



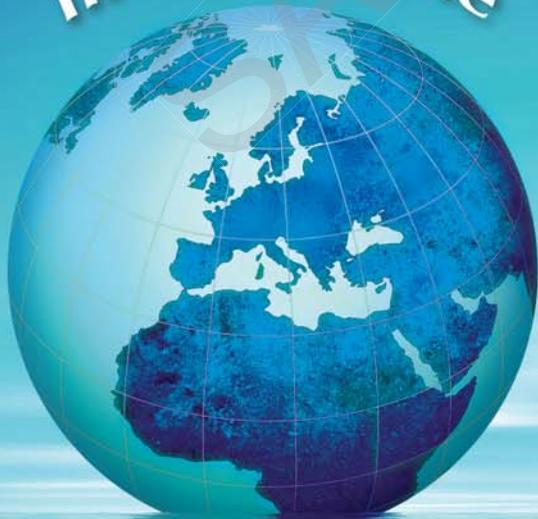
John Clark
Liz Archer
Dave Green



On Course 4



intermediate



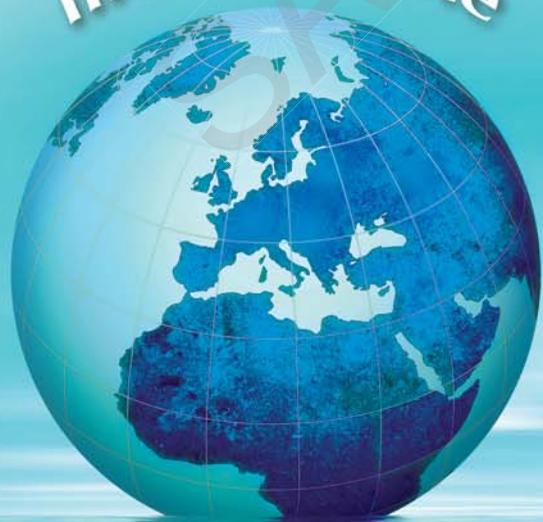
COURSEBOOK



On Course 4



intermediate



COURSEBOOK

Contents

		LANGUAGE	FUNCTIONAL LANGUAGE / SITUATIONAL ENGLISH
MODULE 1	HOLIDAYS [pp 7-21]		
	Lesson 1	GETTING AWAY ON HOLIDAY	structures <ul style="list-style-type: none"> • simple present • present progressive • present perfect progressive • simple past • past progressive • simple past perfect
	Lesson 2	SEEING THE CITIES OF EUROPE	
	Lesson 3	A HOLIDAY FOR ALL THE FAMILY	
	Lesson 4	USING ENGLISH ACROSS THE CURRICULUM: <i>A WINDOW ON LANGUAGES</i>	
	<i>Let's Talk - Self Assessment</i> [p 22]		vocabulary <ul style="list-style-type: none"> ■ derivatives ■ phrasal verbs - get, take <ul style="list-style-type: none"> ● suggestions and objections ■ at the tourist information office
MODULE 2	SPORTS [pp 23-37]		
	Lesson 1	THE OLYMPIC GAMES – NOW AND THEN	structures <ul style="list-style-type: none"> ● simple present perfect ● past perfect progressive ● simple future ● future progressive ● simple future perfect ● future perfect progressive ● articles
	Lesson 2	FOOTBALL CRAZY	
	Lesson 3	UNUSUAL SPORTS	
	Lesson 4	USING ENGLISH ACROSS THE CURRICULUM: <i>A WINDOW ON SPORT</i>	
	<i>Let's Talk - Self Assessment</i> [p 38]		vocabulary <ul style="list-style-type: none"> ■ sports vocabulary ■ prepositions ■ derivatives ■ phrasal verbs - give ■ confusable words <ul style="list-style-type: none"> ● offers and requests ■ at the leisure centre
MODULE 3	FOOD AND HEALTH [pp 39-53]		
	Lesson 1	A LONG, HEALTHY LIFE	structures <ul style="list-style-type: none"> ● plurals ● some - any - no ● no - no one - none - either - neither ● many - much - a lot of - lots of - plenty of - a great deal of - (a) few - (a) little ● very - too - enough
	Lesson 2	FEELING UNDER THE WEATHER	
	Lesson 3	TO DIET OR NOT TO DIET?	
	Lesson 4	USING ENGLISH ACROSS THE CURRICULUM: <i>A WINDOW ON BIOLOGY</i>	
	<i>Let's Talk - Self Assessment</i> [p 54]		vocabulary <ul style="list-style-type: none"> ■ derivatives ■ idioms ■ confusable words ■ phrasal verbs - go ■ prepositions <ul style="list-style-type: none"> ● likes and dislikes ■ at the doctor's surgery
MODULE 4	ANIMALS [pp 55-69]		
	Lesson 1	PETS ARE GOOD FOR YOU.	structures <ul style="list-style-type: none"> ● modal verbs ● adjectives - adverbs ● comparison
	Lesson 2	ANIMALS DESERVE SOMETHING BETTER.	
	Lesson 3	I COULD HAVE BEEN HURT!	
	Lesson 4	USING ENGLISH ACROSS THE CURRICULUM: <i>A WINDOW ON GEOGRAPHY [I]</i>	
	<i>Let's Talk - Self Assessment</i> [p 70]		vocabulary <ul style="list-style-type: none"> ■ derivatives ■ idioms ■ adjectives ■ phrasal verbs - come <ul style="list-style-type: none"> ● persuading ● expressing willingness or refusal to do something
MODULE 5	TECHNOLOGY AND WORK [pp 71-85]		
	Lesson 1	COMPUTERS IN THE WORKPLACE	structures <ul style="list-style-type: none"> ● the infinitive ● the gerund ● exclamatory structures ● emphatic structures
	Lesson 2	MAKING A LIVING	
	Lesson 3	I'D LIKE TO APPLY ...	
	Lesson 4	USING ENGLISH ACROSS THE CURRICULUM: <i>A WINDOW ON SCIENCE</i>	
	<i>Let's Talk - Self Assessment</i> [p 86]		vocabulary <ul style="list-style-type: none"> ■ confusable words ■ derivatives ■ phrasal verbs - turn ■ idioms <ul style="list-style-type: none"> ● expressing certainty, probability and doubt ■ leaving a telephone message

SPEAKING	LISTENING	WRITING	PROJECT
<ul style="list-style-type: none"> giving information about the local area / customs planning responding to visuals <ul style="list-style-type: none"> a museum sign holiday brochures 	Pronunciation: /æ/, /a:/, /ʌ/ Listening and matching	An e-mail describing a holiday	A phrasebook
<ul style="list-style-type: none"> planning responding to visuals <ul style="list-style-type: none"> tennis club leaflet / dangerous sports analysing statistics discussing advantages and disadvantages of sports 	Pronunciation: silent letters Listening and note-taking (phone messages)	A formal letter asking for information	A sports newspaper
<ul style="list-style-type: none"> responding to visuals decision-making understanding labels (medicine) analysing statistics comparing pictures 	Pronunciation: /s/, /ʃ/ Listening for specific information	An article about ways to solve a problem	A leaflet about healthy eating
<ul style="list-style-type: none"> responding to visuals <ul style="list-style-type: none"> photographs leaflet signs poster 	Pronunciation: intonation of questions Listening and note-taking	A short story	A guide about animals in your country
<ul style="list-style-type: none"> following / giving instructions (manual) discussing advantages and disadvantages of jobs role-play (job interview) 	Pronunciation: vowel differentiation Listening and note-taking (an application form)	A formal letter of application	Presentation about an invention

LANGUAGE

THE ENVIRONMENT [pp 87-101]

MODULE 6

Lesson 1	THE WEATHER	structures <ul style="list-style-type: none"> ● unreal past ● would rather - had better ● conjunctions ● two objects ● it 	vocabulary <ul style="list-style-type: none"> ■ idioms ■ derivatives ■ weather vocabulary ■ prepositions ■ phrasal verbs - break 	<ul style="list-style-type: none"> ● expressing past regrets ■ calling the emergency services
Lesson 2	A CHANGING CLIMATE			
Lesson 3	ARE YOU GREEN ENOUGH?			
Lesson 4	USING ENGLISH ACROSS THE CURRICULUM: A WINDOW ON GEOGRAPHY [II]			

Let's Talk - Self Assessment [p 102]

CRIME [pp 103-117]

MODULE 7

Lesson 1	A NASTY TRICK	structures <ul style="list-style-type: none"> ● question tags ● So do I – Neither / Nor do I ● passive voice 	vocabulary <ul style="list-style-type: none"> ■ derivatives ■ confusable words ■ phrasal verbs - bring, carry ■ prepositions 	<ul style="list-style-type: none"> ● opinions ■ reporting a crime
Lesson 2	AN EYE FOR AN EYE?			
Lesson 3	A MURDER MYSTERY			
Lesson 4	USING ENGLISH ACROSS THE CURRICULUM: A WINDOW ON LITERATURE			

Let's Talk - Self Assessment [p 118]

TRANSPORT [pp 119-133]

MODULE 8

Lesson 1	MOVING AROUND	structures <ul style="list-style-type: none"> ● conditionals 	vocabulary <ul style="list-style-type: none"> ■ derivatives ■ prepositions ■ transport vocabulary ■ prefixes (adjectives) 	<ul style="list-style-type: none"> ● making a complaint ● at the train station
Lesson 2	TRANSPORT: PAST, PRESENT AND FUTURE			
Lesson 3	PUBLIC TRANSPORT			
Lesson 4	USING ENGLISH ACROSS THE CURRICULUM: A WINDOW ON HISTORY			

Let's Talk - Self Assessment [p 134]

SOCIAL PROBLEMS [pp 135-149]

MODULE 9

Lesson 1	PARENTS AND TEENAGERS	structures <ul style="list-style-type: none"> ● the 'causative' use of have ● reported speech 	vocabulary <ul style="list-style-type: none"> ■ derivatives ■ confusable words ■ prepositions 	<ul style="list-style-type: none"> ● talking about problems, giving advice and reassuring ● apologies and excuses
Lesson 2	HOW LUCKY WE ARE!			
Lesson 3	TEENAGE DILEMMAS			
Lesson 4	USING ENGLISH ACROSS THE CURRICULUM: A WINDOW ON ART			

Let's Talk - Self Assessment [p 150]

THE ARTS [pp 151-165]

MODULE 10

Lesson 1	ENTERTAINMENT	structures <ul style="list-style-type: none"> ● relative clauses ● clauses of contrast / result / reason / time / purpose ● participles 	vocabulary <ul style="list-style-type: none"> ■ derivatives ■ phrasal verbs - put ■ confusable words ■ prepositions 	<ul style="list-style-type: none"> ● inviting / accepting and refusing an invitation ● at the theatre
Lesson 2	MAKING FILMS			
Lesson 3	FILM REVIEWS			
Lesson 4	USING ENGLISH ACROSS THE CURRICULUM: A WINDOW ON MUSIC			

Let's Talk - Self Assessment [p 166]

ROLE CARDS	167
GRAMMAR REFERENCE	168
IRREGULAR VERBS	190
WORDLIST	192

SPEAKING

LISTENING

WRITING

PROJECT

<ul style="list-style-type: none"> responding to visuals <ul style="list-style-type: none"> a weather forecast an environmental poster photographs discussion: recycling analysing statistics 	<p>Pronunciation: difficult words</p> <p>Listening for specific information (weather bulletin)</p>	<p>A composition giving solutions to a problem</p>	<p>Leaflet about what to do in an earthquake</p>
--	--	--	--

<ul style="list-style-type: none"> responding to visuals <ul style="list-style-type: none"> pictures giving an account of an event newspaper headlines book covers predicting what will happen making deductions 	<p>Pronunciation: intonation of question tags</p> <p>Listening for specific information (news report)</p>	<p>A short story</p>	<p>The plot for a crime novel / film</p>
---	---	----------------------	--

<ul style="list-style-type: none"> comparing pictures responding to visuals <ul style="list-style-type: none"> a bus timetable safety instructions (traffic awareness) road signs a railway map (asking for and giving information) photographs 	<p>Pronunciation: /æ/, /ʌ/</p> <p>Listening and matching (announcements)</p>	<p>A report</p>	<p>A poster about means of transport in the past</p>
---	--	-----------------	--

<ul style="list-style-type: none"> responding to visuals <ul style="list-style-type: none"> magazine cover web page paintings discussing ways of solving problems 	<p>Pronunciation: intonation of 'Mm'</p> <p>Listening for specific information</p>	<p>An article giving advice</p>	<p>Presentation about an artist</p>
---	--	---------------------------------	-------------------------------------

<ul style="list-style-type: none"> responding to visuals <ul style="list-style-type: none"> theatre leaflet cinema information screen CD cases talking about famous actors / actresses 	<p>Pronunciation: transcribing phonetic symbols</p> <p>Listening for specific information</p>	<p>A film review</p>	<p>Poster for an entertainment event</p>
--	---	----------------------	--

SAMPLE PAGES

MODULE 1 Holidays

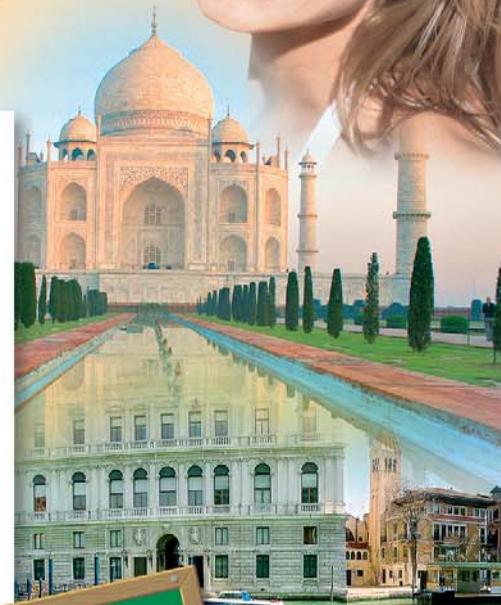


Read about ...

- different types of holidays.
- learning different languages.

Learn ...

- to talk about the present, the past and the future.
- how to make suggestions.
- how to express objections.
- how to ask for information at a Tourist Information Office.
- to talk about where you live and local customs.
- to talk about the advantages and disadvantages of different types of holidays.
- to write an e-mail describing a holiday.



Using English across
the curriculum:
Languages



Getting Away on Holiday

Listen and Read 

Warm-up

- What sort of holiday is shown in each picture?
- What do you think people can do in each place?
- Which holiday would you enjoy most? Why?



Sea, sun and sand? No, thanks!

If you ask people in northern Europe what kind of holiday they enjoy, most will say that they like to get away to a beach somewhere hot, in the Mediterranean for example. Those who cannot afford to travel abroad to a holiday resort will usually choose a place by the sea in their own country and hope for sunny weather. However, some people prefer not to have a beach holiday at all. Meet some of them.

Jennifer, 23



A few years ago, I went to the island of Crete with a group of friends. On the first day, I didn't bother to put on any suntan lotion and then lay in the sun too long. I got burnt and had to spend the rest of the week inside! That experience put me off another beach holiday, so last year, I went to the Austrian Alps for a fortnight. The scenery was fantastic, and although it was sunny every day, the temperatures weren't too high. I had a great time. I'm now planning a break in a mountain village in Spain. I've been saving since last winter!

I hate the beach. The sand gets everywhere, you can't lie in the sun without worrying about damaging your skin and there's nothing to do there anyway. My idea of a good holiday is doing something exciting – going hiking in the mountains, for example, or travelling across Australia by jeep. And it doesn't have to be in summer. I love going away at Christmas or in spring too. It's important to me to go on a holiday like this every year as I spend so much of my time behind a desk in a busy office. I don't have much chance to do anything energetic and unusual, so I choose holidays that will give me that opportunity. When I get back, I feel refreshed – like a different person, in a way.

Robert, 45



Anne, 70



I always go on a coach tour in the summer with a group of people of my age. Last year, we visited Germany. It was lovely. We travelled there by coach, then took a short cruise down the Rhine. The scenery in that part of Europe is stunning. This year, we're going on a tour of Italy. We'll be visiting Milan, Venice, Florence and Rome. I'm really looking forward to seeing all the churches, museums and great works of art, as well as taking a gondola ride in Venice. I can't wait! I've even been taking Italian lessons for the last six months!

Comprehension Check

Tick (✓) the correct box(es).

- 1 Who says the countryside was beautiful in a place?
- 2 Who thinks the beach is boring?
- 3 Who doesn't get much exercise most of the year?
- 4 Who always goes on holiday with people of the same age?
- 5 Who once had a bad experience on a beach holiday?

JENNIFER



ROBERT



ANNE



Grammar Practice

[SIMPLE PRESENT, PRESENT PROGRESSIVE, PRESENT PERFECT PROGRESSIVE – For all grammar exercises see the Grammar Reference at the back of the book.]

1 Fill in the *simple present*, *present progressive* or *present perfect progressive*.

- 1 Frank usually _____ (go) on a cruise in the summer.
- 2 _____ you _____ (do) anything exciting next summer?
- 3 It _____ (snow) all night, so there'll be plenty of snow on the mountain. Let's go skiing.
- 4 This year, we _____ (invite) some friends to join us at our villa in Spain.
- 5 I _____ (not lie) on the beach a lot when I'm on holiday. I _____ (visit) interesting places.
- 6 I _____ (look) at these brochures all morning.

2 Correct where necessary.

- 1 The train leaves in an hour.
- 2 Rob has a shower at the moment.
- 3 Can't you be more careful? You're always dropping things.
- 4 George is learning English for five years now.
- 5 I am going to the beach every morning in the summer.
- 6 Look! It snows!
- 7 It is raining since ten o'clock.
- 8 They often are staying at that hotel.

Language Awareness

1 Fill in: *go*, *go on*, *arrive in*, *arrive at*.

- 1 _____ { the station
the airport
the hotel
- 2 _____ { a tour
a trip
holiday
- 3 _____ { Spain
Athens
the USA
- 4 _____ { swimming
hiking
skiing

2 Word Building

Fill in the correct form of the word in colour.

- 1 I love the **mountains**. I always go to a _____ area in the summer.
- 2 I hate the **sun**. I stay inside on _____ days.
- 3 'I'm really **excited** about going to Africa.'
'Yes. Going on a safari is very _____.'
- 4 'I haven't got much **energy**. I think I'll lie on the beach all day.'
'I agree. It's too hot to do anything too _____.'

3 Phrasal Verbs: get

a Study the phrasal verbs.

- get away** = have a holiday
get along / on = have a friendly relationship
get off = leave (a bus, train, plane, large boat, etc.)
get on = enter (a bus, train, plane, large boat, etc.)
get out = leave (a car, small boat, etc.)
get over = become well again after an illness

b Fill in **away, off, on, out, along** or **over** to complete the sentences.

- 1 Ring the bell when you're near your bus stop so the driver knows you want to **get** _____ .
- 2 I try to **get** _____ for a week or two every August.
- 3 Anne **gets** _____ really well with Kay. They go on holiday together every year.
- 4 He caught a bad cold last month, but fortunately he **got** _____ it before the trip.
- 5 I waited on the platform as long as I could before. I **got** _____ the train and found a seat.
- 6 The car stopped and a tall man **got** _____ .

Functional Language: suggestions and objections

a Read the dialogue.

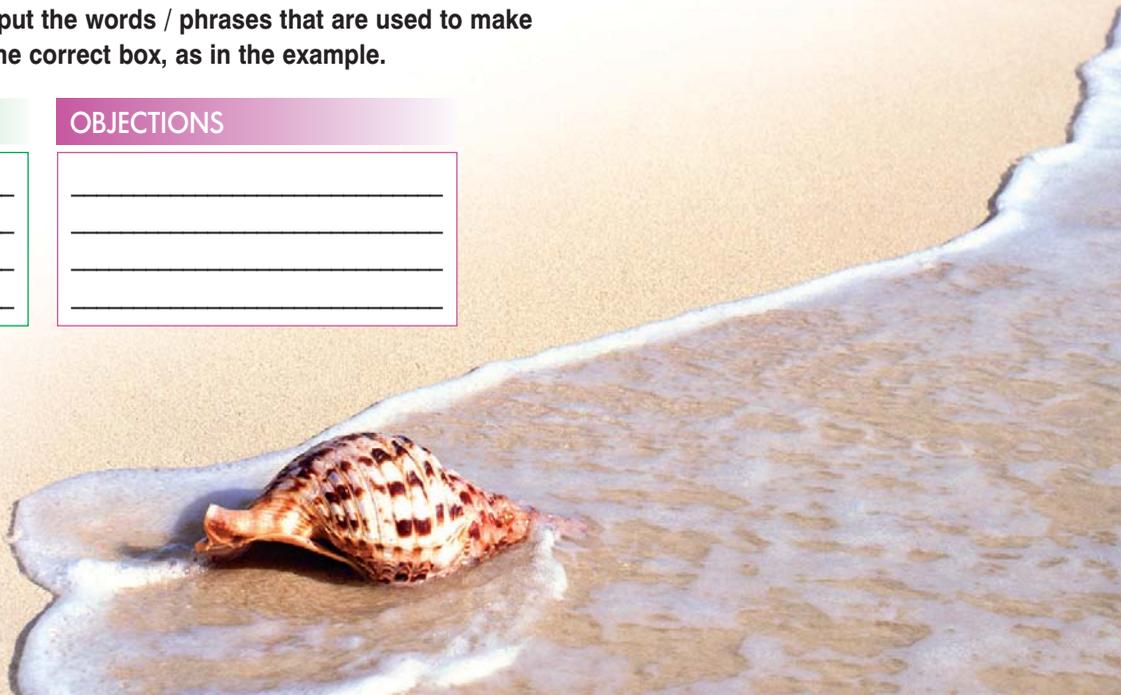
- Tony:** I'm fed up with all the cold, wet weather we're having at the moment and I really need a break from work. Why don't we book a holiday to cheer ourselves up?
- Susan:** It's not a bad idea, but I've got some important meetings this month at work and I don't want to miss them.
- Tony:** Well, we could always wait a while and go when you're not so busy. It would give you something to look forward to.
- Susan:** All right then. Where do you fancy going?
- Tony:** What about the French Alps? I've always wanted to learn to ski.
- Susan:** I don't really feel like spending a week in the snow, and I thought you were fed up with the cold weather! Besides, I'd rather not spend too much money and skiing is expensive.
- Tony:** In that case, shall we try a beach holiday in Tenerife instead? Hotels in the Canary Islands are quite cheap and it's sunny there all year round.
- Susan:** That sounds like a good solution. We'll go to the travel agent's tomorrow and pick up some brochures.

b Look at the dialogue again and put the words / phrases that are used to make **suggestions** and **objections** in the correct box, as in the example.

SUGGESTIONS

Why don't we ...?

OBJECTIONS



Speaking

1 a Work in pairs. Imagine that you have met two backpackers who want to ask you some questions about the area. Look at the list of things they want to find out and give them the information.

- 1 where they can find a cheap place to stay
- 2 what sights they should try to see
- 3 where the nicest restaurant is and what type of food is served there
- 4 what kind of evening entertainment is available
- 5 how to find the nearest post office or Internet café

For example:

*There are some cheap hotels
in the centre of town.
The best is probably ...*

b The backpackers are also keen to find out about local habits and customs. Use the prompts below to tell them some interesting facts about your country.

- 1 When we meet someone for the first time, we ...
- 2 We have a special celebration called ... on ... (day)
- 3 The shops are always open / closed on ...
- 4 Whenever you ..., you should remember to ...

2 While on your summer holiday in Britain, you see the following sign outside a museum. Read it carefully, then answer the questions.



Blackford Costume Museum

Opening hours:

- weekdays 9 am - 6 pm
- closed on Mondays during low season

Admission:

- children under 5 - free
- children (5-16) - £4.00
- adults - £6.00
- 10% student discount
- large parties must book in advance

Special Exhibition:

- 20th-century film costumes

GUIDED TOURS AVAILABLE TWICE DAILY BY RESERVATION ONLY

- 1 What sort of things will you see in the museum?
- 2 Will you be able to visit it on Sunday? Why?
- 3 How much do you think it will cost you to get in?
- 4 If you go in straightaway, will you be able to have a guided tour? Why?

Warm-up

- Do you recognise any of the places in the photos below?
- Which of the places would you like to visit most? Why?

Listen and Read 

EUROPEAN TOUR

Days 1-3 **PARIS**

Museums, art galleries, the Eiffel Tower and much more in the world's most romantic city. Paris is a place you will never forget.



Days 4-5

AMSTERDAM

Take a canal trip, hire a bicycle or look around the shops and the colourful street markets.

Day 6 **COLOGNE**

Visit the cathedral, take a cruise on the river before visiting the local shops.

Days 7-8 **VIENNA**

Try dancing the famous Viennese waltz and enjoy some delicious Austrian cakes and sweets at an open-air café.

Days 9-10 **VENICE**

The city of canals! Take a romantic gondola ride and enjoy an espresso in a café in St Mark's Square.

Days 11-12 **ROME**

This ancient city is full of life and colour. Historic buildings and modern shops and restaurants stand side by side in its busy streets.



Dan went on a coach tour of Europe this summer and he is telling his friend, Kay, all about it.

Dan: We took off early on Saturday morning. It was only a short flight to Paris, which was good because I'm a nervous flyer. Anyway, the tour started there.

Kay: How long were you in Paris?

Dan: Three days. We visited most of the well-known sights – the Eiffel Tower, the Louvre ...

Kay: Did you take the lift to the top of the Eiffel Tower?

Dan: Yes. I actually felt quite scared as we were going up. It's so high! But it was worth it as the views from up there are stunning.

Kay: What was Amsterdam like?

Dan: Fantastic. There's lots to do and see there.

Kay: Did you take a boat ride on one of the canals?

Dan: Of course. That was one of the highlights of the two days there. I also hired a bicycle one afternoon and explored on my own. I felt quite at home there. In fact, as I was cycling along, some Dutch people stopped me and asked for directions. They thought I was one of the locals!

Kay: Which city did you like best of all?

Dan: Mm, well, we also stopped in Cologne and Vienna, which were very nice, but I think my favourite city was Venice. The atmosphere there was really special. It's full of canals and alleys, with the most fascinating little shops you can imagine. I spent a lot of time just wandering around on my own. By the time we left, I had lost my way back to the hotel several times!

Kay: You spent some time in Rome too, didn't you? I hope you remembered to throw a coin in the Trevi Fountain while you were there.

Dan: Of course I did. Just to make sure I will go back again one day!

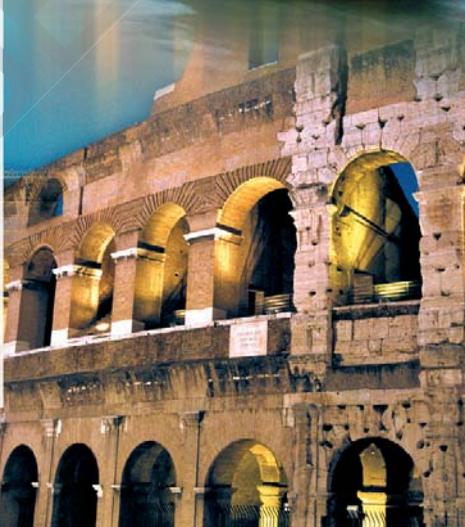




Comprehension Check

For questions 1-4, choose the correct answer A, B or C.

- Which city descriptions mention places where you can eat or drink?
A Amsterdam, Rome and Cologne
B Vienna, Venice and Rome
C Venice, Paris and Rome
- Which city descriptions mention means of transport?
A Amsterdam and Rome
B Cologne and Rome
C Amsterdam and Venice
- How did Dan travel to Paris?
A by plane
B by boat
C by coach
- What do they say happens if you throw a coin into the Trevi Fountain?
A You'll stay in Rome.
B You'll win money in Rome.
C You'll go back to Rome.



Vocabulary Check

Choose the correct answer.

- If you describe a place as **colourful**, it _____.
a has many paintings
b is very interesting
- If something is **delicious**, it has a very ____ taste.
a nice
b bad
- If you **cycle** somewhere, you go there _____.
a on a bike
b by car
- If someone in a town is a **local**, he / she _____.
a is a visitor
b lives there
- An **alley** is a _____.
a narrow street
b wide road

Grammar Practice

[SIMPLE PAST, PAST PROGRESSIVE, SIMPLE PAST PERFECT – See back of book.]

Fill in the *simple past*, *past progressive* or *simple past perfect* of the correct verb.

lie, hear, drive, take, swim, work, have

- When I lived in London, I _____ to work every day.
- By the end of the holiday, I _____ many photographs.
- They _____ dinner at a restaurant in Venice when they saw Brad Pitt.
- I _____ very hard to save enough money for this holiday.
- I _____ already _____ of the hotel before the travel agent showed it to me.
- While Rose _____ in the sea, her friend _____ on the beach.

Language Awareness

1 Word Building

Fill in the correct form of the word in capitals.

1 Paris is a _____ city.

ROMANCE

2 We visited some _____ buildings while we were there.

HISTORY

3 Paul doesn't like planes. He's a nervous _____.

FLY

4 We're lost. Let's stop and ask for _____.

DIRECT

2 Phrasal Verbs: take

a Study the phrasal verbs.

take off = 1 leave the ground (*of an aircraft*)
2 remove (*clothing*)

take up = start (*a hobby / sport*)

take after = look or behave like an older relative

b Fill in the correct *phrasal verb* from a.

- 1 She had to _____ the huge hat she was wearing to get through the door.
- 2 Jenny really _____ her mother. They both love going on coach tours.
- 3 I _____ singing when I was ten.
- 4 What time did the plane for Rome _____ ?

Situational English: at the tourist information office

a Read the dialogue.

Employee: Good morning. [1] What can I do for you?

Tourist: We're here for a day and we'd like to do some sightseeing. [2] Can you make any recommendations?

Employee: Well, if you're interested in history, [3] you shouldn't miss the castle, and the town museum is well worth a visit. Or if you prefer to be out in the fresh air, you could take one of these street maps and explore the old part of the town on foot.

Tourist: That sounds like a good idea, but I'd like to learn a bit about the history of the place. [4] I wonder if there are any guided tours.

Employee: Of course. There's a tour once every two hours. It sets off from outside the Tourist Information Office.

Tourist: Great! [5] Can you give me more details about the price of tickets and the sights that are included in the tour?

Employee: You'll find everything you need to know in this leaflet.

Tourist: OK. Thanks for your help.

b Which of the underlined phrases (1-5) can be replaced by the phrases below?

- a I'd like some information _____
- b How can I help you? _____
- c you should definitely visit _____
- d Can you tell me whether _____
- e Can you suggest anything? _____

Speaking

a Answer the questions.

- Have you ever visited a European city? Which one(s)? If not, which one would you like to visit and why?
- What did you do there?
- What did you think of the place and the people?
- Would you recommend it to anyone else? Why?

b Work in small groups. Imagine that your class is going on a coach tour this summer. You can visit five of the European cities on the map below. Look at the information and discuss which ones you will choose and why.

PARIS
See the marvellous view from the top of the Eiffel Tower.
Visit the Pompidou Centre and its collection of modern art.

AMSTERDAM
Visit the famous Van Gogh Museum.
Wander around the lively flower markets.

COPENHAGEN
Have fun at the fair in the Tivoli Gardens.
Discover Viking treasures hidden in the National Museum.

PRAGUE
Visit Prague Castle.
Walk across Charles Bridge with its impressive statues.

BUDAPEST
Take a boat ride down the River Danube.
Spend an afternoon relaxing at the thermal baths.

BUCHAREST
Look around the ruins of Dracula's palace.
See a play at the open-air theatre.

VENICE
Take a tour of the islands by boat.
Try some delicious Venetian ice cream.

MUNICH
Go horse riding in the Bavarian Forest.
Visit Prince Ferdinand's romantic fairy-tale castle.

LONDON
Spend a day watching the exotic animals at London Zoo.
See the crown jewels at the Tower of London.

BARCELONA
Be amazed by the wonderful buildings designed by the architect Gaudi.
Don't miss a bullfight.

Warm-up

- 1 What kind of things did you use to do on holiday when you were younger?
- 2 Which of the holidays below do you think is most suitable for a family with children?
 - a cruise of the Mediterranean
 - a coach tour of Europe
 - a week at a hotel in Florida

Listen and Read

You might think that families with children have no choice but to go on a beach holiday in the summer, but that is not the case. Read on to find out more.



1

FAMILY SAFARI IN TANZANIA

Some people might think that a safari is too dangerous for children, but there is no need to worry about that if you join one of the family safaris in the Mikuni National Park. Children as young as five are welcome and they will have plenty of opportunities to see wildlife such as zebras, hippos and monkeys.

2

Explore India

This holiday of a lifetime is suitable for children over the age of six and offers you the chance to see all the sights of northern India. It includes a tour of New Delhi (India's capital city), a visit to a national park to see tigers and other wildlife, a visit to the Taj Mahal (probably India's most famous tourist attraction) and much, much more ...

3

DOLPHIN-WATCHING IN AUSTRALIA

You may have seen these intelligent, friendly creatures on TV, but nothing beats seeing one live. Take your family on holiday to Shark Bay in Western Australia and watch the wild dolphins swimming in the shallow water there. If your children are fortunate, they might even get the chance to swim with one. What better experience could you give them than that?

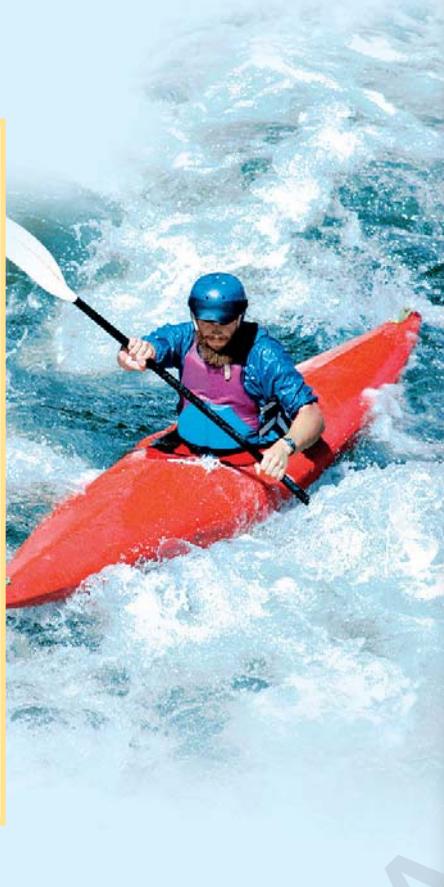
Children of all ages welcome.

4

ACTIVITY HOLIDAYS IN THE FRENCH ALPS

The majority of people think of the Alps as a winter holiday destination, but when the snow melts, a whole new world is waiting up there for you and your family to discover.

Children from the age of eleven upwards can enjoy a variety of outdoor activities such as mountain biking, hiking and kayaking. Your children will be so busy they won't have time to miss the beach. What's more, they'll be so exhausted at the end of the day they'll drop off without a word of complaint.



Comprehension Check

Write T (for *Tanzania*), I (for *India*), A (for *Australia*) or F (for *the French Alps*). There may be more than one answer each time.

- On which holiday can you see wild animals?

- Which holiday will make children very tired?

- Which holiday is suitable for a seven-year-old?

- On which holiday can you see famous sights?

Vocabulary Check

Find words / phrases in the texts that have the same meaning as the words / phrases given.

(Text 1 - TANZANIA)

- chance

- animals

(Text 2 - INDIA)

- suits

- place visited by tourists

(Text 3 - AUSTRALIA)

- animal

- not deep

(Text 4 - FRENCH ALPS)

- many different kinds of

- fall asleep

Writing

- Choose the correct answer to complete the e-mail describing one of the holidays.

Send Now Send Later Save as Draft Add Attachments Signature

Attachments: none

Default Font Text Size B I U T

Dear Helen,

How are you? I have just come back from a holiday in India. We had a fantastic time.

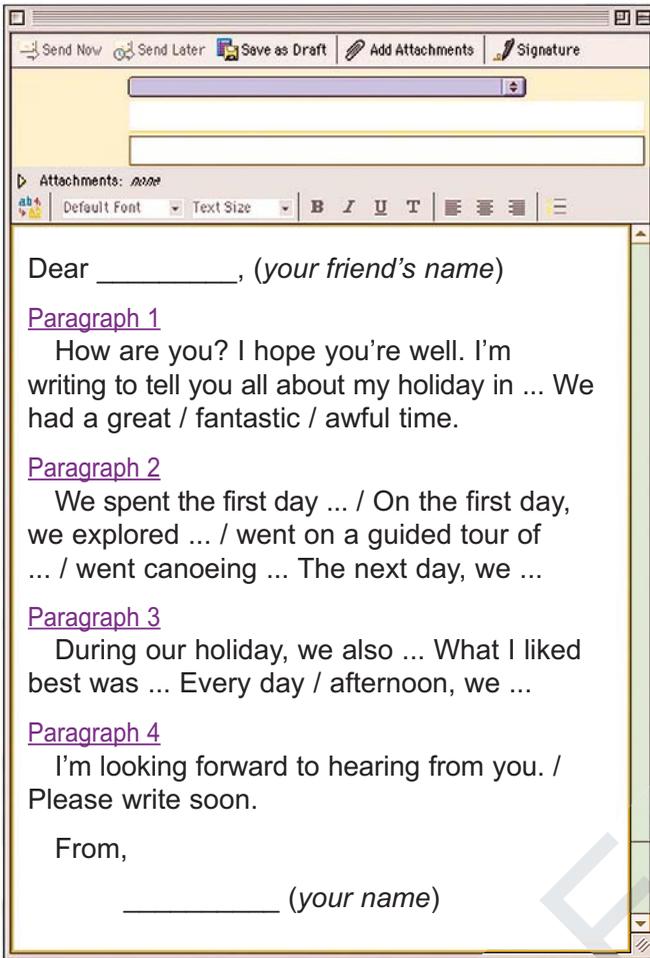
We finally [1] **reached / arrived** our hotel after a long and tiring flight, but luckily we didn't do much on the first day. We [2] **wandered / explored** around the city on our own for a while, but kept getting lost. So we decided to wait and go [3] **for / on** the guided tour the [4] **other / next** day with the rest of the group. Frank and I found all the sights fascinating, but the children weren't that interested. All they could do was ask 'Where are the tigers? When are we going to see the tigers?'

They didn't have to wait long to see them as the next morning, we set off early to visit a national park. Beth and Billy were so [5] **excited / exciting** on the coach that they could hardly sit still. The national park was amazing. We saw not only tigers, but also monkeys, zebras and exotic birds. I think it was definitely the highlight of the holiday for all of us, but we enjoyed visiting the other tourist attractions after we left it. I loved shopping in the [6] **coloured / colourful** marketplaces and Frank didn't miss the opportunity to try the local food.

I'll tell you more about it when I see you. Please write soon and let me know when you plan to visit us next.

From,
Victoria

Imagine you went on one of the holidays on pages 16-17 with your parents. Write an e-mail to a friend about it. Use the plan below.



Send Now Send Later Save as Draft Add Attachments Signature

Attachments: none

Dear _____, (*your friend's name*)

Paragraph 1
How are you? I hope you're well. I'm writing to tell you all about my holiday in ... We had a great / fantastic / awful time.

Paragraph 2
We spent the first day ... / On the first day, we explored ... / went on a guided tour of ... / went canoeing ... The next day, we ...

Paragraph 3
During our holiday, we also ... What I liked best was ... Every day / afternoon, we ...

Paragraph 4
I'm looking forward to hearing from you. / Please write soon.

From,
_____ (*your name*)

Paragraph 1

Tell your friend what the e-mail is about.

Paragraph 2

Describe how you spent the first day / days of your holiday.

Paragraph 3

Say something about the rest of your holiday.

Paragraph 4

Say that you hope to see / hear from your friend soon.

The phrases below will help you.

- stayed in a (*luxurious / traditional / comfortable*) hotel / farmhouse / apartment ...
- travelled by jeep / coach / train ...
- took lots of photos of ...
- tried some traditional dishes
- the scenery was ...
- we couldn't wait to see ...
- it was exhausting / tiring
- had a fantastic time
- was the best holiday I have ever had

Pronunciation 

a Listen and repeat.

/æ/ flat /ɑ:/ part /ʌ/ run

b Listen and tick (✓) the correct box, according to the sound.

		/æ/	/ɑ:/	/ʌ/
1	heart	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	hat	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	hut	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	ankle	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	uncle	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Listening 

You will hear four people talking about their perfect holiday. For questions 1-4, choose from the list A-E the answer which matches what each speaker has to say. Use the letters only once. There is one extra letter which you do not need to use.

Which speaker ...

- A hates spending time on busy beaches?
- B wants a relaxing holiday with little to do?
- C is going to drive around Europe?
- D wants to enjoy some outdoor activities in a quiet place?
- E is going to visit lots of different cities?

- Speaker 1 1
- Speaker 2 2
- Speaker 3 3
- Speaker 4 4

Speaking

1 a In pairs, look at the holiday brochures and decide who, out of the list of people, should read each one.

a

b

1 A young couple who want a weekend away, but the woman is scared of flying.

2 A family with three young children who want a summer holiday outside Europe.

3 An older couple who want to visit two places during one holiday, but not near the coast.

4 A family with two children who want to visit southern Europe in January.

c

d

b If you wanted to choose a holiday, which brochure would you look at and why?

2 Imagine that you had an unlimited amount of money and could go on holiday anywhere in the world. Tell your partner where you would go and what you would do. Include the following information:

- the place(s) you would visit
- who you would take with you
- the time of year you would choose to travel
- how you would get there
- the type of accommodation you would choose
- the activities you would do



Warm-up

- What foreign languages can you speak?
- What do you find difficult about learning to speak a foreign language?
- Do you think your language is difficult to learn? Why?

Listen and Read

It's all Greek to me!

Unless people need to learn a foreign language for business or family reasons, they do not usually choose one that is completely different from their own. But if, after all, you decided to study a language such as Chinese or Arabic, what difficulties would you have?

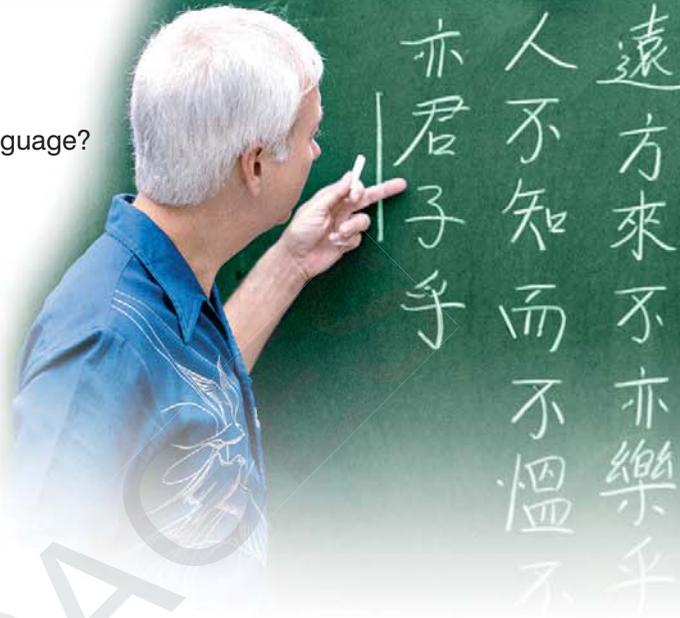
Anyone who studies Chinese has to learn Chinese writing. This developed from pictures that used to represent objects and actions. Over the centuries, these were made simpler and can no longer be recognised. They are now called characters. You must be familiar with about 4,000 of the amazing 40,000 characters to read most Chinese texts. These are traditionally written in columns.

Each character on the page represents one spoken syllable and these are put together to make words. Students of Chinese make a lot of mistakes because the meaning of a word changes depending on exactly how someone is saying it. The word 'mao', for example, can mean either cat, hat or spear!

Arabic is also a difficult language to learn. Although there are many dialects, most students learn Modern Standard Arabic, which sounds formal to Arab ears, but is understood everywhere. They are unlikely to have problems watching TV programmes or reading newspapers, but they may have trouble understanding a conversation between two Arabs who are speaking their own dialect.

Arabic script looks difficult, but when students have learnt the twenty-eight basic letter shapes, there are some rules that help them to write correctly. Words are written from right to left in horizontal lines and the shape of each letter changes depending on its position in the word. Only the consonants are represented by letters; symbols above and below the letters are used to show the vowel sounds.

Whichever language you chose, learning it would certainly be an impressive achievement and very useful in today's multi-cultural society.



5

10

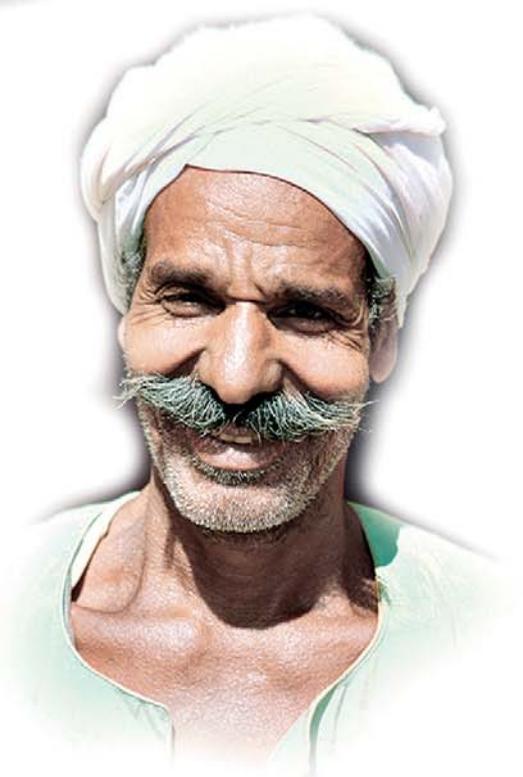
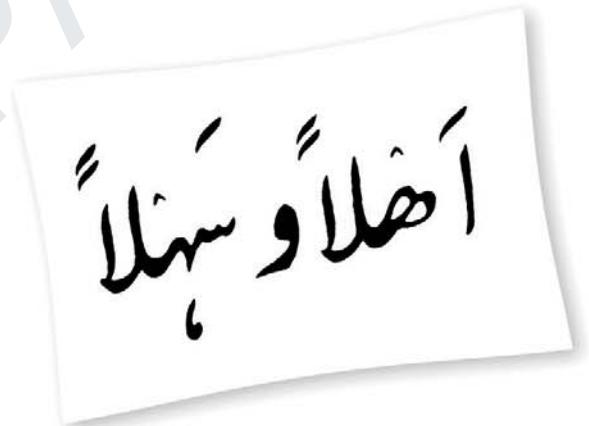
15

20

25

30

35



Comprehension Check

Tick (✓) *True* or *False*.

- 1 People usually study languages that are similar to their own language.
- 2 You must be able to recognise all of the characters to read Chinese.
- 3 In Chinese, a word can have several meanings.
- 4 Arabic is exactly the same everywhere it is used.
- 5 Arabic is written in columns.

TRUE	FALSE
<input type="checkbox"/>	<input type="checkbox"/>

Vocabulary Check

Match the words with their *meanings*.

- | | | | |
|----------------------|-------|---|---|
| 1 <i>object</i> | _____ | a | set of letters used in a language |
| 2 <i>century</i> | _____ | b | thing that you can see or touch |
| 3 <i>script</i> | _____ | c | period of one hundred years |
| 4 <i>achievement</i> | _____ | d | something that has been done successfully |

Quiz

Do you know what language is officially spoken in these countries? Fill in the correct word(s).

Spanish, English, Arabic, German, French, Portuguese

- | | | |
|---|---------|----------------------------|
|  | Mexico | (1) _____ |
|  | Austria | (2) _____ |
|  | Jamaica | (3) _____ |
|  | Egypt | (4) _____ |
|  | Brazil | (5) _____ |
|  | Congo | (6) _____ |
|  | Canada | (7) _____ and
(8) _____ |

PROJECT



LANGUAGE PORTFOLIO

Work in groups. Produce a phrasebook for tourists. Think of words / phrases which tourists would find useful when visiting another country and write them in as many languages as you can (e.g. French, German, Spanish, etc.).

Start with the following phrases:

Good morning / afternoon / evening

How do you do?

How much is ...?

Excuse me.

Design a cover for your phrasebook and give it a name.

Let's Talk

Exam Style

Pairwork

Candidate A

These photos show **people on different kinds of holidays**. Compare the two photos and say **what type of holiday it is possible to have in each place**.

Similarities

- on holiday
- couple
- age
- time of year



Differences

- location
- type of activity
- atmosphere

Candidate B

Is it more important to appreciate a country's sights or its natural beauty?

HELPLINE

Functional

Both photos show ...
 The first photo is of ..., while the second is of ...
 One obvious difference / similarity is ...
 In addition to that, they both ...
 It looks as if ...

Vocabulary

see famous sights
 historic buildings
 look at a map
 walk along the beach
 hold hands
 relaxing

Are you moving on? – Check Yourself

- | | | | | | | |
|---|-----------|--------------------------|------------|--------------------------|---------------|--------------------------|
| 1 I can talk about the present, the past and the future. | very well | <input type="checkbox"/> | quite well | <input type="checkbox"/> | not very well | <input type="checkbox"/> |
| 2 I can make suggestions. | very well | <input type="checkbox"/> | quite well | <input type="checkbox"/> | not very well | <input type="checkbox"/> |
| 3 I can express objections. | very well | <input type="checkbox"/> | quite well | <input type="checkbox"/> | not very well | <input type="checkbox"/> |
| 4 I can ask for information at a Tourist Information Office. | very well | <input type="checkbox"/> | quite well | <input type="checkbox"/> | not very well | <input type="checkbox"/> |
| 5 I can talk about where I live and local customs. | very well | <input type="checkbox"/> | quite well | <input type="checkbox"/> | not very well | <input type="checkbox"/> |
| 6 I can talk about the advantages and disadvantages of different types of holidays. | very well | <input type="checkbox"/> | quite well | <input type="checkbox"/> | not very well | <input type="checkbox"/> |
| 7 I can write an informal letter describing a holiday. | very well | <input type="checkbox"/> | quite well | <input type="checkbox"/> | not very well | <input type="checkbox"/> |

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 4** 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
- Student's Activity Book
- Grammar and Companion
- Teacher's Book
- Test Booklet
- Test Booklet Teacher's
- Test Booklet Grammar & Companion
- Test Booklet Grammar & Companion Teacher's
- IWB Software CD-ROM
- Interactive e-book CD-ROM
- Audio CDs

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