)  
Date:  
Subject: Company's annual dance  
The company's \_\_\_\_\_ is on \_\_\_\_\_.  
We hope to \_\_\_\_\_. Please wear \_\_\_\_\_.

b) Read again. Match the meanings (1-6) with the correct messages (a-i). Three messages don't match. Compare with your partner.

- |                            |                                                   |
|----------------------------|---------------------------------------------------|
| 1 <input type="checkbox"/> | You should help save energy.                      |
| 2 <input type="checkbox"/> | You mustn't throw them away - you can reuse them. |
| 3 <input type="checkbox"/> | You can become a member if you like.              |
| 4 <input type="checkbox"/> | You have to get approval for your time off.       |
| 5 <input type="checkbox"/> | It's important that it is neat and tidy.          |
| 6 <input type="checkbox"/> | You need to let the company know if you are sick. |

## Grammar

### Subject/Object pronouns - Possessive determiners/pronouns

3 a) Read the table. Find examples in the text.

Subject pronouns	I	you	he	she	it	we	you	they
Object pronouns	me	you	him	her	it	us	you	them
Possessive determiners	my	your	his	her	its	our	your	their
Possessive pronouns	mine	yours	his	hers	-	ours	yours	theirs

b) Fill in the gaps with the correct words from the table above.

- A: Is Mr Richards in a meeting now?  
B: I don't know. \_\_\_\_\_ isn't in \_\_\_\_\_ office.
- A: Is this folder \_\_\_\_\_?  
B: Yes, it's \_\_\_\_\_.
- A: Do you know where the copy room is?  
B: Come with \_\_\_\_\_. I'll show \_\_\_\_\_.
- A: What do you think of the new computers?  
B: I really like \_\_\_\_\_. \_\_\_\_\_'re easy to use.
- A: Do you like your new secretary?  
B: Yes, she's nice. Everyone likes \_\_\_\_\_.
- A: Come into \_\_\_\_\_ office. I need to talk to \_\_\_\_\_.  
B: Of course. Is everything OK?

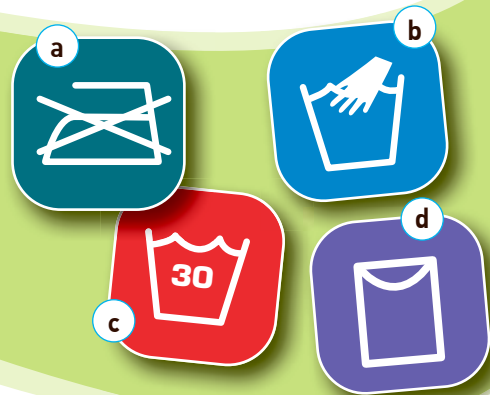


# 1.5 Clothes

## Vocabulary

### Clothing care symbols

- 1 Match the symbols (a-j) with the instructions (1-10).  
Listen and check. Then say.



- 1 ☐ Hand wash
- 2 ☐ Wash at 30°
- 3 ☐ Wash in cold water
- 4 ☐ Dry clean
- 5 ☐ Do not bleach
- 6 ☐ Tumble dry
- 7 ☐ Do not wring
- 8 ☐ Do not wash
- 9 ☐ Hang to dry
- 10 ☐ Do not iron



### Check these words

return, receipt, shrink, the colour ran, refund, washing instructions, label, realise, shop policy

## Reading

- 2 a) Read the first exchange in the dialogue. Where is Danny? What problem has he got?  
Listen, read and check.

**Sales person:** Good afternoon, how can I help you?  
**Danny:** Hello. I'd like to return a jumper I bought last week. I'm not too late, am I?  
**Sales person:** Not if you have your receipt. What's the problem with it?  
**Danny:** Well, when I took it home and washed it, it shrank two sizes and the colour ran. I can get a refund, can't I?  
**Sales person:** May I see it?  
**Danny:** Of course.  
**Sales person:** You followed the washing instructions on the label, didn't you?  
**Danny:** Of course I did. I put it on the 30 minute programme.  
**Sales person:** 30 minutes? At what temperature?  
**Danny:** I think it's a 60° wash.  
**Sales person:** But this label shows that you should wash the jumper at 30°.  
**Danny:** What? No, see it has 30 inside the little bowl.  
**Sales person:** Yes. That tells you the temperature to wash it at, not the length of time.  
**Danny:** Oh, I didn't realise.  
**Sales person:** I'm sorry, sir. I can't give you a refund because you didn't follow the instructions on the label.  
**Danny:** But I can't wear it now.  
**Sales person:** I'm very sorry, but it's our shop policy.

### b) Read the dialogue and mark the sentences T (true) or F (false). Correct the false sentences.

- 1 Danny bought the jumper last month. \_\_\_\_\_
- 2 He can still return the jumper. \_\_\_\_\_
- 3 He can't wear his jumper now. \_\_\_\_\_
- 4 He has changed his mind about the colour. \_\_\_\_\_
- 5 He didn't understand the washing symbol. \_\_\_\_\_
- 6 He can get his money back. \_\_\_\_\_

- 3 Fill in the gaps with *receipt, shrink, refund, run, policy*.

- 1 Get a \_\_\_\_\_ when you buy something in case you need to return it.
- 2 Be careful you don't set the wrong temperature! You don't want it to \_\_\_\_\_ your clothes.
- 3 If you think that the colour may \_\_\_\_\_, first rinse the clothing in cold water.
- 4 It is our shop \_\_\_\_\_ not to allow dogs in.
- 5 You can't get a \_\_\_\_\_, but you can exchange it for a smaller size.

## Grammar

### Question tags

- 4 a) Read the box. Find examples in the dialogue.

- Question tags** are short questions at the end of statements. We form them with an auxiliary verb and a subject pronoun. *He's tall, isn't he?*
- We use positive question tags after negative sentences to ask for information. We use negative question tags after positive sentences to confirm information. *He isn't here, is he?*  
*He lives in Madrid, doesn't he?*
- When we are sure and we don't expect an answer, we use falling intonation. When we aren't sure and expect an answer, we use rising intonation.

*He is late, isn't he? He works late, doesn't he?*  
**Note:** Let's ... shall we? *Let's go out, shall we?*  
I am ... aren't I? *I am late, aren't I?*

### b) Complete the gaps with appropriate question tags.

- 1 He's tired, \_\_\_\_\_?
- 2 She can't swim, \_\_\_\_\_?
- 3 They didn't go out, \_\_\_\_\_?
- 4 Let's go out, \_\_\_\_\_?
- 5 You're from Spain, \_\_\_\_\_?
- 6 He'll be back soon, \_\_\_\_\_?
- 7 She doesn't like meat, \_\_\_\_\_?
- 8 He works late, \_\_\_\_\_?

## Everyday English

### Making complaints (about clothes)

- 5 Use the language in the table to make complaints about the problems in the list below, as in the example.

- The colour ran when I washed it.
- There's a button missing.
- It shrunk/stretched two sizes.
- The stitching at the seam split.
- The zip broke.

Complaining/Requesting	Responding
<ul style="list-style-type: none"><li>Excuse me, I'm afraid ...</li><li>I'd like to return this because ...</li><li>I'd like (a refund).</li><li>Can I have (another one), please?</li><li>Could I (exchange it), please?</li></ul>	<ul style="list-style-type: none"><li>I'm sorry about that. I'll ...</li><li>Yes, of course. Would you like to exchange it for another one?</li><li>I'm sorry, but we don't give refunds.</li><li>I'm sorry, it's not our policy.</li></ul>

- A:** *Excuse me, I'm afraid there's something wrong with this T-shirt. The colour ran when I washed it. Could you exchange it, please?*  
**B:** *Yes, of course. Do you have the receipt?*

## Listening

- 6 Listen to the speakers 1-5 and match them with the problems (a-f). One problem doesn't match.

- a The speaker can't find an item of clothing.
- b The colour of an item of clothing changed.
- c The washing machine broke.
- d An item of clothing creased.
- e The speaker has a stain on an item of clothing.
- f An item of clothing shrunk.

Speaker 1	
Speaker 2	
Speaker 3	
Speaker 4	
Speaker 5	

- 7 **Project:** **ICT** Collect more clothing care symbols. Use the key words: *clothing care symbols*. Present them to the class explaining what they mean.



## Vocabulary

### Home duties

- 1 a) Match the phrases (a-h) with the pictures (1-8).  
 Listen and check. Then say.



- |   |   |                              |
|---|---|------------------------------|
| a | 1 | pick up the kids from school |
| b |   | return books to the library  |
| c |   | pay a bill                   |
| d |   | prepare the shopping list    |
| e |   | change the sheets            |
| f |   | hang the curtains            |
| g |   | take the kids to the pool    |
| h |   | wipe the kitchen counter     |

- b) Use the phrases (a-h) to describe the pictures (1-8).

*She is picking up the kids from school.*

## Reading

- 2 a) Read the first exchange in the dialogue. Why is Carrie's mum upset?  
 Listen and read to find out.

**Check these words**  
 upset, curtains, bother, dear, silly, angel, change the sheets

**Carrie:** What's wrong, Mum? You seem a bit upset.  
**Mum:** I'm just a little tired. There's so much to do. I had to hang the curtains this morning and change the sheets on the beds and ...  
**Carrie:** You should have woken me up, Mum.  
**Mum:** I didn't want to bother you, dear.  
**Carrie:** Oh, don't be silly, Mum! Is there something I can do to help you now?  
**Mum:** Oh, I don't know. Don't you want to relax on your day off?  
**Carrie:** No, I have plenty of time to relax. I just need to return a few books to the library, though, because I wasn't able to do it yesterday. Then I'm all yours.  
**Mum:** Oh, could you pick the kids up from school then? I need to go into town to pay some bills.  
**Carrie:** Sure! Anything else?  
**Mum:** Well, let's see ... Could you get a few things from the supermarket on your way home?  
**Carrie:** No problem! What do you need?  
**Mum:** Let me prepare a shopping list for you.  
**Carrie:** OK!  
**Mum:** You're an angel, Carrie.

- b) Read the dialogue again and answer the questions.

- What did Carrie's mum have to do in the morning?
- Why didn't she wake Carrie up?
- What does Carrie have to do?
- Who is going to pick the kids up?
- What does Carrie's mum have to do in town?

## Everyday English

### Reprimanding/Reminding

- 3 Use the language in the table and the phrases below to make your own short dialogues, as in the example. You can use ideas from Ex. 1 as well.

- |                     |                             |                    |                      |
|---------------------|-----------------------------|--------------------|----------------------|
| 1 clean out the car | 2 take the kids to the park | 3 prepare the meal | 4 clean the bathroom |
|---------------------|-----------------------------|--------------------|----------------------|

Reprimanding/Reminding	Responding
<ul style="list-style-type: none"> <li>You ought to/should have ...</li> <li>Did you remember to ...?</li> </ul>	<ul style="list-style-type: none"> <li>I wasn't able to because ...</li> <li>Sorry, I thought you were doing it!</li> <li>I couldn't because I had/needed to ...</li> <li>Oh no! I forgot!</li> <li>Yes, I did it (this morning).</li> </ul>

- 1 clean out the car  
**A:** *You should have cleaned out the car.*  
**B:** *I couldn't because I had to return the books to the library.*

## Grammar

### Past forms of modals

- 4 a) Read the box.

*She **could/was able to** run very fast when she was young.* (ability in the past)  
*He **had to** go before they arrived.* (He was obliged to – past obligation/necessity)  
*She **didn't have to/didn't need to** go with them last night.* (It wasn't necessary)  
*They **ought to/should have** told her the truth.* (It was the right thing to do)  
*He **couldn't** use his dad's car.* (He wasn't allowed to – lack of permission)

- b) Underline the correct word/phrase.

- You **didn't have to/ought not** wash the dishes.
- Mary **had/could** to pay the electricity bill by Wednesday.
- We **ought not/did not have to** hang the curtains. Mum did it.
- He **had/could** to prepare the meal himself.
- You **didn't have to/shouldn't** have been rude to her.
- She **wasn't able/couldn't** to win the race.

- c) Rewrite the sentences using appropriate modal verbs.

- You weren't allowed to enter this area.
- They were obliged to wear a uniform at school.
- It wasn't necessary to get up early yesterday. It was Sunday.
- It was the right thing to help the elderly lady cross the street.
- You weren't allowed to tell anyone.
- You were obliged to return the books to the library yesterday.

## Listening

- 5 Listen to Sam's dad telling him what to do and put a tick (✓) or a cross (X). Then make full sentences saying what Sam had to/didn't have to do.

Sam ...

1 return the books	_____
2 clean up the dog's mess	_____
3 feed the cat	_____
4 wipe the kitchen counter	_____
5 bring in the post	_____

## Writing & Speaking

- 6 a) You'll be away for most of the day. Leave your sister, Joanna, a note telling her what she has to do. Use the prompts.

- return books to the library X
- water the plants ✓
- iron the clothes X
- hang the curtains X
- feed the dog ✓

*Joanna,  
 I'll be away today. Please, don't forget to ...*

- b) You're Joanna. Tell the class what you had to/didn't have to do.



## Vocabulary

### On the menu

- a) How often do you eat out? Where do you usually go? Who do you go with? Why do you like that place?
- b) Look at the menu and decide what you would like to order.

## Grammar

### Comparatives/Superlatives

- a) Complete the gaps with the comparative and the superlative forms. Compare with your partner.

- cheap – cheaper – \_\_\_\_\_
- tasty – \_\_\_\_\_ – the tastiest
- expensive – more expensive – \_\_\_\_\_
- good – \_\_\_\_\_ – the best
- big – bigger – \_\_\_\_\_
- nice – \_\_\_\_\_ – the nicest

- b) Use the words to discuss, as in the example.

- chips/baked potatoes/onion rings (tasty)

A: *Chips are very tasty.*

B: *Yes, but baked potatoes are tastier than chips.*

C: *Onion rings are the tastiest of all.*

- the cheese & tomato sandwich/ the chicken sandwich/ the café club sandwich (expensive)
- fruit juice/coffee/tea (cheap)
- the grilled salmon/ the spaghetti Napolitano/ the grilled beef steak (delicious)
- Marco's Café/ Sandra's Café/ Waterside Café (crowded)

## Starters

- Broccoli & Cheese Soup £3.99
- Chef's Special Soup £3.99



## Salads

- Tuna £4.50
- Chef's Special £5.99
- Chicken Caesar £4.99



## Sandwiches

- Cheese & Tomato £4.99
- Chicken £5.10
- Café Club (with chips) £5.99



## Beverages

- Coffee £2.20
- Cappuccino £2.80
- Hot Chocolate £2.80
- Tea £1.80
- Iced Tea £2.00
- Sparkling Water £1.50
- Mineral Water £1.50
- Fruit juice £2.50
- Fizzy drinks £1.70
- Milkshake £3.99 (strawberry or vanilla)



## Main Dishes

- Grilled Beef Steak £12.50
- Grilled Salmon £10.99
- Spaghetti Napolitano £8.00
- Cheeseburger £7.50
- Mexican Chicken Wrap £6.50



## Side Dishes

- Grilled Vegetables £2.00
- Chips £2.20
- Onion Rings £2.50
- Baked Potato £2.50



## Desserts

- Fruit Salad £3.00
- Cheesecake £4.00
- Chocolate Cake £3.50
- Ice cream £2.50



## Reading

- a) Peter, Sandra and Larry are at the Waterside Café. What does each person decide to have?

Listen and read to find out.

### Check these words

order, instead, recommend, vegetarian meal, tomato sauce, sprinkle, on top

Waiter: Good afternoon. Are you ready to order?

Peter: I think so. I'd like to have a cheeseburger, but I don't want any salad. Can I have some chips instead?

Waiter: Of course, that's not a problem. What would you like, madam?

Sandra: I'll have a tuna salad, please.

Waiter: OK. What about you, sir?

Larry: I can't decide. Can you recommend any vegetarian meals?

Waiter: Certainly, sir. The spaghetti Napolitano is excellent.

Larry: What's in that?

Waiter: Pasta and tomato sauce with a little sprinkle of cheese on top.

Larry: That sounds delicious. I'll have that, please.

Waiter: Would you like to order any drinks?

Sandra: A bottle of sparkling water, please.

Waiter: What would you like for dessert?

Larry: Fruit salad for me. Sandra? Peter?

Sandra: I'll have a fruit salad too.

Peter: I think I'll have some cheesecake.

Waiter: OK, then.

All: Thank you.

- b) Read again and mark the sentences T (true) or F (false).

- Peter orders a salad with his burger. \_\_\_\_\_
- They don't serve chips. \_\_\_\_\_
- Sandra wants a salad. \_\_\_\_\_
- Larry doesn't eat meat. \_\_\_\_\_
- Spaghetti Napolitano doesn't have meat in it. \_\_\_\_\_
- Sandra orders water. \_\_\_\_\_
- They all order dessert. \_\_\_\_\_

## Speaking

- Use the menu on p. 20 to act out a dialogue similar to the one in Ex. 3a. Use these phrases.

Taking an order	Order food/drinks
• Are you ready to order?	• I'd like to have ...
• What about you, sir/ madam?	• Can I have ...?
• Would you like to order any drinks?	• I'll have ...
• Is that all?	• Do you have ...?

## Listening

- a) Listen to the dialogues. Where does each one take place? Which words helped you decide?



## Writing

- b) Write a menu of your country's food.







## Check these words

high-tech, scenery, spectacular, special effects, computer generated imagery, create, scenes, tell the difference, release, sequel, wrinkles, life-like, standard, blockbuster, techniques, visual effects, performance capture, facial expressions, aliens, computer-animated, 3-dimensional, audience, leap out of, screen

Amazing creatures, fantastic scenery and spectacular special effects are all part of films today thanks to CGI - Computer generated imagery. CGI is used by film-makers to create magical films that entertain us like never before.

## Avatar

An amazing new world is created in this 2009 science fiction blockbuster. *Avatar* was directed and written by James Cameron. New film-making techniques were used to create the fantastic visual effects in the film. Cameron mixed real actors with CGI characters and scenes. A technology called 'performance capture' was developed by Cameron to create realistic CGI characters. Real actors acted out the scenes wearing special caps with tiny cameras that record facial expressions and movements. The recorded actors' performances were then transferred to a computer and to the CGI character. The results are so realistic that it is difficult to tell the difference between what is real and what is computer generated!

## TRON: Legacy

A super high-tech thriller is brought to the screen in this science fiction film. *TRON: Legacy* was directed by Joseph Kosinski. It was released in 2010 and is the sequel to the 1982 film *TRON*. Jeff Bridges stars in both films. In the new film he plays two characters:

an old Kevin Flynn and a young Kevin Flynn. New CGI technology was developed to make Bridges look 20 years younger in the film. Wrinkles were removed and his face was changed to create a younger CGI image of Bridges. The result is so life-like that it's almost impossible to tell it was created by a computer. A new standard in CGI technology has been developed with the making of this film. *TRON: Legacy* opens the door to a future of completely computer-created actors!

## Monsters vs Aliens

Monsters that move like water and strange alien creatures come to life in this completely CGI animated film. *Monsters vs Aliens* was created by DreamWorks Animation Studios in 2009. It is the first computer-animated film that was produced with 3-D technology. A special 3-dimensional camera was used to film the CGI images. The audience watches the film with special 3-D glasses that make the images appear to leap out of the screen. The effect of the 3-D animation is so powerful that audiences feel like they are inside the film.

## Vocabulary

## Types of films

1 a) Listen and say.

b) Name some of your favourite films. What type is each? Tell the class.

romance western horror action  
science fiction animated fantasy  
adventure superhero thriller

## Reading

2 a) Look at the text. Have you seen any of these films? What do you think is special about them?  
Listen and read to find out.

b) Read the text. For sentences 1-5 choose the correct answer a, b, c or d. Justify your answers.

- In *Avatar* the CGI characters are very realistic because
  - they were drawn really well.
  - Cameron is a good director.
  - their performances were played by real actors.
  - a special camera recorded their expressions.
- In *TRON: Legacy* with the help of CGI technology Jeff Bridges
  - looks 20 years older.
  - plays a creature.
  - is made to look younger.
  - is made to look like another person.
- TRON: Legacy* is an important film because it
  - revived Bridges' career.
  - used technology that took years to perfect.
  - was the first to use CGI technology.
  - introduced a new model in film making.
- Monsters vs Aliens* was the first computer-animated film to
  - be created with 3-D technology.
  - be made using CGI.
  - use real actors.
  - require 3-D glasses.
- In the film *Monsters vs Aliens* the images
  - appear to move quickly.
  - appear to come out of the screen.
  - are very strange.
  - are played by real actors.

3 Fill in the gaps with *blockbuster*, *computer-animated*, *sequel*, *facial expressions*, *audience*, *spectacular*.

- A good actor makes a lot of \_\_\_\_\_ to show emotion.
- A lot of children love \_\_\_\_\_ films.
- Because of his \_\_\_\_\_ performance, the actor won an Oscar.
- Excellent film! It will be a \_\_\_\_\_ for sure!
- The film is a \_\_\_\_\_ to the first film in 1984.
- The \_\_\_\_\_ wears special glasses to watch 3-D animation.

## Grammar

## The passive

4 Read the box and find examples of the passive in the text. Write the sentences in the passive.

## Form: be + past participle

Use: We use **the passive** when we want to emphasise the action and not the person who did it. We use the agent **by** when we want to mention the person who did it.

	Subject	Verb	Object
ACTIVE	Paul	filmed	a documentary.
	Object	Verb	Agent
PASSIVE	A documentary	was filmed	by Paul.
	ACTIVE		PASSIVE
Present simple	They make films in Hollywood.		Films are made in Hollywood.
Past simple	James Cameron directed Avatar.		Avatar was directed by James Cameron.
Present perfect	They have nominated the film for an Academy Award.		The film has been nominated for an Academy Award.

- They create visual effects with computers.  
*Visual effects are created with computers.*
- James Cameron directed *The Terminator*.
- They write scripts for actors to read.
- Millions of people have seen *Frozen* films.
- They released the film in 2023.
- They have already filmed the sequel.

## Speaking &amp; Writing

- a) **THINK** What information impressed you from each text? Why? Write a few sentences. Tell the class or your partner.  
b) **THINK** What have you learnt about CGI? Has it improved or changed the way films are produced? In three minutes, write a few sentences on this topic. Tell the class or your partner.



# 1.9 Charity events

## Vocabulary

### Charity activities

1 Listen and say. Which of the following match the pictures (1-6)?

- a hire musicians
- b put up decorations
- c offer gifts for a raffle
- d hire a clown
- e invite guest speakers
- f donate money
- g offer food/drinks
- h print leaflets/posters

## Reading

2 a) Lynn is writing an email to Mr Sullivan. Read the first and the last paragraphs in her email. What is the email about?

Listen and read to find out.

b) Read the email again. For sentences 1-4 choose the correct answer a, b or c. Give evidence from the text. Find two phrasal verbs. What does each mean?

- In the letter, Lynn is writing about
  - a local business.
  - her school's charity event.
  - a children's charity.
- Lynn needs to get
  - invitations for the concert.
  - tickets for the raffle.
  - refreshments for the guests.
- Mr Sullivan owns a
  - charity.
  - school.
  - local business.
- Lynn asks Mr Sullivan to
  - come to the show.
  - perform in the show.
  - organise the show.

c) Have you ever been to a charity event? If yes, describe the experience and your feelings to the class. If no, give a reason why someone should go to such an event.



New Message

Dear Mr Sullivan,

I am writing to you about our school's upcoming charity event. I would like to make a small request. We are putting on a concert on 15th July for the local children's charity and are asking local businesses to help. We need to get food and drinks for our guests and gifts for the raffle. We also need to print posters to advertise the event. I was hoping that you might be able to help us or you may choose to donate money. I hope you can help and I would like to invite you to the show. Thank you for your time and I look forward to hearing from you.

Kind regards,  
Lynn Fraser

### Check these words

upcoming, charity event, make a request, put on a concert, local business, guest, raffle, donate money, look forward to

3 a) Find the semi-formal phrases in the email that match the informal phrases below and complete the table.

Informal	Semi-formal
1 Hi Andy,	
2 I need a small favour.	
3 I thought you could help out.	
4 Why don't you come?	
5 Thanks.	
6 Write back.	
7 Take care,	

b) Which of the following can be used to start/end a semi-formal email?

### Start

- Dear + person's full name,
- Dear + person's first name,
- Dear + person's surname,

### End

- Kind regards, + full name
- Yours, + your first name
- Best wishes, + your surname
- Take care, + your first name

## Everyday English

### Requests

4 Use the language in the table and the ideas to make a request.

- borrow £10
- help me do the washing-up
- tidy your room
- take some books to the library
- do the shopping
- use your computer

Making requests	Agreeing/Refusing
<ul style="list-style-type: none"> <li>Can/Could I/you ...?</li> <li>Can/Could you do me a favour?</li> <li>Is it OK if I ...?</li> </ul>	<ul style="list-style-type: none"> <li>Of course./Certainly.</li> <li>No problem.</li> <li>I'm sorry, but ...</li> <li>I'm afraid not.</li> </ul>

A: Is it OK if I borrow £10?

B: Of course. Here you are.

## Writing

5 a) Read the box. Find examples in the text.

### Semi-formal style

Semi-formal style is characterised by:

- polite language. *Thank you for your time.*
- use of long forms. *I am writing ...*
- respectful, polite tone. *I would like to ...*

Compare:

Semi-formal: *I look forward to hearing from you.*

Informal: *Can't wait to hear from you.*

b) **Portfolio:** Imagine you are helping to organise a school charity event. You need musicians, gifts for the raffle, a guest speaker and food and drinks. Write an email to a local business asking for help. Use the email in Ex. 2 as a model and follow the plan below (100-150 words).

### PLAN

Dear Mr/Mrs (surname),

Para 1 opening remarks and reason for writing (I am writing to ..., I would like to ...)

Para 2 explain what the event is and ask for help (We are ... . We need to get ... . I was hoping that you could ... .)

Para 3 closing remarks & invitation to attend the event (I hope you could help us and I would like to invite you ... .)

Kind regards/Best wishes,  
(your full name)



## Reading

- 1 a) Think of an advert you like. Why do you like it? Tell the class.



# Tricks of the Trade



"They have money to burn" is what advertisers say about teenage consumers. Each year American teenagers spend over 100 billion dollars on luxury items like clothing, electronics and music. With such great spending power, it's easy to understand why advertisers target teenagers. So how do they pull it off? Take a look at some of the tricks of the trade.

### Straight to the Heart

Do you like a happy ending or a story that brings a tear to your eye? These types of ads do exactly that as they draw you into a good story and make you feel so happy that you want to buy the product. 'Feel good' adverts tell stories like a group of teens who rescue a cute puppy and later enjoy their favourite fizzy drink. They play on teenagers' emotions to sell their product.

### Sounds Good

When you hear a cool song what do you do? Turn up the volume of course! Nothing works better than a good song to get a teenager's attention. The hottest song, cool sound effects or a neat jingle are so catchy that they are often hard to get out of your head. Advertisers use them to make you remember their products.



### Star Power

Every teenager has a favourite celebrity. Advertisers know this and feature the hottest film stars, sports stars or bands to promote their product as

the best. If your favourite sports stars tell you that a certain brand is so cool, aren't you going to believe them and buy it?

### Cartoon Characters

Who doesn't love cartoons? They are funny, colourful and entertaining. Cartoon characters are often used in advertising to teens. They give a product a face and character that teens trust. This way the next time you are out shopping, you will choose this product. Cartoon characters like the Minions are so popular that they are used to sell everything from cars to cereals.

### Jump on the Bandwagon

"Join the crowd; don't be left out!" is the message of these types of advert. For most teenagers it's such an important thing to 'fit in' that they will do or try almost anything. These ads play on this need. If you want to be cool and be like everyone else, you should buy the product too.



### Check these words

target, have money to burn, advertisers, consumers, luxury, spending power, pull it off, trade, tear, draw you into, product, rescue, emotions, sound effects, jingle, catchy, brand, feature, promote, trust, be left out, fit in

- b) What tricks do advertisers use to attract our attention?

Listen and read to find out.

- 2 Read the text and mark the sentences T (true) or F (false). Justify your answers.

- |                                                                         |                                                                                      |
|-------------------------------------------------------------------------|--------------------------------------------------------------------------------------|
| 1 Advertisers target teenagers because they spend a lot of money. _____ | 4 Advertisers often use famous people to persuade you to buy a product. _____        |
| 2 'Feel good' ads promise a good time if you buy their product. _____   | 5 Teens choose products that use cartoons because they find them funny. _____        |
| 3 Teenagers don't easily forget ads that have good music. _____         | 6 Advertisers try to convince teenagers to be unique and stand out in a crowd. _____ |

- 3 Use the words from the *Check these words* box to complete the sentences.

- Few people can afford to buy \_\_\_\_\_ products such as expensive cars and jewellery.
- More and more \_\_\_\_\_ are spending money on electronic items.
- A catchy jingle really helps \_\_\_\_\_ a product.
- Adverts that \_\_\_\_\_ popular cartoon characters are very effective with teens.
- It's amazing the tricks \_\_\_\_\_ use to sell their products.
- Many ads are made to specifically \_\_\_\_\_ women.

- 4 Match the highlighted phrasal verbs in the text with their meanings.

- belong to
- increase the amount of
- get rid of
- not be included
- succeed

- 5 Fill in the gaps with *spending, fizzy, luxury, face, bring, works*. Use the phrases to make sentences based on the text.

- \_\_\_\_\_ items;
- \_\_\_\_\_ power;
- \_\_\_\_\_ a tear to your eye;
- \_\_\_\_\_ drink;
- nothing \_\_\_\_\_ better;
- to give something a \_\_\_\_\_

## Grammar

### So/Such

- 6 a) Read the box. Find examples in the text.

For emphasis

- so + adjective/adverb *She's **so** trendy!*
- such (a/an) + (adjective) + noun *That's **such a** catchy jingle!*

To express result

- so + adjective/adverb + that *The ad was **so** successful **that** the company sold a lot of products.*
- such + (adjective) + uncountable noun/plural countable noun + that *They were **such** cheap shoes **that** I bought a few pairs.*
- such + a/an (adjective) + singular countable noun + that *It was **such a** funny commercial **that** we couldn't stop laughing.*

- b) Fill in the gaps with *so, such* or *such a/an*.

- A: Do you like my new outfit?  
B: I love it. You have \_\_\_\_\_ good taste!
- A: That's \_\_\_\_\_ amazing ad!  
B: Yes, it's \_\_\_\_\_ popular that it's in all the fashion magazines.
- A: I love the boots in that new shop.  
B: Me too, but they are \_\_\_\_\_ expensive!
- A: I thought you were going to buy that new phone.  
B: I was but there was \_\_\_\_\_ long queue at the till that I left.
- A: John's trainers are amazing.  
B: They are. They are \_\_\_\_\_ great trainers that everyone is buying them.

## Listening

- 7 You will hear an interview with a teen magazine editor.

Listen and mark the sentences T (true) or F (false).

- Anna doesn't like being called a trendsetter. \_\_\_\_\_
- Teens can only focus on one activity at a time. \_\_\_\_\_
- All teens follow trends. \_\_\_\_\_
- Magazines ask teens what they think about trends. \_\_\_\_\_
- Magazines try to start trends by showing what they think is in fashion. \_\_\_\_\_

## Speaking & Writing

- 8 a) In three minutes, write three things you remember from the text. Then tell your partner or the class.
- b) **THINK** In your opinion, do ads influence teenagers to buy or not to buy certain products? How? Write a short paragraph on the topic. Read it to the class or your partner.



**1 Fill in the gaps with** *customs, copy, pick up, fill up, currency, attended, refund, charity event, hang, donated*.

- 1 I need to change some money at the \_\_\_\_\_ exchange.
- 2 He went through \_\_\_\_\_ and they checked his luggage.
- 3 Only 10 people \_\_\_\_\_ the meeting.
- 4 Is this the original painting or is it a \_\_\_\_\_?
- 5 I took the jumper back to the shop and asked for a \_\_\_\_\_.
- 6 You can \_\_\_\_\_ your car at a petrol station.
- 7 He \_\_\_\_\_ thousands of pounds to charity.
- 8 I'm going to a \_\_\_\_\_ to help animals on Friday night.
- 9 Whose turn is it to \_\_\_\_\_ the kids from school?
- 10 I had to \_\_\_\_\_ the sheets on the washing line.

**2 Circle the correct item.**

- 1 Kate is the person **who/whose** just came in.
- 2 **Can/Could** you ride a bike when you were 10?
- 3 It's **such/so** a great film.
- 4 She works as a teacher, **does/doesn't** she?
- 5 Students **shouldn't/can't** use mobile phones during the exam.
- 6 They could **have/should** have remembered that their guests don't eat meat.

**3 Listen and circle the correct response.**

- 1 a He may not. b Yes, you may.
- 2 a Of course. b No, she can't.
- 3 a I can't wait. b I'm afraid not.
- 4 a Yes, she is. b Yes, it is.
- 5 a It's up to you. b All right.

**4 Rewrite the sentences in the passive.**

- 1 Joseph Kosinski directed *TRON: Legacy*.
- 2 James Cameron has written a lot of films.
- 3 They make films in Bollywood.
- 4 J K Rowling wrote the *Harry Potter* books.

**5 Choose the correct response.**

- 1 A: Can you help me hang the curtains?  
B: a Do I have to? b Yes. No problem.
- 2 A: Can you take the kids to the pool?  
B: a Yes, thank you. b Sorry, I can't.
- 3 A: Could you do me a favour?  
B: a Of course. b That's not OK.
- 4 A: Can you lend me £20?  
B: a I'm afraid I can't. b Do you think so?
- 5 A: What can I do to help you?  
B: a Here's the money. b No, thank you.

**6 Read the message and complete the sentences.**

Hi Alex,  
How is everything? Remember I told you that I'm going to visit my grandparents for one week. Well, could you do me a really big favour? My cat Jessie can't stay at home alone. Would you mind taking care of her for me, please? I would really appreciate it. Let me know if you can do it and I'll drop my keys off at your house before I leave.  
Thank you so much and I promise to take you out to dinner when I get back.  
Take care,  
Sue

- 1 Sue is visiting \_\_\_\_\_.
- 2 She's going to stay there for \_\_\_\_\_.
- 3 Sue wants Alex to take \_\_\_\_\_.
- 4 Sue can leave her keys at \_\_\_\_\_.
- 5 Sue promises they'll have \_\_\_\_\_.

**7 Write a short message for your brother. Ask him to return some books to the library and collect the parcel while you are at college (60 words).**

**CHECK**

**YOURSELF**

- make offers, requests and complaints
- understand signs, symbols and instructions
- write a message and a note
- order food/drinks
- write an email making a request