1. Have you ever thought about exploring a place? What place would you like going to?

2. Read the following text and answer the questions in the following page.

MIKE HORN: Inspiring a New Generation

On 19th January 2009, 20-year-old Clémence Cadario, from France, and 18-year-old Chilean-born Nicolas Valdivieso skied over 110 kilometres to the South Pole. They are among the youngest people ever to do this. At their side was Mike Horn, a South African-born adventure traveller and the founder of the Young Explorers Programme (YEP). Two months before Horn’s trip to the South Pole, he and six other YEP participants, none older than 20 years old, had gone to the Antarctic Peninsula. Young people who complete upcoming YEP training courses will join Horn on future travels. These trips will include explorations of China’s Gobi Desert, the North Pole, East Africa and the Himalayas.

Among YEP’s goals, according to its website, is for young people to see the world, share their experiences with others and become, in effect, “ambassadors” on behalf of “our fragile and endangered environment”.

To people familiar with his career, Mike Horn’s establishment of YEP was unsurprising. For over a decade, he has explored isolated and difficult terrain. Horn always does this without the use of motorised transport. In 1997, he walked from the Pacific Ocean to the source of the Amazon River in the Andes Mountains of Peru. Then, he travelled 7,000 kilometres by river to the Atlantic Ocean on a hydrospeed - a simple board that a rider propels an steers with his or her feet and hands. Two years later, in a trip that lasted a year and a half, Horn travelled by walking, swimming, mountain-biking and boating. Afterwards, Horn travelled 20,000 kilometres around the Arctic Circle- without even using dogs to pull the sledges.

Now in his mid-40s, Horn is sharing his enthusiasm, knowledge and experience with a new generation of explorers, who will in turn promote responsible adventure travel and environmental awareness.
2. Read the text again and choose the correct answer.

1. Some YEP students have
   a) accompanied Horn to the Gobi Desert.
   b) travelled to the Arctic Peninsula with Horn.
   c) attended upcoming courses.
   d) journeyed to the South Pole and the Antarctic Peninsula.

2. To reach the source of the Amazon River, Horn
   a) rode a hydrospeed.
   b) walked to the Peruvian Andes from the Pacific Ocean.
   c) walked 7,000 kilometres from the Atlantic Ocean.
   d) began on the west coast of Africa.

3. Write T (true) or F (false) for each sentence. Find information in the text to support your answers.

   _____ 1. Clémence Cadario and Nicolas Valdivieso are two of the founders of YEP.
   __________________________________________________________.

   _____ 2. Mike Horn has been an adventure traveller for more than ten years.
   __________________________________________________________.

   _____ 3. Mike Horn’s journey around the equator lasted for two years.
   __________________________________________________________.

4. Find words in the text that mean:

   A. person who initiates an organisation (paragraph 1): ________________

   B. about to happen; in the near future (paragraph 1): ________________

   C. far away from other places or people (paragraph 3): ________________

   D. excitement about something (paragraph 4): ________________
1. What type of adjectives end in -ed? And what type ends in -ing? Can certain adjectives end in both -ed and -ing?

See Vocabulary page 13

2. Choose the correct answer

He is ..... of flying.
A. Terrified
B. terrifying

Jumping from a plane can be ..... 
A. terrified
B. Terrifying

The unemployment figures this year are ..... 
A. worried
B. worrying

He is ..... about the exam tomorrow.
A. worried
B. worrying

I'm ..... in learning English.
A. interested
B. interesting

It's ..... to work in an international team.
A. interested
B. interesting

Studying abroad can be an ..... experience.
A. excited
B. exciting

I was ..... about the trip to the US.
A. excited
B. exciting

I'm ..... of putting up with their noise.
A. tired
B. tiring

Working at night is ..... 
A. tired
B. tiring

3. Fill in the gaps with the correct form of the verb so that you can form adjectives ending with -ed or -ing.

A. I was … (surprise) to see her there.
B. It was … (surprise) to see her there.
C. His explanations are … (confuse).
D. I got … (confuse) and I went to the wrong room.
E. The news about the accident was really … (shock).
Adjectives ending with -ing | /ɪŋ/ → shocking /ˈʃɒkɪŋ/  
frightening /ˈfrɔɪtnɪŋ/  
interesting /ˈɪntrəstɪŋ/
---|---
Adjectives ending with -ed | a. /t/ → shocked /ʃɒkt/  
b. /d/ → frightened /ˈfrɔːntend/  
c. /d/ → interested /ˈɪntrəstɪd/

See English Sounds to clarify: page 15

4. Choose the adjective you listen in each pair.
   a. Confused/ confusing
   b. Worried/ worrying
   c. Interesting/ interested
   d. Surprised/ surprising

JOURNEY, TRIP & TRAVEL

5. How do you translate journey, travel and trip into your language? What is the difference?

6. Fill in the gaps with the correct word: trip, travel and journey.
   A. What is the most successful business …you have ever been on?
   B. Did you have a smooth …, Frank?
   C. Next week I’m going on a 3-day …. to London.
   D. The … to New York normally takes 7 hours.
   E. The … expenses will be covered by the company.

Travel is used to mean the general activity of moving from one place to another.
   - Air travel is faster than rail travel.
   - His job involves a lot of travelling.

Journey refers to travelling a long distance, or travelling regularly, emphasizing on the idea of travelling itself.
   - We had a long journey through the mountains.
   - He usually reads the paper during the train journey to work.

Trip refers to travelling a short distance, or an unusual journey, emphasizing on the place or the reason of travelling.
   - His job involves a lot of business trips.
   - Our trip to Las Vegas was great.
1. Read the following sentences and answer the questions
   → The team which wins will travel to New York
   → My grandmother, who lives in Monaco, was born in the South of England.
     - Which sentence gives essential information?
     - Which sentence gives extra information?
     - Which are the relative pronouns? What do they refer to?
     - Can you replace them for that in any case?

2. Choose one of the following relative pronouns (who, which, whose) and put it on the right place.
   A. I talked to the girl ______ car had broken down in front of the shop.
   B. Mr Richards, ______ is a taxi driver, live on the corner.
   C. We often visit our aunt in Norwich ______ is in East Anglia.
   D. This is the girl ______ comes from Spain.
   E. That's Peter, the boy ______ has just arrived at the airport.
   F. The children, ______ shouted in the street, are not from our school.

3. Relative clauses - fill in the relative pronoun only where necessary and add commas where needed.
   The Queen Mom (1) … is over 80 years old (2)… spent her birthday in Chelsea. She had invited all those of her relatives (3)… were older than 70 years. The guest (4)…she liked best was the Earl of Quaddlemore. He offered her one of the four precious clocks (5)… had been manufactured in the 18th century. But only those friends (6)… had arrived in time were allowed to admire the clock. The Earl of Quiddich (7)… is always late was late that day as well, and so he didn't see it (8)… was a pity.

4. Combine the sentences with defining or non – defining relative clauses. Add commas where necessary.
   A. His new song is a great success. It was played on the radio all day.
   B. She is a young author. I love her books
   C. This is Waterloo Station. You catch the train to Westminster there.
   D. The child was very happy. I gave my ice – cream to him.
   E. The company is very successful. I work for that company
5. **Add a relative pronoun, match I to II and form sentences.**

I

1. The first mobile phone was an instrument
2. GPS is a satellite technology
3. Ken Olson was a man
4. 1973 was the year
5. 845 million is the number of people
6. The 1940s was the decade
7. Latin America is the region

II

A. said, “There is no reason anyone would want a computer in their home”.
B. can locate things anywhere on Earth.
C. use the Internet regularly.
D. the first computer were developed.
E. weighed one kilogram.
F. the mobile phone was invented.
G. use of the internet is growing the fastest.

*Ej.: 1. The first mobile phone was an instrument which one kilogram.*

6. **Correct the sentences which have mistakes.**

a. I found the book you lent me.
   _____________________________________________________

b. She’s the woman who her daughter was on TV
   _____________________________________________________

c. Have you talked to the teacher who he has the homework?
   _____________________________________________________

d. The building which I live hasn’t got a lift.
   _____________________________________________________
STAYCATIONS

You are going to a radio interview about a new type of vacation. Listen and choose the correct answers.

1. A staycation is …
   a. a traditional holiday abroad.
   b. a summer holiday in France.
   c. a home-based holiday.
   d. a cheap holiday in Britain.

2. Which of the following is NOT mentioned as an example of the rise in travel costs?
   a. hotels
   b. food
   c. clothes
   d. petrol

3. Which statement is true about staycations?
   a. They’re for people who can’t afford to travel.
   b. They cause a lot of stress.
   c. They’re not really holidays.
   d. They’re becoming more popular.

4. Which of the following is NOT mentioned as a reason for staycation?
   a. cost
   b. fear of flying
   c. time spent in airports
   d. travel stress

5. Which of the following best describes how to treat a staycation as a real holiday?
   a. Stay at home a lot.
   b. Spend a lot of money in your own city.
   c. Talk to tourists who are visiting your city for the first time.
   d. Become a tourist in your own city.

6. Preparing to actually leave on a staycation means that you…
   a. take care of personal obligations.
   b. plan a camping trip with friends.
   c. plan to eat in an expensive restaurant.
   d. get ready to leave your house.

7. Medical appointments are an example of...
   a. a responsibility you take care of before going on a staycation.
   b. something you do so you can physically leave home on a staycation.
   c. a responsibility you should take care of while on a staycation.
   d. something you do as a first step in planning a staycation.

8. What is meant by the words “unplugging yourself”?
   a. Experiencing new and different things.
   b. Relaxing with friends.
   c. Paying your bills.
   d. Avoiding mobile phones and computers.
WHERE SHALL WE GO ON HOLIDAY?

Imagine you are a family with different ideas and you have to plan your holiday trip. Discuss about this organization after having read the cards your teacher will provide to you.

You can use some questions and answers for your activity, like
What do you prefer…?
I prefer…
See Speaking page 17
1. Write a time travel essay.
Imagine yourself whisked back to Roman times in the midst of a party hosted by an important Roman aristocrat. The men present are decked out in impressive togas, while the women are dressed in their best stolas. For your part, you are wearing frayed shorts, a T-shirt with “Middle School Students Are Cool!” inscribed on the front, and tennis shoes that have seen better days. With this scenario in mind, create a dialogue that might take place between yourself and the stunned Romans.

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Traveling to the distant west

In the early days of America, the original colonies were fairly close together on the east coast. Travel was by foot, or by horse. If goods had to be transported over land, a horse and wagon was often used. As more and more settlers arrived, transportation expanded to include a few tracks of railroad service. Travel to known areas was not very difficult.

When America began to expand toward the west, it was not as easy to get by with walking, Riding a horse, or using a wagon. The lands in the west were unknown, and many settlers had long distances to go in order to claim land for their own. Oregon territory offered rich land for those who would travel there. The California gold rush of 1849 gave many people dreams of becoming rich, so they decided to travel there. Many families stayed behind while husbands and fathers set out alone to make a home where their families could join them later.

Theodore Judah saw that people needed a faster way to travel in this new direction: west. It was his dream to unite the east and west with the first transcontinental railroad, a train system that would reach from one side of the continent to the other. Thousands of workers came to California to help build the tracks going east from Sacramento. Many others started building west from Nebraska. In 1869, the tracks met in Promontory, Utah. Suddenly, the parts of our nation that had seemed so distant were joined with our early settlements by the tracks. Our country became one again.

1. Answer the following questions based on the reading passage. Don’t forget to go back to the passage whenever necessary to find or confirm your answers.

1) When the colonies were close together, how did most people travel?

2) What two things made a lot of people want to move west to settle?

3) What was Theodore Judah’s dream?

4) Why do you think that workers built the railroad from both sides at the same time?

5) How did the new railroad make the country feel more united?
**VOCABULARY**

1. Fill in the gaps with the correct form of the verb so that you can form adjectives ending with –ed or –ing.
   1. We were … (shock) to hear about your brother.
   2. His complaints make me … (tire).
   3. I find this project very … (tire).
   4. I get … (annoy) when people are late.
   5. It is … (annoy) to see how she wastes her money.

2. Fill in the gaps with the correct word: trip, travel and journey.
   1. I hope to see you back here soon. Have a safe … home!
   2. Business … is often very tiring.
   3. I have sent you all the … details by email.
   4. How often do you … on business a year?
   5. My family are going on a sightseeing … to Rome next weekend.

**GRAMMAR**

2. Combine the sentences with defining or non – defining relative clauses. Add commas where necessary
   – I remember the day. We bought our digital camera that day.
   – Cybercafés are great for travelers. People can use the Internet there.
   – The e-mail never arrived. You sent it yesterday.
   – The *Love – Bug* is a kind of virus. It can destroy your computer files.
   – The DVD player can be installed in a car. I want to buy it.

3. Decide which relative pronouns can be omitted and rewrite the sentences.
   – They lived in a quiet neighbourhood where everyone knew each other.
   – John Smith is the man who seems to have lost his memory.
   – She thanked the lady who found her purse.
   – That was the year when Shakira became famous
   – Dublin is a city that I would love to visit.
   – Lance Armstrong is an athlete who many people admire.
PROJECT WORK: OUTDOOR ACTIVITY MAP

1. Read the texts. Which places would you like to visit?

**Text 1:** West Sands is a very long beach near St. Andrews, in the east of Scotland. You can walk or run up and down the beach, and you can surf and swim in the sea. Wear a wetsuit if you want to go in the water, because it’s the North Sea—freezing cold!

**Text 2:** Loch Lomond is a large lake near Glasgow. It’s great for sports, especially in the summer. You can kayak and canoe across Loch Lomond, and you can cycle along the side of it.

**Text 3:** The Falls of Foyers is a spectacular waterfall on the River Foyers in the north of Scotland. The Falls are about fifty meters high. It’s a great place for walking and photography.

**Text 4:** Cairngrom Mountain is in the north of Scotland. It usually snows a lot here in the winter, and you can do winter sports, like skiing, snowboarding or ice climbing!

2. Make an outdoor activity map. Follow the steps in the project checklist.

**Project checklist**

1. Think of four places in your country where people can do outdoor activities.

2. Think of four places in your country where people can do outdoor activities.

3. Find information about each place on the Internet or in a book. Where is the place?

4. Find one or two photos of each activity on the Internet or in a magazine.

5. Find a map of your country on the Internet, or draw one. Label it with the places.

6. Present your outdoor activity map to your classmates.
ADJECTIVES ENDING IN –ED AND –ING

- Adjectives ending in -ed refer to moods and, therefore to persons:
  - I’m interested in American cinema.
  - I’m excited about going on holiday.

- Adjectives ending in -ing refer to objects (or persons) who produce a certain mood
  - This is a very interesting book.
  - Our holiday in Tanzania was exciting.

GRAMMAR

RELATIVE PRONOUNS

- Para personas: who, that (cuando funcionan como sujeto)
  
  Dave is the guy who/that has freckles.

- Para personas: whom, who, that (cuando funcionan como objeto)
  
  The people (whom/who/that) you’re going to work with are very demanding

- Para cosas: which, that
  
  I don’t like bars which/that have loud music

- Para indicar posesión: whose
  
  This is my friend whose mother is psychoanalyst

- Para indicar lugar: where
  
  Barcelona is the city where you can see Gaudi’s beautiful buildings.

- Para indicar tiempo: when
  
  I remember the day when I met you.

Defining Relative Clauses

Las oraciones de relativo especificativas, defining relative clauses, definen el lugar, la persona o el objeto al que se refieren. El pronombre relativo puede ser el sujeto o el objeto de la frase que introduce.

- Como sujeto:
  
  The person who/that cooks as a profession is called a chef.
- Como objeto:

_The teacher whose class failed the exam is called Mr Morris_

En las oraciones de relativo especificativas debemos tener en cuenta los siguientes aspectos:

- La oración de relativo no va precedida ni seguida de comas.
- El pronombre relativo puede omitirse si funciona como objeto, directo o indirecto, o como complemento preposicional de la oración de relativo. En este último caso, la preposición se coloca detrás del verbo o del objeto directo si lo hubiera.

_Sebastian is the slim man I was arguing with at the meeting._

- _Whom_ es el pronombre con función de objeto que corresponde a who, y se suele emplear sólo en el registro escrito y formal. En los demás casos se utiliza _who_ o _that_
- _That_ puede usarse para sustituir a _who_ o _which_
- _What_ puede usarse también como pronombre relativo.

_He told us what he knew._

**Non – defining Relative Clauses**

Las oraciones de relativo explicativas, _non – defining relative clauses_, proporcionan información adicional a la presentada en la oración principal, pero esta información podría omitirse sin afectar al significado de la frase. Suelen ir entre comas cuando aparecen dentro de la frase.

_Nicole Kidman, who has red hair and pale skin, is an Australian actress_

Puede haber una coma delante de la oración de relativo cuando esta se encuentra al final de la frase.

_Beatrice works in Cambridge, where she lives with her husband._

En este tipo de oraciones debemos tener en cuenta los siguientes aspectos:

- Los pronombres relativos nunca pueden omitirse, y _who_ o _which_ no pueden ser reemplazados por el pronombre relativo _that_.
- _Which_ puede tener como antecedente una oración completa.

_She left the company immediately, which caused a lot of problems._
## PRONUNCIATION

<table>
<thead>
<tr>
<th>SYMBOL</th>
<th>WORD</th>
<th>EXAMPLE</th>
<th>APROXIMACIÓN</th>
</tr>
</thead>
<tbody>
<tr>
<td>/b/</td>
<td>bat</td>
<td>/bæt/</td>
<td>Sonido más explosivo que el de una b inicial española.</td>
</tr>
<tr>
<td>/d/</td>
<td>dig</td>
<td>/dɪɡ/</td>
<td>Sonido más explosivo que el de una d inicial española.</td>
</tr>
<tr>
<td>/dʒ/</td>
<td>jam</td>
<td>/dʒæm/</td>
<td>Similar a una ch pero más cercano al sonido inicial de Giuseppe en italiano.</td>
</tr>
<tr>
<td>/f/</td>
<td>fit</td>
<td>/fɪt/</td>
<td>Como la f española.</td>
</tr>
<tr>
<td>/g/</td>
<td>good</td>
<td>/ɡʊd/</td>
<td>Sonido más explosivo que el de una g inicial española.</td>
</tr>
<tr>
<td>/h/</td>
<td>hat</td>
<td>/hæt/</td>
<td>Sonido de aspiración más suave que la j española, articulado como si se estuviera intentando empañar un espejo con el aliento.</td>
</tr>
<tr>
<td>/hw/</td>
<td>wheel</td>
<td>/hwiːl/</td>
<td>Objecto /w/ con la aspiración de la /h/ (muchos hablantes no distinguen entre /hw/ y /w/ y pronuncian whale de la misma manera que wall).</td>
</tr>
<tr>
<td>/i/</td>
<td>yes</td>
<td>/jes/</td>
<td>Como la y española en yema y yo (excepto en el español rioplatense).</td>
</tr>
<tr>
<td>/k/</td>
<td>cat</td>
<td>/kæt/</td>
<td>Sonido más explosivo que el de una c española en cama o acto.</td>
</tr>
<tr>
<td>/l/</td>
<td>lid</td>
<td>/lid/</td>
<td>Como la l española.</td>
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<tr>
<td>/l/</td>
<td>tidal</td>
<td>/ˈtɪdəl/</td>
<td>L alargada y resonante.</td>
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<tr>
<td>/m/</td>
<td>mat</td>
<td>/mæt/</td>
<td>Como la m española.</td>
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<tr>
<td>/n/</td>
<td>nib</td>
<td>/nɪb/</td>
<td>Como la n española.</td>
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<td>/n/</td>
<td>threaten</td>
<td>/ˈθretn/</td>
<td>n alargada y resonante.</td>
</tr>
<tr>
<td>/ŋ/</td>
<td>sing</td>
<td>/sɪŋ/</td>
<td>Como la n española en banco o anca.</td>
</tr>
<tr>
<td>/p/</td>
<td>pet</td>
<td>/pet/</td>
<td>Sonido más explosivo que el de una p española.</td>
</tr>
<tr>
<td>/r/</td>
<td>rat</td>
<td>/ræt/</td>
<td>Entre la r y la rr españolas, pronunciado con la punta de la lengua curvada hacia atrás y sin llegar a tocar el paladar.</td>
</tr>
<tr>
<td>/s/</td>
<td>sip</td>
<td>/sɪp/</td>
<td>Como la s española.</td>
</tr>
<tr>
<td>/ʃ/</td>
<td>ship</td>
<td>/ʃɪp/</td>
<td>Sonido similar al de la interjección ¡sh!, utilizada para pedir silencio (ver también /tʃ/).</td>
</tr>
<tr>
<td>/t/</td>
<td>tip</td>
<td>/tɪp/</td>
<td>Sonido más explosivo que el de una t española.</td>
</tr>
<tr>
<td>/tʃ/</td>
<td>chin</td>
<td>/tʃɪn/</td>
<td>Como la ch española.</td>
</tr>
<tr>
<td>/θ/</td>
<td>thin</td>
<td>/θɪn/</td>
<td>Como la c o la z del español europeo en cinco o zapato.</td>
</tr>
<tr>
<td>/ð/</td>
<td>the</td>
<td>/ðe/</td>
<td>Sonido similar a una d intervocálica española como la de cada o modo.</td>
</tr>
<tr>
<td>/v/</td>
<td>van</td>
<td>/ˈvæn/</td>
<td>Sonido sonoro que se produce con los incisivos superiores sobre el labio inferior.</td>
</tr>
<tr>
<td>/w/</td>
<td>win</td>
<td>/wɪn/</td>
<td>Similar al sonido inicial de huevo.</td>
</tr>
<tr>
<td>/x/</td>
<td>loch</td>
<td>/loχ/</td>
<td>Como la j española.</td>
</tr>
<tr>
<td>/z/</td>
<td>zip</td>
<td>/zɪp/</td>
<td>S sonora (con zumbido).</td>
</tr>
<tr>
<td>/ʒ/</td>
<td>vision</td>
<td>/ˈvɪʒən/</td>
<td>Sonido similar al de la y o la ll del español rioplatense en yo o llave, o al de la j francesa en je (ver también /dʒ/).</td>
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</tbody>
</table>

**Vocales y diptongos**
El símbolo “:” indica que la vocal precedente es larga.

| /aː/ | father | /ˈfoːðər/ | Sonido más largo que el de una a española. |
| /æ/ | fat | /fæt/ | Sonido que se obtiene al pronunciar una a española con los labios en la posición de pronunciar una e. |
| /ɑː/ | cup | /kæp/ | Sonido más breve que la a española y que se pronuncia en la parte posterior de la boca. |
| /e/ | met | /met/ | Sonido parecido a la e española en mesa. |
| /ə/ | abet | /əˈbet/ | Sonido similar al de la e francesa en je (ver también /əʊ/). |
| /ɜː/ | fur | /fɜːr/ | Sonido que se obtiene al pronunciar una e española con los labios en la posición de pronunciar una o. |
| /i:/ | bit | /bɪt/ | Sonido más breve que el de la i española. |
| /ɪ/ | beat | /bɪ:t/ | Sonido más largo que el de la i española. |
| /ɪ/ | very | /ˈveri/ | Sonido similar al de la i española en papi. |
| /ɔː/ | paw | /pɔː/ | Sonido más breve que el de la o española. |
| /uː/ | boot | /buːt/ | Sonido más largo que el de una u española. |
| /ɑʊ/ | book | /bʊk/ | Sonido más breve que el de la u española. |
| /æɪ/ | fine | /faɪn/ | Como ai en las palabras españolas aire, baile. |
| /əʊ/ | goat | /gəʊt/ | Como una o pronunciada sin redondear demasiado los labios. |
| /ɔɪ/ | boil | /bɔɪl/ | Como oy en voy, coypu. |
| /uə/ | sexual | /ˈsekJʊəl/ | Como una u pronunciada sin redondear demasiado los labios y seguida de una /ə/. |

**Símbolos adicionales utilizados en la transcripción de sonidos vocálicos británicos**

| /o/ | dog | /dɒɡ/ | Similar a una o española. |
| /ea/ | fair | /feə(r)/ | Como una e española seguida de /a/. |
| /aɪ/ | near | /niə(r)/ | Como una i española seguida de /a/. |
| /ʊə/ | tour | /tʊə(r)/ | Como una u española pronunciada sin redondear demasiado los labios y seguida de /ə/. |
### SPEAKING

<table>
<thead>
<tr>
<th>Question</th>
<th>Response Options</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Have you ever been abroad?</td>
<td>Yes/no</td>
<td>To...(place) for...(time)</td>
</tr>
<tr>
<td>Where have you been?</td>
<td>I’ve been to....(place)</td>
<td>By...(transport)</td>
</tr>
<tr>
<td>Are you planning on going anywhere for your next vacation?</td>
<td>Yes/ no</td>
<td>Might (probability)</td>
</tr>
<tr>
<td>Where? How long?</td>
<td>I’m not sure I might go...</td>
<td></td>
</tr>
<tr>
<td>Are you afraid of going abroad alone? Why?</td>
<td>Yes/no</td>
<td>Because....</td>
</tr>
<tr>
<td>Could you live in another country for the rest of your life?</td>
<td>Yes/no</td>
<td>If..... (conditional)</td>
</tr>
<tr>
<td>It depends..</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Did your class in high school go on a trip together? Where did you go?</td>
<td>Yes /no</td>
<td>During.... (time)</td>
</tr>
<tr>
<td>How long did you stay?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do you prefer summer vacations or winter vacations?</td>
<td>I prefer.....because...</td>
<td>Prefer + to inf / -ing</td>
</tr>
<tr>
<td>Do you prefer to travel alone or in group? Why?</td>
<td>I prefer....because....</td>
<td></td>
</tr>
<tr>
<td>Do you prefer to travel by train, bus, plain or ship?</td>
<td>I prefer...because...</td>
<td></td>
</tr>
</tbody>
</table>
## IRREGULAR VERBS

<table>
<thead>
<tr>
<th>Be/ am, are, is</th>
<th>Was / Were</th>
<th>Been</th>
<th>Ser / Estar</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bear</td>
<td>Bore</td>
<td>Borne / Born</td>
<td>Soportar, dar a luz</td>
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<tr>
<td>Beat</td>
<td>Beat</td>
<td>Beaten</td>
<td>Golpear</td>
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<td>Became</td>
<td>Become</td>
<td>Llegar a Ser</td>
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<td>Begin</td>
<td>Began</td>
<td>Begun</td>
<td>Empezar</td>
</tr>
<tr>
<td>Bend</td>
<td>Bent</td>
<td>Bent</td>
<td>Doblar</td>
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<tr>
<td>Bet</td>
<td>Bet</td>
<td>Bet</td>
<td>Apostar</td>
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<tr>
<td>Bind</td>
<td>Bound</td>
<td>Bound</td>
<td>Atar, encuadernar</td>
</tr>
<tr>
<td>Bid</td>
<td>Bid</td>
<td>Bid</td>
<td>Pujar</td>
</tr>
<tr>
<td>Bite</td>
<td>Bit</td>
<td>Bitten</td>
<td>Morder</td>
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<td>Bleed</td>
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<td>Bled</td>
<td>Sangrar</td>
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<tr>
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<td>Broke</td>
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<td>Romper</td>
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<td>Breed</td>
<td>Bred</td>
<td>Bred</td>
<td>Criar</td>
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<td>Bring</td>
<td>Brought</td>
<td>Brought</td>
<td>Traer Llevar</td>
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<td>Broadcast</td>
<td>Broadcast</td>
<td>Radiar</td>
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<td>Build</td>
<td>Built</td>
<td>Built</td>
<td>Edificar</td>
</tr>
<tr>
<td>Burn</td>
<td>Burnt / Burned</td>
<td>Burnt / Burned</td>
<td>Quemar</td>
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<tr>
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<td>Burst</td>
<td>Burst</td>
<td>Reventar</td>
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<td>Bought</td>
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<td>Caught</td>
<td>Caught</td>
<td>Coger</td>
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<tr>
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<td>Come</td>
<td>Venir</td>
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<td>Cut</td>
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<tr>
<td>Dig</td>
<td>Dug</td>
<td>Dug</td>
<td>Cavar</td>
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<tr>
<td>Do (Does)</td>
<td>Did</td>
<td>Done</td>
<td>Hacer</td>
</tr>
<tr>
<td>English</td>
<td>Spanish</td>
<td>Spanish</td>
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<td>---------</td>
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<tr>
<td>Draw</td>
<td>Drew</td>
<td>Drawn</td>
<td>Dibujar</td>
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<tr>
<td>Dream</td>
<td>Dreamt / Dreamed</td>
<td>Dreamt / Dreamed</td>
<td>Soñar</td>
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<tr>
<td>Drink</td>
<td>Drank</td>
<td>Drunk</td>
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<td>Drive</td>
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<td>Driven</td>
<td>Conducir</td>
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<td>Got</td>
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<td>Obtener</td>
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<tr>
<td>Give</td>
<td>Gave</td>
<td>Given</td>
<td>Dar</td>
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<td>Went</td>
<td>Gone</td>
<td>Ir</td>
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<td>Colgar</td>
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<td>Had</td>
<td>Haber o Tener</td>
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<tr>
<td>Hear</td>
<td>Heard</td>
<td>Heard</td>
<td>Oir</td>
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<tr>
<td>Hide</td>
<td>Hid</td>
<td>Hidden</td>
<td>Ocultar</td>
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</table>
INTRODUCTION

The topic chosen for this unit is travelling. It is addressed to students in first course of Bachillerato, who are 16 or 17 year-old boys and girls. It has been chosen because it is adequate for teenagers as they love discovering new places with different cultures. It is interesting for them to meet people who communicate with a different language. Besides, at these ages many of them have been provided a grant to attend lessons with native speakers while they are living with a family from that country.

The methodology used in this unit is communicative approach in which the students are involved in a real situation. This is a useful technique that makes them practice the foreign language as in everyday life. However in the grammar and vocabulary section the methodology applied is an inductive approach consisting on giving an example to students and let them guess the rule. This is more effective than learning by heart.

Before teaching the contents belonging to this unit, the teacher must take into account the previous knowledge of the students. This is the 5th unit of the book, which will be explained in the 2nd term, so they are supposed to know all the verb tenses such as present simple, continuous and perfect, past simple, continuous and perfect, conditionals… In addition they have already study vocabulary related to nature, public media, health and technology. Furthermore, they understand listenings and readings related to these topics and they are also able to write about them.
OBJECTIVES

1. To listen to a radio interview about a new kind of holidays.
2. To understand the topic vocabulary related to travels and adjectives ending in –ed or –ing.
3. To interact and express themselves in a role play in which they are a family planning their holidays.
4. To explain some outdoor activities in their country and present the information with power points in front of the class.
5. To read and understand a text about some explorers in other countries.
6. To write an adequate text about a student who has travelled back to the Roman period and has to communicate with those people.
7. To learn the different pronunciation of the adjectives ending in –ed or –ing.
CONTENTS

Block 1: Listening, Speaking and Conversing

7. Listening to a radio interview about a specific type of holidays.
8. Using vocabulary on trip, journey and travel.
9. Using vocabulary on adjectives ending in -ed or -ing.
10. Using flashcards to interact in a role-play.

Block 2: Reading and Writing

- Reading on some texts about outdoor activities.
- Reading about the Young Explorers Programme.
- Writing about an experience in the Old Roman times.

Block 3: The knowledge of the language

Linguistic knowledge

GRAMMAR

- Learning about relative clauses and the functions of relative pronouns.
- Producing complex sentences.

VOCABULARY

- Increasing the semantic field of travelling through common expressions and vocabulary.
- Using properly adjectives ending in -ed and -ing.

PRONUNCIATION

- Distinguishing the different pronunciations of the adjectives ending in -ed or -ing.

Reflecting about knowledge

- Using computer resources in order to learn about travelling in an autonomous way.
- Participating in the assessment process and use of self-assessment strategies through the progress check.
- Achieving self-confidence in order to perform the speaking activity and the project unit.
- Inducting the relative clauses rules from observation.

**Block 4: Socio-cultural aspects and intercultural conscience**

- Knowing some historical aspects of the USA.
- Fostering Interest in the carrying out of communicative exchanges (speaking and project) with other students.
COMPETENCES

- **Linguistic competence in communication**
  - Vocabulary: Words and sentences related to travelling.
  - Reading and *Traveling to the distant west*: understanding a text about travelling and answer a questionary about the text.
  - Grammar: grammar rules to guess how to use the correct relative pronoun and to know the particularities of each one.
  - Speaking: *Where shall we go on holiday?*: participate in talks with the partners to describe something, make hypothesis, to practice English in real situations and to practice the pronunciation.
  - Writing: writing a paragraph more or less about a time travel after having an imagined context given by the teacher.

- **Information processing and digital competence**
  - Reading and *Travelling to the distant west*: learn new vocabulary and hear about new experiences liking to explore new places. Also to have new perspectives in life.
  - Speaking: respect for rules of conduct and interaction with the teacher and partners in class to use the different types of information and its sources.
  - Selection and use of information and its sources to be an autonomous, effective and responsible person and that shows how good do the students use information and its sources.

- **Social and civic competence**
  - Listening, reading and speaking: learn about travelling and different experiences of it.

- **Cultural and artistic competence**
  - *Travelling to the distant west* and reading: knowledge of some information about some travels and also know about America’s history.

- **Learning to learn competence**
- Use of strategies, resources and techniques of intellectual work to learn and to be aware of one’s skills and knowledge: do exercises in grammar and vocabulary section, complete the *My progress check* section, writing a paragraph in *Ancient Times*, complete exercises of listening and so on.

**Autonomy and personal initiative**

- Speaking and *Ancient Times*: use of personal creativity when producing written and oral texts from given models.
- Writing: *Ancient Times*: development of an organized text to be presented to the teacher.
- Sample of critical sense of the student to the cultural given information.
- Promotion of cooperative work in class among the students and teacher.
EDUCATIONAL CONTENTS

- **Self knowledge and Self-esteem:** making exercises and the self-assessment students will be able to see their errors and see how they improve during the year, every unit will develop their knowledge. Exercises are made to make students enjoy doing them and also to improve while learning.

- **Peace Education.** It is important the fact that students are collaborating with their partners and teacher and is useful for them to know how to interchange ideas and opinions to ensure coexistence.

- **Equality Education for both sexes:** this is an implicit educational content because we all know that equality education for both sexes exists in this society and there is no discrimination for one sex or another.
CROSS-CURRICULAR ACTIVITY

- **History/ Social sciences**
  - A reading comprehension about the history of the USA creation as a country from the colonization period.

- **Information and Computer Technologies (ICTs)**
  - Students have to use computers in order to look for information and create a power point presentation for the project work.

ASSESSMENT

The assessment of our unit will consist on:

11. Final test: 50%
12. Progress Check: 10%
13. Project: 25%
14. Participation: 15%

MATERIALS

**Students’ materials:**
- Text book
- Bilingual dictionary
- Listening records with activities
- Computers
- Glosary

**Teachers’ materials:**
- Teacher’s guide
- Text book
- Flash cards for the role game
- Progress check
- Blackboard
- CD
1. Have you ever thought about exploring a place? What place would you like going to?

2. Read the following text and answer the questions in the following page.

MIKE HORN: Inspiring a New Generation

On 19th January 2009, 20-year-old Clémence Cadario, from France, and 18-year-old Chilean-born Nicolas Valdivieso skied over 110 kilometres to the South Pole. They are among the youngest people ever to do this. At their side was Mike Horn, a South African-born adventure traveller and the founder of the Young Explorers Programme (YEP). Two months before Horn’s trip to the South Pole, he and six other YEP participants, none older than 20 years old, had gone to the Antarctic Peninsula. Young people who complete upcoming YEP training courses will join Horn on future travels. These trips will include explorations of China’s Gobi Desert, the North Pole, East Africa and the Himalayas.

Among YEP’s goals, according to its website, is for young people to see the world, share their experiences with others and become, in effect, “ambassadors” on behalf of “our fragile and endangered environment”.

To people familiar with his career, Mike Horn’s establishment of YEP was unsurprising. For over a decade, he has explored isolated and difficult terrain. Horn always does this without the use of motorised transport. In 1997, he walked from the Pacific Ocean to the source of the Amazon River in the Andes Mountains of Peru. Then, he travelled 7,000 kilometres by river to the Atlantic Ocean on a hydrospeed- a simple board that a rider propels an steers with his or her feet and hands. Two years later, in a trip that lasted a year and a half, Horn travelled by walking, swimming, mountain-biking and boating. Afterwards, Horn travelled 20,000 kilometres around the Arctic Circle- without even using dogs to pull the sleddes.

Now in his mid-40s, Horn is sharing his enthusiasm, knowledge and experience with a new generation of explorers, who will in turn promote responsible adventure travel and environmental awareness.
READING

Pre-reading activity:

1. Students have to think and answer about themselves.

**ANSWER:** Free answer

2. Students read the text aloud in turns established by the teacher. Teacher has to be willing to answer questions and resolve doubts. Then they read it again by themselves in order to do the following questions.
3. Read the text again and choose the correct answer.

3. Some YEP students have
   e) accompanied Horn to the Gobi Desert.
   f) travelled to the Arctic Peninsula with Horn.
   g) attended upcoming courses.
   h) journeyed to the South Pole and the Antarctic Peninsula.

4. To reach the source of the Amazon River, Horn
   a) rode a hydrospeed.
   b) walked to the Peruvian Andes from the Pacific Ocean.
   c) walked 7,000 kilometres from the Atlantic Ocean.
   d) began on the west coast of Africa.

4. Write T (true) or F (false) for each sentence. Find information in the text to support your answers.

   ____ 1. Clémence Cadario and Nicolas Valdivieso are two of the founders of YEP.
   ________________________________________________________________________.

   ____ 2. Mike Horn has been an adventure traveller for more than ten years.
   ________________________________________________________________________.

   ____ 3. Mike Horn’s journey around the equator lasted for two years.
   ________________________________________________________________________.

5. Find words in the text that mean:

   E. person who initiates an organisation (paragraph 1): ______________
   F. about to happen; in the near future (paragraph 1): ______________
   G. far away from other places or people (paragraph 3): ______________
   H. excitement about something (paragraph 4): ______________
Exercise 3: Students have to choose the correct answer from the text through scanning.

1. Some YEP students have... d) journeyed to the South Pole and the Antarctic Peninsula.
2. To reach the source of the Amazon River, Horn... b) walked to the Peruvian Andes from the Pacific Ocean.

Exercise 4: Students have to decide whether the statement are false or true scanning the text

F 1. Clémence Cadario and Nicolas Valdivieso are two of the founders of YEP.
   Evidence: lines 2-3-4

T 2. Mike Horn has been an adventure traveller for more than ten years.
   Evidence: lines 11-12

F 3. Mike Horn’s journey around the equator lasted for two years.
   Evidence: lines 14-15

Exercise 5: Students have to deduce the meaning from the text in order to find the words.

1. person who initiates an organisation (paragraph 1): founder
2. about to happen; in the near future (paragraph 1): upcoming
3. far away from other places or people (paragraph 3): isolated
4. excitement about something (paragraph 4): enthusiasm
- VOCABULARY -

ADJECTIVES ENDING WITH -ED / -ING

1. What type of adjectives ends in -ed? And what type ends in -ing? Can certain adjectives end in both -ed and -ing?

See Vocabulary page 13

2. Choose the correct answer

a. He is ..... of flying.
   - Terrified
   - terrifying

b. Jumping from a plane can be ..... 
   - terrified
   - Terrifying

c. The unemployment figures this year are ..... 
   - worried
   - worrying

d. He is ..... about the exam tomorrow. 
   - worried
   - worrying

e. I'm ..... in learning English.
   - interested
   - interesting

f. It's ..... to work in an international team.
   - interested
   - interesting

g. Studying abroad can be an ..... experience.
   - excited
   - exciting

h. I was ..... about the trip to the US.
   - excited
   - exciting

i. I'm ..... of putting up with their noise.
   - tired
   - tiring

j. Working at night is ..... 
   - tired
   - tiring

3. Fill in the gaps with the correct form of the verb so that you can form adjectives ending with -ed or -ing.

A. I was … (surprise) to see her there.
B. It was … (surprise) to see her there.
C. His explanations are … (confuse).
D. I got … (confuse) and I went to the wrong room.
E. The news about the accident was really … (shock).
VOCABULARY

1. Students must do exercise number 1 of this section that contains questions about adjectives ending in –ed or –ing. This is an inductive method to make students guess the rule how to use those adjectives and to be able to choose between the –ed or –ing ending.

Then the teacher will introduce the adjectives and then will explain adjectives ending in –ed and –ing. After that, the teacher will tell students to do the exercises in the student’s book related to this vocabulary unit.

Exercise 1: – Adjectives ending in –ed refer to moods and, therefore to persons:
- Yes, depending if it refers to a mood or something or someone that produces a certain mood.

Exercise 2: it is an exercise of choosing the best answer by using the correct adjective ending.

He is ..... of flying.  It's ..... to work in an international team.

C. Terrified(correct) C. interested
D. terrifying D. interesting(correct)

Jumping from a plane can be ..... Studying abroad can be an ..... experience.

C. terrified C. excited
D. Terrifying(correct) D. exciting(correct)

The unemployment figures this year are ..... I was ..... about the trip to the US.

C. worried C. excited(correct)
D. worrying(correct) D. exciting

He is ..... about the exam tomorrow. I'm ..... of putting up with their noise.

C. worried(correct) C. tired(correct)
D. worrying D. tiring

I'm ..... in learning English. Working at night is ..... I'm ..... of putting up with their noise.

C. interested(correct) C. tired
D. interesting D. tiring(correct)

Exercise 3: This exercise is similar to the previous one in which students have to fill in the gaps with the correct form of the verb using the given endings:

A. I was surprised to see her there.  A. I was surprised to see her there.

B. It was surprising to see her there.  B. It was surprising to see her there.

C. His explanations are confusing.  C. His explanations are confusing.

D. I got confused and I went to the wrong room.  D. I got confused and I went to the wrong room.

E. The news about the accident was really shocking.
**PRONUNCIATION**

| Adjectives ending with -ing | /ɪŋ/  | shocking /ˈʃɒkɪŋ/  
| planted /ˈplæntɪd/  
| frightening /ˈfretɪnɪŋ/  
| interesting /ˈɪntrəstɪŋ/  

| Adjectives ending with -ed | /t/  | shocked /ˈʃɒkt/  
| d. /t/  | frightened /ˈfretənd/  
| e. /d/  | interested /ˈɪntrəstɪd/  

See English Sounds to clarify: page 15

4. Choose the adjective you listen in each pair.
   e. Confused/ confusing
   f. Worried/ worrying
   g. Interesting/ interested
   h. Surprised/ surprising

**JOURNEY, TRIP & TRAVEL**

5. How do you translate journey, travel and trip into your language? What is the difference?

6. Fill in the gaps with the correct word: trip, travel and journey.
   A. What is the most successful business ...you have ever been on?
   B. Did you have a smooth ..., Frank?
   C. Next week I’m going on a 3-day ... to London.
   D. The ... to New York normally takes 7 hours.
   E. The ... expenses will be covered by the company.

**Travel** is used to mean the general activity of moving from one place to another.
- Air travel is faster than rail travel.
- His job involves a lot of travelling.

**Journey** refers to travelling a long distance, or travelling regularly, emphasizing on the idea of travelling itself.
- We had a long journey through the mountains.
- He usually reads the paper during the train journey to work.

**Trip** refers to travelling a short distance, or an unusual journey, emphasizing on the place or the reason of travelling.
- His job involves a lot of business trips.
- Our trip to Las Vegas was great.
**PRONUNCIATION**

The teacher explains the difference in the pronunciation of the adjectives ending with –ed and -ing. Then students listen to the audio material twice and do the exercise presented. Finally, the exercise is corrected.

**KEY ANSWERS**

a. Confused/ **confusing**

b. **Worried**/ worrying

c. **Interesting**/ interested

d. Surprised/ **surprising**

**VOCABULARY**

**Exercise 5:** Viaje. (See table)

**Exercise 6:** The other part of vocabulary section is that which talks about travelling. It is an example of type which illustrates the meaning of a superordinate, in this case is travelling and is exemplified by using this words: travel, trip and journey to make students learn how and when put one or another.

For that reason, the teacher explains the rule in class and the differences and uses for those words.

1. What is the most successful business **trip** you have ever been on?

2. Did you have a smooth **journey**, Frank?

3. Next week I'm going on a 3-day **trip** to London.

4. The **journey** to New York normally takes 7 hours.

5. The **travel** expenses will be covered by the company.
1. **Read the following sentences and answer the questions**

   → The team **which** wins will travel to New York
   
   → My grandmother, **who** lives in Monaco, was born in the South of England.
   
   − Which sentence gives essential information?
   
   − Which sentence gives extra information?
   
   − Which are the relative pronouns? What do they refer to?
   
   − Can you replace them for that in any case?

2. **Choose one of the following relative pronouns (who, which, whose) and put it on the right place.**

   G. I talked to the girl ______ car had broken down in front of the shop.
   
   H. Mr Richards, ______ is a taxi driver, live on the corner.
   
   I. We often visit our aunt in Norwich ______ is in East Anglia.
   
   J. This is the girl ______ comes from Spain.
   
   K. That's Peter, the boy ______ has just arrived at the airport.
   
   L. The children, ______ shouted in the street, are not from our school.

3. **Relative clauses - fill in the relative pronoun only where necessary and add commas where needed.**

   The Queen Mom (1) … is over 80 years old (2)… spent her birthday in Chelsea. She had invited all those of her relatives (3)… were older than 70 years. The guest (4)…she liked best was the Earl of Quaddlemore. He offered her one of the four precious clocks (5)… had been manufactured in the 18th century. But only those friends (6)… had arrived in time were allowed to admire the clock. The Earl of Quiddich (7)… is always late was late that day as well, and so he didn’t see it (8)… was a pity.

4. **Combine the sentences with defining or non – defining relative clauses. Add commas where necessary.**

   F. His new song is a great success. It was played on the radio all day.
   
   G. She is a young author. I love her books
   
   H. This is Waterloo Station. You catch the train to Westminster there.
   
   I. The child was very happy. I gave my ice – cream to him.
   
   J. The company is very successful. I work for that company
**Grammar**

**Exercise 1:** Students have to induce the rules by doing this exercise.

**Exercise 2:** Students have to decide which relative pronoun is more suitable for each sentence and place it there.

- whose, the girl's car
- who, refers to Mr Richards
- which, refers to Norwich
- who, refers to the girl
- who, refers to the boy
- whose, the girl's car
- who, refers to Mr Richards
- which, refers to Norwich
- who, refers to the girl
- who, refers to the boy
- whose, the girl's car
- who, refers to Mr Richards
- which, refers to Norwich
- who, refers to the girl
- who, refers to the boy

**Exercise 3:** Students have to decide which pronoun is the suitable.

The Queen Mom (1), who is over 80 years old (2), spent her birthday in Chelsea. She had invited all those of her relatives (3) who were older than 70 years. The guest (4) who she liked best was the Earl of Quaddlemore. He offered her one of the four precious clocks (5) which had been manufactured in the 18th century. But only those friends (6) who had arrived in time were allowed to admire the clock. The Earl of Quiddich (7), who is always late, was late that day as well, and so he didn't see it (8), which was a pity.

**Exercise 4:** Students have to form sentences by joining the two sentences into one and adding the suitable relative pronoun.

- His new song, which was a great success, was played in the radio all day
- She is a young author whose books I love.
- This is Waterloo Station, where you can catch the train to Westminster
- The child, to whom I gave ice-cream, was very happy.
- The company which I work for is very successful.
5. Add a relative pronoun, match I to II and form sentences.

I
8. The first mobile phone was an instrument
9. GPS is a satellite technology
10. Ken Olson was a man
11. 1973 was the year
12. 845 million is the number of people
13. The 1940s was the decade
14. Latin America is the region

II
H. said, “There is no reason anyone would want a computer in their home”.
I. can locate things anywhere on Earth.
J. use the Internet regularly.
K. the first computer were developed.
L. weighed one kilogram.
M. the mobile phone was invented.
N. use of the internet is growing the fastest.

Ej.: 1. The first mobile phone was an instrument which one kilogram.

6. CORRECT THE SENTENCES WHICH HAVE MISTAKES

e. I found the book you lent me.

f. She’s the woman who her daughter was on TV

g. Have you talked to the teacher who he has the homework?

h. The building which I live hasn’t got a lift.
**Exercise 5:** Students have to create sentences with one fragment of the point “I” and a second fragment from “II” adding a relative pronoun to those.

1. The first mobile phone was an instrument *which / that* weighed one kilogram
2. GPS is a satellite technology *which / that* can locate things anywhere on Earth.
3. Ken Olson was a man *who / that* said, “There is no reason anyone would want a computer in their home”
4. 1973 was the year *when* the mobile phone was invented.
5. 845 million is the number of people *who / that* use the Internet regularly.
6. 1940s was the decade *when* the first computers were developed
7. Latin America is the region *where* use of the Internet is growing the fastest.

**Exercise 6:** Students have to correct the possible mistakes in the sentences.

a. It is right because the pronoun can be omitted.

b. She’s the woman *whose* daughter was on TV.

c. Have you talked to the teacher who *he* has the homework?

d. The building *where* I live hasn’t got a lift.
STAYCATIONS: You are going to a radio interview about a new type of vacation. Listen and choose the correct answers.

9. A staycation is ...
   a. a traditional holiday abroad.
   b. a summer holiday in France.
   c. a home-based holiday.
   d. a cheap holiday in Britain.

10. Which of the following is NOT mentioned as an example of the rise in travel costs?
    a. hotels
    b. food
    c. clothes
    d. petrol

11. Which statement is true about staycations?
    a. They’re for people who can’t afford to travel.
    b. They cause a lot of stress.
    c. They’re not really holidays.
    d. They’re becoming more popular.

12. Which of the following is NOT mentioned as a reason for staycation?
    a. cost
    b. fear of flying
    c. time spent in airports
    d. travel stress

13. Which of the following best describes how to treat a staycation as a real holiday?
    a. Stay at home a lot.
    b. Spend a lot of money in your own city.
    c. Talk to tourists who are visiting your city for the first time.
    d. Become a tourist in your own city.

14. Preparing to actually leave on a staycation means that you...
    a. take care of personal obligations.
    b. plan a camping trip with friends.
    c. plan to eat in an expensive restaurant.
    d. get ready to leave your house.

15. Medical appointments are an example of...
    a. a responsibility you take care of before going on a staycation.
    b. something you do so you can physically leave home on a staycation.
    c. a responsibility you should take care of while on a staycation.
    d. something you do as a first step in planning a staycation.

16. What is meant by the words “unplugging yourself”?
    a. Experiencing new and different things.
    b. Relaxing with friends.
    c. Paying your bills.
    d. Avoiding mobile phones and computers.
LISTENING

Jake: Welcome to At Your Leisure, the talk show with the latest ideas on how to spend your free time. I’m Jake Jones, your host, and with us today is Laura Blake, our travel expert. So, what do you have for us today, Laura?
Laura: Well, Jake, we’re going to talk about a new holiday option that’s becoming very popular. It’s called “staycation”.
Jake: Staycation? That sounds strange.
Laura: Yes, it does, Jake, but it’s really not strange at all. Let me explain. A staycation is when you stay at home and take your holiday, or vacation as the Americans call it, locally – where you live. You see, in the last few years, there’s been a rise in the costs of petrol, airline tickets, food and hotels – almost everything needed for a foreign holiday. People are feeling the effects of this and are changing their usual holiday plans. In fact, a 2008 survey showed that 42 per cent of French people planned to spend their summer at home. And when asked about their plans, 34 per cent of Britons said that they’d cancelled their trips abroad in favour of cheaper trips in their own country.
Jake: So, staycations are actually for people who can’t afford a real holiday.
Laura: Not at all! There are many people who feel that too much of their holiday time is wasted in airports, waiting for flights or luggage. So even though they can afford expensive trips abroad, they opt for a staycation. They say it’s a change from the usual travel stress.
Jake: I see. So, how do you plan a staycation?
Laura: Well, the secret to a really great staycation is to relate to it as a real holiday. Start by looking at local tour books and planning lots of activities. Think about what tourists would do if they were visiting your city for the first time. The chances are there are lots of things you’ve always wanted to do, but have never had the time for – like visiting new exhibitions and historical sites, or going cycling or camping with friends. And because you’re not spending large amounts of money on hotels and flights, you could even splurge on something expensive, like dinner at a fancy restaurant you’ve always wanted to try.
Jake: Wow! A staycation sounds like it could be fun.
Laura: It can. But planning activities is only the first step. You also must prepare to go away on holiday.
Jake: But ... a staycation is when you don’t leave home.
Laura: That’s true, Jake. You don’t physically leave home, but you do want to leave behind your work and daily obligations. You can do that by paying your bills on time, just like you would do before leaving on a normal holiday. And you should take care of household chores and other responsibilities that need to be done, like servicing the family car or going for medical appointments. Make sure all of this is done before your holiday. Finally, you need to unplug yourself.
Jake: Unplug yourself?
Laura: Yes, Jake. You see, one of the biggest threats to a successful staycation is modern technology, especially mobile phones and e-mails. They keep us available to people even when we don’t want to be. So, it’s important to stay away from phones and computers. Unplugging yourself will help you have a fantastic staycation, doing what we all like to do when on holiday – relaxing with family or friends, and experiencing new and different things.
Laura: Sounds great! Thank you, Laura. That’s all for today. Join us again next week for more leisure time ideas.
WHERE SHALL WE GO ON HOLIDAY?

✓ Imagine you are a family with different ideas and you have to plan your holiday trip. Discuss about this organization after having read the cards your teacher will provide to you.

You can use some questions and answers for your activity, like

*What do you prefer...?*

*I prefer...*

See Speaking page 17
**SPEAKING**

The teacher introduces the topic by asking the students the following questions about their personal experiences:

<table>
<thead>
<tr>
<th>Question</th>
<th>Response Options</th>
<th>Answer Format</th>
</tr>
</thead>
<tbody>
<tr>
<td>-Have you ever been abroad?</td>
<td>Yes/no</td>
<td>To...(place) for...(time)</td>
</tr>
<tr>
<td>-Where have you been?</td>
<td>I’ve been to....(place)</td>
<td>By...(transport)</td>
</tr>
<tr>
<td>-Are you planning on going anywhere for your next vacation? Where? How long?</td>
<td>Yes/ no I’m not sure I might go...</td>
<td>Might (probability)</td>
</tr>
<tr>
<td>-Are you afraid of going abroad alone? Why?</td>
<td>Yes/ no</td>
<td>Because....</td>
</tr>
<tr>
<td>-Could you live in another country for the rest of your life?</td>
<td>Yes/no It depends..</td>
<td>If..... (conditional)</td>
</tr>
<tr>
<td>-Did your class in high school go on a trip together? Where did you go? How long did you stay?</td>
<td>Yes /no</td>
<td>During.... (time)</td>
</tr>
<tr>
<td>-Do you prefer summer vacations or winter vacations?</td>
<td>I prefer.....because...</td>
<td>Prefer + to inf / -ing</td>
</tr>
<tr>
<td>-Do you prefer to travel alone or in group? Why?</td>
<td>I prefer....because....</td>
<td></td>
</tr>
<tr>
<td>-Do you prefer to travel by train, bus, plain or ship?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Once the teacher has introduced the topic, he explains the following activity consisting in a role game:

**WHERE SHALL WE GO ON HOLIDAY?**

**Preparation:**

1. Tell the students to form groups of 5 or 7
2. Give each student a role card, and explain that they are a family planning a holiday trip.
3. Ask them to study, their cards for a minute or two and prepare themselves for the argument.
4. Ask the family members to introduce themselves without revealing their tasks.
5. Ask the father to open the family discussion.

6. The activity ends when they have come to a conclusion where to go.

7. You can ask the students to read out their cards at the end and compare how much of their goals they are able to reach.

Notes:

- If you think it is necessary, you might want to revise phrases and structures used in their arguments.
- The argument is levelier if there are more (at least 6) students in each group.
- If you can’t form groups of 7 (which would be ideal) start leaving out roles form the end, starting with the neighbor.
- This activity usually generates hated arguments.
### The mother
You want to go some exotic place like China or Peru, for at least three weeks. Unfortunately, you can’t stand your brother in law - he should stay at home.

### The father
Your idea of a holiday is something relaxing, short and cheap. Going abroad is so tiring. You like your brother very much – why not take him and his wife too?

### The 16-year-old son
You don’t want to go with your boring family anywhere - but if you have to, it should be short and as close as possible.

### The 18-year-old daughter
You want to go to the sea for at least two weeks, by plane of course, and bring your boyfriend too, this is the most important.

### The 13-year-old son
You’ve never flown in your life - you very much want to try it. You like big cities where there are a lot of interesting things to do.

### The father’s brother
You want to go with your brother’s family whenever they go – and take your wife as well.

### The neighbour
You don’t want them to go away, because they always ask you to look after their house and you hate it.

### The 14-year-old daughter
Clothes, clothes, clothes! And if you could have an addition to the house, you could have your own room at last.

### The 17-year-old son
You’ve been wanting a drum equipment for years. You also like travelling, and would like to get your hands on the old family car too. Unfortunately, you hate gardening, your father always makes you help him.

### The father
You want to buy a new car and perhaps some new garden tools, because you like gardening. You can’t stand travelling but the house could be renovated too.

### The mother
Here’s the chance to travel round the world with the whole family! And, perhaps to buy some new clothes too. You’re not against gardening. The old family car is in perfect condition – why waste money in a new one?

### The 19-year-old daughter
If you built an addition to the house, you could have a separate part for yourself, and perhaps for your boyfriend too.

### The father’s brother
Clearly, they should buy a new printer for their computer, then you could print your things on it. They surely must not build anything – they will have no money left for the printer.
4. Write a time travel essay.
Imagine yourself whisked back to Roman times in the midst of a party hosted by an important Roman aristocrat. The men present are decked out in impressive togas, while the women are dressed in their best stolas. For your part, you are wearing frayed shorts, a T-shirt with “Middle School Students Are Cool!” inscribed on the front, and tennis shoes that have seen better days. With this scenario in mind, create a dialogue that might take place between yourself and the stunned Romans.

_____________________________________________________________________________
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WRITING

Students have to write a time travel essay explaining what has happened to him or her and what her or his life in the 21st century is like.

All the grammatically and content acceptable essays will be right.
In the early days of America, the original colonies were fairly close together on the east coast. Travel was by foot, or by horse. If goods had to be transported over land, a horse and wagon was often used. As more and more settlers arrived, transportation expanded to include a few tracks of railroad service. Travel to known areas was not very difficult.

When America began to expand toward the west, it was not as easy to get by with walking, riding a horse, or using a wagon. The lands in the west were unknown, and many settlers had long distances to go in order to claim land for their own. Oregon territory offered rich land for those who would travel there. The California gold rush of 1849 gave many people dreams of becoming rich, so they decided to travel there. Many families stayed behind while husbands and fathers set out alone to make a home where their families could join them later.

Theodore Judah saw that people needed a faster way to travel in this new direction: west. It was his dream to unite the east and west with the first transcontinental railroad, a train system that would reach from one side of the continent to the other. Thousands of workers came to California to help build the tracks going east from Sacramento. Many others started building west from Nebraska. In 1869, the tracks met in Promontory, Utah. Suddenly, the parts of our nation that had seemed so distant were joined with our early settlements by the tracks. Our country became one again.

1. Answer the following questions based on the reading passage. Don’t forget to go back to the passage whenever necessary to find or confirm your answers.

1) When the colonies were close together, how did most people travel?
_____________________________________________________________________________

2) What two things made a lot of people want to move west to settle?
_____________________________________________________________________________

3) What was Theodore Judah’s dream?
_____________________________________________________________________________

4) Why do you think that workers built the railroad from both sides at the same time?
_____________________________________________________________________________

5) How did the new railroad make the country feel more united?
_____________________________________________________________________________
CROSS CURRICULAR ACTIVITY

The teacher introduces briefly the topic of the text. Then, students read the text aloud, for example, the text can be divided into several parts and these parts can be read by different students. Then the teacher gives some time to students in order to read again the text by themselves and to do the comprehension exercises. Finally, students correct the exercises aloud.

KEY ANSWERS

1. When the colonies were close together, how did most people travel? By foot or by horse.

2. What two things made a lot of people want to move west to settle? Free answer deduced from the text. All reasonable answers will be accepted.

3. What was Theodore Judah’s dream? To unite the east and west with the first transcontinental railroad.

4. Why do you think that workers built the railroad from both sides at the same time? Free answer deduced from the text. All reasonable answers will be accepted.

5. How did the new railroad make the country feel more united? Through early settlements by the tracks.
VOCABULARY

1. Fill in the gaps with the correct form of the verb so that you can form adjectives ending with –ed or –ing.
   1. We were … (shock) to hear about your brother.
   2. His complaints make me … (tire).
   3. I find this project very … (tire).
   4. I get … (annoy) when people are late.
   5. It is … (annoy) to see how she wastes her money.

2. Fill in the gaps with the correct word: trip, travel and journey.
   1. I hope to see you back here soon. Have a safe … home!
   2. Business … is often very tiring.
   3. I have sent you all the … details by email.
   4. How often do you … on business a year?
   5. My family are going on a sightseeing … to Rome next weekend.

GRAMMAR

5. Combine the sentences with defining or non-defining relative clauses. Add commas where necessary.
   – I remember the day. We bought our digital camera that day.
   – Cybercafés are great for travelers. People can use the Internet there.
   – The e-mail never arrived. You sent it yesterday.
   – The Love Bug is a kind of virus. It can destroy your computer files.
   – The DVD player can be installed in a car. I want to buy it.

6. Decide which relative pronouns can be omitted and rewrite the sentences.
   – They lived in a quiet neighbourhood where everyone knew each other.
   – John Smith is the man who seems to have lost his memory.
   – She thanked the lady who found her purse.
   – That was the year when Shakira became famous.
   – Dublin is a city that I would love to visit.
   – Lance Armstrong is an athlete who many people admire.
SELF-ASSESSMENT

Students have to do the exercises and then they interchange them with other partner, so that the participate in the evaluation process.

**Exercise 1:** Students have to decide which adjectives is the correct option.

1. We were **shocked** to hear about your brother.
2. His complaints make me **tired**.
3. I find this project very **tiring**.
4. I get **annoyed** when people are late.
5. It is **annoying** to see how she wastes her money.

**Exercise 2:** Students have to write the correct option (journey, trip or travel)

1. I hope to see you back here soon. Have a safe journey home!
2. Business travel is often very tiring.
3. I have sent you all the travel details by email.
4. How often do you travel on business a year?
5. My family is going on a sightseeing trip to Rome next weekend.

**Exercise 3:** Students have to combine sentences using relative pronouns.

- I remember the day when we bought our digital camera.
- Cybercafés, where people can use the Internet, are great for travellers.
- The e-mail which/that you sent me yesterday never arrived.
- The Love-Bug, which/that can destroy your computer files, is a kind of virus or The Love-Bug which is a kind of virus, can destroy your computer files.
- The DVD player which/that I want to buy can be installed in a car.

**Exercise 4:** Students have to decide which pronoun can be omitted.

- The relative pronoun cannot be omitted
- The relative pronoun cannot be omitted
- That was the year Shakira made a name for herself
- Dublin is a city I would love to visit
- What are the cash prizes the winners will receive?
- Lance Armstrong is an athlete many people admire
- The opening ceremony was an event I will never forget.
Project Work: Outdoor Activity Map

3. Read the texts. Which places would you like to visit?

Text 1: West Sands is a very long beach near St. Andrews, in the east of Scotland. You can walk or run up and down the beach, and you can surf and swim in the sea. Wear a wetsuit if you want to go in the water, because it’s the North Sea—freezing cold!

Text 2: Loch Lomond is a large lake near Glasgow. It’s great for sports, especially in the summer. You can kayak and canoe across Loch Lomond, and you can cycle along the side of it.

Text 3: The Falls of Foyers is a spectacular waterfall on the River Foyers in the north of Scotland. The Falls are about fifty metres high. It’s a great place for walking and photography.

Text 4: Cairngrom Mountain is in the north of Scotland. It usually snows a lot here in the winter, and you can do winter sports, like skiing, snowboarding or ice climbing!

4. Make an outdoor activity map. Follow the steps in the project checklist.

Project checklist

7. Think of four places in your country where people can do outdoor activities.

9. Find information about each place on the Internet or in a book. Where is the place?

11. Find a map of your country on the Internet, or draw one. Label it with the places.

8. Think of four places in your country where people can do outdoor activities.

10. Find one or two photos of each activity on the Internet or in a magazine.

12. Present your outdoor activity map to your classmates.
PROJECT WORK

Students have to work in groups of four and look for information about some outdoor activities in their country (they have to look for the activity, the place and they can add a map, photographs…). They have to explain that information orally in front of their classmates as they were tourist guides.

They are obliged to use the computer in the carrying out of the activity in order to introduce the TICs to them.

All the grammatically and content acceptable presentations will be right.
1. Complete the sentences with the correct adjective of the couple of words in brackets.
   a) I failed my driving test this morning. I’m really … . (disappointing / disappointed)
   b) His performance in the last night’s show was … . (disappointing / disappointed)
   c) I love listening to jazz music when I feel … . (depressing / depressed)
   d) It’s … to see so much violence on TV. (depressing / depressed)

2. Fill in the gaps with the correct word among the following words: trip, travel and journey
   a) How long is your_____ to work?
   b) How do you like to ____? By car, by plane, by train, on the underground or on foot?
   c) Which airline do you usually____ with?
   d) What’s the least successful business ______ you’ve ever had?

3. Combine each pair of sentences with a defining or non – defining relative clause. There may be more than one possible answer.
   a) The London Eye is an amazing sight. It attracts millions of tourists every year
   b) I saw Tom on Friday. He got his driving license that day
   c) You must visit New Zealand. I was born there.
   d) Yesterday, I met a mysterious person. I recognised his face.
   e) Tanya wants to introduce me to someone. He is a singer.

4. Read the following dialogues and answer the questions below.

**Dialogue 1: John meets his roommate:**

**John:** Hi! My name’s John.

**Peter:** Hi, I’m Peter.

**John:** Have you been in London long?

**Peter:** I got here last week. I guess I’ve been in the hotel for a week now.

**John:** I just arrived. What’s the hotel like?

**Peter:** It’s OK. Not perfect, but for this price, not bad.

**John:** Why? What’s the matter with it?

**Peter:** Well the heating doesn’t always work, it was freezing in here yesterday, and the breakfast is very early in the morning, today I overslept and missed it completely!

**John:** You overslept? Why was that?

**Peter:** You’ll see, there’s another boy in this room and he snores really badly! I didn’t get a wink of sleep!

**John:** Oh no! Well, I don’t know what we can do about the breakfast, or the roommate, but why don’t we ask the hotel to fix the heating?

**Peter:** Hmmm, yes, what a good idea!
Dialogue 2: John calls reception to makes a request:

Reception: Hello Reception
John: Hello, I wonder if you can help me, the heating in our room doesn’t seem to be working, could you send someone to fix it?
Reception: What seems to be the problem with it?
John: I don’t know, sometimes it doesn’t work.
Reception: (sigh), I’ll send someone along tomorrow.
John: Do you think you could send someone today? It’s really quite cold.
Reception: OK, I’ll see if the engineer is here today.
John: Thanks very much.

A. Peter thinks the hotel is...
   a. …great
   b. …OK, but he has some complaints.
   c. …terrible, and wants to leave immediately.

B. Peter thinks the breakfast...
   a. …is too early
   b. …is too small
   c. …tastes horrible

C. What’s the problem with the roommate?
   a. He's noisy when he's asleep.
   b. He's noisy when he comes in the room at night.
   c. He invites his friends round for parties every night.

D. The problem with the heating is...
   a. …the room is too hot
   b. …the room is too cold
   c. …sometimes it's too hot and sometimes it's too cold

E. John suggests they should...
   a. …call an engineer
   b. …repair the heating themselves
   c. …call reception

F. How many times does John make a request?
   a. Once
   b. Twice
   c. Three times

5. Imagine you are on holidays in London with your best friend. You are in the hotel Ritz but you have a problem with your room. Write a little note to the receptionist explaining your complain.
**PROGRESS TEST**

**Exercise 1:** Students have to decide which adjective is the correct one.

i. I failed my driving test this morning. I'm really **disappointed.**

ii. His performance in the last night's show was **disappointing.**

iii. I love listening to jazz music when I feel **depressed.**

iv. It's **depressing** to see so much violence on TV.

**Exercise 2:**

a) How long is your **trip** to work?

b) How do you like to **travel**? By car, by plane, by train, on the underground or on foot?

c) Which airline do you usually **travel** with?

d) What’s the least successful business **trip** you’ve ever had?

**Exercise 3:** Students have to combine the sentences using relative pronouns.

a) The London Eye is an amazing sight which attracts millions of tourists every year.

Or The London Eye, which attracts millions of tourists every year, is an amazing sight.

b) I saw Tom on Friday, when he got his driving license.

c) You must visit New Zealand, where I was born.

d) Yesterday, I met a mysterious person whose face I recognized.

e) Tanya wants to introduce me to someone who/that is a singer.

**Exercise 4:**

A. b

B. a

C. a

D. b

E. a

F. b

**Exercise 5:** All reasonable and grammatically acceptable answers will be right.
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