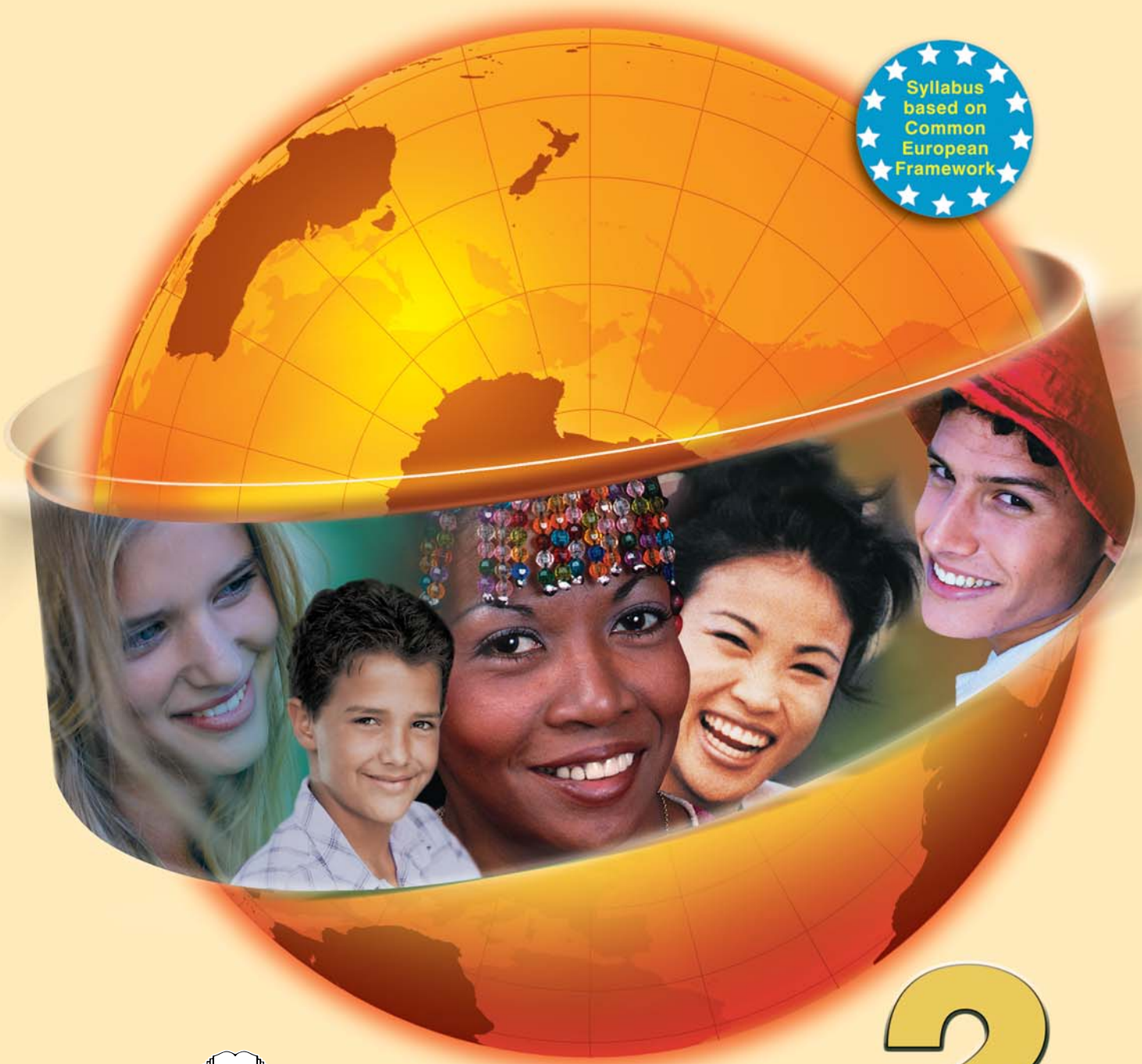


# BLOCKBUSTER

Jenny Dooley-Virginia Evans

*Student's Book*



Express Publishing

# 2

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# Life Experiences

## MODULE 4

Units 16 - 20

### ◆ Before you start ...

- Where were you last weekend? How did you like it?
- Which is your favourite band? Talk about them.
- What's your favourite toy/game?

### ◆ Look at Module 4

- Where are the pictures 1-5 from? Say the page number.

### ◆ Find the page number(s) for

newspaper headlines	<input type="text"/>
a news report	<input type="text"/>
some famous people	<input type="text"/>
a story in pictures	<input type="text"/>

### ◆ Listen, read and talk about ...

- what you were doing yesterday
- natural disasters
- accidents and injuries
- childhood memories

### ◆ Learn how to ...

- describe past experiences
- talk about natural disasters
- react to good or bad news
- express surprise and sympathy
- talk about accidents and disasters

### ◆ Practise ...

- past continuous
- past simple – past continuous
- *used to* – past simple
- subject/object questions
- adverbs of manner

### ◆ Write ...

- about what you/your family were doing yesterday
- a magazine article about a natural disaster
- a short news report
- a text about your childhood memories
- a short story

**Culture Corner:** Emergency Services in the UK

**Curricular Cuts:** (Citizenship) People who help us



# 16 What were you doing?

## Vocabulary

### Activities in progress

- 1 Look at the pictures. In pairs, discuss what the people were doing yesterday at 6 pm.

A: What were Jack and his dad doing at 6 pm yesterday?

B: They were working on the computer.

## Listening

- 2 Listen and repeat. These are expressions from a dialogue between two friends. Group them into expressions of *complaint* and *sympathy*.

- Don't ask! • It was a nightmare!
- Oh, no! • Oh dear!
- That's bad. • It gets worse!

- 3 Look at the drawings and the phrases above. What do you think the dialogue is about? Listen and check.



1

Jack & his dad  
work on the computer

2

Roberta  
make a salad

## Reading

- 4 a) Read the dialogue and find two things that went wrong for Sandy. How did she feel? Then explain the words in bold.

Penny: Oh, Sandy, you're back! How was your day?

Sandy: Don't ask! It was a **nightmare**!

Penny: Oh dear! What happened?

Sandy: Well, at about 10 o'clock this morning I was **doing the shopping** at the new supermarket in the high street.

Penny: Oh yes? What's it like? It's **enormous**, I heard.

Sandy: It is, but I'm not going there again.

Penny: Why?

Sandy: To start with, I wasn't looking where I was going and I **knocked over** a whole **display** of cakes with my **trolley**.

Penny: Oh, no! Did anyone see you?

Sandy: Two shop assistants were filling the shelves **nearby**. When they saw me, they rushed to help, but one of them **slipped** and fell down.

Penny: That's bad.

Sandy: Well, it gets worse! I was waiting to pay at the **checkout** when I realised I didn't have my **purse**. I had to put all my shopping back.

Penny: You poor thing! Was everyone looking at you?

Sandy: Yes, they were all looking and laughing at me. I was so **embarrassed**.

Penny: What a day!

- b) Which sentences best describe the drawings?



3  
Peter  
skateboard



4  
Tim & Zoe  
play video games



5  
Alice  
walk her dog



6  
Ann  
do homework

## Exploring Grammar

### Past continuous

- 5 Read the examples and match them to the rules. Find more examples in the dialogue. Use them to say what happened to Sandy.

At about 7 o'clock **she was making** a salad.  
Ann was **doing** her homework while Jack was **working** on the computer.  
She was **walking** the dog when it started raining.

We use the past continuous to talk about

- a an action happening in the past when another action interrupted it.
- b an action in progress at a certain time in the past.
- c two or more actions which were happening simultaneously in the past.

Form: **personal pronoun + was/were + verb -ing** (*I was walking, you were walking, etc*)

- 6 What were they doing at 6 o'clock yesterday evening? Use the prompts to ask and answer.

**Joe**  
ride a motorbike (X)/fly a helicopter (✓)

**Ann & Tom**  
drive home (X)/have a snack (✓)

### Mary

play the piano (X)/play the violin (✓)

### Peter

read a comic (X)/walk the dog (✓)

### Bob & Liz

Listen to music (X)/watch TV (✓)

A: Was Mary playing the piano?

B: No, she wasn't. She was playing the violin.

## Speaking

- 7 What were you / your friends / your parents / etc doing yesterday at 8:00 am / 10:00 am / 1:30 pm / 10:00 pm? You can use the activities in the pictures (1-6) and your own ideas.

A: What were you doing at 8:00 am yesterday?

B: I was having breakfast. What were you doing?

A: I was having a shower.

- 8 **Portfolio:** Think of a day that everything went wrong. Take roles and act out a dialogue similar to the one in Ex. 4. Use phrases from Ex. 2. Record your dialogue.

## Writing

- 9 **Portfolio:** What were you / your family doing yesterday at 7:00 am, 3:00 pm, 8:00 pm? Write a short paragraph.

# 17 It happened to me!

## Vocabulary

### Natural disasters

1 What are these disasters (A-F) called in your language? Listen to the sounds. Which pictures do they match? How do they make you feel?

2 Which of the words/phrases below are related to a *hurricane*/an *earthquake*? Act out these events, without using words.

- deep rumbling noise • buildings/rocking
- objects/flying • wind/howling
- people/shaking • ground/shaking

## Reading

3 a) The sentences below are taken from texts A and B on p. 55. What could the texts be about? Listen and read to check.

- A 1 The wind was howling and the sky was dark.  
2 A tree flew right past me.
- B 1 As we were running the tremor was getting worse.  
2 The buildings were rocking from side to side.

## Study Skills

### Reading for detailed understanding

Read the texts quickly. This will help you understand what type they are, their general content and the author's purpose. Read the statements, then read again carefully and find the part of the texts that each statement refers to. The information may be phrased in different words.

b) Read the texts and decide whether the statements (1-4) are *Right* (A) or *Wrong* (B). If there is not enough information choose *Doesn't say* (C). Then, explain the words in bold.

- 1 A tree hit John Lewis as he was running.  
A Right    B Wrong    C Doesn't say
- 2 The weather in Dade County was very bad on August 24th.  
A Right    B Wrong    C Doesn't say
- 3 Mrs Johnson was shopping at the time of the earthquake.  
A Right    B Wrong    C Doesn't say
- 4 Mrs Johnson's friend couldn't run fast.
- 54 A Right    B Wrong    C Doesn't say



**A** “I will never forget what happened on August 24th. It was a dreadful day for everyone in Dade County. The wind was **howling** and the sky was black. Objects were **flying** all around me as I was trying to find a safe place. As I was **running** towards an **underground shelter**, a tree flew right past me. Inside, some people were **hugging** each other while others were **crying** and **shaking**. It was **unbelievable!**”

*John Lewis (45), Miami, Florida*

**B** “It was about 11:30 am and I was **shopping** with my friend. Suddenly, there was a deep **rumbling** noise and then I felt that the ground was **shaking** so I **grabbed** my friend’s hand. She was **trembling**. I told her to run. As we were running the **tremor** was getting worse. The buildings were **rocking** from side to side and the roads were **cracking**. I was so scared I thought we weren’t going to **survive!** Everybody was **screaming** and crying. It was terrible!”

*Vera Johnson (38), Paso Robles, California*

c) Give the articles a title.

## Exploring Grammar

### Past continuous

**4** Match the underlined tense forms in the texts to their uses. Find more examples.

- a** two or more actions happening at the same time in the past
- b** actions giving background information
- c** actions happening at a specific time in the past

- d** an action happening in the past when another action interrupted it
- e** gradual development of an action in the past

**5** Put the verbs in brackets in the past continuous.

- 1** A: So what ..... (you/do) at the time of the earthquake?  
B: Don’t ask! We ..... (shelter) under the table while the whole house ..... (rock).
- 2** A: ..... (you/watch) TV yesterday at 6:00?  
B: No, I ..... (work) in the garden while Ann and Bob ..... (paint) the fence.
- 3** A: What ..... (they/do) at this time yesterday?  
B: They..... (get) ready to go out.

## Listening

**6** Listen to two eye-witness accounts. Which natural disaster is each one about?

## Speaking

- 7** Use the phrases in Ex. 2 to say what happened to John and Vera.
- 8** Work in pairs. Imagine you experienced each of the disasters in pictures A-E. Act out short exchanges.

## Writing

**9** *Portfolio:* Imagine you were an eye-witness to one of the natural disasters A-F. Write your account for the local magazine. Write:

- when it happened
- where you were
- how people were feeling
- what you were doing
- what was happening
- who was with you



# 18 In the news

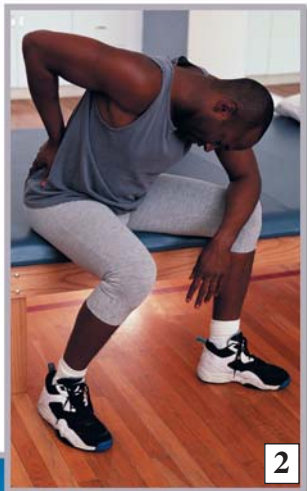
## Vocabulary

### Accidents & injuries

- 1 What happened to each of these people yesterday? Match the pictures (1-5) to the prompts (a-e), then make sentences, as in the example.



1



2



3



4



5

- a Paul/hurt/back/exercise  
 b Cathy/cut/foot/play/garden  
 c Sam/fall off/bike/cycle/next to/beach  
 d Janet/sprain/ankle/play/football  
 e James/slip/walk down/street

1 e James slipped while he was walking down the street.

## Reading

- 2 Look at the title of the newspaper article. In which context do you expect to find the following words? Listen and read to check.
- escaped unhurt • falling 25 feet • balcony
  - lying on the ground • started crying • balcony railings
  - scratches • completely unhurt
- 3 a) Complete the text. Choose the best word (A, B, or C) for each space.

### Child Falls 25 Feet – Unhurt

A two-year-old child 1) *in* Germany escaped unhurt after falling 25 feet from the 2) ..... floor of a house in Dusseldorf yesterday.

Eva Klein, 28, 3) ..... visiting a friend with her son Peter when he fell.

"The children were playing on the balcony" 4) ..... explained. "I heard a noise and ran outside, but Peter was gone. I 5) ..... down and saw him lying on the

ground. I thought he was dead."

But 6) ..... Peter started crying and she realised there was hope.

Staff at nearby Solingen Hospital were amazed to find that besides a 7) ..... scratches he was completely unhurt.

Police are now 8) ..... to find out how Peter could have fallen off the balcony in the first place. They believe he may have slipped through the balcony railings.

- |            |           |          |
|------------|-----------|----------|
| 1 A in     | B on      | C at     |
| 2 A wooden | B second  | C next   |
| 3 A is     | B was     | C has    |
| 4 A she    | B her     | C hers   |
| 5 A saw    | B watched | C looked |
| 6 A then   | B after   | C also   |
| 7 A few    | B little  | C lot    |
| 8 A tried  | B trying  | C try    |

- b) List the events in the order they happened. Imagine you were there when Peter had the accident. Use your list to tell the story.

## Exploring Grammar

### Past simple – Past continuous

#### 4 Study the example. What tenses do we use:

- to talk about an action that was in progress in the past?
- to talk about a past action which interrupted another past action which was in progress?

*She was visiting a friend with her son, Peter, when he fell.*

Find more examples in the text.

#### 5 Join the sentences. Use *when* or *while*.

- |                                 |                                 |
|---------------------------------|---------------------------------|
| 1 I was walking down the street | a they were going to work.      |
| 2 Sue had an accident           | b the telephone rang?           |
| 3 John and Lisa crashed the car | c you were cooking dinner?      |
| 4 Did you burn your finger      | d I slipped and broke my ankle. |
| 5 Were you sleeping             | e she was cycling home.         |

when  
while

## Listening

#### 6 a) You are going to hear someone reporting a crash. Look at the picture and the prompts and guess the story.

- helicopter crash • sunbathe • swim • warm afternoon
- fly • engine roar • start falling • clear sky
- people gather • rescue pilot/passengers

#### b) Now listen and check your guesses.



## Everyday English

### Intonation in exclamations

#### 7 Listen and repeat.

##### Positive

- Wow!
- That's great!
- Really?
- How wonderful!

##### Negative

- How terrible!
- Oh dear!
- That's awful!
- Oh no!
- That's shocking!

### Expressing surprise/sympathy

#### 8 In pairs, use expressions from the box in Ex. 7 to react to the news headlines.



A: *It says here that a dog saved a 5-year-old girl.*

B: *That's great!*

## Writing

#### 9 Portfolio: Use the prompts in Ex. 6 to write a news report like the one on p. 56. Write:

- who – when – where – what
- events in detail (how it happened)
- action taken

# 19 I used to ...

## Vocabulary

### Past habits

- 1 Which of these did/didn't you use to do when you were eight years old?

When I was eight I used to take ballet lessons. I didn't use to play chess.

take ballet lessons



go rock climbing



play football



play ice hockey



go scuba diving



ride a motorbike



wrestle



play chess



shoot films



## Reading

- 2 a) Look at the text and the pictures. Do you recognise these people? What are they famous for?  
b) Which of the activities in Ex. 1 do you think each person used to do when he/she was younger? Listen and read to check.

### Childhood memories



**A** Steven Spielberg was born in Ohio, USA. As a child he used to shoot short films about flying saucers. That's how his career started. The **director** of such **scary** films as *Poltergeist*, *Jaws* and *Jurassic Park*, used to be scared of just about everything. Today he is still scared of flying and going in



**B** Tom Cruise was born in New Jersey, USA. When Tom Cruise was fourteen he wanted to become a **priest**. He also used to **wrestle** on his high school team and only **took up** acting when he injured his knee. Now, his hobbies are skydiving, scuba diving and flying his **stunt** plane.



**C** Nicole Kidman was born in Honolulu, Hawaii. The Kidmans used to live in the USA before they **moved** to Australia. When Nicole was young, she used to take ballet classes because she wanted to be a ballerina.



**D** Although Keanu Reeves has a Hawaiian name, he was born in Lebanon and he **grew up** in Canada. At school he used to play ice hockey and his **nickname** was "The Wall". Today he enjoys riding his motorbike.

- 3 a) Read the text, then replace the pronouns in bold in sentences 1-5 with the appropriate names.

- 1 **He** directed the film, *Jaws*.
- 2 **He** spent his childhood in Canada.
- 3 His friends used to call **him** "The Wall".
- 4 **He** wanted to be a wrestler.
- 5 **Her** family left the USA to go to Australia.

b) Read again and find the names of:

- four countries • an island
- three films • four free-time activities

Then, explain the words in bold.

### Exploring Grammar

#### 'Used to' - Past simple

4 a) Match the examples to the rules.

*She used to play/played with her dolls when she was six. (She doesn't play with her dolls any more.)*

*They **bought** a house by the sea last year. (NOT: ... they ~~used to buy~~ a house.)*

We use ..... or ..... to talk about past states and habits.

We use ..... to talk about an action which happened at a specific time in the past.

b) Find examples of *used to* in the text. Where could you also use past simple?

5 Use the prompts to ask and answer questions about Sally.



#### Then

- have long hair
- wear casual clothes
- wear glasses
- walk to school
- be a bit overweight
- live in Woodstock

#### Now

- have short hair
- wear formal clothes
- wear contact lenses
- drive to work
- be slim
- live in Toronto

A: Did Sally use to have short hair then?

B: No, she didn't. She used to have long hair.

### Listening

6 You will hear three short conversations. For questions 1-3, put a tick (✓) under the right picture.

1 What used to be Mary's favourite toy?



A



B



C

2 Where did Tony use to spend Saturday mornings?



A



B



C

3 What did Ann use to have for breakfast when she was seven?



A



B



C

### Speaking

7 Close your book, then say what each person in Ex. 2 used to do when they were younger.

8 In pairs, interview each other about your childhood. Use the prompts below as well as your own ideas. Then tell the class. Talk about:

- favourite toy/game
- where you spent your holidays
- hobbies/free-time activities
- ambitions


### Writing

9 **Portfolio:** Use your answers in Ex. 8 to write a short text about yourself when you were a child. Write about what you used/didn't use to do then.

# 20 Storytime

## Skills Work

### Listening

- 1  Look at the pictures and, in pairs, try to put them into the correct order. Can you guess the story? Listen and check.



### Reading

- 2 a) Read the story. Which is the best title for it?
- 1 A wonderful day
  - 2 A forest walk
  - 3 A day to remember

1 It was a beautiful winter morning and everything was **covered** in snow. Karen and Fiona were walking **slowly** through the forest on their way to the **frozen** lake. They were both very excited because they loved skating.

2 When they **reached** the lake, the girls put on their skates and walked **carefully** onto the **ice**. "See! I told you it was safe!" Karen said to Fiona. "I don't know," Fiona said in a scared voice. "What if we **fall through** the ice?" "Don't be silly!" Karen laughed **loudly** as she skated towards the **middle** of the lake.

3 Suddenly, Karen heard a loud crack. She looked down and saw that the ice was breaking. "Fiona! Help!" Karen screamed in **terror**. Fiona skated **quickly** over to Karen, grabbed her hand and pulled her to safety.

4 An hour later, the two friends were sitting in front of a **roaring** fire, **sipping** hot chocolate. Karen looked at Fiona and said **softly**, "You saved my life!" "That's what friends are for," Fiona replied and hugged her. It was a day to remember.

- b) Work in pairs. Which sentences best describe each picture (A-D)? Then, explain the words in bold.

- 3 Which paragraph tells us:
- when and where the story happened?
  - who the main characters were?
  - what the climax event was?
  - what the weather was like?
  - what happened in the end?

### Speaking

- 4 List the events in the story in the order they happened. Use your list to retell the story to the class. Can you think of another ending?

### Exploring Grammar

#### Subject/Object questions

- 5 a) Compare the examples. Which question asks for the subject/object? In which question is the verb form not in the interrogative?

*Who went to the cinema?*

*Sally went to the cinema.*

*What did she see? She saw E.T.*

- b) In pairs, ask and answer subject/object questions based on the story. Use:

• who • what • when • where

### Adverbs of manner

- 6 Look at the highlighted adverbs in the story.
- How do we usually form adverbs?
  - What do these adverbs tell us?
    - how something happens
    - how often something happens
  - Where do we usually place adverbs of manner?
    - before the main verb
    - after the main verb
- 7 Use the phrases to make sentences.
- ran quickly • spoke loudly • walked slowly
  - shouted angrily • sang happily • smiled proudly

## Study Skills

### Sequence of events

Before you write a story, decide on the main character(s) and the events. Write the events in the order they happened. This helps the reader understand the story more easily.

### Writing

- 8 The picture shows the beginning of a story. Look at it and answer the questions.

- Where were they?
- What time of year was it?
- What was the weather like?
- What was happening?

Come on, Sparky!

- 9 Listen to the sounds. Can you guess what happened next?
- 10 Use your answers from Exs. 8 and 9 to write a story for the school magazine competition, entitled: *A Lucky Escape* (100-120 words). Use the plan below.

## PLAN

**Introduction (Para 1)** *set the scene (who, when, where, what)*

**Main Body (Paras 2 & 3)** *events leading to the main event, main event*

**Conclusion (Para 3)** *end story, your feelings*

## Songtime!

- 11 a) Look at the title of the song. In pairs, write six words you expect to find in the song. Listen and read to check.
- b) Read the song. How does the singer feel? Why?

## Stormy Weather

I was walking along  
On my way to your place  
With my hands in my pockets  
And the wind in my face  
Then all of a sudden  
It started to rain  
And the wind started blowing  
Like a hurricane

*But I didn't run and I didn't hide  
I didn't try to get inside  
I didn't even feel the storm  
The thought of you kept me dry and warm*

The rain was falling  
It was flooding the street  
I was soaking wet  
From my head to my feet  
The wind was howling  
What a scary sound  
The sky was dark  
And there was no one around

## Now I can...

- talk/write about accidents & natural disasters
- talk/write about what I used to do when I was younger
- narrate past experiences
- react to good/bad news
- express my surprise
- write a short story

in English

# Emergency Services in the UK

1 Look at the title and introduction to the text below, then answer the questions.

- a What do you think its purpose is: *to give information/to advertise something?*
- b Where do you think you could read it: *on a noticeboard/in a phone book?*
- c Who do you think the target reader is: *the public/special groups of people?*

2 Read or listen to the text and answer the questions (1-4). Then, explain the highlighted words.

## Study Skills

### Reading outside the classroom

Reading a variety of English texts from different sources will help improve your reading skills.

## WHEN IT'S AN EMERGENCY

Here are some useful numbers you may need for help and advice on health, house or safety matters.

### 24-HOUR A&E DEPARTMENTS

Accident and emergency departments at local hospitals will treat **serious injuries** and sudden illness.

If it is not an emergency, then **contact** your doctor or call NHS Direct (see entry, below)

### DOCTORS & DENTISTS

In an emergency, you can usually call the **local surgery** for a **recorded message** explaining how to contact the doctor or dentist **on duty**.

### LOCAL POLICE STATIONS

Dial 999 or 112 only in an emergency where there is danger to life or a **crime** is in progress.

### FIRE BRIGADES

Local fire officers can provide helpful advice about fire safety. For **details** of your Local Fire Safety Office, call **Enquiries** at the main HQ on (020) 7587 4718

### HOUSEHOLD EMERGENCIES

If you have a problem with your electricity, gas or water **supply** which needs **immediate** attention, call one of these 24-hour helplines.

### ELECTRICITY

☎ 0800 783 8838

### GAS

☎ 0800 111999

### WATER

☎ 0845 920 0800

### NHS DIRECT

For immediate and confidential health advice and information, 24 hours a day, seven days a week, call NHS Direct

☎ 0845 46 47

[www.nhsdirect.nhs.uk](http://www.nhsdirect.nhs.uk)

If you need to contact the police, fire brigade, ambulance service or coastguard in an emergency

**DIAL 999 or 112**

Which number should you call if:

- 1 you have a minor health problem?
- 2 you see someone trying to break into a house?
- 3 you see a house on fire?
- 4 there is a power cut in your house?

3 **Project:** Write a short text giving information, including telephone numbers, about the emergency services in your country.

# Curricular Cuts

## People who help us

4  
Citizenship



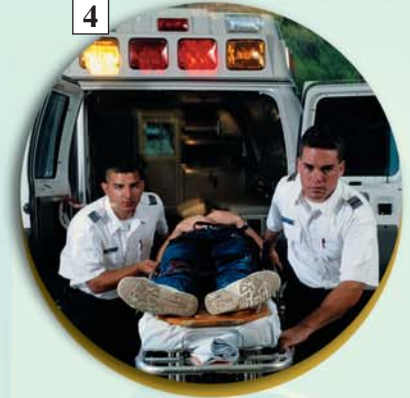
1



2



3



4

1 a) Match the pictures to the jobs below.

- paramedic • firefighter
- police officer • lollipop lady

b) What are these jobs called in your language?

2 How do these people help us? Use the prompts to make sentences. Use your own ideas as well.

- help/cross busy road – teach/ road safety
- take people/hospital – give/ first aid
- put out fires – rescue people
- stop crime – protect people

*Police officers stop crime and protect people.*

3 Read the title of the text. Think of two questions you have about the police service in the UK. Listen and read and see if you can answer them.

4 Read the text and explain the words in bold. In pairs, ask and answer *wh-* questions based on the text.

A: *Who's the head of each police force in the UK?*

B: *The Chief Constable. Who is ...*



### The POLICE SERVICE in the UNITED KINGDOM

The United Kingdom doesn't have one police force. Instead, there are 50 different forces around the country.

**At the head** of each force is the **Chief Constable** (or, in London, the Commissioner). Police constables, under the **supervision** of **sergeants** and inspectors, do the general police work, such as **patrolling** the streets, answering calls and so on. The police station is their **base**.

**Entry** to the police force is open to men and women over the age of 18½ who are **physically fit** and have good **eyesight**. Every police officer does two years of police college courses and **on-the-job** training.

Police constables wear a uniform and a helmet and, unlike in many other countries, they do not carry a gun.

**Detectives**, who **investigate crimes**, wear **plain clothes**.

5 **Project:** What about the police force in your country? Talk about:

- organisation (head of force, structure, base) • duties
- entry & requirements • years of training • uniform





# Self Check 4

## 1 Choose the correct word.

- Sophie managed to pull her to **safety/checkout**.
- We sat in front of a **howling/roaring** fire.
- Tom Cruise **took up/grew up** acting while at school.
- The boy managed to escape **unhurt/safe**.
- The ground started **shaking/rumbling**.
- They laughed **strongly/loudly** at the joke.
- The buildings were **shaking/rocking** from side to side.
- Grab/Knock** my hand and I'll pull you out.

(Points:  $\frac{\quad}{8 \times 2}$  16)

## 2 Match the words to form phrases.

hurt	my ankle	shoot	in horror
sprain	of cakes	balcony	noise
hear	my back	rumbling	railings
display	a noise	scream	films

(Points:  $\frac{\quad}{8 \times 2}$  16)

## 3 Put the verbs in brackets into the past simple or past continuous.

- At 7 o'clock yesterday evening Josh ..... (**do**) the shopping while Ann ..... (**cook**) dinner.
- They ..... (**watch**) TV when it .....  
..... (**start**) raining.
- The wind ..... (**howl**) and the sky  
..... (**get**) darker and darker.
- It ..... (**rain**) hard so she .....  
..... (**take**) a taxi back home.
- While John ..... (**walk**) in the park, someone ..... (**try**) to rob him.

(Points:  $\frac{\quad}{5 \times 4}$  20)

## 4 Write the question about the underlined word(s) of each answer.

- A: ..... ?  
B: Ann and Liz went to the forest.
- A: ..... ?  
B: Frank saw an accident.
- A: ..... ?  
B: An earthquake happened last week.
- A: ..... ?  
B: They flew to Madrid.

(Points:  $\frac{\quad}{4 \times 4}$  16)

## 5 What did(n't) Mary use to do when she was ten? Use the prompts.

- ride a bicycle ✓
- send emails ✗
- go to the theatre ✓
- take ballet lessons ✗

(Points:  $\frac{\quad}{4 \times 3}$  12)

## 6 Match the numbers (1-4) to the letters (a-d).

- I lost my wallet.
- They managed to rescue the pilot.
- 100 people died in the earthquake.
- How was your day?

- That's great!
- Don't ask!
- That's too bad!
- That's shocking!

(Points:  $\frac{\quad}{4 \times 5}$  20)

My total score .....

Great ..... Good .....

Try harder .....



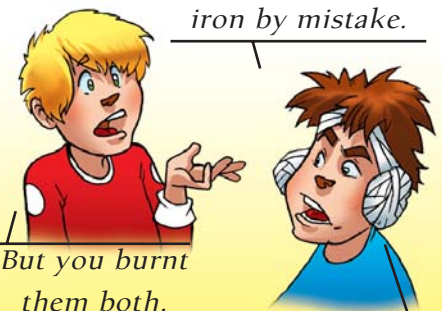
### Smile!

How did you burn both ears?

I was ironing when the phone rang, and I answered the iron by mistake.

But you burnt them both.

As soon as I put the phone down, it rang again.



# Pairwork Activities

Visual Materials

Student A

1A

**SPIRIT** Dance club  
 Ticket €3.50  
**Live Music**  
 Dancing Contests and lots more  
 for young people 13-16 yrs old  
 Every Friday  
 8:00-11:00 pm  
 56 Apple Street

5A

Win  
 €1,000  
**Young Inventors**  
**Competition**  
 Are you **under 18**?  
 Are you **an inventor**?  
 Then this could be the  
 start of something big!  
**Send us your invention**  
 Last call: 23 September,  
 T:203-230-0000, 46 Apple Street, Haundey

2A

**FOR SALE**  
 €575.000  
 Modern four-bedroom  
 house in the centre of  
 Canterbury  
 Beautiful family house,  
 five minutes from the  
 centre of Canterbury  
 • Bright, spacious  
 living room  
 • Dining room  
 • Kitchen  
 • Four bedrooms  
 • Two bathrooms  
 • Large garden  
**Contact**  
 Telephone: 0945 061 2061  
 email:  
 modernhomes@sales.com

6A

Pacific Travel  
 Enjoy  
**Hawaii**  
 and be a child again  
 • 10 days  
 • 5-star hotel  
 • watersports  
 • horse riding  
 • tennis and lots more  
 \$3,000 per person  
 (all inclusive)  
 children under 4  
 \$1,000

# Pairwork Activities

Visual Materials

Student B

1B

**Dance Club**

- name?
- when / open?
- what / do?
- ticket / cost?
- where?

5B

**Young Inventors**

- what advert / about?
- prize? / ?
- what age / to take part?
- competition / last day?
- where / send invention?

2B

**House for Sale**

- where?
- cost?
- number / rooms?
- garden?
- telephone number?

6B

**Enjoy Hawaii**

- how long / holiday?
- where / stay?
- sports?
- cost?
- special price / children?

# A Very **SCARY** Holiday

1 How much do you know about Halloween? Do the quiz to find out. Check your answers.

2 a) How did Halloween start? When? Listen and read to find out.

## Q U I Z



- 1 On what day is Halloween celebrated?
  - A December 25
  - B April 1
  - C October 31
- 2 The word comes from medieval England's All Hallow's .....
  - A Eve
  - B time
  - C month
- 3 ..... and black are colours associated with Halloween.
  - A Red
  - B Orange
  - C Blue
- 4 People carve ..... into jack-o'-lanterns.
  - A melons
  - B watermelons
  - C pumpkins
- 5 Children go from door to door and say "..... !"
  - A Treat or trick
  - B Trick or treat
  - C Trick or beat



2	A	4	C
1	C	3	B
		5	B

## THE STORY OF HALLOWEEN

*Everyone loves Halloween, but do you ever wonder what it really means?*



2,000 years ago, the Celts lived in the area which is now Ireland, the United Kingdom and northern France. They used to grow their own food and they considered **harvest** time to be the end of the year. Every year, they celebrated New Year's Eve on October 31st with a festival called 'Samhain'. The Celts dressed in animal heads and **skins** for this

b) Read the article and correct the sentences (1-5). Then, explain the words in bold.

- 1 The Celts lived in Iceland.
- 2 They celebrated New Year's Eve on November 14th.
- 3 Their festival was called Feralia.
- 4 The Druids were ghosts.
- 5 Pomona Day was a Celtic festival.

c) In pairs, ask and answer questions based on the text.

### 3 *Project: Let's carve a jack-o'-lantern.*

festival, and their **priests**, the Druids, built huge bonfires which the Celts **gathered** around to burn **crops** as **sacrifices** to their ancient gods. October 31st marked the end of summer and the beginning of winter and the Celts believed that on that night, the **ghosts** of the dead returned to Earth. The Celts thought that the ghosts helped the Druids to **predict** the future.

In about 43 AD, after the Romans conquered the Celts, two Roman festivals, Feralia (when Romans remembered their dead) and Pomona Day (when the Romans honoured their goddess of fruits and gardens), were combined with the Celtic Samhain festival. Later, in the 7th century, when Christianity **reached** the land of the Celts, the Pope made November 1st All Saint's Day. This was a time for people to **honour** saints and **martyrs**. This celebration was also called All Hallows or Halloween. The night before it became known as All Hallows' Eve, which later changed to Halloween.

Today, people celebrate Halloween with black cats and magic from Samhain, apples and **harvest** from Pomona Day and ghosts and **skeletons** from All Saint's Day. It's a thrilling mixture of fun and **fear**!



#### Carving the perfect jack-o'-lantern

##### Material

- a pumpkin
- a large sharp knife
- a spoon
- a small knife
- a permanent marker
- a candle

1 Put the pumpkin on the table.



2 Cut the top off the pumpkin with the knife.



3 Use a spoon. Scoop out the insides.

4 Draw the eyes, nose and mouth with the marker.



5 Cut out the face with the small knife.



6 Put a candle inside and light it.



7 Put the top back on.

8 Take the jack-o'-lantern and put it outside on your porch until Halloween is over.

# 16 What were you doing?

## Vocabulary

WORKBOOK  
sample pages

### 1 Fill in the correct word from the list:

- nightmare • enormous
- display • trolley
- knocked over • slipped
- checkout • embarrassed

1 A: How was the play last night?

B: It was terrible! I .....  
..... on stage and fell over!

A: Oh, no! I bet you were really .....

2 A: I'm going to get a .....  
..... for the shopping.

B: Do you mind if I don't come with you?

I want to look at the CDs.

A: OK. I'll meet you at the .....

3 A: How did your job interview go yesterday?

B: It was terrible! I was nervous and I .....  
..... my cup of coffee!  
I don't think I got the job!

A: Wow! What a .....  
..... !

4 A: Did you see that .....  
..... of flowers in the shop window?

B: Yes, it was ..... !

## Grammar

### Past Continuous

2 The following people were at home at 5:00 pm yesterday afternoon. What were they doing? In pairs, ask and answer questions. Use the verbs:

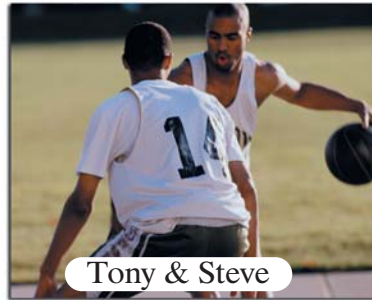
- play • cook • read • do



Robert



Lisa



Tony & Steve



Jessie & Rick

1 Robert / play video games

A: Was Robert playing video games?

B: No, he wasn't. He was playing the piano.

2 Tony and Steve / do homework

3 Lisa / write a letter

4 Jessie and Rick / listen to music

3 In pairs, ask and answer questions using the prompts, as in the example.

1 at 10 o'clock yesterday evening?

A: What were you doing at 10 o'clock yesterday evening?

B: I was watching TV.

2 at two o'clock this morning?

3 two hours ago?

4 at half past eight yesterday morning?

5 at 10 pm last Sunday?

6 this time last year?

7 when it started raining?

8 at lunchtime yesterday?

## Everyday English

### Expressing complaint & sympathy

4 Circle the correct response.

1 A: I lost my wallet.

B: a It was a nightmare.

b That's too bad.

2 A: I feel tired.

B: a You poor thing!

b What a morning!

3 A: How was your day?

B: a It gets worse.

b Don't ask!

4 A: I studied for the test all night and I still failed!

B: a What's it like?

b Oh, dear!

## Vocabulary

### 1 Label the pictures.



### 2 Fill in the correct word.

- shake • unbelievable
- howling • shelter • crack
- rumbling • grabbed
- trembled • survive • rocking

- 1 There was a loud ..... sound and then the wind blew the roof off the house!
- 2 People were running to try and find ..... from the rain.
- 3 During the earthquake the side of the building started to .....
- 4 The wind was so strong that the car was ..... from side to side.
- 5 The man ..... the child's hand and pulled her back from the edge of the cliff.
- 6 As the hurricane passed over our house, the furniture started to .....
- 7 The force of the flood moved cars and animals. It was ..... !
- 8 Last night the wind was ..... so loudly, I couldn't sleep.

- 9 The storm completely destroyed the village. The villagers were lucky to .....
- 10 The children ..... when they heard the thunder.

## Grammar

### Past Continuous

- 3 *The people at Shoreham Insurance Company were at work yesterday morning when an earthquake struck. Look at the pictures. In pairs, ask and answer questions, as in the example.*

- send fax • have meeting • talk on the phone
- look at report • work on computer



- 1 **A:** What was Bill doing? **B:** He was looking at a report.

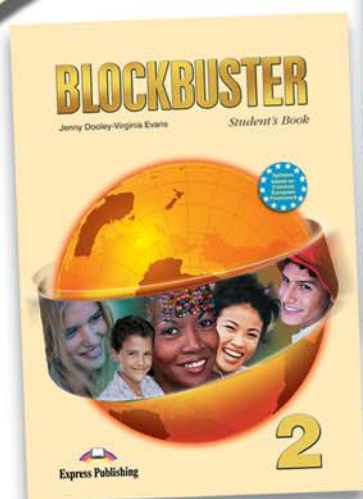
### 4 Put the verbs in brackets into the past continuous.

It was 7:00 pm and I 1) ..... (drive) back home. I 2) ..... (sing) along to the music on the radio. Black clouds 3) ..... (gather) in the sky and a storm 4) ..... (come). Before I knew it, I was in the middle of the storm. I 5) ..... (not/drive) very fast but suddenly I lost control of the car. I tried to stop but it 6) ..... (move) on its own! Before I realised what 7) ..... (happen), I crashed into a wall. Luckily another car 8) ..... (pass) the other way so it stopped and took me to hospital. I was amazed I wasn't seriously hurt.

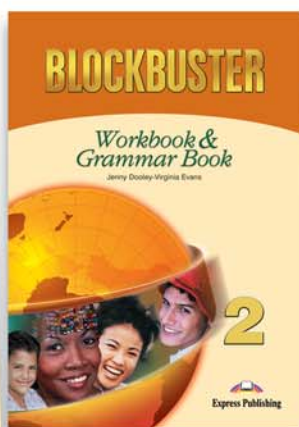
# BLOCKBUSTER 2

*Blockbuster 2* is designed for learners studying English at Elementary level. The course follows the principles of the Common European Framework of Reference, Level A2 (Basic User).

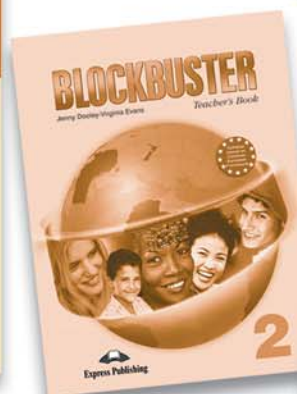
## COMPONENTS



Student's Book



Workbook  
& Grammar Book



Teacher's Book



My Language  
Portfolio



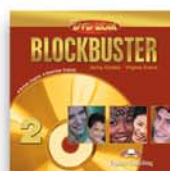
Class CDs



Student's CD



CD-ROM



DVD-ROM



Test Booklet & CD  
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