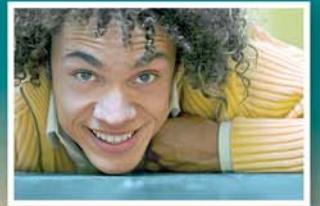


John Clark
Liz Archer
Dave Green

On Course 5



upper intermediate

COURSEBOOK

SAMPLE

On Course 5



upper intermediate

COURSEBOOK

Contents

LANGUAGE

FUNCTIONAL LANGUAGE / SITUATIONAL ENGLISH

LEISURE TIME [pp 7-21]

MODULE 1

Lesson 1	TIME ON YOUR HANDS	structures <ul style="list-style-type: none"> tenses 	vocabulary <ul style="list-style-type: none"> derivatives prepositions confusable words 	<ul style="list-style-type: none"> idioms phrasal verbs sports vocabulary 	<ul style="list-style-type: none"> introductions and greetings operating a DVD player
Lesson 2	SNOW SPORTS IN THE DESERT				
Lesson 3	BAD HABITS!				
Lesson 4	USING ENGLISH ACROSS THE CURRICULUM: <i>A WINDOW ON SPORT</i>				

Let's Talk [p 22] - Let's Practise [pp 23-24]

PLACES [pp 25-39]

MODULE 2

Lesson 1	UNFORGETTABLE CAIRO	structures <ul style="list-style-type: none"> plurals countable / uncountable nouns / collective nouns subject + singular / plural verb some - any - no - no one - none 	vocabulary <ul style="list-style-type: none"> derivatives confusable words phrasal verbs prepositions 	<ul style="list-style-type: none"> expressing regards and thanks at the exchange bureau
Lesson 2	THE LATEST ON THE HOTEL SCENE			
Lesson 3	LIFE IN THE CONCRETE JUNGLE			
Lesson 4	USING ENGLISH ACROSS THE CURRICULUM: <i>A WINDOW ON HISTORY [!]</i>			

Let's Talk [p 40] - Let's Practise [pp 41-42]

FEELINGS AND EMOTIONS [pp 43-57]

MODULE 3

Lesson 1	LOSE YOUR ANGER OR LOSE YOUR TEMPER	structures <ul style="list-style-type: none"> many - much - (a) few - (a) little - plenty of - a great deal of - a lot of / lots of infinitive gerund 	vocabulary <ul style="list-style-type: none"> derivatives phrasal verbs idioms prepositions confusable words adjectives common errors 	<ul style="list-style-type: none"> protesting expressing reluctance
Lesson 2	SIBLING RIVALRY			
Lesson 3	TAKE MY ADVICE ...			
Lesson 4	USING ENGLISH ACROSS THE CURRICULUM: <i>A WINDOW ON BIOLOGY</i>			

Let's Talk [p 58] - Let's Practise [pp 59-60]

LANGUAGE AND COMMUNICATION [pp 61-75]

MODULE 4

Lesson 1	ENGLISH AS A WORLD LANGUAGE	structures <ul style="list-style-type: none"> modal verbs articles 	vocabulary <ul style="list-style-type: none"> derivatives collocations prepositions British / American equivalents phrasal verbs 	<ul style="list-style-type: none"> asking questions politely / asking for a statement to be repeated relaxing / calming someone
Lesson 2	THE TOURIST TRAP			
Lesson 3	FINDING OUT INFORMATION			
Lesson 4	USING ENGLISH ACROSS THE CURRICULUM: <i>A WINDOW ON PHYSICS</i>			

Let's Talk [p 76] - Let's Practise [pp 77-78]

EDUCATION AND EMPLOYMENT [pp 79-93]

MODULE 5

Lesson 1	THE BATTLE OVER HOMEWORK	structures <ul style="list-style-type: none"> so do I / neither do I so / not either - neither - none - not one both - all - whole question tags 	vocabulary <ul style="list-style-type: none"> derivatives phrasal verbs prepositions confusable words 	<ul style="list-style-type: none"> interrupting / returning to the topic at a college
Lesson 2	MUSIC FOR THE DEAF, ART FOR THE BLIND			
Lesson 3	EXPERIENCING WORK			
Lesson 4	USING ENGLISH ACROSS THE CURRICULUM: <i>A WINDOW ON BUSINESS STUDIES</i>			

Let's Talk [p 94] - Let's Practise [pp 95-96]

SPEAKING

LISTENING

WRITING

<ul style="list-style-type: none"> • decision-making • responding to visuals <ul style="list-style-type: none"> - a web page • analysing statistics 	<p>Pronunciation: /ɪ/, /i:/ - /e/, /ɜ:/</p> <p>Listening for specific information</p>	<p>A formal letter to a newspaper expressing your opinion</p>
--	---	---

<ul style="list-style-type: none"> • role-play (travel agency) • responding to visuals <ul style="list-style-type: none"> - holiday resorts - pictures giving an account of an event • comparing pictures 	<p>Pronunciation: /ʊ/, /u:/ - /əʊ/, /ɜ:/</p> <p>Listening and identifying</p>	<p>An essay about the advantages / disadvantages of country life</p>
---	---	--

<ul style="list-style-type: none"> • comparing pictures • role-play (teenager / parent) • responding to visuals <ul style="list-style-type: none"> - photographs • problem solving 	<p>Pronunciation: /s/, /ʃ/ - /z/, /ʒ/</p> <p>Listening for specific information</p>	<p>An e-mail giving advice</p>
--	---	--------------------------------

<ul style="list-style-type: none"> • responding to visuals <ul style="list-style-type: none"> - signs - website - text messages • prioritising • discussing opinions about learning English 	<p>Pronunciation: /ʌ/, /ʊ/, /ə/</p> <p>Listening and note-taking</p>	<p>A letter asking for information</p>
--	--	--

<ul style="list-style-type: none"> • analysing statistics • discussing advantages / disadvantages of study methods • responding to visuals <ul style="list-style-type: none"> - a museum poster - a summer camp poster • discussing advantages / disadvantages of jobs • decision-making 	<p>Pronunciation: vowel differentiation: /æ/, /ɑ/</p> <p>Listening and matching</p>	<p>A descriptive account</p>
--	---	------------------------------

LANGUAGE

MONEY [pp 97-111]

MODULE 6

Lesson 1	SMART SHOPPING	structures <ul style="list-style-type: none"> • adjectives • adverbs • very - too - enough • comparison • it • two objects 	vocabulary <ul style="list-style-type: none"> ■ derivatives ■ phrasal verbs ■ currency ■ prepositions ■ expressions with <i>money</i> ■ confusable words 	<ul style="list-style-type: none"> • expressing disapproval ■ at the bank
Lesson 2	MONEY CAN'T BUY YOU LOVE			
Lesson 3	THE ROOT OF ALL EVIL			
Lesson 4	USING ENGLISH ACROSS THE CURRICULUM: <i>A WINDOW ON MATHS</i>			

Let's Talk [p 112] - Let's Practise [pp 113-114]

MASS MEDIA AND ADVERTISING [pp 115-129]

MODULE 7

Lesson 1	READ ALL ABOUT IT! TEENS PRESS AHEAD	structures <ul style="list-style-type: none"> • conditionals • unreal past • would rather - had better 	vocabulary <ul style="list-style-type: none"> ■ derivatives ■ phrasal verbs ■ collocations ■ prepositions ■ abbreviations 	<ul style="list-style-type: none"> • how to grant / deny permission ■ ordering by phone
Lesson 2	WHAT'S NEW?			
Lesson 3	MAKING CHANGES			
Lesson 4	USING ENGLISH ACROSS THE CURRICULUM: <i>A WINDOW ON LITERATURE</i>			

Let's Talk [p 130] - Let's Practise [pp 131-132]

TECHNOLOGY [pp 133-147]

MODULE 8

Lesson 1	HI-TECH TOMORROW	structures <ul style="list-style-type: none"> • passive voice • the 'causative' use of have • emphatic structures • exclamatory structures 	vocabulary <ul style="list-style-type: none"> ■ derivatives ■ confusable words ■ phrasal verbs ■ idioms ■ collocations ■ prepositions 	<ul style="list-style-type: none"> • expressing ignorance • at a computer shop
Lesson 2	VIRGIN GALACTIC			
Lesson 3	MUSEUM TRIPS			
Lesson 4	USING ENGLISH ACROSS THE CURRICULUM: <i>A WINDOW ON SCIENCE</i>			

Let's Talk [p 148] - Let's Practise [pp 149-150]

WORLD ISSUES [pp 151-165]

MODULE 9

Lesson 1	POVERTY IN THE TWENTY-FIRST CENTURY	structures <ul style="list-style-type: none"> • reported speech • inversion • conjunctions • relative clauses 	vocabulary <ul style="list-style-type: none"> ■ derivatives ■ confusable words ■ prepositions ■ idioms ■ phrasal verbs ■ similes ■ expressions to do with the <i>weather</i> 	<ul style="list-style-type: none"> • expressing disbelief • using the Internet
Lesson 2	FAMOUS HEARTS OF GOLD			
Lesson 3	A HELPING HAND			
Lesson 4	USING ENGLISH ACROSS THE CURRICULUM: <i>A WINDOW ON GEOGRAPHY</i>			

Let's Talk [p 166] - Let's Practise [pp 167-168]

TRADITIONS [pp 169-183]

MODULE 10

Lesson 1	DO THE CLOTHES MAKE THE MAN?	structures <ul style="list-style-type: none"> • clauses of time / contrast / reason / result / purpose • participles 	vocabulary <ul style="list-style-type: none"> ■ derivatives ■ confusable words ■ prepositions ■ phrasal verbs ■ cooking methods ■ proverbs ■ collocations 	<ul style="list-style-type: none"> • saying you remember / forget something, saying something in another way • at a museum
Lesson 2	A TASTE OF EASTERN DELIGHTS			
Lesson 3	SORRY, I CAN'T MAKE IT.			
Lesson 4	USING ENGLISH ACROSS THE CURRICULUM: <i>A WINDOW ON HISTORY [I]</i>			

Let's Talk [p 184] - Let's Practise [pp 185-186]

ROLE CARDS	187
GRAMMAR REFERENCE	188
IRREGULAR VERBS	208

SPEAKING

LISTENING

WRITING

<ul style="list-style-type: none"> ● discussing advantages / disadvantages of shopping ● decision-making ● responding to visuals <ul style="list-style-type: none"> - pictures giving an account of an event - magazine covers ● discussion: numbers 	<p>Pronunciation: -<i>ough</i></p> <p>Listening for specific information</p>	<p>An article discussing pocket money</p>
---	--	---

<ul style="list-style-type: none"> ● responding to visuals <ul style="list-style-type: none"> - pictures giving an account of an event - advertisements - TV guide - book covers 	<p>Pronunciation: British and American English</p> <p>Listening for specific information</p>	<p>A letter of complaint</p>
--	--	------------------------------

<ul style="list-style-type: none"> ● comparing pictures ● responding to visuals <ul style="list-style-type: none"> - a science museum leaflet - museum visits - competition winner 	<p>Pronunciation: <i>/æ/, /ʌ/</i></p> <p>Listening for specific information</p>	<p>A report about a museum visit</p>
--	---	--------------------------------------

<ul style="list-style-type: none"> ● responding to visuals <ul style="list-style-type: none"> - newspaper headlines - a poster - pictures giving an account of an event - warning signs 	<p>Pronunciation: silent letters – b, l, p, t</p> <p>Listening for specific information</p>	<p>A short story based on visuals</p>
---	---	---------------------------------------

<ul style="list-style-type: none"> ● responding to visuals <ul style="list-style-type: none"> - photographs of people - menus - festival poster - Chinese New Year ● giving directions 	<p>Pronunciation: British and American English</p> <p>Listening and note-taking</p>	<p>A letter refusing an invitation</p>
---	---	--

SAMPLE PAGES



Read about ...

- different types of activities and sports.
- sports lessons in schools.

Learn ...

- how to operate a DVD.
- how to introduce and greet people.
- to talk about different activities and sports.
- to write a formal letter expressing your opinion.



Warm-up

- What do you like doing in your spare time?
- Are there any hobbies that you would like to do but for some reason you can't?

Reading 

When you ask teenagers what their hobbies are, you can never be sure of the answer since it depends on the current craze. Read on to find out what Daniel, Kirsty and Jake do in their free time.

Daniel Jones, 16

'My hobbies? That's easy to answer – my music, of course. In fact, I have my own band. There are four of us altogether and we spend hours practising in my dad's garage. I think we're getting quite good. I have been playing the guitar since I was thirteen. You see, I was into a band called 'Green Day' at the time and I really admired the guitar skills of band member Billie Joe Armstrong. His voice is excellent too, unlike mine. I leave the singing to the other members of the band, though I am in the middle of writing a couple of songs. I hope the others approve of them.'

Comprehension Check

To which people do the following statements apply? Write D (for Daniel), K (for Kirsty) or J (for Jake).

- 1 I use my hands to make gifts. _____
- 2 I first took an interest in this when I was seven. _____
- 3 The Chinese were probably the first to develop this skill. _____
- 4 I share this hobby with three of my friends. _____
- 5 I hope my friends appreciate my writing skills. _____
- 6 This particular hobby can be expensive. _____

Vocabulary Check

Choose the correct answer.

- 1 A **craze** is something that is ____ for a short time.
a popular b cheap
- 2 If you **are into something**, you ____ doing it.
a dislike b enjoy
- 3 If you **approve** of something, you ____ it.
a like b hate
- 4 If something is **extremely** popular, it is ____ popular.
a very b quite
- 5 If something **originates in** a place, it ____ there.
a comes from b becomes popular
- 6 **Concentration** is one's ability to ____ something.
a create b focus on
- 7 If something is **rewarding**, it is ____ .
a worth doing b expensive to do
- 8 If you **attempt** to do something, you ____ it.
a discuss b try to do



Kirsty Adams, 14

'Well, up until recently, my best friend and I used to sit and look through magazines, but now we make *Scooby Doos* or *Scoobies*, as they are called. These are long, thin plastic tubes, usually brightly coloured, which, when knitted together into different shapes, are worn as jewellery or even put on key rings. Although it is extremely popular in my country at present, I recently discovered that they probably originated in China five hundred years ago! Apparently, *Scoobies* are great for improving your concentration and patience. What's more, they make great gifts too!'



Jake Ryan, 15

'Personally, I spend every spare minute I have helping my eighteen-year-old brother Rob do up his second-hand car. For as long as I can remember, I have had a passion for cars. When I was seven years old, I started building simple car models, which made me interested in how cars were actually put together. However, as I grew older, I became more concerned with how they looked – with older cars, appearance is everything. I have to be honest though, it isn't a cheap hobby, but it is very rewarding. This weekend, Rob and I are going to attempt to paint one of my designs on the side of his car. It should be fun. My dream one day is to own a Pontiac Firebird and to enter it in shows.'



Grammar Practice [TENSES – For all grammar exercises see the Grammar Reference at the back of the book.]

1 Choose the correct answer.

JASON: Hello, Patrick. What [1] *are you doing / do you do*?

PATRICK: Right now, I [2] *make / am making* a vase. You see, I've got a new hobby – pottery.

JASON: Well, you are always [3] *trying / try* new things. How long [4] *are you taking / have you been taking* pottery lessons?

PATRICK: Oh, I've only [5] *been / gone* to a few, but I [6] *am thinking / think* it's really interesting and it helps me relax.

JASON: Well, I [7] *have known / have been knowing* you for a year now and to be honest this is the first time I [8] *see / have seen* you so relaxed.



2 Fill in the simple present, present progressive, simple present perfect or present perfect progressive.

- David, your Greek _____ (get) better every day.
- Sh! Here _____ (come) the teacher!
- How long _____ you _____ (know) each other?
- This year, we _____ (go) to Italy for our holiday.
- It _____ (rain) hard since last night.
- Who _____ (use) my shampoo? The bottle is almost empty.
- We _____ (have) dinner at seven tonight, so don't be late.
- I _____ (have) this car for over ten years.

Word Building

Fill in the correct word.

- admire - admirable - admirer - admiration**
 - I think people who do charity work are _____.
 - I feel great _____ for him.
- (dis)approve - (dis)approving - (dis)approval**
 - You will only be able to go ahead with the project if you are given _____.
 - She wants to be a dancer, but her parents _____.
- (im)patient - (im)patience**
Why are you so _____? You can't wait for anything!
- (dis)appear - (dis)appearance**
The thief's _____ remains a mystery – no one knows where he went.

Prepositions

Fill in the correct preposition: **in, to, with, by, at, on, for.**

- Paul is really **keen** _____ rock music.
- What hobbies do you think are _____ **fashion** these days?
- Tracy is very **good** _____ basketball.
- I usually play tennis _____ **my free time**.
- Activities like these are **popular** _____ young people.
- Did you know that this jewellery was made _____ **hand**?
- Frank is very **interested** _____ old books.
- It was only when I joined the drama group that I realised I had a **talent** _____ acting.
- This class is suitable for people who are **skilled** _____ painting.
- Scuba diving doesn't **appeal** _____ me.



Confusable Words

Fill in the correct word.

a exhibition / display / show

- That department store is famous for its window _____.
- There's a new _____ on at the Tate Gallery.
- We're going to a fashion _____ in Paris this weekend.

b discover / invent

- Scientists haven't _____ a cure for AIDS yet.
- Who _____ the telescope?
- I've _____ a very nice beach.
- What excuse did she _____ this time?
- Who _____ America?

Situational English: operating a DVD player

Fill in the correct verbs to complete the dialogue.

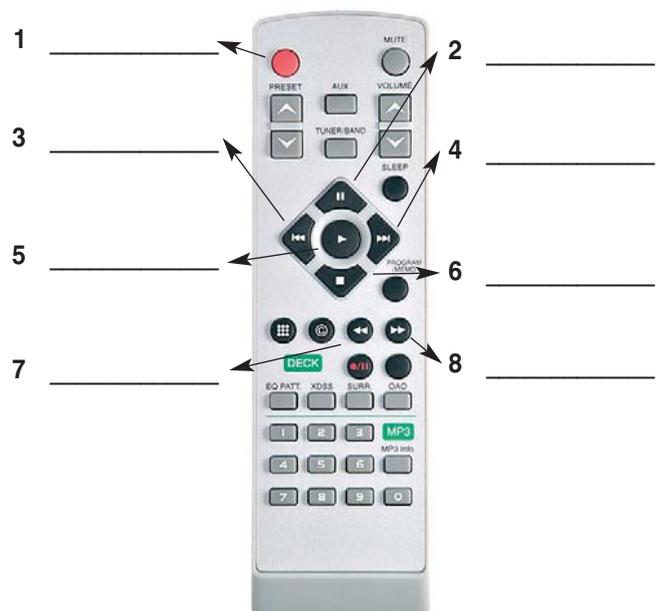
operate • pause • rent • turn
load • push • return • select

- NEIL: I've [1] _____ a really good DVD, but I've got to [2] _____ it tomorrow.
- SAM: We can watch it now if you like.
- NEIL: That would be great. How do I [3] _____ your DVD player?
- SAM: Oh, it's really easy. [4] _____ it on and then [5] _____ the button that says open.
- NEIL: OK. I've put the DVD in.
- SAM: Press the same button again to close it. It will take a few seconds for the DVD to [6] _____.
- NEIL: It's loaded now. This must be the main menu. Shall I [7] _____ the play option?
- SAM: Sure. If you want to [8] _____ it at any time, press the button above play.
- NEIL: OK.

Vocabulary Expansion

Use the words in the box to label the remote control.

play • rewind • standby / on • next
pause • previous • stop • fast forward



Further Practice

Quickly read the text below with the following questions in mind. Then choose the correct answer, A, B or C.

- The text could **not** possibly be found in
 - a magazine.
 - a dictionary.
 - an educational textbook.
- The writer of the text says that hobbies are
 - very stressful.
 - essential for your future career.
 - an important form of relaxation.
- Which of the following is **not** likely to be included in the continuation of the text?
 - information on how to use a camera
 - information on evening classes
 - information on more unique hobbies
- What aspect of hobbies does the writer **not** seem interested in?
 - the cost
 - the variety
 - the need

QUIET RELAXATION

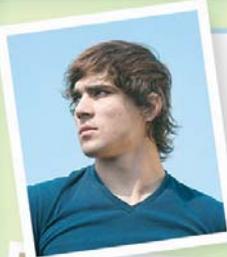
In our hard-working stressful society, hobbies have never been more important. In order to take time out to relax, many people have taken up pastimes such as painting, reading, listening to music and playing musical instruments. Crafts, such as knitting and woodwork, have also become popular. Creative hobbies like sculpture and photography give people the opportunity to express their feelings and can sometimes even be developed into new careers.

A more traditional hobby is collecting items, such as stamps. Amazing collections have been made of all sorts of items, from phonocards to teddy bears. Alternatively, for those wishing to relax in the company of others, playing games is a good idea. Board games like chess, backgammon and *Monopoly* have provided many with entertainment; in addition, card games and word games like hangman are also very popular. There are, of course, numerous other hobbies, some a little strange, but all of which show the need for enjoying our free time.



Speaking

Read the descriptions of the people below and discuss which of the activities would be suitable for them. Also say why you would not choose one of the other activities for each person.



Jake, 22, is a student who likes sports and wants to do something active in his spare time.



Bill, 51, works part-time, but wants to take up a challenging hobby. He dislikes arts and crafts.



John, 33, is married to **Sally**, 31. They work in the evenings and want to do an activity together.



Karen, 42, is a working mother who wants to find a relaxing and interesting hobby.

COMPUTER LESSONS



All levels available, from beginners to advanced. Extensive Internet practice included.

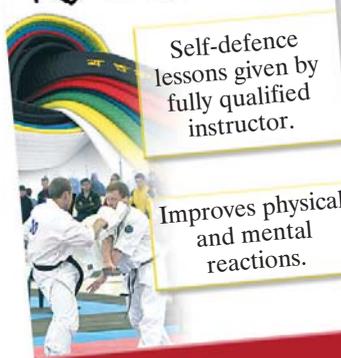
Weekday mornings, 10 am.

Pottery Class



For a creative, stress-relieving experience! Join us every Saturday morning at the community centre.

KARATE

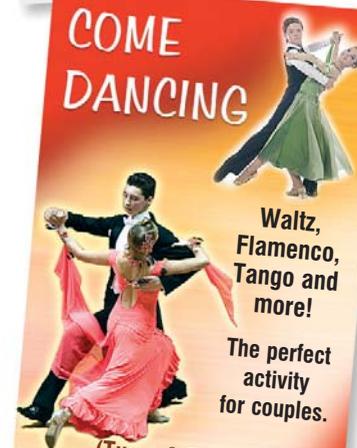


Self-defence lessons given by fully qualified instructor.

Improves physical and mental reactions.

Mon., Wed., Fri.: 8 pm

COME DANCING



Waltz, Flamenco, Tango and more!

The perfect activity for couples.

(Tues. & Thurs. 11 am)

Warm-up

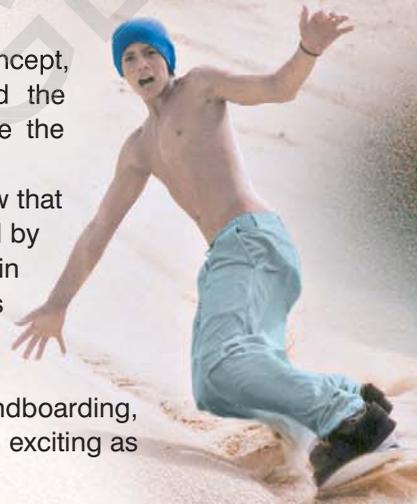
- What sports do you think are dangerous?
- Why do you think people like extreme sports?

Reading *Sandboarding*

Some forms of sport are enjoyed in the most unlikely places.

First it was surfing. The cool, thrilling sport in which the brave and skilful threw themselves over the waves at great speed, as its ancient Polynesian inventors had done. Using this concept, thrill-seekers who had become dissatisfied with traditional skiing, developed the extremely trendy activity of snowboarding. Take this relatively new idea, but replace the snow-covered mountains with hills of sand, and we end up with 'sandboarding'.

Those lucky enough to have tried either of these more modern sports will know that they involve having your feet strapped to a board, whose speed can be controlled by jumping and turning as you race down the sand or snow. The boots and board in sandboarding are almost the same as in snowboarding, except that the base has a slippery material to allow the fastest possible movement down the sand dune. Of the two sports, sandboarding is considered the easier to learn. However, on account of the equipment and moves being similar, if you have already tried sandboarding, snowboarding will be easy to pick up. Enthusiasts say that the one sport is just as exciting as the other.



Comprehension Check

Choose the correct answer, A, B, C or D.

- Snowboarding is ...
 - older than surfing.
 - very fashionable.
 - from Polynesia.
 - as traditional as skiing.
- What happens when somebody is sandboarding?
 - The sandboarder's feet are attached to the board.
 - The sandboarder cannot wear boots.
 - The sandboarder regularly jumps off the board.
 - The sandboarder often slips off.
- What is true about sandboarding and snowboarding?
 - They require completely different equipment.
 - They have exactly the same level of difficulty.
 - They are said to be equally exciting.
 - They can be done on the same type of ground.
- What is not mentioned as a feature of Ski Dubai?
 - qualified instructors
 - reduced prices
 - courses for new skiers
 - meals and refreshments
- The writer of the article believes ...
 - the facilities at Ski Dubai were not well thought out.
 - it is impossible to really enjoy snow sports in the desert.
 - indoor ski resorts are better than outdoor ones.
 - the construction of the resort is a great achievement.

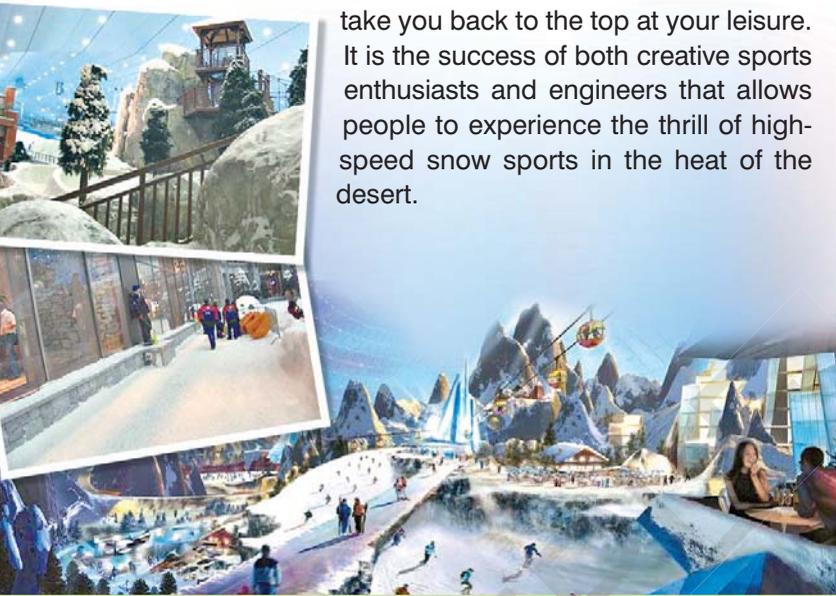


Ski Dubai

Can you really enjoy snow sports in the desert? The state of Dubai's reputation for being able to create artificial land surfaces had been growing even before the building of its desert Formula One racing track. Now just as worthy of recognition is *Ski Dubai*, the first indoor ski resort in the Middle East. This amazing arena, which takes up an impressive 22,500 square metres, is covered in snow all year round, despite the desert heat outside.

With several different courses for skiers and snowboarders of all levels of ability, trained instructors and a 'freestyle zone' for acrobatic tricks, it is clear that any snow sports fan would have the time of their life at Ski Dubai. Everything seems to have been thought of during the planning stage, including themed restaurants, cafés, and, of course, ski-lifts to

take you back to the top at your leisure. It is the success of both creative sports enthusiasts and engineers that allows people to experience the thrill of high-speed snow sports in the heat of the desert.



Vocabulary Check

Match the adjectives with their meanings.

- | | |
|--------------------------|-----------------------------|
| 1 thrilling _____ | 5 dissatisfied _____ |
| 2 brave _____ | 6 trendy _____ |
| 3 skilful _____ | 7 artificial _____ |
| 4 ancient _____ | 8 impressive _____ |

- a very old
- b not real
- c not scared
- d exciting
- e unhappy
- f good at doing something
- g making people admire something
- h fashionable

Grammar Practice

[TENSES – See back of book.]

1 Choose the correct answer.

- Charlie's hands were dirty. He **was playing / had been playing** in the mud again.
- When the boys were young, we **took / were taking** them fishing every weekend.
- We hadn't been to the cinema **for / since** six months.
- That was the only time we **were travelling / had travelled** by plane.
- We **had to hear / hadn't heard** from them since they'd moved to London.

2 Fill in the **simple past, past progressive, simple past perfect or past perfect progressive**.

- I _____ (**not wait**) for more than five minutes when Kathy arrived.
- It was the first time she _____ (**meet**) her aunt.
- Michael was tired because he _____ (**work**) all day.
- When I was younger, I _____ (**go**) swimming every Saturday.
- They _____ (**play**) football for an hour when it began to rain.
- By the time her guests _____ (**arrive**), she _____ (**finish**) the housework.
- I _____ (**drive**) to work when it started to snow heavily.
- By 2006, he _____ (**live**) in London for ten years.



Word Building

a Complete the table.

VERB	ADJECTIVE	NOUN
amaze	amazed / amazing	[1]
[2]	[3]	difference
enjoy	enjoyable	[4]
excite	excited / exciting	[5]
[6]	[7]	success

b Fill in the correct form of the word in capitals.

- The view from our hotel balcony was _____. **AMAZE**
- The _____ in price was greater than we had expected. **DIFFER**
- The film was extremely _____. I'd definitely recommend it. **ENJOY**
- She was so _____ about her holiday that she couldn't stop talking about it. **EXCITE**
- Unfortunately, Kate's application was _____, but she can apply again in May. **SUCCEED**

Vocabulary Expansion

Name the places where the following sports take place. Choose from: ring, rink, course, court, pitch.

SPORT	PLACE
1 tennis	_____
2 golf	_____
3 boxing / wrestling	_____
4 football / rugby / cricket	_____
5 ice-skating	_____



Idioms

Look at the phrases using the key word 'ball' and put them in the correct form to complete the sentences.

start the ball rolling
(= begin something)

have a ball
(= have a good time)

the ball is in one's court
(= it's up to someone to make the next move)

play ball
(= cooperate)



- Come to the party with us; we will _____.
- We made an offer and we're expecting his reply; _____ now.
- How can we achieve anything if they refuse to _____?
- If nobody else wants to answer the first question in the quiz, I'll do it just to _____.

Phrasal Verbs

Study the phrasal verbs, then fill in the correct phrasal verb in the appropriate form to complete the short text.

- a
- come up against sth:** be faced with a problem
 - go in for sth:** be in a competition or take an examination
 - keep sth up:** continue doing sth regularly
 - take up sth:** start (a hobby, sport, etc.)

Most people are interested in some form of sport, even if they don't actively participate in it. Lots of people [1] _____ a sport early in life and some continue it for years and perhaps even [2] _____ competitions. But it's hard to train regularly and a lot of people don't [3] _____ it _____; many people stop when they [4] _____ competition.

- b
- build sth up:** develop or increase sth gradually
 - pay off:** prove to be profitable or beneficial
 - stick to sth:** keep doing sth
 - work out:** do health training exercises

Being a professional sports person isn't easy. It means having to [1] _____ physical strength and maintain it through hard work and by [2] _____ strict diets. Keeping fit means [3] _____ every day and doing without lots of life's small pleasures. For a dedicated person it sometimes [4] _____, but there are no guarantees.

Functional Language: introductions and greetings

a Read the dialogue.

MIKE: Oh, hello, Dan. Fancy meeting you here.

DAN: Hello, Mike, I don't believe you've met my wife, have you?

MIKE: No, I haven't had the pleasure.

DAN: Let me introduce you. Mike, this is Anne. Anne, this is a colleague of mine, Mike.

ANNE: Pleased to meet you. Dan has told me a lot about you.

MIKE: All good things, I hope.

ANNE: Don't worry. Everything he's said about you and your wife, Sally, is good.

MIKE: That's nice. It's a shame Sally isn't here at the moment. I'd like you to meet her. Why don't we get together for coffee sometime?

DAN: That's an excellent idea.

MIKE: Well, I must be off now. It was nice meeting you, Anne.

ANNE: You too.

MIKE: Catch you later, Dan.

DAN: OK. Give my regards to Sally.

b Match the columns to find similar expressions.

- | | | |
|-------------------------|-------|--|
| 1 Let me introduce you. | _____ | a I have to leave now. |
| 2 I must be off. | _____ | b How do you do? |
| 3 Pleased to meet you. | _____ | c I'd like you to meet. |
| 4 Nice meeting you. | _____ | d I'll see you around. |
| 5 Catch you later. | _____ | e It was a pleasure meeting / to meet you. |



Speaking

Look at this web page about unusual sports and then answer the questions.

EXTREME BRITAIN

home
events
details
contact us
links

Highlands:
Climbing Centre!

Lake District:
Climbing & Windsurfing!

Windsurfing in the North Sea!

Birmingham:
Bungee & free fall!

Biggin Hill Airport:
Free fall!

Cornwall: Sailing!

WE HAVE CENTRES EVERYWHERE!

Our coastal centres provide great waves for the windsurfing experience of a lifetime!

All ages welcome for some fun with gravity!

The ultimate free-fall experience

Special man-made & natural rock faces to test any climber!

- ◆ Do people enjoy activities like these in your country? Which ones?
- ◆ Do you think these sports are exciting or dangerous? Why?
- ◆ Which of these sports have you tried? When?
- ◆ What type of person would the website appeal to?

Bad Habits!

Warm-up

- What do people of your age like about computer games?
- If you had the choice, would you read a book or watch TV? Why?

A letter expressing an opinion

Daniel Johnson is a student at Dunston High School and he recently read the following article in a local newspaper.

A recent survey has shown that today's teenagers are spending more and more time in front of their computer screens. To them, no leisure pursuit could beat the thrill of defeating their opponent in the latest computer game to hit the shops. Those who claimed that this was their favourite pastime said that they loved the way these games took you into another world and allowed you to explore it. Psychologists, however, are warning that this popular pastime can have only negative effects on our nation's youth.



This is Daniel's reply.

Dear Editor,

I read the article on computer games you published in your newspaper last week. I am a fifteen-year-old student and would like to express my views on the matter.

First of all, although I agree that the majority of people my age enjoy playing computer games, I do not believe that they are as bad as psychologists say. This is because they not only help you improve your computer and problem-solving skills, but also test your reactions. It is essential to act quickly when being chased across the universe by your enemy. Don't these psychologists realise that this is the age of technology?

Also, we are often accused of being anti-social, but how can this be true when my friends and I usually play these computer games together at our local Internet café? Furthermore, when we do play individually at home, it is often the topic of conversation the next day at school. Of course, there is the danger that some teenagers may be tempted to spend too long on the computer, but surely it is the parents' responsibility to monitor this. My own parents for example, only permit me to play on my computer for an hour a day.

In conclusion, the way I see it, adults should try to understand the enjoyment and even benefits that we teenagers get out of playing computer games instead of criticising us. With street violence on the rise, at least it is a safe option.

Yours faithfully,
Daniel Johnson



Comprehension Check

Tick (✓) the statements which are true according to what was written in the article and letter.

- 1 Psychologists are thrilled about the latest computer game. (*article*)
- 2 Daniel disagrees with the psychologists' views. (*letter*)
- 3 Computers can solve your problems. (*letter*)
- 4 Only anti-social people go to Internet cafés. (*letter*)
- 5 Parents shouldn't allow their children to spend too much time on the computer. (*letter*)

Vocabulary Check

Match the words with their meanings.

- 1 survey _____
- 2 leisure pursuit _____
- 3 thrill _____
- 4 opponent _____
- 5 effect _____
- 6 reaction _____
- 7 topic _____
- 8 benefit _____

- a somebody who is competing against you
- b activity you do for pleasure
- c advantage you get from a situation
- d set of questions that you ask a large number of people
- e ability to think and act quickly in a difficult situation
- f change that is caused by something
- g subject
- h excitement

Writing Skills: Expressing Opinions

1 Tick (✓) the phrases which can be used to give an **opinion**.

- | | |
|---------------------------------------|---------------------|
| 1 I would like to inform you that ... | 4 On account of ... |
| 2 In my view, ... | 5 In short, ... |
| 3 In my opinion, ... | 6 To my mind, ... |

2 When giving your point of view, it is important to support it by giving a **reason**. Match the following opinions with their reasons.

OPINIONS

- 1 As I see it, teenagers today are not as fit as they were fifty years ago. _____
- 2 I believe that it is good for teenagers to watch programmes such as documentaries. _____
- 3 As far as I am concerned, teenagers need to take a break from studying and watch a comedy now and again. _____

REASONS

- a In this way, they will not end up getting too tired.
- b This is because they spend so much time sitting in front of a TV screen.
- c One reason for this is that it helps them learn interesting things.

3 Circle the correct **linking word / phrase**.

- 1 Watching TV can be entertaining. **What's more / While**, it is very relaxing.
- 2 Many teenagers prefer to watch TV rather than do sports. **However / Therefore**, they miss out on physical exercise and end up being overweight.
- 3 You need to find something to amuse yourself with **since / although** you have so much free time. Don't just watch TV all day.

4 Choose the correct **linking word / phrase** to complete the sentences.

- 1 Some teenagers do not have any interests; _____, they end up sitting in front of the TV.

a so that	b as a result
-----------	---------------
- 2 _____ they know they shouldn't, many young people spend more than three hours a day watching TV.

a Apart from	b Even though
--------------	---------------
- 3 The problem of overweight children is a common one. _____, not much is being done to encourage them to be more active.

a Even so	b Moreover
-----------	------------
- 4 Not only are TV programmes becoming more violent, _____ teenagers are too.

a also	b but
--------	-------



Writing Helpline: Vocabulary

1 Correct where necessary.

- I like very much watching films.
- My brother is interested in joining a gym.
- He prefers reading from watching TV.
- Other people enjoy drama series, while others prefer sports programmes.
- I love watching TV and I hardly ever don't exercise.

2 Fill in of, with, on or in.

- I take a lot of pleasure ____ reading.
- Watching soap operas is something I have ____ common with my friends.
- I'm not fond ____ watching horror films, but my brother loves them.
- What kind of programmes are you keen ____ watching?
- Reality shows are very popular ____ young people.



Writing Task: Exam Style

Read the article below, then complete the task. Use the plan and writing task sheet at the back of the *Activity Book*.



LANGUAGE PORTFOLIO

Your local newspaper recently published an article on the bad effects of watching TV. Read the article extract below and then write a letter of 120-150 words in an appropriate style, expressing your opinion on it. Begin your letter with *Dear Editor, ...*

According to a recent report, over sixty per cent of adolescents in Britain today spend at least twenty-two hours watching TV every week. Psychologist Dr Teresa Ward claims that young people have nothing to gain from sitting in front of their TV screens. Not only does it make them unfit, but also unsociable.

Pronunciation

Short and long vowels:

/ɪ/, /i:/ - /e/, /ɜ:/

Listen and underline the word you hear each time.

	/ɪ/	/i:/
1	fill	feel
2	fit	feet
3	hit	heat
4	list	least
5	rich	reach
6	still	steal

	/e/	/ɜ:/
7	bed	bird
8	head	heard
9	ten	turn
10	west	worst

Listening

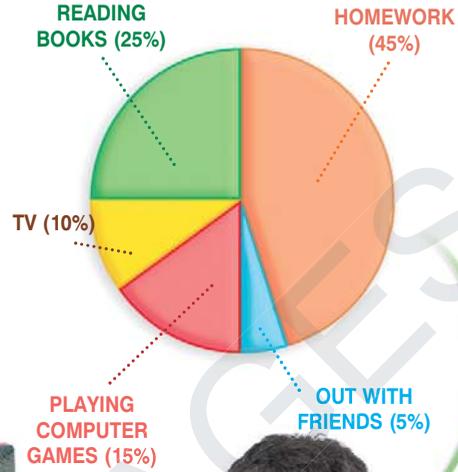
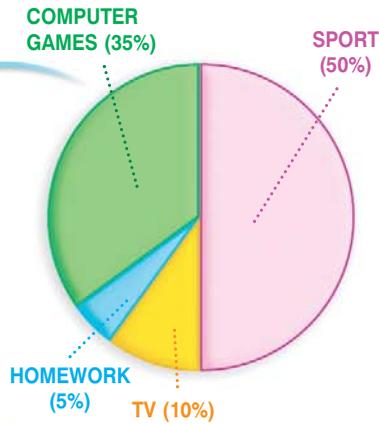
You will hear people talking in six different situations. For questions 1-6, choose the best answer, A, B or C.

- You hear a man talking on TV. What kind of programme is it?
 - A a quiz show
 - B a football match
 - C a sports programme 1
- You hear two people discussing whether to take a holiday. What does the man want the woman to do?
 - A make a decision
 - B think carefully
 - C pay immediately 2
- You hear someone talking on the phone to a friend. Where is he suggesting they go?
 - A to a film
 - B to a concert
 - C to a play 3
- You hear two friends talking. What does the woman want the man to join?
 - A a football club
 - B a windsurfing club
 - C a canoeing club 4
- You hear a woman talking about an alternative to normal reading. What is the alternative?
 - A large-print books
 - B video tapes
 - C audio books 5
- You hear a conversation about evening classes. What class is the woman doing?
 - A French
 - B pottery
 - C art 6

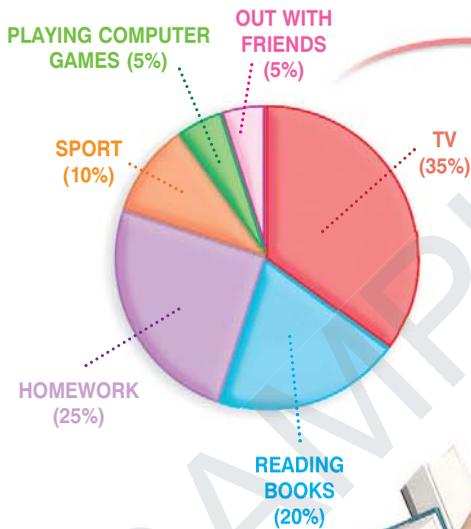
Speaking

Three students have been asked how they spend their time when they are not at school. These are the results. Discuss the results with your partner and then answer the following questions.

Andy, 17



Philip, 16



Sarah, 15

- ... needs to organise their time a lot better ...
- ... mostly does ... but hardly ever ...
- ... spends too much time doing ...
- ... should concentrate more on ...
- ... doesn't spend enough time on ...

- Who do you think uses their time in the best way? Why?
- Would you advise any of these students to change the way they spend their time? Who? In what way?
- How do you spend your time when you are not at school?

Warm-up

- How often do you exercise?
- What sports do you play at school?

Reading



Physical Education For All



- 1 For a large number of adults, memories of physical education (P.E.), are quite painful. Some students always did well and stood out in P.E., but for those who didn't, it was a different story. Whether they came last in races or were picked last for teams, it was their unhappy experience that failed to lay the foundations for a healthy and active lifestyle later in life.
- 2 For today's children, it seems, little has changed. Physical education hasn't lived up to its name for many of those who are less athletic. They usually end up not wanting to participate in physical activity and receive no guidance for maintaining a healthy future lifestyle. We live in a world where TV, video games and junk food are so popular with young people that they grow up living less healthily than their parents' generation did.
- 3 Thankfully, educators have come up with a new approach to P.E., which means children will be rock climbing, doing yoga, and using indoor exercise equipment. The philosophy behind this is that rather than suffer and be totally put off sport and taking exercise, each student is going to find an activity that they will want to do all their lives. Lessons should focus on finding a healthy norm for each individual according to age, height, weight and sex. As a result, personal improvement will be emphasised rather than competitiveness. Games will still be played, but the class will also learn about healthy eating habits and how to avoid health risks, as well as being shown how to monitor their own heart rate.
- 4 Medical experts have already approved of this new style in America, where overweight children who skied, went hiking or biking, showed improved fitness compared to those who played traditional team games. What is more, the old belief that a healthy body is connected to a healthy mind would appear to be true as students' performance and behaviour in class have also improved.
- 5 To know that schoolchildren will have learnt how to stay healthy for life by the time they finish school is encouraging news for everyone. As the world around us has changed, and a new challenge to our well-being has been presented by fast food and the TV, it is about time that physical education changed as well. If the new approach gives all students the guidance necessary for a healthy life, then the true meaning of P.E. will have been found again.



Comprehension Check

Which paragraph (1-5) does each statement refer to? Write the number of the paragraph in the box next to each statement. There is one extra statement you do not need.

PARAGRAPH
NUMBER

- A Getting the individual into the right habit. _____
- B Even now the new style is showing several benefits. _____
- C Difficult days aren't forgotten easily. _____
- D Rediscovering the importance of P.E. in today's world. _____
- E Traditional P.E. still produces great athletes. _____
- F Society is becoming more unhealthy than it used to be. _____

Vocabulary Check

Fill in the correct verb in the appropriate form.

pick • participate • maintain • suffer • emphasise • improve

- His trainer _____ the importance of a good diet.
- In the end, they _____ Jason to be the captain.
- You need regular exercise to _____ a good level of fitness.
- More than fifty children _____ in the competition.
- Your tennis won't _____ unless you practise more.
- The athlete was obviously _____ after her fall.

Grammar Practice

[TENSES – See back of book.]

Choose the correct answer.

- Take your umbrella in case it **will rain / rains** later.
- Kate will ask Tim while they **are walking / will be walking** to school.
- By six o'clock they **will work / will have been working** on our car for four hours.
- Lesley **will have finished / will have been finishing** the report by lunchtime.
- I doubt if they **manage / will manage** to get there on time.
- Give me the letter and I **will / am going to** post it later.
- This time next week, we **will be sitting / are sitting** on the beach.
- Look at that man! He **is going to fall / will be falling!**

TRANSFORMATION

Complete each sentence with two to five words, including the word given.

- The last time I went there was in 1999.
BEEN I _____ 1999.
- He bought this car ten years ago.
HAD He _____ ten years.
- I haven't spoken to her for a month.
SINCE It's a month _____ to her.
- It started raining an hour ago.
BEEN It _____ for an hour.
- We moved here at the end of April, nearly two months ago.
WILL By 1st July, we _____ here for two months.

Speaking

Imagine your school has been offered the opportunity to use two sports facilities in your local area to improve students' P.E. lessons. With your partner, look at the information about the various options and discuss which two activities would be the most appropriate. Explain why.

A Trampoline LEISURE CENTRE



(10-minute walk)
Previous experience required.

B Tennis TENNIS CLUB



(20-minute walk)
Maximum group size 16.

C Cycling INDOOR CYCLING ARENA



(15 minutes by bike)
Provide your own bike.

D Weight training LEISURE CENTRE



(10-minute walk)
Over-16s only.

E Sailing LAKE WINSMOUTH



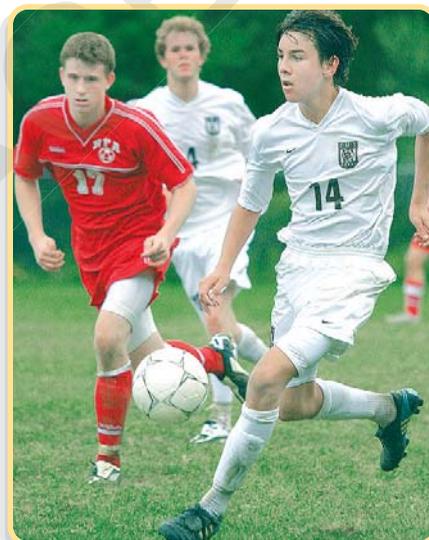
(15 minutes by bus)
May be cancelled in the event of bad weather.

- Option ... has the advantage of being ...
- Of course students would enjoy ...
- The main disadvantage of ... is ...
- Many students might want to try ...
- The problem with this activity is ...

Let's Talk EXAM STYLE

Pairwork

Imagine that your school is going to have a sports day in the summer in which students will compete. You have been asked to **recommend which sports should be included**. Here are some of the sports that are being considered.



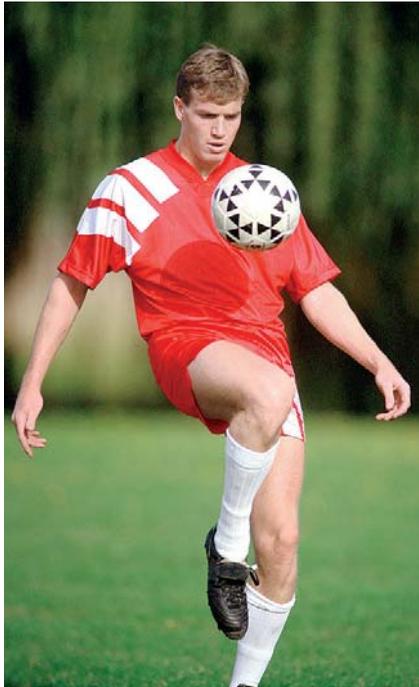
First, talk to each other about how successful each of these suggestions might be. Then decide which three would be the most appropriate.

Follow-up questions

- Have you ever taken part in a school sports day? If not, would you like to?
- What are the benefits of team / individual sports?
- Why is it that many adults don't do any exercise?

- 1 For questions 1-10, read the text below and decide which answer A, B, C or D best fits each space.

THE PEOPLE'S GAME



Football is a major sport, and popular [1] ___ people of all ages. Though football is an old game, it was once quite different in many respects to the way it is played today. In the Middle Ages, young men [2] ___ to kick something resembling a football around open spaces. Everybody would [3] ___ in and the game was often used as an excuse to let off [4] ___.

However, the game as we [5] ___ it today emerged in the public

schools and universities of Britain in the 19th century. By then it had become an organised game and was played on a [6] ___ basis, but it still lacked clear rules. It was not until 1848 that the University of Cambridge decided to issue a proper [7] ___ of rules for people to follow. This idea [8] ___ off as in 1863, the Football Association was formed. The first Football Association Cup Final was played in 1872.

Now, football attracts millions of followers worldwide. Perhaps because of this, it [9] ___ strong passions which, unfortunately, have resulted in a good [10] ___ of violence. This has given the game a bad reputation.

Despite this, football is more than a sport for many people – it's a way of life.

- | | | | |
|------------|-------------|--------------|-----------|
| 1 A with | B to | C by | D for |
| 2 A used | B would | C accustomed | D had |
| 3 A go | B join | C accompany | D enter |
| 4 A heat | B water | C steam | D air |
| 5 A notice | B recognise | C understand | D know |
| 6 A normal | B common | C usual | D regular |
| 7 A group | B set | C collection | D kit |
| 8 A made | B gave | C let | D paid |
| 9 A rises | B arises | C raises | D arouses |
| 10 A lot | B deal | C plenty | D amount |

2 TRANSFORMATION

Complete each sentence with two to five words, including the word given.

- Would you like to come to the theatre with us later?
INTERESTED Are you _____ to the theatre with us later?
- Sally used to go travelling every summer.
WOULD Sally _____ every summer.
- Jim, our train is leaving!
THERE Jim, _____ our train!
- My twin sisters are quite different, actually.
COMMON My twin sisters don't _____, actually.
- I plan to type all the letters before my boss comes back.
WILL I _____ all the letters before my boss comes back.
- I met Tim three years ago.
HAVE I _____ for three years.
- Actually, I quite like playing basketball.
KEEN Actually, I _____ basketball.
- The Smiths bought this painting six months ago.
HAVE The Smiths _____ six months.
- Dan wants to enter a singing competition.
GO Dan wants _____ a singing competition.
- The last time I was in England was four years ago.
BEEN I _____ England for four years.

3 You have some free time and you want to do something useful. Look at the adverts and then answer the questions.

1

Learn French



Beginners
Intermediate
Advanced

Tues & Thurs evenings 7.30 - 9.00
(business French also available)

2

Business Course

Haven't worked for a while?
Want to learn something new?



Then our intensive course is for you. 4 hours a day for 2 weeks. Weekend courses

3

Do you have an urge to make things?
Why not come to our pottery classes?



Friday mornings
10 - 11.30 am.

4

Tired of the same old dishes?

Come and create exotic menus.



Mon & Wed
7.00 - 9.00 pm

5

DIY for beginners

Learn basic Do It Yourself methods and save yourself

\$ \$ \$ \$



No need to call the plumber!
DO IT YOURSELF
No need to call the electrician!
DO IT YOURSELF
Every evening
7 - 8 pm.

Start Today!

6

SPANISH conversation classes



Learn everyday Spanish to help you on your vacation.

Wednesday & Friday mornings
9 am - 10.30 am.

- You want to save money.
a 1 b 2 c 3 d 5
- You want to learn a foreign language in the evenings.
a 1 b 3 c 4 d 6
- You would like to improve your skills in the kitchen.
a 2 b 3 c 4 d 5
- You want to be creative.
a 1 & 2 b 2 & 3 c 3 & 4 d 5 & 6
- You want to learn new work skills.
a 1 & 2 b 2 & 4 c 3 & 5 d 5 & 6
- You want to return to work a few years after having a baby.
a 1 b 2 c 4 d 6

4 Grammar

Choose the correct answer.

- 'Can we go now, Uncle Sam?'
'After I ___ this letter, we'll go.'
a have finished c do finish
b will finish d am finishing
- Will you see John before he ___ away?
a will go c goes
b is going d will have gone
- 'Shall I get you a hamburger?'
'No, thanks. I ___ ever eat them.'
a never c seldom
b rarely d hardly
- Hi, Joe. I haven't seen you ___ ages.
a for c before
b since d from
- ___ the time you read this letter, I will be in America.
a Until c By
b From d Since
- Susan felt relaxed as she ___ yoga for an hour.
a has been doing c had done
b did d had been doing

5 Vocabulary

Choose the correct answer.

- Mike is ___ a party this weekend.
a doing c making
b throwing d taking
- Jane ___ Kim in the swimming race.
a won c gained
b succeeded d beat
- I am going to ___ a new hobby.
a take out c take up
b take in d take over
- A new golf ___ has opened near my house.
a pitch c field
b course d court
- Although I like the theater, I ___ to go to the movies.
a enjoy c had better
b look forward d prefer
- There was a really long ___ of people at the movie theater.
a line c lane
b bunch d group

ON COURSE is a coursebook series written after extensive research into the latest language learning theory, including the *Common European Framework of Reference for Languages*. It takes learners of English through all levels, from beginner to proficiency.

ON COURSE is a learner-centred course which provides students with the skills necessary to fulfil a variety of communicative goals. The educational objectives of ON COURSE are:

- to provide a supportive framework in which students can develop their **receptive** and **productive skills**.
- to encourage students to become more responsible for their own learning.
- to widen students' knowledge and understanding of different cultures, lifestyles and perspectives.
- to encourage students to work with their peers to exchange ideas, solve problems, plan project work and so on.

The key features of **ON COURSE 5** are:

- ✓ a wide range of **reading** texts from a variety of sources.
- ✓ **listening** texts that reflect real-life situations and tasks.
- ✓ **writing** sections which aim to develop students' ability to express themselves in English, using a guided approach.
- ✓ **speaking** activities linked to the topic of the module, and recognising the importance of pair and groupwork in the development of students' oral skills.
- ✓ straightforward presentation of **grammar** points followed by ample practice.
- ✓ challenging exercises designed to build up students' **vocabulary**, as well as **language awareness** sections.
- ✓ **functional** and **situational English** sections.
- ✓ self-assessment sections and project work.

The wide variety of real-life situations gives students a strong practical base in communicative English. Paired with a systematic and thorough development of grammar and vocabulary, this will ensure students move seamlessly through all stages of the language learning process, from beginner to proficiency.

COMPONENTS

- Student's Coursebook
- Teacher's Coursebook
- Student's Activity Book
- Teacher's Activity Book
- Student's Grammar and Companion
- Teacher's Grammar and Companion
- Test Booklet
- Audio Cassettes / CDs

The **ON COURSE** series covers all types of *texts, grammatical and vocabulary items, listening, writing and oral tasks* encountered in examinations.