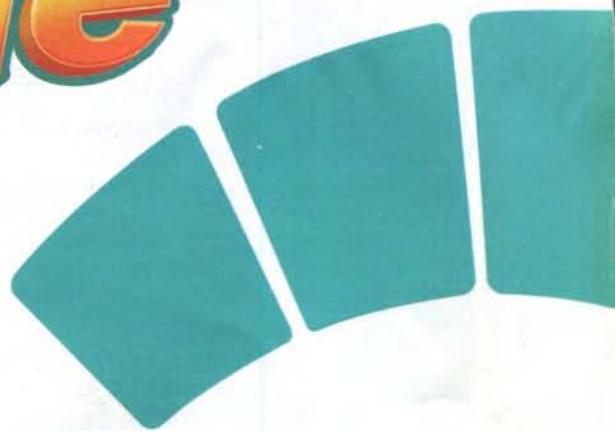


Prime Time



Student's Book

Virginia Evans – Jenny Dooley



Express Publishing

Starter module

Jobs

- 1 a) Match the words to form jobs.

- | | |
|---|------------|
| 1 | video game |
| 2 | flight |
| 3 | secret |
| 4 | sales |
| 5 | camp |
| 6 | police |
| 7 | dog |
| 8 | storm |
| 9 | sports |

- | | |
|---|------------|
| A | counsellor |
| B | chaser |
| C | walker |
| D | attendant |
| E | shopper |
| F | coach |
| G | assistant |
| H | tester |
| I | officer |

- b) What job would you like to do?

Extreme Sports

- 2 Label the pictures.

- street luge • speed skiing • windsurfing
- mountain biking • paragliding • motocross
- white-water rafting • rock climbing



1



2



3



4



5



6



7



8

Entertainment

- 3 Fill in: *audience, scene, scenery, lighting, performance, curtain, stage, props, fame, icon.*

- Kylie Minogue is still a reigning in the world of pop music.
- He's in charge of painting the for the play.
- The twist at the end of the play was a complete surprise for the
- A lot of child actors achieve at a very young age.
- The lead actor gave an excellent
- Actors need to know the plan so they know where to stand.
- At the beginning of the play there were no actors on the
- They brought down the at the end of the play.
- The final of the film was very dramatic.
- When the curtain rose the only on stage were a table, a chair, and a glass.

The Internet

- 4 Fill in: *interface, engine, account, login, profile, browse, sign up, community.*

- Alex set up an email so that we could keep in touch.
- My favourite search is Google.
- This social network seems to be a very tight-knit
- You have to type in your name to open your account.
- You can personalise your in a number of ways.
- You can to get their e-newsletter.
- This program has a much more user-friendly than a lot of others I've used.
- You can for new contacts by name or location.

Starter module

The Weather

5 Circle the odd one out.

- 1 SNOW: blizzard – breeze – hail – sleet
- 2 RAIN: tornado – flood – shower – drizzle
- 3 WIND: gale – tornado – breeze – storm
- 4 TEMPERATURE: boiling hot – chilly – sunny spells – freezing cold

Health Issues

6 Fill in: strain, loss, thumb, swelling, rash, infection, shoulder, upset, immune, insomnia, watery, sickness.

- 1 We need a healthy system to fight off infections.
- 2 The went down after he put an ice-pack on the injury.
- 3 My mum gets terrible travel , so she rarely goes anywhere.
- 4 Jean gets eyes and a runny nose because of her hay fever.
- 5 We should take regular breaks from the computer screen to prevent eye
- 6 Roland got a strain playing tennis last week; now he can't move his arm.
- 7 My uncle suffered hearing because he worked with loud machinery.
- 8 I got an itchy on the side of my face after I borrowed my friend's mobile phone.
- 9 She's not getting enough sleep because she has
- 10 The cut from that rusty nail gave me a skin
- 11 He had a terrible stomach after he ate curry last night.
- 12 Sending a lot of SMS messages can cause arthritis.

Appearance & Character

7 Circle the odd one out.

- 1 middle aged – old – teenager – plump
- 2 well-built – overweight – skinny – medium
- 3 neck – beard – moustache – hair
- 4 curly – wavy – pierced – straight
- 5 wrinkles – freckles – tattoo – eyebrows
- 6 patient – generous – outgoing – blonde

The Environment

8 Fill in: global, fossil, greenhouse, lose, caps, threat, temperature, extinct.

- 1 Sea levels will rise and cause widespread flooding if the polar ice melt.
- 2 A rise in will cause more heatwaves.
- 3 warming is one of the biggest issues facing our planet today.
- 4 We will need to find an alternative power source when fuels run out.
- 5 Carbon dioxide is a gas which traps heat above the earth.
- 6 Our way of life is under because of the changing climate.
- 7 Deforestation is causing a number of species to their habitats.
- 8 Soon a number of plants and animals could become like the dinosaurs.

Everyday English

9 Choose the correct response.

- 1 A: What was the performance like?
B: a Not really. b It was fantastic.
- 2 A: What seems to be the problem?
B: a It's my shoulder. b I'm afraid it's infected.
- 3 A: What does he do for a living?
B: a He works shifts. b He works as a nurse.
- 4 A: I'll make sure it doesn't happen again.
B: a You're welcome. b Thanks. I'd really appreciate that.
- 5 A: If we offer you the job, when can you start?
B: a I'll be in touch. b Immediately.
- 6 A: Do you want to go out later?
B: a Sure! b It was nothing special.
- 7 A: Hello. I'd like to book a room, please.
B: a Your booking reference is 2223344. b Certainly. Which dates, please?
- 8 A: Should I come and see you again?
B: a Yes, it's very red. b Only if it gets worse.
- 9 A: What day?
B: a 12 Merton St. b 19th July.
- 10 A: You look nice. Is something different?
B: a I got a new haircut. b You've grown your hair.

Vocabulary: world events, volcanoes, accidents & injuries, types of TV programmes, rare weather phenomena, disasters

Grammar: present & past tenses (revision); past perfect & past perfect continuous; quantifiers

Everyday English: deciding what to watch on TV

Intonation: echo questions

Phrasal verbs: *back, call, carry*

Word formation: compound adjectives

Writing: a story

Culture Corner: Hurricane Katrina: The tragedy of New Orleans

Curricular (Geography): Tsunamis

Module 1

Breaking news

Vocabulary

World events

1 Listen and say.

- technological invention
- volcanic eruption
- huge tropical storm
- mine collapse
- earthquake
- tsunami

OVER TO YOU!

Close your books and say a few things you remember about the events that have happened in the 21st century so far.

2 a) Look at the events in the pictures and complete the sentences with: *hit, rescued, launched, caused, erupted*.

b) Match the events in Ex. 1 to the pictures (A-E).

3 Listen to extracts from two news reports. Which of the events in the headlines is each about?

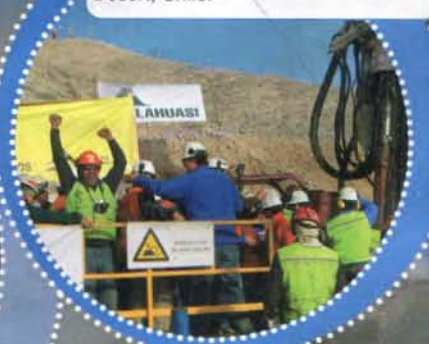


In 2002, the Microsoft Corporation 1) the first ever tablet PC.

In 2010, 33 men were 2) from a collapsed mine in the Atacama Desert, Chile.



In 2005, Hurricane Katrina 3) massive flooding and loss of life in New Orleans, USA.



In 2010, the Eyjafjallajökull volcano in Iceland 4) and people had to evacuate.



In 2011, a 9.0 earthquake 5) Japan followed by a huge tsunami that killed thousands of people.

1a Volcano chasers

Vocabulary

Volcanic eruptions

- 1 Listen and say. Use the picture and the captions to tell the class what happens when a volcano erupts.

Listening & Reading

- 2 a) Read the title of the text, the introduction and the first sentence in each paragraph. What is the text about?
b) Listen, read and check.

Check these words

volcano, erupt, grab, heat, burn, lava flow, ground shakes, deafening roar, take off, acid, flaming hot lava, freelance, stunning photograph, in high demand, dedicated, dormant volcano, steam, block the view, mystify, be worth it, be on the scene, spectacular shot, lava fountain, jet of lava, shoot up, shelter, boulder, take precautions, poisonous gas, sharp, admit, matter of survival

In the Heat of the Moment

When a volcano erupts, most people want to get as far away as possible, as quickly as they can! German engineer Martin Rietze, on the other hand, grabs his camera and tries to get as close as he can and stay alive at the same time!

He's so close that he can feel the heat burning his face even through his gas mask. The lava flow is about a metre away and it's getting closer every second. The **ground** beneath his feet is **shaking** and there is a deafening roar like a plane taking off. He can't stay this close for too long because the gases and acids will destroy his camera, but Martin Rietze waits just long enough to see flaming hot lava and ash explode out of the nearby crater – and gets the perfect shot.

Martin is a **freelance** photographer whose stunning photographs of volcanic eruptions are in high demand with newspapers and magazines all over the world. He is one of a small but **dedicated** group of volcano chasers. When a dormant volcano becomes active, they book the first flight to be as near as possible to it, set up camp and wait, sometimes for as long as two weeks. It takes a lot of patience as a volcano can erupt at any time, night or day and clouds, fog and steam often **block** the view. The final results though, like Martin's shots of volcanic lightning – a phenomenon that still **mystifies** scientists – are definitely worth it!

When the Eyjafjallajökull volcano in Iceland erupted in 2010 and ash clouds closed airspace over Northern Europe, Martin was already on the scene for some of his most spectacular shots. After spending three sleepless nights in freezing temperatures, Martin got within three feet of the lava flow and even took photos of lava fountains – jets of lava that shoot up as high as a thirty-storey building! He didn't get any sleep because the volcano was throwing out rocks the size of cars, so for most of the time he was **sheltering** behind a large **boulder**!

Martin says that he's had more accidents when mountain climbing than volcano chasing, but that doesn't stop him from taking **precautions** because this is a job where safety is a priority. Goggles and a gas mask provide protection from poisonous gases, but gloves are just as important because fresh lava can be as sharp as a knife. Volcano chasing is quite risky. As Martin admits, "One has to know when it is safe to come near and when it is a matter of survival to stay away – sometimes many kilometres away!"

Ash and gas fly up into the atmosphere

Rocks and lava erupt out of the crater

Lava pushes through vents in the side of the volcano

- b) Now read the text again and for questions 1-5, choose the best answer A, B, C or D. Justify your answers.

- 1 Martin Rietze can't stay near a volcano for a long time because ...
 - A it's bad for his equipment.
 - B he can't stand the heat.
 - C it's too loud.
 - D it's dangerous for his health.
- 2 Volcano chasers have to be ...
 - A very active.
 - B talented scientists.
 - C patient.
 - D freelancers.
- 3 When the Eyjafjallajökull volcano erupted, it was difficult for Martin to ...
 - A get a flight to Iceland.
 - B find somewhere to stay.
 - C get close enough to take good photos.
 - D protect himself from flying rocks.
- 4 It seems that Martin ...
 - A doesn't take enough safety precautions.
 - B understands the risks he's taking.
 - C often gets injured.
 - D underestimates the dangers of volcano chasing.
- 5 Martin suggests that ...
 - A he sometimes takes photos when he knows it's too dangerous.
 - B volcano chasing is for anyone.
 - C volcanoes aren't as dangerous as people think.
 - D a volcano is sometimes too dangerous to photograph up close.

- 3 Match the words in bold in the text to their synonyms. What part of speech is each? *rock, earth, devoted, puzzles, moving up and down, not employed by others, prevent you from seeing, hiding, safety measures.*

- 4 Use words from the **Check these words** box in the correct form to complete the sentences.

- 1 The 3300 ft Chilean Chaiten v..... e..... last Thursday for the first time after thousands of years of causing earth tremors.
- 2 The d..... r..... scared people who hurried to evacuate the area.
- 3 The d..... v..... awoke after 9,000 years of silence.
- 4 P..... g..... caused breathing problems for residents.
- 5 F..... h..... l..... started flowing down the volcano.
- 6 Clouds of steam and ash b..... the v..... for miles, making it difficult to see.

Grammar

Tense revision

see pp.
GR 1-4

- 5 Put the verbs in brackets in the *present simple, present continuous, past simple, past continuous, present perfect* or the *present perfect continuous*. Give reasons.

- 1 John (trip) and (cut) his knee as he (walk) up the volcano.
- 2 Martin (not/reach) the crater yet.
- 3 Look at the volcano. Huge rocks (explode) out of the crater!
- 4 They (go) volcano surfing tomorrow.
- 5 Luke often (go) mountain climbing.
- 6 We (leave) for Chile next Monday.
- 7 People (look) at the volcano as lava (flow) down during the eruption last night.

- 6 Use the adverbs to make sentences about you: *every day, last week, at this time last Monday, ago, yet, now, for a month, already, since last weekend.*

Speaking & Writing

- 7 **THINK!** Imagine you are Martin Rietze and you are close to an erupting volcano. What has happened? What can you hear and see? How do you feel? In three minutes, write a few sentences on the topic. Read them to the class or your partner. Start like this: *The volcano has just erupted. I can hear ...*

1b Amazing escape



Vocabulary Accidents & injuries

- 1 a) Listen and say.
- b) Have you ever had any accidents similar to these? Tell the class what happened.

I once slammed a door on my finger at home. I had to go to hospital.

Check these words

remote, canyon, sacrifice, climbing gear, first aid kit, crack, disaster struck, boulder, trap, canyon wall, struggle, get free, chip away at, exhaustion, dehydration, delirious, blunt penknife, administer first aid, be missing, notify authorities, rescue crew, live life to the fullest, prosthetic arm, motivational speaker, disabled athlete, troubled teenager, desperate struggle, loved ones

Reading

- 2 a) Look at the picture and read the title and the introduction. What sacrifice do you think Aron had to make? Read to find out.

Trapped!

When 27-year-old Aron Ralston set out to climb in the remote Blue John Canyon in Utah one Sunday in May 2003, he had no idea that he would have to make an incredible sacrifice to stay alive.

Aron had gone climbing alone many times before, only this time, he hadn't told anyone where he was going and he didn't even take his mobile phone. Apart from his climbing gear, Aron carried only a backpack containing a small first aid kit, a knife, a video camera, one litre of water, and a few snacks. **1**

Aron had been climbing all day and was about to stop, but as he was crossing a 1-metre wide crack in the canyon, disaster struck; a 365-kilo boulder moved and trapped his arm against the canyon wall. **2** There was no way he could move.

At first Aron hoped that help would arrive, but nobody came. He struggled to get free, and using his penknife, tried to chip away at the boulder without success.

3 Aron used his video camera to keep a video diary and then to record a goodbye message to his parents. Fighting exhaustion and dehydration, Aron became more and more delirious.

On the fifth day, Aron reached a decision to do the one thing – the only thing – that could save his life: to cut off his own arm. **4** He used his

body weight to bend his arm until he felt it break. Then, using his blunt penknife, he slowly cut through his arm. The whole procedure took an hour. He administered first aid to himself, then he fixed a rope to the rock and climbed down nearly 21 metres to the canyon floor. After hiking 8 km, he came across a Dutch family who gave him water and helped him to walk on. Meanwhile, Aron's friends and family had realised he was missing and notified authorities who found out Aron had used his credit card to buy groceries in Moab, Utah. When a rescue helicopter crew finally spotted him, the rescuers were amazed to see Aron walking back to his truck. He hardly needed them to rescue him!

5 With his prosthetic arm, he has become a better climber than before his accident. He also works as a motivational speaker, helping disabled athletes and troubled teenagers. In 2010, a blockbuster film came out about his experience called *127 hours*, the exact amount of time he spent trapped. Aron still revisits Blue John Canyon to remember his desperate struggle to survive and return to his loved ones.

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Grammar see
p. GR 4

Past perfect & past perfect continuous

4 Read the theory and find examples in the text in Ex. 2.

We use the **past perfect** (had/hadn't + past participle) for an action that happened before another action in the past. *He **had left** before she arrived.*

Time expressions: before, after, until, by the time, already, yet

We use the **past perfect continuous** (had/hadn't + been + verb -ing) for an action that had been happening for a period of time before another action in the past. *She **had been waiting** for ten hours before help arrived.*

Time expressions: for, since

We can use the past perfect or the past perfect continuous for an action which finished in the past and whose results were visible in the past. *They **were very happy** because they **had managed** to reach the top of the mountain. He **was very tired**. He **had been hiking** all day. (emphasis on duration)*

5 Put the verbs in the **past perfect** or the **past perfect continuous**.

- By the time we arrived at the canyon, it **had stopped** (stop) snowing.
- Jane's feet were aching because she **had walked** (walk) since early that morning.
- Most people **had left** (leave) before the volcano erupted.
- Simon got lost because he **had not taken** (not/take) a map with him.
- Julia and Amy were soaking wet because they **had hiked** (hike) in the rain.

6 Use the phrases to make sentences. Put the verbs in **bold** in the **past perfect** or the **past perfect continuous**. Use the adjectives in the phrases to talk about you.

- 1 Jeff/happy – win first prize; 2 Lucy/tired – work/all morning;
3 Betty/sad – fail the test; 4 they/exhausted – dig the garden/all day;
5 Mark/thrilled – graduate from college

*I was happy because I **had passed** my test. I was tired because ...*

Speaking & Writing

- 7 Listen and read the text. Imagine you are interviewing Aron for a TV show. Prepare questions and answers. Present your TV interview to the class.

*TV Presenter: Aron, great to have you on the show! Now, was this the first time you **had gone** climbing alone? etc*

- 8 **THINK!** Did Aron's decision surprise you? Why? Do you agree with his decision? In three minutes, write a few sentences. Tell your partner or the class.



- b) Read the text again. Five sentences are missing. Match the sentences (A-F) to the gaps (1-5). There is one extra sentence. Justify your answers.

- A It crushed Aron's arm so tightly he could only feel his fingertips.
B If he didn't rescue himself now, he wouldn't have the strength to do it later.
C It was a struggle for him to get free.
D Aron hasn't let his accident stop him from living life to the fullest.
E He felt sure he would be back before nightfall.
F Four days and freezing cold nights passed with Aron in terrible pain and surviving on just sips of water and pieces of chocolate.

- 3 Complete the summary using words/phrases from the **Check these words** box in the correct form.

Aron Ralston, an experienced climber, went on a trip into the remote Blue John

1) **canyon**.

He hadn't told anyone where he was going and he only had a knife, a small

2) **first aid kit**, a video camera, and a few snacks with him.

Unfortunately, 3) **disaster struck**

while he was crossing a three-foot-wide crack in the canyon. A 4) **boulder**

slipped and trapped his arm against the canyon wall. He 5) **struggled** to get

free, but he couldn't. He was trapped for five days and he suffered from 6) **dehydration**

and 7) **exhaustion**. He decided to cut off his own arm using a 8) **machete** to

free himself. Meanwhile, his family had 9) **searched** who managed

to find him walking to his truck. Today, he has a 10) **motivational speaker**

that helps him lead a normal life.

1c Culture Corner

1 How do you think Hurricane Katrina affected New Orleans?
 Listen and read to find out.

2 Read again and match the subheadings (A-G) to the paragraphs (1-6). There is one extra heading. Compare with your partner. Which words helped you decide?

- A Surrounded by water
- B Gathering strength
- C Collapsing buildings
- D Moving on
- E The birth of the storm
- F Help at last
- G An awful situation

3 Match the words in bold with their meanings: *broke, manage, moved from the sea to land, sending people to a place of safety, old people, in danger, asking anxiously, stealing, announced.*

4 Fill in: *threat, recovery, beg, declare, shelters, pump, tropical, level, rise, struggle, lose, eye.*

1 storm; 2 a state of emergency; 3 the of the storm; 4 be under from; 5 below sea; 6 in temporary; 7 waters; 8 for help; 9 to cope; 10 water out; 11 their lives; 12 make a slow

5 **THINK!** Imagine you lived through Hurricane Katrina. Use the phrases in Ex. 4 to narrate your experience to the class.

6 **ICT** Find information about a disaster that happened in your/another country. Find out: *what kind of disaster it was, when/why it happened, what happened, what the situation is now.* Compare it to the disaster in New Orleans.



HURRICANE KATRINA: THE TRAGEDY OF NEW ORLEANS

1

On Tuesday, 23rd August, 2005, a tropical storm formed over the Bahamas, about 560 km east of Miami, Florida. By 25th August, the storm had strengthened and become Hurricane Katrina. Residents of the city of New Orleans had no idea that within days, 80% of their city would be underwater in one of the worst disasters in US history.

2

Hurricane Katrina was one of the most powerful storms that has ever hit the Atlantic coast with winds of over 270 km per hour. As it became stronger over the Gulf of Mexico, the mayor of New Orleans **declared** a state of emergency and started **evacuating** the city. When the eye of the storm missed the city by about 72 km, everyone thought the worst was over, but they were very wrong.

3

New Orleans has always been **under threat** from flooding. With the Mississippi River on two sides, Lake Pontchartrain to the north and most of the city 150-300 m below sea level, a series of high walls, called levees, protect it. As the hurricane **came ashore**, it brought an 800-metre-high storm surge that rode the rivers up to New Orleans, and **smashed** through the levees.

4

Over a million residents had already left the city, but tens of thousands, mainly **the elderly** and the poor, were in temporary shelters. As the waters rose, people were **begging** for help on roofs, and neighbourhoods were suffering from **looting** and violence. Emergency services struggled to **cope**.

5

Eventually, the military and the National Guard moved into the city and began to get food and water to the desperate few that remained. After 43 days, army engineers pumped the last of the flood water out of the city. Almost **1,500** people had lost their lives because of Hurricane Katrina in New Orleans alone.

6

These days, New Orleans is making a slow recovery. The city has improved the levees, the community is rebuilding itself, and everyone is working hard to make sure that nothing like this will ever happen again.

Check these words

strengthen, residents, declare, state of emergency, evacuate, eye of the storm, below sea level, come ashore, levee, storm surge, smash, looting, violence, emergency services, struggle to cope, the military, desperate, army engineers, pump, slow recovery, rebuild

Channel 1	Channel 2	Channel 3
5.30 Backyardigans – children's programme	The Simpsons – cartoon	Jamie's 30-minute Meals – cooking programme
6.00 The Bold and the Beautiful – soap opera	2 Wild! – wildlife programme	Sportsline – sports programme
6.30 The Daily Show – talk show	Hurricane Katrina – documentary	How I Met your Mother – sitcom
7.00 American Idol – talent show	Big Brother – reality show	Deal or No Deal – game show
8.00 News & Weather	Grey's Anatomy – hospital drama	CSI: New York – police drama


- 4 Find sentences in the dialogue which mean: *Actually, I'm enjoying it. – Is there another option? – I think I'd enjoy that. – No problem.*

Intonation: echo questions

- 5 Replace the underlined words with *what*, *how much*, *how long*, or *what time*.
 Listen and check. Listen again and say.



- He's watching a horror film.
He's watching a what?
- It's a documentary about floods.
- The film's on at 10 o'clock.
- He's paid \$10,000 a show.
- The Simpsons* have been running for over 20 years.

Speaking

- 6  It's 5:50. Decide what to watch on TV. Use the sentences in Ex. 2 and the TV guide to act out your own dialogue. Follow the plan.

- 1 Look at the TV guide. Which are your favourite/least favourite TV programmes? Why? Use the adjectives/phrases *boring, interesting, educational, funny, relaxing, exciting, thought-provoking, silly, predictable, a waste of time*, and your own ideas and tell your partner.

I enjoy documentaries because I find them interesting and educational, but I hate ...

- 2  Listen and say. Pay attention to the intonation.
- What are you watching this for? • It's nearly finished.
 - What's on later? • Why don't you look in the TV guide?
 - I like the sound of that. • Isn't there anything else on?
 - As long as we can change the channel at 8. • That's fine with me!
- 3  Listen and read the dialogue. What do Andy and Becky decide to watch on TV? What TV show starts at 8?

Andy: What are you watching this for? Documentaries are boring!
 Becky: I happen to find it interesting. Anyway, it's nearly finished.
 Andy: What's on later?
 Becky: I don't know. Why don't you look in the TV guide?
 Andy: OK. Well, after this there's a reality show on Channel 2 or a game show on Channel 3.
 Becky: I can't stand game shows and I don't like reality shows either. Isn't there anything else on?
 Andy: American Idol is on Channel 1. We can watch that.
 Becky: What is it?
 Andy: It's a talent show.
 Becky: OK. I like the sound of that! As long as we can change the channel at 8. I want to see CSI.
 Andy: OK. That's fine with me!



1e Weird weather

Vocabulary

Weather phenomena

- 1 In three minutes, complete the word map with as many words as you can. Compare with your partner.



- 2 **THINK!** Close your eyes and listen to the music and sounds. What is the weather like? What can you hear, see, feel, smell? Tell the class.

- 3 Listen and say. Have you heard of any of these phenomena? Which can you see in the pictures?

- raining animals • giant hailstones • pink snow
- red rain • a never-ending lightning storm
- ball lightning • a fire tornado • blue moon
- a moonbow (lunar rainbow)

Reading & Listening

- 4 Read the title of the text and the subtitles. Which of the weather phenomena are they about?

Listen and read to find out.

- 5 Read again and mark the sentences T (true), F (false) or DS (doesn't say). Justify your answers.

- It rains a lot in Catatumbo, Venezuela.
- It's possible that the Catatumbo lightning is helping the Earth.
- Ball lightning appears for longer than normal lightning.
- Fire tornados can happen when a fire is very hot and it's windy.
- They don't happen very often.
- The rain of fish is a new phenomenon.
- Strong winds probably cause it.

Strange weather we're having!

Most of us are interested in the weather forecast; do we need to wrap up warm today or take an umbrella or our sunglasses when we go out? But imagine if you heard that a never-ending lightning storm was on its way, or a shower of animals! This might sound crazy but, believe it or not, these kinds of weird weather phenomena actually happen ...



Heavy weather

Some people are used to extreme weather conditions.

This is the case for those who live in the area where the Catatumbo River meets Lake Maracaibo and has dark clouds covering it most of the year. For centuries, these clouds constantly crash into each other and cause violent lightning storms that can last up to ten hours and occur between 140 and 160 nights a year. They call it 'the never-ending lightning storm'. However, every cloud has a silver lining; this lightning activity produces nitrogen oxide which probably helps to restore the ozone layer. Another kind of rare lightning is ball lightning. This is a ball of brightly coloured light which usually occurs during thunderstorms but lasts longer than a lightning bolt. Sometimes the ball even explodes and leaves behind a smell, but the true cause of this phenomenon is a mystery. One sighting hit the news in 1984 when ball lightning entered a Russian aircraft, flew above the shocked passengers, travelled through the aircraft and passed silently out again leaving two holes in the plane.

- 6 Complete the sentences using words from the **Check these words** box in the correct form.

- According to the it will rain this evening.
- If you are out in a *lightning storm*, never take shelter under big trees.
- The devastating tsunami in Japan made , shocking people everywhere.
- Most tornadoes in the northern hemisphere in the opposite direction to the hands of a clock.
- A broke out causing the whole area to flood.
- Scientists are working hard to the ozone layer before it is too late.

B Fire from the sky

We're all used to hearing about tornados, but imagine if a tornado was a whirling fire storm instead of a wind storm. A fire tornado or a 'fire devil' can happen when high temperatures from a wildfire mix with strong winds. They are usually about 300-450 metres high, but they can sometimes reach 1.6 km in height! A fire tornado made world news in 2010 in Brazil when astonished motorists watched one spin and burn its way through fields by a highway. In 1923, the Great Kanto Earthquake in Japan ignited the largest fire tornado in history, killing 38,000 people in 15 minutes. Luckily, fire tornados are very rare.

C A watery tale

Have you ever heard the saying, 'it's raining cats and dogs'? Well, what about frogs, fish, jellyfish or even snakes? Believe it or not, there have been many stories throughout history of it raining animals. One explanation is that strong winds or a tornado could pick them up and drop them far away. The rain of fish has been happening every summer in the region of Yoro, Honduras, for over a century. Witnesses say that there is usually a violent storm, then afterwards there are hundreds of living fish on the ground which people take home, cook and eat! Many local people believe that this is a miracle, but some scientists disagree; they believe that the fish are from underground rivers and that the storms somehow bring them up above ground.

Study skills

Idioms

Learning idioms improves your ability to read in English and understand colloquial conversation. Compare idioms in the English language to idioms in your language. This will help you remember them.

Weather idioms

- 7 a) Match the idioms (1-5) with their meanings (A-E). Are there similar ones in your language?

- 1 ☐ raining cats and dogs
- 2 ☐ every cloud has a silver lining
- 3 ☐ fair-weather friend
- 4 ☐ in a fog
- 5 ☐ is under the weather

- A however bad the situation is, something positive always comes from it
- B confused, puzzled
- C someone who is only around when things are good
- D rain very heavily
- E feels a bit ill

Check these words

weather forecast, wrap up warm, never-ending, lightning storm, weather phenomena, constantly, crash into, violent, silver lining, nitrogen oxide, restore, ozone layer, occur, whirling, temperature, wildfire, make world news, astonished, spin, ignite, rare, region, witness, violent storm, miracle, underground river, above ground

- b) Use the idioms to complete the gaps.

- 1 Take your big umbrella with you. It is outside!
- 2 Go help Bill. He's..... !
- 3 Jane always leaves when there's a problem, she's such a
- 4 I found a new job that I like better after losing my old one. You see, !
- 5 Jill today. She's got a cold.

Speaking & Writing

- 8 Tell your partner four things you have learnt from the text.

- 9 **THINK!** Imagine you have experienced one of the weird phenomena in the texts. In three minutes, write about your experience and feelings. Tell the class. Start like this: *I'm in the region of Yoro, Honduras. It has been raining since morning. Right now it's ...*

1f Disasters

Vocabulary & Reading

- 1 a) Read the headlines and fill in: CLOSED DOWN, WASHES AWAY, RUNNING WATER, UNDERSEA, STRIKES, FORCE, EVACUATED.
- 🔊 Listen and check. Say the headlines in your language.

MASSIVE 1)
EARTHQUAKE 2)
OFF THE COAST OF JAPAN

10-METRE TSUNAMI
3) HOUSES & CARS

4) OF JAPAN QUAKE
MOVES ISLAND BY 2.4 METRES

NUCLEAR POWER STATIONS IN
QUAKE AREAS 5)

HALF A MILLION JAPANESE 6)
THEIR HOUSES & 1.4 MILLION WITHOUT
7)

- b) Use the headlines to tell the class what you think happened in Japan in March 2011.

In March 2011, an undersea earthquake struck off the coast of Japan. Soon after, ...

- 2 Write down three questions you would like to ask about this disaster then read the text. Can you answer your questions?

The Day the Earth moved

On 11th March, 2011, at 14:46 local time, an undersea earthquake struck off the northeastern coast of Japan. The force of the earthquake, the most powerful in Japan's history, triggered a devastating tsunami. 1 The world faced a partial nuclear meltdown and the planet moved on its axis, shortening the length of every day by 1.8 milliseconds. It was a terrible national tragedy that the country will need a great deal of time to recover from.

In the days before the main earthquake, Japan had experienced quite a few foreshocks, some of which exceeded magnitude 7, but nothing could prepare the nation for the main shock, a magnitude 9 quake. It was strong enough to be felt hundreds of kilometres away in Tokyo where buildings shook violently and many office workers ran out onto the streets terrified. 2 Much worse was yet to come as the authorities issued a tsunami warning.

Frantic residents headed for high ground, rooftops or upper floors of buildings. Soon after, a wall of water, 10 m high in some places rolled across the Pacific Ocean and crashed into the coast. 3 One giant wave even crashed through an airport in Sendai, leaving 1,300 people stranded on the upper floors. The waters reached up to 10 km inland before heading back out to sea, now loaded with debris and leaving a swamp-like landscape of landslides and mud. TV viewers couldn't believe their eyes as these scenes were broadcast around the world.

By this time, many areas were without electricity as pylons had crumbled which caused a major disaster at Japan's nuclear power stations. 4 The government immediately ordered an evacuation of hundreds of thousands of residents. Explosion rocked the plant as courageous technicians struggled to control the damage and prevent a nuclear meltdown.

Over the next few days, a large number of aftershocks continued to shake Japan, causing plenty of problems for rescue teams as they raced to find survivors. Several countries sent relief workers and the world held its breath while it waited to see how the tragedy would end. 5 Over 15,000 people died that day and thousands more were missing. Several amazing tales of survival came to the attention of the world's press, though. A 4-month-old baby girl was pulled alive from the rubble four days after the earthquake. A man was found clinging to his rooftop as it was floating 14 km out at sea 2 days after the tsunami. And there was the Japanese student in California, desperate for news of her family, who found them on a YouTube news clip. It showed her sister holding up a sign and sending a desperately-needed message of hope across the world: "We all survived."

Check these words

strike, devastating, nuclear meltdown, axis, foreshock, exceed, shake, epicentre, authorities, warning, head for, roll across, crash into, loaded (with), debris, landslide, mud, pylon, evacuation, explosion, courageous, technician, struggle, aftershock, relief worker, desperate, collapse, rip apart, blaze, force, sweep away, inland, slam into

3 Read
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(1-5).
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C Many
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2 not many
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3 little
little
4 not muc
a little

- 3 Read the text again. Five sentences are missing. Match each sentence (A-F) to a gap (1-5). There is one extra sentence.

- A Closer to the epicentre, buildings collapsed, roads and railways were ripped apart and fires blazed.
 B The evacuation zone around the nuclear power plant was soon increased to 20 km.
 C Many thousands of people lost their lives and roads, buildings and entire villages were swept away.
 D Sadly, there were hardly any survivors.
 E Without power, the cooling system at the Fukushima No. 1 Plant failed.
 F It washed away houses and cars and hurled ships far inland, carrying them along and slamming them into whatever lay in their path.

- 4 Match the highlighted words with their meanings: *holding on tightly, panicked & frightened, broken into small pieces, started, incomplete, unable to leave, pieces of bricks, stones & other materials, very wet, violently threw.*

Grammar Quantifiers

see pp.
GR 4-5

- 5 a) Write C (countable), U (uncountable) next to each word.
- not any C/U, few, many, a few, most
 - not many, some, a lot of, too many
 - little, too much, very little
 - not much, lots of, a little

- b) Choose the correct words. Explain your answers, then make sentences using the other words.

- Were there **any/some** aftershocks after the earthquake?
- Rescue workers found very **few/little** survivors in the rubble.
- A lot of/Much** people lost their loved ones in the earthquake.
- There was only **a little/a few** water left.
- Most/Too much** people in the town didn't have **some/any** electricity after the earthquake.
- There wasn't **much/many** hope of finding **any/some** survivors in the burning building.

- 6 Read the sentences. Which phrase is not possible in each sentence? Which can be followed by: a countable, uncountable noun? Find more examples in the text in Ex. 2.

- There was a **large amount of/a great deal of/a number of/plenty of** rain in the days after the earthquake.
- He heard **quite a lot of/quite a few/a little/plenty of** amazing survival stories after the disaster.
- There were **no/hardly any/any/a small number of** survivors.
- Much/A large number of/Several/A couple of** nuclear power plants were damaged during the earthquake.
- All/Several/Every/Each** of them had lost their homes.

- 7 Fill in: *the whole of, both, neither, either, none*. Check in the Grammar Reference section.

- Anna nor Steve were in Japan when the earthquake struck.
- Sadly, the tsunami and the earthquake caused terrible damage.
- the world was shocked.
- we leave now or wait until they come.
- Lots of people were in the building when the fire broke out, but fortunately of them got hurt.

- 8 Make sentences based on the text using: *the whole of, a large amount of, hardly any, most people, little hope, a few.*

Speaking & Writing

- 9 **THINK!** Listen and read the text. Imagine you were in Japan on the day of the earthquake and tsunami in March 2011. Where were you? What did you see and hear? How did you feel? In a few minutes, write a few sentences. You can use the headlines in Ex 1a. Tell your partner or the class.

- 10 Draw a picture or find pictures to raise awareness of the victims of the disaster in Japan. Present it/them to the class.

1g Skills



- 1 rail accident
- 2 landslide
- 3 flood
- 4 factory explosion
- 5 road accident
- 6 plane crash
- 7 severe/freak storm
- 8 environmental disaster
- 9 tsunami
- 10 earthquake
- 11 war
- 12 avalanche



Vocabulary Disasters

A TRAIN COLLISION INJURES 50

B Violent Tremors Hit Capital City

C Oil Spill Blackens Coast

D 20 SURVIVORS RESCUED FROM AIRCRAFT

E Dangerous Blast At Chemical Plant

F CITY CENTRE BUILDINGS DAMAGED BY HURRICANE

G Rising River Waters Close Roads

H Side Of Mountain Collapses Onto Homes

- 1 a) Listen and say the types of disasters. Which are: *natural? influenced by man? Which can you see in the pictures?*
- b) Which accident/disaster (1-12) best matches each of the headlines (A-H). Which words helped you decide?
- 2 a) Listen to some people describing the disasters in the pictures 1-4. Match the descriptions A-D to the disasters 1-4.
- b) Choose a picture and describe it to your partner in as much detail as possible.

Speaking

Giving bad news & reacting

- 3 Use the headlines in Ex. 1b and the language in the box to make exchanges, as in the example.

Giving bad news	Reacting
• Did you hear? There's been ...	• It's awful, isn't it?
• Did you see/hear about the ... on the news?	• Oh no! That's awful/terrible!
• Have you heard?	• Really? How horrible!
• Guess what happened!	• I don't believe it!
• You'll never guess what's happened!	• That's so sad/depressing, etc.
• Look at this!	

A: Did you hear? There's been a major train crash and 50 people have been injured.

B: It's awful, isn't it?

Listening

- 4 You'll hear a radio news report. For questions 1-5, listen and tick (✓) T (true) or F (false).

- 1 The train crash happened at lunchtime.
- 2 No one died in the accident.
- 3 The reason for the lights' failure isn't known yet.
- 4 The flood is due to a burst water pipe.
- 5 The town suffered a worse flood last year.

T	F

- 5 Choose a disaster which was in the news last month. Prepare a short news report for the local TV station. Talk about: place, date, event, what happened.

- 1 What do you know about tsunamis? What else would you like to know? Write down three questions you would like to ask.

Listen and read to see if you can answer your questions.

- 2 Read again and match the subheadings (A-G) to the paragraphs (1-6). There is one extra heading.

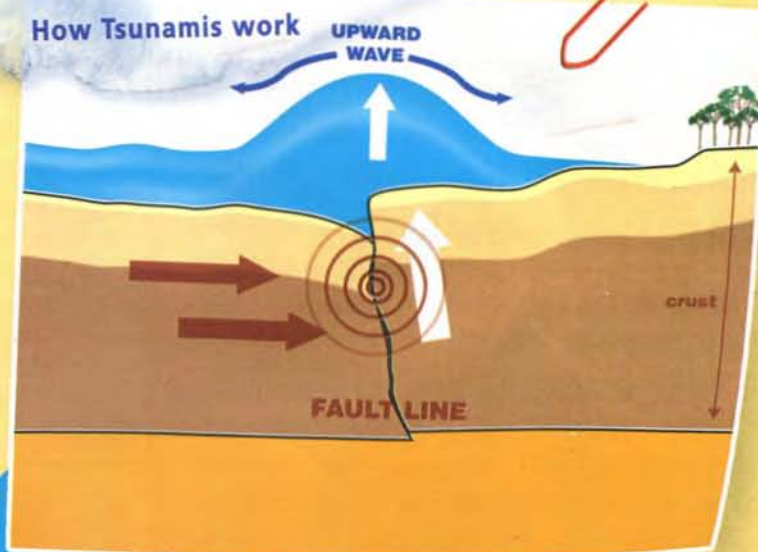
- A A frequent phenomenon
- B Happening one after the other
- C High tide
- D Deadly power
- E A sudden movement
- F Less by degree
- G Below the surface

- 3 Complete the sentences with words/phrases from the **Check these words** box.

- 1 A tsunami can be caused by a(n) underwater.
- 2 When the Earth's move suddenly, an earthquake happens.
- 3 A tsunami is similar to throwing a(n) into a lake, but on a much larger
- 4 When the water reaches the and comes it destroys everything in its
- 5 A tsunami can buildings and destroy ecosystems.
- 4 Tell your partner or write four things you have learnt about tsunamis.

- 5 **ICT** Collect more information about tsunamis. Use the key word: **tsunami** Present your information to the class.

How Tsunamis work



Tsunami: A wave of disaster

1 A tsunami is a large wave that travels at great speed towards land. They are usually caused by an undersea earthquake, but they can also happen after a large undersea landslide and an underwater volcanic eruption.

2 When an undersea earthquake happens, the Earth's tectonic plates move suddenly downwards or upwards. This usually happens on a fault line and one plate slides below the neighbouring plate causing a large amount of water to be forced upwards.

3 This water forms a wave. Just like when you throw a pebble into a lake, the water ripples outwards. It is the same with a tsunami, but the water doesn't stop moving until it reaches land.

4 As the wave moves towards the land, it increases in speed and strength. Not all tsunamis are giant waves when they hit the shore, though. Many of them come inland as a strong and fast tide. However, the impact of the water often destroys everything in its path.

5 After the initial tsunami hits land, there are often other waves following it, that can be just as big, which slowly get smaller over time. The same as the ripples from the pebble mentioned before, but on a much larger scale.

6 Water is a very powerful force and can cause tremendous damage. As well as the loss of life that a tsunami can cause, it can flatten buildings and trees and destroy whole ecosystems.

Check these words

speed, undersea landslide, volcanic eruption, tectonic plates, fault line, slide, force, pebble, ripple, outwards, shore, come inland, fast tide, impact, in its path, initial, on a larger scale, tremendous damage, loss of life, flatten, ecosystem

1 Writing

A story

Writing Tip

Writing stories

Stories can be about real or imaginary situations. They can be in first person (*I, we*) or third person (*he, she, they*). Before we start writing a story, we first decide on the type of story, the main characters and the plot.

In the **first paragraph**, we set the scene (when/where it happened, main characters, weather, what happened first).

In the **main body paragraphs**, we describe the events in the order they happened leading to the climax event (the main event), and the main event. In the **final paragraph**, we write what happened in the end and how the character(s) felt.

We normally use **past tenses** and **time linkers** (*as, when, after, later, while, suddenly, finally*, etc.) to help the reader follow our story. We can also use a **variety of adjectives and adverbs** and **direct speech** to make our story more interesting to the reader.

Study skills

Understanding rubrics

To plan your piece of writing you need to understand the rubric as it contains information on the imaginary situation, the imaginary reader which will help you decide what style you will write in, the type of writing and any specific details.

- 1 Read the rubric and look at the key words in bold. Answer the questions.

A travel magazine has asked its readers to send short stories describing a **nasty holiday experience** you had. The best story wins a three-day visit to London. Write your story for the competition (120-180 words).

- 1 What are you going to write?
- 2 Who is going to read it?
- 3 What should your piece of writing be about?
- 4 How many words should you write in?
- 5 Will your narrative be in the first person or the third person.

- 2 Read the story and answer the questions.

- 1 How does the writer set the scene?
- 2 What is the climax event?
- 3 What happened in the end?
- 4 How did the characters feel?

The RUNAWAY Train

By John Brown

During my summer holiday, my friend James and I were travelling across the USA. One day, we decided to take a journey on a steam train which became a thrilling adventure. Little did we know that we were in for a terrifying experience.

We had been enjoying the smooth ride when something went terribly wrong. We had just come out of a tunnel and we were slowly making our way down a hill when suddenly there was a loud screeching noise. Then, instead of slowing down we began to speed up.

People started screaming frantically. As we all held onto our seats, the train started rocking dangerously from side to side. A man got out of his seat and ran quickly to the front of the train. A few minutes later, the train began to slow down. Soon after that, we pulled into the next station and we all got up anxiously to see what had happened. It seems the driver had hit his head and fallen unconscious.

Luckily, the passenger had got there in time to slow down the train and save the day. We were relieved to hear that no one had been hurt and that the driver was well.

- 3 Put the events in the order they happened. Compare with your partner.

- | | |
|----------------------------|--------------------------------------|
| <input type="checkbox"/> A | We heard a screeching noise. |
| <input type="checkbox"/> B | We pulled into the next station. |
| <input type="checkbox"/> C | James and I went on a train journey. |
| <input type="checkbox"/> D | A man ran to the front of the train. |
| <input type="checkbox"/> E | The driver hit his head. |
| <input type="checkbox"/> F | The train began to speed up. |
| <input type="checkbox"/> G | The train started to slow down. |
| <input type="checkbox"/> H | The driver was well. |

- 4 Which adjectives has the writer used to describe the following?

- | | |
|--------------|---------------|
| 1 ride | 2 ride |
| adventure | 3 noise |

- 5 Write the adverbs the writer has used to describe the following:

- 1 making our way
- 2 screaming
- 3 train rocking
- 4 got out of his seat
- 5 we got up

- 6 Fill in the sentences with a suitable adjective or adverb from the list.

- deafening • dark • rapidly
- carefully • terrified • violently
- massive • heavy

- 1 The thunder was and the windows were shaking

- 2 I felt absolutely when I saw the wave rushing towards us.

- 3 clouds filled the sky as the rain poured down.

- 4 Simon drove across the bridge.

- 7 Fill in: *suddenly, before, and then, eventually, as soon as, while, and.*

- 1) we reached London, we looked for somewhere to spend the night. 2) we came across a small nice "Bed & Breakfast" hotel. 3) we were waiting at the reception, a young man entered. He looked at us coldly then disappeared in the lift without saying a word. 4) we heard a scream. Minutes later the young man came down the stairs. He looked very scared 5) his hands were shaking. 6) we said a word he grabbed my hand and said, "I saw him. He is in my room waiting for me. Please, help me." 7) he fainted.

Study skills

Setting the scene

When we write a story we start by setting the scene. To do so, we imagine we are looking at a picture and try to describe the place (*where*), the time (*when*), the weather, the people involved (*who*), and what happens. We can use our **senses** to make the descriptions more vivid. We can describe what we **see** (eg. *a cute dog*), **hear** (*barking*), **feel** (*soft grass*) or **smell** (eg. *the scent of orange trees*).

- 8 Look at the picture and use the prompts to set the scene. Start with the sentence given.



Steve & his friends

sailing boat

last Saturday afternoon

wind began blowing hard

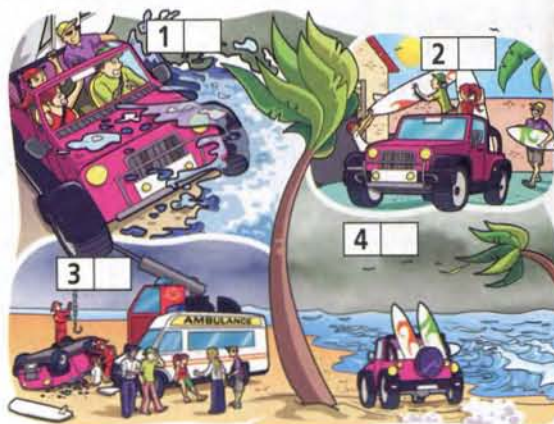
sky went dark

frightened

Steve could never expect his weekend trip would end like this.

- 9 Put the pictures in the correct order (1-4) to make the outline of a story.

Listen and check.



- 10 A magazine has asked its readers to send in stories (120-180 words) about a nasty experience. Use the pictures in Ex. 9 to write the story. Follow the plan.

Plan

- Para 1:** set the scene: characters, when/where, weather (*One hot day, Matt & ... , After they ...*)
- Paras 2/3:** events in order they happened & climax event (*By the time they got ... , Dark clouds ... , All of a sudden, ...*)
- Para 4:** what happened in the end, feelings (*Before long ... Everyone sighed with relief.*)

Reading

- 1 a) Read the rubric, then read the text through once.
What is it about?

You are going to read a text about a strange news story. For gaps 1-7, choose the sentence A-H which best fits each gap. There is one extra sentence.

- b) Now do the task. Compare your answers with your partner, justifying your choices.

LADIES AND GENTLEMEN, WE INTERRUPT OUR PROGRAMME ...

It was the night before

Halloween, 1938, and families around the

USA changed stations on their radios to find themselves listening to a radio programme featuring Ramon Raquello and his Orchestra.

1 "A huge flaming object" had fallen out of the sky in Grover's Mill, New Jersey. The programme returned to the music, but then broke off almost immediately for another bulletin. Something was climbing out of the smoke-filled crater, something from another planet. 2

Listeners panicked. Some ran onto the streets using wet towels as gas masks and some raced to be with their families in their last moments. 3 Also, phonelines were jammed as desperate citizens tried to find out exactly what was happening.

What these people didn't realise was that they were listening to Orson Welles' radio play of the science-fiction classic, *The War of the Worlds*. Welles' impressive production staged the events of the invasion as if they were really happening. 4 It was so realistic that thousands of listeners were convinced that a real alien invasion was taking place even though an announcer had in fact stated at the beginning and about 45 and 50 minutes into it that the show was fiction. Even towards the end of the show Orson Welles took a break from playing his character to remind listeners that the show was a Halloween trick 'like dressing up in a sheet and jumping out of a bush and saying 'boo!'. 5

In those days, most people got their news from newspapers and radio. The trouble is a lot of people only heard a portion of the show due to the atmosphere of anxiety that existed just before World War II, they considered an invasion of this type possible and took the show for a real live new broadcast. 6 However, some experts suggested that the media exaggerated and a later study would show that out of the 6 million people who heard the broadcast 1.7 million believed it to be true but very few people took any action other than calling the emergency services.

So, how did it all end? 7 The following day, Welles' name was all over the newspapers and there were calls for the government to pass laws to stop similar things ever happening again. Orson Welles will never be forgotten as the man who convinced America that the Martians had landed!

- A Others loaded guns and hid in cellars, preparing to defend themselves against whatever had landed!
B Reporters presented eye-witness accounts, the authorities advised citizens and scientists gave informed opinions.
C When people found out that the invasion was just a radio play, they were furious.
D Suddenly, a voice interrupted it with some breaking news.
E Welles was arrested by the police.
F It was an alien invasion!
G It was reported that some people claimed that they actually saw explosions in the sky and smelt poison gas.
H So how were so many people fooled so easily?

Speaking

- 2 a) Answer the question.

What do you like/dislike watching on TV. Why?

- b) Listen and read.
Underline the words/phrases the person uses to express his likes/dislikes. What reasons does he give?

I enjoy watching a variety of TV programmes, but I just love police dramas like *CSI*. I find them really exciting and interesting. I'm not really a fan of soap operas, though, and I can't stand watching reality shows. I think both of these are silly and a waste of time.

- 3 Ask and answer the questions, using phrases from the language box below. Try to sound natural.

- What kinds of films do you like/dislike watching? Why?
- Do you like reading? Why/Why not? If so, what do you read?
- What do you enjoy doing in your spare time?
- Do you like using the Internet? If so, what for?

Likes	Dislikes
<ul style="list-style-type: none"> I really/quite like/enjoy ... I'm fond of ... I (absolutely) love ... I'm (really) keen on ... I think that ... is/are really fascinating, etc 	<ul style="list-style-type: none"> I (just) hate ... I (really) don't like ... I'm not keen on ... I'm not really a fan of ... I find ... boring/exciting, etc

Listening

- 4 a) Read the rubric and the headings A-F. Think of words you expect to hear in each report.

e.g. narrow escape – lucky, no one hurt ...

You will hear 5 different news reports from a radio programme. Match the speakers (1-5) to the news headlines (A-F). There is one extra news headline.

- A NARROW ESCAPE
- B DISASTER AT SEA
- C HOPE AFTER THE DISASTER
- D DISRUPTION TO DAILY LIVES
- E TAKEN BY SURPRISE
- F PAYING FOR A WRONG DECISION

Speaker 1	
Speaker 2	
Speaker 3	
Speaker 4	
Speaker 5	

- b) Do the task. Which words helped you decide?

Reading

Study skills

Multiple choice cloze

Read the text once to understand the general idea, then read it again sentence by sentence. Pay attention to the words before and after each gap. Look at the choices and choose the best one. Read the completed text to check if it makes sense.

- 5 Read the rubric. Then read the title of the text and look at the picture. What could the text be about? Read through quickly and check to get the general idea.

You are going to read a text about a photojournalist.

For questions 1-12 choose the best answer A, B, C or D.

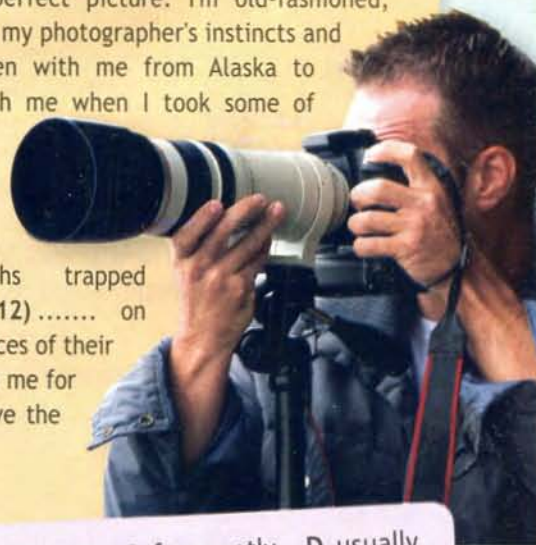
- 6 Do the task. Compare your answers with your partner. Which words before and after each gap helped you?

Life through the Lens

I've been a photojournalist for the last twenty years and I'm 0) *frequently* asked about the difference between what I do and what an 1) photographer does. Well, most photographers – paparazzi, wildlife photographers, sports photographers, to 2) but a few – use their images to illustrate an article; my photos don't have words. I take a 3) of pictures that, I believe, get to the 4) of the story. It could be a 5) like Somalia or a disaster like Hurricane Katrina and it often means spending weeks away from home.

One of the things I love about my job is the 6) Depending on the story, I might be dodging bullets in a war 7), staying in a village in India or walking the streets of Manchester with the homeless. I go where the story is. Is it dangerous? Sometimes, but it's 8) it. I met a woman three weeks ago who told me that my coverage of war victims in Somalia had inspired her to become a doctor. She works for *Médecins Sans Frontières* and travels the world helping the injured. That's what good photojournalism can 9)

The job is changing, though, with digital photography. Photographers used to wait days or weeks for the 10) moment to get the shot, but with a HD video camera, you can film continuously and then just freeze-frame to get the perfect picture. I'm old-fashioned, though, I still rely on my photographer's instincts and a camera that's been with me from Alaska to Zanzibar. It was with me when I took some of my most moving pictures – the ones of the 33 Chilean miners 11) after two months trapped underground. The 12) on their faces and the faces of their families will stay with me for a lifetime – and I have the pictures to prove it!



- | | | | |
|----------------|--------------|--------------|-------------|
| 0 A regularly | B habitually | C frequently | D usually |
| 1 A ordinary | B routine | C familiar | D standard |
| 2 A call | B name | C say | D list |
| 3 A queue | B row | C suite | D series |
| 4 A centre | B heart | C inside | D middle |
| 5 A conflict | B battle | C fight | D struggle |
| 6 A difference | B diversity | C range | D variety |
| 7 A area | B place | C space | D zone |
| 8 A cost | B merit | C value | D worth |
| 9 A achieve | B gain | C get | D win |
| 10 A good | B correct | C true | D right |
| 11 A released | B rescued | C recovered | D revived |
| 12 A emotion | B feeling | C sense | D sensation |

Word formation

- 7 Read the text and complete the gaps with the words derived from the words in bold. Compare your answers with your partners.

(0) **Professional** sky diver, extreme sports lover, and camera man James Boole is perhaps one of the luckiest in the world. James was in Russia making a TV (1) about sky divers when he (2) came close to death. The 31-year-old was trying to get shots of the divers jumping from a helicopter over an (3) volcano. James had to follow the divers out of the helicopter in order to get close-up footage of the jump, a task which required all his (4) During the jump he failed to open his parachute on time due to a (5) error with his fellow diver and hit the ground at a(n) (6) speed of 100 kmph. James suffered a (7) back and rib as well as chipped teeth but (8) he survived the fall. The rescue team found him in a one-metre deep crater and took him to hospital before being flown to England where he made a full (9) Twelve months later he was back in the skies making an (10) comeback.

PROFESSION

DOCUMENT
EXPECT

ACT

CONCENTRATE

COMMUNICATE

BELIEVE
BREAK

AMAZE

RECOVER

CREDIBLE

Key word transformations

- 8 Use the words in bold to complete the sentences. Use two to five words.
- I had never flown through a thunderstorm before. **(TIME)**
It was flown through a thunderstorm.
 - A lot has changed in earthquake prediction over the years. **(MANY)**
There in earthquake prediction over the years.
 - Rescue teams were unable to find any survivors. **(SUCCEED)**
Rescue teams any survivors.
 - They didn't take any notice of the avalanche warnings. **(ATTENTION)**
They the avalanche warnings.
 - A lot of newspapers want to print Martin's photographs. **(HIGH)**
Martin's photographs with a lot of newspapers.
 - They were surprised when they found John alive. **(EXPECT)**
They John alive.
 - Dangerous driving led to the accident. **(RESULT)**
The accident happened dangerous driving.
 - They will find the mountaineer easily. **(PROBLEM)**
They will have the mountaineer.

Writing

- 9 a) Read the rubric and underline the key words. Brainstorm for ideas under the headings: *characters, weather, where/when, events in order they happened, climax event, feelings at end*. Write your story.

Your college's English magazine is asking for readers to submit stories with the title 'An Amazing Rescue'. The best story will appear in the next edition of the magazine. Write your story (120-180 words).

- b) Go through the Checklist and make any necessary improvements to your story.

Checklist ✓

- Have you divided your story into paragraphs with a clear beginning, main body and ending?
- Does your beginning set the scene? (characters, where/when story happened, weather etc.)
- Have you used a variety of past tenses?
- Have you presented the events in the order they happened in the main body?
- Have you used linking words to show the sequence of events?
- Have you used a variety of interesting adjectives and adverbs?
- Is your spelling, punctuation and grammar correct?

Language in Use

1

Phrasal verbs/Prepositions

1 Choose the correct particle(s).

back away: move backwards from sth/sb
back down: give in, accept defeat
back up: make a copy of a file/programme etc.
back sb up: give support to sb
back out: decide not to do sth
call sb back: return sb's phone call
call off: cancel
carry on: continue
carry out: do sth as planned (a plan/order/threat etc.),
perform or conduct (repairs, research, tests, etc.)

- The guard asked the passengers to back **away/down** from the edge of the train platform.
- The school carried **on/out** a fire safety drill.
- Despite his accident, Aron carried **on/out** climbing.
- Back **up/out** your computer files regularly.
- The match was called **off/back** due to heavy rain.
- She backed **down/out** from the race in the end.

2 Choose the correct preposition.

- Tsunamis travel **at/on** a great speed.
- Aron Ralston lives his life **from/to** the fullest.
- Martin's photos are always **at/in** high demand.
- The tsunami destroyed everything **on/in** its path.
- The man was begging **in/for** help.

Words often confused

3 Choose the correct word.

- He tried hard to **stay/keep** alive.
- The ground started to **shake/jump**.
- The clouds **blocked/closed** the view.
- The water **raised/rose** fast.
- The tsunami **reached/arrived** land fast.

Word formation

4 Fill in the sentences with the correct word in the list.

Compound adjectives

We form compound adjectives with two words, usually joined by a hyphen. We often use **adjective/noun/number + noun + -ed** (*red-haired, two-faced*), **adjective/adverb/noun + past participle** (*short-tempered, well known*), **adjective/adverb/noun + present participle** (*long-lasting, time-consuming*).

• well • thought • man • thirty • never

- The lightning storm in Catatumbo is almost ending.
- The children were very behaved for the babysitter.
- I saw a provoking documentary about earthquakes last night.
- Lava fountains can reach as high as a storey building.
- Lives are lost every year through natural and made disasters.

Collocations

5 Fill in: arm, flow, dormant, volcanic, take, struck, environmental, tectonic, emergency, freelance.

- | | |
|----------------------|---------------------|
| 1 plates | 6 services |
| 2 lava | 7 |
| 3 photographer | 8 volcano |
| 4 eruption | 9 precautions |
| 5 prosthetic | 10 disaster |



Read through Module 1 and mark the sentences **T** (true) or **F** (false). Now write a quiz of your own. Give it to your partner. Check their answers.

- | | |
|--|---|
| 1 A lava fountain can shoot up to three feet. | 5 Fire tornadoes are rare. |
| 2 Aron Ralston was trapped for a week. | 6 Lake Portchartrain is in the north of New Orleans. |
| 3 Blue John Canyon is in Utah. | 7 Floods cause tsunamis. |
| 4 Hurricane Katrina hit New Orleans in 2005. | 8 In Honduras, it rains fish every summer. |

1 Revision

1 Fill in: *predictable, demand, collapsed, grabbed, fainted, administer, remote, stable, survivors.*

- 33 men were trapped underground when a mine in Chile.
- Annie with exhaustion after walking all day in the hot sun.
- I slipped and John's arm to stop myself from falling.
- The Blue John Canyon is very; no one lives nearby and it's difficult to get to.
- There were five of the plane crash; it's amazing!
- You always know what's going to happen in that soap opera; it's so
- His photographs are in great all over the world.
- The ground beneath us isn't; it's moving all the time.
- It was very difficult for him to first aid to himself.

9x2=18 marks

2 Put the verbs in brackets into the correct present or past tense forms.

- Amy (sleep) when the earthquake happened.
- They (travel) to Iceland next week.
- Billy (go) climbing every weekend.
- Hundreds of people (lose) their lives as a result of the earthquake so far.
- Sam (read) at the moment.
- They (look) at the fire as it was quickly spreading.
- Brian was angry because he (wait) for Hannah for an hour.
- By the time we arrived at the beach, it (start) to pour with rain.

8x2=16 marks

3 Choose the correct item.

- The **all/whole** world joined in to help the victims.
- Both/Neither** Sandy nor Sam went to Japan.
- They had **hardly any/several** money with them.
- A large number of/A great deal of** residents left their houses.
- There was very **few/little** to be done.
- There is **quite a number/plenty** more to come.

6x1=6 marks

4 Choose the correct item.

- The meeting was called **back/off** due to the accident.
- The tsunami travelled **with/at** a great speed.
- No one backed him **down/up** and he was very disappointed.
- He begged **for/in** money to support his family.
- His photos are **on/in** great demand.

5x2=10 marks

5 Match the exchanges.

- | | | |
|----------------------------|---|---|
| 1 <input type="checkbox"/> | Can't we watch CSI? | A It's nearly finished. |
| 2 <input type="checkbox"/> | Do we have to watch this? | B I don't like the sound of that. |
| 3 <input type="checkbox"/> | There's a documentary about whales on channel 2 at 5. | C Sure, here you are. |
| 4 <input type="checkbox"/> | Did you hear about the landslide? | D Yes, isn't it awful? |
| 5 <input type="checkbox"/> | Can you pass me the TV guide? | E OK, but then we're switching over to channel 3. |

5x4=20 marks

6 Complete the sentences with the correct word derived from the words in bold.

- A storm formed above the islands. (**TROPIC**)
- The earthquake was very (**POWER**)
- The city is making a slow (**RECOVER**)
- Aron helps athletes. (**ABLED**)
- He spent three days in temperatures before they found him. (**FREEZE**)

5x2=10 marks

7 Write a story called 'A lucky escape' (120-180 words).

20 marks

Total: 100 marks

Check your progress

- talk and write about disasters _____
- talk and write about accidents and injuries _____
- decide what to watch on TV _____
- give bad news & react _____
- write a story _____
- talk about tsunamis _____

GOOD ✓ VERY GOOD ✓✓ EXCELLENT ✓✓✓

Vocabulary: shops & services, materials and substances, supermarket shopping, furniture & appliances, faulty products

Grammar: future tenses (*will, be going to*, present continuous, future continuous), comparisons, *-ing/(to)-infinitive*, future perfect – future perfect continuous

Everyday English: buying clothes

Intonation: exclamations

Phrasal verbs: *do, drop, get*

Word formation: verbs from nouns/adjectives

Writing: an email of complaint

Culture Corner: Famous products from the USA

Curricular (Citizenship): Responsible shopping

Module 2

Consumer society

Vocabulary

Shops & services

- 1 Listen and say. In which of the shops would you hear sentences 1-12?

- shoe shop • clothes shop • supermarket
- chemist's • bookshop • optician's
- jeweller's • post office
- butcher's • baker's • florist's
- hair salon

- 1 "Have you got this in a smaller size?"
- 2 "Four chicken breasts, please."
- 3 "Excuse me, where are the biographies?"
- 4 "I'd like to get my eyes tested, please."
- 5 "Two bunches of daffodils, please."
- 6 "I take a size 6."
- 7 "Can I try these earrings on, please?"
- 8 "I'd like a cut and blow-dry, please."
- 9 "I've come to pick up my prescription."
- 10 "Can I send this first class, please?"
- 11 "Could you tell me which aisle the frozen foods are in?"
- 12 "Are these rolls freshly baked?"

- 2 Listen to the dialogues. In which shop does each take place?

A C

B

- 3 Choose a picture and say or write a short dialogue or a paragraph about it. Tell the class.



OVER TO YOU!

What kinds of shops do you have close to your home? Compare them with the shops in the city centre. Which do you visit most often and what do you buy?



2a Products of the future

Vocabulary

Materials & substances

- 1 Listen and say. Make sentences, as in the example.



1 fabric (cotton, silk, wool, nylon, etc)



2 metal (aluminium, steel, etc)



3 glass



4 wood (oak, pine, etc)



5 plastic

The bag is made of silk.

Reading & Listening

- 2 Read the title, the introduction, and look at the pictures. What do you expect the text to be about?
Listen and read to find out.

- 3 Read the text and for questions 1-10, choose from the texts (A-C).

Which text mentions:

a machine which needs no putting together?

1 ☐

a form of recycling?

2 ☐

a potential first-aid use?

3 ☐

tips on healthy eating?

4 ☐

an invention with limitless potential?

5 ☐

a type of exhibition?

6 ☐

a very inexpensive invention?

7 ☐

a possible fashion item?

8 ☐

robust material?

9 ☐

something that can check your physical health?

10 ☐

Tomorrow's World

Think about a normal day. What do you usually wear? What technology do you use? What's your house like? Now let's see what everyday life will be like in the future.



What will we be wearing in the future? While some scientists are developing textiles that allow the wearer to generate electricity as they walk and others are working on clothes that monitor your fitness, Dr Manel Torres and Prof Paul Luckham have invented a

spray-on fabric. The spray contains minute cotton, wool, linen or acrylic fibres that dry instantly on your skin and turn into garments like T-shirts or tops. You can wear it, wash it and then wear it again – just like the rest of the clothes in your wardrobe. Then, when you get bored, you can dissolve it and use the material again to make something new. *Fabrican* took ten years to develop and when it goes on sale, it'll probably cost around £10 a can – cheap enough for trendsetters to wear something new every day. Dr Torres hopes that in the future there will be spray booths in stores where you can drop in to design something new. They are also looking into its use for spray-on bandages and furniture coverings.

- B Wouldn't it be great if you could just think of something you want and print it out on a computer? Well, believe it or not, you can. For the first time ever, scientists have found a way to print out fully-working machines using a 3D printer.

The first item is a fully-functional bicycle made of nylon called the Airbike. It's as strong as steel but much lighter. It comes out as a complete bike with no assembly required. The possibilities for this new technology are endless. Medical researchers hope that with a special cartridge of human cells and bio-friendly gel, it can be used to print out skin grafts for burn victims. They have already managed to demonstrate the potential medical uses by printing out a copy of a human ear in 30 minutes.





C

As you arrive home with the shopping, Grace tells you who phoned while you were out. You put your groceries down on the kitchen counter and she gives you recipe ideas, tells you how to cook them, and gives you dietary advice. As you move into the living room she organises your evening entertainment. A window made of smart glass becomes a TV, wallpaper changes on demand and every surface doubles as a touch screen with instant Internet access. But Grace isn't a member of the family, at least not yet. She's a network of voice-activated computers that runs the e-home – the house of the future. Grace is the star of a show home by Microsoft that demonstrates much of this technology and all of it is going to be on the market within the next few years. So, before long we will be talking to the walls!

Check these words

develop textiles, generate electricity, monitor fitness, spray-on fabric, minute fibres, dry instantly, turn into, garment, dissolve, go on sale, trendsetter, booth, drop in, look into, bandage, furniture covering, fully-working machine, fully-functional, lighter, no assembly required, endless possibilities, cartridge, skin graft, burn victim, dietary advice, on demand, instant, voice-activated

Fill in: *turn into, access, instantly, endless, dissolve, assembly.*

- 1 Spray-on clothes contain minute fibres which dry
- 2 The Airbike is ready to ride as it doesn't require any
- 3 Dr Torres has developed a fabric that can any garment.
- 4 The possibilities of using the new spray are
- 5 A touchscreen gives you instant to the Internet.
- 6 Some supermarkets are using plastic bags which in water, leaving no trace.

see pp.
GR 5-6

Grammar

Future tenses (*will, be going to, present continuous, future continuous*)

- 5** Match the examples to the descriptions. Find more examples in the text in Ex. 2.

- | | | |
|---|--------------------------|--|
| 1 | <input type="checkbox"/> | It's hot in here. I'll open the window. |
| 2 | <input type="checkbox"/> | She's going to buy a printer soon. |
| 3 | <input type="checkbox"/> | Don't worry. I won't be late. |
| 4 | <input type="checkbox"/> | Sarah's taking her driving test next week. |
| 5 | <input type="checkbox"/> | Our homes will be very different in the future. |
| 6 | <input type="checkbox"/> | I won't be studying tomorrow afternoon. |
| 7 | <input type="checkbox"/> | He's got the car keys. He's going to drive into the city. |

- A a promise
B a fixed arrangement
C a prediction based on what we see/imagine
D a plan or intention
E an on-the-spot decision
F an action in progress at a certain time in the future
G a prediction based on what we see

- 6** Choose the correct verb form. Identify the reason for the use of each tense.

- 1 That's the phone. I **will answer/am answering** it.
- 2 I think he **is going to be/will be** happier there.
- 3 Now that I've got some money I **will be buying/am going to buy** a new PC.
- 4 **Will you work/Are you working** tomorrow afternoon?
- 5 This time next week we **are travelling/will be travelling** to Chile.
- 6 Sorry! I **won't/am not going** lie again.
- 7 He's wearing his T-shirt, shorts and trainers. He **will be playing/is going to play** football.

- 7** Say two things you: *will be doing this time next week, are doing tomorrow evening, will do in the summer, are going to do this weekend.*

Speaking & Writing

- 8** **THINK!** How do you think each invention in the text will improve our lives? In three minutes, write a few sentences. Tell the class or your partner.

2b Buy, buy, buy!

You only wanted some milk and a loaf of bread, so why is your basket overflowing by the time you get to the checkout? Well, the answer lies in the tricks supermarkets use to make you spend more. Let's grab a trolley and find out some of the secrets behind those sliding doors!

1

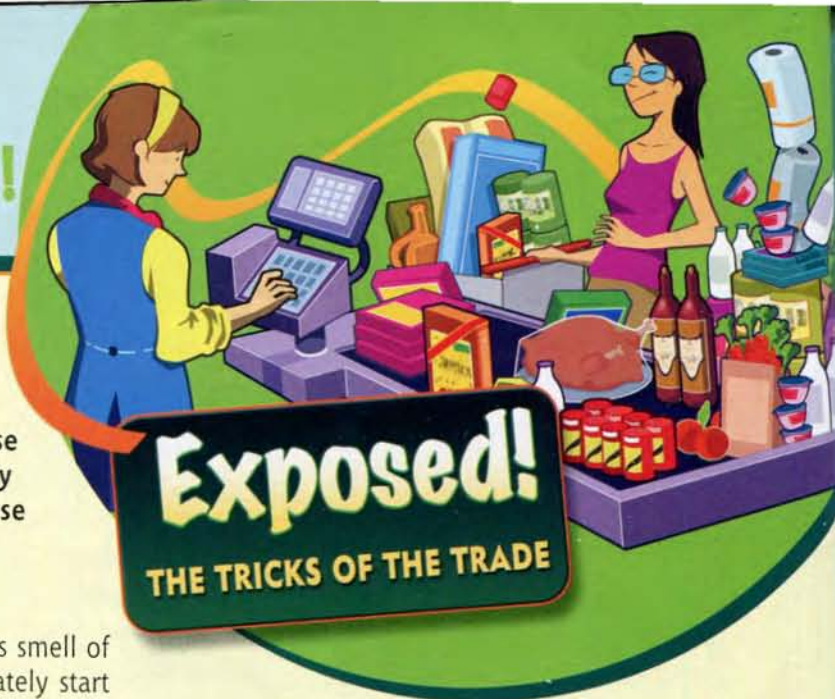
As you walk into the supermarket, the delicious smell of freshly-baked bread hits you and you immediately start feeling hungry. Then, right by the entrance, you see beautiful **displays** of fresh and colourful produce, making you feel even hungrier. This is all **intentional**, because every supermarket knows that hungry customers buy more fruit and vegetables. Also, starting your shopping by selecting healthy, fresh fruit and vegetables may make you feel less guilty about picking up a few extra treats later on.

2

Who can resist a 'buy one get one free' deal? Yet, with around one third of the food the world produces going to waste, is that second chocolate cheesecake really necessary? In the same way, '3 for £6' might sound like a great **bargain**, but always check how much an item costs individually. You might not be saving very much at all and you'll have two extra items that you don't really need.

3

Supermarkets know that customers tend to choose products that are at eye level, so the items on the middle shelves are usually the most expensive ones. Cheaper brands are on high shelves that are hard to reach. So, remember to give your neck a **workout** and check out what's on the top shelves.



4

Don't expect supermarkets to use packaging strategies that make it easy to work out which goods are the cheapest either. It may be easier to **grab** some pre-packaged apples, but they're also a lot more expensive than loose ones.

5

Have you ever noticed that just when you've learnt where the tomato ketchup is, the shop moves it? Supermarkets love doing this, so that you have to spend time walking up and down the aisles looking for what you want to buy. Then, when you finally arrive at the checkout, there are tempting displays of sweets and magazines to throw into your trolley while you're waiting in line.

6

If you think all these things are **sneaky**, look at what supermarkets are planning for the near future! Shops will scan your loyalty card as soon as you walk in and send money-off coupons to your mobile phone as you shop. 3D displays will address you by name and as you're walking out you might even get an SMS telling you that you've forgotten to buy milk!

Vocabulary Supermarket shopping

- 1 a) Listen and say.
 - supermarket aisle • trolley • checkout • cashier
 - supermarket sections • customer • pre-packaged food
 - b) Use words/phrases from Ex. 1a to describe the picture in the text.
 - 2 a) How often do you shop at a supermarket? Do you make a shopping list before you go? Do you stick to it? If not, what extras do you usually buy?
 - b) What tricks do supermarkets use to tempt us into spending more?
- Listen and read to find out.

- 3 Read again and match the subheadings (A-G) to the paragraphs (1-6). There is one extra subheading. Justify your answers.

- A BUY NOW, PAY LATER
- B WRAPPING IT UP
- C SEARCHING THE SHOP
- D COOKING UP MORE TRICKS
- E TEMPTING YOU WITH SPECIAL OFFERS
- F APPEALING TO THE SENSES
- G LINE OF SIGHT

Check these words

expose, overflowing, the answer lies, grab, sliding doors, freshly-baked bread, the smell hits you, fresh produce, intentional, resist, deal, go to waste, bargain, tempt, tend to, at eye-level, brand, give your neck a workout, strategy, pre-packaged, loose, aisle, checkout, tempting display, wait in line, sneaky, scan, loyalty card, money-off coupons, address sb by name

- 4 a) Fill in: *sliding, tempting, pre-packaged, environmentally, eye, money-off, wait in, loyalty*. Use the phrases to make sentences, as in the example.

1 products; 2 coupons; 3 friendly; 4 card; 5 line; 6 doors; 7 level; 8 displays

I prefer to buy loose fruit and vegetables than pre-packaged products.

- b) Match the highlighted words to their meanings: *exhibitions, training, dishonest, planned, good buy, get*.

Grammar

Comparisons

see
p. GR 6

- 5 Read the examples. How do we form the comparative/superlative forms of adjectives? Find more examples in the text in Ex. 2.

- Loose vegetables **are cheaper than** pre-packaged ones.
- That supermarket is **the most expensive** of all.
- This pack isn't **as big as** that one.
- The bigger** the supermarket, **the easier** it is to get lost.
- He spends **more and more** money every day.
- The fruit from my local market is **a lot better than** the fruit from the supermarket.
- These biscuits are **by far the best** I've ever tasted.

- 6 Put the adjectives in brackets into the correct forms.

- Organic products are much (**expensive**) than non-organic ones.
- That's (**big**) supermarket in town.
- Supermarkets' own brands can be just as (**good**) as well-known brands.
- The (**long**) customers stay in a supermarket, the (**much**) they spend.
- Summerton Superstore has by far (**good**) quality meat.
- The price of staple foods is getting (**high**) and (**high**) every month.
- Heinz is one of (**good**) known brands of tomato ketchup.

-ing/(to)-infinitive form

see pp.
GR 6-7

- 7 Fill in *-ing* form, *to*-infinitive, or infinitive without *to*. Find examples in the text. Give one example for each category.

- avoid, consider, deny, miss, suggest +
- make, let +
- would like, would prefer, would have +
- enjoy, like/love, prefer, don't mind, can't stand, is used to +
- too/enough ... +
- ask, agree, hope, expect, refuse, promise +
- will, may, can, must, would +


- 8 Put the verbs in brackets into the *(to)*-infinitive or *-ing* form. How does each verb differ in meaning?

- a He forgot (**buy**) lemons.
b He'll never forget (**shop**) at Camden Market.
- a They stopped (**get**) coffee from a service station.
b They stopped (**work**) to have lunch.
- a I prefer (**live**) on my own.
b I'd prefer (**go**) to the market on my own.
- a We regret (**spend**) so much money on clothes.
b We regret (**inform**) you that you failed.
- a Try (**cut**) down on sweets. You'll feel better.
b Try (**stick**) to a list when you go shopping.

Speaking & Writing

- 9 **THINK!** What did you learn from the text? How will this information be helpful to you? In three minutes, write a few sentences. Tell your partner or the class.

2c Culture Corner

- 1 What do you know about the products in the text? What is the history behind each product?
 Listen and read to find out.

Made in the USA

Who doesn't wear jeans, drink cola and eat potato chips? Almost everyone does! But have you ever wondered what the stories are behind these products?

JEANS

The story of jeans goes back to the 19th century when **sailors** from Genoa, Italy, wore durable cotton and wool denim trousers. Then, in 1853, 24-year-old Levi Strauss travelled to San Francisco from Germany and decided to design trousers for **manual workers** from this material. They were a **big hit**, and by the 1950s jeans had become very popular with a whole generation of young people. At first, many places such as theatres and restaurants **banned** them. Nowadays, jeans are a **staple** item of clothing in everyone's wardrobe!

POTATO CHIPS

In 1853, George Crum was working as a chef at a restaurant in New York. One day, a customer sent Crum's French fries back to the kitchen, saying they were too **thick**. Crum got very angry and decided to **take revenge** on the **fussy diner**; he made a new batch of fries so thin and **crispy** that the customer couldn't eat them with a fork! To George's surprise, the guest was **thrilled** with them and other diners began asking for them, too. Fast-forward to the 21st century and, in the US alone, sales of potato chips amount to over \$6 billion per year.

COCA-COLA

John Pemberton, a pharmacist from Georgia, invented the original Coca-Cola formula in a three-legged brass kettle in his backyard! The soft drink was first sold as a medicine in a chemist's on 8th May, 1886. Dr Pemberton sold about 9 **servings** each day. He made about \$50 in the first year, but unfortunately it cost him about \$70 to make the cola! In 1887, a businessman bought the **formula** and by 1900 sales had risen by over 4000%. Coca-Cola remains the most famous soft drink in the world, but its exact **ingredients** are still a trade secret!

Check these words


wonder, story, go back, durable cotton, manual worker, big hit, generation, ban, staple item, take revenge, fussy diner, batch of fries, crispy, fast-forward, formula, brass kettle, serving, sales rise, ingredients, trade secret

- 2 Read again. Which product or products:

- 1 was originally homemade?
- 2 was invented by someone in a bad mood?
- 3 was a surprise hit with the public?
- 4 became successful a year later?
- 5 was originally designed for another purpose?
- 6 wasn't allowed in some locations?

- 3 Match the words/phrases in bold in the text with their meanings: *difficult-to-please restaurant customer, very pleased, forbade, popular, punish, portions of food or drinks, men who work on a ship, people who work with their hands, not thin, recipe, basic, crunchy, food used to make a dish.*

- 4 Make notes about each product under the headings: *when invented/by whom, how it became popular, the product today.* Present them to your partner or to the class.

- 5  Find out information about a well known product from your country under the headings in Ex. 4. Tell the class.

Everyday English 2d

Buying clothes

- 1 a) Listen and say.
- b) The sentences are from a dialogue between a shop assistant and a customer. Who says each sentence?
- Listen, read, and check.

- 
- 1 What size are you?
 - 2 Any good?
 - 3 Can I try them on, please?
 - 4 We've almost sold out.
 - 5 Can I pay by credit card?
 - 6 Your receipt is in the bag.
 - 7 Do you need any help?
 - 8 Could I have your ID, please?
 - 9 They're on sale at the moment, aren't they?
 - 10 Yes, they fit me really well.

A: Do you need any help?
 B: Oh, yes please. I'm looking for the slim-fit jeans that are in the window. They're on sale at the moment, aren't they?
 A: Yes, they are, but we've almost sold out. What size are you?
 B: I'm a size 10.
 A: Let me take a quick look ... OK, you're in luck. These are the last pair in your size.
 B: Great. Can I try them on, please?
 A: Sure, the fitting rooms are over there. ... Any good...?
 B: Yes, they fit me really well. I'll take them. Can I pay by credit card?
 A: Yes, that's no problem. That's £38 then, please. Can I have your ID, please?
 B: Here you are.
 A: Just sign here, please. Here's your credit card and ID back. Your receipt is in the bag.
 B: Thank you very much. Goodbye.
 A: Goodbye.

- 2 Find sentences in the dialogue which mean:
Is it alright if I use my credit card to pay? – They are reduced in price right now, aren't they? – Could you please give me your ID card? – Are they the right size? – We don't have many left.

Intonation: exclamations see p. GR 7

- 3 a) Listen and read the examples. Does the speaker use falling or rising intonation at the end of the exclamation?

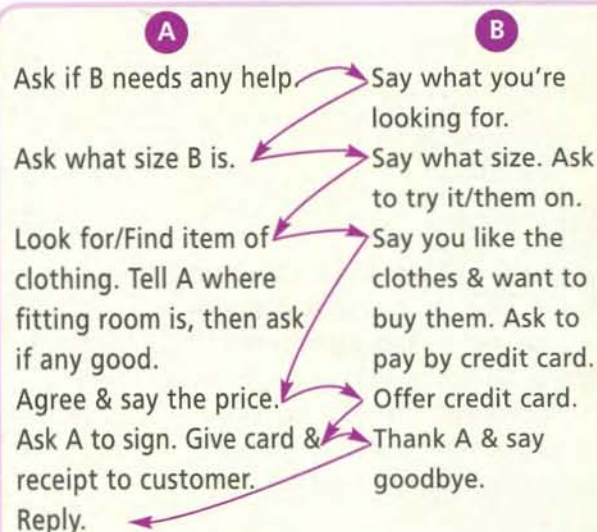
<i>What a/an + countable noun</i> What a nice dress!	<i>How + adjective/ adverb</i>
<i>What + uncountable or plural noun</i> What great weather!	<i>How silly of me!</i>
	<i>How quickly the time passes here!</i>

- b) Fill in *what (a/an)* or *how*.
 Listen and check, then say.

- 1 nice jacket!
- 2 beautiful sunglasses!
- 3 great you look in those jeans!
- 4 kind you are!

Speaking

- 4 Use the sentences in Exs. 1 & 2 to act out a dialogue in a shop. Follow the plan.



2e The good old days

Vocabulary & Reading Furniture & appliances

- 1 a) In a minute write as many words as possible under the headings.



- b) Look at the picture. What does it tell us about life in the 1950s?
- c) Think of the kitchen in your house. Compare it with the one in the picture.

The kitchen in my house has a lot of modern electrical appliances whereas the

- 2 Read the title and the introduction of the text. What do you think Joanne Massey's life is like?
- 🔊 Listen and read the text to find out.

Check these words

rule, long, time warp, era, values, cherish, time capsule, retro décor, second-hand, vintage, authentic, lipstick, tight, convention, trilby hat, bland, make do, mend, throwaway fashion, pension, distressing, admit, conveniences, out of sight, spoil, in retreat from, violence, greed, materialism, shudder

Living in a time warp



Life in the 21st century is fast-paced and ruled by mobile phones, the Internet and gadgets, so it's easy to understand why some people long to go back to the simpler times of the past. Meet Joanne Massey who is living in a 1950s time warp.

The 1950s were an era of colourful homes, clothes and accessories, black and white TVs, rock and roll music and traditional values. Joanne Massey, from Birmingham, England, not only cherishes these times, but has also chosen to live as people did back then! Her home is just like a 1950s time capsule with retro décor and second-hand vintage appliances. Her cooker, which she bought from a farmer for £32, her radio, bright pink telephone, and metal kitchen units are all authentic 1950s appliances. Joanne also loves 1950s fashion and never leaves

- 3 Read the text again and for questions 1-8 choose the best answer (A, B, C or D). Compare with your partner.

- In the first paragraph, we learn that
 - Joanne lives as cheaply as she can.
 - Joanne was born in the 1950s.
 - Joanne doesn't like modern technology.
 - Joanne's husband shares her love of the 50s.
- One thing Joanne admires about people in the 50s is that they
 - always dressed well.
 - were always cheerful.
 - didn't waste things.
 - didn't worry about their appearance.
- She tries to copy the 1950s spirit by
 - baking every day.
 - helping others.
 - repairing and reusing things.
 - living life at a slower pace.
- How does Joanne compare modern things in general to those of the 1950s?
 - too stylish
 - too expensive
 - stressful
 - uninteresting

the house without her 50's-style bright lipstick on. "I only ever wear 1950s clothing, such as tight pencil skirts, with a white blouse and a wide belt," she says. While Joanne's husband Kevin (whom she met at a **convention** for 50s fans) has to wear modern clothes for work, he too likes to relax in a stylish suit and **trilby** hat at the weekends. Joanne and Kevin can also be seen driving around in a 45-year-old Ford Anglia! But why do Joanne and Kevin live this way?

"I feel I was born in the wrong time," says Joanne. "When I was young I'd watch all the old singing stars in the cinema and dream that I could be like that one day. Everything modern just seems **bland** in comparison." Joanne says that she also really respects the **values** of the 50s, the "make do and mend" attitude that is so different from our age of **throwaway** fashion and ever-changing technology. "I do think the 50s were happier times," she says. "Everyone knew everyone else and they all **looked after** each other." Joanne tries hard to bring this **spirit** into the 21st century; she bakes cakes for friends and does shopping and collects pensions for elderly neighbours. Joanne also can't stand shopping in supermarkets and she doesn't read newspapers as she finds them too **distressing**.

While Joanne says she's happy to be a traditional 50s housewife, she doesn't spend all day at home baking biscuits. She has a successful singing career touring the UK as a 1940s-style singer called Lola Lamour and she writes a blog giving 40s and 50s-style shopping and cleaning **tips**! She **admits** to owning some 21st century **conveniences**, though. Joanne and Kevin have a laptop, a microwave, DVD player and a washing machine, although Joanne tries to keep all these things **out of sight** so that they don't spoil the 1950s feel. Even the modern TV is hidden inside a 1950s cabinet and they only watch things like Agatha Christie's Miss Marple and Poirot!

"I admit I am **in retreat from** the 21st century," Joanne says. "When I look at the reality of the world today, with all the violence, **greed** and **materialism**, I **shudder**. I don't want to live in that world. Living like this makes me happier."

- 4 a) Fill in: *bright, TVs, conveniences, fashion, music, career, back, warp, values, appliances, stylish, tips*. Use the phrases to make sentences based on the text.

1 time	7 suit
2 black and white	8 throwaway
3 rock and roll
4 traditional	9 singing
5 21st century	10 cleaning
.....	11 second-hand
6 lipstick	12 then

- b) Match the words in bold in the text to their meaning.

- desire to have more of sth than you need
- a hat made of felt • advice • hidden
- moral principles • adores • took care of
- money for retired people from the state
- dull • large meeting • energy • antique
- disposable • upsetting • confesses
- running away from • useful equipment
- shake in disgust
- culture of valuing shopping and goods

Study skills

Web diagrams

Using web diagrams helps you to organise your ideas and take better notes.

Speaking & Writing

- 5 Read the text again and complete the web diagram to take notes about Joanne Massey's life. Then use your notes to describe Joanne's life to your partner.



- 6 **THINK!** What kind of person do you think Joanne is? Tell the class. Give reasons from the text.

- 7 **THINK!** Compare your lifestyle to Joanne's. In three minutes, write a few sentences on the topic. Read them to your partner or to the class.

- 5 Joanne doesn't read newspapers because
- she has no interest in news.
 - she can't stand them.
 - they make her anxious.
 - they waste too much paper.
- 6 Regarding modern technology, Joanne
- refuses to use it.
 - only uses it when it's necessary for her work.
 - is getting used to it.
 - uses it, but doesn't want it to be seen.
- 7 The quote from Joanne in the final paragraph expresses her belief that
- the world was a better place in the 50s.
 - people were happier in the 50s.
 - there is nothing good about the 21st century.
 - more people should live as she does.
- 8 What does the writer think about people living a 1950s lifestyle?
- It is strange.
 - It is worrying.
 - It is understandable.
 - It is silly.

2f Skyscraper farms

Reading & Listening

- 1 Look at the picture, then listen and say. What do you think a skyscraper farm is? How does it work? Read the text to find out.

Growing Up

Stories of The Hanging Gardens of Babylon, one of the seven wonders of the ancient world, tell of a structure with lush green gardens on different levels many metres high [1]. However, as our modern consumer society continues to drain the world of its resources, the population rises and food prices soar, a modern-day equivalent may soon be springing up in your neighbourhood!

According to UN statistics, by the year 2050, the population of planet Earth will have risen to over 9 billion and feeding all these people will require extra farmland the size of Brazil! Finding this agricultural land will be a real challenge, but one that some creative scientists believe they have solved with the idea of vertical farming. [2] Just as an apartment block has different storeys, a vertical farm will have many different floors growing a variety of fruit and vegetables. [3] The walls will be made of glass to allow in sunlight and instead of soil, the produce will be grown in a solution of nutrients and water.

Dr Dickson Despommier, a professor at Columbia University, points out that just one 30-storey building could provide food for 10,000 people. [4] But as well as offering a solution to possible food shortages, this idea is environmentally friendly. Often, by the time food arrives on your plate, it will have been travelling for days or even months! Vertical farms, however, will go up in the centre of the city. [5] So, we'll save on transport costs, burn less fossil fuels and we'll all be eating fresh local produce from the skyscraper next door!

[6] Crops nearer the glass would get more light which means they would grow quicker than crops farther away. The only whole floor to get direct sunlight would be the top one. Possible solutions include having a permanent light source on every floor like the ones we now have in industrial greenhouses. At the moment, the cost of building and lighting

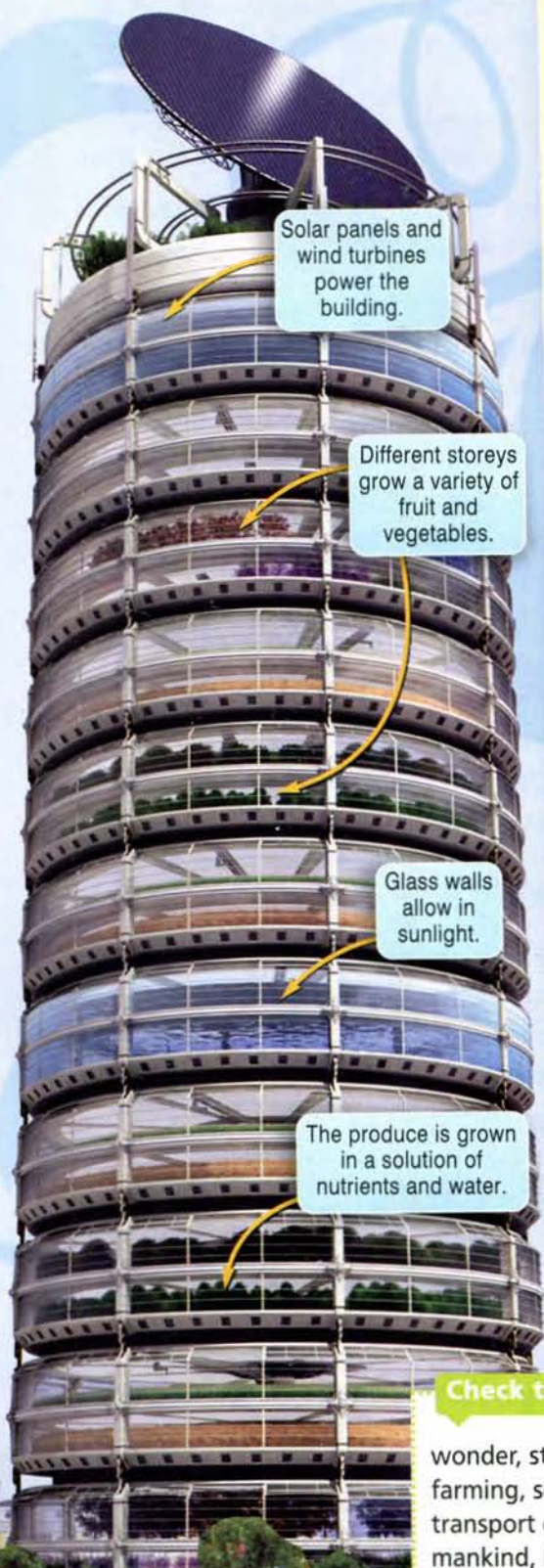
these modern Hanging Gardens of Babylon is far too high. [7] Mankind has been farming horizontally for over 15,000 years, but now almost 80% of our farmland is already in use. Isn't it about time we started growing up.

How to consume less and produce more

- Convert the rooftop of your block of flats into a garden and grow your own vegetables.
- Use window boxes to grow fruit and veg like tomatoes, peppers and strawberries.
- Some communities are getting together and starting their own community farms on pieces of wasteland. You could get involved in a local project like this or even start one of your own!

Check these words

wonder, structure, lush, long gone, drain, rise, soar, equivalent, spring up, vertical farming, solution, nutrients, food shortage, environmentally friendly, powered, transport costs, local produce, permanent light source, industrial greenhouse, mankind, horizontally, consume, convert, wasteland



- 2 Read the text again and for each gap (1-7) choose from the sentences A-H the one which best fits each gap. There is one extra sentence.

- A The idea isn't without its problems though.
 B However, that doesn't mean we won't be able to do it soon.
 C These are long gone.
 D We are already using too much of our farmland.
 E "With about 160 of these buildings, you could be feeding all of New York," he says.
 F The idea is actually very simple.
 G They will be powered by solar and wind energy.
 H On one floor there will be lettuce, on the next carrots, and so on.

- 3 Choose the correct word. Check in your dictionaries.

- 1 Finding enough food to feed the world is a big **challenge/test**.
 2 The population on Earth has **raised/risen** in recent years.
 3 Many new businesses are **springing up/open up** in the area.
 4 We need to **save/conserve** on transport costs.
 5 The machine is **powered/controlled** by solar power.
 6 Harry's busy job sometimes **drains/exhausts** him of his energy.
 7 The farm shop sells fresh **produce/outlet** such as beans and corn.
 8 Fuel prices are **advancing/rising** at the moment; prices have nearly doubled since last year.

- 4 Fill in: *local, real, costs, vertical, friendly, food, wind, direct*. Use the phrases to make sentences, as in the example.

- 1 **food** shortages
 2 environmentally
 3 challenge
 4 turbines
 5 farming
 6 produce
 7 transport
 8 sunlight

If the population continues to rise, there might be food shortages.

Grammar see p. GR 8

Future perfect – Future perfect continuous

- 5 Read the theory and find another example of each tense in the text in Ex. 1.

We use the **future perfect** (will have + past participle) to describe an action that will be finished before a stated future time. *They **will have finished** making the roof garden before the end of next week.*

Time expressions used with the future perfect: before, by, by then, by the time, until/till (in negative sentences)

We use the **future perfect continuous** to emphasise the duration of an action up to a certain time in the future.

*By next month, James **will have been working** at the farm for five years.*

Time expressions used with the future perfect continuous use: by ... for

- 6 Put the verbs in brackets in the **future perfect** or **future perfect continuous**.

- 1 By the end of the year, we (live) in this house for 10 years!
 2 Simon hopes he (start) his own business by next year.
 3 Sam (work) as a gardener for 30 years by the time he retires.
 4 I can't meet you at 6 o'clock. I (not finish) work by then.
 5 (we/find) a solution to food shortages by 2050?

- 7 Write: *two things you hope you will have done by the time you're 30, two things you will have been doing for over five years by the end of this year*. Tell your partner.

Speaking & Writing

- 8 Listen and read. What did you learn from the text? Tell your partner.

- 9 **THINK!** Why are vertical farms a good idea? How can they benefit society? In three minutes, write a few sentences on this topic. Read your sentences to the class.

2g Skills



Vocabulary Faulty products

- 1 a) Match the problems with the products.
Listen and check. Listen again and say.

- | | |
|---|-------------------------------|
| 1 | The heel is broken. |
| 2 | The strap is torn. |
| 3 | A button is missing. |
| 4 | The lens is scratched. |
| 5 | The lid is cracked. |
| 6 | There's a chip in it. |
| 7 | There's a hole in the sleeve. |
| 8 | The earphones are damaged. |

- b) Have you ever bought any products that were faulty? What was the problem? What did you do? Use the phrases below to tell your partner.

- take it back to the shop
- get it repaired
- get a refund
- exchange it for another one

I once bought a dress and there was a hole in it. I took it back to the shop and exchanged it for another one.

Listening

- 2 a) Listen to five people who have ordered goods online/by post and match the problems to the speakers. There are two extra problems.

- A An item is damaged.
B There was something missing.
C The customer has changed their mind.
D The delivery charge was incorrect.
E The goods haven't arrived.
F There is a payment problem.
G The wrong item was sent.

Speaker 1	
Speaker 2	
Speaker 3	
Speaker 4	
Speaker 5	

- b) Listen again. What did each person ask for?

Speaking

Making complaints & requesting action

- 3 Use the language in the box and the products & problems in Ex. 1 to act out exchanges, as in the example.

Making complaints	Requesting action
<ul style="list-style-type: none"> • I have a problem with this ... The ... doesn't work. • There's something wrong with this. • I bought this/these ... and ... 	<ul style="list-style-type: none"> • Could I exchange it/them, please? • Could you give me a replacement, please? • Is it possible to get a refund?/I'd like to have my money back, please. • Can you take a look at it, please?
Responding to complaints	
<ul style="list-style-type: none"> • No problem. • Of course. Have you got ... ? 	<ul style="list-style-type: none"> • Could I see your receipt, please?


A: I bought this coffee mug and there's a chip in it. Could you give me a replacement, please?

B: No problem. Have you got your receipt, please?

- 1 a) Which of these sentences best describe you?

- 1 I enjoy bargain-hunting.
- 2 I always check where and how a product was made.
- 3 I often shop online.
- 4 I always choose fairtrade products.
- 5 I prefer big chain-store retailers.
- 6 I often buy second-hand.
- 7 I never buy recycled products.
- 8 I try to avoid unnecessary packaging.
- 9 I never throw anything out.
- 10 I usually buy things that are on sale.

- b) Do you know how to be a responsible shopper?

 Listen and read to find out.

- 2 Read the text and complete the sentences.

- 1 'We can go online to find out where big companies
- 2 'Fairtrade' labels mean
- 3 It's a good idea to buy second-hand because
- 4 Instead of throwing things away, we should
- 5 Comparing prices helps us
- 6 The sales period is a good time

- 3 Fill in: *working, hard-earned, reduced, seasonal, take, human, wisely, child.*

- 1 rights
- 2 labour
- 3 conditions
- 4 prices
- 5 advantage of
- 6 cash
- 7 spend
- 8 retail shifts

How to be... a responsible shopper

In today's world of endless consumer choices, it's very easy to spend without thinking. Many people enjoy bargain-hunting, but our quest to pay less may have hidden dangers. The following is a guide to responsible shopping, which combines an awareness of human rights and green issues, as well as how to save our hard-earned cash!

Be ethical:

While you probably have no problem remembering where you bought your T-shirt from, do you actually know where and how it was made? Why not do some research on the policies of big chain-store retailers in order to be ethical when it comes to shopping? Find out where they manufacture their goods and in what conditions. How do they treat their employees? Are they involved in sweatshops or the use of child labour? These days, the Internet is a mine of information on big companies and how they operate. Also, you can always choose products labelled 'fairtrade,' which is a guarantee the goods have been made under acceptable working conditions.

Be green:

First of all, choose products that use fewer natural resources, and avoid goods which come in unnecessary packaging. The goal is not to waste anything! Another great option is buying second-hand. You can find a treasure trove of quality second-hand items at low prices on Internet sites like eBay, as well as in traditional charity shops. It's really worthwhile, as second-hand goods are often much better quality than cheaply made new products for sale at similar prices. Then, of course, there's always recycling. Try to buy products that can be recycled, or products that are already made out of recycled materials. Also, think twice before you throw anything out: you could always try to recycle your belongings yourself!

Be smart:

Don't throw your money away! Spending wisely involves some thought and research as well. First of all, before you buy, be clear about what you want to buy to avoid unnecessary purchases. Then, compare prices so that you don't end up paying too much. One great way to save money is to take advantage of seasonal retail shifts, such as the January sales, or late July and August, when they sell summer products off at reduced prices.

Lastly, try to remember that responsible shopping isn't just about trying to spend as little as possible. The goal is to find a good balance between being ethical, being green, and using good money sense!

Check these words

bargain-hunting, quest, awareness, human rights, hard-earned cash, policy, ethical, manufacture goods, treat, sweatshop, child labour, mine of information, operate, guarantee, natural resources, treasure trove, purchase, seasonal retail shift, sell off, reduced prices, balance, money sense

- 4 **THINK!** Has the information in the text helped you see things from a different perspective? How might this help you become a responsible shopper? In three minutes, write a few sentences. Tell the class or your partner.

2 Writing

Letters/Emails of complaint

Writing Tip

We usually write letters/emails of complaint in a formal style.

In the **first paragraph**, we write our opening remarks, including our reason for writing and a brief description of the problem.

In the **main body paragraphs**, we present details about what the problem(s) is/are, including examples/reasons/justifications. We use a variety of linking words/phrases e.g., *although*, *despite*, *as a result*, *but*, *however*, to link the complaints to their examples/reasons.

In the **final paragraph**, we include the action we request to be taken e.g., *get a refund/a replacement/an apology* and our closing remarks.

We can use **mild** or **strong** language to express our complaints depending on our feelings or the seriousness of the complaint.

Mild Complaint: *I am writing to complain about .../I hope you will deal with the matter quickly.*

Strong Complaint: *I am writing to express my disgust at the .../I insist upon full compensation or I will be forced to take this matter further.*

- 1 a) Read the email and match the headings below (A-D) to the paragraphs (1-4).

- A ☐ details of your complaint
B ☐ reason for writing & brief description of problem
C ☐ action requested
D ☐ closing comments

- b) Is it a *mild* or *strong* email of complaint?

Dear Sir/Madam,

1 I am writing to complain about an MP3 player order I placed through your website www.shop.com on 18th April. Unfortunately, I experienced a number of problems with the product, as detailed below.

2 I ordered a Cooltunes 1004 MP3 player and, despite the promise that I would receive the item within 5 working days, it did not arrive until 2nd May, over 10 days later. To make matters worse, when I eventually received the MP3 player, it was badly scratched. Furthermore, the product description on your site stated that a case was included. However, this was missing.

3 I would appreciate it if you could replace the MP3 player, and include a case. In addition, I feel I deserve an explanation for the delay. I am sending the item back to you together with my invoice.

4 I look forward to your prompt reply.

Yours faithfully,
Jane Morley

- 2 Complete the table with the complaints and their justifications.

Complaints	Justifications

- 3 Mark the sentences O for opening or C for closing remarks. Which are strong/mild complaints? Compare with your partner.

- 1 I am writing to express my total dissatisfaction with the MP3 player I recently bought from
2 I insist on an apology, as well as a full refund.
3 I hope you will look into the matter promptly and replace
4 I am writing to inform you that I was very disappointed with the product I recently bought from

Clauses of concession

4 a) Read the examples. see p. GR 8

- **Although/Even though + clause**

Although I had ordered a size M black dress, I was sent a size L red one.

- **In spite of/Despite + noun/-ing form/ the fact that**

Despite being assured of receiving a refund, I still have not been sent one.

Despite your assurance that I would receive a refund ...

Despite the fact that I was assured of receiving a refund ...

- b) Join the complaints to their examples/reasons, using the linking words/phrases in brackets.

- 1 The product description said the remote control would work with any TV. I tried it and it didn't work with my TV. (despite)
- 2 The dress I ordered still hasn't arrived. The website said I would receive it last week. (in spite of)
- 3 The webpage stated the DVD player was multi-regional. It can only play region-2 DVDs. (however)
- 4 The camera isn't in very good condition. The seller said it was as good as new. (despite the fact that)
- 5 The bag I received is plastic. I had ordered a leather one. (in spite of)

Linking words

5 Choose the correct word. Compare with your partner.

1) **Although/However** the bag was supposed to be delivered within three working days, I still have not received it.

2) **Furthermore/But**, when I tried to contact you, the person who answered the phone was very rude to me 3) **and/but** kept me holding the line for ten minutes before she aggressively said that my order had been dispatched and would be delivered the day after.

4) **In addition/However**, I still have not received anything. As a regular customer of yours I feel very disappointed with the way I have been treated. 5) **Therefore/Despite**, I would like to cancel my order and expect to receive a written apology.

6 Read the rubric, and answer the questions in the plan. Write your email of complaint (120-180 words). Use phrases from the Useful Language box.

You recently ordered an item from the website www.greatshopping.com, but you were very disappointed when it arrived. Write an email of complaint (120-180 words) explaining the reasons for your complaint and stating what you want the company to do.

Plan

- Para 1: What are your opening remarks/your reason for writing? (*I am writing to complain ... which I ordered ...*)
 Para 2: What exactly are your complaints? (*I ordered ... but ... To make matters worse ...*)
 Para 3: What do you want the company to do? (*I would appreciate it if you ...*)
 Para 4: How will you end your email? (*I look forward to ...*)

Useful language

Opening remarks: (Mild) I am writing to complain about/ regarding/on account of/because of/on the subject of .../I am writing to draw your attention to .../I am writing to you in connection with ..., etc.

(Strong) I was appalled at/I want to express my strong dissatisfaction with/I feel I must protest/complain about, etc.

Closing Remarks: (Mild) I hope/assume you will replace/I trust the situation will improve/I hope the matter will be resolved/I hope we can sort this matter out amicably, etc.

(Strong) I insist you replace the item at once/I demand a full refund/ I hope that I will not be forced to take further action, etc.

I'll Never Buy Cheap Fashion Again

Reading

Study skills

Multiple choice

Read the text quickly to get an idea of what it is about. Read the question stem, then find the part of the text that the question refers to. Go through the choices and find the one that fits best. Remember that the information might be paraphrased.

- 1 Read the rubric, then read the text through quickly. What is it about?

You will read a text about an experience a young girl had. For questions 1-8, choose the best answer A, B, C, D.

- 2 a) Read the question stems and underline the key words. Then, in pairs, try to find the part of the text that each question refers to.

Around me, factory workers, some only 12 years old, were bent over ancient sewing machines. The smell of chemicals was suffocating and the heat was intense. My supervisor held up the shirt I was sewing. "You have to work faster!" he told me.

Everyone loves a bargain and the high streets these days are full of the latest fashions at rock-bottom prices. Many times, I would buy a dress in the morning, wear it at a party that night and then hardly ever wear it again. The next week I might do the same again. I never thought about where it came from, who made it and why it was so cheap. But then I saw an advert in a local newspaper for young people to take part in a TV documentary. We would be working at a clothes factory in New Delhi, India, for two weeks to find out how manufacturers could make such cheap clothes. I was studying journalism at university, so this seemed perfect. And after all, how hard could making T-shirts be?

My first day in the factory began at 7:30 am. As I approached, I was immediately shocked by the dirty, rundown building. The supervisor showed me the basement where I would be working. It was a huge, noisy, boiling hot room where at least a hundred other people were already hard at work. I sat down at one of the old sewing machines. Today, I was sewing pockets onto shirts and my goal was fifty an hour, but after 30 minutes, I'd finished just four. My supervisor came over and told me disapprovingly that if I continued like that, I wouldn't get paid. I felt like crying.

I worked for 12 hours, with just fifteen minutes for lunch, but at the end of the day the factory owner handed me 100 rupees – about £1.50! Later, I went to buy some toothpaste, but found it cost more than a day's wages. By far the biggest surprise, though, was that just like the other factory workers, I would be sleeping on the factory floor every night! That evening, I spoke with some of the young girls. "Why aren't you angry about the conditions in the factory?" I asked one of them. "I am, but there is no other work here," she explained. "It's the factory or the street and if you say anything, you lose your job." The other girls nodded in agreement.

For two weeks, I worked 12 hours a day for 6 days a week and slept in the factory. It was the most exhausting time of my life. I never managed to work fast enough or well enough, so my wages were lowered and I was moved from sewing shirts to gluing parts of shoes together. The chemicals in the hot glue made it difficult to breathe and strange rashes appeared on my skin. Eventually, I was demoted to the lowliest position in the factory – sewing on buttons. The only times I was happy were when I was talking to my friend Aleya after work. I started teaching her to read. Lack of education is a major problem here. Who has time for school when 12 hours' work can barely buy your family food? Back home, I refuse to go in cheap high street shops anymore because they make me feel sick. How can people spend £15 on a T-shirt while Aleya slaves for £9 a week? So I've started campaigning for ethical

fashion; I write letters to governments and big stores to complain about sweatshop labour. I still like fashion, but I've found fairtrade designers online. They're more expensive, but now I just buy one quality piece of clothing every few months. I hope that when people see the documentary, they'll think twice before grabbing that dirt-cheap pair of jeans in the future. We all need to understand the true cost of cheap clothes.

b) Do the task. Compare with your partner. Justify your answers.

- 1 The writer sometimes stopped wearing an item of clothing because
 - A she could afford to buy something new.
 - B it wasn't good quality & wore out quickly.
 - C she found out where it had been made.
 - D she felt it was unfashionable.
- 2 Why did the writer decide to take part in the documentary?
 - A She would learn how to make T-shirts.
 - B She would learn how to make a documentary.
 - C It was related to her field of interest.
 - D It was a way to earn some extra money.
- 3 What was the writer's first reaction to the factory?
 - A She was appalled.
 - B She was impressed.
 - C She was disappointed.
 - D She was frightened.
- 4 The writer was soon criticised for
 - A her attitude.
 - B arriving late.
 - C her speed of work.
 - D the quality of her work.
- 5 The writer suggests that the factory workers she met
 - A were too afraid to complain about conditions.
 - B saved money by sleeping in the factory.
 - C were paid worse than workers in other factories.
 - D weren't allowed to speak to each other.
- 6 According to the writer, her boss demoted her because she
 - A kept falling asleep.
 - B talked to the other girls.
 - C improved too slowly.
 - D produced sub-standard work.
- 7 What does the word 'they' in line 47 refer to?
 - A high street shops
 - B big stores
 - C letters
 - D designers
- 8 The writer wants the public to
 - A send a message to the authorities.
 - B avoid buying clothes made in sweatshops.
 - C do all their clothes shopping online.
 - D try designing and making their own clothes.

Listening

- 3 You are going to hear a radio interview with a young entrepreneur who started his own business. For questions 1-10, complete the sentences.

Simon set up an online shop that sells start-up kits for **1** gardens.
 He designed the kits for people who don't have much **2**.
 People who don't know anything about **3** will find them very useful. The product comes in bags that also contain **4** and is **5** right to the customer.
 Simon felt **6** when his parents moved to the city for work.
 He planted beans, tomatoes, onions and **7** on his balcony.
 Simon's **8** were very impressed with his balcony garden.
 Starting the website was first suggested to him by **9**.
 Today, Simon manages his business **10**.

- 4 Look at the photographs. Compare the two photographs and say what you think the people are enjoying in these different places.



Word formation

- 5 Read the text and complete the gaps with the words derived from the words/ in bold.

VENDING MACHINES

Vending machines have been around for a lot (0) **longer** than you might think. In fact, an ancient Greek (1) by the name of Hero is said to have invented one over 2,000 years ago. However, vending machines, as we know them today, didn't make their (2) until about 1880 in London when they were used to sell postcards. (3) afterwards, the famous chewing-gum-selling gumball machine arrived in the USA. Since then, their (4) has grown (5) all over the world and nowadays, vending machines sell everything from (6) mineral water to works of art. So what is the future for these (7) vendors? It is predicted that very soon many of these machines will have (8) designed touch screens that provide customers with detailed (9) information and computers that debit money from bank accounts (10)

LONG
MATHEMATIC
APPEAR
SHORT
POPULAR
CONTINUE
CHILL
IMPRESS
ELABORATE
NUTRITION
DIRECT

Key word transformations

- 6 Use the words in bold to complete the sentences. Use two to five words.
- The dress cost less than I had expected. (**AS**)
The dress I had expected.
 - Sarah plans on buying a new car this summer. (**GOING**)
Sarah a new car this summer.
 - The top shelves are too high for me to reach. (**ENOUGH**)
I'm the top shelves.
 - My MP3 player is not working properly. (**SOMETHING**)
There my MP3 player.
 - Responsible shopping does the environment good. (**FOR**)
Responsible shopping the environment.
 - Ruth prefers going shopping to buying online. (**RATHER**)
Ruth buy online.
 - Maria can't wait to get her new laptop. (**FORWARD**)
Maria is really her new laptop.
 - There were more people at the mall than I expected. (**SO**)
I didn't think there people at the mall.

Writing

Writing Tip

Articles describing a place

Descriptions of places or buildings can be found in magazines, travel brochures or on websites. We usually use **present tenses** for descriptions of places and **past tenses** to write about historical facts or actions in the past. Use a variety of **adjectives** and **adverbs** and your **senses** to bring your description alive.

- 7 a) Read the rubric and underline the key words. What do you have to write and who will read it? What must you include?

An English magazine for tourists is looking for articles about interesting places to go shopping in your area e.g. a market, a shopping street, a department store, a mall. Write your article, describing the place and explaining why a tourist to your town might want to visit it (120-180 words).

- b) Write your article. Follow the plan.

Plan

- Para 1: name of place/location/reason for choosing
Paras 2/3: description of place (history, what it's like, what you can do/see, facilities, atmosphere etc) & why a tourist would want to visit
Para 4: final comments/feelings

Language in Use 2

Phrasal verbs/Prepositions

1 Choose the correct particle.

do up: 1) fasten (clothes), 2) decorate (a room, a building)
do sth over (again): repeat sth
drop by/in: visit a place/person
drop out: leave before the end (school, college)
get across: make sb understand, communicate
get along (with someone): be friendly with someone
get ahead: do well in a career

- 1 Sam dropped in/out of his marketing course.
- 2 I've put on weight. I can't do over/up my jeans!
- 3 They don't get along/across.
- 4 Can we drop up/by the supermarket on our way to Darren's house? We need some bread.
- 5 This essay isn't good enough. I think you should do it over/up again.
- 6 He couldn't get the message across/along.

2 Fill in: to, on, at, of, for, from.

- 1 Shoppers often buy products that are on the shelves eye-level.
- 2 Tracey always takes advantage special offers.
- 3 Amy exchanged the dress a T-shirt.
- 4 3D printers are already the market.
- 5 It's unbelievable how much food goes waste.
- 6 This T-shirt is made recycled material.
- 7 Cheese is made milk.

Word formation

3 Fill in the sentences with the correct word derived from the word in brackets.

Forming verbs from nouns/adjectives

We can form verbs from nouns and adjectives by adding the prefix **en-** or the suffix **-en**: *danger* – *endanger*, *rich* – *enrich*, *length* – *lengthen*, *wide* – *widen*.

- 1 People often the name Coca-Cola to just Coke. (SHORT)
- 2 Exercise and eating healthily helps your body. (STRENGTH)
- 3 Please you have your receipt when returning faulty items. (SURE)
- 4 How much will it cost to these photographs? (LARGE)
- 5 We must consumers to shop responsibly. (COURAGE)

Collocations

4 Fill in: manual, medical, appliances, responsible, high-heeled, advice, loyalty, sliding.

- | | |
|-----------------|--------------------|
| 1 dietary | 5 shopper |
| 2 shoes | 6 card |
| 3 doors | 7 household |
| 4 worker | 8 researcher |

Words often confused

5 Do or made? Complete the phrases. Check in your dictionaries.

- 1 research; 2 sense; 3 the shopping; 4 sb feel hungry; 5 your best; 6 an offer; 7 your hair; 8 you good; 9 badly; 10 a mess; 11 an effort; 12 friends



Mark the sentences *T* (true) or *F* (false). Correct the false sentences. Read through Module 2 and write a quiz of your own.

- | | |
|--|--|
| 1 Fabrican took 20 years to develop. | 5 Products labelled 'fairtrade' mean they have been made by children. |
| 2 An e-home runs on a network of computers. | 6 Joanna Massey lives in a time capsule. |
| 3 Americans throw away half of the food America produces. | 7 Coca-Cola was first sold as a medicine. |
| 4 Levi Strauss used denim to design trousers for teenagers. | 8 Products are sold off at reduced prices in charity shops. |

2 Revision

1 Fill in: *hits, tempting, address, aisle, designer, banned, revenge, values, scratched, carried away.*

- 1 We should uphold traditional family
- 2 Holly often gets on shopping trips and spends far too much money.
- 3 Jim took his new camera back to the shop because the lens was
- 4 Many teenagers can't wear jeans to school because their school has them.
- 5 Jane only wears clothes, especially Gucci, Versace and Calvin Klein.
- 6 The smell of freshly-baked cakes you as you enter the bakery.
- 7 The frozen foods are in 10.
- 8 There are displays of sweets at the checkout.
- 9 Please him by name when he arrives.
- 10 He was so angry with John he decided to take

10x2=20 marks

2 Choose the correct item.

- 1 I think Tom's new invention **will make/will be making** him rich.
- 2 That checkout has by far the **longer/longest** queue.
- 3 Two for the price of one seems **to be/being** a bargain.
- 4 This time next week, Dan **will move/will be moving** into his new flat.
- 5 These reduced-price biscuits aren't as **tasty/tastier** as the brand-name ones.
- 6 This time next month we **will be travelling/will have travelled** to Spain.
- 7 The **hungriest/hungrier** I am when shopping, the more I spend.
- 8 Gary doesn't mind **to pay/paying** more for quality goods.
- 9 We're **going to buy/buying** a 3D TV during the winter sale.
- 10 Frampton's sells the **best/better** sausages in town. Nothing else compares.

10x1=10 marks

3 Match the exchanges.

- | | |
|--|---|
| 1 <input type="checkbox"/> I'd like to exchange this camera. | A I'm a size 10. |
| 2 <input type="checkbox"/> Any good? | B Could I see your receipt, please? |
| 3 <input type="checkbox"/> Do you need any help? | C The fitting rooms are on the left. |
| 4 <input type="checkbox"/> Where can I try these on? | D I'm looking for a pair of sunglasses. |
| 5 <input type="checkbox"/> What size are you? | E Yes, they fit me really well. |

5x4=20 marks

4 Complete the gaps with the correct word derived from the words in brackets.

- 1 Can you this skirt? (SHORT)
- 2 We should everyone to buy fresh local produce. (COURAGE)
- 3 I like lettuce. (CRISP)
- 4 They grow a of fruit. (VARY)
- 5 The situation may (WORSE)

5x2=10 marks

5 Complete the sentences using the words in bold. Use two to five words.

- 1 This dress is more expensive than that one.
AS That dress this one.
- 2 I've never seen such beautiful tulips.
MOST These are have ever seen.
- 3 They made her pay £200.
WAS She £200.
- 4 Could you carry the bags?
MIND Would the bags?
- 5 We can't wait to go shopping.
LOOKING We shopping.

5x4=20 marks

6 Write an email of complaint about a watch you bought online from a site called supergoods.com (120-180 words). 20 marks

Total: 100 marks

Check your Progress

- talk and write about products of the future _____
- talk about shops and shopping _____
- buy clothes _____
- complain about faulty products _____
- write an email of complaint _____

GOOD ✓ VERY GOOD ✓✓ EXCELLENT ✓✓✓

Vocabulary: community action, members of society, world problems & ways to help, difficult situations, environmental problems, space colonisation

Grammar: modals (revision), conditionals (type 0, 1, 2, 3), wishes, relative clauses, mixed conditionals

Everyday English: calling to make a donation to a charity

Intonation: polite requests

Phrasal verbs: hand, hang, join

Word formation: prefixes used with nouns to form nouns

Writing: an opinion essay

Culture Corner: Glastonbury Festival

Curricular (Geography): Deforestation

Module 3

The right thing to do

Vocabulary

Community action

- 1 Match the phrases to the pictures.

Listen and check, then say.

- 1 ☐ recycle old materials
- 2 ☐ pick up litter in your neighbourhood
- 3 ☐ help the elderly
- 4 ☐ donate to charities
- 5 ☐ look after stray animals

- 2 Use the vocabulary in Ex. 1 and the ideas below to make sentences, as in the example.

- have food to eat
- not so much rubbish
- neighbourhood/be clean
- help people in need
- improve their quality of life

If we recycle old materials, there won't be so much rubbish.

OVER TO YOU!

In pairs, think of your community. What could you do to make it better? Tell another pair.

A: *If we built an animal shelter, there wouldn't be stray animals in the streets.*

B: *We could also ...
Then ...*

A



B



C



E



D



3a Life swap

Vocabulary Members of society

1 a) Listen and say.



b) Listen to four people talking. Which group does each belong to?

Pete Sandy Ann Bart

2 **THINK!** Choose one of the members of society from Ex. 1a. Say a few sentences about their lifestyle.

Reading & Listening

3 Look at the people in the pictures in the text. What can a typical day in their lives be like?
Listen and read to find out.

"Before you abuse, criticise and accuse, walk a mile in my shoes."
(American singer/songwriter Joe South, 1969)

A day in the shoes of ...



The city can be an unfriendly place at the best of times. Imagine then, how it might feel for the elderly or the homeless – people who are often marginalised by the rest of society. So to find out what it's really like to be in someone else's shoes, two reporters went undercover, one as an eighty-year-old and another as a homeless person. The results were eye-opening!

...an elderly lady by Tracy Bond

Turning 25-year-old me into an 80-year-old was no easy task; with the help of a make-up artist, I had to be covered with layers of prosthetic make-up. After putting on a shabby coat and holding tightly onto a walking stick, my transformation was complete – and very convincing! Then it was time to set out to see how the world would react.

Making sure that my voice sounded old and weak, I immediately tried to make small talk on the bus with the young woman sitting next to me. She stared straight ahead. She might not have heard, I thought. I tried again, but it was quite clear that the woman didn't want to talk to a chatty senior citizen. Then it was time for some shopping. At my favourite make-up counter, where the assistant usually laughs and jokes with me, she looked as if she couldn't wait to get rid of me. Later, in a music shop, my request for some CDs was met with laughter from sales assistants who couldn't believe an 80-year-old was interested in the latest chart hits! I felt incredibly embarrassed and lonely, as if nothing about me was important, except that I was old! All day, only one person seemed to want to chat to me – a homeless man, he too was invisible and unwanted by society.

As I finally took my make-up off, I couldn't help wondering how I would have treated 80-year-old me. Over the next 50 years, the number of elderly people in society will triple. Remember that the next time you're out and about and come across an elderly person. One day, it could be you!

...a homeless man by Sam Browne

Carrying a sleeping bag and wearing scruffy clothes, I headed for the spacious shop doorways where the homeless spend their nights. When I arrived there, I was shocked to see men and women already curled up in most of the doorways. I got into my sleeping bag in the large, well-lit doorway of a boutique, but I couldn't sleep. It wasn't just the biting cold, but I was constantly aware of people walking close to my head and the hard stone floor dug into my shoulder and hip. I finally dozed off, only to be woken up at about 5 am by the cleaners who arrived to wash the steps.

As I walked, people avoided looking at me and crossed the road. I walked into a café to use the toilet and I was angrily told I had to leave. At the public toilets I couldn't believe the reflection I saw in the mirror. My eyes were red and puffy, my skin pale and my hair was frizzy. I looked terrible.

Later, at a soup kitchen, I got a free hot meal and I spoke to people who were on the streets because of terrible debts or family break-ups. 19-year-old Rob told me that he couldn't get off the streets because he had no official identity. I suddenly remembered how many times I had walked past young homeless people and thought, "You should just get a job!" forgetting that you can't be employed without an address and ID.

My day as a homeless person has taught me how much the homeless need our help, not our judgment. These days, I donate money to a homeless charity and volunteer at a soup kitchen. Maybe you could do the same.

Check these words

abuse, criticise, accuse, marginalised, go undercover, eye-opening, prosthetic make-up, shabby, walking stick, convincing, set out, make small talk, chatty, senior citizen, get rid of, embarrassed, invisible, scruffy clothes, curled up, dig into, doze off, puffy eyes, frizzy hair, debt, family break-up, judgment, donate

4 Read again and complete the sentences with words/phrases from the text.

- 1 Tracy changed her looks in order to
- 2 Sales assistants made her feel
- 3 At the end of the day she felt
- 4 Sam couldn't sleep well on the streets because
- 5 Common reasons for homelessness are
- 6 The homeless often can't work because

5 Fill in: eye-opening, talk, senior citizen, invisible, frizzy, identification, debts, curled.

- 1 She has retired from work. She's a(n)
- 2 Living one day on the streets can be a(n) experience.
- 3 It seemed nobody could see him, he was
- 4 While waiting for the bus, he made small with the person next to him.
- 5 He up in his bed and slept.
- 6 The beggar's hair was dry and
- 7 He couldn't pay off his so he had to leave his flat.
- 8 Without any official you can't get a job.

Grammar

Modals (revision)

see pp.
GR 8-9

6 Rewrite the sentences. Use: can't, should, must, could, mustn't, didn't have to. Find examples of modal verbs in the text.

- 1 It's impossible for Mike to find a job.
Mike can't find a job.
- 2 Is it OK if we go now?
- 3 It wasn't necessary for Ian to go.
- 4 It's a good idea to help the poor.
- 5 It's forbidden to enter the area.
- 6 It's your duty to inform John about it.

7 Take roles and act out an interview with the people in the texts.

Speaking & Writing

8 **THINK!** Imagine you spent a day as an unemployed person. Write a short account of what you did, how people treated you, and how you felt. Tell the class.

3b Giving your time

Vocabulary

World problems

- 1 a)   Listen and say.



- b) Are there any of these problems in your country? If so, what do you think can help the situation? Tell your partner.

There is a high rate of crime in our country. I think we need more police. This way the crime rate will drop.

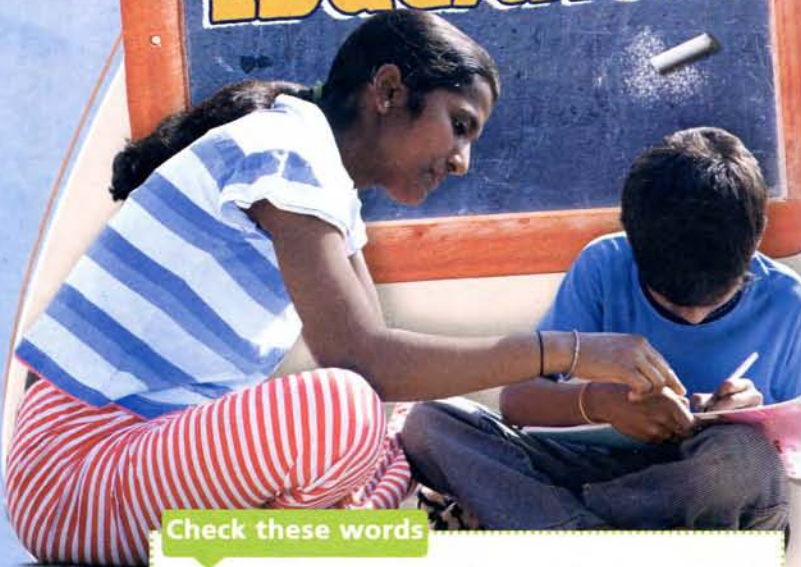
What would you do if you had three months to do whatever you wanted? Mitch McGregor spent his three months in Rio de Janeiro, Brazil, where he taught English to homeless street children. He told us all about his life-changing experience.

"Most of my friends were travelling the world during their summer holiday, but I wanted to do something worthwhile; I wanted to volunteer, but where and how? At the age of 20, I would say I'd had a privileged childhood. My parents had put me through school, fed and clothed me, and given me plenty of love and affection. So, after reading about the favelas, the slums of Brazil, where thousands of street children live in appalling poverty and often don't even reach the age of 18, I decided that I'd spend part of my summer helping these children in whatever way I could.

I set off for Rio de Janeiro where I would join a volunteer group that taught basic skills such as hygiene, literacy, English, and business skills in a makeshift school in the heart of the favelas. The residents of these slums, which stretch up the hillsides around and away from the wealthier city centre, make up about one fifth of the population of Rio de Janeiro. The poverty leads to many broken homes and, if they experience violence at home or their families can't look after them anymore, children end up on the streets. Those who can't survive by begging, selling newspapers, or shining shoes, often turn to crime to survive. I was going to work in a school which gave those kids a basic education.

My first day at school was really nerve-racking. I'd never taught before, I only knew a few words of Portuguese and I just didn't know what to expect. The ten children who turned

A STREET EDUCATION



Check these words


worthwhile, privileged, affection, slum, appalling, volunteer group, hygiene, literacy, makeshift school, wealthy, broken home, violence, beg, shine shoes, nerve-racking, turn up, eager, destitution, shack, leak, reputation, host family, adopt, unofficial, eye-opening, miss out

up to my first English lesson were really friendly and eager to learn. They only got one meal a day of just rice and beans and at night they slept under bridges and in doorways, but these children saw learning English as a possible way out of their lives of danger and destitution. As days went by, I got used to the place. The roof of the little shack leaked when it rained and there wasn't a schedule or textbooks; still, the kids trusted me and some of them made a lot of progress. During break times, we headed out into the tiny yard to kick a ball around and I found out why Brazilians have a reputation as the best football players! Then we cooked and ate together, but at the end of the day when they left to go back ... where? ... I often wondered whether I would ever see them again.

The host family that I stayed with was marvellous. They adopted me as an unofficial "Carioca", which is the name for someone who was born and lives in Rio de Janeiro. It was the school, though, that made my time in Brazil truly special. Even though I was the teacher, the street children taught me a lot more. I learnt that no matter how bad conditions are, there is always hope for the future. My time in Brazil was eye-opening. If I hadn't gone, I would have missed out on the experience of a lifetime. If I could do it all again, I'd jump on a plane right now!"

Reading

- 2 Read the title of the text, the introduction, and the first sentence of each paragraph. What do you think Mitch's experience was like?

 Listen and read to find out.

3 Read the text again and for questions 1-4, choose the best answer A, B, C, or D. Justify your answers.

- 1 Mitch chose to volunteer in order to
 - A make his parents proud.
 - B do the same as his friends.
 - C help those less fortunate than himself.
 - D forget his own problems.
- 2 The favelas are a poor area
 - A close to city centre.
 - B five times larger than the urban centre.
 - C where four fifths are unemployed.
 - D situated on a mountaintop.
- 3 Mitch's job was difficult because
 - A many kids didn't come to class.
 - B he had to cook as well as teach.
 - C it wasn't easy for the kids to learn.
 - D he only had basic facilities.
- 4 Mitch's host family
 - A wanted him to stay in Rio.
 - B treated him like a native.
 - C gave him Portuguese lessons.
 - D have invited him back to Brazil.

4 Fill in: *poverty, host, eye, make, shine, privileged, basic, broken, truly, makeshift, eager, experience*. Choose five of the phrases and make sentences about Mitch.

- 1 childhood; 2 to live in;
 3 skills; 4 school; 5
 homes; 6 to shoes; 7 to be
 to learn; 8 progress; 9 family;
 10 special; 11-opening;
 12 of a lifetime

Grammar

Conditionals Type 0-3

see
p. GR 9

5 Read the examples. How do we form each type? Find more examples in the text.

- When/if there **is** war, innocent people **die**. (Type 0)
- If you **do** volunteer work, you'll **help** those in need. (Type 1)
- If he **had** a job, he **would earn** money. (but he doesn't – Type 2)
- If I **were** you, I'd **volunteer** for a charity. (Type 2 – advice)
- If he **had known**, he **would have helped**. (but he didn't – Type 3)

6 Put the verbs in brackets into the correct tense. Say what type conditional each sentence is.

- 1 If I (win) a lot of money, I'd donate it to charity.
- 2 If Sarah (learn) Portuguese, she would have enjoyed her stay in Brazil more.
- 3 When children (not/have) loving homes, they develop emotional problems.
- 4 If it rains tomorrow, we (not/play) football.
- 5 If I (be) you, I wouldn't do it.

Wishes see pp.
GR 9-10

7 Read the examples. Which sentence refers to the present? past?

- I **wish** I **was/were** in Rio. (I want to go to Rio)
- I **wish** I **had gone** to Rio. (but I didn't go)

8 What could each person wish for?


- 1 Pete wants to travel abroad, but he doesn't have enough money. *I wish I had enough money.*
- 2 Kate didn't get into college because she hadn't studied enough.
- 3 She doesn't have any friends; she feels lonely.
- 4 Bob wanted to go to the party, but he was ill.
- 5 He didn't get the job because he doesn't speak Spanish.

Speaking & Writing

9 **THINK!** Complete the sentences.

- 1 If I were Mitch,
- 2 If Mitch hadn't gone to Rio,
- 3 If more people volunteer,
- 4 I wish I were
- 5 I wish I had experienced

10 **THINK!** Imagine you are Mitch in Rio.

- a)  Use the information in the text to call your family and talk to them about your experience.
- b) Write a letter to your family about your experience there. Write about: *the place, the school & the children you teach, the host family, your feelings*. Read your letter to the class.

3c Culture Corner

- 1 What do you know about the Glastonbury Festival? How are these names related to it: *Vale of Avalon, Arcadia, Glasto, The Arctic Monkeys, Oxfam?*
 Listen and read to find out.

Glastonbury Festival

If you follow the signs (0) for Worthy Dairy Farm in Pilton, Somerset, you'll find the place (1) a music festival was first held in 1970, over 40 years ago! Now Glastonbury Festival is one of the largest, (2) popular greenfield music and performing arts festivals in the world, raising thousands of pounds for charity and attracting 150,000 or more people to see over 700 live performances (3) year! The organisers of Glastonbury have always considered it to be a special, mystical place; it takes place (4) a weekend in June around the time of the summer solstice, in the Vale of Avalon, a part of southwest England famous (5) its legends, mythology, and spiritual traditions.

The organisers compare a visit to Glastonbury to a visit to a new country! First things first; you pitch your tent in a huge (usually very muddy) field, or you rent a teepee. Then it's time to explore the huge, 900-acre site with nearly 20 different unique areas, (6) with their special attractions and loyal fans. Wander over to the Green Fields and you can get a massage and enjoy vegetarian food for free. Then there's Arcadia and its amazing fire shows, the Campo Pequeno, (7) huge amphitheatre with Mexican wrestling and Glasto's very own "La Tomatina", which is a huge tomato fight! Everywhere, there are food stands, performers, dance areas, and music performances. If in doubt, the organisers say, just wander around because Glastonbury is full (8) surprises.

The most familiar view at Glasto is the huge, steel Pyramid Stage where top musicians including U2, Shakira, Kylie Minogue, and The Arctic Monkeys have played. The festival organisers modelled it (9) the Great Pyramid of Giza in Egypt, choosing a pyramid shape (10) attract the energy of the sun and stars!

Glastonbury isn't just famous for music and mud! It's also about promoting green issues, humanitarianism, and freedom (11) expression, principles which the festival organisers have never left behind. Glastonbury supports many charities including WaterAid, Oxfam, and Greenpeace. Festival-goers are also encouraged to recycle and leave the site as tidy (12) possible, respecting the land and helping it to recover until the next Glastonbury weekend!

Check these words

performing arts, mystical, summer solstice, legend, spiritual tradition, muddy, teepee, loyal, fan, massage, amphitheatre, if in doubt, wander, familiar, pyramid, stage, promote, humanitarianism, freedom of expression, principles, respect, recover

- 2 Read the text again and fill in the gaps with a word which best fits, as in the example.

- 3 Fill in: *performing, loyal, music, solstice, raise, pitch, stands, live, muddy, attract, spiritual, vegetarian*. Use the completed phrases to make sentences about the festival.

- 1 festival
- 2 arts festival
- 3 money for charity
- 4 people
- 5 summer
- 6 traditions
- 7 a tent
- 8 fans
- 9 food
- 10 food
- 11 performances
- 12 field

- 4 **ICT** Find information about an interesting festival in your country. Find out: *name, place/time, purpose, what you can do there*. Write a short text about it. Read it to the class.

Making a donation to charity

1 Listen and say.

- How can I help you?
- I'd like to make a donation.
- Would you like to make a single donation or a regular monthly donation?
- That's wonderful!
- Could I get your full name and address, please?
- Could you give me your credit or debit card number, please?
- And what's the expiry date?
- Thank you so much for your donation.
- You're very welcome.

2 The sentences above are from a dialogue between a representative working for a charity and a caller. Which sentences do the rep/caller say?

Listen, read, and check.

Rep: Hello, WaterAid. How can I help you?
 John: Hi. I've been reading one of your leaflets and I'd like to make a donation to WaterAid, please.
 Rep: OK, that's great. Would you like to make a single donation or a regular monthly donation?
 John: I'd like to make a regular donation of £10 per month, please.
 Rep: That's wonderful! Could I get your full name and address, please?
 John: Sure, it's John Stafford. That's S-T-A-F-F-O-R-D. My address is 20, Dell Court, Charing Cross, London.
 Rep: And a contact number?
 John: 020-7730-1024.
 Rep: Could you give me your credit or debit card number, please?
 John: Certainly. It's 7654 3234 9456 3225.
 Rep: And what's the expiry date?
 John: It's June next year.
 Rep: OK, that's all, Mr Stafford. Thank you so much for your donation.
 John: You're very welcome. Goodbye.
 Rep: Goodbye and thank you again.

GREENPEACE



We are passionate about protecting the Earth!

Just £5 a month could help us take action against plantation owners who are destroying the rainforest!

Donate by post, online, or call 0800-722-6995

3 Find sentences in the dialogue which mean: What can I do for you? – I want to give some money. – Great! – When does the card expire?

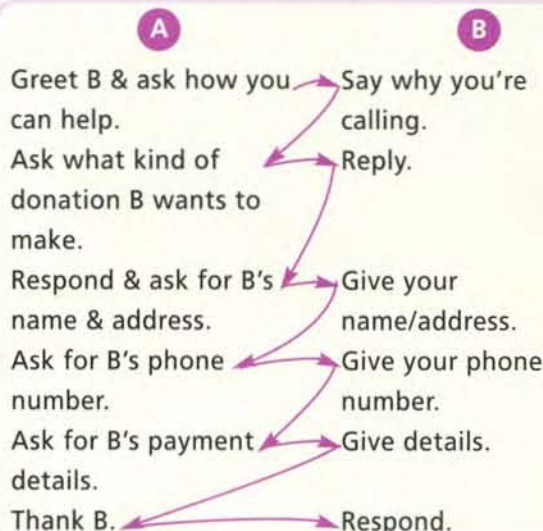
Intonation: polite requests

4 Listen and repeat. Pay attention to the intonation.

- How can I help you?
- May I speak to Mr Brown, please?
- Would you like to leave a message?
- I'd like to make a donation, please.
- Could you give me your name and address?
- Could you ask Mrs Smith to call me back, please?

Speaking

5 You've read the leaflet above and you want to make a donation. Act out your dialogue. Follow the plan.



3e At all costs

Vocabulary

Raising awareness

- 1 Listen and say.
 - 1 raise funds by organising a music festival or an art contest
 - 2 join a conservation/ environmental group
 - 3 start a blog campaign
 - 4 organise a slide show or a lecture
 - 5 create informative window displays and posters
 - 6 make a video and upload it to YouTube
 - 7 walk through the Amazon Rainforest

Reading & Listening

- 2 Look at the picture in the text. Which of the activities in Ex. 1 do you think this man has done to help save the rainforest?

Listen and read to find out.

The Worst Place to Take a Walk!

On August 9th, 2010, Englishman Ed Stafford became the first man in history to walk the **entire** length of the Amazon River. To be exact, he walked 4,000 miles in 28 months! But this brave explorer faced some terrifying **hazards** along the way!

1 At first, it's a gentle **trickle**, but then it gathers speed and widens, eventually rushing into the Atlantic Ocean at 58 million gallons a second. The Amazon runs through the world's largest jungle which is home to a tenth of the world's animal and plant species. It is also one of the planet's most dangerous and **hostile** habitats. 2 The dangers there are enough to **put** anybody **off**: floods, giant anacondas, jaguars, electric eels, drug smugglers, malaria, hostile tribes and sharp-toothed caiman crocodiles! So why did Ed want to walk there?

3 But his true inspiration was something even more important – the rainforest itself. Ed, who was a former army captain, used to lead jungle expeditions for a living, and saw how deforestation was destroying huge sections of rainforest. He desperately wanted to raise public awareness about the issue and knew that if he went on an adventure like this it would **grab** people's **attention**. 4 From the start, he kept a video blog so viewers could follow his progress online. Ed recorded his many **hair-raising** moments – the bites and stings he suffered, encounters with angry locals and his unforgettable meeting with a deadly pit viper. The snake, ready to strike, backed off at the last moment: lucky for Ed!

Ed faced endless challenges. After his GPS failed, he had to use a compass and a 60-year-old map to find his way. When he approached a village for supplies, he realised the village was no longer there so for a while he had to survive on piranha and turtles! 5 One time, a swarm of wasps attacked him and stung him over 30 times. Another time, he had to inject himself with antibiotics for 3 weeks to stop a face-eating bug he caught!

Relationships weren't always easy, either. Only three months into his journey, Ed and his walking partner argued over an iPod and his partner returned to the UK. But then, a Peruvian forest worker, Gadiel Cho Sanchez, offered to join Ed for a few days. He ended up staying with him for two years! One day, five canoes filled with an Amerindian tribe approached the pair. Some had their bows drawn; others even had shotguns. They were **furious** to find **foreigners** in their **territory**. Eventually, the chief let them go, but only if he could go with them. He became their guide for the next 47 days! The list of difficulties goes on and on. 6 He was determined to finish what he started.

Finally, after 860 days and 50,000 mosquito bites, Ed reached his final destination; the Atlantic coast of Brazil. But the last part of his journey was also the hardest. In the last week, he collapsed with exhaustion, got an **agonising** rash all over his body and then a fierce, 6-mile wide river nearly swept him out to sea. 7 He is so happy that his achievement succeeded in raising lots of money and drawing attention to the many threats to the Amazon rainforest: the spectacular lungs of the planet and a natural wonder we must **conserve** at all costs!

Check these words

entire length, face terrifying hazards, source, trickle, gather, electric eel, drug smuggler, malaria, hostile tribes, sharp-toothed caiman crocodile, true inspiration, former army captain, jungle expedition, deforestation, raise public awareness, grab attention, set off, hair-raising moments, pit viper, swarm of wasps, inject with antibiotics, forest worker, draw a bow, reach a destination, collapse with exhaustion, natural wonder, conserve, at all costs

- 3 Read the text again. Seven sentences are missing. Match the sentences (A-H) to the gaps (1-7). There is one extra sentence. Compare with your partner. Justify your answers.

- A He constantly struggled to stay healthy.
- B Crossing under or over fallen trees, **wading** through mud, and walking through razor-sharp grass made progress painfully slow, but Ed never considered giving up.
- C But, somehow, Ed finally made it.
- D European explorers sailed it in the 16th century, but no one was brave enough to walk it.
- E Ed nearly gave up.
- F Firstly, Ed wanted to prove that this walk was possible, simply because everyone said it couldn't be done!
- G The source of the Amazon River is high in the Andes Mountains.
- H So, on April 2nd 2008, Ed set off from the jungle of Peru.

- 4 Match the highlighted words with their meanings below. What part of speech is each word?

- very angry • frightening • dangers • small flow
- dangerous and threatening • attract quickly • very painful
- persuade not to do sth • protect • area • whole
- walking through water/a soft substance • strangers

Grammar

Relative clauses

see
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- 5 Read the examples. Which relative adverbs are for: *people?* *places?* *things?* *possession?* Find examples in the text.

- The rainforest **where** Ed's expedition took place is the largest in the world.
- Rainforests, **which** are home to many species, are in danger.
- Ed, **who** was a former army captain, walked through the rainforest.
- Ed, **whose** partner left him, continued his journey on his own.

Defining relative clauses are essential to the meaning of the sentence and are not put between commas. *People **who/that** destroy rainforests should be sent to prison.* Non-defining relative clauses give extra information not essential to the meaning of the sentences and are between commas. *Gadiel, **who** was a forest worker, joined Ed on his journey.*

- 6 Fill in: *who, which, where, whose*. Put commas where necessary.

- 1 Tropical rainforests cover about 7% of the Earth's surface are home to many animal and plant species.
- 2 The plants grow in rainforests are used to manufacture 25% of Western medicines.
- 3 Peter father is a doctor joined a conservation group.
- 4 Ed Stafford is the man walked through the rainforest.
- 5 The man fell into the river was saved by the villagers.
- 6 Frequent rainfall characterises the areas tropical rainforests exist.


- 7 Use the text to make sentences about the following with *who, which, where, or whose*.

- Ed Stafford • GPS
- Amazon Rainforest
- Amerindian tribe • pit viper
- Ed and Gadiel's guide
- Ed's journey
- Atlantic coast of Brazil

*Ed Stafford is the man **who** walked the entire length of the Amazon River.*

Speaking & Writing

- 8  **THINK!** Imagine you are Ed Stafford and your partner is a journalist. You've just finished your journey. Prepare questions and answers for a radio interview. Act out your interview.

- 9  **THINK!** Prepare a slide show or a lecture to raise awareness about rainforests.

3f Moving out

Vocabulary

Space

- 1 Say the names of the planets in our solar system.
Listen and check.

Reading

- 2 Read the title of the text and the quote. What could the problems of space colonisation be? How could these problems be solved? Read to find out.

"I don't think the human race will survive the next 1,000 years unless we spread into space."

Stephen Hawking,
English physicist & cosmologist



SPACE COLONISATION Future or Fantasy?

Since Neil Armstrong stepped foot on the moon on 20th July, 1969 and declared "One small step for man, one giant leap for mankind", people have been dreaming about creating futuristic communities in space. Science fiction films such as *2001: A Space Odyssey* and *Star Wars* have filled our minds with images of spacecraft travelling at the speed of light to colonies on other planets in other solar system. Until now, these ideas have just been fantasy, but now leading scientists such as Stephen Hawking say that colonising space is the only answer for the future survival of mankind; otherwise we will die out. **1** But is space colonisation really possible?

One solution would be for us to move to space stations orbiting near Earth. After all, astronauts have already been living on NASA's International Space Station (ISS) continuously since 2000. The ISS gets its power from solar panels, it generates its own oxygen and even recycles water, but there's still a huge problem; all of its food and other supplies have to be sent from Earth.

2 So maybe colonising the moon would be a better solution! The moon has rich resources which could be used to construct a colony. Also, in 2009, scientists found water on the moon, which could be used to extract oxygen for breathing.

3 There is no atmosphere on the moon and it is boiling hot during 13 days of sunlight and then freezing cold during 13 days of darkness. So any human colony there would have to live in a huge indoor biosphere*.

Mars would be another option, but the problems there would be similar to those on the moon. Scientists have suggested creating a more Earth-like atmosphere there by releasing carbon dioxide and warming it up, but this could take about 1,000 years! Stephen Hawking believes that the best solution is to look for Earth-like planets to colonise. "If only 1% of the 1,000 or so stars within 30 light years of Earth had an Earth-sized rocky planet in just the right place for life, there would still be 10 planets for colonisation in our 'neighbourhood'," Hawking said. **4** Travelling on Voyager 1, the fastest spacecraft we've ever sent into space, it would take over 700,000 years to get to Alpha Centauri, the closest star system. Hawking, though, believes that new technologies could soon help us to travel just below the speed of light. **5**

If we had endless amounts of money for space exploration, we would have already overcome these problems and built the first space colonies. The fact is, it costs about £6,000 to put half a kilo of anything into near-Earth orbit. **6** Just imagine – if people hadn't given Columbus money for his voyage to America in 1492, NASA probably wouldn't even exist today!

So, although there are many challenges to overcome, Professor Hawking still believes it will only be a matter of time before we are living in space. **7** What do you think? Is space truly 'the final frontier'?

* an environment that supports life

Check these words

colonisation, leap, mankind, orbit, solar panel, generate, supplies, resources, construct, colony, extract, harsh, atmosphere, carbon dioxide, warm sth up, afford, final frontier, self-sufficient, centuries, millenia, endless, exploration, overcome, wipe out, catastrophe, meteor, nuclear war

Grammar

see
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Mixed conditionals

3 For each gap 1-7, choose from the sentences A-H the one that best fits each gap. One sentence is extra. Compare with your partner. Justify your answers.

- A Humans would need to be self-sufficient to survive in space long-term.
- B The only question is whether this happens in years, centuries or millennia.
- C Exploring space, however, is not without risk.
- D This costs a lot of money.
- E Stephen Hawking believes that the best solution is to look for Earth-like planets to colonise.
- F He believes that sooner or later we will be wiped out by a catastrophe such as a meteor or nuclear war.
- G That way, we could reach the next star to Earth in just 6 years.
- H However, even if we found the perfect planet, we wouldn't be able to get there at the moment.

4 Fill in: *self-sufficient, harsh, warm up, afford, release*.

- 1 Jupiter's moons have very climates with ice fields, storms and acid rain, so it would be impossible to live there.
- 2 The ISS isn't because it can't produce or make everything that it needs.
- 3 Climate change could the Earth by 3°C by 2100.
- 4 Power stations carbon dioxide and other greenhouse gases into the atmosphere.
- 5 Only the world's richest can to be a space tourist; it costs about \$20 million!

5 Choose the correct words. Check in your dictionaries.

- 1 Supplies/Resources such as food and equipment are sent to the ISS from Earth.
- 2 Hawking believes we can **pass/overcome** all the problems and colonise space.
- 3 Some scientists believe a huge asteroid or comet could **extract/wipe out** life on Earth.
- 4 There are many options for colonising space; the possibilities are **endless/continuous**.

6 Study the table. Find examples in the text.

IF-CLAUSE	MAIN CLAUSE
(type 2) <i>If we had the technology to travel faster, (but we don't)</i>	(type 3) <i>we would have colonised other planets by now. (we haven't)</i>
(type 3) <i>If Tim had studied Medicine, (but he didn't)</i>	(type 2) <i>he would be a doctor now. (he isn't)</i>

7 Rewrite the sentences using mixed conditionals, as in the example.

- 1 Angie doesn't like science-fiction films, so she didn't go to the cinema with the others. *If Angie liked science-fiction films, she would have gone to the cinema with the others.*
- 2 Sam doesn't have good eyesight, so he wasn't accepted on the astronaut training programme.
- 3 Mark didn't hand in his project, so he won't pass the astronomy course.
- 4 Greg was studying all night, so he's tired now.
- 5 He can't afford it, so he hasn't applied to study abroad.
- 6 Janet is interested in astronomy, so she visited the planetarium yesterday.

Speaking & Writing

8 Listen and read the article in Ex. 3 again, then tell your partner three reasons why colonising space is difficult.

Colonising space is difficult because colonies would have to be self-sufficient.

9 **THINK!** Close your eyes and imagine you're in a spacecraft. What are you doing and what can you see and hear? How do you feel? Tell your partner.

I'm wearing a spacesuit and I'm floating around in the spacecraft. Out of the window I can see stars ...

10 **THINK!** Would you like to live in a space colony? Why/Why not? In a few minutes, write a few sentences on this topic. Read your sentences to the class.

3g Skills

1 air pollution

2 rubbish

3 water pollution

4 deforestation

5 natural resources (oil, coal & gas, etc) are running out

6 electronic waste

Vocabulary Environmental problems

- 1 a) Listen and say.
- b) Match the problems (1-6) to their solutions (A-F). Which problems are the most serious in your country?
- ☐ A We should all ride bicycles instead of using cars.
- ☐ B We should recycle at home and try to reuse things.
- ☐ C We must find new sources of renewable energy.
- ☐ D We should stop cutting down trees.
- ☐ E Manufacturers should be responsible for disposing of old electronic equipment.
- ☐ F We should use non-chemical biodegradable detergents.

Speaking Expressing your opinion

- 2 a) Read the table and the example.

Expressing your opinion	
• In my opinion, ...	• I (truly) think/believe that ...
• To my mind, ...	• The way I see it, ...
Agreeing	Disagreeing
• I (totally) agree with you.	• I (completely) disagree.
• You're (completely) right. Also, ...	• But don't you think ...?
• Yes, I think that too.	• On the other hand, ...
• I agree to a certain extent, but ...	• I don't really agree with you because ...

We should all ride bicycles instead of using cars. (*reduce air pollution, cheap way of commuting, exercise; BUT slow, impractical for the elderly, long journeys*)

A: *In my opinion, we should all ride bicycles because this would help reduce air pollution. It's a cheap way of commuting and exercising, too.*

B: *I agree to a certain extent, but don't you think that bicycles would be too slow and also impractical for the elderly to use? Also, for long journeys, you need a car.*

- b) Think of ideas for and against solution B in Ex. 1b. Use your ideas and the phrases for expressing opinion to discuss the topic.

Listening

- 3 You're going to listen to Matt talking about a project. Listen and choose the correct answer.
- 1 Matt grew up in
A a big city. B the country.
C Lynton.
- 2 Matt most dislikes
A the crowds. B the architecture.
C the pollution.
- 3 He started the tree-planting project because he wanted to
A do some volunteer work.
B bring the community together.
C make his area look better.
- 4 The community's reaction to the project was
A enthusiastic. B slow.
C unexpected.
- 5 The residents got a sense of satisfaction doing something
A creative for the environment.
B different for the environment.
C useful for the environment.
- 6 At the moment Matt is
A working to encourage similar projects elsewhere.
B planning to do another similar project.
C doing similar projects in other communities.
- 7 Matt hopes to
A set up a website.
B organise various community activities.
C see more trees planted.

- 1 Read the title and subheadings in the text. Can you answer any of these questions?

🔊 Listen and read the text and check.

- 2 Read the text again and fill in the gaps with a word which best fits, as in the example.

- 3 Replace the highlighted words with the words in bold from the text.

- 1 Rainforests **accommodate** animals such as raccoons, giant salamanders and mountain beavers.
- 2 Plants **set free** oxygen into the atmosphere during photosynthesis.
- 3 Rainforests are **in danger**.
- 4 Coral reefs are very **easy to damage**.
- 5 Most of the plants **take in** damaging gases.
- 6 Sheep and cows **eat the grass and plants** in the field.

- 4 **THINK!** Imagine plants and trees could talk. What could they tell us about deforestation? In three minutes, write a few sentences. Tell your partner or the class.

- 5 **ICT** Find out more information about deforestation. Use the key word: **deforestation**. Tell the class.

WHAT IS DEFORESTATION?

Deforestation occurs (0) **when** people cut down whole forests of trees. Tropical rainforests are particularly **under threat**. Two thirds (1) the lowland tropical rainforests in Central America, for instance, have (2) turned into land for grazing since 1950.

Why is it happening?

Small farmers cut down a few acres of trees (3) order to grow crops or let their animals **graze**. They clear them in a process called "slash and burn". Loggers also cut down a lot of trees (4) wood and paper products and urban developers turn areas of forest into mines, new roads, homes, or factories. Natural factors (5) as wildfires sometimes contribute to deforestation, too.

Why is it such a problem?

Deforestation is a major threat to the **delicate** ecosystem of our planet. Basically, it destroys the homes of animal and plant species and many of them die (6) including many unique species that could be used to make medicines for some of the world's worst diseases. More (7) two thirds of all medicines with cancer-fighting properties, for example, come from rainforest plants. Also, trees **absorb harmful** greenhouse gases. When forests are cut (8) or burnt, most of these gases stay in the Earth's atmosphere, (9) speeds up global warming. In fact, in the next 24 hours, deforestation will (10) responsible for the **release** of as much CO₂ into the atmosphere as that from as (11) flights as it takes to carry 8 million people from London to New York!

How can we help to fight deforestation?

- Take part in tree-planting days to replace some of the lost trees.
- Recycle paper and buy recycled paper products such as notepads.
- Eat less meat or at least check where it has come from. If it's from rainforest areas, it's likely that rainforests were cut down in order to raise cattle.
- Encourage your family, friends, and neighbours to think (12) the rainforests too by telling them all about the issue and how they can help.
- Support charities and companies that support rainforest protection by donating money and buying wood products like furniture made from sustainable forests*.

*forests grown for commercial use

RAINFORESTS: FAST FACTS

- Tropical rainforests cover 6-7% of the Earth's surface. The largest are: 1) The Amazon, South America; 2) The Congo, Africa; 3) South East Asia; 4) New Guinea; 5) Madagascar.
- Areas of forest the size of 2 football fields are lost per second due to deforestation. If this rate continues, the world's rainforests will disappear within 100 years.
- Rainforests **are home to** over half the plant and animal species in the world. 137 species become extinct every day.

Check these words

tropical rainforest, turn into, slash and burn, logger, urban developer, mine, contribute, major threat, ecosystem, include, die out, unique species, disease, cancer-fighting properties, greenhouse gas, global warming, sustainable, commercial

3 Writing

An opinion essay

Writing Tip

An **opinion essay** is a formal piece of writing in which we present our personal opinion on a topic and support it with reasons and examples. An opinion essay consists of:

- an **introduction** in which we introduce the topic and clearly state our opinion.
- a **main body** consisting of three paragraphs. The first two present separate viewpoints, each supported by reasons/examples, and the third paragraph presents the opposing viewpoint supported by reasons examples. Each paragraph starts with a topic sentence which summarises the main idea of the paragraph.
- a **conclusion**, in which we restate our opinion in different words.

We normally use present tenses. We link our ideas with appropriate linking words.

Adding more points: *Moreover, Furthermore, Also, Apart from this, In addition.*

Listing points: *To begin with, Firstly, In the first place, Secondly, Last, etc*

Introducing opposing viewpoints: *On the other hand, Although, However, etc*

Introducing examples/reasons: *For example/instance, Such as, Therefore, In particular, etc*

Expressing results: *As a result, Consequently, So, As a consequence, etc*

Concluding: *To sum up, All things considered, Taking everything into account, etc*

To express our opinion we use phrases such as: *I believe, In my opinion, I think, It seems to me that, To my mind, I strongly disagree with, I am totally against, I completely agree with, etc*

We do not use colloquial expressions, everyday language, short verb forms or chatty personal language. We use **formal expressions, longer sentences, full verb forms and formal linking words.**

We can also find this type of writing in the form of an article in newspapers, magazines etc.

1 The number of private vehicles on our roads is constantly increasing and causing serious environmental problems. **In my opinion**, banning all private transport in our towns and cities could be a good idea, as it would reduce pollution levels and therefore improve our quality of life.

2 **Firstly**, our cities would be far healthier without constant streams of traffic. **For example**, fewer cars and motorcycles would vastly improve air quality; and harmful gases that contribute to global warming would be greatly reduced. **Also**, public transport systems would improve and everyone would get to their destinations much faster.

3 **Moreover**, we would be safer. More people would choose to walk or cycle to work or school. **As a result**, there would be fewer road accidents.

4 **On the other hand**, some people argue that a total ban on private transport restricts people's rights and freedom. Rather than a ban, they simply suggest encouraging the public to use buses and trains more, by making them cheaper to ride and more accessible.

5 **All in all**, after public transport is improved, I feel that a ban on private transport could be an effective way to create better towns and cities. People could commute more efficiently in a cleaner environment.

1 Read the rubric. Underline the key words and answer the questions.

You have had a class discussion about the following statement: "All private transport such as cars and motorcycles should be banned in cities to help protect the environment." Now your teacher has asked you to write an **essay** giving your opinion and reasons to support your views (120-180 words).

- 1 Who is going to read your essay?
- 2 Will you use colloquial expressions and short verb forms? Why? Why not?
- 3 What is your opinion on the topic? Give reasons.

- 2 a) Read the essay and match the paragraphs (1-5) to the headings A-E below.

- A ☐ restate opinion
 B ☐ second viewpoint & reasons/examples
 C ☐ state topic & opinion
 D ☐ first viewpoint & reasons/examples
 E ☐ opposing viewpoint & reasons/examples

b) Answer the questions.

- 1 What is the writer's opinion?
- 2 What viewpoints and reasons/examples does he use to support his opinion?
- 3 What is the opposing viewpoint?

- 3 a) Read the essay again. Which of the linking words in bold:

- introduce an opinion?
- list points?
- add more points?
- show results?
- introduce an opposite viewpoint?
- introduce examples?
- conclude?

- b) Replace the words in bold in the essay with: *In addition, Consequently, To start with, For instance, In conclusion, In my view, However, Secondly*. Check with your partner.

Topic/Supporting sentences

- 4 Read the topic sentences. Use the phrases to write supporting sentences.

- 1 On the other hand, some people believe that space exploration is very important.
 - help resolve Earth's overpopulation
 - find natural resources
- 2 Riding bicycles instead of cars helps improve city life.
 - reduce air pollution
 - good form of exercise

- 5 Use phrases from the Writing Tip to express your opinion on the following. Use the ideas below.

- 1 we/help the elderly → quality of life improve
I strongly believe that we should help the elderly. If we do so, their quality of life will improve.
- 2 we/donate to charities → help those in need to have decent lives
- 3 we/recycle waste material → conserve our natural resources
- 4 we/join in clean-up days → cities look better

- 6 a) Read the essay topic and the viewpoints (1-3).

"It should be mandatory for all young people to volunteer to help protect the environment."

- 1 This work would benefit young people in the future.
- 2 It is unfair to force young people to give up their free time.
- 3 Young people contribute to environmental problems and should therefore help solve them.

- b) Listen to Bill and Tina talking about the topic. What reasons/examples do they give to support the viewpoints?

- 7 Use ideas from Ex. 6 and the plan to write your essay (120-180 words). Use phrases from the Useful Language box.

Plan

- Para 1: state the topic, give your opinion (*Our Earth is threatened by ... I feel that all young people should ...*)
- Paras 2 & 3: present viewpoints & support them with reasons/examples (*Firstly, ... For example, ...*)
- Para 4: present the opposite viewpoint with reasons/examples (*On the other hand, ... It would be ...*)
- Para 5: restate your opinion in other words (*All in all, I believe ...*)

Useful language

In the first place ... ; Furthermore, it is essential ... ;
 On the other hand, it can be argued ... ; All things considered, it seems to me that ... ; For example, ... ;
 Moreover, ... ; As a result, we ...

- 1 Read the rubric and then read the text through once quickly. What is it about?

You are going to read a text about a shark conservationist. For gaps 1-7, choose the sentence A-H which best fits each gap. There are two extra sentences.

Reading

Study skills

Missing sentences – extra sentences

Remember that there are two extra sentences. After you have done the task, check that the sentences you have left over don't fit into any of the gaps. This will help you check you have done the task correctly.

- 2 a) Underline any reference/ linking words in the missing sentences and before/after each gap, then do the task. Check that the sentences you have left don't fit any gap.
- b) Compare your answers with your partner.

Swimming with Sharks

When we talk about endangered species, we might mention the sea turtle or the giant panda or maybe even the Asian elephant, but we rarely consider the shark. **1** In fact, the shark population has dropped over the last 30 years by 90%, mainly because of illegal fishing. Sharks may be at the top of the food chain, but they have a vital role in maintaining the ecosystem. **2**

One man, Rob Stewart, has dedicated himself to raising awareness about sharks, whose bad reputation is, he believes, completely undeserved. "Sharks kill about 5 people a year and yet they are loathed," he says. He has a good point if you consider other statistics. **3**

Stewart first became fascinated by sharks as a child and after graduating with a degree in Marine Biology, he became a wildlife photographer. It was on an assignment to the Galapagos Islands, one of the world's most protected marine reserves, that he came across hundreds of dead sharks hanging from a 60 km length of commercial fishing line. **4** He found that up to 100 million sharks are being killed every year and a third of the 500 species of shark are under threat of extinction. Shark fins are incredibly valuable as a luxury item particularly for use in shark fin soup. Dried fins go for as much as \$300 for half a kilo, but the rest of the shark is discarded. Yet, people aren't as concerned about the mass murder of sharks as they are about koala bears.

5 After spending his life savings, watching DVDs on his laptop and learning the basics of film-making, he set off for Costa Rica where he swam with and even hugged the sharks while making his film. As sharks are afraid of humans, he spent an enormous amount of time underwater just hoping for the sharks to come near. **6** After coming into conflict with organised crime and local authorities, he had to escape by boat. Another time he caught a flesh-eating disease that led to a stay in hospital. Despite such difficulties, Stewart managed to produce *Sharkwater*, a powerful documentary about the cruel way mankind treats sharks. **7** "The oceans feed most of the planet. It's a system we can't mess with," Stewart says. "It's not just about saving sharks, it's about saving ourselves."

- A If that kind of illegal fishing could happen there, what was happening in the rest of the world?
- B In fact, the locals soon proved to be a lot more dangerous than the sharks.
- C Stewart learned how to control his heartbeat to avoid panicking the sharks.
- D That's not surprising when we see sharks in films, TV series and books portrayed as man-eating predators.
- E It has been a huge success, winning lots of international awards, but Stewart is carrying on with his mission to save the shark.
- F When their numbers decrease, it disturbs the natural balance of the oceans.
- G Elephants, for example, are responsible for the deaths of at least a hundred people a year yet, when a single elephant falls for its tusk, people are outraged.
- H Stewart decided the best way to show the world what was happening was to make a documentary.

Listening

- 3 Read the rubric and the questions and underline the key words. Do the task.

You are going to listen to a man talking about some volunteer work he has done. For questions 1-7 choose the correct answer A, B or C.

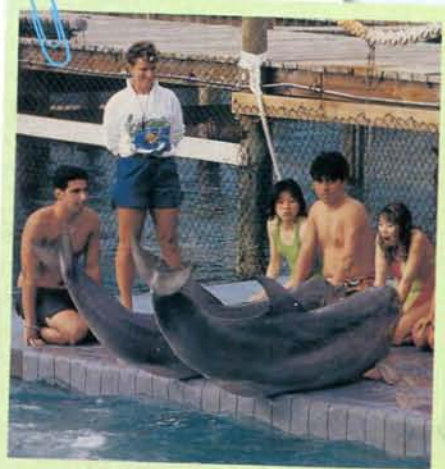
- Justin says that people who take care of animals need
 - to be organised.
 - to have experience.
 - to be very helpful.
- At the shelter, Justin's job is to
 - feed the animals and clean their enclosures.
 - raise money for the charity.
 - select suitable owners for the animals.
- The man that tied up his dog in the yard
 - was arrested while on holiday.
 - is no longer allowed to have pets.
 - couldn't afford to feed his dog.
- When an animal finds a good home, Justin feels
 - a bit anxious.
 - sad about saying goodbye to it.
 - relieved.
- People who volunteer at the shelter should
 - be able to work well as a team.
 - be very kind and caring.
 - be strong physically and emotionally.
- How do volunteers benefit?
 - They get respect from the community.
 - They get new opportunities.
 - They gain useful skills.
- Justin suggests that people who want to volunteer should
 - do a training course.
 - contact the RSPCA by email.
 - call in at their local shelter.

- b) Do the task. What information that you heard helped you decide on your answers? Compare with your partner.

Speaking

- 4 Look at the picture and read the description. Underline the words/phrases used to: *describe location*, *repair communication* (*describe an unknown word/phrase*), *speculate*.

The picture shows a group of animal trainers and a row of children by a pool in the foreground. I don't know what you call it, but they are sitting on something that floats on the water. It looks like they are at a sort of theme park or aquarium where dolphins are trained. The weather must be warm because everyone is wearing either a swimsuit or shorts and a T-shirt. In the middle of the photo on the left-hand side, there are two dolphins out of the water. It looks as if the trainers could be making the dolphins perform while the children watch. I think that the children could be about to swim with the dolphins. It's difficult to make out their faces, but I suppose that they might be feeling really happy and excited about this opportunity.



- 5 Describe the photo. Use the useful language box to help you. Then answer the questions.

- How do you think the woman feels about her job? (Why?)
- Do you think animals should be kept in zoos and wildlife parks? (Why/Why not?)
- Describe a performance you saw involving animals or a visit you went on to a zoo or wildlife park.



Useful language

Describing location: in the top/bottom left/right-hand corner, at the top/bottom, on the left/right-hand side, in the foreground/background, in the middle

Communication Repair (when you don't know a word): It's a kind of/sort of ...; I don't know what you call it, but it's ...; It's what you do when ...; It's used to ...

Speculating: I'm not sure, but he/she etc could/might be ...; I think/guess/suppose ...; Maybe/Perhaps he/she etc is ...; He/She etc seems to be ...; He/She etc looks (as if he/she is) ...; It's difficult to make out ... (their faces etc), but ...

Word formation

- 6 Read the text and complete the gaps (1-10) with the words derived from the word in brackets.

Monkeying around



When (0) **photographer** David Slater went to snap some shots of black Macaque monkeys in Indonesia, he got a bit of a surprise. The black Macaque is a rare and (1) species of monkey that is (2) being studied by a team of (3) in Indonesia who are particularly interested in its (4)

Macaques may be rare but they aren't shy. While David was walking with them he began to notice that the monkeys were very interested in his photography (5) After a while, it seems one of them was overcome by (6) and stole the camera from David's bag. When he saw his own (7) in the camera, the naughty Macaque was fascinated. Clearly, he was very pleased with his own (8) as he located the camera button and started (9) taking shots of himself and his friends. "He must have taken hundreds of photos," said David, "but not many of them were in focus. He (10) hadn't worked that out yet."

PHOTOGRAPH

ENDANGER
CURRENT
SCIENCE
CONSERVE

EQUIP
CURIOUS

REFLECT

APPEAR
RANDOM

OBSOLETE

Key word transformations

- 7 Use the words in bold to complete the sentences. Use two to five words.
- John regrets not helping the homeless man. (**WISHES**)
John the homeless man.
 - He volunteered at an animal shelter. (**WHERE**)
The place an animal shelter.
 - Unless Bob pays his rent, he will lose his flat. (**PAY**)
Bob will lose his flat his rent.
 - Sally doesn't have enough money to go on holiday. (**MORE**)
If Sally go on holiday.
 - It's a pity I can't go on holiday this year. (**ABLE**)
I wish on holiday this year.
 - We must start raising awareness about endangered species. (**TIME**)
It's awareness about endangered species.
 - If we don't act now, the species will die out. (**UNLESS**)
The species will die out now.
 - The oil spill led to the deaths of many sea birds. (**RESULT**)
Many sea birds died the oil spill.

Writing

- 8 a) Read the rubric and underline the key words.

Your teacher has asked you to write an opinion essay with the title: "Should we spend great amounts of money on space exploration?" Write your essay (120-180 words).

- b) Read the table. In pairs, try to think of reasons/examples to support each viewpoint.

Should we spend money on space exploration?

Should we spend money on space exploration?	
✓	
1	We need to explore other planets to ensure the survival of the human race.
2	The cost of space exploration is small compared to government spending on other things.
3	Important scientific discoveries made in space can help us here on Earth.
X	
4	Some people believe it can be very expensive and the money could be better spent on other things.
5	It can be risky and space missions often fail.

- c) Listen to Mark and Sarah discussing the topic. Did their reasons/examples match yours?

- 9 Do the task. Use ideas from Exs. 8b & 78c.

Language in Use 3

Phrasal verbs/Prepositions

1 Choose the correct particle.

hand in: submit
hand out: distribute
hand over: give (usually without wanting to)
hang out: spend time relaxing (usually with friends)
hang on: wait a short time
join in: become involved in an activity with others
join up: become a member of (a club, etc)

- Sam is planting trees in the park this weekend. Why don't we join **in/up**, too?
- John found a wallet on the street yesterday and he handed it **out/in** at the police station.
- Hang **on/out** a minute and I'll come with you.
- Sally hangs **on/out** with friends on Saturdays.
- The cashier handed **in/over** £100,000 in cash.
- People were handing **out/over** leaflets about environmental protection in town today.

2 Choose the correct preposition.

- Poverty can lead **in/to** crime.
- He managed to survive **on/in** very little food.
- The world's rainforests are **under/at** threat.
- He donates money **for/to** the homeless.
- Can success contribute **on/to** happiness?
- He succeeded **in/on** raising money for charity.

Collocations

3 Fill in: *natural, walking, long-term, unique, solstice, hair-raising, vicious, toxic, badly, scruffy.*

- | | |
|-----------------|-------------------|
| 1 circle | 6 species |
| 2 aim | 7 moments |
| 3 waste | 8 resources |
| 4 behaved | 9 clothes |
| 5 stick | 10 summer |

Word formation

4 Complete the sentences with the correct word derived from the words in brackets. Use appropriate prefixes.

Prefixes used with nouns to form nouns

Some of the prefixes used to form new nouns in English are:
auto-(self) (*automobile*), **co-(joint)** (*co-founder*), **ex-(former)** (*ex-chairman*), **inter-(between)** (*interchange*), **super-(more than)** (*superpower*), **tele-(distant)** (*telemarketing*).

- Superman and Spiderman are (HEROES)
- New technology has improved greatly. (COMMUNICATIONS)
- He decided to write his (BIOGRAPHY)
- She met her with his new wife at the children's party. (HUSBAND)
- They need to make with the site easier. (ACTION)

Words often confused

5 Choose the correct word. Check in your dictionaries.

- He **wondered/wandered** around Europe for months before he **settled/lived** in London.
- A **school/swarm** of bees **attacked/struck** him.
- He wanted to **grab/catch** people's attention and raise **public/private** awareness.
- He **spent/passed** the night in the **chilling/biting** cold.
- If you are in **question/doubt**, ask someone to help you.



Mark the sentences **T** (true) or **F** (false). Correct the false sentences. Read through Module 3 and write a quiz of your own.

- In 50 years, there will be twice as many elderly people as there are now.
- The Amazon jungle is in Peru.
- About 20% of people in Rio de Janeiro live in slums.
- The Glastonbury Festival takes place in the autumn.
- Ed Stafford spent nearly 2½ years in the Amazon jungle.
- Half of the world's animals live in the Amazon.
- Rainforests cover 5% of the Earth.
- "Carioca" means friend in Portuguese.

3 Revision

1 Fill in: *source, raise, hair-raising, conserve, reach, inspiration, grabbed, faced, wandered, donate.*

- His lecture was a true to us.
- The of the river is in the mountains.
- Greenpeace aims to public awareness of ecological issues.
- His speech people's attention.
- Facing crocodiles was a experience he won't forget.
- Despite the challenges he, he continued his journey.
- He took a month to his destination.
- We should all help our forests.
- We money to animal charities.
- He around the festival to see what was going on.

10x2=20 marks

2 Choose the correct words.

- Mark's the student **who/whose** raised the money.
- Sally **mustn't/didn't have to** wash her car; her dad did it for her.
- You **can't/shouldn't** use chemical cleaners; they're bad for the environment.
- The Amazon is a place **that/where** jaguars live.
- That's the boy **who/whose** father is a professor.

5x2=10 marks

3 Put the verbs in brackets in their correct form.

- I wish I (**be**) more patient.
- If I (**be**) you, I'd leave.
- If you apply for this job, you (**get**) it.
- I wish I (**go**) to the party last night.
- What (you/do) if you got lost in the jungle?

5x2=10 marks

4 Complete the sentence with the correct word derived from the words in bold.

- He apologised for breaking my vase. (**ACCIDENT**)
- He lacks a basic (EDUCATE)
- My time there was special. (**TRUE**)
- The festival promotes of speech. (**FREE**).
- The possibilities are (END)

5x2=10 marks

5 Complete the sentences using the words in bold. Use two to five words. Don't change the word in bold.

- Recycling regularly is a good idea.
SHOULD We regularly.
- It's a pity you didn't come with us.
WISH I us.
- She can't travel abroad because she can't afford it.
WOULD If she could abroad.
- He failed his exams because he hadn't studied.
HAVE If he had studied, his exams.
- He doesn't ride a bike so he didn't join the tour.
JOINED If he rode a bike, he the tour.

5x2=10 marks

6 Match the exchanges.

- | | |
|---|---|
| 1 | Hello how can I help you? |
| 2 | Could you give me your credit card number? |
| 3 | What's the expiry date? |
| 4 | I believe that cars should be banned. |
| 5 | I'd like to make a donation of £20 per month. |

- A It's May, 2014.
B I'd like to make a donation, please.
C I totally agree with you.
D That's wonderful!
E Certainly. It's 8987 6574 6534 2314.

5x4=20 marks

7 Write an opinion essay on the topic 'All zoos should be banned' (120-180 words).

20 marks

Total: 100 marks

Check your Progress

- talk and write about social problems
- call to make a donation
- talk about environmental problems
- write an opinion essay

GOOD ✓ VERY GOOD // EXCELLENT ///

Vocabulary: mysterious events, characteristics of strange creatures, ways of looking, unexplained phenomena, types of books

Grammar: the passive, personal & impersonal constructions, articles, reflexive & emphatic pronouns

Everyday English: booking tickets for a guided tour

Intonation: question tags

Phrasal verbs: *keep, let, pick*

Word formation: forming nouns from adjectives

Writing: a book review

Culture Corner: Haunted London

Curricular (Literature): *The Day of the Triffids* by John Wyndham

Module 4

Still a mystery

Vocabulary

Mysterious events/places

- Complete the descriptions with: *was assassinated, was built, was launched, have been reported, have crashed, is known, was captured.*
 - It between 3100 BC and 2800 BC. The reason is still unknown.
 - Many sightings of a large hairy ape-like creature in the Pacific Northwest, but no real proof exists.
 - The spacecraft on 11th April, 1970. Two days later the oxygen tank exploded. The crew returned safely to Earth on 17th April, 1970.
 - In 1947, an extraterrestrial spacecraft was reported to in New Mexico and its alien crew
 - Located in the western part of the North Atlantic Ocean, the region for mysterious disappearances of aircraft and ships.
 - The 35th American president in November 1963. To this day, no one is sure who killed him and why.

- Match the descriptions to the images.
 Listen and check.

OVER TO YOU!

Which three mysteries impressed you the most? Present them to the class.



A Roswell UFO incident



B Bigfoot



C Apollo 13



D JFK's assassination



E the Bermuda Triangle

F Stonehenge (Wiltshire, England)

4a UFO tour

THE TRUTH ISN'T OUT THERE... OR IS IT?

The annual UFO festival in Roswell, New Mexico attracts thousands of visitors each year to this remote desert town. This year, we sent travel journalist Ruth Bradley to take part in a new UFO Discovery Tour to visit key sites in the area where the famous 1947 Roswell UFO case unfolded. Did her out-of-this-world experience make her a true believer?

When I was first asked by my editor to report on a UFO discovery tour, my heart sank. **1**

A few days later, I was greeted at the airport in New Mexico by the tour's friendly guide and the other enthusiastic UFO-spotters in my group. We were driven to the hotel along busy freeways lined with UFO diners, UFO souvenir shops and even UFO motels. Little grey aliens stared down at us from billboards and road signs with huge insect eyes. **2** If nothing else, I had the feeling I would be having some fun on this assignment!

The following morning, we were taken to the spot in Roswell where a cattle farmer, Mak Brazel, came across some large pieces of metal and a huge hole in the ground on 8th July, 1947. Our guide told us that shortly after Mr Brazel reported what he had seen, the newspaper wrote that he had seen a flying saucer. The next day, however, they changed the story and reported that it wasn't a UFO at all, but simply a weather balloon. I wandered away from the group and looked around in the grass, half hoping to find one last piece of debris from the craft. **3** I had to admit, the story so far was fascinating and I found myself looking forward to the next stage of the tour where we would be shown 'Building 84'.

This was the huge aircraft hangar on the old army base where the remains of the strange craft were taken to be examined. It was an impressive sight. **4** They said it was made of a material as light as plastic, as strong as steel, impossible to burn and covered in strange hieroglyphics. Others described seeing alien bodies. The day ended with a visit to the UFO Museum and I was fascinated by some creepy sketches of

Check these words

unfold, report (on), sceptic, freeway, lined with, billboard, assignment, spot, cattle farmer, weather balloon, debris, aircraft, hangar, army base, remains, eye-witness account, hieroglyphics, autopsy, oval-shaped, burst, hotspot, weird, formation, doubtful, eerie, rattlesnake

Vocabulary & Reading

1 Listen and read the headlines. What do you think happened in these incidents?

A 8th July, 1947

**FLYING SAUCER
CAPTURED ON
RANCH IN
ROSWELL
REGION**

C

**POLICE OFFICER REPORTS
SIGHTING OF ALIEN SPACECRAFT
IN SOCORRO, NEW MEXICO**

B

**Strange wreckage &
Alien Bodies Examined
At Roswell Army Base**

D

**THOUSANDS WITNESS
STRANGE LIGHTS OVER
PHOENIX, ARIZONA**

2 Now read the title of the text and the introduction. What do you expect to read about? Read through to find out.

alien bodies on autopsy tables which were drawn by a nurse working in the base hospital at the time. **5**

The next day, we visited the town of Socorro where, in 1964, Lonnie Zamora, a respected police officer, reported an oval-shaped object with two small creatures inside. As he drew near, blue flames burst from the craft and it **soared into the sky**. When Zamora came back with other officers, all that could be seen were burn marks on the ground and strange footprints. The locals in this area have many stories like this one and I asked whether we were going to go back home with a UFO story of our own. **6**

That night, we camped out in one of the Nevada Desert's UFO hotspots. As we looked up into the dark sky, one couple from Phoenix, Arizona, told me about the night in March 1997 when they saw a weird formation of lights **hovering** above the city. They weren't alone; the strange phenomenon had been witnessed by over 10,000 locals and there is even video footage of it. **7** What better souvenir to take back to the editor than a photo of a real UFO!

I'm still doubtful whether UFOs and aliens exist. However, after spending a night under the stars in the **eerie** Nevada Desert, I have to admit that if intelligent life from a far-off world decided to land on Earth, I wouldn't be at all surprised if this was the place they chose to visit!

3 Read again. Seven sentences are missing. Match each sentence (A-H) to the gaps (1-7). There is one extra sentence. Justify your answers.

- A Instead, I disturbed an enormous rattlesnake and quickly made my way back!
- B I was a bit disappointed that I saw nothing worth photographing that night.
- C "Wait until tonight," the tour guide told me.
- D I couldn't help smiling at these amusing sights.
- E I started to lose hope during the night.
- F As we headed back to the hotel, I stared up into the starry night and couldn't help wondering if anyone – or anything – was looking down!
- G I just couldn't understand why I was being sent – me, a true sceptic!
- H Eye-witness accounts later described the craft as unlike anything that had ever been seen on Earth.

4 **THINK!** Listen and read the text. What is the writer's purpose?

5 Choose the correct words in bold. Then make sentences using the other options.

- 1 The **trip/tour** down to New Mexico wasn't very long.
- 2 We were shown the exact **spot/mark** where the spacecraft crashed.
- 3 They lost their way around the **dessert/desert**.
- 4 The experts **examined/experienced** the remains of the spacecraft.
- 5 We had a great view of the crash **site/sight** from the hilltop.
- 6 The **locals/natives** in Roswell are used to UFO-spotters.
- 7 People disagree about the **events/facts** that took place in Roswell.

- 6** Match the words/phrases in bold with their meanings:
moved quickly up, bothered, felt unhappy, destroyed remains, walked without a purpose, strange & frightening, floating in the same position, scary.

Grammar The passive

see pp.
GR 10-11

- 7** a) Read the examples. When do we use the passive? How is it formed?

Active: Some tourists **spotted** a UFO yesterday. The researchers **are investigating** the sighting.

Passive: A UFO **was spotted** by some tourists yesterday. The sighting **is being investigated**.

- b) Find examples of the passive in the text. Then rewrite the passive sentences into active sentences.

- 1 Steve put up the tent.
The tent was put up by Steve.
- 2 The mayor opened the UFO museum.
- 3 Lots of UFO-spotters visit Roswell, New Mexico.
- 4 People are making preparations for the town's first UFO festival.
- 5 Sam is starting a UFO tour in the area.
- 6 Locals have seen many strange lights in the desert.
- 7 They will publish Bill's book about local mysteries next month.

- 8** Rewrite the headlines in Ex. 1 in the passive.

Speaking & Writing

- 9** You went on the tour with Ruth. Write a paragraph about your experience. Read it to the class.

4b Strange creatures

Reading & Vocabulary

- 1 Look at the monsters in the pictures. Which creature: looks like a dinosaur? has a long neck? is a large hairy ape-like creature? Tell your partner.

The Loch Ness Monster looks like a dinosaur.

- 2 Read the title of the text and the first sentence of each paragraph. Who do you think Loren Coleman is and what does he do? Listen and read the text to find out.

Bigfoot

Check these words

stand guard, plaster cast, sample, specimen, leading, cryptozoologist, legendary beast, countless, witness, scratch, screech, valued, hard evidence, sceptical, fake, hoax, footage, mobility, hips, virtually unknown, tales of sightings, native tribe, become extinct, prehistoric times, human settlement, secretive, panther-like, reluctant

In Search of Monsters

Outside the International Cryptozoology Museum, an eight-foot, **replica** Bigfoot stands guard. **Glancing** around the two rooms, visitors see plaster casts of Bigfoot and Yeti footprints, hair samples and a life-size model of a coelacanth*. Most of the 2,300 specimens of the weird and wonderful that can be found here come from the personal collection of Loren Coleman, the museum's owner and the world's **leading** cryptozoologist.

Loren first became fascinated by the study of cryptids or 'hidden animals' as a twelve-year-old after seeing a documentary on Yetis, but his teacher told him that it was all just nonsense. Unconvinced, he set about finding all there was to know about legendary beasts such as yetis, lake monsters, giant snakes and chupacabras. His interest led to a lifelong passion for monster-hunting and cryptozoology. To date, he has written over 30 books and has spent countless hours travelling and camping out all over the American continent and abroad, interviewing witnesses and examining possible **evidence** of cryptids' existence such as footprints, hair samples, scratches, audio tapes of screeches and videos and photos.

Not surprisingly, Loren is often the first person TV producers turn to when they want an expert on the unexplained. He holds a BA in Zoology and Anthropology, an MA in Social Work and has done post-graduate work in Sociology and Anthropology. His opinion is **valued** because even though he firmly believes cryptids exist, he still demands hard evidence. "Until I have a hair sample or footprint or twisted branch, I'm really kind of sceptical," he says. "80% of all accounts are ordinary animals – a few fakes, a few hoaxes. But it's that 20% of unknowns that keeps me going."

A particular interest of Coleman's is one of the most famous cryptids of all, Bigfoot or Sasquatch, which is said to **inhabit** forests mainly in the North-western United States. He believes that there is lots of convincing evidence of its existence, including the famous 1967 Patterson-Grimlin footage of a Bigfoot walking into the forest. Despite many people claiming they were 'the person in the suit', Loren points out that the creature walks the way an ape does, with little mobility in the hips and neck.

So why hasn't anyone found a real Bigfoot yet? Well, Loren points out that, until 150 years ago, it was believed by most in the western world that mountain gorillas didn't exist and before that the giant panda was **virtually** unknown. Tales of sightings were **taken with a pinch of salt**; they were thought to be legends told by native tribes. Respected scientists had to change their opinions, though, when these creatures were found high up in the mountains and deep in the forests. Similarly, the coelacanth is a huge 1.5-metre-long fish that was thought to have become extinct about 65 million years ago until it was rediscovered in 1938. But no one had mentioned this to islanders in the Indian Ocean, who had been happily eating it for ages! So if a fish from prehistoric times is still swimming around, why can't Bigfoot and other strange creatures be hidden away in a forest somewhere? Loren argues that cryptids are not monsters at all, just species of animal that are few in number, live far from human **settlements** and are highly secretive.

Cryptozoology is definitely Loren's life, but has he ever seen a cryptid himself? He admits that one dark night on the way home, he glimpsed a large panther-like creature, but he's **reluctant** to call it a cryptid. "Western science decides if animals exist or don't exist," he says. Loren isn't trying to prove anything to the world, he just wants to find out the truth.

*large fish once believed extinct

3 Read again and for questions 1-8, choose the best answer, A, B, C or D.

- 1 Most of the exhibits at the museum
A are replicas. C were donated.
B are made plaster cast. D belong to Loren.
- 2 What inspired Loren to study cryptids?
A The books he read on Cryptozoology.
B His teacher's encouragement.
C A film he saw as a young boy.
D His travels and camping trips.
- 3 Loren is popular with TV producers because he
A is well-liked by audiences.
B demands proof and isn't easily convinced.
C has lots of evidence that cryptids exist.
D gets excited by cryptids.
- 4 What does Loren say motivates him most to continue searching?
A his scepticism C uncertainty
B people's accounts D hard evidence
- 5 He believes the Patterson-Grimlin footage
A appeared to show a real creature.
B was a clever trick.
C drew attention because of the costume.
D should be more famous.
- 6 The writer uses the highlighted phrase in the text to show that
A people believed in the reports about pandas and gorillas.
B stories about hidden animals come from tribal legends.
C scientists often change their minds.
D the western world knows little about hidden animals.
- 7 What does 'this' in line 39 refer to?
A the discovery of species
B that a species was taught to be extinct
C that the islanders had been eating a certain fish
D that a species had been extinct for millions of years
- 8 In the last paragraph, Loren suggests that he
A doesn't respect western science.
B accepts that cryptids may not exist.
C believes people should be more open-minded.
D is certain he has seen a cryptid.

4 Match the words in bold to their meanings:
proof, live in, colonies, almost, model, top, respected, looking, unwilling.

5 Read the definitions, then choose the correct word.

glance: look at quickly
glare: look at angrily
stare: look at for a long time (rudely)
gaze: look at for a long time

glimpse: see for a short time, catch sight of
peer: look at something with difficulty
peep: look quickly, often secretly

- 1 Matt only **gazed/glimpsed** the creature for a second so he wasn't sure what he really saw.
- 2 We **peered/glared** into the dark forest, but we couldn't see much.
- 3 Andrew **gazed/peeped** at the plane flying over his head.
- 4 Simon **peeped/glared** at her angrily.
- 5 The gorilla **peeped/glimpsed** through the trees at us.
- 6 Jane **glared/stared** at the creature – she couldn't stop looking at it.
- 7 Tom **glimpsed/glanced** at his watch and realised he was late.

Grammar see p. GR 11 Passive (impersonal/personal constructions)


6 Read the examples. How do the two passive constructions differ? Find similar constructions in the text. Then turn the sentences into the passive.

- **People think** (that) he didn't see a Bigfoot. (active construction)
- **It is thought** (that) he didn't see a Bigfoot. (impersonal passive construction)
- **He is thought not to have seen** a Bigfoot. (personal passive construction)

- 1 They believe the creature was a panther.
It is thought that the creature was a panther.
The creature was thought to have been a panther.
- 2 Experts say many frogs are becoming extinct.
- 3 They report that Yeti footprints have been found.
- 4 They think the photos are fakes.

Loch Ness Monster

Speaking & Writing

7  Find the main idea in each paragraph. Use them to write a summary of the text in your own words. Tell the class.

4c Culture Corner

- 1 Read the title of the text and the headings. What kind of ghosts do you think there are in these places? Read to find out.

HAUNTED LONDON

London dates back to Roman times and has a long, often violent and tragic history. For this reason, it is believed by some to be one of the most haunted capital cities in the world. There are hundreds of stories of ghosts in old buildings, parks, streets, graveyards and even theatres and tube stations! If you aren't too afraid, read on ...

From Medieval times to the early 20th century, the Tower of London has had a long, cruel (0) *history* of imprisonment, trials, executions and torture. It's no wonder then that (1) of ghosts are a common occurrence here! One of the most (2) seen ghosts is the headless Anne Boleyn, the unlucky (3) of Henry VIII who was beheaded at the Tower in 1536. There is also the white lady whose (4) is said to fill the air surrounding the White Tower and who was once (5) waving to a group of children visiting the opposite building. Stories of ghostly goings-on at the Tower of London are (6) and still occur today.

The Tower of London

Check these words

graveyard, cruel, imprisonment, trial, execution, torture, occurrence, behead, spot, ghostly goings-on, occur, phantom, make presence felt, usher, clog dance, welcome addition

- 2 For gaps 1-12, choose the best answer, A, B, C or D. Find evidence in the text.

- | | | | |
|----------------|-------------|------------|--------------|
| 0 A myth | B story | C history | D tale |
| 1 A views | B sightings | C pictures | D scenes |
| 2 A often | B normally | C usually | D frequently |
| 3 A lady | B female | C woman | D wife |
| 4 A aroma | B perfume | C odour | D smell |
| 5 A watched | B noticed | C spotted | D observed |
| 6 A numerous | B lots | C several | D great |
| 7 A uncovered | B drew | C opened | D revealed |
| 8 A presence | B existence | C being | D entrance |
| 9 A after | B back | C behind | D rear |
| 10 A routine | B review | C rehearse | D repeat |
| 11 A arrives | B appears | C occurs | D attend |
| 12 A extension | B extra | C additive | D addition |

The Theatre Royal, Drury Lane



This theatre first (7) its curtains to the public in 1663 and is therefore London's oldest working theatre. Many phantoms supposedly make their (8) felt during the performances here. Some say that Joseph Grimaldi, a mischievous clown who died in 1837, often kicks actors, ushers and cleaners from (9) as they work! Another clown, Dan Leno, who was famous for his clog dance, can sometimes be heard practising his (10) over and over again. The theatre's most famous ghost, however, is the Man in Grey, who only (11) at the beginning of a successful performance. Unlike most ghosts, he does not make people freeze in terror and is seen as a welcome (12) to the theatre!

- 3 Fill in: *successful, freeze, cruel, capital, common, mischievous*. Use the phrases to make sentences based on the text.

- | | |
|---|--------------------|
| 1 | city |
| 2 | occurrence |
| 3 | performance |
| 4 | long history |
| 5 | in terror |
| 6 | clown |

- 4 **THINK!** Listen and read. Imagine you saw a ghost while visiting one of these places. What did you see, hear, feel? In five minutes write a few sentences. Tell the class.

- 5 Are there similar places in your country? Collect information. Tell the class.

Booking tickets for a guided tour

- 1 a) Listen and say.
- This is the right place to get tickets for the Tower of London, isn't it?
 - Yes, it certainly is.
 - Could you tell me what the ticket price includes, please?
 - I'd like to book some tickets for this afternoon then, please.
 - How many tickets would you like?
 - My pleasure. Enjoy your visit.
- b) The sentences above appear in the dialogue below. Who says each, a tourist or a ticket office attendant?
- Listen and check.

- A: Good morning. This is the right place to get tickets for the Tower of London, isn't it?
 B: Yes, it certainly is.
 A: Could you tell me what the ticket price includes, please?
 B: Sure. It includes a guided tour by one of the Yeoman Warders and entry to see the Crown Jewels and other special exhibitions.
 A: That sounds great. I'd like to book some tickets for this afternoon then, please.
 B: Yes, of course. Tickets are valid for 7 days from the day of purchase. How many tickets would you like?
 A: 2 adults, please.
 B: OK. That's £39.60 then.
 A: Alright. Here you are.
 B: Thanks.
 A: Could you tell me where the guided tours start from?
 B: Sure. They start from just inside the gates every half an hour. So you can choose your own time.
 A: Thank you very much.
 B: My pleasure. Enjoy your visit.

LONDON GHOST BUS TOURS

Take a ride on the dark side

Tour includes:

- Stories of London's past, told by a spooky conductor
 - Onboard entertainment with real actors
- Tours run most days at 7:30 pm & 9 pm, departing from Northumberland Avenue (off Trafalgar Square)

Fares: Adults £18, Children £12, Family ticket £50
 Book now online or from our ticket office



- 2 Find sentences in the dialogue which mean:
That's right. – *What do you get for the price of the ticket?* – *You're welcome.* *Have a great time.*

Intonation: question tags

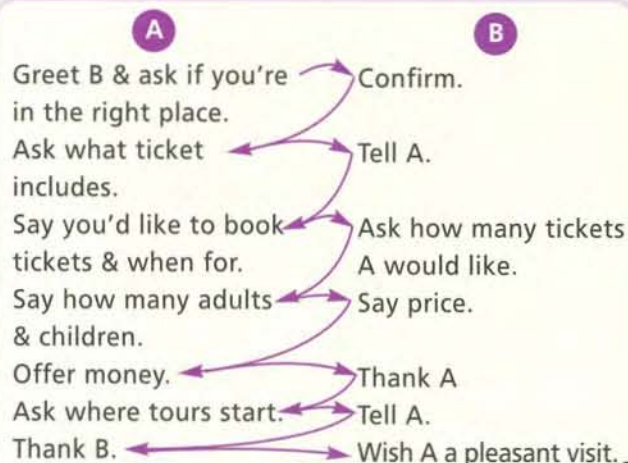
see
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- 3 a) Choose the correct question tags. Check in the Grammar Reference section.
- b) Listen and mark which questions expect an answer (✓) and which ask for confirmation (✓). Check in the Grammar Reference section.

- Let's visit the castle, shall we/will we?
- You went on a ghost tour last summer, didn't you/weren't you?
- You won't tell him, won't you/will you?
- Sam likes history, does he/doesn't he?
- You couldn't lend me £20, could you/can you?
- Don't leave the flat unlocked, do you/will you?


Speaking

- 4 Act out a dialogue between a tourist and a ticket office attendant using the advert for the bus tour. Follow the plan.



4e Unexplained phenomena

Reading

- 1 Read the introduction to the text and the headings. Why is each a mysterious place?
 Listen and read to find out.

Study skills

Multiple matching

Read the questions and underline the key words. Scan the text for the information you need. As you are reading underline the parts related to the questions. Read again and answer each question. Some information is paraphrased.

- 2 Read again and for questions 1-15, choose from the places A-D. Justify your answers.

Which place:

- has an attraction that has no visible means of life support? 1 ☐
- reports a phenomenon that gets worse at a particular time? 2 ☐
- has reports of an event occurring in previous centuries? 3 ☐
- do locals believe is protected by a god? 4 ☐
- might cause someone to experience health problems? 5 ☐
- has a phenomenon that occurs annually? 6 ☐
- has a phenomenon that could be caused by the human body? 7 ☐
- has a phenomenon that makes no sound? 8 ☐
- is where visitors are warned of dangers? 9 ☐
- has something believed to be protected by a spiritual being? 10 ☐
- has a phenomenon some believe is caused by a mythical creature? 11 ☐
- has a phenomenon that does not affect everyone? 12 ☐
- is where the frightening sounds are said to be from trapped people? 13 ☐
- has a phenomenon witnessed by large crowds of people? 14 ☐

- 3 Match the underlined adjectives to their opposites in the list: *nearby, silly, shallow, low, tiny, light, artificial, loud.*

Mysterious Places

We've found out about some places that have some extremely weird phenomena. Read on to find out about some of the strangest places on the planet.

A

The Hum – New Mexico, USA & Woodland, UK

Everyone knows how annoying constant, low level noise can be. The sound of a slow dripping tap or someone repeatedly tapping their foot could drive a saint to distraction. So imagine what it must be like to live with that kind of irritating sound all the time.

In the 1990s, residents of the town of Taos in New Mexico began complaining about hearing a faint sound like a distant car engine. Not everyone hears the strange noise called 'The Hum', but many of the 'victims' **complain of** loss of sleep, dizziness, headaches and anxiety. Investigators have suggested that the noise is caused by sounds produced **naturally** by the ear or by waves crashing together on the ocean floor. Most recently, a Hum also struck the **tiny** English village of Woodland in 2011. "It's loudest on Sundays," says one resident. "It's a bit like a fridge, but it definitely isn't my fridge." For the moment 'The Hum' **remains** a mystery that continues to drive its victims mad!



B The Tree of Life – Bahrain

Sitting majestically on a high sandy hill in the middle of the desert, two kilometres from Jebel Dukhan in Bahrain, is one of the most fascinating natural wonders of the world. The Tree of Life, an ancient mesquite tree, has survived in the desert for 400 years, miles from any other form of vegetation, and with no **apparent** source of water. Although the mesquite tree can develop a very wide and deep root system, scientists and biologists have been unable to locate the source of water that sustains the tree. This **baffling** enigma has made the tree a major tourist attraction in the Middle East. But for the local Bedouin tribes, there is no mystery about the tree. They believe that the mythical god of water, Enki, has blessed the tree and has kept it alive and growing all these years.



Check these words

tap dripping, tap foot, drive sb to distraction, irritating sound, dizziness, anxiety, remain a mystery, drive sb mad, majestically, vegetation, apparent, sustain, baffling enigma, bless, glowing, gather, serpent, methane gas bubbles, river bed, labyrinth, maze, suffocating, eerie sound, drag, lair, intriguingly, resemble

C

The Naga Fireballs - Thailand & Laos

Every year, around the time of the October full moon and at the end of the Buddhist rains, hundreds of red glowing balls of light are seen shooting up from the Mekong River before silently **exploding** in mid-air. Sceptics put the phenomenon down to a clever hoax, but there are records written by monks who **witnessed** the mysterious fireballs hundreds of years ago.

To many of the thousands of believers who gather along the banks of the Mekong to view this amazing sight, the fireballs are the breath of Naga, a mythical serpent that lives in the river. "I've seen the Naga," says one local. "It was like a huge, silver snake swimming down the river." Others, however, believe that the fireballs are a natural phenomenon **caused by** methane gas bubbles escaping from the river bed.

D Black Mountain - Australia



Formed from volcanic magma around 260 million years ago, Black Mountain is made up of a labyrinth of massive black boulders. It's a wonderful, unique place but it has a dark history and locals claim visitors should **beware**. Explorers have described the maze of caves and narrow passageways in the mountain and some have reported an interior inhabited by vampire bats and gigantic pythons within pockets of suffocating bad air. Countless stories tell of the people who have walked into the caves never to return. Even a farmer and his herd of cattle are said to have disappeared into the mysterious caves. Some say that the eerie sounds of loud cries and banging are the lost trying to find their way out. Others insist it's the natural sounds of water and cracking stones in the caves. There is also a legend that a cat-like beast called 'the Queensland tiger' is responsible for the disappearances as it prowls the area and drags victims into its lair in the caves. Intriguingly, descriptions of the Queensland tiger closely resemble a species of lion which became extinct in Queensland about 20,000 years ago!

- 4 Explain the words in bold. What part of speech is each?

Sound verbs

- 5 a) Listen to the sounds, then say.

blow buzz crack crunch patter rustle
scratch splash stamp whistle drip

- b) Use the verbs in Ex. 5a in their correct form to complete the gaps.

1 bees; 2 the wind; 3 dogs bones loudly; 4 dogs' nails the floor; 5 leaves in the wind; 6 rain the windows; 7 a tap; 8 children their feet on the floor; 9 one a tune; 10 children in the water; 11 tree branches

Grammar Articles

see pp.
GR 11-12

- 6 Fill in *a*, *an* or *the* where necessary. Check in the Grammar Reference section.

Mysterious ghost lights are frequently seen near 1) town of 2) Marfa in 3) Chihuahua Desert in 4) Texas in 5) USA. They are basketball-sized balls of light that bounce around during 6) night and they have puzzled visitors and locals for more than 7) century. 8) first reported sighting dates back to 9) 1883 when Robert Ellison claims to have seen 'ghost lights' shining for days. Many people now believe that 10) 'Marfa Lights' are actually just reflections from car headlights. Some true-believers still won't accept, however, that there is probably 11) ordinary explanation for 12) lights. There is even 13) viewing platform in 14) area where hopeful light-spotters can go!

Speaking & Writing

- 7 Tell your partner two things you remember about each of the places in the text.
- 8 **THINK!** Now imagine you're in one of the places. What can you see, hear, sense? How do you feel? Write a few sentences to describe your visit, then read them to the class or to your partner.

BACK TO LIFE!

When the last Pyrenean ibex died, killed by a falling tree, the species officially became extinct. But scientists had already taken and carefully preserved DNA samples from this wild mountain goat. Using these samples and a domestic goat's eggs, they were able to bring the Pyrenean ibex back to life. Even though the clone lived for only seven minutes, some scientists claim that advanced techniques could now be used to clone dinosaurs and unleash a real-life 'Jurassic Park' on the world!

Could a T-rex really walk the Earth again? Well, dinosaurs were roaming the Earth over 65 million years ago and dinosaur DNA doesn't last that long, even in teeth or bones. [1] Jack Horner, a world famous palaeontologist at Montana State University, however, disagrees. "Of course we can bring them back to life," he says. "The science is there."

In fact, in 2003, Jack and his team made a breakthrough that amazed scientists. While excavating the skeleton of a Tyrannosaurus rex at a remote site in Montana, its thigh bone broke in two as they were lifting it by helicopter. Back at the university, one of Jack's students was running tests on the bone when she suddenly found organic material. [2] It was an astonishing finding that suggests that DNA might last a lot longer than originally believed after all.

So does this mean that we will be sharing Earth with cloned T-rexes in the future? Jack believes it's possible, but a complete genetic map of a dinosaur would have to be worked out first and that might take decades. [3] Most scientists believe that birds are distant relatives of certain types of dinosaur and have some dormant DNA from their ancestors. So perhaps the answer lies with birds?

Jack is not the only one following this line of research. At McGill University in Canada, Hans Larsson has conducted experiments into reactivating dinosaur DNA in birds. He had been investigating the evolution of dinosaurs' long tails into birds' short tails more than 150 million years ago. Larsson noticed that as an embryo a chicken's tail has 16 small bones, but only five when it hatched out of the egg. [4]

Larsson found that by changing the genetic make-up of a chicken he could enlarge its tail by three more bones. [5] Larsson is convinced that this "reverse evolution" means that we could see a type of dinosaur within the next hundred years!

[6] The Tokyo researchers believe that they can bring the woolly mammoth back from the dead very soon. This distant ancestor of an elephant died out 8,000 years ago, so the chances of finding usable DNA are much higher. They intend to go on an expedition to frozen Siberia where they are optimistic that they will find the necessary organic material.

Scientists like Jack Horner are fascinated by the idea of unlocking the mysteries of a lost prehistoric world! He imagines himself teaching students on stage accompanied by what he calls a dino-chicken on a lead! [7] Jack says, "There is now nothing to stop us bringing back dinosaurs but ourselves." He continues, though, "Whether it is a good idea or not is another question."



Vocabulary & Reading

- 1 Read the definition and then the newspaper headline. Could DNA help bring extinct animals back to life? Read the text to find out.

DNA: acid in the cells of living things which determines the structure and function of every cell; also responsible for characteristics being passed on from parents to children.

**DINOSAUR BLOOD VESSELS
FOUND IN 68-MILLION-YEAR-OLD T-REX SKELETON**

Check these words

officially, preserve, domestic, clone, unleash, roam, last, make a breakthrough, excavate, remote, thigh bone, organic material, finding, genetic map, distant relative, dormant, ancestor, conduct experiments, reactivate, evolution, embryo, hatch, reverse, expedition, optimistic, prehistoric, lead, revive, impressive, alteration, magnify, ambitious, satisfying, blueprint, survive

2 Read again and choose from the sentences A-H the one which fits each gap (1-7). There is one extra sentence.

- A For this reason, he is also looking at other ways to revive dinosaurs.
- B This may not seem so impressive, but a series of alterations could result in a completely new kind of dinosaur.
- C After it was placed under a microscope and magnified 4,000 times, she realised she was looking at dinosaur blood vessels ... 68 million years old!
- D That seems a long time to wait, but some Japanese scientists are more ambitious.
- E Ignoring what the others said, he carried on with his research.
- F He thinks that would be the most satisfying lecture he could ever give.
- G It seemed that the embryo of a modern-day bird could contain the blueprint for a dinosaur.
- H It is generally accepted that it can survive 100,000 years at the most.

3 Fill in: *make, conduct, bring, become, break, hatch, roam, preserved, advanced, distant*.

- | | |
|------------------------|-----------------------|
| 1 extinct | 5 samples |
| 2 back to life | 6 in two |
| 3 a breakthrough | 7 experiments |
| 4 the Earth | 8 out of an egg |
| | 9 techniques |
| | 10 relatives |

4 Replace the words/phrases in bold using words from the **Check these words** box in their correct form.

- 1 Do we want dinosaurs to **wander** around the Earth?
- 2 He **enlarged** the image of the thigh bone.
- 3 Most scientists believe DNA couldn't **continue to exist** for 68 million years.
- 4 Dinosaurs are believed to be **relatives** of birds.

4f

Grammar

see
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Reflexive/Emphatic pronouns

5 Fill in: *myself, yourself, him/her/itself, ourselves or themselves*. Check in the Grammar Reference section.


- 1 Jack introduced to the audience.
- 2 Jack and Hans don't know exactly how long it will take to recreate a dinosaur.
- 3 The student was very proud of when she uncovered the dinosaur bone.
- 4 Did you make this discovery?
- 5 Jack Horner isn't sure whether bringing dinosaurs back is a good idea.
- 6 We really enjoyed at the museum.


Key word transformations

6 Complete the second sentence so that it means the same as the first. Use the word in bold.

- 1 The scientists found the discovery astonishing. (BY)
The scientists the discovery.
- 2 Tom enjoyed himself at the exhibition. (GREAT)
Tom at the dinosaur exhibition.
- 3 Archaeologists report that they have found a dinosaur skeleton. (REPORTED)
A dinosaur skeleton been found.
- 4 Sarah likes being by herself. (MIND)
Sarah time alone.
- 5 People say that house is haunted. (SAID)
That house haunted.


Speaking & Writing

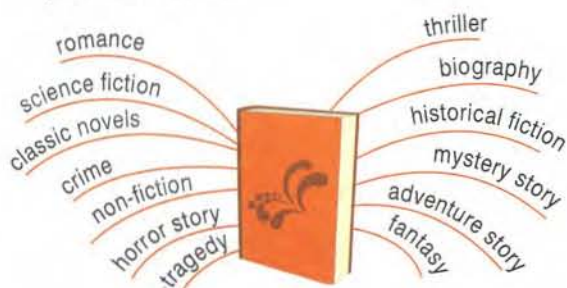
- 7 a) **THINK!**  Listen and read. What information in the text did you find the most interesting? Tell your partner.
- b) **THINK!** Do you think it's a good idea to bring back dinosaurs and other extinct species? Why/Why not? In three minutes, write a few sentences. Read them to the class.

- 8 **ICT**  Collect information about dinosaurs. Report to the class.

Vocabulary

Types of books


- 1  Which are your favourite/least favourite types of books? Why? Tell the class, using the ideas below and any of your own ones.



😊	<ul style="list-style-type: none"> • make you think • fascinating • thrilling • exciting • relaxing • learn a lot about the past • interesting to read about others' lives & experiences • educational
😞	<ul style="list-style-type: none"> • a waste of time • unrealistic • boring/dull • predictable • silly • too frightening

I enjoy biographies because I find it interesting to read about other people's lives and experiences. I'm not so keen on science-fiction books as I find them boring and unrealistic.

Listening

- 2  You will hear five writers talking. Match the writers (1-5) to what they say (A-F). There is one extra letter which you don't need to use.


- A I started writing as a sort of a challenge.
- B I write in an attempt to influence people.
- C I started writing to escape everyday life.
- D I read a lot as a child.
- E Writing comes naturally to me.
- F I write because there is money in writing.

Speaker 1	
Speaker 2	
Speaker 3	
Speaker 4	
Speaker 5	

Speaking

- 3 a) Look at the list of adjectives in the table. Which are: *positive, negative, neutral* in meaning?

plot	mysterious, clever, interesting, exciting, gripping, well/poorly-developed, fast/slow-paced, predictable, weak, funny, unimaginative, original, brilliant, awful
characters	interesting, well-rounded, likeable, dull, evil, shallow, unusual
beginning/ending	confusing, flat, unexpected, disappointing, exciting, surprising, satisfying

- b)  Use the language to talk about books you have read, as in the example.

A: *I recently read 'The Curious Incident of the Dog in Night-time'. It's about an autistic boy who decides to investigate the murder of a dog.*

B: *What did you think of the plot?*

A: *It's really clever and original.*

B: *What about the characters?*

A: *I found them unusual but likeable.*

- 4 a) Compare the photographs and say how the people are feeling and what you think they are enjoying about their tours.



- b) Which of these two tours would you prefer to go on?

The picture shows... What do you know about the book *The Day of the*... Listen to find out.

Read the text. Fill in the gaps (1-7), choose from the sentences A-H that best completes each gap. There is one extra sentence.

She realised that... and turned on the... To my amazement... was wide open. That was not difficult. It misted the goggles. I did in the... wash it off my face. They didn't try anything there. I took no risks with them. Four months later... again. They're just plants.

Match the words to the front part of the sentence. *sharply, invaders, turned quickly.*

Write the adjective the author uses to describe the following:

- S
- S
- d
- le
- C
- h
- k
- S

THINK!

and read the text. You are in a car surrounded by triffids. What can you see? How do you feel? Discuss with your partner.

The Day of the Triffids

by John Wyndham

"I wish", I told Susan, irritably, "you'd not keep on saying 'they hear', as if they were animals. They're not. They don't 'hear'! **1** "

"All the same, they do hear, somehow," Susan said. "Well — anyway, we'll do something about them," I promised.

As time went on the numbers collected along the fence continued to increase in spite of our traps. **2** They simply settled down, **wriggled** their roots into the soil, and remained. At a distance they looked as inactive as any other hedge. But if one doubted their alertness it was only necessary to take a car down the lane. To do so, you had to battle through such **viciously** slashing stings that it was necessary to stop the car at the main road and wipe the windscreen clear of poison.

Early one morning, Susan came running in to tell us that the things had broken in, and were all around the house. The sky outside her bedroom window was grey, but when she went downstairs, she found everything there in complete darkness. **3** The moment she saw leathery green leaves pressed against the windows, she guessed what had happened.

4 Even as it closed a sting whipped up from below and **smacked** against the glass. We looked down on a group of triffids standing ten or twelve deep against the wall of the house. The flame-throwers were in one of the outhouses.

5 In thick clothing and gloves, with a leather helmet and goggles under a wire mask I hacked my way through the triffids with the largest carving knife I could find. The stings whipped and slapped at the wire mask so frequently that the poison began to come through in a fine spray. **6** I didn't dare use a thrower more than once to clear my way back for fear of setting the door and window frames on fire, but it moved them enough for me to get back unharmed.

... Two more days passed before Susan and I could be sure that we had searched every corner of the enclosure and accounted for the very last of the **intruders**. **7**

Check these words

irritably, trap, settle down, hedge, doubt, alertness, lane, slashing sting, wipe, break in, whip up, smack, flame-thrower, outhouse, wire, hack, unharmed, enclosure, account (for), mist

- 1** The picture shows some triffids. What do you know about the book *The Day of Triffids*?

🔊 Listen to find out.

- 2** Read the text. For each gap (1-7), choose from the sentences A-H the one that best completes each gap. There is one extra sentence.

- A She realised that should not be so, and turned on the light.
- B To my amazement, the window was wide open.
- C That was not difficult.
- D It misted the goggles, and the first thing I did in the outhouse was to wash it off my face.
- E They didn't try anything or do anything there.
- F I took no risks when I went to fetch them.
- G Four months later they broke in again.
- H They're just plants.

- 3** Match the words in bold with: *the front part of your foot, hit sharply, invaders, violently, turned quickly.*

- 4** Write the adjectives the author uses to describe the following:

- 1 stings
- 2 sky
- 3 darkness
- 4 leaves
- 5 clothing
- 6 helmet
- 7 knife
- 8 spray

- 5** **THINK!** 🗣️ 🎧 Listen and read the text. Imagine you are in a car surrounded by triffids. What can you hear and see? How do you feel? Tell your partner.

4 Writing

A book review

Writing Tip

A **book review** is a short description to inform readers of a magazine or website, etc about a book you've read. Present tenses are usually used as well as a variety of adjectives to make your description more specific and interesting.

A review usually includes:

- an **introduction** giving background information about the book e.g. the title, type of book, the name of the author.
- a **main body** consisting of two paragraphs, one presenting the main points of the plot and the other with general comments on the plot, the main characters, the beginning/ending, etc.
- a **conclusion** in which you recommend/don't recommend the book, giving reasons.

books

1 *Eclipse*, by Stephanie Meyer, is the third novel in the popular *Twilight* series. It is a gripping adventure-fantasy novel which continues the intriguing story of Bella Swan and Edward Cullen.



2 The story begins with a string of mysterious actions in Seattle. The main character, Bella, finds herself surrounded by danger and action must be taken immediately. Despite their differences, the vampires and werewolves join forces and attempt to combat this evil force. Meanwhile, Bella has to choose between her feelings for Edward and her friendship with Jacob. More importantly, will she choose life over death? Will she sacrifice her human existence in order to spend eternity with Edward?

3 The book's fast-paced plot is guaranteed to keep readers absorbed to the very end. It is full of thrilling moments and dark tension as the author creates the drama leading up to Bella's life-changing decision at the end of the book. The main characters are well-developed and believable and what adds to the novel's appeal is its realistic portrayal of young adults' relationships, struggles and anxieties.

4 I thoroughly recommend *Eclipse*. It is well worth reading. If you like romance and excitement and enjoyed the first two instalments of this series, this satisfying sequel will not disappoint you. Don't miss it!

1 Read the review and match the paragraphs (1-4) to the headings A-D below.

- A ☐ a summary of the plot
- B ☐ background information about the book
- C ☐ writer's opinion/recommendation with reasons
- D ☐ general comments on the book

2 Choose the correct words/phrases. Check in a dictionary.

- The story is **set/based** at the beginning of the 20th century.
- Pride and Prejudice* **tells the story of/plays the part of** the Bennet and their five daughters.
- This is a fantastic read – I couldn't **put it down/throw it away**.
- This book is **set in/is based on** the incredible life story of Martin Luther King Jr.
- The exciting plot keeps the reader **absorbed/involved** from beginning to end.
- The **main/chief** character is 12-year-old Artemis.
- Overall, I found the book quite **thick/dull**, but it had an interesting **plot/twist** at the end.
- This exciting novel is sure to be a **bestseller/box office hit**.

3 Which adjectives has the writer used to describe the following in the review in Ex. 1?

- adventure-fantasy novel
- story
- force
- plot
- moments
- tension
- decision
- portrayal
- sequel

Fill in: gripping, mysterious, surprising, or

- The plot is so what's going on
- This is an exciting story – I've about a man dressed all
- This is an amazing book – I just It's a very of a woman save endan
- The know them
- The ending – I definitely
- The theme

Recommend

- a) Complete the list:
- could
 - make
 - I've
 - won't

1) anyone who stories. 2) . the very first

If 3) gripping re

written cri

If you read c

8) best book se

b) Which recon

- 4 Fill in: gripping, strong, well-developed, mysterious, predictable, heart-warming, likeable, surprising, original.

- 1 The plot is so; you can guess what's going to happen right from the beginning.
- 2 This is an extremely story – I've never read anything like it before.
- 3 This is a story about a man who meets a strange woman dressed all in white.
- 4 This is an absolutely book – I just couldn't stop turning the pages.
- 5 It's a very story of a woman who moves to the Congo to help save endangered gorillas.
- 6 The characters are so that you feel like you know them personally by the end of the book.
- 7 The ending is very – I definitely wasn't expecting it!
- 8 The themes of love and faithfulness are very throughout the book.

Recommending

- 5 a) Complete the gaps with the phrases in the list.
- couldn't put it down • is definitely for you
 - make sure it's this one • in my opinion
 - I've ever read • you are looking for
 - won't regret it • would definitely recommend

- A I 1) this book to anyone who enjoys beautifully-written, romantic stories. I 2) from the very first page.

- B If 3) a fast-paced, gripping read, this novel 4) It's one of the most exciting and cleverly-written crime thrillers 5)

- C If you read one book this year, 6) You 7) 8), it's the author's best book so far.

- b) Which sentences does the writer use to recommend the book in the review in Ex. 1?

Your turn

- 6 Read the rubric and underline the key words, then answer the questions.

A website is asking for book reviews. Write your review of an adventure-fantasy story you have read, describing the plot, making general comments about it and giving your recommendation (120-180 words).

- 1 What do you have to write?
 - 2 Who is going to read it?
 - 3 What tense(s) will you use?
 - 4 Which of the following should you include?
- | | |
|---|-------------------------------------|
| title & type of book | <input checked="" type="checkbox"/> |
| how the story ends | <input type="checkbox"/> |
| name of author | <input type="checkbox"/> |
| how many of your friends have read it | <input type="checkbox"/> |
| whether you recommend it | <input type="checkbox"/> |
| main points of plot | <input type="checkbox"/> |
| where you can buy it | <input type="checkbox"/> |
| general comments on characters/plot etc | <input type="checkbox"/> |

- 7 Use the plan and the phrases from the Useful Language section to do the task.

Plan

- Para 1: background information (title, type, author)
 Para 2: main points of the plot
 Para 3: general comments (*plot, chars, beginning/ending*)
 Para 4: recommendation & reasons

Useful language

Background: This is a well-written/fascinating/informative etc book written by ...; The story is set in/takes place in ...; The book tells the story of ...

Main points of the plot: The story begins/is about ...; The plot/beginning/ending is (rather/quite) dull/boring etc; The plot/beginning/ending is (absolutely) thrilling/gripping etc; The plot has an unexpected twist (at the end) when ...;

General comments: It is rather confusing/slow/dull etc (in parts); The main character(s) is/are well-developed/shallow/very likeable etc; The book has a tragic/surprising ending; The beginning/ending is slow/exciting etc; The book is full of thrilling/funny, etc moments ...

Recommendations: I thoroughly recommend this book with its ...; This is well worth reading as ...; This is bound to be a bestseller; This is a highly entertaining/fantastic etc read. You won't be able to put it down!; Don't bother reading this. It's ...

Listening

Study skills

Multiple matching

Remember that the words in the headings are unlikely to be used by the speakers in the audio. Think of synonyms for them and other related vocabulary before you do the listening exercise. This will help you to understand the content.

- 1 a) Read the rubric and the headings. In pairs, brainstorm for vocabulary related to the key words in each heading.

You will hear five people talking about theories for the reason for the building of Stonehenge. Match the headings (A-G) to the speakers (1-5). There are two headings that don't match any speaker.

- A DESTINATION FOR THE SICK
- B RELIGIOUS CENTRE
- C A GIANT CLOCK
- D LANDING SITE
- E FOR THE DEAD
- F OBSERVING THE STARS
- G MATHEMATICALLY CONSTRUCTED

Speaker 1	
Speaker 2	
Speaker 3	
Speaker 4	
Speaker 5	

- b) Do the listening task. Which words helped you decide?

Reading

- 2 Read the rubric then do the task. Justify your answers.

Read the extract from *The Canterville Ghost* by Oscar Wilde. For questions 1-8, choose the correct option, A, B, C or D.

Study skills

Multiple choice

The questions are numbered in the same order that the answers appear in the text. Before attempting a question, try to identify exactly which part of the text relates to it. This will help you to focus on the relevant section of the text.

The Canterville Ghost

by Oscar Wilde



When Mr Hiram B Otis of America bought Canterville Chase, everyone told him he was doing a very foolish thing, as there was no doubt at all that the place was haunted. Indeed, Lord Canterville himself had seen it as his duty to mention the fact to Mr Otis.

"We have not lived in the place ourselves," said Lord Canterville, "since my great-aunt, the Dowager Duchess of Bolton, was frightened into an illness from which she never really recovered by two ghostly hands being placed on her shoulders as she was dressing for dinner, and the ghost has been seen by several living members of my family, as well as by the vicar. After the unfortunate incident with the Duchess, none of our younger servants would stay with us, and my wife often got very little sleep at night because of the mysterious noises that came from the corridor and the library."

"My Lord," answered Mr Otis, "I come from a modern country where we have everything that money can buy. I reckon that if there were such a thing as a ghost in Europe, we'd have it at home in a very short time in one of our museums, or on the road as a show."

- 3 Read the questions and the options. Find the part of the text each question relates to.

- 1 How did people react to Mr Otis' decision to buy the house?
 - A They laughed at him.
 - B They advised him against it.
 - C They understood it was his duty.
 - D They said nothing.
- 2 Lord Canterville believes the Dowager Duchess of Bolton
 - A became a ghost.
 - B saw a ghost.
 - C scared the servants.
 - D died because of a ghost.
- 3 Mr Otis tells Lord Canterville that America is
 - A full of rich people.
 - B keen to find ghosts.
 - C interested in European culture.
 - D an advanced society.

"I fear that the ghost exists," said Lord Canterville, smiling, "even though it has avoided your travelling entertainers. It has been well-known for three centuries. If you don't mind a ghost in the house, it is all right. Only you must remember that I warned you."

A few weeks after this, the Otis family arrived on a lovely July evening. The air on their journey from the railway station was delicate with the scent of pinewoods. As they entered the grounds of Canterville Chase, however, the sky suddenly became overcast, despite a strange stillness in the air. A big group of black birds passed silently over their heads, and before they reached the house, some large drops of rain had fallen.

Standing on the steps to receive them was Mrs Umney, the housekeeper. She said in an old-fashioned manner, "I bid you welcome to Canterville Chase." Following her, they passed through the fine hall into the library, a long, low room of black wood. Mrs Otis caught sight of a dull red stain on the floor just by the fireplace. She said to Mrs Umney: "I am afraid something has been spilt there."

"Yes, madam," replied the old housekeeper in a low voice, "blood has been spilt on that spot."

"How horrid!" cried Mrs Otis; "It must be removed at once."

The old woman smiled, and answered in the same low, mysterious voice, "It is the blood of Lady Eleanore de Canterville, who was murdered on that very spot by her own husband, Sir Simon de Canterville, in 1575. Sir Simon survived her by nine years, and disappeared suddenly under very mysterious circumstances. His body has never been discovered, but his guilty spirit still haunts the house. The blood stain cannot be removed, no matter how hard you try. It has been much admired by tourists and others."

"Nonsense," cried Washington Otis, "Pinkerton's Stain Remover will clean it up in no time," and before the terrified housekeeper could interfere, he fell upon his knees and began to scrub the floor. Then a flash of lightning lit up the sombre room, a terrible roar of thunder made them all get to their feet, and Mrs Umney fainted. Mrs Umney came round after a few moments, but she was still extremely upset.

"I have seen things here, sir," she said, "that would make anyone's hair stand on end, and many a night I have not closed my eyes in sleep for the awful things that are done here." Mr Otis, however, and his wife warmly assured her that they were not afraid of ghosts.

- 4 The weather at Canterville Chase on the family's arrival is
A summery. B cloudy. C windy. D icy.
- 5 Mrs Umney says the stain on the floor
A was put there for visitors.
B is a mystery.
C shows the scene of a crime.
D is the result of an accident in the 16th century.
- 6 Mrs Umney tells us that Sir Simon
A was murdered. C killed his wife.
B died suddenly. D killed himself.
- 7 Mrs Umney appears to
A be alarmed by Mr Otis's actions.
B have seen a ghost.
C have inspected the house thoroughly.
D feel like sleeping.
- 8 What does 'make anyone's hair stand on end' in the last paragraph mean?
A surprise someone C upset someone
B make someone laugh D frighten someone

Speaking

- 4 a) Look at the pictures of various books and magazines that have been popular with teenagers. First, discuss why you think teenagers like these genres of books. Then decide which two are most beneficial to teenagers' intellectual development.



- b) Answer the questions.

- What kind of books and magazines do you usually read?
- How important do you think it is for children to read?
- Do you like to buy books or do you borrow them from a library?
- How do you feel about e-book readers?
- Do you think that e-books will eventually replace paper books?

Use of English

- 6 Read the rubric, then do the task. Compare with your partner.

You are going to read a text about strange coincidences. Write the word that best fits each gap (1-12).

Coincidences are (0) *those* amazing little accidents of chance (1) seem like one in a million. We've all experienced (2) at one time or another, but why do you think they happen? Is it, as mathematicians say, just a matter of numbers? Or, is there some other force at work in the universe? Let's take a look (3) some amazing coincidences and you can decide what the answer (4) John Adams and Thomas Jefferson were (5) presidents and Founding Fathers of the United States (6) helped to write the Declaration of Independence. This document was signed on 4th July, 1776, (7) is Independence Day in the US. Adams and Jefferson both died on the same day. They died on 4th July, 1826, exactly 50 years after the signing of the declaration they both helped to write.

In the early 70s, the famous actor Anthony Hopkins got a part in a film called *The Girl from Petrovka*, based (8) a novel by George Feifer. Anthony tried all over London to get hold of the book but no bookshop had it. Then as luck would have it, he found a copy on a bench in a train station. When he opened it, he realised that it was George Feifer's personal copy of (9) novel.

Is it just luck that many celebrities' names form anagrams that tell you a great deal about their lives? For (10), out of Albert Einstein's name you can find the phrase, 'ten elite brains'. It's also pretty spooky that Princess Diana's name turns into 'end is a car spin'. But there's (11) doubt that Sean Connery can be found 'on any screen'.

The jury is still (12) on whether coincidences are anything more than just blind luck. What do you think?

Word Formation

- 7 a) Read the rubric, then read the text quickly. What is it about?

Read the text and fill in the gaps (1-6) using words derived from the words in capitals to create a logical and grammatically correct text.

Life on Mars? Not Quite

It sounds like something from a science-fiction film but in 2004 the spacecraft, Spirit, which was sent to Mars by the American space (0) *agency* NASA to explore the surface of the red planet, took a photograph of something which had the (1) of a living (2) As the images seemed to show a large gorilla-type figure walking down a hillside, it led to (3) with previously taken shots of the (4) and mysterious Bigfoot. When the photograph was released, (5) in life on Mars claimed they finally had (6) evidence. However, NASA had a much more (7) explanation. They insisted that it was merely an image of the (8) rocky features of the Martian landscape and that it was in fact a stone that had been carved into that shape by the wind. People had let their (9) run away with itself. What's more, according to NASA this so-called Bigfoot object was a (10) small one – at just 5 cm tall.

AGENT

APPEAR
CREATE

COMPARE
LEGEND
BELIEVE
CONCLUDE

SCIENCE
NATURE

IMAGINE

SURPRISE

- b) Do the task. Make sure your spelling is accurate. Check with your partner.

Writing

- 8 a) Read the rubric and underline the key words. What could your story be about? Decide on: *main characters, place, time*, then write a plot for your story.

Your favourite English-language radio station is running a short story competition on the theme of unexplained experiences. Write a story with the title *A Mysterious Occurrence* (120-180 words).

- b) Use your notes in Ex. 8a to write your story.

Language in Use 4

Phrasal verbs/Prepositions

1 Choose the correct particle(s).

keep away: prevent access to, hold back
keep off: stay away, prevent from stepping/climbing on sth
keep on: continue
keep up with: move at the same speed
let down: disappoint
let out (of): release (from prison/captivity)
pick on: treat unkindly
pick out: choose
pick up: 1) lift with hands 2) take someone away in a car

- 1 Please keep **off/away** the grass!
- 2 Don't worry. Anna will never let you **out/down**.
- 3 The girls kept **up with/on** talking.
- 4 Sam has just been let **out/down** of prison.
- 5 I'll pick you **up/out** at 7:00 at the airport.

2 Choose the correct preposition.

- 1 They had lots of things **in/at** common.
- 2 He is an expert **for/on** strange creatures.
- 3 He blamed himself **for/on** the mistake.
- 4 Why is that man staring **to/at** us?
- 5 Some species of animals are few **in/at** number.

Words often confused

3 Choose the correct word.

- 1 The festival **attracts/draws** a lot of visitors.
- 2 Her heart **dropped/sank** as the plane took off.
- 3 They **wandered/wondered** away from the group looking for any remaining debris.
- 4 We all **admitted/accepted** the tour was great.
- 5 Is it possible to **take/bring** dinosaurs back to life?
- 6 They can't say where the answer **lies/lays**.

Word formation

4 Fill in the sentences with the correct word derived from the word in brackets.

Forming abstract nouns from adjectives

We can use **-ance** (*import – importance*),

-ence (*occur – occurrence*), **-cy** (*accurate – accuracy*),

-ion (*predict – prediction*), **-(i)ness** (*lazy – laziness*),

-ity (*popular – popularity*) to form nouns from adjectives.

- 1 The of the strange lights over the city was reported on the evening news. (**APPEAR**)
- 2 The Smiths enjoy the (**QUIET**) and (**PRIVATE**) of their beautiful home in the country.
- 3 Loren Coleman owns a large of artifacts from strange creatures. (**COLLECT**)
- 4 What's the between an allosaurus and a T-rex? (**DIFFER**)
- 5 UFO-spotting is a popular in New Mexico. (**ACTIVE**)

Collocations

5 Fill in: *weather, lifelong, annual, demand, native, travel, video, full, welcome, drive, highly, closely.*

- | | |
|---------------------|-----------------------|
| 1 festival | 8 secretive |
| 2 journalist | 9 a addition |
| 3 balloon | 10 to you crazy |
| 4 footage | 11 moon |
| 5 passion | 12 resemble |
| 6 to evidence | |
| 7 tribes | |



Mark the sentences **T** (true) or **F** (false) and correct the false sentences. Read through Module 4 and write a quiz of your own. Give it to your partner. Check his/her answers.

- | | |
|---|---|
| 1 The Roswell Incident happened in 1947. | 5 The Naga fireballs light up the sky every full moon. |
| 2 5,000 locals saw lights in the sky above Socorro. | 6 There are vampire bats in the Black mountain caves. |
| 3 Loren Coleman became interested in strange creatures after watching a documentary about Bigfoot. | 7 Dinosaurs died out around 150 million years ago. |
| 4 The coelacanth died out in 1938. | 8 JFK died of natural causes. |

4 Revision

1 Fill in: *conduct, gripping, countless, predictable, valued, whistling, debris, glared, sank, gathered.*

- The from the crash was scattered all over the desert.
- They decided to some experiments on the bones.
- My heart when Tom said he would leave.
- A lot of people to watch the mysterious fireballs.
- The novel was; from the beginning I knew what was going to happen.
- His opinion is highly
- The plot was so I couldn't put it down.
- Ann angrily at Susan.
- Mike has been that tune to himself all day!
- There have been sightings of Bigfoot in North America.

10x1=10 marks

2 Rewrite the sentences in the passive.

- People can hear a strange noise in Taos.
- Scientists haven't found an explanation for the Hum.
- They say that Yetis live in the mountains.
- Many people saw the Naga fireballs last night.
- They believe the lights were UFOs.

5x4=20 marks

3 Complete the sentences with the correct question tag.

- He's a world famous UFO expert,?
- We got a photograph of the monster,?
- Don't go into the woods alone,?
- Let's camp out tonight,?
- You're not frightened of the dark,?

5x2=10 marks

4 Join the sentences with the correct reflexive/emphatic pronouns.

- Loren thinks he once saw a cryptid.
- We photographed on the banks of Loch Ness.
- They really enjoyed on the UFO tour.
- Help to snacks from the fridge!

4x2=8 marks

5 Complete the sentences with *a, an, the* or *-*.

- spacecraft is believed to have crashed in Nevada Desert.
- coelacanth was thought to be extinct species.
- Big Ben is in capital city of England.
- Some say Yeti lives on Mount Everest.
- Residents of Phoenix saw UFOs in 1997.
- sound known as the 'Taos Hum' was first heard in 1990s.

6x2=12 marks

6 Match the exchanges.

- | | |
|---|--|
| 1 When do the guided tours start? | A My pleasure. |
| 2 Is this the right place to buy tickets? | B It's really fast-paced and exciting. |
| 3 Thank you very much. | C Two adults, please. |
| 4 What did you think of the plot? | D They start every half hour. |
| 5 How many tickets would you like? | E Yes, it certainly is. |

5x4=20 marks

7 Write a review of your favourite book for a magazine (120-180 words).

20 marks

Total: 100 marks

Check your Progress

- talk and write about UFOs _____
- talk and write about strange creatures _____
- book tickets for a guided tour _____
- talk and write about mysterious places _____
- talk about books you've read _____
- write a review of a book _____

GOOD ✓ VERY GOOD ✓✓ EXCELLENT ✓✓✓

Vocabulary: learning experiences, martial art skills, technology in education, achievements, gap year experiences, higher education

Grammar: reported speech (statements, questions, commands), time clauses

Everyday English: borrowing library books

Intonation: word stress

Phrasal verbs: *pass, stick, think*

Word formation: abstract nouns

Writing: a for-and-against essay

Culture Corner: The Duke of Edinburgh Award

Curricular (PSHE): Train your Brain (improving memory)

Module 5

Lifelong learning

Vocabulary

Learning experiences

- 1 Look at the pictures. Which of these influences have taught you the most at different stages in your life?

under 5 years old	12-16 years old
6-12 years old	18+ years old

When I was under 5 years old, I learnt the most from my family and home environment.

- 2 Listen to someone talking about different life skills. Then, discuss the saying, "Learning does not start and stop at the classroom door."

OVER TO YOU!

Do you think that school studies teach people everything they need to know? Why (not)? Discuss in pairs.

1



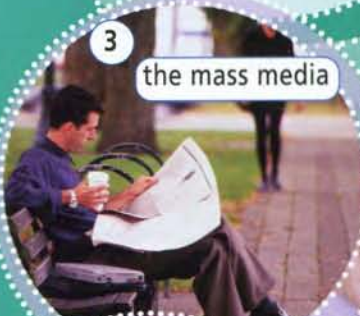
family & home environment

2



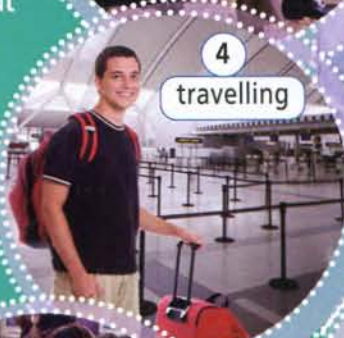
educational institutions

3



the mass media

4



travelling

5



peers

6



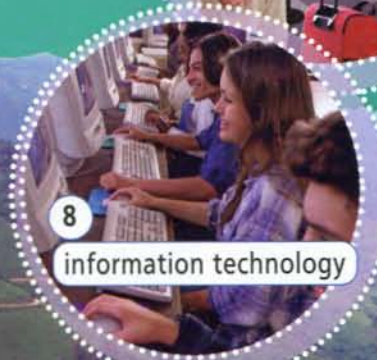
free-time activities

7



youth groups & social organisations

8



information technology

9

nature & the environment

5a Extraordinary skills

Vocabulary Shaolin skills

- 1 Listen and say. Which of the actions can you see in the pictures?

- balance body on the tips of spears
- lie on a bed of nails
- break bricks on someone's body
- throw oneself into the air
- walk barefoot up a staircase of knives
- fight blindfolded
- do the splits
- stand still with legs bent
- crawl on hands and knees down a mountain

- 2 Which of these qualities does someone need to have to be able to do these actions: *courage, patience, discipline, pride, determination, inner strength, arrogance?*

I think that someone needs to have courage to be able to do these actions as they seem dangerous to me. I also think ...

Reading

Study skills

Predict content

Read the title and the first and the last sentence in each paragraph. This will help you predict content of text.

- 3 Read the title and the first and the last sentence in each paragraph. What is the text about? Read through and check.

Training with the

Shaolin Monks

By Joseph Barnes

I watched in **awe** as the man threw himself into the air and spun across the stage. **1** It was impressive, but nothing prepared me for what came next: a man balancing his body on tips of spears! I gasped in amazement all the way through this incredible performance of the Shaolin monks.

Trained in the art of Kung Fu at the world famous Shaolin Temple in China, these monks are so strong that they can break bricks on their bodies and so **skilled** that they can fight blindfolded without getting hurt! **2** So I did a little research and then last summer I travelled high into China's Yuntai Mountains, where the stunning scenery takes your breath away, for a month of **training** at a real Shaolin school.

I arrived late at night, exhausted by my long journey, but the next day I was woken up by a bell at 5:40 for a run to the top of a nearby mountain! I **struggled** slowly upwards, and by the time I reached the top, the Chinese students had **crawled** back down on their hands and knees to build their muscles and were back at the academy, warming up. I looked on in horror as students practised doing the splits! **3**

To my relief, I soon learnt that foreigners don't train with the Chinese students. And when my new 'Shi Fu', or teacher, Master Jin Long arrived, he was calm and patient, not **fierce** and proud, like I had imagined. We began by practising 'mabu', a basic Kung Fu position. For this, you stand with your legs bent, as if sitting on a chair. **4** I felt like a failure. Master Jin Long came over and told me that I would learn little by little. After the class, he told me that a key secret to Kung Fu was repetition and that I would improve greatly after a lot of practice.

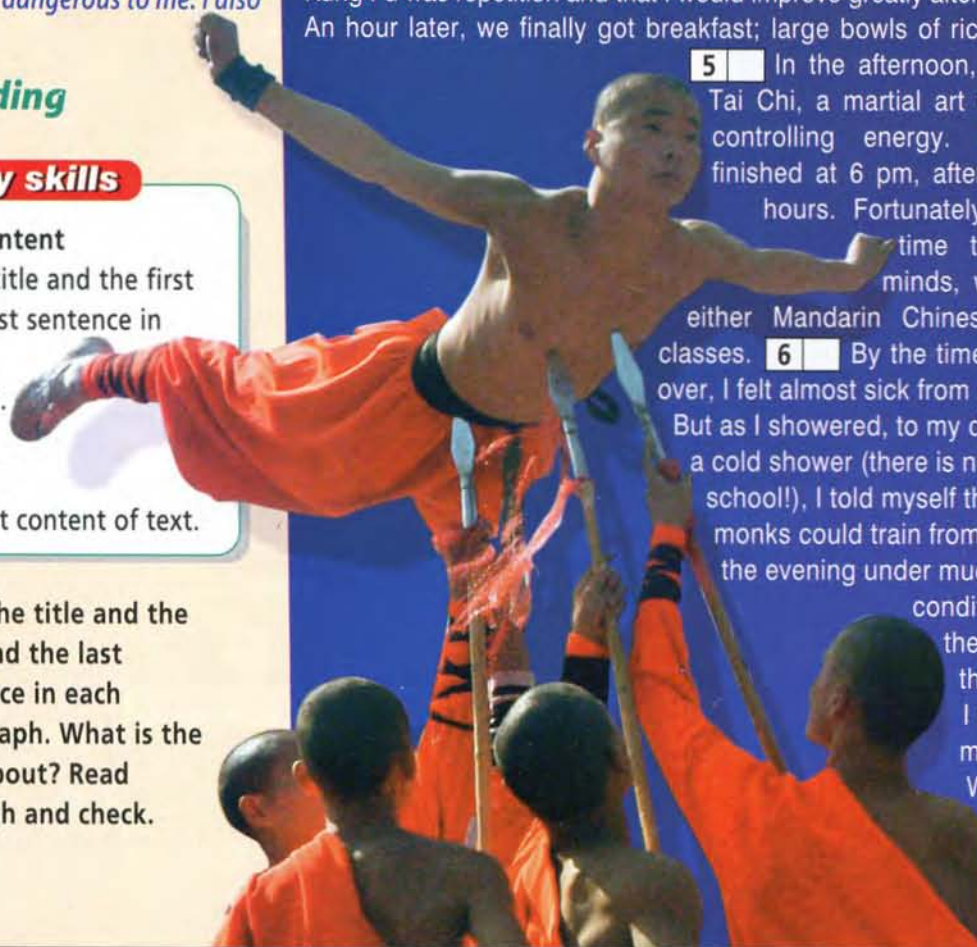
An hour later, we finally got breakfast; large bowls of rice and vegetables.

5 In the afternoon, I chose to study Tai Chi, a martial art which focuses on controlling energy. Physical training finished at 6 pm, after an exhausting 8 hours. Fortunately, evenings were a time to work out our minds, with two hours of either Mandarin Chinese, or meditation classes. **6** By the time the first day was over, I felt almost sick from **exhaustion**.

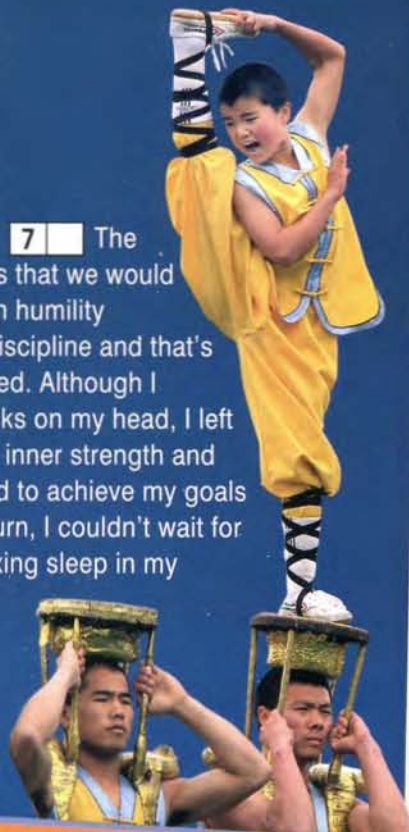
But as I showered, to my disappointment, in a cold shower (there is no hot water at the school!), I told myself that if Shaolin monks could train from 5 am until late in the evening under much **harsher**

conditions with many of them beginning at the age of five, then I could survive a month here!

Well, the month **flew by** and by



the end, I felt incredible. **7** The monks constantly told us that we would build character and learn humility through **hardship** and discipline and that's exactly what I experienced. Although I couldn't quite break bricks on my head, I left the academy with a new inner strength and **determined** to work hard to achieve my goals in life. Still, upon my return, I couldn't wait for a hot shower and a relaxing sleep in my comfortable bed.



- A** Building mental strength and control is an essential aspect of Kung Fu, too.
B After the performance, I just knew I had to learn more about them.
C I couldn't have imagined what a life-changing experience it would be.
D It looks simple but I couldn't do it for more than a few seconds!
E I could easily hold the 'mabu' position for a few minutes and I felt full of energy.
F "How will I survive a whole month here?" I remember thinking.
G He landed gently and crouched down like a tiger ready to attack, with his sword held out in front of him.
H Afterwards, it was straight back to the gym to practise basic punches and kicks.

Check these words

spin, land, spear, gasp in amazement, stunning scenery, take breath away, muscles, to my relief, bent, failure, punch, kick, martial art, meditation class, constantly, build character, humility, discipline, inner strength, mental strength

- 4** Read again and match the sentences (A-H) to the gaps (1-7). There is one extra sentence. Which words helped you decide?

- 5** Fill in: *inner, goals, exhaustion, stunning, life-changing, gasped, character, failure, breath, energy.*

- | | |
|---------------------------|------------------------|
| 1
in amazement | 5 experience |
| 2 scenery | 6 feel sick from |
| 3 take your
away | 7 feel full of |
| 4 feel like a | 8 build |
| | 9 strength |
| | 10 achieve my |

- 6** Match the words in bold with their meanings below. What part of speech is each word?

- firmly decided • fought • talented
- passed quickly • bent • tiredness
- difficulty • amazement
- moved forward on hands and knees
- preparation by doing exercises
- more difficult • aggressive

Grammar

see
p. GR 13

Reported speech (statements)

- 7** a) Study the examples. What is reported speech? How do direct statements differ from reported statements? Check in the Grammar Reference section.

DIRECT SPEECH

"We went to a Shaolin monks performance last night," said Joseph to Phil.

REPORTED SPEECH

Joseph told Phil that they had gone to a Shaolin monks performance the night before.

- b) Report the following, as in the example.

- 1 I'm leaving for China next Friday. (next Saturday)
I thought you said you were leaving on Saturday.
 - 2 Jack is a Kung Fu teacher. (karate)
 - 3 Sue has spent a month studying yoga. (a year)
 - 4 Joseph left last week. (a month before)
 - 5 We'll get up at 6 am tomorrow. (5 am)
 - 6 I was planning to go for a run later. (go to the gym)
 - 7 She is learning Chinese. (Japanese)
- c) Find three reported statements in the text. Change them into direct speech.

Speaking & Writing

- 8** Listen and read. You're a radio presenter and your partner is a Shaolin monk. Prepare questions and answers for a radio interview about daily life at a Shaolin School. Act out your interview.

- 9** **THINK!** What did Joseph learn while he was training with the Shaolin monks? How do you think this experience will help him? In three minutes, write a few sentences, then read them to your partner.

5b The way we learn

Vocabulary

School subjects

- 1 In a minute, list as many school/university subjects as you can think of. Which are your favourite ones?

Chemistry – Maths – Medicine

Technology in education

- 2 a) Listen and say.
- take an online course
 - watch lectures/educational videos online
 - complete an MBA through a Facebook application
 - have private lessons
 - enrol at a school/university
 - have lessons with interactive whiteboards
- b) Listen to three people talking. Which of the learning methods in Ex. 2a is each talking about? What advantages does each mention?



Reading

- 3 Read the introduction to the text. How are the following related to Salman Khan? *Harvard University, Boston, YouTube, Nadia, Khan Academy, Bill Gates*
- Listen and read to find out.

Check these words

lecture, university graduate, converted, potential, tutor, admit, virtual, clip, at your own pace, attract attention, quit, principle, scribble, crash course, motivate, occasional error, approach, process, stumble, claim, teaching resource, negotiation skills, committed



Salman Khan, a Harvard University graduate, sits in a **converted** cupboard at home in Boston. He's studying for a lecture he's going to give, but it won't be a typical hour-long lecture in a lecture theatre for forty or fifty students. Salman's lecture will take place on YouTube, it won't last for more than ten minutes, and it will reach a **potential** audience of millions. He records up to eight lectures like this every day.

This all grew from a young girl's desire to do better at school. In 2006, Salman's 13-year-old cousin Nadia was having trouble with Maths, so she asked him if he could tutor her. Then when other relatives and family friends asked him when he could tutor them, too, he didn't want to keep explaining the same things over and over again, so he suggested creating videos and putting them on YouTube. To Salman's surprise, his cousin **admitted** that she preferred the virtual Salman to the real thing! She explained that on YouTube she could watch the clip whenever she wanted and repeat anything she didn't understand. She was learning successfully and Khan realised it was because she could go over and over something at her own pace without feeling embarrassed.

Salman's homemade video lectures soon attracted people's attention on the Net. As he recorded more and more videos, he eventually decided to **quit** his job as a financial analyst to create a free educational website, the 'Khan Academy'. Before long, tens of thousands of people were watching his lectures every month. In each video, he explains a principle of a subject **ranging** from Maths, Chemistry and Economics to History and Biology. The clips are far from high-tech. Khan never appears in his videos. Instead, with just his voice and his scribbles on a digital sketchpad, he makes a **complicated** topic entertaining and easy to understand through his informal, chatty style. "My biggest goal is to try to deliver things the way I wish they were delivered to me," he says.

When Salman doesn't know anything about the subject he wants to teach, he gives himself a crash course in it first. He researches it until he feels he can explain it in his own words, step by step so that a motivated 7-year-old would understand it. Khan admits that he makes occasional **errors** with this learn-as-you-go approach, but he believes that students see the process better when they watch him stumble through a problem himself.

Bill Gates, chairman of Microsoft, claims that Khan is his favourite teacher and uses the videos, which now have about 2 million users, with his children. Some teachers are also using the videos as a teaching resource. They have told their students to use Khan's videos at home and have seen fantastic results. As for the future of the academy, Salman is planning to translate his videos into ten languages and he is even **thinking** of opening his own private school. He is full of new ideas such as not dividing classes by age, using board games to teach negotiation skills and even teaching history backwards. It seems he's **committed** to challenging and changing the way people learn. In the meantime, though, it's back to his cupboard to record more videos!

- 4 a) Read the text again and for questions 1-5, choose the best answer A, B, C or D. Justify your answers.

- 1 Salman began recording videos in order to
A avoid tutoring his niece.
B help his niece with schoolwork.
C save himself some time.
D improve his tutoring skills.

- 2 Salman believes students learn better when they
A can use multimedia resources.
B have a private tutor.
C are interested in what they're learning.
D don't feel under pressure.

- 3 What seems to make Salman's videos popular is
A the simple way he communicates.
B his amazing knowledge.
C his use of advanced technology.
D their attractive design.

- 4 Salman believes that his mistakes
A make his videos more fun.
B can help students.
C make students like him more.
D can be a problem for some students.

- 5 Salman's plans for the future include
A encouraging more schools to use his methods.
B trying out new teaching methods.
C recording videos on new subjects.
D changing the education system.

- b) Match the words in bold to their meanings: *mistakes, confessed, varying, possible, considering, changed, give up, difficult, dedicated.*

- 5 Choose the correct words.

- 1 I'm **enrolling/studying** for exams at the moment.
2 Jane **admits/claims** that she sometimes bores her students.
3 Sam found the lecture **motivated/complicated**.
4 Khan's style is **chatty/talkative** and informal.
5 Kate **researched/investigated** her project online.
6 Margaret pays for her children to go to **private/individual** school.
7 Tom gives lectures to a(n) **crowd/audience** of thousands.

Grammar

see pp.
GR 13-14

Reported questions/commands


- 6 a) Read the examples. How do we report: *a yes/no question? a wh- question? the imperative?*

DIRECT SPEECH	REPORTED SPEECH
"Is he a teacher?" she asked.	She asked if/whether he was a teacher.
"Where is he from?" she asked.	She asked where he was from.
"Make notes," he said to me.	He told me to make notes.
"Don't write on the screen," he said to me.	He told me not to write on the screen.

- b) Fill in *said, told or asked*, then report the sentences.

- 1 "When does the class start?" Tim **asked** me. *Tim asked me when the class started.*
2 "Have you watched any of Salman Khan's video lectures?" Matt Sam.
3 "Call me tonight!" Jane to Tom.
4 "When will you be home from school?" I Danny.
5 "Can I borrow this book?" Kim Julie.
6 "Don't talk in the library!" she us.

Speaking & Writing

- 7  Work in groups of three. You're a radio presenter interviewing Salman Khan for your show. Your partner is Salman. Prepare four questions and answers based on the text. Act out your interview. The third member in the group reports the dialogue to the class.

- 8 **THINK!** Khan Academy's goal is to provide free education to anyone anywhere. How can it help people? In three minutes, write a few sentences. Tell the class.


5c Culture Corner

1 What do you know about the Duke of Edinburgh's Award? Read through to find out.



2 Read the text and fill in the gaps 1-12 with a word which best fits.

3 Fill in: *different, pick, full, easy, charity, comes, skills, rescue, gold.*

- 1 potential
- 2 life
- 3 background
- 4 to achieve
- 5 animal centre
- 6 shop
- 7 an activity
- 8 awards
- 9 your way

4 a)  Listen and read. Explain the different types of this award.

b) **THINK!** How can this award help young people? In three minutes write a few sentences. Tell the class.

5   Find information about an award that young people can obtain or a youth organisation they can belong to in your country (e.g. *what it is, how it started, what it involves, why someone should do it/take part in it.*) Write a paragraph about it then read it to the class.

The Duke of Edinburgh's Award



The Duke of Edinburgh's Award (also called the D of E) is a very well known and popular youth programme in (0) *the* UK that aims to help young people aged 14-24 reach their full potential! 1) gives young people the chance to develop their character and their life skills as they take part 2) all kinds of exciting extracurricular activities. Started as a small all-boys programme in 1956 by the Duke of Edinburgh, today 275,000 young people 3) different backgrounds are working towards 4) D of E at any one time in the UK!

Participants can progress through three levels of the D of E, the bronze (challenging), the silver (more challenging) or the gold (extremely challenging and 5) for the faint-hearted). It's definitely not easy to achieve any of the awards. Activities are organised in four areas: Volunteering, which could mean volunteering 6) an animal rescue centre or working in a charity shop for six months; Physical, which might be getting a certificate in parachuting or flamenco dancing; Skills, which could be doing a jewellery-making, first aid or cookery course; and Expedition, which could be planning a rowing trip 7) the Danube in Germany. All this can take anything from three months to three years! The best thing is – young people can pick exactly 8) activities they want to do in each category. Ultimately, it's all worth it and all the gold awards are presented 9) the Duke of Edinburgh himself at a royal palace.

From beginning to end, it's great fun doing a D of E and employers, colleges and universities get excited if 10) see it on a person's CV.

The important thing, though, is that "You learn to love something, work hard, be focused and disciplined and then you will be ready 11) when the right opportunity comes your way," as opera superstar Katherine Jenkins said 12) completed her silver award.

Check these words

aim, full potential, extracurricular activity, progress, challenging, animal rescue centre, charity shop, parachuting, first aid, expedition, rowing trip, pick, ultimately, royal palace, focused, disciplined

Everyday English 5d

Borrowing library books



- 1 How often do you use a library?
Where? What for?

I often use the school library to do research for a project.

- 2 a) Listen and say. Pay attention to the pronunciation.
- Do you know the title of the book and the author?
 - I'll check on the computer for you.
 - I'm afraid it's out right now.
 - Would you like to reserve it?
 - When will it be back in?
 - Can I take these two books out, please?
 - They're due back one week from today.
- b) Which of these sentences would a *librarian*, a *student* say? Decide in pairs.
 Listen and read to find out.

Jane: Hi, I wonder if you could help me.
Librarian: Of course. What's the problem?
Jane: I'm looking for a book for my First Aid class.
Librarian: Do you know the title of the book and the author? I'll check on the computer for you.
Jane: It's *First Aid Made Easy* by Sally Bryan.
Librarian: Alright. Just one moment ... Oh yes. I'm afraid it's out right now. Would you like to reserve it?
Jane: Yes please, that would be great. When will it be back in?
Librarian: It's due back in three days. Would you like to leave your name and number? I can call you when we have it.
Jane: Oh yes, thank you. That would be great. It's Jane Smith, 7463546. Also, can I take these two books out, please?
Librarian: Certainly. Can I see your library card, please?
Jane: Yes, here it is.
Librarian: OK, there you go. They're due back one week from today.
Jane: OK, thank you very much.
Librarian: You're welcome.

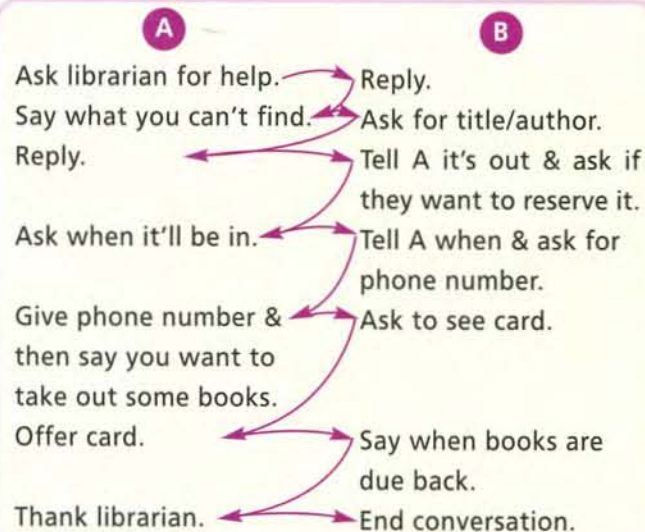
- 3 Find sentences in the dialogue which mean:
Someone has borrowed that book. – Would you like me to keep it for you. – Here you are. – You have to return the books in one week – Let me have a look on my computer.

Pronunciation: emphatic stress

- 4 a) Listen and repeat. Which word/syllable is being emphasised in each sentence?
- a Sam came to the library with me yesterday.
b Sam came to the library with me yesterday.
 - a You mustn't talk so loudly.
b You mustn't talk so loudly.
- b) Listen to two different ways of saying the sentences below. Which word/syllable is stressed each time? How does the meaning change?
- I'd prefer to go to the library later.
 - John lent me this brilliant book.
 - The maths test was very difficult.

Speaking

- 5 Use the sentences in Ex. 2a to act out a similar dialogue at the library. Follow the plan.



5e Overcoming the odds

Vocabulary Achievements

- 1 Listen & say. Which would you most like to achieve in the future?
- get a degree
 - invent something to improve people's lives
 - pass your driving test
 - establish a successful business
 - win a scholarship to a college/university
 - learn to speak a foreign language
 - take part in a charity project
 - win a sports competition
 - do well in your exams/a test

I'd like to win a scholarship to a university and get a Law degree.

Reading

- 2 Look at the picture and the title of the article. Which of the things in Ex. 1 do you think William Kamkwamba has achieved?

Listen and read to find out.

Check these words

huddle, faint, kerosene lamp, self-taught inventor, set one's sights high, famine, scarce, starvation, tuition fees, drop out, truly, capture, scrap metal, ignore, windmill, light bulb, have access to, miracle, irrigate, renewable energy, influential, real asset, scholarship, generous, donation, due to, tinfoil, hands-on method, shining example

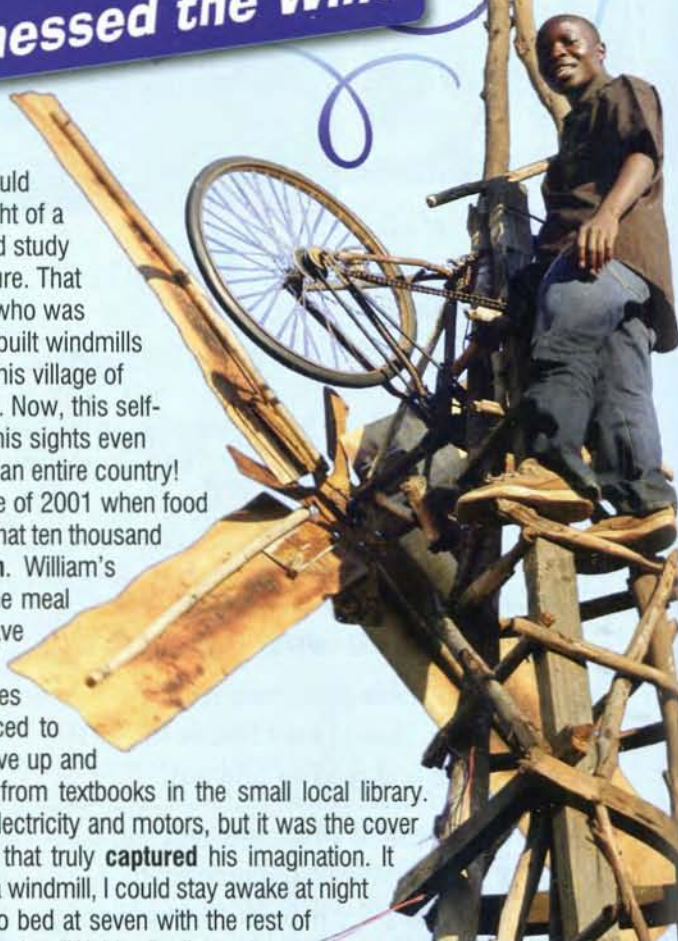
The Boy Who Harnessed the Wind

Every night, William Kamkwamba's sisters would huddle around the faint light of a kerosene lamp to read and study in the hope of a better future. That was before their brother, who was only fourteen at the time, built windmills that brought electricity to his village of Masitala in Malawi, Africa. Now, this self-taught inventor is setting his sights even higher, **aiming** to light up an entire country! It all began with the famine of 2001 when food was so scarce in Malawi that ten thousand people died of **starvation**. William's family survived on just one meal a day, but they didn't have enough money to **afford** the \$80-a-year tuition fees for William's school. Forced to **drop out**, he refused to give up and carried on his education from textbooks in the small local library. There he learnt all about electricity and motors, but it was the cover of one book in particular that truly **captured** his imagination. It showed windmills. "With a windmill, I could stay awake at night reading instead of going to bed at seven with the rest of Malawi," William realised, "We'd finally release ourselves from the troubles of darkness and hunger."

He set about building one from an old bicycle and pieces of scrap metal from tractors. Ignoring the other villagers (including his mother), who thought he was crazy, over two months he managed to assemble a 5-metre high windmill that supplied enough power to light four small light bulbs. In a country where only 2% of the population has access to electricity, this was like a miracle! Villagers came from all around to see the 'electric wind'. With the addition of another windmill that helped irrigate his father's crops, William was transforming his village through renewable energy all by himself.

News of the boy who built windmills **spread** through blogs and newspaper articles. Bryan Mealer, an American journalist, had spent five years in Africa when he heard about William. He immediately knew that this was the story that he had been waiting for and in 2009, *The Boy Who Harnessed the Wind*, was published. Soon, influential people started to see that William was a real asset to his country and before long, he was invited to speak at conferences, he had documentaries made about him and universities abroad were offering him scholarships. William is **currently** studying for a degree in America, but he plans to return home with more ideas to help his village. Thanks to generous donations, Masitala now has clean drinking water and solar panels. William also finished a project to build new classrooms for his old primary school which is equipped with laptops that run on energy from his windmills. He still worries about his mother, though: "I haven't solved the problem of firewood. Each day, my mother has no choice but to walk three hours to collect a handful of wood to cook the family meal." It's a walk that gets longer every day as Malawi loses about 500 sq kilometres of forest every year due to illegal deforestation. Experiments with solar ovens made out of tinfoil haven't quite worked out yet, so for the moment William has turned to a more hands-on method – planting more trees.

William Kamkwamba might not have the solution for everything just yet, but he's a **shining** example of all that can be achieved when just one person dreams of a better world.



- 3 a) Read again. Say what focus each question has, then choose the correct answers (A, B, C or D). Justify your choices.

- 1 William and his sisters used kerosene lamps because
 A they wanted a better future.
 B it was the only light source they had.
 C it helped save electricity.
 D they enjoyed reading at night.

- 2 Why did William leave school?
 A He needed to work to help feed his family.
 B He dropped out through lack of interest.
 C He couldn't pay for his lessons.
 D He was able to get a better education at the library.

- 3 In little more than 8 weeks William managed to
 A produce small amounts of electricity for his village.
 B provide two per cent of his country's electricity.
 C build windmills all around his village.
 D end the villagers' food and money problems.

- 4 How did Bryan Mealer hear about William?
 A In a book written by an American journalist.
 B At a conference he was invited to.
 C From various reports in blogs and articles.
 D In a documentary that was made about him.

- 5 In paragraph 4, 'asset' is used to show that William
 A had impressed some important people.
 B was an excellent public speaker.
 C could be of good use to his country.
 D would do very well at university.

- 6 At the moment William is
 A installing solar panels in his village.
 B building new classrooms at his old school.
 C collecting donations for his projects.
 D studying at a foreign university.

- 7 William's mother has to
 A cook with a solar oven.
 B plant trees for firewood.
 C walk great distances daily.
 D prepare only one meal a day.

- 8 The writer's purpose is to
 A advertise William's inventions.
 B relate an inspiring story.
 C encourage others to become inventors.
 D promote a book.

- b) Match the words in bold to their meanings: *spare, caught, at present, bright, intending, stop, made known, lack of food.*

- 4 Choose the correct words. Check in your dictionary.

- 1 Sam **fell/dropped** out of university because he couldn't afford the high **tuition/teaching** fees.
 2 After failing several times to get into university, Jim was ready to give **up/away**.
 3 A picture of a windmill on the **cover/top** of a book **captured/caught** William's imagination.
 4 Kerosene lamps provide a **faint/faded** light.
 5 They **survive/remain** on one meal a day.
 6 Solar panels **produce/supply** power to Masitala.
 7 William was **offered/provided** scholarships.
 8 William is a **shining/bright** example of what one person can do.

Grammar

see
p. GR 15

Special introductory verbs

- 5 Use these verbs to report the sentences:
promise, suggest, complain, deny, remind, offer, apologise, explain.

- 1 "I'll help you with your essay," she said.
 2 "Why don't you study for a degree?" he said.
 3 "My history lecturer is so boring!" Ann said.
 4 "I didn't cheat in the exam," Phil told me.
 5 "Don't forget to hand in your essay today," Ann told Jane.
 6 "Would you like to share my book?" he said.
 7 "I'm sorry I copied your work," Bill told her.
 8 "I was late because I missed my bus," he said.

Speaking & Writing

- 6 Tell the class four things that impressed you from the text.

- 7 **THINK!** Imagine you are William. You have just put together the windmill and are about to test if it will light the bulbs. Write a few sentences describing your feelings. Tell the class.

5f Taking a gap year

Vocabulary

Gap year experiences

- 1 a) Listen & say. Which of these experiences give the chance to:
help the environment?
help a community? *learn (a) new skill(s)?*
- work as a beekeeper
 - study opera in Italy
 - coach football at a school in Zambia
 - help rehabilitate injured animals
 - drive sled dogs in Siberia
 - help build an orphanage in China
 - learn to be a cowboy/cowgirl on a ranch
 - do a massage course in Thailand
 - help conserve coral reefs in Fiji
- b) Which ones can you see in the pictures?

Reading

- 2 Look at the pictures and read the first sentence in each text. What do you think each person's experience involved?
 Listen and read to find out.
- 3 Read again and for questions 1-15, choose from the people A-C. Compare with your partner.

Which person ...

- needed to get some practical experience?
 had just attained a qualification?
 set out to achieve a long held goal?
 could have stayed closer to home?
 took exercise classes?
 stayed near a major city?
 lived in a place far from a town?
 had to take a safety precaution?
 was impressed by their co-workers?
 put their university studies on hold?
 found the work physically demanding?
 had to pay to learn something?
 had found their studies very tiring?
 had to manage with few supplies?
 intends to return to the country they visited?

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Take a break

Chelsea Toblin was feeling burnt out after so much hard work for her degree and so decided to take a break before starting her Masters. Almost as soon as she had made her decision, she was on a plane 'down under' to become a rancher for the next eight months on an isolated sheep station deep in the Australian outback hundreds of kilometres from its nearest neighbour. Training as a jillaroo was just the kind of excitement and sense of freedom that Chelsea had been looking for, but she soon learnt that it was back-breaking work too. Not long after she arrived, her work clothes were already grubby from grooming horses and cleaning out the stables. "The most challenging part of my first week was helping with the sheep shearing. It was a lot harder than I thought. It took all my strength to push the animal into the shearing shed. The shearers were absolutely brilliant, too. They work incredibly quickly and can shear a whole animal in less than a minute." By the time Chelsea left the farm, she had learnt a lot about looking after both horses and sheep, mending fences, lassoing and whip cracking, too. It wasn't all hard work, though "Many evenings, we toasted marshmallows over a campfire and I played my guitar and we all sang songs," Chelsea says. "Above us was the clearest and starriest sky I'd ever seen." So what did Chelsea miss most when she got home? Pulling on her cowboy boots, mounting her horse and riding out into the Australian outback, of course!

A

Check these words

Masters, sheep station, outback, groom, stable, sheep shearing, shearing shed, mend, whip cracking, lassoing, toast, marshmallow, starry sky, requirement, work-based, coach, resources, rolled up, sticky tape, football pitch, practice, eager, average wage, session, clap, kit, beat, poisonous, step back, grand, fall in love with, voice coaching lesson, rehearsal, breathing control

For **Paul Skarr** it all started with his Sports Science degree requirement to do a work-based learning project. "Most students find work locally, but I was keen to volunteer in a needy part of the world," says Paul. So off he went to Zambia to coach football at a school in a small village not far from the capital, Lusaka.



When Paul arrived he found a rundown school house with very few resources. He was amazed to see that the children were using rolled up plastic bags held together with sticky tape to play football! One of Paul's first tasks was to get the children to mark out a full-sized football pitch in a clearing in the woods next to the school. They erected goal posts made from tree branches, too. At the first practice, about 75 youngsters arrived, very eager to go! Some had even come from neighbouring villages. It was some of the children's first opportunity to play proper football, which isn't surprising when a football costs about \$60 and the average monthly wage is just \$40. The session was a great success. "After we'd finished practice the children clapped excitedly and then they all rushed to clean my boots, and get all the kit ready for the next day!" Paul told us.

One exciting part of each day for Paul was when he and the children beat the ground of the pitch before they started to play to chase away poisonous mamba snakes. But despite some difficulties because of the harsh living conditions, it was a great experience for Paul. "The kids are so happy to play and have a coach even though they have so little else... It really made me step back and think about what's important in life."

Ever since **Olivia Stewart** was a young girl, she has dreamt of singing in a grand concert hall. Her dream became a reality when she interrupted her Music degree to take a year off on sabbatical to get a taste of opera in Italy. Living with an Italian family and having language lessons each morning was an essential part of the experience. "Mastering the language takes your performance to an entirely different level when you learn not only how to pronounce the words properly, but also the deeper meaning of what you're singing," Olivia says. "Opera is like great literature set to beautiful music. You can't help falling in love with it."

Olivia spent her afternoons having private voice coaching lessons, performance rehearsals and even pilates classes to help develop muscles for better breathing control. The highlight of Olivia's stay, though, was performing opera at an open-air concert in a beautiful piazza.*

After she finishes her music degree, Olivia hopes to make it back to Italy and continue studying opera and, she says, "to sample more of the amazing Italian gelato*, which is to die for!"

*piazza = square

*gelato = ice cream



Grammar

Time clauses

see
p. GR 16

- 4 Read the examples. Which of the highlighted words is not a time word? Which sentences refer to the present/future? What tense do we use after a time word when the sentence refers to the future? When do we use commas to separate a time clause from the main clause?

- 1 **By the time** John arrived, they had left.
- 2 I'll take a gap year **when** I finish school.
- 3 **When** will she be back?

- 5 Choose the correct time word and put the verb in brackets into the correct tense. Put commas where necessary.

- 1 She spoke Italian well **by the time/since** she (leave) Italy.
- 2 **Until/As soon as** he (arrive) in Zambia he met the students at the school.
- 3 **Before/When** I (see) you I'll show you my photos.
- 4 Chelsea saddled her horse **since/after** she (groom) it.
- 5 They didn't play football **by the time/until** it (stop) raining.

- 6 Use these words/phrases to make sentences about your future plans: *when, as soon as, by the time, after, until.*

*I'll study Biology when I finish school.
When I finish school, I'll study Biology.*

Speaking & Writing

- 7 a)  Imagine you are one of the people in the text. Tell your partner all about your experience.

- b) **THINK!** What do you think each person learnt from their experience? In five minutes write a few sentences. Tell the class.

- 8 **THINK!** Which of these experiences would you choose to have as part of a gap year? Why? Tell the class.

5g skills

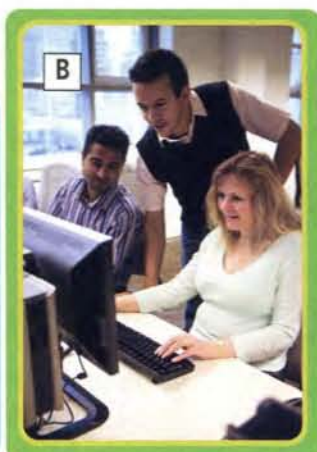
Vocabulary Higher education

- 1 Complete the word lists. Try to add more words of your own. Compare with your partner.

- librarian • Media Studies • lecture theatre
- classroom • Modern Languages
- online university • Philosophy
- hall of residence • Medicine • gym
- vocational college • professor • canteen
- lecture • tutor • head of department

Speaking

- 2 a) Describe the pictures.



- b) Listen to someone comparing the photographs. How is each learning situation effective?

- 3 a) Now look at pictures C & D and describe them.



Study skills

Comparing photos

When comparing two photos, start with a general summary of the topic. Then move onto a comparison of the two photos. Finally, give your opinion with an explanation/examples.

Types of institution

- university
- college of further education
-
-

Buildings & facilities

- science lab
- library
-
-
-
-

Subjects

- Biochemistry
- History of Art
-
-
-

People

- student
- lecturer
-
-
-
-

Types of learning

- seminar
- tutorial
-
-

- b) Compare the photos and talk about the pros and cons of learning. Use the ideas below and the language in the box to help you.

Lectures: give an overview of main themes – guidance on how to research further – lecturer gives a reading list and raises questions to develop students' thinking – passive/not interactive – boring

Online learning: easy to access & convenient, students study when they want – isolates students, requires computer skills

Comparing	Speculating
<ul style="list-style-type: none"> • In picture A, ...; while/but/although in picture B ...; • However, ...; (in) both/neither of the pictures ...; • On the one hand, ... On the other hand, ... 	<ul style="list-style-type: none"> • It looks like ...; ... seem(s) to be ...; ... is/are probably ...; • It may/might/could be ...; • I'd say it/that ...; • Perhaps ...

- 4 Which way of learning do you think is the most enjoyable and why? Tell your partner.

Listening

- 5 You will hear students talking about their experiences in higher education. Match the speakers (1-5) to the headings (A-G). There are two extra headings.

- A NOT FOR ME
- B A SHAKY START
- C THE TIME OF MY LIFE
- D AN ACTIVE SOCIAL LIFE
- E NEW LEARNING CHALLENGES
- F THE BEST OF BOTH WORLDS
- G FITTING IT ALL IN

Speaker 1	
Speaker 2	
Speaker 3	
Speaker 4	
Speaker 5	


- 1 Read the title of the text, the introduction and the headings. How can we improve our memory? Read and check.

Study skills

Open cloze


Read the text once to get the general idea. Read again and try to identify what part of speech each missing word is e.g. verb, noun, conjunction, etc. Pay attention to the words before and after each gap. They will help you do the task. Read the completed text to see if it makes sense.

- 2 Read again and complete the gaps with the correct word. Compare with your partner.

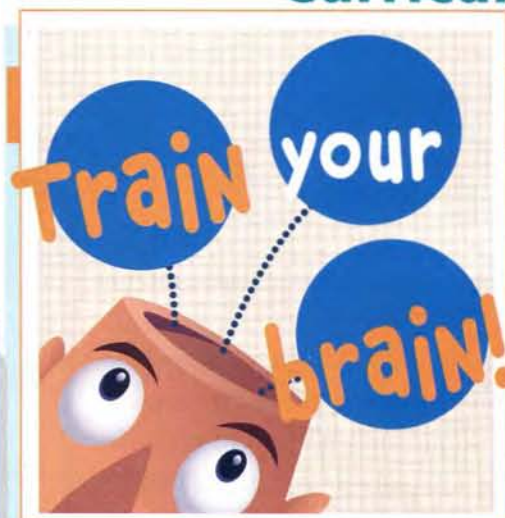
- 3  Find all the phrasal verbs in the text. Make sentences using them.

- 4 Fill in: *remember, memorise, recall, remind*.

- 1 me to call John tonight!
- 2 to lock the front door!
- 3 these 10 words for Monday.
- 4 I can happy times playing in the park when I was young.

- 5 a)  Listen and read. Use the information in the text to explain how we can train our brains to remember things. Which techniques do you think can help you?

- b) **ICT** Do some Internet research on other memory techniques you can use. Use the key words: **ways to improve your memory**. Tell the class.



You forgot someone's name, you left your essay at home or maybe you can't remember where you parked your car! Memory is your ability to store, retain and recall information in your brain, but sometimes our memories let us down. Fortunately, there are lots of creative tricks you can use to keep your memory in top form!

Chunking

Try breaking down strings of information, 0) *like* phone numbers, into smaller chunks. So instead of trying to remember 791845, remember it as 79 18 45. This works even 1) if you associate something meaningful with each chunk, too. Let's say you're 2) for a History degree at university. You could say 79 AD is the year Vesuvius erupted in Pompeii, 18 is your age and 45 is your room number in your hall of residence. Finding personal connections like this anchors information in your memory.

Thinking in pictures

Try thinking in images rather 3) words. Let's say you have a new part-time job and your boss's name is Alice Barker. To remind you 4) her name, make some connections: Alice with *Alice in Wonderland* and Barker with a huge barking dog. Now picture Alice falling down the rabbit hole closely followed 5) a snarling dog. The more vivid and weird the images, the better this technique works.

Word association

Mnemonics 6) as '30 days has September, April, June and November ...' have long been used by people to help 7) remember tricky information. So the next time you need to remember the spelling of a difficult word or the names of some people you've just met, why not try coming 8) with your own silly rhyme, song or poem? The sillier and funnier the better!

Location, location, location!

The Romans used a visualisation technique called 'loci' to remember lists of things. Imagine a room in your house. Mentally place the things you need to remember on the furniture. When you want to recall the items, 9) an imaginary walk around the room. When you recall the furniture, which is easy because the room is familiar 10) you, you'll recall the objects easily, too.

Practice makes perfect

This is true, but psychologists say that we remember more effectively when we space out our learning. So don't cram for tests and exams! When 11) to memorise new words in a foreign language, for instance, repeat them a few times, then take a break. Then come back to them. Perhaps put flashcards around the house with words written on them ... you will 12) seeing them and they will be slowly burnt into your long-term memory.

These are just a few tips. Experiment to see what works best for you! Above all, eat well and get plenty of sleep and exercise. Staying healthy will give your memory the best boost of all!

Check these words

retain, recall, let sb down, keep in top form, chunk, break down, string of information, erupt, personal connection, barking, snarling, weird, mnemonics, tricky, rhyme, visualisation, mentally, effectively, space out, cram for, take a break, burnt into your memory, long-term memory, boost

5i Writing

A for-and-against essay

Writing Tips

Writing for-and-against essays

For-and-against essays present the advantages and disadvantages of a topic. They normally consist of:

- an **introduction** presenting the topic *without* giving an opinion.
- a **main body** presenting the points for and against the issue in separate paragraphs. Each argument is supported with justifications and examples. Each paragraph should start with a topic sentence that summarises the main idea of the paragraph.
- a **conclusion** presenting the writer's opinion or giving a balanced consideration of the topic.

For-and-against essays are written in a **formal**, impersonal style so short sentences, colloquial expressions and idioms are avoided. You can begin and end your essay with any of the following techniques:

- address the reader directly. *We all know how frightening it can be to sit an important exam.*
- include a quotation. *As Martin H Fischer said, "Any man who does not make himself proficient in at least two languages other than his own is a fool."*
- include a rhetorical question. *Isn't it amazing that you can now study subjects like video game engineering and surfing science?*

1 Read the rubric and answer the questions.

You have seen the following announcement in an international travel magazine:

"Should all school-leavers take a gap year before starting work or university?" Send us an essay discussing the pros and cons of this proposal.

Write your essay (120-180 words).

- 1 What type of essay do you have to write?
- 2 What style will you write it in?
- 3 Write A for advantage and D for disadvantage next to items 1-8 related to taking a gap year. Compare with your partner.

1 welcome break after studying ☐; 2 can be a waste of time without good planning ☐; 3 teaches life skills & builds character ☐; 4 expensive & can create debt ☐; 5 chance to see the world/learn about different cultures ☐; 6 friends will have 'moved on' when you return ☐; 7 makes you more mature & responsible ☐; 8 more time to decide what you really want to do with your life ☐

2 Read the essay. Which techniques has the writer used to start/end the essay?



1 How would you like to take an entire year off to see the world? Many school-leavers choose to do just that by taking a gap year. They travel around, working to support themselves as they go, before returning to a permanent job or university studies. Is this really a worthwhile thing to do?

2 Without a doubt, there are many arguments in favour of taking a gap year. To begin with, it is a welcome break after finishing secondary school. Young people have time to stand back and consider the next step in their career. Consequently, they return home with more energy and a fresh outlook. In addition, a gap year can provide the chance to experience other cultures or be involved in a worthwhile volunteer project. Lastly, because it is often a young person's first taste of independence, it can help them develop a more mature and responsible character.

3 On the other hand, taking a gap year does have certain disadvantages. Firstly, travelling is not cheap. Paying for expenses such as flights, food and accommodation could easily get you into debt. Moreover, when young people return, their friends may have moved on to new jobs and new friends. As a result, it may be difficult to fit back into life at home.

4 In conclusion, I believe that taking a gap year can be an incredibly rewarding experience, despite the drawbacks. As Saint Augustine once wrote: "The world is a book and those who do not travel read only a page."

3 Which paragraph (1-4): gives the writer's opinion? presents the topic? gives the arguments against? gives the arguments for?

LINKERS

see
p. GR 16

To list/add points: Firstly, First of all, To start/begin with, Secondly, Finally, In addition, Furthermore, Moreover,

To introduce/list advantages: The first/Another advantage of ..., One point in favour of ..., Some people feel/argue that ..., Without a doubt/Certainly there are many arguments ...

To introduce/list disadvantages: The first/main/One/Another disadvantage of ..., One argument against ... is that ..., Some/Many people are against ... because ...

To introduce examples/justifications: For example/instance, such as, like, because, as, since, as a result, therefore, etc.

To show contrast: On the other hand, However, In contrast, although, even though

To conclude: In conclusion, To conclude/sum up, All in all, Finally, Taking everything into account

To give your opinion: I think/believe that ..., I am strongly/totally in favour of ..., In my opinion/view, I am strongly/totally against ..., It seems/appears to me that ...

Your turn

6 Read the rubric, underline the key words and answer the questions.

A website for students is asking for opinions on the following issue: *Should all teaching and learning take place online these days?* Write a for-and-against essay discussing the pros and cons of this proposal (120-180 words).

- 1 What do you have to write and who will read it?
- 2 What will each paragraph include?
- 3 How could you begin/end your essay?
- 4 Which sentence (1-3) is in favour of the proposal and which is against it? Match each viewpoint with a justification/example (A-C) below.

Students can participate in lessons from anywhere in the world. **1**

Online teaching and learning can be cold and impersonal. **2**

It is more convenient than traditional schools and classrooms. **3**

4 Choose the correct words, then replace the linkers in bold in the text with alternatives.

- 1 As a result/To begin with, there are many advantages to using the Internet in the classroom. **Furthermore/For example**, it has a lot more information than the average school library.
- 2 **Some people feel that/One argument against** students should be allowed to study subjects that interest them **therefore/because** they would learn more effectively.
- 3 **All in all/In contrast**, some people argue that online learning facilitates learning. **Moreover/For instance**, students must be well-organised to be able to keep up with the pace of the course.

5 Put the sentences in the correct order 1-5. Which is the topic sentence? Suggest an alternative.

- A These will be extremely valuable to students in their future careers.
- B For example, one school found that 30 minutes of exercise improved students' reading scores.
- C First of all, there is evidence that brain activity is enhanced by physical exercise.
- D There are many advantages to making PE a compulsory subject in schools.
- E In addition, sports teach skills such as teamwork and organisational skills.

7 Use your ideas in Ex. 6 to write your essay. Follow the plan below. Use different techniques to start/end your essay.

Plan

- Para 1: present topic
 Para 2: advantages with justifications/examples
 Para 3: disadvantages with justifications/examples
 Para 4: conclusion & own opinion

Use of English

- 1 Read the rubric and then the title of the text. What exactly do you expect to read about?

Read the text and fill in the gaps 1-12 with a word which best fits.

- 2 Do the task. Compare your answers with your partner's.

Listening

- 3 You are going to hear a radio interview with a young student who went on a gap year. For questions 1-10, complete the sentences.

Amy went on a gap year because she felt she could do with a **1** and at the same time she wanted to get some **2** experience. Amy decided she would work as a **3** volunteer in Africa. At first, the volunteer programme was too **4** for Amy. Amy had to work covering for sick **5** workers to get the money for her trip. It was **6** months before Amy got the money together. Observing big **7** was a big part of her work on the reserve. A **8** served as accommodation for the volunteers. Amy learnt a lot of **9** skills while working at the reserve. She also worked a little at a **10** school.



How would you like to attend a university that teaches you (0) *how* to find inner peace (1) stressful times, or how to be happy without spending money? (2) many students, doing a degree not only opens their minds to new academic ideas, but (3) to new ways of living as they meet people from different backgrounds and live independently at the same time. But (4) not address lifestyle choices in the lecture theatre too? That's the philosophy at Alfred University in New York, USA, (5) optional seminar-style classes in recent years have included Movement and Stillness: Yoga and Meditation; Happiness and Stinginess, and the Good Life on a Dollar a Day. The latter (6) based on the idea that capitalist society was built on a lie – that you will be happy if you spend money. Alfred students (7) also studied the reasons behind the success of popular culture hits (8) as the *Harry Potter* books and the TV show *The Sopranos* in the sessions, (9) are held in the evening. The classes have been popular with students. One said that they created an environment where learning for fun was put first, (10) another said he enjoyed being around people (11) knew not to take life too seriously, but took (12) studies seriously.

Speaking

- 4 a) Read the rubric. With a partner, choose a university course and brainstorm for subjects a student of that course might take.

You have recently started a university course in the UK. You have decided you don't want to continue with a particular subject so you have come to see your head of department about it. Include the four pieces of information below in your conversation.

your options

subject you don't like

why you're unhappy

a subject you'd prefer

- b) Do the task.

Reading

- 5 Read the rubric, then do the task. Which words helped you decide?

Read the text and fill in the gaps (1-7) by choosing the correct missing sentence below (A-H). One sentence is extra.

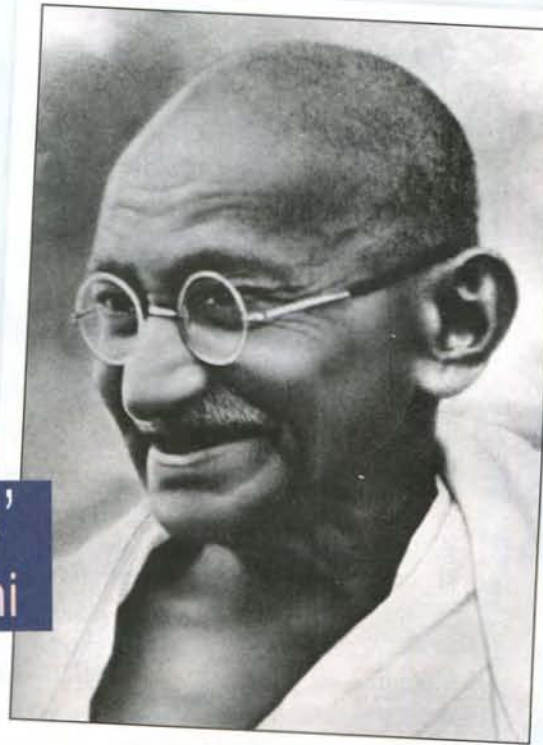
'My life is my message' Gandhi

In India he is remembered as 'the father of the nation' and he is famous the world over for his belief in peace and non-violent protest. Gandhi believed that people have the power to achieve positive change by walking the path of peaceful resistance. 1

Gandhi was born Mohandas Karamchand Gandhi in India on 2nd October, 1869 into a merchant family. When he was 19, Gandhi broke with tradition and left India to study Law in London. Then, in 1891, he accepted a job at an Indian law firm in Durban, South Africa, where he remained for twenty years. 2 During this time, Gandhi developed his principle of 'satyagraha' which means 'devotion to truth' through non-violent action. Gandhi was sent to prison many times for leading peaceful campaigns of civil disobedience. Before he left the country, though, the South African government made many of the changes he had called for.

3 Gandhi felt that India could never truly be free as long as it remained under British rule. He wanted to work towards Indian independence and create greater understanding between all classes and religious faiths across the country. In 1919, he joined the new Indian National Congress Party and launched a policy of peaceful non-cooperation with the British, including a boycott of British goods and institutions. One of Gandhi's most famous protests was against the tax on salt imposed by the British authorities. 4 Because of his various campaigns, Gandhi was imprisoned four times: in 1922, 1930, 1933 and 1942.

Nevertheless, as a result of Gandhi's talks and negotiations with the British government, India won independence in 1947. However, there remained fierce tension between different religious groups in the country. On 30th January 1948, Gandhi, then aged 78, was assassinated. 5 Gandhi was on his way to a prayer meeting when he was shot three times in the chest.



Gandhi maintained his life-long belief in peace, non-violence and that all people were created equally. His beliefs informed all areas of his life; in meetings he always wore the simple clothes of an Indian villager, while the politicians around him dressed in formal suits. 6 In India, he was called 'Mahatma' Gandhi which means 'great soul'. There, his birthday is celebrated as an official holiday and also as an international day of non-violence. 7 And indeed, his achievements remain an inspiration to people all over the world; his life truly was his message.

- A He also followed a vegetarian diet and lived a simple life.
- B He refused, though, to take part in the violent campaign.
- C Gandhi was shocked by the discrimination against Indian immigrants in South Africa and headed a campaign for their civil rights.
- D In 1914, Gandhi returned to a troubled India which was occupied by the British Empire.
- E The assassin could not accept Gandhi's belief that all faiths were of equal value.
- F He spoke to everyone when he said, "Be the change you want to see."
- G It's a path he walked all his life.
- H He led thousands of people on a 320 km 'march to the sea' to make their own salt from seawater.

Word formation

- 6 Read the text and fill in the gaps (1-10) using words derived from the words in brackets to create a logical and grammatically correct text.

IT'S NEVER TOO LATE TO BECOME A SWIMMER

Swimming is much (0) *easier* to learn as a child than as an adult. Children are 1) able to relax and float in the pool, whereas grown-ups have had more time to develop a fear of the water. However, swimming 2) often say that teaching adults is the most 3) part of their job. That's because they're so 4) of what the teacher does for them after so many years of 5) around water. Not 6) people who have suffered traumatic water-related experiences like near-drownings usually take 7) to become confident

in the water than others. Swimming teachers need to 8) they teach such pupils at their own pace and that they never feel 9) to do something that makes them feel 10)

EASY
WELL

INSTRUCT
REWARD
APPRECIATE
EASE
SURPRISE

LONG

SURE

FORCE

COMFORTABLE

Key word transformations

- 7 Use the words in capitals to rewrite the sentences, keeping the original meaning. Use up to five words.

- The headteacher called a meeting of all the staff immediately on arriving. (**SOON**)
As, the headteacher called a meeting of all the staff.
- The librarian said to me, "Don't talk so loudly!" (**NOT**)
The librarian so loudly.
- I was really looking forward to starting my course. (**WAIT**)
I my course.
- The village has clean water because of John's invention. (**THANKS**)
It is the village has clean water.
- He didn't leave his job; he decided to study for a degree part-time. (**INSTEAD**)
He decided to study for a degree part-time his job.
- He denied cheating at the exam. (**HAD**)
He said in the exam.
- You must do what your teacher tells you. (**CARRY**)
You teacher's instructions.
- I haven't had a reply from the university yet. (**STILL**)
I am a reply from the university.

Writing

- 8 a) Read the rubric and underline the key words.

Write an essay (120-180 words) discussing the advantages and disadvantages of going on a school exchange visit to another country.

- b) Use the list to complete the table. Add your own ideas.

- learn about another culture
- deal with cultural differences
- have new experiences
- get homesick
- expensive
- develop language skills

PROS	CONS

- 9 Do the writing task. Use ideas from Ex. 8 to help you. Try to use different techniques to start/end your essay.

Language in Use

5

Phrasal verbs/Prepositions

1 Choose the correct particle.

pass out: 1) distribute, hand out 2) lose consciousness
pass up: not take advantage of
pass away: die
stick at: keep trying to succeed at sth difficult
stick around: not leave
think up: imagine, create
think through/over: consider carefully

- 1 The course was tough but she was determined to stick **at/around** it.
- 2 They thought **up/over** a great way to raise money.
- 3 He passed **up/out** the essays he'd marked.
- 4 Don't go home yet; stick **at/around** for a while!
- 5 Ann's dog passed **up/away** yesterday.

2 Fill in: to, in, with, of.

- 1 They died starvation.
- 2 Helen fell in love her new house.
- 3 She gasped amazement.
- 4 She dreamt travelling abroad.
- 5 They don't have access electricity.
- 6 He is a real asset the company.

Words often confused

3 Choose the correct word.

- 1 He **took/held** a short break to have lunch.
- 2 He had the **opportunity/occasion** to work in an animal shelter.
- 3 Training to be a cowboy is hard **job/work**.
- 4 They set their **goals/sights** high.
- 5 He is a **shining/sparkling** example to everyone.

Word formation

4 Fill in the correct word derived from the word in brackets.

Word formation – abstract nouns

We can add the suffixes **-ship** (*relation – relationship*) and **-hood** (*adult – adulthood*) to the end of words to make abstract nouns.

- 1 Dan had a happy (CHILD)
- 2 He won a to study Art History. (SCHOLAR)
- 3 My with Brian began five years ago. (FRIEND)
- 4 There is a fantastic library in my (NEIGHBOUR)
- 5 Tom started his own business after doing a two-year as a mechanic. (APPRENTICE)

Collocations

5 Fill in: course, activities, fees, halls, inner, occasional, negotiation, financial, energy, full, university, art.

- | | |
|-------------------------|-----------------------|
| 1 skills | 7 martial |
| 2 graduate | 8 crash |
| 3 tuition | 9 analyst |
| 4 renewable | 10 potential |
| 5 extracurricular | 11 of residence |
| 6 strength | 12 error |



Mark the sentences **T** (true) or **F** (false). Correct the false sentences. Read through Module 5 and write a quiz of your own.

- | | |
|---|---|
| 1 The Shaolin monks are trained in the art of Kung Fu. | 6 Fees at Khan Academy are high. |
| 2 Salman Khan is a university lecturer. | 7 William Kamkwamba brought electricity to Africa. |
| 3 <i>The Boy who Harnessed the Wind</i> is about Bryan Mealer. | 8 Breaking down information helps you remember it. |
| 4 Tai Chi is a martial art. | 9 Jilaroos are opera singers. |
| 5 The Duke of Edinburgh Award is for university students. | 10 'Down under' refers to Australia. |

5 Revision

1 Fill in: *relief, dropped out, skilled, crash, burnt out, awe, asset, focused, stumbled, fees.*

- 1 Steve realised university wasn't for him so he
- 2 Sandra is a real to the company.
- 3 The Shaolin monks are highly in Kung Fu.
- 4 You have to be to get a D of E Award.
- 5 He took a course in English.
- 6 We watched in as he performed his tricks.
- 7 To Simon's, he passed his driving test when he took it for the third time.
- 8 Jane had spent three months studying hard for her exams and was
- 9 The tuition were too high for him to afford.
- 10 He forgot his notes so he through his presentation. 10x2=20 marks

2 Rewrite the sentences in reported speech.

- 1 "You must practise hard every day," my Kung Fu teacher told me.
.....
- 2 "Can you show me the way to the library?" Tom asked me.
.....
- 3 "Don't be late for the lecture," said Liam.
.....
- 4 "I'm doing a Biochemistry degree at Oxford," said Henry.
.....
- 5 "What time is it?" she asked.
.....

5x4=20 marks

3 Rewrite the sentences in reported speech. Use the verbs in brackets.

- 1 "Hand in your essays before Friday," he said. (reminded)
- 2 "You broke the printer," Ann said to Steve. (accused)
- 3 "I didn't take your library card," Sue said. (denied)
- 4 "Let's go to the theatre," Ben said. (suggested)
- 5 "I'm sorry I lied to you," he said. (apologised)

5x4=20 marks

4 Put the verbs into the correct tense and choose the correct time phrase.

- 1 Dan will travel across Asia **until/by the time** he (run) out of money.
- 2 I'll go on holiday **since/when** I (finish) my exams.
- 3 **By the time/As soon as** they (arrive) at the party, their friends had left.
- 4 I'll call you **after/while** I (get) back from the library.
- 5 John wants to take a gap year **until/before** he (go) to university.

5x2=10 marks

5 Match the exchanges.

- | | |
|--|--|
| <ol style="list-style-type: none"> 1 <input type="checkbox"/> When will the book be back in? 2 <input type="checkbox"/> I wonder if you could help me. 3 <input type="checkbox"/> This book is due back four days from today. 4 <input type="checkbox"/> Can I take this book out, please? 5 <input type="checkbox"/> I can't seem to find one of the books I need. | <ol style="list-style-type: none"> A Yes, can I see your library card, please? B What's the title of the book and the author? C Ok, thank you very much. D It is due back in four days. E What's the problem? |
|--|--|

5x4=20 marks

6 Write a for-and-against essay about going to university or college (120-180 words).

20 marks

Total: 100 marks

Check your Progress

- write and act out an interview _____
- talk and write about a youth organisation _____
- talk about gap year experiences _____
- compare photographs _____
- write a for-and-against essay _____

GOOD ✓ VERY GOOD ✓✓ EXCELLENT ✓✓✓

Vocabulary: appearance & character, personality types, changing one's appearance, body language, communication mistakes

Grammar: clauses, the causative, speculations, inversion

Everyday English: rearranging an appointment

Intonation: expressing sympathy

Phrasal verbs: fill, hold, try

Word formation: forming nouns from verbs

Writing: a description of a person

Culture Corner: Haka (New Zealand – ceremonial dance)

Curricular (Science): Animal communication

Module 6

Getting to know you

Vocabulary

Appearance

1 Fill in: curly, early, casually, tanned, rosy, full, bushy, round.

- 1 in her /mid-late teens/thirties/sixties etc
- 2 /straight/wavy/hair, ponytail/shaven head
- 3 /smartly dressed
- 4 pale/dark-skinned/ complexion
- 5 /thin/plucked eyebrows
- 6 /chubby cheeks
- 7 square/oval/ face
- 8 goatee/ beard

🔊 Listen and check, then say.

Character

2 Match the adjectives to their synonyms.

🔊 Listen and check, then say.

- | | | | |
|---|--------------|---|--------------|
| 1 | kind-hearted | A | eager |
| 2 | ambitious | B | shy |
| 3 | fun-loving | C | caring |
| 4 | introverted | D | outgoing |
| 5 | efficient | E | ill-tempered |
| 6 | trustworthy | F | organised |
| 7 | moody | G | reliable |
| 8 | rude | H | impolite |

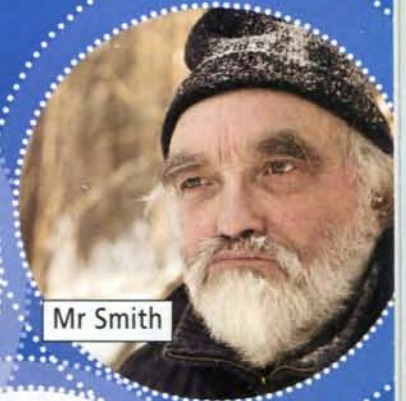
3 What does each person in the photos look like? What does each person seem to be like? Use words/phrases from Exs 1&2 to describe them.

Mr Smith is in his late sixties. He's got wrinkled skin, a full white beard and moustache and bushy eyebrows. He seems to be a kind-hearted person. He doesn't seem to be rude.

OVER TO YOU!

Describe two people you know.

Lauren is our neighbour. She's in her mid-thirties and has straight brown hair and a tanned complexion. She seems to be trustworthy.



Mr Smith



Mr Harris



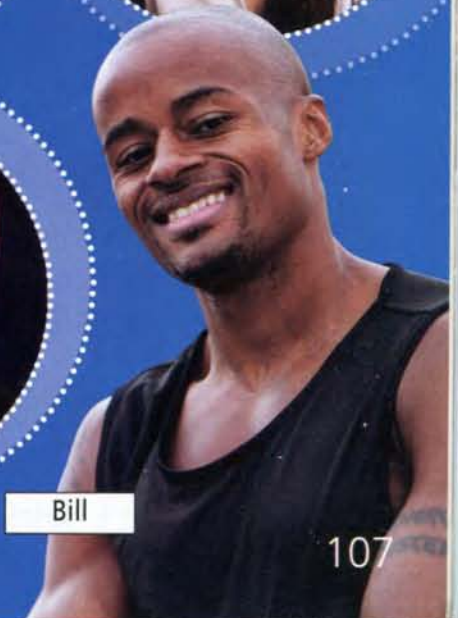
Tina



Jenny



Susan



Bill

6a Changes

Vocabulary

Changing one's appearance

- 1 a) Listen and say.
- b) Which of these changes have you/your friends/family members made? Tell your partner.

I've had my ears pierced.

Reading

- 2 Read the title and the first sentence in each paragraph. What is the text about?
 Listen and read to find out.

You are what you think you are!

Two teenagers, Joe and Kate, are standing in front of their mirrors getting ready for school. Joe thinks to himself: 'I'm too skinny. Why aren't I tall and muscular? It's not fair. And look at those spots — I look really awful!' A little inner voice tells Kate: 'You're fat and ugly in these jeans. Your legs should be longer. And your hair's horrible — all curly and frizzy. No one will look at you twice!' If these thoughts sound familiar, that's because Joe and Kate are far from being alone.

It's very common for teenagers to have a negative image of their own bodies. They insist they are hopelessly ugly, no matter how much their parents and friends tell them otherwise! Magazine problem pages and Internet blogs are full of agonised accounts. The young people who write them are convinced they are unattractive and therefore unloved and rejected by others.

Why do teenagers see themselves in an unflattering way? The fact is, puberty has a lot to do with it. During your early teens, the body is preparing itself for adulthood. New chemicals are moving around the body as it adjusts to adult hormone levels. The body alters its shape, sometimes resulting in puppy fat. Skin problems such as acne are also common. Teens are affected psychologically too. They become confused and anxious about their changing appearance. This in turn can lead to feelings of insecurity and low self-esteem.

Nor is the situation helped by the media. Young people are bombarded with images of the ideal body. Top fashion models in glossy magazines are all far taller and skinnier than the average woman. They have their hair and make-up done professionally. After a fashion shoot, magazine editors have the photographs airbrushed before they are published to give the models a flawless complexion. Male actors in

epic films flex beautifully toned rippling muscles. But more than likely, they have had them digitally enhanced, or 'photoshopped', as they call it in the trade. Not to mention the fact that many celebrities choose to have cosmetic surgery done to enhance their appearance. None of this reflects a realistic body image, so it's no wonder adolescents are made to feel inadequate and unsure of themselves.

The good news is that, however dissatisfied you are with your looks, the chances are it's only temporary! Those extra kilos and that spotty skin usually disappear by themselves in time. While your body is sorting itself out and 'settling into' its final form, you need to ride out the change! Resist the temptation to compare yourself with your peers. This is easier said than done when you are the tallest girl in your class or the only boy who has started growing a beard. You tend to feel the odd one out and may even get teased or bullied. Just remember that although teens' bodies change at different speeds, everyone ends up at more or less the same place in the end!

It's important to realise what things you can change about yourself and what things you can't. Correct diet and exercise can do wonders for your appearance. Having your hair restyled, your nails manicured or your teeth whitened will also help boost your self-confidence. The things you can't alter, like your height or your shoe size, should be seen as strengths and not weaknesses. They are, after all, the features that make you a unique individual!

So don't be like Joe and Kate! Stop worrying so much about the way you look and learn to accept yourself as you are. Tell yourself you are just as attractive, intelligent and cool as the next person. If you feel good about yourself, the chances are other people will feel good about you too!



Check these words

muscular, spots, frizzy, convinced, rejected, unflattering, puberty, adjust, puppy fat, acne, flawless complexion, enhanced, inadequate, tease, bully, boost



3 Read again and for questions 1-5, choose the best answer A, B, C or D.

- The first paragraph of the text implies that
 - no one has a perfect body.
 - many teenagers worry about their appearance.
 - being unattractive is unfair.
 - boys and girls compete to look good.
- According to the text, puberty is a time
 - when you are sure to gain weight.
 - that is difficult to prepare for.
 - that influences your mental well-being.
 - to seek help from an adult.
- Fashion models
 - travel with their own personal make-up artist.
 - are a source of inspiration to the average woman.
 - are as keen as film stars to have cosmetic surgery.
 - have their appearance improved artificially.
- Teens are advised not to compare themselves with others because
 - they may end up getting bullied.
 - it will upset their classmates.
 - it's difficult to make accurate comparisons.
 - everyone develops at a different rate.
- Joe and Kate are examples of teenagers who
 - try hard to be accepted.
 - don't make the most of their good points.
 - are unattractive to their peers.
 - don't worry about the right things.

Grammar The causative

see pp.
GR 16-17

- 4 a) Read the example sentences. Which suggests that the action is done by another person?

Wendy **is painting** her nails. Sue **is having** her nails **painted**.

b) Rewrite the sentences in the causative.

- Mrs Jones is making a dress for Jo.
- The hairdresser has dyed Anne's hair.
- Steve will shorten Tom's trousers.
- Someone should re-heel your shoes.

Speculating & making assumptions

see
p. GR 17

- 5 a) Read the sentences. Which sentence: *refers to the past? expresses duration?*
- He **must** be tired. He's gone to bed early. (I'm sure he is.)
 - That **can't** be Tom. He's got short hair. (I'm sure it isn't.)
 - She says she **might/could/may** get a tattoo. (It's possible)
 - Suzy's hair is curly. She **must** have had a perm. (I'm sure she did.)
 - It's 10:00 pm. He **can't** be working. (I'm sure he isn't.)
- b) Rewrite the sentences using *might/may/could, must* or *can't*, as in the example.
- I'm sure Andy hasn't gone to the hairdresser's.
Andy can't have gone to the hairdresser's.
 - I'm sure that Sandra is talking to Steve.
 - I'm certain James didn't get a tattoo.
 - Perhaps Jane borrowed your coat.
 - I'm sure she had a facelift.
 - I don't believe Carol is having surgery again.

- 6 Make as many assumptions about the pictures as possible. Use the phrases.



- sit exam • stressed
- know answers
- revise properly

He must be sitting an exam.



- be on holiday
- feel happy • work
- cruise around the Mediterranean

Speaking & Writing

- 7 Make notes on each paragraph of the text, then use them to tell your partner a summary of it.

- 8 **THINK!** The writer says that we should learn to accept ourselves as we are. In three minutes write a few sentences expressing your opinion. Read them to the class.

6b Negative personality types

Vocabulary Types of people

1 Match the types of people to the definitions and make sentences.

Listen and check.

1	N	gossip	A	walks all over others
2		bully	B	tries to cause problems
3		whinger	C	is easily disorganised
4		killjoy	D	likes hurting others
5		snob	E	loves having a good time
6		troublemaker	F	exaggerates their emotions
7		scatterbrain	G	just won't stop talking
8		know-it-all	H	thinks they're better than others
9		chatterbox	I	complains about everything
10		bighead	J	is always telling others what to do
11		drama queen	K	thinks they know more than others
12		party animal	L	stops others enjoying themselves
13		nosy parker	M	thinks they are very important
14		bossy boots	N	enjoys talking about other people
15		steamroller	O	pries into other people's business

A gossip is someone who enjoys talking about other people.

Reading & Listening

2 Look at the pictures in the text. What type is each person? How can we deal with each?

Listen and read to find out.

3 a) Read again and for questions 1-15, choose from the people A-F. Justify your answers.

Which person/people ...

could appear more innocent than they really are?

may respond well to some kind words?

make things seem worse?

could be made worse by your behaviour?

have positive aspects to their character?

do not let you take part in the conversation?

wants you to feel less important?

should you refuse to listen to?

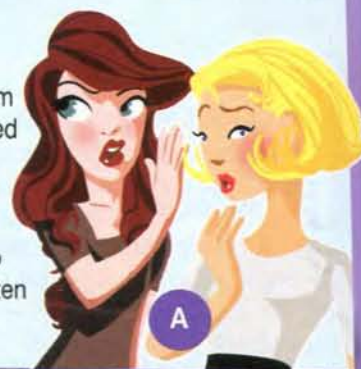
doesn't seem open to being helped?

tries to get you to have negative emotions?

b) What is the author's purpose?

Dealing with Difficult People

The **gossip** might seem harmless, but when they're talking about you, it can be extremely upsetting and embarrassing. Gossips take great delight in passing on bad news: "Did you hear about poor ...?" They are not that worried about the truth either. As long as it sounds good, they're more than willing to pass the story on, usually exaggerating it in the process. The gossip will often try to find out what you know in order to tell someone else later on, but avoid getting involved. If necessary, be direct: "Sorry. I'm just not interested in gossip!" Gossip usually dies down quickly when no one wants to listen or contribute.



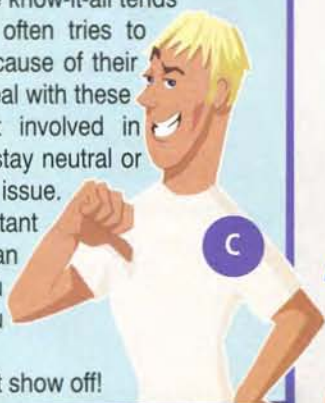
The **steamroller** can be very hostile and aggressive and will walk all over you without a second thought. They may shout, make threats and even physically intimidate their victims to get what they want. It is essential to be calm when dealing with a steamroller so that they don't get even angrier. Don't shout back or appear scared or nervous as this is what they want – for you to be afraid of them. Let the steamroller see that



Check these words

harmless, take delight in, exaggerate, process, direct, die down, contribute, hostile, aggressive, without a second thought, intimidate, admit, assertive, back down, dominate, neutral, issue, drag, couldn't care less, trivial, bizarre, downside, dismiss, moan, handle, interrupt, firmly, life-threatening, take an interest, triumph, tragedy

The **know-it-all** ... well, thinks they know it all! They can have valuable opinions to offer, but the problem is, they can't stand being wrong. The know-it-all tends to dominate conversations and often tries to make other people feel small because of their lack of knowledge. One way to deal with these kinds of people is not to get involved in whatever they are talking about: stay neutral or admit to seeing both sides of an issue. Don't forget that the most important thing for know-it-alls is winning an argument. If they try to drag you into one, let them know that you couldn't care less about winning. They'll soon get bored if they can't show off!



The **whinger** complains about absolutely everything! It doesn't matter how trivial or bizarre the complaint ("The ice cream was far too cold!"), the whinger will go on and on about it as if it's the end of the world. They see the downside of everything and dismiss every solution you come up with. The problem is that deep down they love moaning. One way to handle a whinger is to agree with them completely: "You're absolutely right. I don't know how you put up with it all." Whingers often just want a little bit of sympathy; once they get it, they should complain less. Okay, they *might* complain less!



No matter what you do, you cannot get a word in edgeways; the **chatterbox** talks on and on ... and on! These people are sociable and often have big hearts, but they don't listen to what you have to say and as a result it's impossible to get anything done around them! Try taking control by interrupting them firmly and saying something like "Wait a minute, let me ask you a question about that." You can also try listening to these people for a while - after all, they may just be lonely - and then say, with a smile, "Ok, well nice talking to you but I really have to get back to this now," and hope they get the message!



When a **drama queen** stubs a toe, it's a life-threatening injury, but when they find a plaster it's as if they've won an Oscar! They exaggerate everything that happens to them and share it with the world through tears of pain and joy.

The thing to do is react as little as possible. By taking an interest in their latest triumph or tragedy, you are just encouraging them to keep blowing things out of proportion.



Grammar

see pp.
GR 17-19

Clauses (purpose, result, reason & manner)

- 4 Read the examples. Which words do we use to introduce each type of clause? Find examples in the text.

Clauses of purpose

Amy moved seats **so as to/in order to/so that** she could avoid Sue.

She'll leave early **so that** she won't be late.

Clauses of result

He's **so talkative/such a talkative person that** I can't get any work done.

He talks a lot. **As a result**, I can't work.

It was **such** bad weather **that** we stayed in.

Clauses of reason

He avoids Tracy **because** she's a gossip.

Since/As Tracy is a gossip, he avoids her.

The reason why he avoids/His reason for avoiding Tracy is she's a gossip.

Clauses of manner


She behaves **as if** she **was** the boss. (but she isn't)

He looked **as if** he **had seen** a ghost. (but he didn't)

- 5 Choose the correct words.

- 1 Sue couldn't work **the reason why/due to the fact that** Tanya wouldn't stop talking.
- 2 Simon can be **so/such** a whinger **that** no one wants to work with him.
- 3 We sat far away from Harry **in order to/due to** avoid speaking to him.
- 4 He behaves **since/as though** he owned the place.
- 5 Ann tried to stay calm **so as to/so that** Tony wouldn't get even angrier.

Speaking & Writing

- 6  Imagine you know someone who behaves as described in the text. Describe him/her to your partner. Your partner advises you how to deal with them.
- 7 **ICT** Choose another of the types of people in Ex. 1. Find out what these people are like and how to deal with them. Write a short paragraph. Tell the class.

HAKA!

1 Listen to the chant and look at the picture. What do you think Haka is? What special features does it have? When do you think the Haka is performed? Read the text to find out.

2 Read again and complete the gaps with the correct word. Compare with your partner.

3 Match the words in bold with their meanings: *running away, fewer in number than another group, one of a kind, violent, frightening.*

4 Fill in: *welcome, stamp, physical, body, outfit, stick out, native, tribal.*

The Haka originates from the native inhabitants of New Zealand, the Maori people. It is a very physical dance with chants **0** which were traditionally performed as war cries. Nowadays, it is performed to welcome important guests, to recognise great achievements **1** simply to entertain. If you ever watch New Zealand playing rugby, you **2** also see the team, the All Blacks, performing the Haka. They do this to show respect **3** past and present players, the supporters and New Zealand and ... to scare their opponents. The All Blacks performed **4** first Haka in 1888 in Britain, but it is now recognised all over the world.

The dancers imagine that their body is an orchestra in **5** their hands, feet, legs, body, voice, tongue and eyes all represent musical instruments. The Haka involves a lot of powerful body movements; slapping your hands **6** your body, showing the whites of your eyes (pukana), sticking out your tongue (whetero) and stamping your feet – imagine a tribe of Maoris doing all this holding weapons **7** preparing to go into battle!

The Maori people perform in a traditional outfit called a kakahu. The costume is **8** up of a grass skirt and a belt with **unique** engravings. The Maori people are also famous **9** their tattoos or ta mok, which cover their faces, making this dance look even more **ferocious**!

The most well-known Haka is called Ka Mate. The story goes that the most **feared** tribal chief, Te Rauparaha, was **fleeing** from his enemies. As he was greatly **outnumbered**, he hid in a pit protected **10** another chief and his wife. The chant below is about the moment the enemy tribe passed near the pit to look for him and his thoughts switched between living and dying. The 'hairy man' is the chief who hid him and **11** sure he saw the sun again. It is said that he came up with this chant while in hiding and that he performed it as **12** as he returned to his village. Now, the Ka Mate is performed as a celebration of the triumph of life over death.

Ka mate, ka mate! Ka ora, ka ora!	I die! I die! I live! I live!
Ka mate, ka mate! Ka ora, ka ora!	I die! I die! I live! I live!
Tēnei te tangata pūhuru hūru	This is the hairy man who fetched the sun
Nāna nei i tiki mai whakawhiti te rā	And caused it to shine again
Ā, upane! Ka upane!	One upward step! Another upward step!
Ā, upane, ka upane, whiti te rā!	An upward step, another ... the sun shines!
Hi!	

Why don't you take a look at a Haka on YouTube?

Check these words


originate, native, chant, war cry, supporter, opponent, slap, stick out your tongue, stamp your feet, tribe, weapon, go into battle, grass skirt, engraving, pit, enemy, switch, triumph

6 **ICT** Research a traditional dance or ceremony in your country. Find out: *how it originated, when it's performed, what performers look like, any other interesting information.* Compare and contrast it with Haka dances.




5 Listen and read. Tell your partner four things you remember from the text about the Haka.

Rearranging an appointment

- 1  Have you ever had to cancel or rearrange an appointment? Why? Tell your partner, using ideas similar to the ones below or your own ideas.


- stuck in traffic and can't get there on time
- not feeling well
- twisted ankle and too painful to walk on
- had a family emergency
- had to work late at short notice
- had forgotten about something more important

I recently had to rearrange a dentist's appointment because I didn't feel well.

- 2 a)  Listen and say the sentences.

- I'm calling to see if I can rearrange my dance lesson.
- I'm sorry to hear that.
- What time was your lesson supposed to be?
- When would you like to rearrange it for?
- I'm afraid that time isn't available.
- Could you make it on Saturday the 11th at 10 am?

- b) Which of the sentences would a receptionist, a caller say?


 Listen and read to find out.

- R: Good morning, Swan Lake Dance Studios.
 F: Oh, hello, this is Fiona Simpson. I'm calling to see if I can rearrange my dance lesson. I twisted my ankle yesterday morning and it's painful to walk on today.
 R: I'm sorry to hear that. What time was your lesson supposed to be?
 F: It was supposed to be at 5:30 pm today. It's a private flamenco dancing lesson with Laura.
 R: OK. When would you like to rearrange it for?
 F: How about Thursday next week at the same time? My ankle should be fine by then.
 R: I'm afraid that time isn't available. Could you make it on Saturday the 11th at 10 am?
 F: Erm ... yes, that should be fine.
 R: OK. So see you on the 11th.
 F: Great. Thank you very much.
 R: You're welcome. Goodbye.




- 3 Find sentences in the dialogue which mean: *That's too bad.*
 – *When was the lesson scheduled for?* – *I'm sorry, but that time is booked.*

Pronunciation: Expressing sympathy

- 4  Listen and say. Listen again and underline the stressed words.

- 1 I'm so sorry to hear that!
- 2 Oh no, that's awful!
- 3 That's such a shame!
- 4 I really hope things get better soon.
- 5 Oh dear!

Speaking

- 5  Imagine you want to call and rearrange a dentist's appointment. Use the sentences in Ex. 2a and the ideas in Ex. 1 to act out a dialogue.



6e Body talk

Vocabulary Body language

1 a) Listen and say.



scratch your head



raise your eyebrows



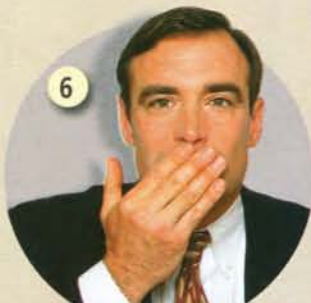
wrinkle your nose



show your teeth



look right & bite your nails



cover your mouth



frown



open your eyes & mouth wide

b) How do you think each person feels:
*embarrassed, confused, scared, worried,
disgusted, annoyed, surprised, shocked?*

I think the person who is scratching his head is confused.

Reading & Listening

2 Which of the gestures in Ex.1 could suggest that someone is lying?

Listen and read to find out.

Liar, liar!

Craig smiles confidently and answers 'yes' to the question while rubbing the back of his ear. The interviewer continues to ask him questions about his CV. Darren Stanton is sitting quietly next to the interviewer throughout the interview. Mr Stanton says nothing, but intensely studies Craig as he answers each question. Little does Craig know, but he has been hired by the company to tell them when interviewees are lying. After Craig has left, Mr Stanton points out which of his answers were lies and which were truthful. By analysing Craig's body language, such as when he rubs his ear, he is able to distinguish between lies and the truth. Stanton, now known as 'the human lie detector', picked up these skills during the time he was working as a forensic psychologist and a police officer. Studies have shown that in an average 10-minute conversation, people tell at least 3 'lies'. Our bodies give off a mixture of subconscious signals and signs which cannot be concealed even by the most clever of liars. According to Stanton, most of these lies are told to avoid hurting someone's feelings or in awkward situations. They are simply a part of human nature. If this is true, what can the average person do to know if they are being spun a yarn? Mr Stanton gives his top tips for spotting a fibber in action!

• Look me in the eye, but not for too long...

It is often said that liars are unable to look you straight in the eye. This can be true and they may rub their eyes, for instance, to avoid eye contact. But it may surprise you to know that really good liars often overcompensate by maintaining eye contact longer than normal in order to convince you they're telling the truth. If they hold eye contact for longer than six seconds, be suspicious about what they are telling you.

• Busy hands...

While telling a lie, people often instinctively use their hands to touch their faces, scratch their heads or cover their mouths which show their discomfort. Sometimes they will even hold an object in front of them such as a book to create a subconscious barrier to hide behind.

• Stalling for time...

When faced with a question a person doesn't want to tell the

Check these words

confidently, rub, intensely, hire, truthful, distinguish [between], lie detector, forensic psychologist, subconscious signal, conceal, awkward, human nature, spin a yarn, fibber, eye contact, overcompensate, convince, suspicious, instinctively, discomfort, barrier, stall, mirror, telltale sign, twitch, muscle spasm, flash [across], eyelid, droop, tricky, spot, instinct, pull the wool over someone's eyes, itchy

truth about, they often mirror or repeat the language of the person asking the question so as to buy time to think. For instance, if a truthful person is asked, "Did you go to the cinema instead of studying?" they will 40 reply "No, I didn't", whereas a liar, having no time to think, will mirror the question by saying, "No, I didn't go to the cinema instead of studying." There may also be an increase in the number of 'ums' and 'ahs' 45 they use, again showing that they are thinking while talking.

• Right or left-handed...

Whether a person is right-handed or left-handed also plays a role when telling lies. Right-handed people tend to look right 50 when lying while left-handed people tend to look left.

• Face to face...

Most liars will have a telltale sign on their face such as going as white as a sheet or the exact opposite – blushing. Such changes 55 are subconscious responses to stress brought on by lying. Also, look out for micro-expressions, little nervous twitches or muscle spasms around the eyes, cheeks or neck which flash across people's faces, 60 giving away their true emotions. Someone may be smiling at you, for example, but suddenly you spot their eyelids, eyebrows and the corners of their mouths drooping. This could mean they are actually feeling 65 sad. Be warned, though – micro-expressions last for less than a second, so they're really tricky to spot.

Above all, trust your instincts! If you think someone is trying to pull the wool 70 over your eyes, you're probably right. Having said that, don't take things too far. Your friend might scratch their head while they're talking to you, but maybe it's just itchy!

75

3 Read the text and mark the statements T (true), F (false) or DS (doesn't say).

- 1 It takes Mr Stanton ten minutes to decide who is lying.
- 2 Mr Stanton has used a lie detector for many years.
- 3 We all tell lies.
- 4 Rubbing your eyes suggests you are telling the truth.
- 5 People tend to use their hands when telling lies.
- 6 A short reply to a question suggests the person is telling the truth.
- 7 Only right-handed people tell lies.
- 8 A change in the colour of our face shows if we are lying.
- 9 A smile doesn't always suggest someone is happy.
- 10 Body gestures always reveal the person's feelings.

4 Fill in: *intensely, forensic, hurt, spin, confidently, signals, spasms, body, nature, contact.*

- | | |
|----------------------|---------------------------|
| 1 smile | 6 to one's feelings |
| 2 study | 7 human |
| 3 language | 8 to a yarn |
| 4 psychologist | 9 eye |
| 5 subconscious | 10 muscle |



Body idioms

5 Fill in: *chest, feet, eyes, hand, eye, leg.*

👂 Listen and check. Are there similar idioms in your language?

- 1 We asked our neighbours to keep a(n) on our house while we were on holiday. (watch to protect)
- 2 Don't let Tom pull the wool over your; ask him where he really was last night. (trick/deceive you)
- 3 Just before her wedding, Jane started to get cold (feel nervous before an event)
- 4 Can I give you a with the housework? (help you)
- 5 I'm not really a police officer; I'm just pulling your! (joking)
- 6 Thanks for listening to my problem; I just needed to get it off my (talk about it)

Speaking & Writing

- 6  Use the text to tell your partner how one can detect a liar.
- 7  Do research to find out more about body language and what it tells you about someone. Tell the class.

6f Animal talk

Do you speak dolphinese?

Dr Denise Herzing knows the names of all the members of the pod of wild spotted dolphins she studies. **1** She recognises scars on flippers and can remember when the wounds first appeared. When the dolphins appear, she **mimics** their behaviour by swimming upside down to say hello. She is very familiar with each individual dolphin. This isn't surprising as she has shared 27 summers off the Florida coast and has had over 2,600 **encounters** with dolphins. She has spent more time with dolphins than anyone else on Earth. But this is still not enough for Denise.

2 In fact, Denise has already spent years **experimenting** with communicating with the dolphins, but her greatest wish is that one day very soon the dolphins will be able to speak back and tell her what's on their minds.

Dolphins have the second most **evolved** brain on the planet after the human race and they are highly sociable and intelligent and remarkably skilled at problem solving. They live in a complex society in which, together with friends and relatives, they raise their young, share responsibilities and **resolve** conflicts. So clever are these aquatic mammals that they can understand up to two hundred human words using gestures and symbols and even the difference between a statement and a question. **3** "Many studies ask dolphins to respond to human commands, using fish as a reward, but rarely do we ask dolphins to seek something from us," says Dr Herzing.

Denise knows that it won't be easy to get dolphins to 'speak' to us. Both the vocal chords of humans and dolphins and the sounds they produce are extremely different. Dolphins communicate with whistles, clicks and other sounds, some of which are too high-frequency for humans to **make out**. **4**

Her elegant solution, therefore, was to come up with a new simple language that both humans and dolphins could share. Her **latest** experiment involves a small waterproof computer that divers will wear called CHAT (Cetacean Hearing and Telemetry). It will send out one of eight signals that correspond to something in the undersea world, seaweed for example. **5** After the system has 'learnt' dolphin, all the sounds the dolphins make will then be put through the computer which will try to work out patterns in them in order to **decode** the vocabulary and grammar of 'dolphinese'. **6** This underwater translator is only at the trial stage at the moment, but if it is successful, it could have a huge **impact**. Not only would it delight marine biologists such as Denise Herzing, but it may be possible to adapt the system to enable two-way communication with other animal species, too. Scientists working at SETI (The Search for Extraterrestrial Intelligence) have also expressed a lot of interest in the device! They hope that CHAT could be used to make contact with life in distant galaxies! Herzing says that her research "may be our best training ground for exploring the cosmos for other life, because if we can't understand life on this planet then there is no hope for our exploration of the galaxy."

7 The only question is, what on earth are they going to say to us?

Check these words

pod, scar, flipper, wound, mimic, encounter, evolved brain, remarkably skilled, resolve conflicts, aquatic mammal, vocal chord, whistle, high-frequency sound, seaweed, impact, delight, adapt, make contact with, distant galaxy, training ground

Reading

- 1 a) What do you know about dolphins? Tell the class.
- b) How do dolphins communicate? Why are scientists trying to decode their language? Read to find out.

- 2 Read again. Five sentences are missing. Match each sentence (A-H) to the gaps (1-7). There are one extra sentences. Justify your answers.

- A Then scientists can learn how to 'reply' with dolphin-like signals themselves.
- B Denise has come a long way since then.
- C "I want to know what they're thinking," she says.
- D "They live in a sensory world we can only imagine, full of different sounds, sights and tastes," Dr Herzing explains.
- E The computer will listen to see if the dolphins mimic the sounds.
- F Scientists like Denise Herzing hope that it's only a matter of time before we can speak to dolphins.
- G She knows who the grandparents are and when their grandchildren were born.
- H So far, however, attempts to talk with dolphins have been mostly one-way.

3 a) C

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9 a

- 3 a) Choose the correct words, then make a sentence with the other word. Compare with your partner.

- 1 Denise is **familiar/common** with all the dolphins; she knows all their names.
 - 2 There are dolphins off the **shore/coast** of Florida.
 - 3 Dolphins can **conclude/resolve** conflicts.
 - 4 Dolphins send out high-frequency **signals/signs** that humans can't hear.
 - 5 Denise is **investigating/experimenting** with different ways to communicate with dolphins.
 - 6 CHAT could have a huge **impression/impact** on the search for extraterrestrials.
 - 7 SETI wants to make **touch/contact** with aliens.
- b) Match the words in bold to their meanings: *trying to, sort out, meetings, understand, imitates, developed, interpret, consequence, most recent.*

Collective nouns – animals

- 4 Fill in the phrases with the words in the list.

• pack • pod • colony
• shoal • swarm • pride • herd
• flock • litter

- 1 a of cows/elephants
- 2 a of wasps/bees
- 3 a of fish
- 4 a of birds/sheep
- 5 a of puppies/kittens
- 6 a of lions
- 7 a of dolphins
- 8 a of ants
- 9 a of dogs/wolves

🔊 Listen and check.

Grammar Inversion

see
p. GR 19

- 5 Read the theory box, then find examples in the text.

We can invert the subject and the auxiliary verb in a sentence to give emphasis:

- when the sentence starts with **rarely, seldom, so, such** etc. ***Rarely does** Andrea **stop** talking. **Such a long time has** Denise **worked** with the dolphins **that** she knows them all by name.*
- with **so, neither, nor** to express agreement. *John loves animals and **so does** Hannah.*
- with **should, were, had** when they come at the beginning of an if-clause instead of if. ***Had she** done better at school, she'd have studied Marine Biology.*
- in the main clause when the expressions **only after/by/ if/when, not until** start a sentence. ***Only if** the dolphins mimic the signals, **will** the experiment work.*

- 6 Use the words in brackets to rewrite the sentences, using inversion.

- 1 She didn't know dolphins would become her life's work. (little)
Little did she know (that) dolphins would become her life's work.
- 2 Anna has never been diving and Tom hasn't either. (not only)
- 3 If you see Mike today, ask him if he wants to go diving on Saturday. (should)
- 4 Swim with dolphins and you will realise how amazing they are. (only if)
- 5 Greg had a tiring day so he fell asleep on the bus home. (such)

Key word transformations

- 7 Complete the second sentence so that it means the same as the first. Use the word in bold.

- 1 Sam had just dived into the water when the dolphins appeared. (SOONER)
No into the water than the dolphins appeared.
- 2 We won't swim here under any circumstances. (WILL)
Under swim here.
- 3 Jo was happy and she couldn't stop smiling. (WAS)
So she couldn't stop smiling.
- 4 They can only see if CHAT works if they test it. (TESTING)
Only see if CHAT works.

Speaking & Writing

- 8 🎧 Listen and read the text. Imagine you are Denise Herzing and you are giving a talk about your life's work. Make notes on each paragraph of the text, then use your notes to give your talk.

6g Skills



Vocabulary Communication mistakes

- 1 a) Listen and repeat. What are these phrases in your language? Can you add any more communication mistakes to the list?

- not allow the other person to speak
- be argumentative and aggressive
- put your foot in it (say the wrong thing)
- interrupt the speaker
- not make eye contact
- talk down to someone
- not pay attention
- talk too fast
- get tongue-tied (not know what to say)
- have negative body language e.g. *scratch, fidget, crack your knuckles*
- insist on your own way
- talk too loudly

- b) Read the cartoons. Which mistakes are the people in each cartoon making?

- 2 **THINK!** How do these things make you feel: *annoyed, angry, confused, embarrassed*? Tell your partner.

I feel annoyed when someone interrupts me when I'm speaking.

Listening

- 3 You're going to listen to a man talking about solving problems through effective communication. Listen and for questions 1-5, choose the correct answers (A, B, C or D).

- Brendan begins by saying that arguments
 - are usually a result of bad communication.
 - can be solved through good communication.
 - can usually be avoided.
 - can be healthy.
- Brendan says you should repeat what someone has said to
 - show that you've been listening.
 - make sure you heard correctly.
 - give you time to think what to say next.
 - avoid misunderstanding.
- Brendan advises using 'I' messages in order to
 - be more direct.
 - avoid annoying the other person.
 - emphasise your point.
 - encourage the other person to talk.
- He says a common mistake is
 - accepting all the blame.
 - not telling the truth.
 - not speaking clearly.
 - not admitting being wrong.

Speaking

Criticising & responding

- 4 Use the phrases in Ex. 1a and the language in the box below to act out exchanges, as in the example.

Criticising	Responding
<ul style="list-style-type: none"> You're always ... / Do you mind not ... / Could you please stop ...? (+ verb + -ing) Please don't ... It's so annoying/irritating/disrespectful etc.! 	<ul style="list-style-type: none"> I'm really sorry. I'll try not to do it again. Oh, I'm sorry, I didn't realise I was doing that. Sorry, I don't mean to do that.

- A: *You're always interrupting me when I'm speaking!*
 B: *Oh, I'm sorry, I didn't realise I was doing that.*

Nature speaks

- 1 Read the introduction of the text and the headings. How do you think these animals/plants communicate?

🔊 Listen and find out.

- 2 Read and match the sentences to the correct animal
A (ant), B (bee), C (cuttlefish) or P (plant).

- 1 Physical contact passes on a message.
- 2 They dance to indicate where others can find something to eat.
- 3 A change in colour helps them to protect themselves.
- 4 They attract their enemy's enemy.

- 3 Fill in: *warning, display, rub, signal, release, pile, nervous, pass on*. Use the phrases to make sentences based on the text.

- 1 to noses
- 2 to chemicals
- 3 to alarm
- 4 a of crumbs
- 5 to the news
- 6 signals
- 7 system
- 8 of colours

- 4 **ICT** Find information about the ways other wildlife communicates e.g. *whales, elephants*. Present your information to the class.

Check these words

affection, hive, tail-wagging, invade, caterpillar, wasp, fungi, gland, release chemicals, signal, alarm, military campaign, enemy, pile of crumbs, antennae, pass on, sac, nervous system, pattern, texture, prey, predator

Gorillas stick out their tongues to show anger, horses rub noses as a sign of affection and dogs stretch their front legs out in front of them and lower their bodies when they want to play. Wildlife may not literally 'speak', but communicate in some pretty amazing ways!

Bees: May I have this dance?

Bees make a series of dance-like movements to communicate the quality and location of food. If a food source is near the hive, a circular dance is performed. A 'tail-wagging' dance in a figure-of-eight movement indicates that it is more than 80 metres away.



Plants: Silent communicators

It might seem that what all plants do is grow leaves and look pretty, but many types of trees and plants send out chemical signals in order to communicate with other trees and plants and even with animals. For example, when invaded by caterpillars, corn and cotton plants send chemical messages that attract the caterpillar's worst enemies, wasps. Various trees also send out warning signals to other trees when attacked by fungi and insects.



Ants: Masters of organisation

Imagine organising thousands of people without saying a word. Ants have up to 20 different chemicals in the many glands in their tiny bodies. Depending on which chemical they release, they can signal alarm, invite friends to eat or even organise a military campaign to attack an enemy. Also, if an ant finds a pile of crumbs, it rubs its antennae and front legs on its neighbour to pass on the good news. Ants may be small but they certainly have plenty to say!



Cuttlefish: Say it with your skin!

This sea animal has the world's best camouflage skills! Sacs of colour under its skin which are controlled by its nervous system allow it to change the colour, pattern, and even texture of its skin in seconds when it has something to say. A zebra pattern on a male cuttlefish, for example, warns other males to stay away. Cuttlefish put on an amazing display of colours and even lights to attract their prey or hide from predators. Whatever the message, the cuttlefish says it with quite a show.



6 Writing

An article describing a person

Writing Tip

An article describing a person should consist of:

- an **introduction** giving brief general information about the person e.g. name/relationship to us/how & when we met etc.
- a **main body** of 2-3 paragraphs in which we describe the person's physical appearance & personality/hobbies/interests/activities/achievements, etc in separate paragraphs. We start each paragraph with a topic sentence summarising the paragraph.
- a **conclusion** including our final comments & feelings about the person.
- We use **present tenses** to describe **someone we know well/see often** (*a relative, a good neighbour/ friend*) and past tenses for someone who's no longer alive or who we don't see any more (*our best friend from primary school, a relative who has passed away*)
- When describing personality, we use a variety of character adjectives and justify them with an explanation or example. *Matt is very sociable. He loves going out and meeting new people.* We use mild language to describe negative qualities e.g. *tend to, seems to, is rather, can sometimes be, etc.* *Amanda can sometimes be rather lazy.*
- We link qualities with appropriate linkers: similar qualities (*also, and, both ... and, moreover, as well as,*) contrasting qualities (*but, on the other hand, nevertheless, in spite of this, although etc*) *Sarah is both cheerful and considerate. However, she is sometimes very stubborn.*

1 Read the model, then match the headings to the paragraphs (1-5).

- ☐ A physical appearance/clothes
- ☐ B comments & feelings
- ☐ C personality & justifications
- ☐ D achievements/reason for admiration
- ☐ E name/relationship to writer & when/where/how met



- 1 Laurie and I are cousins, but I first got to know her after we met at my grandfather's 80th birthday. We have been good friends ever since.
- 2 Laurie is in her late twenties and attractive. She's tall and dark-skinned with short dark hair, a warm smile and dark brown eyes that sparkle when she laughs. She also has a great sense of style and always looks well-dressed, whether it's in an evening dress or casual sportswear.
- 3 Laurie has a great personality. She's a very popular, sociable person who loves meeting new people and who everyone seems to like. She lights up the room with her bubbly personality and always seems to get everyone smiling and laughing. She also has a fantastic sense of humour. She can see the funny side of any situation and is always making me laugh. She tends to be rather bossy, though, and loves telling everyone what to do!
- 4 My cousin is an incredibly ambitious person. She has achieved her goal of working for the United Nations and is a highly respected development manager. She is very dedicated to her job and often works late. Despite this, she always has time for other people and never refuses to help if there is a problem.
- 5 Although we don't see each other often, Laurie is a very important person to me. Her kindness and great sense of humour make her a very special friend.

2 List the words/phrases below under the headings, then add more from the article. Compare with a partner.

- often wears her hair in a ponytail • in his mid-twenties
- is a bookworm • in her early forties • loves to have fun
- of medium height • no sense of style • good-natured
- beautiful almond-shaped eyes • sensitive • absent-minded
- always smartly dressed • doesn't let difficulties get him down
- loves being outdoors • always does what he says he will
- often looks a bit scruffy • looks younger than she is
- long blond hair • pale-skinned • has lots of tattoos
- wrinkles around her eyes • shy • good-looking
- keen on water sports

Physical Appearance

of medium height

Personality

loves to have fun

Hobbies/Interests

is a bookworm

Writing Tip

Making descriptions interesting

Link your sentences together with a variety of structures to avoid writing a boring description.

*He is a handsome man. He has tanned skin. He is a handsome man **with** tanned skin.*

*He has grey hair. It makes him look older. He has grey hair **which** makes him look older.*

*She is fashionable. She always wears the latest trends. She is a fashionable woman **who** always wears the latest trends.*

She has long hair. She wears it in a ponytail. She wears her long hair in a ponytail.

*She has short fair hair. She looks sophisticated. Her short fair hair **makes** her look sophisticated.*

3 Link the sentences together using a variety of structures from the table above.

- Hayley is short and a little plump. She has piercing blue eyes. They sparkle when she smiles.
- Mike is well-built. He has curly blond hair. He has a lot of tattoos. He looks tough.
- Sally is a beautiful lady. She has dyed red hair. She wears it in a bob.

4 Fill in: *pessimistic, reserved, supportive, cheerful, easy-going, disorganised, confident, considerate.*

- Jane tends to be a bit
She's always running late and losing things.
- Mary is always so She's always ready to listen and help me.
- I've never met anyone as
as Tanya. I don't think I've ever seen her without a smile on her face!
- James can sometimes be quite
He always points out how something could go wrong!
- Karl is a very person.
He always seems to be thinking about other people's needs.
- Joe is a(n) guy. He always seems to be relaxed and doesn't get annoyed easily.
- Beatrice is a(n) person. She's fairly quiet and keeps her feelings hidden.
- Jennifer is quite She seems very sure of herself and what she can achieve.

5 Choose the correct words.

- He is intelligent **both/and** kind-hearted, **despite/but** he can sometimes look rather scruffy.
- As well as/Moreover** being hardworking, Anna is also very determined. **Nevertheless/However**, she tends to be quite stubborn.
- He is **and/both** trustworthy and honest.

Your turn

6 Read the rubric. Who could you describe? How many paragraphs will you write and what will you include in each?

You have just read the following on an international student website:

Describe someone you admire and win a trip to London for two! Describe what they are like and why you admire them (120-180 words).

7 Write your article. Follow the plan. Use words from the *Useful Language* box.

Plan

- Para 1: name/relationship to you/how & when you met him/her
 Paras 2-4: physical appearance, personality, achievements
 Para 5: final comments & feelings

Useful language

Physical appearance: tiny/short/tall/of medium height (height); thin/slim/skinny/of average build/well-built/plump/overweight (build); oval/round/long/freckled skin/tanned skin/fair-skinned/dark-skinned/wrinkled (face); dark brown/piercing blue/almond-shaped (eyes); straight/curly/wavy/dyed/light brown/blond/long/short cropped/spiky (hair); crooked/upturned/straight (nose); shabby/smartly dressed/scruffy/fashionable/casual/smart clothes/great sense of style/badly dressed/elegantly dressed (clothes)

Personality: I've never met anyone as ... (shy/hard-working/sociable etc.) as (Tom).; (Terry) is always so/I find (Terry) very/(Terry) is very/extremely ... (cheerful/selfless/lazy/reliable etc.); (Jane) is a very ... girl. She ...

Achievements: He/She is a skilled/professional ... He/She has won/achieved ... He/She has successfully ...

Expressing negative qualities: He/She can sometimes be/tends to be/is sometimes rather/can be ... (at times).

Just Whistle it!



Imagine you lived high on a mountain with no mobile phone or fixed line. What's the best way to tell your dad at the bottom of the mountain to bring home some milk? By whistling, of course! That's how some communities around the world communicate - through a whistled language.

Linguists believe there are about 70 whistled languages still in use today, although only 12 are fully understood. Most are found in isolated areas with difficult terrain, such as mountains or canyons, where communication over distances is difficult. The obvious advantage of whistled speech is that it allows the speaker to communicate over larger distances (up to 5 km) than ordinary speech.

1 Although this is not practical for those wanting a private conversation, it is a convenient and efficient way to spread news fast.

Most whistled languages are based on actual spoken languages and are not secret codes. **2** Speakers of whistled languages can even switch from whistles to speech in mid-sentence, like many of the residents of the small island of La Gomera in the Canary Islands.

Several hundred years ago, the people of this mountainous island developed a whistled language called 'El Silbo'; the name comes from the Spanish verb *silbar* which means 'to whistle', and it developed out of the islanders' need to communicate over inaccessible valleys and towering cliffs. **3** Islanders became so skilled that messages were successfully spread from one end of the island to the other. El Silbo has played a vital role in the island's history. It was the main form of communication during invasions, wars and immigration. With the advent of modern forms of communication, such

as the telephone and the mobile phone, though, the use of the whistled language slowly declined.

4 However, it is still used to announce community events among the farming communities. In order to protect the language from dying out, the authorities in La Gomera have made El Silbo a part of the school curriculum. **5** "It's less expensive than a mobile phone and it's fun," says nine-year-old Andrea.

The people of La Gomera are fiercely proud of their linguistic heritage. The same pride can be seen in Kuskoy, Turkey - known as the 'bird village.' About 1,000 residents in and around the village also use a whistled language to communicate across the rocky valleys. **6** The whistled language is a direct translation of Turkish words and has been passed down from generation to generation in this rural community. Locals are determined not to let their bird language die out as they face the onslaught of modern technology. "Most people here are farmers and still whistle across the valleys to communicate with their neighbours," explains one of the residents. **7** It's an event that brings out the entire community to celebrate their unique linguistic heritage. The message from Kuskoy is simple: despite all the advances that have been made in the field of communication, sometimes the old ways are still the best.

Reading

- 1** a) Read the rubric and the title of the text. Why do you think people communicate in this way? Read the text to find out.

You are going to read a text about an unusual way of communicating. Seven sentences are missing from the text. For gaps 1-7, choose the sentence A-H which best fits each gap. There are two extra sentences.

- b) Now do the task. Compare your answers with your partner, giving reasons for your choices.

- A The young people have embraced the idea of learning the language and even see some advantages in it.
- B Whistling is essential to the survival of the farming community.
- C The whistler also has the benefit of reaching a number of people at once.
- D It is surprisingly easy to learn.
- E The village even holds an annual festival for the best whistler.
- F Traditionally, when one person heard a whistle, they passed it on.
- G They have 29 whistles, one for each letter of their alphabet.
- H Today, it is rarely used in everyday communication.

Listening

- 2 You will hear people talking in eight different situations. Choose the best answer (A, B or C).
- You hear two friends talking about a tennis match. What happened?
A He lost the match.
B He was injured.
C He broke a window.
 - You hear two friends discussing a film they saw. What did the girl dislike?
A the acting B the plot
C the script
 - You hear a radio weather forecast. What will the weather be like tomorrow morning?
A colder than today
B warmer than today
C the same as today
 - You hear a girl talking about a course she took. Which part of the course did she most appreciate?
A CPR
B treating bites and stings
C treating head injuries
 - You hear two friends talking about their recent holidays. What does the boy say?
A It didn't live up to his expectations.
B It was better than he expected.
C It was just as he had expected.
 - You overhear this conversation. Who is the woman talking about?
A her father B her brother C her husband
 - You hear a man talking. Why did he leave his job?
A He was injured.
B For family reasons.
C He was bored.
 - You hear a woman talking about news she has just received. How does she feel?
A delighted B relieved C surprised

Reading

- 3 Read the rubric, then do the task.

You are going to read a text about a type of celebration. For gaps 1-12, choose the word that best fits, A, B, C or D.

Coming of Age

In Japan, Seijin no Hi, the coming-of-age day, is a highly (0) *anticipated* day in a young person's life. It is celebrated every January by those who have 1) 20, the legal age of adulthood in Japan. It is an elaborate celebration. Young women wear extravagant 2) kimonos called furisode which can 3) up to \$10,000! These kimonos are so complicated to put on that the girls often go to a 4) beauty salon, which also does their hair and make-up in 5) detail. Although the young men can wear a male-style kimono called hakama, many choose a smart suit nowadays. At the end of the ceremony, small gifts are handed out to the newly-recognised adults followed by lots of photos! Later, the new adults head off to parties that last late into the night.

In America, the day on which a young person receives their high school 6) at around the age of 18 is an important celebration on the way to becoming an adult. The graduates wear specially-designed 7) and a black square-shaped cap called a mortarboard. The most important moment is when the graduate walks across the 8), receives their award and shakes the principal's hand. Later on, speeches are made by school 9) and previous graduates of the school, but the most important speech is by the valedictorian - a graduate who has 10) great academic success. The valedictorian talks about the graduating class's future in order to 11) the other graduates. After the 12), graduates change into formal dresses and suits and go to graduation parties and dances.

- | | | | | |
|----|-------------|-------------|---------------|---------------|
| 0 | A awaited | B attended | C expected | D anticipated |
| 1 | A touched | B turned | C reached | D passed |
| 2 | A ancestral | B customary | C habitual | D traditional |
| 3 | A charge | B cost | C value | D worth |
| 4 | A reserved | B singular | C special | D unique |
| 5 | A intricate | B complex | C complicated | D intriguing |
| 6 | A credit | B diploma | C degree | D licence |
| 7 | A dresses | B cloaks | C robes | D suits |
| 8 | A platform | B scene | C set | D stage |
| 9 | A formals | B officials | C offices | D officers |
| 10 | A achieved | B realised | C reached | D won |
| 11 | A persuade | B inspire | C convince | D support |
| 12 | A custom | B ceremony | C rite | D ritual |

Word formation

- 4 Read the text and complete the gaps with the words derived from the word in brackets.

'Hear ye, hear ye!' bellows a man standing on the street corner. He's dressed in elaborate (0) *eighteenth* century clothes – a black, red and gold coat, knee-length trousers, black buckled shoes and a three-cornered hat. He could be an actor with a role in a (1) drama, but he is (2) the 'town crier' in a British town! In Medieval Britain, town criers were employed to make public (3) in the streets, like a newspaper for those who could not read. They used to walk around the town centre and draw the public's (4) using a hand bell, and, of course, their loud voice! They would (5) market days, local news, adverts and sometimes even the price of (6) They would also sometimes have to give (7) news such as tax increases, so they were protected by law in case anyone reacted (8) Nowadays, town criers can still be heard in some towns. Every year in the United Kingdom there is also an annual town crying (9), which includes categories such as 'loudest town crier' and 'best-dressed town crier'. Liverpool in northwest England has (10) appointed a town crier after 200 years without one so it looks like the tradition will live on for generations to come.

EIGHT
HISTORY
ACTUAL
ANNOUNCE
ATTEND
PUBLIC
GROCER
POPULAR
ANGER
COMPETE
RECENT

Key word transformations

- 5 Use the words in bold to complete the sentences. Use two to five words.

- Other scientists are interested in Dr Herzing's research. (EXPRESSED)
Other scientists Dr Herzing's research.
- Although ants don't talk, they can communicate. (DESPITE)
Ants can communicate talk.
- Amy had no idea Susan had been gossiping about her. (KNOW)
Little Susan had been gossiping about her.
- Erica arranged for a famous cosmetic surgeon to fix her nose. (HAD)
Erica by a famous cosmetic surgeon.
- I expect you were relieved to avoid the office chatterbox. (BEEN)
You relieved to avoid the office chatterbox.
- Jennifer often gets upset for no apparent reason. (TENDENCY)
Jennifer upset for no apparent reason.
- David has always found it easy making friends. (GOOD)
David has always friends.
- John would like to study psychology. (INTERESTED)
John psychology.

Writing

- 6 Read the rubric and underline the key words.

A magazine wants to publish a series of articles about influential people throughout history. Write an article for the magazine describing a person you admire from history. Include: *who they were & what they were famous for, what they were like (appearance, character, achievements etc.), why you admire them.* (120-180 words)

Plan

- Para 1: brief information about the person you chose (name, when/where born/died, what famous for etc)
Paras 2-4: what the person was like (appearance, personality, achievements etc)
Para 5: why you admire this person

Speaking (Compare photographs)

- 7 Compare the two photographs and say what you think the people are arguing about. Use the language in the boxes.



Language in Use 6

Phrasal verbs/Prepositions

1 Choose the correct particle.

fill out/in: complete (official documents)

fill up: put as much in sth as possible

hold up: 1) delay 2) commit a robbery using guns

hold on: wait

hold off: not start or do sth immediately

try on: put on clothing to see if it fits

try out: compete for a place (on a team)

try sth out: use sth to see if it works/you like it

- 1 We filled **in/up** with petrol before starting the long drive.
- 2 I hope the rain holds **on/off** until after the picnic!
- 3 Dan tried the jacket **on/out** in the shop before he bought it.
- 4 Hold **off/on**! I'll be back in a minute.
- 5 The robbers held **up/off** the bank and got away with £50,000.
- 6 Emily's trying **out/on** for the basketball team.

2 Choose the correct preposition.

- 1 Jon called me last night out **of/from** the blue.
- 2 CHAT may have a huge impact **at/on** other research.
- 3 The office bully left Jane **to/in** tears.
- 4 Rachel is ashamed **from/of** her friend's behaviour.
- 5 It can be hard to distinguish **over/between** a lie and the truth.
- 6 She isn't satisfied **about/with** her looks.

Words often confused

3 Choose the correct word.

- 1 She doesn't **regret/deny** changing her appearance.
- 2 Sam **admitted/agreed** gossiping about Faye.
- 3 Her appearance had radically **adjusted/alterd** since the last time I saw her.
- 4 The All Blacks' **supporters/viewers** cheered and chanted throughout the match.
- 5 It was a rather **clumsy/awkward** situation.

Word formation

4 Fill in the correct word derived from the word in brackets.

Forming nouns from verbs

We can change verbs into nouns by adding

-y (*recover* – *recovery*), **-ure** (*please* – *pleasure*),

-ication (*simplify* – *simplification*),

-ency (*tend* – *tendency*) or **-ing** (*grow* – *growing*).

- 1 We're taking of our new TV tomorrow. (**DELIVER**)
- 2 Betty called the doctor as a matter of (**URGENT**).
- 3 His attempt to climb the mountain ended in (**FAIL**).
- 4 Dr Herzing is only at the of her experiments with CHAT. (**BEGIN**)
- 5 Ann put her job in the post this morning. (**APPLY**)

Collocations

5 Fill in: *cosmetic, plucked, chubby, stamp, bite, eye, conflict, tongue, go, muscle.*

- 1 eyebrows
- 2 surgery
- 3 cheeks
- 4 stick out your
- 5 your nails
- 6 maintain contact
- 7 resolve a
- 8 pale
- 9 spasm
- 10 your feet



Mark the sentences **T** (true) or **F** (false). Correct the false sentences. Read through Module 6 and write a quiz of your own.

- 1 According to studies, in a 10-min conversation people tell at least 5 lies.
- 2 Dolphins speak a special language.
- 3 The Haka originated in Australia.
- 4 Bees dance to indicate where an enemy is.
- 5 Maintaining steady eye contact suggests the person is telling the truth.
- 6 Ta mok is a type of Haka.
- 7 Gorillas stick out their tongues when they're feeling playful.

6 Revision

1 Fill in: *stamped, goatee, raised, packs, fidgeting, convince, delight, cosmetic, exaggerate, signal.*

- 1 I almost didn't recognise you. When did you grow a beard?
- 2 Tony his eyebrows in disbelief.
- 3 of wolves still roam the countryside in some countries.
- 4 Some people take great in arguing with others.
- 5 Harry problems and makes them seem worse.
- 6 He didn't us that he was telling the truth.
- 7 He was very nervous and kept in his chair.
- 8 Ants release chemicals to alarm.
- 9 Tom his feet to keep warm.
- 10 She turned to surgery to change the shape of her nose.

10x2=20 marks

2 Choose the correct words.

- 1 Bees dance in order to/so that pass on information.
- 2 He might/must have been telling the truth, but I'm not sure.
- 3 Darren knew Craig was lying due to/as he avoided eye contact.
- 4 That can't/mustn't have been Sally you saw; she's on holiday.
- 5 Sienna acts so that/as though she's very important.
- 6 There was so/such a lot of noise in the room that I couldn't work.
- 7 I felt upset yesterday because of/as a result the argument I had.
- 8 The email can't/mustn't be from Tom; he doesn't have a computer.
- 9 Jo's crying. She must/could be upset.

9x2=18 marks

3 Rewrite the sentences in the causative.

- 1 My new phone will be installed tomorrow.
.....
- 2 Someone will pierce Stacey's ears for her.
.....
- 3 A plastic surgeon is fixing Danny's nose.
.....
- 4 The hairdresser has shaved John's head.
.....

4x3=12 marks

4 Rewrite the sentences using the words in brackets to start the new sentence.

- 1 People will like you if you like yourself. (ONLY IF)
- 2 If he hadn't gone out every night, he might have passed his exams. (HAD)
- 3 He's a good liar and everyone believes him. (SUCH)
- 4 He had just left when it started raining. (NO SOONER)
- 5 She's so familiar with the dolphins that she calls them by name. (SO)

5x2=10 marks

5 Match the exchanges.

- | | |
|---|---|
| 1 <input type="checkbox"/> Could you please stop interrupting me? | A Thank you very much. |
| 2 <input type="checkbox"/> I'm stuck in traffic. | B Yes, that should be fine. |
| 3 <input type="checkbox"/> Could you make June the 5th? | C How about Friday afternoon? |
| 4 <input type="checkbox"/> See you on the 22nd. | D I'm sorry. I'll try not to do it again. |
| 5 <input type="checkbox"/> When would you like to rearrange it for? | E I'm sorry to hear that. |

5x4=20 marks

6 A magazine is asking for articles about a friend or relative who has played an important role in your life. Write an article for the magazine (120-180 words).

20 marks

Total: 100 marks

Check your Progress

- talk & write about difficult people _____
- talk about changes to your appearance _____
- rearrange an appointment _____
- talk and write about body language _____
- criticising & responding _____
- write a description of a person _____

GOOD ✓ VERY GOOD ✓✓ EXCELLENT ✓✓✓

Natural disasters

1 Label the pictures.

- volcanic eruption • hurricane
- earthquake • avalanche • lightning bolt
- landslide • drought • hailstorm
- flooding • tropical storm



1



2



3



4



5



6



7



8



9



10

2 Choose the correct word.

- 1 The avalanche victim stayed **live/alive** by creating an air pocket near his nose and mouth.
- 2 The photographer got a perfect **shot/shoot** of the volcanic eruption.
- 3 After the flood warning, evacuating the local community became a **matter/case** of urgency.
- 4 Jon **caught/grabbed** his camera and took a picture of the breathtaking sunrise.
- 5 It's important to **take/make** precautions when going ice-climbing.
- 6 The flood waters kept **raising/rising** so we headed for higher ground.

3 Fill in the correct preposition: *from, in, on, under, to*.

- 1 After the earthquake, food supplies were high demand.
- 2 The news reporters were the scene within minutes.
- 3 The trapped caver was suffering exhaustion and dehydration.
- 4 The homeless hurricane victims spent the first few days temporary shelters.
- 5 There was a freak storm and hundreds of people were stranded the island.
- 6 It came my attention that Joe was still shaking hours after the earthquake.
- 7 The woman was clinging her rooftop, waiting for the rescue crew to arrive.
- 8 The tornado destroyed everything that lay its path.
- 9 The area remains threat of flooding.

4 What is the worst natural disaster you have read about? Where and when did it happen? What happened? Write a short paragraph about it.

- 5 a) Fill in: *lava, crater, ash, block, gases, event, predict, erupt, explosion, destroy* in the correct form.

A DAY TO REMEMBER

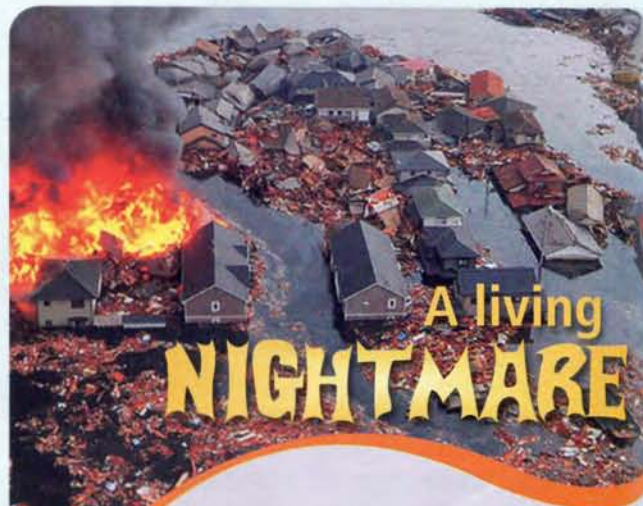
On a clear Sunday morning, on the 18th May 1980, Mount St Helens 1) *erupted* after 123 years of silence. The eruption was the deadliest volcanic 2) *explosion* in the history of the United States. At exactly 8.32am, a(n) 3) *event* so huge it was heard hundreds of miles away, occurred. Tons of red hot 4) *lava* emerged from the volcano's 5) *crater* and raced down the mountainside. Every building within a 600 m radius 6) *was destroyed*. Over 1.5 million tons of poisonous 7) *gases* were released into the atmosphere. 8) *Ash* clouds darkened the sky and 9) *blocked* out the sun. Geologists and volcanologists did not 10) *predict* the disaster.

- b) Fill in: *flatten, storm, threat, reaches, flooding, evacuated, releases, winds, destroy*.

AN ANGRY STORM

When a 1) *winds* at sea becomes a hurricane and 2) *reaches* shore, it poses a serious 3) *threat* to public safety. Once a hurricane 4) *releases* its full power, it will 5) *destroy* everything in its path. Strong 6) *storm* and torrential rainfall uproot trees, 7) *flatten* buildings, and cause serious 8) *flooding*. Communities must be 9) *evacuated* if fatalities are to be avoided.

- c) Fill in: *destroy, tectonic plate, collapse, shelter, cause, evacuate, measure, rubble, shake* in the correct form.



A living NIGHTMARE

The Great East Japan Earthquake of 2011, was the fifth most powerful quake on Earth in more than 100 years. It 1) *measured* 9.0 on the Richter Scale. The quake triggered strong tsunami waves which 2) *destroyed* everything in their path, leaving piles of 3) *rubble* behind. Homes and buildings 4) *collapsed* in an instant. Over fifteen thousand people were killed. Survivors, stunned and 5) *shocked*, 6) *evacuated* the area hoping to find 7) *shelter* until the nightmare ended. Geologists stated that this disaster was 8) *caused* by one 9) *tectonic plate* being pushed under another.

- 6 Match the words, then use the phrases to make sentences.

1 U	breaking	A flooding
2 A	massive	B roar
3 B	deafening	C news
4 E	dormant	D services
5 D	emergency	E volcano
6 G	poisonous	F shelter
7 F	temporary	G gases
8 I	flaming	H winds
9 J	fault	I lava
10 C	violent	J line

Health/Accidents/Injuries

- 1 Label the items with: *twist, sprain, gash/wound, bang, faint, break, cut, bruise, dehydrated, graze, concussion, dislocate, scratch, scald.*



1



2
your knee



3 get a



4 be/get



5
your eye



6
your shoulder



7 get a



8
your arm



9
your wrist



10
your hand



11
your head



12
your ankle



13
your hand



14
your finger

- 2 Have you ever had any of the accidents above? What happened?

.....
.....
.....

- 3 Fill in: *reduce, apply, treat, injured, raise, crutches, wrapping, ease, pain, go down.*



R-I-C-E

You've just sprained your ankle and you're experiencing a shooting

- 1) up your leg. What do you do? You can
2) your ankle using the RICE Method.

R is for rest. You need to rest the injured ankle in order to reduce the pain and avoid further injury. Your doctor may advise you to use 3) so that you don't place any weight on your foot.

I is for ice. You can 4) an ice pack to the ankle for 15 minutes which will help 5) the pain and 6) the swelling. Repeat the procedure every 2 hours.

C is for compression. 7) your ankle up with a bandage provides support and helps the swelling 8)

E is for elevation. Put your foot up and let someone else wait on you! If you 9) your foot, it reduces bleeding and swelling by allowing fluid to flow away from the 10) area.

- 4 Choose the correct word.

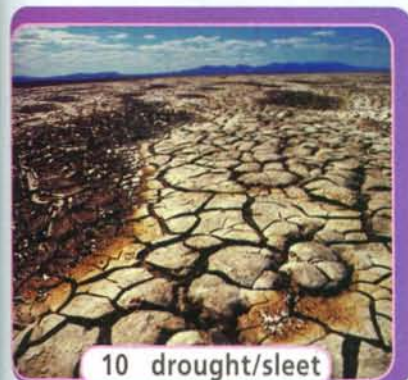
- 1 Harry broke his leg and was in a lot of **pain/ache**.
- 2 Disaster **attacked/struck** when two of the climbers in our group fell into a gorge.
- 3 After 3 weeks, the rescue crew **came/formed** to the difficult decision to abandon the search.
- 4 If Robert's surgery is successful, he will be able to **hold/lead** a normal life.
- 5 She only took a small **sip/swallow** of water as she didn't have much left.
- 6 We realised Oliver was **misplaced/missing** when he hadn't returned by nightfall.
- 7 **Disabled/Unable** athletes participate in the Special Olympics.

- 5 Fill in: *struggle, save, notify, administer, rescue, survive, ache, hurt, injure, cure, suffer, heal, catch, operate, prescribe, treat* in the correct form.

- 1 His legs were from skiing all afternoon.
- 2 Nurses know how to first-aid treatment.
- 3 The first-time marathon runner was from exhaustion and dehydration.
- 4 The doctor painkillers to ease my back pain.
- 5 Unfortunately, some diseases cannot be
- 6 Army personnel the survivors of the plane crash.
- 7 Emergency services to cope with the large number of casualties after the storm.
- 8 The authorities are concerned that the flood victims might water-borne diseases.
- 9 Emergency aid has the lives of millions of people.
- 10 Only 15 of the 50 passengers the plane crash.
- 11 It was difficult to all the victims as there was a shortage of medicine.
- 12 We the authorities as soon as we realised that John was missing.
- 13 David his back while climbing up a cliff face.
- 14 Doctors had to on Paul's knee.
- 15 I banged my head on a branch and it really
- 16 Mary's scar is slowly.

Weather

1 Choose the correct word.



2 Match the words to make phrases.

1	weather	A	sky
2	lightning	B	layer
3	ozone	C	hot
4	blue	D	winds
5	clear	E	conditions
6	boiling	F	moon
7	hurricane	G	bolt
8	strong	H	warning

3 Fill in: glow, freeze, hail, pour, shine, snow in the correct form.

- 1 It was so cold that the lake had overnight.
- 2 The evening sun in the sky.
- 3 When it , the children have snowball fights.
- 4 It was down with rain and we had to find shelter.
- 5 She put on her sunglasses because the sun was brightly.
- 6 It's windy and and the street is covered in ice.

4 Fill in: bolt, gust, ray, thunder, flake, drop, strong, extreme, dark, light.

- 1 a of sunshine
- 2 a of rain
- 3 weather conditions
- 4 a of lightning
- 5 a bolt
- 6 a of wind
- 7 a snow
- 8 winds
- 9 shower
- 10 clouds

5 a) Fill in: temperatures, snowfall, chilly, frostbite, showers, drop, freezing, forecast.

Hi, I'm Tyler Wales and this is your weekend weather report. It's quite 1) this morning and for most of us it will be cloudy with a few 2) which will be heavier in the north of the country. Overnight, 3) will probably 4) to at least minus two. Tomorrow's 5) is for quite a bit of 6) with a high of zero and a low of minus three. Conditions are perfect for skiing this weekend, so if you're heading out to the slopes tomorrow remember it's 7) cold so wrap up to protect yourself from 8)

b) Fill in: rain, windy, heatwave, scorching.

Good morning, this is Ken McKenzie with your Monday weather report. The 1) that slowed everybody down this weekend is here to stay. Today's temperature could climb to a 2) 40°C by early afternoon. Unfortunately, no 3) is forecast for the next five days. It will, however, become 4) in the north which is bad news for the forest fires that are raging across this part of the country.

6 Choose the correct word.

- 1 My kids love playing in the **snow/snowfall**.
- 2 During the summer, the **humidity/mist** in the air is higher than the winter.
- 3 Every time it pours, our basement **floods/rises**.
- 4 The forecast for the next couple of days is sunny, but extremely **windy/rainy**.
- 5 A **hurricane/shower** is a very powerful and dangerous storm.
- 6 The plane couldn't take off because of the **blizzard/cold**.
- 7 We couldn't see the bridge because there was too much **fog/wind**.
- 8 On a **clear/muggy** night, you can see many stars.

7 Collect information from the Internet then write a short weather forecast for tomorrow. Read it to the class.

Shops & Services

1 Match the shops to the pictures.

- | | | | | |
|-----------------|----------------|------------------|-----------------|------------------|
| A shoe shop | E jeweller's | I confectioner's | M bookshop | Q newsagent's |
| B optician's | F antique shop | J chemist's | N florist's | R petrol station |
| C hardware shop | G supermarket | K baker's | O laundrette | S flea market |
| D clothes shop | H butcher's | L greengrocer's | P hairdresser's | T fishmonger's |



2 In which of the shops in Ex. 1 can you buy/do the following?

Products

- mincemeat • bunch of tulips • a birthday cake • salmon • a screwdriver • a box of chocolates
- a jacket • a pair of sunglasses • a mystery novel • a gold bracelet • cough syrup • a pair of stilettos
- a fashion magazine • get a haircut • motor oil • milk • old records • old silver candlestick
- wash and dry clothes • organic fruit

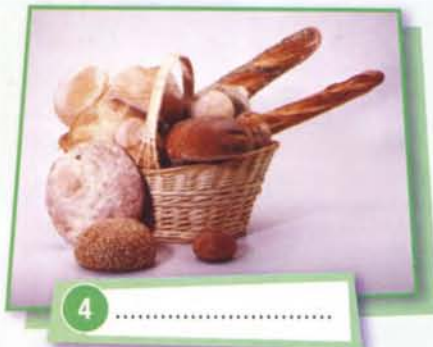
You can buy mincemeat at a butcher's/supermarket.

3 What shops are in your neighbourhood? How often do you visit them? What do you usually buy?

At the supermarket

1 a) Match the products to the supermarket sections.

- DRINKS • BAKERY • PAPER PRODUCTS • FRUIT & VEGETABLES • CRISPS & SNACKS
- HOME BAKING • FROZEN FOOD • TINNED GOODS • DAIRY
- HOUSEHOLD PRODUCTS • PET FOOD • MEAT & FISH



b) Write two things you can buy in each supermarket section.

c) How often do you go to the supermarket?
What do you usually buy?

2 a) Label the pictures.

- shopping trolley • aisle • checkout • shelves • sliding doors • credit card
- price tags • receipts • shopping list



b) Describe the supermarket where you go shopping.

3 Fill in: bargain, discount, credit, cash, pre-packaged, display, queue, coupon, money off, offered, changed the packaging, waste, lower price, save, resources, shift, reduced, offered.

- Every Tuesday, my local supermarket has a on freshly-baked goods.
- I got this in the newspaper which gives £5 off CD's at Harper's music shop.
- I always prefer paying in when I go shopping.
- We are using all of the Earth's natural and one day we will regret not being more careful.
- I prefer cooking with fresh food rather than food.
- Don't money buying things you don't need.
- James is trying to money to buy a new car.
- The shoe shop has drastically the prices of summer sandals.
- Many companies have of their products to more recyclable materials.
- This shop's window really encourage customers to go in.
- Every time I go to the post office, I end up waiting in a for over an hour.
- The local hairdresser's has a special on haircuts every Tuesday.
- Tom's boss him a promotion.
- The jumper I purchased at half price was a real
- Hackers who steal card details and other personal information should be prosecuted.
- I asked for some the computer because it was damaged.
- One way to products you can't sell is to lower their price.
- You can usually buy books online for a much than at bookshops.

Food & Drinks

1 a) Label the picture.

- fats and oils • nuts • oil • pasta • poultry
- meat • chocolate • fruit • fish • grains • rice
- vegetables • bread



b) Write two foods in each category.

2 a) Write in the correct section:

- eggs • beef • chicken • potatoes • carrots • pasta
- broccoli • fish • rice • beans • peppers • peas
- sausages • corn

fried	
baked	
boiled	
roast	
grilled	
poached	
steamed	

b) How do you like the foods in Ex. 2a cooked?

3 Fill in: *feed, starve, soar, nutrients, shortages, produce, grow, consumer, raw, rotten, unripe.*

- The food we eat provides the that our bodies need to grow and stay healthy.
- Mankind produces more than enough food to everyone on earth.
- Never, ever yourself in order to lose weight.
- Eating fresh is healthier than eating processed food.
- Many farmers spray their crops with fertilizer in order to help them
- Bread prices whenever there is a wheat shortage.
- I dislike cooked carrots, but I love them
- The best way to tell if an egg has gone is to crack it open and smell it.
- avocados can take 4-5 days to ripen at room temperature.
- One in six countries in the world faced food in 2005 because of droughts.
- We live in a society.

UK Currency

- 1 a) Study the table. Read the prices.

• £3.28 • £8 • £1.35 • £10.02 • £2.01 • £6.50

50 pounds

20 pounds

Notes

a tenner

NOTES

£5 = five pounds/quid (a fiver)
£10 = ten pounds/quid (a tenner)
£20 = twenty pounds/quid
£50 = fifty pounds/quid

a fiver

Coins

2p

5p

20p

one pound

1p/a penny

10p

50p

two pounds

COINS

1p = one/a penny
5p = five pence
10p = ten pence
20p = twenty pence
50p = fifty pence
£1 = one/a pound/quid
£2 = two pounds/quid

- b) What is the currency in your country?

Money

- 2 Fill in: *bonus, earnings, income, gross income, profits, rise, salary, wages, currency, debt, bill, cost, expense, bargains, installments, price, receipt, refunds, save, spend, waste, owes, pay, withdraw, borrow, lend, playing.*

- 1 Many companies are cutting employees' due to the economic crisis.
- 2 Women usually a lot more money on clothes than men.
- 3 The of oil has risen significantly in recent years.
- 4 I am sure Sally will give me back the money she me.
- 5 May I your car?
- 6 Can you me your black dress for my dinner party tonight?
- 7 If I really hard, I will be able to buy a new PC in two months' time.
- 8 The of living has skyrocketed over the past 5 years.
- 9 My company did really well this year so the boss is giving everyone a Christmas
- 10 It is store policy that you have to produce your in order to return a product.
- 11 People with a low do not pay taxes.
- 12 The dollar is the unit of in the United States.
- 13 My sister got herself into after making expensive purchases online.
- 14 I'm not looking forward to my electric this month, as I've had the heating on a lot.
- 15 Our cousins made a lot of money the stock market.
- 16 The bookshop does not give on used books.
- 17 Samantha worked part-time to help for her university fees.
- 18 I didn't find any in any of the clothes shops I went into.
- 19 John went to the bank to £800 from his savings account.
- 20 His father spared no when it came to his education.
- 21 He earns a monthly of £2000.
- 22 The company's dropped 10% in the first quarter.
- 23 My mum thinks it's a of her money to go to a hairdresser's to get her hair dyed so she does it herself.
- 24 Unemployment figures continue to
- 25 Supermarkets are slowly increasing their prices in order to increase their
- 26 I wanted a high career so I chose to be a doctor.
- 27 The shop is letting us pay for the washing machine by monthly

World problems

1 Label the pictures.

- illiteracy • war • crime • population growth
- pollution • hunger • racism • resource depletion
- homelessness • global warming • poverty
- disease • water scarcity • ageing population



3



4



7



8



11



12



1



2



5



6



9



10



14

2 Fill in: face, affect, suffer, drop out, volunteer, survive, trust, adopt, abuse, make, have in the correct form.

- 1 He is thinking of of school and getting a job to help his family.
- 2 is an important factor in every relationship.
- 3 We went to the dog shelter and a 4-month old puppy.
- 4 Children who go through physical or mental are severely traumatised.
- 5 Dr Harris gained a reputation as an authority on global warming.
- 6 At weekends, he at a retired persons home.

- 7 He managed to the earthquake.
- 8 A lot of countries from water scarcity.
- 9 WWF has good progress protecting sea turtles.
- 10 Black people continue to racial discrimination in many areas of life.
- 11 Climate change is already marine life.

Raising awareness

1 Fill in: *raise, join, start, change, provide, gain, grab, promote, fight, draw* in the correct form.

- 1 My friends and I have a fundraising campaign to save the Asian tiger.
- 2 The charity asked the celebrity if he would help them the cause.
- 3 The poorest children in Africa have little hope of any secondary education.
- 4 The United Nations World Food Programme was set up to hunger worldwide.
- 5 That newspaper headline really my attention.
- 6 If you want to do something about ocean pollution, why not an organisation that is trying to stop it?
- 7 Volunteering really my life for the better.
- 8 Many parents in poor countries can't even afford to their children with one decent meal a day.
- 9 Organisers hope the campaign will awareness of the issue of air pollution.
- 10 The purpose of the documentary is to people's attention to the issue of global warming.

2 Match the words to make phrases.

1	natural	A	challenges
2	public	B	moments
3	window	C	awareness
4	endless	D	displays
5	true	E	wonder
6	hair-raising	F	inspiration

3 Fill in: *ingredients, atmosphere, logging, dense, produce, destroyed, habitat, estimate, deforestation, grow*.

- 1 The rainforest's canopy was so sunlight couldn't penetrate it.
- 2 Tragically, the world's rainforests are being at a staggering rate.
- 3 is the permanent destruction of forests and woodlands.
- 4 Too much carbon dioxide in the earth's will cause our planet to heat up.
- 5 Perhaps the greatest threat to biodiversity is loss.
- 6 Fruits that in the Amazon rainforest include pineapples, oranges and bananas.
- 7 The key in many life-saving drugs are derived from rainforest plants.
- 8 Rainforests about 20% of the planet's oxygen.
- 9 Scientists that more than half of all the world's plant and animal species live in tropical rainforests.
- 10 companies are cutting down some of the most endangered forests on the planet just to make wood and paper products.

4 Choose the correct word.

- 1 An advertiser's aim is to instantly **grab/catch** the attention of viewers.
- 2 They **face/meet** a difficult challenge getting the bank loan approved.
- 3 The children were **determined/fixed** to finish the puzzle.
- 4 We should **reach/arrive** our destination in 15 minutes.
- 5 After running for over an hour, he **collapsed/dropped** with exhaustion.
- 6 Tom finally **succeeded/managed** in rising to management level.
- 7 It's important to **conserve/protect** water during times of drought.

Space

1 Match the pictures to definitions.

- 1 ☐ a collection of billions of stars, gas, and dust bound together by gravity
- 2 ☐ the star that is at the centre of our solar system
- 3 ☐ the celestial body which orbits the Earth
- 4 ☐ a large, round-shaped celestial body that orbits a sun
- 5 ☐ a bright streak of light in the night sky caused when a rock enters the Earth's atmosphere and burns
- 6 ☐ a small body that orbits the Sun, is composed of ice, and has a 'tail'
- 7 ☐ a round-shaped celestial body that orbits a sun, but is not big enough to be a planet
- 8 ☐ small pieces of rock/metal that orbit the Sun
- 9 ☐ a ball of gas, that generates its own light and heat, and is visible in the night sky



A The Sun



B galaxy



C comet



D The Moon



E meteor



F star



G planet



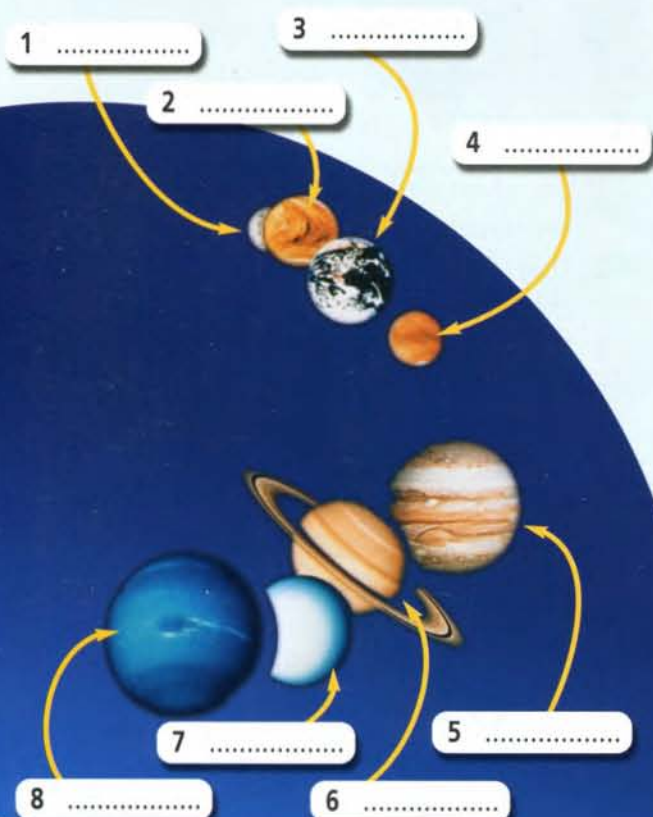
H asteroids



I dwarf planet

2 Label planets in our solar system

- Mercury • Venus • Earth • Mars • Jupiter
- Saturn • Uranus • Neptune



3 Fill in: orbits, generate, colonise, releases, overcome, rotates, farms, survive, exploring, take off.

- 1 The Earth about its axis once every 24 hours.
- 2 The Earth the Sun.
- 3 The space shuttle is scheduled to at 11.30 GMT.
- 4 In my opinion, governments shouldn't be spending money space when there are people starving here on earth.
- 5 One day, the human race may other planets.
- 6 Many problems must be before space colonisation becomes a reality.
- 7 When a star explodes it a huge amount of energy.
- 8 Rubbing your hands together will heat on your palms.
- 9 One day, it may be possible to put in space so astronauts can grow their own food.
- 10 Astronauts cannot in space without wearing special spacesuits.

UFOs

- 1 Fill in: *unidentified flying object, saucer, alien, wreckage, debris, spacecraft, witness, encounter, space, autopsy, footprints, footage, disclosure.*
- 1 Recently there have been reported sightings of spacecraft in Phoenix, Arizona.
- 2 Several locals claim to have spotted an hovering in the night sky.
- 3 The journalists demanded full of the facts.
- 4 David's ambition was to become an astronaut and travel into outer
- 5 Justin said the object in the sky was flat and round like a flying
- 6 The couple had a mysterious with an alien creature.
- 7 Hundreds of people came to see the site and the left in the soil.
- 8 The crash left large pieces of all over the field.
- 9 Scientists examined the strange creature on the table.
- 10 John Smith was not the only eye to the strange event.
- 11 Firefighters rushed to the scene of the crash to pull any survivors from the
- 12 The man claims to have video of an alien.
- 13 The Apollo 11 landed on the moon in 1969.

2 Choose the correct word for each sentence.

• foreigner • alien • stranger • outsider

- 1 When I first started at my new school, it was hard to fit in because I felt like a(n)
- 2 He was a(n) and could not speak the language.
- 3 Susan had never met the man before. He was a complete to her.
- 4 Some people believe that creatures have visited Earth many times in the past.

• abductions • kidnapping • seizure • hijacking

- 5 The of the plane by a group of terrorists was broadcast worldwide.
- 6 Many people believe alien have occurred.
- 7 Every newspaper covered the of the wealthy businessman's child.
- 8 The of land and property by the rebels left many citizens homeless.

• sightings • sites • sights • incident

- 9 Leo can hardly remember anything about the
- 10 We had a fabulous time in Rome and saw all the
- 11 The Mars Exploration Program has identified a number of landing for future missions.
- 12 There were some unconfirmed of flying saucers in the area.

3 Choose the correct word.

- 1 Apollo 17 was the eleventh spacecraft to **land/park** on the moon.
- 2 The Earth **revolves/rotates** around its axis once every 24 hours.
- 3 The raft **sank/dropped** and the survivors swam to the shore.
- 4 The helicopter **floated/hovered** over the crash site, looking for survivors.
- 5 The local TV station sent a journalist to **mention/report** on the UFO sightings.
- 6 A bright light, which was **shining/lighting** through the clouds, blinded us.
- 7 The eagle **soared/raised** gracefully into the sky.
- 8 The children **camped/based** out on the mountainside all night in the hope of spotting a UFO.
- 9 She lay down on the grass and watched the clouds **floating/swimming** across the sky.
- 10 The police found the man **departing/wandering** aimlessly about.
- 11 The satellite **burst/split** into flames as it re-entered the Earth's atmosphere.

Strange Creatures

1 Match the words to form phrases.

1	legendary	A	fairy
2	abominable	B	ape-men
3	leading	C	beast
4	hairy	D	monster
5	tiny	E	snake
6	sea	F	cryptozoologist
7	lake	G	serpent
8	giant	H	snowman

2 Fill in: *lifelong, convincing, virtually, highly, countless.*

- The saola, an antelope-like creature found in Vietnam, was unknown to the outside world until 1992.
- Timothy has had a passion for hunting mysterious creatures.
- Patricia spent hours studying the rare animal's behaviour.
- There is no evidence that cryptids exist.
- The yeti is a secretive creature that avoids human contact.

3 Fill in: *existence, living, eyewitness, extinct, cryptids, legends, evidence, pastime, study, science.*

Cryptozoology, which literally means 'the 1) of hidden animals,' refers to the search for animals whose 2) hasn't been proven. Cryptozoology includes looking for 3) examples of animals that are considered 4) (e.g. dinosaurs), as well as animals whose existence lacks physical 5) but which appear in myths and legends (e.g. Bigfoot; the Loch Ness Monster). The animals that cryptozoologists study are referred to as '6)'. Cryptozoologists rely heavily on alleged 7) accounts and popular 8) It goes without saying that cryptozoology is not a recognised branch of zoology or a discipline of 9) It is, however, a very fun 10)

4 Choose the correct prepositions.

- Perry was fascinated **in/by** the discovery of a giant squid.
- Only half the scientists invited to the conference have responded **to/in** date.
- Henry Osborn was an expert **on/in** the field of paleontology.
- Scientists are sceptical **in/about** the existence of cryptids.
- The BBC has produced a great series of documentaries **for/about** dinosaurs.
- Sam is convinced **of/in** the existence of a beast in the lake near his house.
- The lack of convincing evidence raised doubts **to/about** the truth of the reports.
- Loren Coleman has spent many years **at/in** search of legendary monsters.
- This octopus lives **at/in** extreme depths.
- The scientific community does not believe **at/in** cryptozoology.
- There is a growing demand **for/of** scientists skilled in computer technology.

5 Choose the correct word.

- Did you hear that noise, or was it a **figment/sign** of my imagination?
- The issue has received serious **attention/concentration** from scholars.
- After **examining/weighing** the evidence, the researchers concluded that the account was a hoax.
- They could not match the hair **sign/sample** to any known animal.
- I really **value/estimate** his opinion.
- The quagga, which was half zebra and half horse, was officially declared **disappeared/extinct** in 1883.
- Wild creatures inhabit areas far from **humane/human** settlements.
- The much **disputed/argued** photograph was eventually proved to be authentic.

Prehistoric Creatures

- 1 Fill in: *preserved, dormant, generally, distant, lost, optimistic, astonishing*.
- 1 Completely intact DNA can only be extracted from a carefully specimen.
 - 2 The scientists rushed to publish their findings.
 - 3 It is accepted that modern humans evolved in Africa.
 - 4 Scientists say the fossil foot bone they found confirms man's ancestor could walk upright.
 - 5 Paleontologists are they will find dinosaur fossils in the area.
 - 6 Some people believe that a world lies buried deep beneath the Atlantic ocean.
 - 7 The scientists hope to reactivate the gene.

- 2 Match the words to make phrases.

1	prehistoric	A map
2	organic	B experiments
3	genetic	C relative
4	distant	D world
5	blood	E material
6	conduct	F vessels

- 3 Choose the correct word.

- 1 The woolly mammoth, extinct for over 5000 years, could be **brought/carried** back to life thanks to a breakthrough in cloning technology.
- 2 The analysis was done by trained biologists, using **advanced/forward** techniques.
- 3 Scientists are **running/walking** tests on the sample.
- 4 Researchers believe the answer to these questions may **sit/lie** in our DNA.
- 5 This new **line/row** of research will hopefully lead to many breakthroughs.

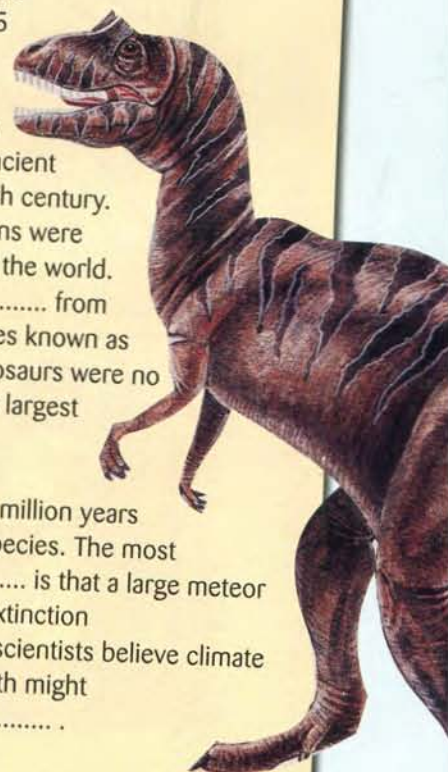
- 4 Fill in: *roam, clone, unleash, excavate, conduct, revive, evolve, hatch* in the correct form.

- 1 Scientists think plants from green algae.
- 2 Dinosaurs the earth for over 165 million years.
- 3 Archaeologists are currently an Iron Age settlement in Wales.
- 4 Scientists have successfully many animals, including sheep and mice.
- 5 I'm not in favour of extinct species such as the dodo.
- 6 The students are an experiment in the lab right now.
- 7 The decision to proceed with research into human cloning a wave of protest.
- 8 Sea turtle eggs usually at night.

- 5 Read the text and fill in the gaps with the words in the list.

• event • extinct • primitive • mystery
• evolved • reign • theory • existence

Dinosaurs are one of the most successful groups of animals ever to have lived. Their **1** lasted from the late Triassic period (about 230 million years ago) until the end of the Cretaceous period (about 65 million years ago). The first evidence suggesting the **2** of dinosaurs was the discovery of their ancient footprints in rocks in the 19th century. Later, their fossilised skeletons were found in locations all around the world. Dinosaurs **3** from more **4** reptiles known as archosaurs. The smallest dinosaurs were no larger than a chicken, but the largest reached lengths of 150 feet. Dinosaurs suddenly became **5** about 65 million years ago, along with many other species. The most widely-accepted **6** is that a large meteor hit the earth causing a mass extinction **7** But some scientists believe climate change was to blame. The truth might always remain a **8**



Martial Arts Skills

1 Label the pictures: land, bend, punch, kick, balance, break, lie, stand, throw, walk, do, fight.



1 blindfolded



2 legs



3 kung fu high



4 on nails



5 gently



6 kung fu



7
yourself in the air



8 body
on tips of swords



9
barefoot on knives



10 bricks



11 the splits



12 on one leg

2 Fill in: *crouch, attack, gasp, struggle, crawl, build, defend, achieve* in the correct form.

- 1 I in amazement as the Kung Fu master broke bricks on his head.
- 2 They their goal of building up their stamina and strength.
- 3 Terry down to avoid being kicked in the face by his opponent.
- 4 The obstacle course involved through a muddy tunnel on your hands and knees.
- 5 In these classes you will learn important tactics for yourself against attackers.
- 6 We to complete the rigorous training programme.
- 7 They lift weights regularly to their muscles.
- 8 Susan was while walking home, but she was able to get away unharmed.

3 Choose the correct preposition.

- 1 The view from the mountain top will take your breath **away/off**.
- 2 The students looked on **at/in** horror as the man lay on a bed of nails.
- 3 **In/To** my disappointment, I was unable to master the techniques right away.
- 4 Marital arts focus **on/in** personal discipline.
- 5 **To/In** my relief, I wasn't expected to get the moves right on the first day.
- 6 The Shaolin monks train **over/under** harsh conditions.

4 Read the definitions then complete the sentences using the verbs in the correct form.

stagger /stæɡə/ (v): to walk unsteadily, almost falling over

step /step/ (v): to bring your foot down on something

stroll /strəʊl/ (v): to walk in a slow, relaxed way

pace /peɪs/ (v): to walk up and down, especially because you are nervous

drag /dræg/ (v): to move with difficulty, especially because you are ill, tired, or unhappy

hop /hɒp/ (v): to jump (forwards or upwards) on one foot

slip /slɪp/ (v): to lose your balance and slide or fall

march /mɑːtʃ/ (v): to walk quickly with firm regular steps

sprint /sprɪnt/ (v): to run very quickly for a short distance

crawl /krɔːl/ (v): to move along on your hands and knees

- 1 They along the beach, enjoying the afternoon sun.
- 2 I saw Frank down the street trying to catch the bus.
- 3 As we were practising the techniques, I on my partner's foot.
- 4 I myself to the gym even though I was feeling sick.
- 5 The students had to through barrels on all fours as part of the exercise.
- 6 After being punched in the stomach, he backwards.
- 7 Terry on the ice and sprained his ankle.
- 8 Kylie up and down the corridor as she waited for the results of the competition.
- 9 After spraining his ankle, he had to around on one leg for a week.
- 10 They around the courtyard all day as part of their training.

Education

1 Fill in: *take, enrol, attend, sit, fail, research, graduate, master, retake, cheat, qualify* in the correct form.

- 1 The students were a topic for their history project on the Internet.
- 2 More and more people are online courses to save time travelling to college.
- 3 It took Jane four years to the language.
- 4 Students who wish to in the course must do so by the end of the week.
- 5 The student who on the test was suspended.
- 6 Rachel her Maths exam, but passed her other exams.
- 7 She is considering some of the courses she got low grades in.
- 8 I was obliged to seminars three times a week.
- 9 His degree him for the job.
- 10 Do you have to an exam for your drama class or is it a practical test?
- 11 Francis from law school last month.

2 Fill in: *tutor, teacher, instructor, graduate, postgraduate, trainer, librarian, coach, professor, examiner*.

- 1 I passed the driving test on my first attempt, thanks to my fantastic driving
- 2 Exam papers are assessed by an external
- 3 The children were home-schooled by a private
- 4 James is a student studying for a Masters degree in Civil Engineering.
- 5 Our school hired a professional football to train the team.
- 6 Fiona is a of Leeds University.
- 7 My History always gives intriguing lectures.
- 8 The helped me to find a reference book for my English project.
- 9 My favourite at primary school was Mrs Patterson.
- 10 He had a personal to help him get fit.

3 Match the phrases.

1	crash	A	resources
2	private	B	year
3	gap	C	website
4	video	D	lesson
5	teaching	E	fees
6	boarding	F	lectures
7	tuition	G	course
8	educational	H	school

4 Match the acronyms to their full forms.

1	MBA	A	Doctor of Philosophy
2	BA	B	Master of Arts
3	MA	C	Master of Science
4	BSc	D	Bachelor of Arts
5	MSc	E	Bachelor of Science
6	PhD	F	Master of Business Administration

5 Fill in: *degree course, marks, tests, qualification, scholarship, certificate, curriculum, career, term, course*.

- 1 She won a to study Medicine at university.
- 2 Tracy is doing a short in Journalism for two months.
- 3 Maths and English are an essential part of the school
- 4 Her was accepted onto a in Accounting.
- 5 Vince would like to pursue a in marketing.
- 6 The spring ends in May.
- 7 Applicants for the job should have a teaching
- 8 John's have improved this term.
- 9 After a two-year course in Business Studies, he was awarded a national
- 10 Some schools have entry which are used to select students for admission.

Appearance & Character

- 1 Label the pictures with: *spiky hair, sideburns, dark-skinned, flat nose, wrinkles, moustache, beard, curly hair, chubby cheeks, full lips, freckles, bun, ponytail, grey hair, fringe*.



- 1
2
3



- 4
5



- 6



- 7
8



- 9



- 10
11



- 12
13



- 14
15

- 2 Fill in: *moody, sad, angry, organised, grumpy, mean, rude, aggressive, fun-loving, embarrassed*.

- 1 Mary's with John because he took her car without asking.
- 2 When anyone criticises him, he becomes and loses his temper.
- 3 Tanya was a teenager who spent a lot of time alone.
- 4 When I haven't had enough sleep I feel and unsocial in the morning.
- 5 The students were very and finished their project in on time.
- 6 Daniel looked and worried as I told him I'd lost my job.
- 7 It was very of Max to speak like that to his best friend.
- 8 She can be at times and picks on her younger brother.
- 9 Harry felt about singing in front of the whole class.
- 10 Katy is a girl who loves going to parties.

3 Match the opposites.

1		puny	A	dark
2		slim	B	thin
3		wrinkled	C	muscular
4		plump	D	straight
5		curly	E	overweight
6		pale	F	smooth

4 Fill in: graceful, plain, ugly, elegant, handsome, smart, attractive, scruffy.

- 1 She moved in a(n) manner, just like a dancer.
- 2 My parents think I look in these torn jeans, but I like them.
- 3 Alice looked in her long silk evening gown.
- 4 Charles was a tall, man with dark hair and a beard.
- 5 He wasn't good-looking, but he wasn't either.
- 6 Susan was a tall, slim and woman in her mid-thirties.
- 7 Jean, who had been as a child, was now a beautiful slender woman.
- 8 Jack looks very in his black suit, doesn't he?

5 Complete the table with the words in the list.

- of average height • tanned • toddler
- obese • in his/her 20s • fat • short
- overweight • dark-skinned • baby • freckled
- well-built • average build • tall • light
- slim • thin • elderly/old • skinny
- olive-skinned • middle-aged • teenager
- rosy • in his/her late 30s • in his/her early 60s

Height *of average height,*

Build *obese,*

Age *toddler,*

Complexion *tanned,*

6 Fill in: trustworthy, ambitious, generous, modest, friendly, confident, selfish, shy, stubborn, reliable, independent, cheerful.

- 1 Andrew is an man – he is determined to become a famous businessman.
- 2 He's so! He doesn't care about anyone's feelings except his own.
- 3 Mark is very – he never tells anyone he is a self-made millionaire.
- 4 I told Frank that the plan wouldn't work, but he's so that he just wouldn't listen.
- 5 Esther is the most person I know. She would never let me down.
- 6 John is a person. He never betrays a confidence.
- 7 My mother's very; she's always buying little gifts for her friends.
- 8 Leo was too to ask Mandy out on a date.
- 9 As children grow up, they become more and less reliant on their parents.
- 10 She was a girl – always smiling and singing.
- 11 The children at my new school are and made me feel welcome immediately.
- 12 He was of his musical abilities and knew that he'd win the talent contest.

7 Answer the questions.

- 1 What do(es) you/your best friend look like?
.....
.....
- 2 What are your best/worst character traits?
.....
.....
- 3 What character traits annoy you?
.....
.....

Body Language

- 1 a) Fill in: *scratch, bite, raise, frown, shrug, wink, cross, wrinkle, pull out, drum, purse, open.*



1
mouth wide



2
head



3
one's shoulders



4
fingers



5
lips



6
nails



7



8
arms and legs



9



10
eyebrows



11
up one's nose



12
one's hair

- b) Complete the sentences to say which feeling each gesture shows.

- nervous • uncertain • confused
- annoyed • frustrated • surprised
- disgusted • impatient • shocked
- cheeky • defensive • unhappy

- 1 Someone may scratch their head when they feel
- 2 Someone may shrug their shoulders when they feel
- 3 Someone may bite their nails when they feel
- 4 Someone may purse their lips when they feel
- 5 Someone may wrinkle up their nose when they feel
- 6 Someone may pull out their hair when they feel
- 7 Someone may drum their fingers when they feel
- 8 Someone may frown when they feel
- 9 Someone may wink when they feel
- 10 Someone may open their eyes and mouth up wide when they feel
- 11 Someone may cross their arms and legs when they feel
- 12 Someone may raise their eyebrows when they feel

2 Choose the correct word.

- 1 Most people tell white lies so as not to **hurt/** pain other people's feelings.
- 2 In a job interview, it's a good idea to **continue/** maintain good eye contact with the interviewer.
- 3 I don't think Claire was **saying/telling** the truth because she was rubbing her ear.
- 4 There's been a(n) **raise/increase** in the number of people having plastic surgery.
- 5 Stella felt as if she was **starring/playing** a role rather than being herself.
- 6 Mary never reveals her **true/real** feelings.
- 7 Wendy was so tired that her eyelids began to **fall/droop**.
- 8 You should always **trust/believe** your instincts.

Stories

Stories can be written either in the first or the third-person and present a series of events, real or imaginary. The events in the story should be written in the order in which they happen. Stories include:

- an **introductory paragraph** which sets the scene (describes the time, place, people, activity, weather, etc),
- **main body paragraphs** (describing incidents leading up to the main event, the main event itself and its climax),
- a **concluding paragraph** (describing what happens in the end, people's reactions/feelings, etc)

Stories are characterised by:

- the **use of past tenses** (The sun was shining brightly when they set out. She put on her coat, opened the door and went outside. When the waiter brought the bill, Mr Bartlett was embarrassed to find he had forgotten to bring his wallet.)
- **linking words/phrases that convey time and sequence of events** (first/at first, then/next, after/before that, during, while, meanwhile, as soon as, the moment that, by the time, in the end/finally, etc).
- **descriptive adjectives/adverbs** to make the story more interesting (elegant, pleasant, breathtaking, fast, politely, softly, etc)
- **direct speech** to make the story more dramatic ("What are you doing?" she yelled.)

Useful Language

Starting a story/Setting the scene

- Karen felt (exhausted) as she had been (studying hard for her exams for six months).
- The birds were singing happily when Tom woke up on Saturday.

Leading up to the main event

- At first, we didn't notice (anything strange).
- The (party) had only just (started) when ...
- The next thing (Tom) knew, (he was ...).

The main event/climax of the story

- They started (screaming and shouting in panic).
- I felt sure (the plane) was going to (crash).

Describing people/places/objects/feelings

- The old man behind the counter ...
- The streets of the small town were crowded and bustling during Carnival week.
- Small puffy white clouds drifted lazily above our heads.
- To their (surprise/disgust/horror, etc) ...
- Imagine our (disappointment) when ...

Ending a story

- I've never felt so (relieved/scared, etc) in my whole life.
- He knew he would never (go) again.
- It was the most (embarrassing) moment I've ever experienced.

An English magazine has asked its readers to send in short stories with the title: 'A Lucky Escape'. The best story wins £250. Write your story for the competition (120-180 words).

A Lucky Escape by Jane Lucas

1 One Friday afternoon, last winter, I was travelling home on the bus. It was very cold and the rain was pounding heavily against the windows. I was looking forward to having a hot bath and a cooked meal to warm myself up once I got home. I had no idea that I would have a very lucky escape.

2 The bus was making its way along the high street when something went terribly wrong. We were only about five minutes away from my house when suddenly the driver slammed his brakes on. Everyone on the bus was thrown forwards and then the bus skidded, spun around and veered off the road. The last thing I remember is spinning over and over.

3 When I came round, people were moaning. My head was throbbing and there was blood running down the side of my face. I realised I was trapped in the bus which was on its side, but I could hear the sound of sirens in the distance. Soon after that, the emergency services were cutting us out of the vehicle and taking people to hospital.

4 Fortunately, a couple of hours and three stitches later, I was able to go home. I was extremely relieved that no one was seriously injured and very happy to finally make it home.

Practice

1 Answer the questions.

- 1 How has the writer set the scene?
- 2 What senses has the writer referred to?
- 3 What is the climax event?
- 4 What adjectives/adverbs has the writer used?
- 5 What time words has the writer used to show the sequence of events?

Formal letters/emails

Formal letters/emails are usually sent to people we don't know or people in an official position, e.g. when applying for a job/course, making a complaint or requesting information, etc. They include:

- a **formal greeting** (*Dear Sir or Madam, Dear Mr Smith,*),
- an **introduction** with our opening remarks and the reason for writing,
- **main body paragraphs**, one for each separate topic,
- a **conclusion** with our closing remarks,
- a **formal ending** (*Yours faithfully, when you don't know the person's name/Yours sincerely, when you know the person's name*) + your full name.

Formal style is characterised by:

- **formal expressions, advanced vocabulary & longer sentences** (*I am available for an interview at any time convenient for you.*)
- **formal linking words** (*However, In addition*)
- **full verb forms** (*I am writing to ...*)
- **use of the passive** (*I can be contacted ...*)

Useful Language

Applying for a job/course

- I am writing to apply for the position of ... advertised in (*yesterday's 'Evening Post'*).
- With reference to your advertisement in ...
- I have been working as a ... for the last ... years.
- Despite my lack of ... experience, I feel that I would be ...
- I consider myself to be (*punctual, hardworking, etc.*)
- I enclose a reference from my previous employer.
- I would be grateful if you would consider my application.
- Can you tell me the duration of the course?
- Please send me a prospectus giving the course details.
- Is it possible to enrol online?
- I look forward to hearing from you.

Complaining

- I am writing to draw your attention to ...
- I am writing to express my strong dissatisfaction at the ...
- I am writing to complain about the quality of ... I recently purchased from you.
- The sales assistant was extremely rude and ...
- I demand an immediate replacement or a full refund.
- I would appreciate it if ... could be replaced.
- I hope you will replace ...
- I hope that this matter will be dealt with promptly.
- I look forward to a prompt reply.

You recently ordered an item online from www.gifts4all.com but you were very disappointed with it. Write an email of complaint explaining why you are dissatisfied and what you would like the company to do (120-180 words).

Dear Sir/Madam,

1 a) I want to complain about an X360 camera which I ordered through your website on 25th November. Unfortunately, I have experienced **b) lots of problems.**

2 To start with, I ordered the camera in blue but the one I received was black. Secondly, **c) although your website said** batteries were included, there were no batteries in the camera. Also, I did not receive the free case that was supposed to come with the camera.

3 I am very disappointed. **d) You have to** replace the camera for the correct colour and include the case and batteries **e) right away.** In addition, **f) I want you to say sorry** for the trouble you've caused. I am sending the item back to you together with my invoice. **g) You have to pay me back** for the cost of the stamps.

4 **h) Write back soon.**

Yours faithfully,
Sasha Cohen

Practice

1 Read the email and replace the informal expressions in bold with the formal ones below.

- | | |
|----------|--|
| 1 | despite the fact that your advertisement stated |
| 2 | I look forward to a prompt reply. |
| 3 | I would like you to |
| 4 | I expect the postage to be refunded. |
| 5 | as soon as possible |
| 6 | a number of problems with the order. |
| 7 | I am writing to complain about |
| 8 | I would appreciate an apology for the inconvenience. |

Opinion essays

Opinion essays are discursive essays in which we present our personal opinion on a particular topic. Our opinion must be stated clearly and supported by justifications. We should also present the opposing viewpoint(s) in a separate paragraph.

An opinion essay normally consists of:

- an **introduction** in which we introduce the subject and state our opinion clearly;
- a **main body**, consisting of two or more paragraphs (each presenting a separate viewpoint supported by reasons/examples), including a paragraph giving the opposing viewpoint supported by reasons/examples; and
- a **conclusion** in which we restate our opinion using different words.

We normally use **present tenses** in this type of writing, and phrases such as *I believe, In my opinion, I think, It seems to me that, I strongly disagree with, etc* to express our opinion. We list our viewpoints with *Firstly, Furthermore, Moreover, Also, etc*, and introduce the opposing viewpoint using *However, On the other hand, etc*.

Opinion essays are normally written in a formal style, therefore we should avoid using colloquial expressions, short forms or personal examples. We can find this type of writing in the form of an article in newspapers, magazines, etc.

Useful Language

For giving opinions

- I believe/think/feel (that) ...
I strongly believe ...
- In my opinion/view, ...
- The way I see it, ...
- It seems/appears to me (that) ...
- To my mind, ...
- I (do not) agree that/with ...
- My opinion is that ...
- As far as I am concerned, ...
- I (completely) agree that/with ...
I (strongly) disagree that/with ...
- I am totally against ...
- I couldn't agree more that/with ...
I couldn't disagree more that/with ...

Your teacher has asked you to write an essay giving your opinion on the following statement: 'We should ban the use of plastic bags completely to help the environment.' Justify your opinion (120-180 words).

1 The number of plastic bags in landfill sites and oceans is continually increasing and damaging the environment. In my opinion, banning plastic bags altogether would be a good idea as it would help solve a serious environmental problem and prevent further damage to the environment.

2 1) **Firstly/Also**, it would save energy. 2) **For example/Therefore**, producing plastic bags uses a lot of electricity. By not producing any more plastic bags we could reduce energy consumption. 3) **Although/Secondly**, it would reduce pollution. 4) **Moreover/For instance**, the production of plastic bags creates chemical waste products, which are harmful to the environment.

3 5) **Therefore/Moreover**, wildlife would be safer. Plastic bags are light and can be blown by the wind into trees, rivers and lakes. They damage natural habitats and can cause a choking hazard for many animals. The handles can also get caught around animals' legs and beaks. Removing them from the environment would remove the danger they pose to animals.

4 6) **On the other hand/Besides**, some people argue that a total ban on plastic bags is unnecessary. They state that there are types of plastic bags that can be recycled and rather than a ban, they simply suggest encouraging people to reuse their plastic bags as much as they can and then dispose of them safely.

5 7) **To start with/All in all**, I feel that a ban on plastic bags could be an effective way to improve the environment. People, animals and natural habitats would all benefit immensely.

Practice

1 Read the model and choose the correct linker.

2 Match the paragraphs to the headings.

- | | | |
|----------|--------------------------|-----------------------------|
| A | <input type="checkbox"/> | second viewpoint & examples |
| B | <input type="checkbox"/> | restate opinion |
| C | <input type="checkbox"/> | first viewpoint & examples |
| D | <input type="checkbox"/> | subject & opinion |
| E | <input type="checkbox"/> | opposing viewpoint |

3 Replace the topic sentences in the main body paragraphs with other appropriate ones.

Reviews

Reviews are short descriptions of books, films, plays, TV programmes, etc. They are written to inform readers and viewers, and to give them our opinion/recommendation about whether (or not) they should read a book or see a film/play/etc.

A review consists of:

- an **introduction** in which we summarise all the background information about the book/film/etc. (i.e. title, name of author/director, type, setting, etc);
- a **main body** consisting of two paragraphs: one about the main points of the plot, presented in chronological order, and another including general comments on the plot, the main characters, the acting, the directing, etc.

Note: We normally don't reveal the end of the story to the reader.

- a **conclusion** in which we recommend or do not recommend the book/film/play/etc, giving reasons to support our recommendation.

Reviews are normally found in newspapers, magazines or as part of a letter. The style we use depends on the publication and the intended reader and can be formal or semi-formal.

We normally use **present tenses** and a variety of adjectives to describe the plot and make our comments more clear and to the point.

Useful Language

Background

- The film/book tells the story of ...
- The film/story is set in ...
- The book/novel was written by ...
- The film is directed by ...
- It is a comedy/horror film/love story.

Main points of the plot

- The story concerns/is about/begins ...
- The plot is (rather) boring/thrilling.
- The plot has an unexpected twist.

General Comments

- It is rather boring/confusing/slow/thrilling.
- The cast is excellent/awful/unconvincing.
- The script is dull/exciting.
- It is beautifully/poorly/badly written.
- It has a tragic/dramatic end.

Recommendations

- Don't miss it. It is well worth seeing.
- I wouldn't recommend it because ...
- I highly/thoroughly recommend it.
- It's bound to be a box-office hit.
- Wait until it comes out on DVD.
- It is a highly entertaining read.
- It's a bore to read.

Your English teacher has asked you to write a review of a book you have recently read. Write your review giving a summary of the plot and saying why you think other readers might enjoy it (120-180 words).

1 *The Hunger Games* by Suzanne Collins is the first novel in a best-selling trilogy. It is a fast-paced science fiction novel which tells the exciting story of 16-year-old Katniss Everdeen.

2 The story is set in District 12 in the future world of Panem. Every year, the Capitol holds a lottery to select a boy and girl from each of the twelve districts to fight to the death in the Hunger Games on live TV. When Katniss' 12-year-old sister is selected, she volunteers to take her place. She will have to fight for her life against others who have trained for the Games all their lives. Will she survive?

3 The book's original story, interesting characters and fast-paced plot are guaranteed to keep readers completely absorbed right from the start. It is full of thrilling action and nerve-racking tension as well as touching moments as we follow Katniss' journey through the Games. The characters are strong and well-developed and the reader becomes quickly interested and attached to them.

4 I totally recommend *The Hunger Games*. It is a thoroughly enjoyable read that will completely engross readers from the first page. If you like fast-paced action and a creative, exciting and original plot then this is the book for you. Don't miss it!

Practice

- 1 Read the model. What is each paragraph about?
- 2 How does the writer recommend the book? Replace the sentences with other appropriate ones.
- 3 Which adjectives does the writer use to describe the story, the characters and the plot?

For-and-against essays

For-and-against essays are formal pieces of writing which discuss the advantages and disadvantages of a topic. Arguments on both sides of the topic are presented in equal detail and the writer's opinion is included at the end of the essay.

For-and-against essays include:

- an **introductory paragraph** introducing the topic and its two sides,
- **two main body paragraphs** – one presenting arguments for together with justifications/examples and the other presenting arguments against with justifications/examples,
- a **concluding paragraph** which summarises the arguments and gives the writer's opinion.

Note: in for-and-against essays, each main body paragraph begins with a topic sentence that outlines the main idea of that paragraph.

For-and-against essays are characterised by:

- **formal/semi-formal vocabulary** and **some longer sentences** (*Although some people may disagree, in my view, the advantages far outweigh the disadvantages.*)
- **formal linking words** to join ideas (*Although, Whereas, For this reason, etc.*)
- **full verb forms** (*It is well worth ...*)
- a **mild impersonal style** that avoids colloquial expressions or strong personal feelings (*Renting a home is thought by some people to be a better solution than buying one.*)

Useful Language

Listing points

- Firstly,/To begin with, • Secondly,
- Furthermore,/Moreover, • Finally,

Introducing advantages

- One/An important/The main advantage of ...,
- Another/An additional benefit of ...,
- Some/Many people are in favour of ...,

Introducing disadvantages

- A serious drawback/major disadvantage of ...,
- Some/Many people are against ...,

Justifying points and giving examples

Justifying a point:

- This is because ... • The reason for this is ...
- This means that ... • After all,

Giving examples:

- For instance,/For example, • such as

Contrasting ideas

- On the other hand, • However,/Nevertheless,
- Despite/In spite of (*the fact that*) ...

Expressing opinion

- In my opinion/view, • I believe/think/feel ...,

Concluding

- In conclusion, • All things considered,

Write an essay (120-180 words) for a student website discussing the pros and cons of working part-time while studying at university.

1 Have you thought about working part-time while going to university? Many young people do, but is it sensible to try and work and study at the same time?

2 Without a doubt, there are a number of advantages to working part-time while studying. **1) To start with**, the money you earn can help pay towards your living expenses. **2) In this way**, you may not have to get a student loan and so will leave university without huge debts. **3) Furthermore**, work experience can greatly improve your chance of finding employment once you have finished studying. It will give you an advantage over other graduates.

3 **4) On the other hand**, there are also a number of drawbacks to working while studying. **5) To begin with**, it takes away from your study time. You will have fewer hours to study and your grades may suffer as a result. **6) In addition**, your work life may interfere with your university life. You may miss out on social or other events because you have to work. **7) Also**, work problems may affect your ability to concentrate on your studies.

4 **8) All in all**, there are both advantages and disadvantages to working while studying at university. It does not suit everyone and I think anyone considering doing it should carefully decide for themselves if the negative aspects outweigh the benefits.

Practice

- 1 Read the model. What is each paragraph about?
- 2 Replace all the topic sentences in the essay with other appropriate ones.
- 3 Replace the linking words in bold in the essay with suitable alternatives.

Grammar Reference

MODULE 1

Present Simple

Form

AFFIRMATIVE	I/You/We/They run . He/She/It runs .
NEGATIVE	I/You/We/They do not/don't run . He/She/It does not/doesn't run .
INTERROGATIVE	Do I/you/we/they run ? Does he/she/it run ?
SHORT ANSWERS	Yes , I/you/we/they do . Yes , he/she/it does . No , I/you/we/they don't . No , he/she/it doesn't .

Spelling (3rd-person singular affirmative)

- Most verbs take **-s** in the third-person singular.
I sit – She sits
- Verbs ending in **-ss, -sh, -ch, -x** or **-o** take **-es**.
I pass – he passes, I wash – he washes, I teach – he teaches, I fix – he fixes, I do – he does
- Verbs ending in **consonant + y** drop the **-y** and take **-ies**.
I fly – he flies
- Verbs ending in **vowel + y** take **-s**. *I say – he says*

Use

We use the **present simple** for:

- daily routines/repeated actions** (especially with adverbs of frequency: **often, usually, always**, etc)
She starts work at 9 am.
- habits**. *They always do their shopping on Friday.*
- permanent states**. *He works as a teacher.*
- timetables/schedules** (future meaning).
The museum opens at 10 am.
- general truths and laws of nature**. *Water boils at 212 °F.*
- reviews/sports commentaries/narrations**
The young actor gives an excellent performance in Cats.

Time expressions used with the present simple: every day/month/hour/summer/morning/evening etc, usually, often, sometimes, always etc, on Sundays/Tuesdays etc.

Adverbs of frequency

- Adverbs of frequency** tell us how often sth happens. These are: **always** (100%), **usually** (75%), **often** (50%), **sometimes** (25%), **never** (0%).
- Adverbs of frequency** go **before** the **main verb** but **after** the verb **to be**. *He usually sleeps early on Sundays.*
They are usually at work at this time of day.

Present Continuous

Form: verb **to be** (am/is/are) + main verb **-ing**

AFFIRMATIVE	NEGATIVE
I'm eating. You're eating. He/She/It's eating. We/You/They're eating.	I'm not eating. You aren't eating. He/She/It isn't eating. We/You/They aren't eating.

INTERROGATIVE

Am I eating?	Is he/she/it eating?
Are you eating?	Are we/you/they eating?

SHORT ANSWERS

Yes, I am.	No, I'm not.
Yes, you are.	No, you aren't.
Yes, he/she/it is.	No, he/she/it isn't.
Yes, we/you/they are.	No, we/you/they aren't.

Spelling of the present participle

- Most verbs take **-ing** after the base form of the main verb. *ask – asking, spend – spending*
- Verbs ending in **-e** drop the **-e** and take **-ing**.
wake – waking, dance – dancing
- Verbs ending in **vowel + consonant** and which are stressed on the last syllable, double the consonant and take **-ing**. *stop – stopping, regret – regretting* BUT *happen – happening* (stress on 1st syllable)

Use

We use the **present continuous** for:

- actions happening **now**, at the moment of speaking
Tim is swimming right now.
- actions happening **around the time of speaking**.
They are painting their house these days.
- fixed arrangements** in the **near future**, especially when we know the time and the place.
Ben is having a party on Saturday.
- temporary situations**.
Patty is working at her uncle's shop this summer.
- changing or developing situations**.
He is getting better at tennis.
- frequently **repeated actions** with **always, constantly, continually** expressing annoyance or criticism.
He's always forgetting his wallet.

Note: The following verbs do not usually have a **continuous form**: **have** (= possess), **like**, **love**, **hate**, **want**, **know**, **remember**, **forget**, **understand**, **think**, **believe**, **cost**, etc. *I want to ask you something.*

Time expressions used with the present continuous: now, at the moment, at present, nowadays, these days, today, tomorrow, next month, etc.

Present Simple vs Present Continuous

PRESENT SIMPLE	PRESENT CONTINUOUS
timetables <i>The film starts at 6.</i>	future arrangements <i>I'm going out on Sunday.</i>
permanent states & facts <i>They live in the country.</i>	temporary situations <i>He's working from home this week.</i>
habits/routines <i>He goes jogging every morning.</i>	actions happening now/ around the time of speaking <i>She's sleeping at the moment.</i>

Grammar Reference

Stative Verbs

Stative verbs are verbs which describe a state rather than an action, and do not usually have a continuous form.

These are:

- verbs of the **senses** (*appear, feel, hear, look, see, smell, sound, taste* etc).
I feel happy.
- verbs of perception (*believe, forget, know, understand*, etc).
I don't understand what the problem is.
- verbs which express **feelings** and **emotions** (*desire, enjoy, hate, like, love, prefer, want*, etc).
I like swimming.
- other verbs: **belong, contain, cost, fit, have, keep, need, owe, own**, etc.
She owes me £25.

Some of these verbs can be used in continuous tenses, but with a difference in meaning.

PRESENT SIMPLE	PRESENT CONTINUOUS
<i>I think he's lying.</i> (= I believe)	<i>I am thinking of moving.</i> (= am considering)
<i>He has a sports car.</i> (= owns, possesses)	<i>I am having dinner.</i> (= eating) <i>She is having a break.</i> (= taking)
<i>I can see the river from my room.</i> (= it is visible) <i>I see what your point is.</i> (= understand)	<i>He's seeing a new client tomorrow.</i> (= meeting)
<i>This tea tastes very sweet.</i> (= it is/has the flavour of)	<i>Tom is tasting the sauce to see if it has enough pepper.</i> (= is trying)
<i>These flowers smell nice.</i> (= have the aroma)	<i>The cat is smelling its food.</i> (= is sniffing)
<i>You appear to be angry.</i> (= seem to)	<i>Liz is appearing in New York this week.</i> (= is performing)

Note: The verb **enjoy** can be used in continuous tenses to express a **specific preference**.

I really enjoy eating out. (general preference)

BUT

I'm enjoying a nice dinner at home. (specific preference)

The verbs **look** (when we refer to somebody's appearance), **feel** (when we experience a particular emotion), **hurt** and **ache** can be used in simple or continuous tenses with no difference in meaning.

Beth looks very elegant tonight. = *Beth is looking very elegant tonight.*

Past Simple

Form

The **past simple** affirmative of regular verbs is formed by adding **-ed** to the verb. Some verbs have an irregular past form (see list of Irregular Verbs).

AFFIRMATIVE
I/You/He/She/It/We/They stayed/ran.

NEGATIVE

Long Form	Short Form
I/You did not stay/run. He/She/It did not stay/run. We/You/They did not stay/run.	I/You didn't stay/run. He/She/It didn't stay/run. We/You/They didn't stay/run.

INTERROGATIVE

INTERROGATIVE	SHORT ANSWERS
Did I/you/he/she/it/we/they stay/run?	Yes, I/you/he/she/it/we/they did. No, I/you/he/she/it/we/they didn't.

Spelling

- We add **-d** to verbs ending in **-e**. *I live - I lived*
- For verbs ending in **consonant + y**, we drop the **-y** and add **-ied**. *I try - I tried*
- For verbs ending in **vowel + y**, we add **-ed**. *I enjoy - I enjoyed*
- For verbs ending in one stressed vowel between two consonants, we double the last consonant and add **-ed**. *I admit - I admitted*

Use

We use the **past simple** for:

- actions which happened at a **specific time in the past**.
Sue came home at 7 pm. (When? At 7 p.m.)
- past habits**. *Mum often took me to the park when I was little.*
- past actions which happened one **immediately after the other**. *Brad, had breakfast, read the morning paper, and left for work.*

Time expressions used with the past simple: yesterday, yesterday morning/evening etc, last night/week etc, two weeks/a month ago, in 2010, etc.

Past Continuous

AFFIRMATIVE	NEGATIVE
I/He/She/It was walking. We/You/They were walking.	I/He/She/It wasn't walking. We/You/They weren't walking.
INTERROGATIVE	SHORT ANSWERS
Was I/he/she/it walking?	Yes, I/he/she/it was. No, I/he/she/it wasn't.
Were we/you/they walking?	Yes, we/you/they were. No, we/you/they weren't.

We use the **past continuous** for:

- an action which was in **progress** at a stated time in the past. We do not know when the action started or finished. *Tom was watching a film at 9 pm last night.*
- a **past action** which was in **progress** when another action **interrupted** it. We use the past continuous for the action in progress (longer action) and the simple past for the action which interrupted it (shorter action).
He was sleeping when a loud noise woke him up.
- two or more actions which were happening at the same time in the past (**simultaneous actions**).
We were taking notes while the teacher was talking.

Grammar Reference

- to give **background information** in a story. *The sun **was shining** and the birds **were singing** when Emma got up that morning.*

Time expressions used with the past continuous: while, when, as, all day/night/morning, yesterday, etc.

Past Simple vs Past Continuous

PAST SIMPLE	PAST CONTINUOUS
actions which happened at a stated time in the past <i>The accident happened at 4:30 pm.</i>	actions in progress at a stated time in the past <i>He was watching a hockey game at 8 in the evening.</i>
actions which happened one after the other in the past <i>They paid the bill and left the restaurant.</i>	two or more actions which were happening at the same time in the past <i>Ellie was checking her recipe while she was preparing the dish.</i>

Used to/Would/Past Simple

AFFIRMATIVE	I, You, He/She/It, We, They used to play football.
NEGATIVE	I, You, He/She/It, We, They didn't use to play football.
INTERROGATIVE	Did I, you, he/she/it, we, they used to play football?
SHORT ANSWERS	Yes , I, You, he/she/it, we, they did . No , I, You, he/she/it, we, they didn't .

- We use **used to/past simple** to talk about past habits or actions that happened regularly in the past, but they no longer happen. *He **used to drive/drove to work**.* (He doesn't do that any more.)
- We use **would/used to** for repeated actions or routines in the past. We don't use **would** with stative verbs. *She **used to wake up/would wake up** early every day. BUT She **used to have** long hair.* (NOT: *He would have long hair.*)
- We use the **past simple** for an action that happened at a definite time in the past. *He **went to work** early yesterday.* (NOT: *He used to go to work yesterday.*)

Present Perfect

Form: have/has + past participle

AFFIRMATIVE	NEGATIVE
I/You/We/They've passed. He/She/It's passed.	I/You/We/They haven't passed. He/She/It hasn't passed.
INTERROGATIVE	SHORT ANSWERS
Have I/you/we/they passed?	Yes, I/you/we/they have. No, I/you/we/they haven't.
Has he/she/it passed?	Yes, he/she/it has. No, he/she/it hasn't.

Use

We use the **present perfect**:

- for actions which **started in the past** and **continue** up to the **present** especially with stative verbs such as **be, have, like, know** etc. *Eddie **has lived** on this street for ten years.* (= He moved to this street ten years ago and he's still living here.)
- to talk about a **past action** which has a **visible result** in the **present**. *Someone **has crashed** into my car and it has a big dent in the door.*
- for actions which happened at an **unstated time** in the **past**. The action is more important than the time it happened. She has quit her job. (When? We don't know; it's not important.)
- with **today, this morning/afternoon/week, so far**, etc when these periods of time are not finished at the time of speaking. *Nathan **has called** you three times today.* (The time period – today – is not over yet. He may call again.)
- for **recently completed actions**. *Mum **has just served** dinner.* (The action is complete. The dinner is now served.)
- for **personal experiences/changes** which have happened. *I **have never done** anything as exciting.*

Time expressions used with the present perfect: just, already, yet, for, since, ever, never, etc.

Have gone (to)/Have been (to)/Have been in

- Lisa **has gone to** the shop.* (She's on her way to the shop or she's there now. She hasn't come back yet.)
- Linda **has been to** Hawaii.* (She went to Hawaii but she isn't there now. She's come back.)
- We **have been in** Los Angeles for three weeks.* (We are in Los Angeles now.)

Present Perfect Continuous

Form: have/has + been + verb -ing

AFFIRMATIVE	NEGATIVE
I/You/We/They have/ve been working. He/She/It has/s been working.	I/You/We/They have not/haven't been working. He/She/It has not/hasn't been working.
INTERROGATIVE	SHORT ANSWERS
Have I/you/we/they been working? Has he/she/it been working?	Yes, I/you/we/they have. No, I/you/we/they haven't. Yes, he/she/it has. No, he/she/it hasn't.

Use

We use the **present perfect continuous**:

- to place **emphasis** on the **duration of an action** which started in the past and continues up to the present. *She **has been waiting** for her friends for over an hour.*
- for an action that **started in the past** and lasted for some time. It may still be continuing, or have finished, but it has left a **visible result in the present**. *It **has been raining** all day and the streets are flooded.*

Grammar Reference

Time expressions used with the present perfect continuous: since, for, how long (to place emphasis on duration)

Present Perfect vs Past Simple

PRESENT PERFECT	SIMPLE PAST
an action which happened at an unstated time in the past <i>She has bought a car.</i> (We don't know when.)	an action which happened at a stated time in the past <i>Sarah went to Spain last year.</i> (When? Last year. The time is mentioned.)
an action which started in the past and is still continuing in the present <i>Pete has had the same car for ten years.</i> (He still has the same car.)	an action which started and finished in the past <i>He worked in a bank for three years.</i> (He doesn't work in a bank anymore.)

Past Perfect

Form: subject + **had** + past participle

AFFIRMATIVE	NEGATIVE
I/You/He, etc. had eaten.	I/You/He etc. had not/hadn't eaten.
INTERROGATIVE	SHORT ANSWERS
Had I/you/he, etc. eaten?	Yes, I/you/he, etc. had. No, I/you/he, etc. hadn't.

We use the past perfect:

- for an action which **finished before another past action** or **before a stated time in the past**. *The children **had finished** all their chores before their mother got home.* (past perfect: **had finished** before another past action: **got home**) *The meeting **had ended** by 11 o'clock.* (before stated time in the past: **by 11 o'clock**)
- for an action which finished in the past and whose result was visible at a later point in the past. *He **had missed** his bus so he was really late.*

Time expressions used with the past perfect: before, after, already, just, for, since, till/until, when, by the time, never etc.

Past Perfect Continuous

Form: subject + **had + been** + main verb -ing

AFFIRMATIVE	
I/You/He/She/It/We/They had been playing.	
NEGATIVE	
I/You/He/She/It/We/They had not/hadn't been playing.	
INTERROGATIVE	SHORT ANSWERS
Had I/you/he, etc. been playing?	Yes, I/you/he/she/it/we/they had. No, I/you/he/she/it/we/they hadn't.

We use the **past perfect continuous**:

- to put emphasis on the duration of an action which started and finished in the past, before another action or stated time in the past, usually with **for** or **since**.
*I **had been looking** for my camera for half an hour, when I remembered I **had loaned** it to a friend.*
- for an action which lasted for some time in the past and whose result was visible in the past. *They **had been walking** around the town all day and they were tired.*

Time expressions used with the past perfect continuous: for, since, how long, before, until, etc.

Quantifiers

	COUNTABLE	UNCOUNTABLE
AFFIRMATIVE	a lot (of)/lots (of)/ (a) few/some	a lot (of)/lots (of)/ (a) little/some
NEGATIVE	(not) many	(how) much
INTERROGATIVE	not many/any	not much/any

- A lot/lots of** are used with both plural countable and uncountable nouns. They are normally used in affirmative sentences. The **of** is omitted when **a lot/lots** are not followed by a noun.
*Are there **lots of books** in the library? Yes, there are **lots**.*
- Much** is used with uncountable nouns and **many** is used with countable nouns. They are usually used in negative or interrogative sentences. *I **haven't got much** time.*
*Are there **many paintings** in the exhibition?*
- How much/many** are used in interrogative sentences. **Much** is used with uncountable nouns and **many** is used with countable nouns. ***How much** milk do you need?*
***How many** visitors does she expect?*
- A few** means **not many**, but enough. It is used with plural countable nouns. *There **a few apples** in the fridge. I can make an apple pie.*
- A little** means **not much**, but enough. It is used with uncountable nouns. *He put **a little money** aside so as to go on holiday this summer.*

Note: **few/little** means **hardly any**, **not enough** and can be used with **very** for emphasis. *(Very) **few people** go to work by bike. We've got (very) **little time** left. Hurry up!*

- A couple of, several, a few, many, both, a (large/great/good) number of** are followed by a **countable noun**. *There were **several people** at the meeting.*
- (Too) much, a little, a great/good deal of, a large/small amount/quantity of** are followed by an **uncountable noun**. *She has made **a good deal of progress** in her studies.*
- A lot of, lots of, hardly any, some, no, plenty of** are followed by a **countable or uncountable noun**.
*She has bought **a lot of dresses**.*
*We've had **plenty of rain** this year.*

Grammar Reference

Both – Either/Neither – All – None – Every – Each – Whole

- Both** refers to **two** people or things. It has a **positive meaning** and takes a verb in the **plural**. It is the opposite of **neither/not either**.
Mark and Bob are businessmen. Both Mark and Bob are businessmen. They are both businessmen. Both of them are businessmen. Both men are businessmen.
 - Either** (= any one of two) / **Neither** (= not the one and not the other) refers to **two** people or things and are used before **singular countable** nouns.
Neither car is cheap enough for me to buy.
Neither of/Either of take a verb either in the singular or plural. *Neither of the boys like/likes football.*
 - All** refers to **more than two** people or things. It has a **positive meaning** and takes a verb in the **plural**. It is the opposite of **none**. *All the students passed the exam. All of them passed the exam. They all passed the exam.*
All + that-clause (=the only thing) takes a **singular** verb. *All that she did was complain about everything.*
 - None** refers to **more than two** people or things. It has a **negative meaning** and isn't followed by a noun.
"Is there any juice left?" "No, none."
None of is used before nouns or object pronouns followed by a verb **either in the singular or plural**. It is the opposite of all. *None of the students/them has/have finished the project.*
- Note:** **no + noun.** *There's no time to study.*
- Every** is used with **singular countable** nouns. It refers to a **group** of people or things and means **all**, or **each**.
She has to pay a rent every month.
 - Each** is used with **singular countable** nouns. It means **one by one**, considered individually (it usually means **only two**). *Each member of the winning team was awarded a medal.*
- Note:** **Every one** and **each (one)** have **of** constructions.
Every one of/Each (one) of the students was invited to the graduation ceremony.
- Whole** (= complete) is used with **countable** nouns. We always use **a, the, this, my**, etc + **whole** + **countable** noun. *the whole day* = all day
 - Both ... and ... + plural verb** *Both Julie and Debbie are nurses*
 - Either ... or ... / Neither ... nor / Not only ... but also ... + singular or plural verb** depending on the subject which follows **nor, or, but also**. *Neither Mary nor Jessica is computer literate. Either Tom or his parents are going to meet you at the airport.*

MODULE 2

Will

Form: subject + **will** + main verb

AFFIRMATIVE	NEGATIVE
I/You/He/She/It/We/They will/'ll stay.	I/You/He/She/It/We/They will not/won't stay.
INTERROGATIVE	SHORT ANSWERS
Will I/you/he/she/it/we/they stay?	Yes, I/you/he/she/it/we/they will. No, I/you/he/she/it/we/they won't.

Use

We use the **future simple**:

- for **on-the-spot decisions**. *I like these shoes. I'll buy them.*
- for **future predictions based on what we believe or imagine will happen**. (usually with the **verbs**: hope, think, believe, expect, imagine etc; with the **expressions**: I'm sure, I'm afraid, etc; with the **adverbs**: probably, perhaps, etc.) *I think they will be able to solve the problem. Perhaps Frank will change his mind about it.*
- for **promises**. (usually with the verbs *promise/swear* etc.) *I promise I'll take you to the museum tomorrow., threats Lie to me again and it will be the end of our friendship., warnings Drive more carefully or you'll have an accident., hopes He hopes they will choose him for the job., offers I'll make you some coffee.*
- for actions/events/situations which will **definitely happen** in the future and which **we cannot control**.
It will be spring soon.

Time expressions used with the future simple: tomorrow, the day after tomorrow, next week/month/ year, tonight, soon, in a week/month/year, etc.

Be going to

Form: subject + verb **to be (am/is/are)** + **going to** + bare infinitive of the main verb

AFFIRMATIVE	I am He/She/It is We/You/They are	} going to swim.
NEGATIVE	I am not He/She/It is not We/You/they are not	} going to swim.
INTERROGATIVE	Am I Is he/she/it Are we/you/they	} going to swim?
SHORT ANSWERS	Yes, I am./No, I'm not. Yes, he/she/it is./No, he/she/it isn't. Yes, we/you/they are./ No, we/you/they aren't.	

Use

We use **be going to**:

- to talk about our **future plans and intentions**. *Paul is going to travel abroad next month.* (He's planning to ...)
- to make **predictions based on what we see or know**.
Look out! You're going to fall into the pool.
- to talk about **things we are sure about** or **we have already decided to do** in the near future. *Sally is going to look for a new job.* (She has already decided to do this.)

Present Simple/Present Continuous (future meaning)

- We can use the **present simple** to talk about **schedules or timetables**. *His plane lands at 7:00 am.*
- We use the **present continuous** for **fixed arrangements** in the near future. *The Millers are coming to dinner tonight. I invited them last week.*

Grammar Reference

- We use the **present continuous** for changing or gradually developing situations. *More and more students are applying to several colleges.*

Future Continuous

Form: subject + **will** + **be** + verb **-ing**

AFFIRMATIVE	NEGATIVE
I/You/He/She/It/We/They will be sleeping.	I/You/He/She/It/We/They will not/won't be sleeping.

INTERROGATIVE	SHORT ANSWERS
Will I/you/he/she/it/we/they be sleeping?	Yes, I/you/he/she/it/we/they will. No, I/you/he/she/it/we/they won't.

We use the **future continuous** for actions which will be in progress at a **stated future time**. *This time on Friday I'll be driving my new car.*

Comparatives/Superlatives

- We use the **comparative** to compare one person or thing with another. We use the **superlative** to compare one person or thing with the others of the same group. *This box is **heavier than** that one. It's **the heaviest of all**.*
- We often use **than** after a comparative. *Ben is **younger than** Jim.*
- We normally use **the** before a superlative. We can use **in** or **of** after superlatives. We often use **in** with places. *I think Ben Stiller is **the funniest of all** actors.*
*This is **the biggest** park in our city.*

Formation of comparatives and superlatives

Adjectives

- With **one-syllable adjectives**, we add **-(e)r** to form the comparative and **-(e)st** to form the superlative.
*old – older – **the oldest***

Note: For one-syllable adjectives ending in **vowel + consonant**, we double the consonant.

*sad – sadder – **the saddest***

- With **two-syllable adjectives**, we form the comparative with **more + adjective** and the superlative with **most + adjective**. *famous – **more famous** – **the most famous***

Note: For two-syllable adjectives ending in **consonant + y**, we replace **-y** with **-i** and add **-er/-est**.

*happy – happier – **the happiest***

- With **adjectives having more than two syllables**, comparatives and superlatives are formed with **more/the most**. *interesting – **more interesting** – **the most interesting***

Note: *clever, common, cruel, friendly, gentle, narrow, pleasant, polite, quiet, shallow, simple, stupid* form their comparatives and superlatives either with **-er/-est** or with **more/the most**. *simple – simpler/more simple – **the simplest/the most simple***

Adverbs

- With adverbs that have **the same form** as their adjectives (*hard, fast, free, late, high, low, deep, long, near, straight*), we add **-er/-est**. *fast – faster – **the fastest***
- Adverbs formed by adding **-ly** to the adjective take **more** in the comparative and **most** in the superlative form. *slowly – more slowly – **the most slowly***

IRREGULAR FORMS

Adjective/Adverb	Comparative	Superlative
good/well	better	best
much/many/a lot of	more	most
far	farther/further	farthest/furthest
bad/badly	worse	worst
little	less	least

Note: We can use **elder/eldest** for people in the same family. *Her **elder/eldest** sister is a doctor.*

Study the examples:

- very + adjective/adverb:** *Jason is a **very kind** man.*
- much + comparative form of adjective/adverb:** *Liz is **much taller** than her sister.*
- (not) as + adjective/adverb + as:** *Their house is **as big as** ours. Lions **aren't as fast as** cheetahs.*
- a bit/a little/far/slightly + comparative form of adjective/adverb:** *I feel **a bit better** now that I've had some rest.*
- by far + superlative form of adjective/adverb:** *Steven is **by far the kindest** person I've ever met.*

-ing form

The **-ing form** is used:

- as a **noun**. ***Swimming** is an enjoyable activity.*
- after certain verbs: **admit, appreciate, avoid, consider, continue, deny, go** (for activities), **imagine, mind, miss, quit, save, suggest, practice, prevent**. *Have you **considered moving** to a bigger house?*
- after **love, like, enjoy, prefer, dislike, hate** to express general preference. *She **prefers walking** to work. BUT for a specific preference (**would like/would prefer/would love**) we use **to-infinitive**. *She **would prefer to take** the bus to work today.**
- after expressions such as: **be busy, it's no use, it's no good, it's (not) worth, what's the use of, can't help, there's no point (in), can't stand, have difficulty (in), have trouble**, etc. *It's **not worth arguing** with him.*
- after **spend, waste, or lose** (time, money, etc). *He **spends two hours exercising** every day.*
- after the preposition **to** with verbs and expressions such as: **look forward to, be used to, in addition to, object to, prefer** (doing sth to doing sth else). *He's **looking forward to starting** his new job.*
- after other **prepositions**. *He was nervous **about meeting** his future in-laws.*

Infinitive

The **to-infinitive** is used:

- to express **purpose**. *He's joined a gym **to get** into shape.*
- after certain verbs that refer to the future (**agree, appear, decide, expect, hope, plan, promise, refuse**, etc). *She **agreed to help** them.*
- after **would like, would prefer, would love**, etc to express a specific preference. *We **would like to visit** the most popular sights.*

Grammar Reference

- after adjectives which describe feelings/emotions (*happy, glad, sad*, etc), express willingness/unwillingness (*eager, reluctant, willing*, etc) or refer to a person's character (*clever, kind*, etc); and the adjectives *lucky* and *fortunate*.
It was kind of you to lend us your car.
- after *too/enough*. *Are you old enough to drive?*
- in the expressions *to tell you the truth, to be honest, to sum up, to begin with*, etc.
To be honest, I forgot it was your birthday today.

TENSES OF INFINITIVE		
	Active voice	Passive voice
Present	(to) write	(to) be written
Present Continuous	(to) be writing	—
Perfect	(to) have written	(to) have been written
Perfect Continuous	(to) have been writing	—

Forms of the infinitive corresponding to verb tenses
Present simple/will → present infinitive
Present continuous/future continuous → present continuous infinitive
past simple/present perfect/past perfect → perfect infinitive
past continuous / present perfect continuous / past perfect continuous → present perfect continuous

The **infinitive without to** (bare infinitive) is used:

- after **modal verbs**.
They might go to Rome.
- after the verbs *let, make, see, hear*, and *feel*.
They made him leave the room.
BUT we use the to-infinitive after *be made, be heard, be seen*, etc (passive form).
He was made to leave the room.
- after *had better* and *would rather*.
I would rather have a sandwich for lunch.
- help* can be followed by the **to-infinitive**, but in American English it is normally followed by the **infinitive without to**.
She helped me (to) put away the dishes.

Difference in meaning between the to-infinitive and -ing form

Some verbs can take either the **to-infinitive** or the **-ing form** with a change in meaning.

- forget + to-infinitive = not remember
She forgot to pick up the dry cleaning.
- forget + -ing form = not recall
I'll never forget travelling abroad for the first time.
- remember + infinitive = not forget
Did you remember to bring me my CD?
- remember + -ing form = recall
I remember telling you about the party yesterday.
- mean + to-infinitive = intend to
He didn't mean to insult you.
- mean + -ing form = involve
Getting a second job means having less free time.
- regret + to-infinitive = be sorry to (normally used in the present simple with verbs such as *say, tell, inform*)
I regret to inform you that your application was rejected.
- regret + -ing form = feel sorry about
He regrets dropping out of college.
- try + to-infinitive = attempt, do one's best
I tried to tell him the truth, but he wouldn't listen.
- try + -ing form = do something as an experiment
If you can't sleep, try drinking some warm milk.
- stop + to-infinitive = stop temporarily in order to do something else
While he was jogging, he stopped to tie his shoelaces.
- stop + -ing form = finish doing something
Mr. Jones stopped working at the age of 65.
- would prefer + to-infinitive (specific preference)
I'd prefer to eat out tonight. It's such a lovely evening.
- prefer + -ing form (general preference)
I prefer eating home-made food to eating junk food.

Exclamations

Exclamations are words or sentences used to express admiration, surprise, etc. To form **exclamatory sentences**, we can use *how, what (a/an), so, such (a/an)*, or a **negative question form**.

- how + adjective/adverb**
How expensive these shoes are! How well she sings!
- what a/an (+ adjective) + singular countable noun**
What a boring book! What a day!
- what (+ adjective) + plural/uncountable noun**
What amazing paintings! What stylish furniture!
- so + adjective/adverb**
She is so helpful! He talked to me so rudely!
- such a/an (+ adjective) + singular countable noun**
Mr. Adams is such a good teacher!
- such (+ adjective) + plural/uncountable noun**
*They are such polite children!
Laura has such lovely hair!*
- negative question form**
*Weren't they excellent hosts!
Isn't that a great suggestion!*

Note: Exclamations are not used in formal writing.

MODULE 3

Future Perfect

Form: **will + have + p.p.** of the main verb

AFFIRMATIVE	NEGATIVE
I/You/He/She/It/We/They will have left.	I/You/He/She/It/We/They will not/won't have left.
INTERROGATIVE	SHORT ANSWERS
Will I/you/he/she/it/we/they have left?	Yes, I/you/he/she/it/we/they will. No, I/you/he/she/it/we/they won't.

We use the **future perfect** for actions that **will have finished** before a stated time in the future. *Jenny **will have moved** house by the end of the week.*

Future Perfect Continuous

Form: **will + have been + main verb + -ing**

AFFIRMATIVE	NEGATIVE
I/You/He/She/It/We/They will have been studying.	I/You/He/She/It/We/They will not/won't have been studying.
INTERROGATIVE	SHORT ANSWERS
Will I/you/he/she/it/we/they have been studying?	Yes, I/you/he/she/it/we/they will. No, I/you/he/she/it/we/they won't.

We use the **future perfect continuous** to emphasise the duration of an action up to a certain time in the future. The **future perfect continuous** is often used with: **by ... for..**
*By the time he retires, he **will have been teaching** for twenty years.*

Time expressions used with the **future perfect** and the **future perfect continuous**: before, by, by then, by the time, until/till (only in negative sentences), etc.

Clauses of Concession

Concession is expressed with:

- **Although/Even though/Though + clause.** *Although she studied hard, she failed the exam. Though can also be put at the end of the sentences. She studied hard. She failed the exam, though.*
- **Despite/In spite of + noun/-ing form.** *Despite the rain/raining, they continued the football game.*
- **Despite/In spite of the fact (that) + clause.** *In spite of the fact that it was raining, they continued the football game.*
- **While/Whereas/But/On the other hand/Yet + clause.** *They did their best, yet they lost the match.*
- **Nevertheless/However + clause.** *He has lots of experience; however he didn't get the job.*
- **However/No matter how + adj/adv + subject (+may) + verb.** *However hard he tried, he didn't finish the race.*
- A comma is used when the **clause of concession** either precedes or follows the main clause. *Even though it was snowing, we went for a walk. We went for a walk, even though it was snowing.*

Modals

Can/could, may/might, must/have to, ought to, shall/should, will/would:

- don't take **-s, -ing** or **-ed** suffixes.
- are followed by the bare infinitive (infinitive without to).
- come before the subject in questions and are followed by not in negations.
- don't have tenses in the normal sense. When followed by a present bare infinitive, they refer to an incomplete action or state (i.e. present or future). You should tell them the truth. When followed by a perfect bare infinitive, they refer to a complete action or state. You should have told them the truth.

Note how the forms of the infinitive are formed:

Present: (to) go
Present continuous: (to) be going
Perfect: (to) have gone
Perfect continuous: (to) have been going

Obligation/Duty/Necessity (**must, have to, should/ought to**)

- **Must** expresses **duty/strong obligation** to do sth, and shows that sth is essential. We generally use must when the speaker has decided that sth is necessary (i.e. subjective). *If you witness an accident, you **must** report it to the police. You **must** apologise to her for being so rude.* (It is your duty./You are obliged to do sth.)
- **Have to** expresses **strong necessity/obligation**. We usually use have to when somebody other than the speaker has decided that sth is necessary (i.e. objective). *Mum says that we **have to** walk the dog every day.* (It's necessary.)
- **Had to** is the past form of both **must** and **have to**.
- **Should/Ought** to express **duty, weak obligation**. *You **should** help your little brother with his homework.* (It's your duty. – less emphatic than must)

Absence of necessity (**don't have to/don't need to, needn't**)

- **Don't have to/Don't need to/Needn't:** It isn't necessary to do sth in the present/future. You don't have to work late today. She doesn't need to dress formally for the party. *He **needn't** water the garden today.*
- **Didn't need to/Didn't have to:** It wasn't necessary to do sth. We don't know if it was done or not. *They **didn't** **have to** confirm their reservation.* (We don't know if they confirmed it.)

Permission/Prohibition (**can, may, mustn't, can't**)

- **Can/May** are used to **ask for/give permission**. *May is more formal than can. Can/May I ask you something? Yes, you can/may.* (Is it OK if ...?)
- **Mustn't/Can't:** It is **forbidden** to do sth; it is against the rules/law; **you are not allowed** to do sth. *You **mustn't/can't** drive without wearing your seatbelt.*

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Possibility (can, could)

- **Can + present infinitive:** General/theoretical possibility. Not usually used for a specific situation. *Our teacher **can be** quite strict.* (general possibility – it is theoretically possible)
 - **Could/May/Might + present infinitive:** Possibility in a specific situation. *We **might** go out in the afternoon, so come in the morning.* (It is possible./It is likely./Perhaps.)
- Note:** We can use **can/could/might** in questions but **not may**. *Who **could** I ask for professional advice?*
- **Could/Might/Would + perfect infinitive** refer to sth in the past that was possible but didn't happen. *I **would have gone** to the beach with them, but I was too busy.*

Ability/Inability (can, could, was able to)

- **Can('t)** expresses (in)ability in the present/future. *She **can** run very fast.* (She is able to ...)
- **Could** expresses general repeated ability in the past. *He **could** work very long hours before he retired.* (He was able to ...)
- **Was(n't) able to** expresses (in)ability on a specific occasion in the past. *He **was(n't) able to** fix his computer.* (He didn't manage to ...)
- **Couldn't** may be used to express any kind of inability in the past, repeated or specific. *Emma **couldn't** cook when she was a teen.* (past repeated action) *Emma **couldn't/wasn't able to** cook yesterday, because her stove wasn't working.* (past single action)

Offers/Suggestions (can, would, shall, could)

- **Can:** ***Can** I help you with something?* (Would you like me to ...?)
- **Would:** ***Would** you like to sit down?* (Do you want to ...?)
- **Shall:** ***Shall** I return these books to the library for you?* (Would you like me to ...?/Do you want me to ...?)
- **Can/Could:** ***We can** go mountain climbing. You **could** take out a loan.* (Let's ...)

Probability (will, should/ought to)

- **Will:** *He **will** get a promotion.* (100% certain)
- **Should/Ought to:** *They **should/ought to** replace your faulty MP3 player.* (90% certain; future only; it's probable)

Advice (should, ought to, shall)

- **Should:** general advice *You **should** take up a hobby.* (It's my advice./I advise you to ...)
- **Ought to:** general advice *You **ought to** be on time for work.* (It's a good thing/idea to do.)
- **Shall:** asking for advice ***Shall** I cut my hair short?* (Do you think it's a good idea to ...?)

Conditionals: types 0/1/2/3

Conditional clauses consist of two parts: the **if-clause** (hypothesis) and the **main clause** (result).

When the **if-clause** comes before the **main clause**, the two clauses are separated with a comma. ***If** I go to Paris, I **will send** you a postcard. – I **will send** you a postcard if I go to Paris.*

	IF-CLAUSE (hypothesis)	MAIN CLAUSE (result)
0 conditional general truth or scientific fact	if/when + present simple <i>If you drop ice in water, it floats.</i>	present simple
1st conditional real, likely to happen in the present/future	if + present simple <i>If it rains, we will stay home.</i>	simple future, imperative, can/ must/may , etc + bare infinitive
2nd conditional • unreal imaginary situation in the present/ future • advice	if + past simple <i>If I lived by the beach, I would go swimming every day. BUT I don't live by the beach. (untrue in the present). If I <u>were</u> you, I wouldn't believe those lies.</i>	would/could/ might + bare infinitive
3rd conditional • imaginary situation in the past • regrets • criticism	if + past perfect <i>If you had booked tickets, we wouldn't have stayed home. (but you didn't) If you had been honest from the start, none of this would have happened.</i>	would/could/ might have + past participle

- We can use **were** instead of **was** for all persons in the **if-clause** of Type 2 conditionals. *If he **weren't/wasn't** so stressed all the time, he **would enjoy** life more.*
- With type 1 conditionals we can use **unless** + affirmative verb or **if** + negative verb. *They **will not hire** you **unless** you **have great experience**. (They will not hire you if you don't have great experience.)*

Wishes

We can use **wish/if only** to express a wish.

WISH/ IF ONLY	USE
+ past simple/ past continuous <i>He wishes he was/ were on vacation now. (but he isn't) If only the bus wasn't/weren't running so late. (but it is)</i>	to say that we would like something to be different about a present situation
+ past perfect <i>I wish I had accepted their offer. (but I didn't) If only I hadn't bought those books. (but I did)</i>	to express regret about something which happened or didn't happen in the past
+ subject + would + bare infinitive <i>I wish you would stop interrupting me all the time. If only mum would allow me to stay out later.</i>	to express: • a polite imperative • a desire for a situation or person's behaviour to change

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If only is used in exactly the same way as **wish** but it is more emphatic or more dramatic. We can use **were** instead of **was** after **wish** and **if only**. *I wish I weren't/wasn't so busy.*

Relatives – Relative Clauses

Use

- We use **relative pronouns** (*who/whose/which/that*) and **relative adverbs** (*where/when/that/why*) to introduce **relative clauses**. We use relative clauses to identify/describe the person/place/thing in the main clause.

Relative Clause

*The man **who won the award** is our neighbour.*

- We use **who/that** to refer to people. *The students **who/that** were late for class had to stay back an extra hour.*
- We use **which/that** to refer to objects or animals. *The package **which/that** is on my desk arrived for you this morning.*
- We use **where** to refer to places. *That's the shop **where** they serve frozen yoghurt.*
- We use **whose** with people, animals, and things to show possession. *She's the woman **whose** sons are in a rock band.*
- We use **why** to give a reason. *Chris won't tell anyone **why** he's upset.*

Defining and Non-defining Relative Clauses

- A **defining relative clause** gives necessary information essential to the meaning of the main sentence. It is not put in commas and is introduced with **who, which, that, whose, where, when**, or the **reason (why)**. *The girl **who** sits next to me in class is from Thailand.*
- A **non-defining relative clause** gives extra information and is not essential to the meaning of the main sentence. It is put in commas and is introduced with **who, whom, which, whose, where, or when**. *My brother, **who** is 15, is taking driving lessons.*

Mixed Conditionals

We can form **mixed conditionals**, if the context permits it, by combining an **if-clause** of one type with a main clause of another.

IF-CLAUSE	MAIN CLAUSE
Type 2	Type 3
<i>If he were a fast runner, he would have won the race.</i>	
IF-CLAUSE	MAIN CLAUSE
Type 3	Type 2
<i>If she had invited me, I would go to her party tonight.</i>	

The passive

Form: We form the **passive** with the verb **to be** in the appropriate tense and the **past participle** of the main verb.

Read the table:

	ACTIVE	PASSIVE
Present Simple	<i>Ben plants a tree.</i>	<i>A tree is planted by Ben.</i>
Present Continuous	<i>Ben is planting a tree.</i>	<i>A tree is being planted by Ben.</i>
Past Simple	<i>Ben planted a tree.</i>	<i>A tree was planted by Ben.</i>
Past Continuous	<i>Ben was planting a tree.</i>	<i>A tree was being planted by Ben.</i>
Present Perfect Simple	<i>Ben has planted a tree.</i>	<i>A tree has been planted by Ben.</i>
Past Perfect Simple	<i>Ben had planted a tree.</i>	<i>A tree had been planted by Ben.</i>
Future Simple	<i>Ben will plant a tree.</i>	<i>A tree will be planted by Ben.</i>
Infinitive	<i>Ben has to plant a tree.</i>	<i>A tree has to be planted by Ben.</i>
Modal Verbs	<i>Ben might plant a tree.</i>	<i>A tree might be planted by Ben.</i>

We use the **passive**:

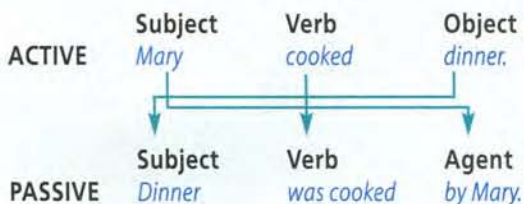
- when the person/people doing the action **is/are unknown, unimportant, or obvious from the context**. *The vase **was broken**.* (We don't know who broke it).
*The package **will be delivered** today.* (Who will deliver it is unimportant).
*Our exam papers **have been corrected**.* (It's obvious that the teacher has corrected our exam papers).
- when the action itself is more important than the **person/people** doing it, as in news headlines, newspaper articles, formal notices, advertisements, instructions, processes, etc. *Cell phones **must be turned off** during the examination.*
- when we want to **avoid taking responsibility** for an action or when we refer to an unpleasant event and we do not want to say who or what is to blame.
*They **were cheated** out of their money.*
- to emphasise the agent. *The announcement **was made by** the Prime Minister himself.*
- to make statements more formal or polite. *My book **has been torn**.* (More polite than saying "You tore my book.")

Changing from the active to the passive:

- The object of the active sentence becomes the subject in the passive sentence.
- The active verb remains in the same tense but changes into passive form.

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- The subject of the active sentence becomes the agent, and is either introduced with the preposition **by** or is omitted.



- Only transitive verbs (verbs that take an object) can be changed into the passive. *A house collapsed in the earthquake.* (intransitive verb; **no passive form.**)

Note: Some transitive verbs (*have*, *fit* (= be the right size), *suit*, *resemble*, etc) cannot be changed into the passive. *The blue shirt suits you.* (NOT: *You are suited by the blue shirt.*)

- Let** becomes **be allowed to** in the passive. *They let us leave early.* – *We were allowed to leave early.*
- We can use the verb **to get** instead of the verb **to be** in everyday speech when we talk about things that happen by accident or unexpectedly. *The window got smashed in the storm.*

By + agent is used to say who or what carries out an action. **With + instrument/material/ingredient** is used to say what the agent used. *This sculpture was created by a young artist. It was made with recycled materials.*

- The agent can be **omitted** when the subject is **they**, **he**, **someone/somebody**, **people**, **one**, etc. *A lot of money was raised for the charity.* (= They raised a lot of money for the charity.)
- The agent **is not omitted** when it is a **specific or important person**, or when it is **essential** to the meaning of the sentence. *Comedies are enjoyed by people of all ages.*
- With verbs which can take two objects, such as **bring**, **tell**, **send**, **show**, **teach**, **promise**, **sell**, **read**, **offer**, **give**, **lend**, etc, we can form two different passive sentences. *She sent me an email.* (active) *I was sent an email.* (passive, more common) *An email was sent to me.* (passive, less common)
- In passive questions with **who**, **whom**, or **which** we do not omit **by**. *Who wrote this song? Who was this song written by?*
- The verbs **hear**, **help**, **see**, and **make** are followed by a bare infinitive in the active, but a to-infinitive in the passive. *Mum made me Hoover the rug.* (active) *I was made to Hoover the rug.* (passive)

Impersonal/Personal Passive Constructions

- The verbs **believe**, **consider**, **expect**, **know**, **report**, **say**, **think**, etc have both personal and impersonal constructions do not in the passive.

active: *People expect that he will win the contest.*

passive: *It is expected that he will win the contest.* (impersonal construction)

He is expected to win the contest. (personal construction)

active: *They say that he lost all his money.*

passive: *It is said that he lost all his money.* (impersonal construction)

He is said to have lost all his money. (personal construction)

Question tags

- Question tags** are short questions at the end of statements. They are mainly used in speech when we want to confirm something (falling intonation) or when we want to find out if something is true or not (rising intonation).
- Question tags** are formed with an auxiliary verb and the appropriate subject pronoun. They take the same auxiliary as in the statement, or, if there isn't an auxiliary in the statement, they take **do/does** (present simple) or **did** (past simple). *Will plays hockey, doesn't he?*
- After affirmative statements, we use a negative question tag and after negative statements, we use a positive question tag. *Andrew is allergic to seafood, isn't he? They haven't given you an answer, have they?*
- When the sentence contains a word with a negative meaning such as **never**, **hardly**, **seldom** or **rarely**, the question tag is positive. *Pam never goes to the opera, does she?*

Note: **Let's** has the tag **shall we?**

Let's have some coffee, shall we?

Let me/him has the tag **will you/won't you?**

Let me explain, will you/won't you?

I have (possess) has the tag **haven't I?**

BUT I have (used idiomatically) has the tag **don't I?**

They have a boat, haven't they?

She has dinner with her friends every Saturday, doesn't she?

This/That is has the tag **isn't it?**

That's Sam's bike, isn't it?

I am has the tag **aren't I? I am late, aren't I?**

A positive imperative has the question tag **will/won't? Stop complaining, will/won't you?**

A negative imperative has the question tag **will you? Don't drive so fast, will you?**

The Indefinite Article a/an

- We use **a/an** with nouns when referring to an unspecified thing. *She bought a new laptop.*
- We use **a** before singular countable nouns which begin with a consonant sound (**a dog**, **a uniform**). We use **an** before singular countable nouns which begin with a vowel sound (**an orange**, **an hour**).
- We do not use **a/an** with uncountable or plural nouns. In these cases we use **some** (**some soup**, **some grapes**).

The **indefinite article** is used:

- with singular countable nouns. **a pencil**, **an apple**
- when we talk about things in general. *I want to buy an iPad.* (any iPad).

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- after the verb **to be** when we want to say what somebody/something is.
*She's **an** engineer. It's **a** beautiful day!*
- with certain phrases to show how often someone does something. *They go shopping **twice a month**.*

The **indefinite article** is not used:

- with uncountable or plural countable nouns. We use **some** instead. ***some** rice, **some** pasta, **some** CDs.*
- before an adjective when there is no noun after it. However, when there is a noun after the adjective, we use **a** for adjectives which begin with a consonant sound and **an** for adjectives which begin with a vowel sound.
*She **a** fashion model. She's **famous**. She's **a famous** fashion model.*

The Definite Article The

We use **the**:

- with **nouns** when talking about **something** specific, that is, when the noun is mentioned for a second time or is already known. *Are **the** red gloves yours?* (The listener knows what gloves we're talking about. The red ones.)
- with nouns which are **unique** (***the** moon, **the** Parthenon, **the** London Eye* etc).
- before the names of **rivers** (***the** Nile*), **seas** (***the** Aegean*), **oceans** (***the** Atlantic*), **mountain ranges** (***the** Alps*), **deserts** (***the** Gobi*), **groups of islands** (***the** Canary Islands*), **countries** when they include words such as 'state', 'kingdom', etc (***the** United States*) and nouns with of (***the** Tower of London*).
- before the names of **musical instruments** (***the** piano, **the** guitar*) and dances (***the** tango*).
- before the names of **hotels** (***the** Ritz Hotel*), **theatres/cinemas** (***the** Royal Opera House*), **ships** (***the** Titanic*), **organisations** (***the** UN*), **newspapers** (***the** Guardian Weekly*) and **museums** (***the** National British Museum*).
- before **nationalities** ending in **-sh** (***the** Turkish*), **-ch** (***the** Dutch*) or **-ese** (***the** Portuguese*) and **families** (***the** Simpsons*).
- before **titles** when the person's name is not mentioned (***the** Prince, **the** Prime Minister*).
- before the words **morning, afternoon** and **evening**. *She starts work at 8 o'clock in **the** afternoon.*
- with **adjectives** in the **superlative** form. *I'm **the** oldest in my family.*
- with the words **station, shop, cinema, village, world** etc. *She went to **the** shop to buy new clothes.*
- with **historical periods/events**. ***The** Middle Ages* BUT *World War II*.
- with the words **only, last, first** (used as adjectives). *She was **the** first runner to win a medal in the race.*

We don't use **the**:

- with **plural nouns** when we talk about them in **general**. *Dogs are loving animals.*
- before **proper names**. *Marta is twelve years old.*
- before the names of **countries** (*Italy*), **cities** (*Tokyo*), **streets** (*Wall street*), **parks** (*Hyde Park*), **mountains** (*Everest*), **islands** (*Hawaii*), **lakes** (*Loch Ness*) and **continents** (*Africa*).

- before the names of **meals**, (*dinner* etc) **games** and **sports** (*volleyball, football*). *I love having **lunch** early. /I play **tennis** at 7 every afternoon.*
- with the words **this/that/these/those**. ***This** hat is my mum's.*
- with **possessive adjectives** or the **possessive case**. *That isn't **your** pen. It's Jake's.*
- before **titles** when the **person's name** is mentioned. *Queen Elizabeth, Prince Harry* BUT *the Queen, the King*
- with the words **school, church, bed, hospital, prison** or **home** when we refer to the purpose for which they exist. *John goes to **school** every day.* (John is a student.) BUT *John's mum wants to go to **the** school to ask John's teacher about his marks.* (John's mum is a visitor, not a student.)
- with **languages**. *I speak **Turkish**.* BUT ***The** French language is difficult.*
- with **the names of illnesses**. *He's got **pneumonia**.* BUT *flu/**the** flu, measles/**the** measles*

Note: We use **the** + **adjective** to refer to a group of people. Examples include: *poor, rich, sick, old, blind, young* etc.
***The** old sometimes feel neglected.*

Reflexive/Emphatic Pronouns

I – myself, you – yourself, he – himself, she – herself, it – itself, we – ourselves, you – yourselves, they – themselves

We use **reflexive pronouns**:

- with verbs such as **behave, burn, cut, enjoy, hurt, introduce, kill, look at, teach** etc, or with prepositions when the subject and the object of the verb are the same person.
*He (subject) **introduced himself** (object) to everyone in the room.*
- in the following expressions: **enjoy yourself** (have a good time), **behave yourself** (be good), **help yourself** (you are welcome to take something if you want).
***Help yourself** to some cookies; I've made a fresh batch.*

We use **emphatic pronouns**:

- with the preposition **by** when we mean alone/without company or without help (on one's own).
*He lifted the heavy couch **by himself/on his own**.*
- to emphasise the subject or the object of a sentence.
***Cindy** drew this picture **herself**.* (Cindy drew the picture. No one else drew it.)
***Bob** was congratulated by the president **himself**.* (The president congratulated Bob, not someone else.)

- Notes:**
- We do not normally use reflexive pronouns with the verbs **concentrate, feel, meet, and relax**. If you don't feel well, go home. (NOT: *if you don't feel yourself well go home.*)
 - Reflexive pronouns are used with the verbs **dress, wash, and shave** when we want to show that someone did something with a lot of effort.
*Despite having a broken arm, Ron managed to **dress himself**.*

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MODULE 5

Reported speech

Direct speech is the exact words someone said. We use quotation marks in direct speech.

Reported speech is the exact meaning of what someone said, but not the exact words. We do not use quotation marks in reported speech. The word that can either be used or omitted after the introductory verb (say, tell, etc).

Say – Tell

- **say + no personal object**
Alex **said (that)** he was tired.
- **say + to + personal object**
Alex **said to me (that)** he was tired.
- **tell + personal object**
Alex **told me (that)** he was tired.
- we use **say + to-infinitive** but never **say about**. We use **tell sb, speak/talk about**.
Adam **said to meet** him outside the cinema.
She **told us/spoke/talked about** her future plans.

SAY	hello, good morning/afternoon, etc something/ nothing, so, a few words, no more, for certain/sure, sorry, etc.
TELL	the truth, a lie, a story, a secret, a joke, the time, the difference, one from another, somebody one's name, somebody the way, somebody so, someone's fortune, etc.
ASK	a question, a favour, the price, about somebody, the time, around, for something/somebody, etc.

Reported statements

- In reported speech, personal/possessive pronouns and possessive adjectives change according to the meaning of the sentence.
Sarah said, "I've lost **my** keys." (direct statement)
Sarah said (that) **she** had lost **her** keys. (reported statement)
- We can report someone's words either a long time after they were said (out-of-date reporting) or a short time after they were said (up-to-date reporting).

Up-to-date reporting

The tenses can either change or remain the same in reported speech.

Direct speech: Tony said, "I **went** to the theatre."

Reported speech: Tony said that he **went/had gone** to the theatre.

Out-of-date reporting

The introductory verb is in the past simple and the tenses change as follows:

DIRECT SPEECH	REPORTED SPEECH
Present simple → Past simple	
"I like cooking."	She said (that) she liked cooking.
Present continuous → Past continuous	
"He is reading a book."	He said (that) he was reading a book.
Present perfect → Past perfect	
"I have changed schools."	She said (that) she had changed schools.
Past simple → Past simple or Past perfect	
"We won the game."	They said (that) they won/had won the game.
Past continuous → Past continuous or Past Perfect continuous	
"I was surfing the Net."	She said (that) she was surfing/had been surfing the Net.
Will → Would	
"I will close the door."	He said (that) he would close the door.

- Certain words and time expressions change according to the meaning as follows: now → then, immediately; today → that day; yesterday → the day before, the previous day; tomorrow → the next/following day; this week → that week; last week → the week before, the previous week; next week → the week after, the following week; ago → before; here → there

Reported questions

- Reported questions are usually introduced with the verbs **ask, inquire, wonder**, or the expression **want to know**.
- When the direct question begins with a question word (**who, where, how, when, what**, etc), the reported question is introduced with the same question word.
"What did you put in the salad?" he asked. (direct question)
He asked **what** I had put in the salad. (reported question)
- When the direct question begins with an auxiliary (**be, do, have**) or a modal verb (**can, may**, etc), then the reported question is introduced with **if** or **whether**.
"Do you like jazz?" he asked her. (direct question)
He asked her **if/whether** she liked jazz. (reported question)
- In reported questions, the verb is in the affirmative. The question mark and words/expressions such as **please, well, oh**, etc are omitted. The verb tenses, pronouns and time expressions change as in statements.
"Can you do the dishes, please?" he asked her. (direct question)
He asked her if she could do the dishes. (reported question)

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Indirect questions

- **Indirect questions** are used to ask for advice or information. They are introduced with: *Could you tell me ...?*, *Do you know ...?*, *I wonder ...*, *I want to know ...*, *I doubt ...*, etc and the verb is in the affirmative. If the indirect question starts with *I want to know ...*, *I wonder ...* or *I doubt ...*, the question mark is omitted.

Direct question "How far is it to the beach?"

Indirect question *Do you know how far it is to the beach?*

Reported commands/requests/suggestions/orders

- **Reported commands/requests/suggestions** are introduced with a special introductory verb (**advise**, **ask**, **beg**, **suggest**, etc) followed by a **to-infinitive**, an **-ing form**, or a **that-clause**, depending on the introductory verb.
"Put your things over there," he told us. → *He told us to put our things over there.* (command)
"Return to your seat, please," she said. → *She asked me to return to my seat.* (request)
"Let's go to the movies," he said. → *He suggested going to the movies.* (suggestion)
"You'd better wear something warmer," she said. → *She suggested that I (should) wear something warmer.* (suggestion)
- To report orders or instructions, we use the verbs **order** or **tell** + **sb** + **(not) to-infinitive**.
"Stop talking," she told them. (direct order)
She told them to stop talking. (reported order)
"Don't move," the policeman told the thief. (direct order)
The policeman ordered the thief not to move. (reported order)

Modal verbs in reported speech

Note how the following modal verbs change in reported speech when the reported sentence is out of date. **will/shall** → **would**, **can** → **could** (present reference)/**would be able to** (future reference), **may** → **might/could**, **shall** → **should** (asking for advice/asking for information)/**offer** (expressing offers), **must** → **must/had to** (obligation) (***must** remains the same when it expresses possibility or deduction), **needn't** → **didn't need to/didn't have to** (present reference)/**wouldn't have to** (future reference). **Would**, **could**, **used to**, **mustn't**, **should**, **might**, **ought to** or **had better** remain unchanged in reported speech.

DIRECT SPEECH	REPORTED SPEECH
He said, "I will call you later."	→ He said (that) he would call me later.
He said, "I can't do this."	→ He said (that) he couldn't do that. (present)
He said, "I can come next week."	→ He said (that) he would be able to come the following week. (future)
He said, "I may leave early."	→ He said (that) he might leave early.
He said, "Where shall I put this?"	→ He asked me where he should put that. (information)
He said, " Shall I offer to help her?"	→ He asked (me) if he should offer to help her. (advice)
He said, " Shall I help you carry the bags?"	→ He offered to help me carry the bags. (offer)
He said, "You must be here at 10."	→ He said (that) I had to be there at 10. (obligation)
He said, "They must be at work."	→ He said (that) they must be at work. (deduction)
He said, "He had better tell the truth."	→ He said (that) he had better tell the truth.
He said, "You needn't walk the dog today."	→ He said (that) I didn't need to/didn't have to walk the dog that day.
He said, "I needn't go to school tomorrow."	→ He said (that) he wouldn't have to go to school the next/following day. (future)
He said, "I should apologise to her."	→ He said (that) he should apologise to her.

Grammar Reference

SPECIAL INTRODUCTORY VERBS		
Introductory Verb	Direct Speech	Reported Speech
+ to-inf agree demand offer promise refuse threaten claim	<i>"Yes, I'll give you a lift."</i> <i>"Show me some proof!"</i> <i>"Would you like me to make you some coffee?"</i> <i>"I'll come on time."</i> <i>"No, I won't play with you."</i> <i>"Leave or I'll call the police."</i> <i>"I saw her break into the house."</i>	→ He agreed to give me a lift. → He demand to be shown some proof. → He offered to make me some coffee. → He promised to come on time. → He refused to play with me. → He threatened to call the police if I didn't leave. → He claimed to have seen her break into the house.
+ sb + to-inf advise allow ask beg command encourage forbid instruct invite sb order permit/allow remind urge warn want	<i>"You should get more sleep."</i> <i>"You can stay at your friend's."</i> <i>"Please, turn the TV off."</i> <i>"Please, stop making fun of me."</i> <i>"Get out of my office!"</i> <i>"Go ahead, try it."</i> <i>"You mustn't stay out late."</i> <i>"Type in your password."</i> <i>"Would you like to go to the beach with us?"</i> <i>"Go to your room!"</i> <i>"You may sit here."</i> <i>"Don't forget to lock the door."</i> <i>"Be careful."</i> <i>"Don't run around the pool."</i> <i>"I'd like you to take extra lessons."</i>	→ He advised me to get more sleep. → He allowed me to stay at my friend's. → He asked me to turn off the TV. → He begged me to stop making fun of him. → He commanded me to get out of his office. → He encouraged me to try it. → He forbade me to stay out late. → He instructed me to type in my password. → He invited me to go to the beach with them. → He ordered me to go to my room. → He permitted/allowed me to sit there. → He reminded me to lock the door. → He urged me to be careful. → He warned me not to run around the pool. → He wanted me to take extra lessons.
+ -ing form accuse sb of apologise for admit (to) boast about complain to sb about deny insist on suggest + -ing form	<i>"You ruined my jacket!"</i> <i>"I'm sorry I was rude."</i> <i>"Yes, I broke the vase."</i> <i>"I cook better than all of you."</i> <i>"You never take my side."</i> <i>"No, I didn't lie."</i> <i>"You must leave now."</i> <i>"Let's have some juice."</i>	→ He accused me of ruining/having ruined his jacket. → He apologised for being/having been rude. → He admitted (to) breaking/having broken the vase. → He boasted about cooking better than all of us. → He complained to me about my never taking his side . → He denied lying/having lied . → He insisted on me/my leaving immediately. → He suggested having some juice.
+ that-clause agree boast claim complain deny exclaim explain inform sb promise suggest	<i>"Yes, it is a good solution."</i> <i>"I'm an excellent driver."</i> <i>"I came first in the race."</i> <i>"You never do any chores."</i> <i>"I never said that."</i> <i>"It's fantastic!"</i> <i>"It is a very easy recipe."</i> <i>"Your request was rejected."</i> <i>"I'll do the shopping."</i> <i>"You should leave early."</i>	→ He agreed that it was a good solution. → He boasted that he was an excellent driver. → He claimed that he had come first in the race. → He complained that I never did any chores. → He denied that he had ever said that. → He exclaimed that it was fantastic. → He explained that it was a very easy recipe. → He informed me that my request had been rejected. → He promised that he would do the shopping. → He suggested that I leave early.
explain to sb + how	<i>"This is how you make an espresso."</i>	→ He explained to me how to make an espresso.
wonder where/what/why/how + clause (when the subject of the introductory verb is not the same as the subject in the reported question) wonder + whether + to-inf or clause	<i>He asked himself, "Where is Tom?"</i> <i>He asked himself, "What is she doing?"</i> <i>He asked himself, "Why are they here?"</i> <i>He asked himself, "How did she do that?"</i> <i>He asked himself, "Should I hire her?"</i>	→ He wondered where Tom was. → He wondered what she was doing. → He wondered why they were there. → He wondered how she had done that. → He wondered whether to hire her.
wonder where/what/how + to-inf (when the subject of the infinitive is the same as the subject of the verb)	<i>He asked himself, "Where should I go?"</i> <i>He asked himself, "What can I eat?"</i> <i>He asked himself, "How can I fix this?"</i>	→ He wondered where to go. → He wondered what to eat. → He wondered how to fix that.

Clauses of time

- Clauses of time are introduced by: **after, as, as long as, as soon as, before, by the time** (= before, not later than), **every time, immediately, just as, once, the moment (that), until/till** (= up to the time when), **when, while**, etc.
*They waited for three hours **before** the bus finally arrived.*
- When the verb of the **main clause** is in a **present** or **future** form, the verb of the **time clause** is in the **present** form, and when the verb of the **main clause** is in a **past** form too. We don't use **will/would** in a clause of time.
*I'll call you **as soon as** I get home. (NOT: ~~as soon as I will get~~)*
- When the time clause precedes the main clause, a comma is used. When the time clause follows, no comma is used.
***When** you see him tell him to call me.*
BUT
*Tell him to call me **when** you see him.*

Linking Words

Linking words show the logical relationship between sentences or parts of a sentence.

Positive Addition

and, both ... and, too, besides (this/that), moreover, what is more, in addition (to), also, as well (as this/that), furthermore, etc.

*She is **both** creative **and** imaginative.*

Negative Addition

neither ... nor, nor, neither, either

***Neither** Mum **nor** Dad can use a computer.*

Contrast

but, although, in spite of, despite, while, whereas, even though, on the other hand, however, yet, still, etc.

*Beth is **hardworking**, **but** not very social.*

Giving Examples

such as, like, for example, for instance, especially, in particular, etc. – *I like all James Bond films, **especially** 'Never say never'.*

Cause/Reason

as, because, because of, since, for this reason, due to, so, as a result (of), etc.

*They were late **because** their car broke down.*

Condition

if, whether, only if, in case (of), provided (that), providing (that), unless, as/so long as, otherwise, or (else), on condition (that), etc.

*I'll lend you my car **provided** you drive carefully.*

Purpose

to, so that, so as (not) to, in order (not) to, in order that, etc.

*I went to bed early **so that** I wouldn't be tired during the exam.*

Effect/Result

such/so ... that, so, consequently, as a result, therefore, for this reason, etc.

*It snowed all day, **therefore** we didn't go out of the house.*

Time

when, whenever, as, as soon as, while, before, until/till, after, since, etc.

*I'll leave **when** I'm ready.*

Place

where, wherever

*I'd like to live in a place **where** it's quiet and remote.*

Exception

except (for), apart from

*Everyone attended the meeting, **apart from** Dennis.*

Relatives

who, whom, whose, which, what, that

*The woman over there is the one **who** lives across the street.*

Listing Points/Events

To begin: **initially, first, at first, firstly, to start/begin with, first of all**, etc. – ***First**, heat the oil.*

To continue: **secondly, after this/that, second, afterwards, then, next**, etc.

***Then**, pour the ingredients into the hot oil.*

To conclude: **finally, lastly, in the end, at last, eventually**, etc. – ***Finally**, serve the food.*

Summarising

in conclusion, in summary, to sum up, on the whole, all in all, altogether, in short, etc.

***All in all**, I enjoyed the film, although I found the plot hard to follow at times.*

MODULE 6

Causative form

- We use **have + object + past participle** to say that we have arranged for someone to do something for us. *Mr Benson **had** his house **painted**.* (He didn't paint it himself.)
- Questions and negations in the causative are formed with **do/does** (present simple) or **did** (past simple) + **have + object + past participle**.
*When **did** you **have** your hair cut?*

	ACTIVE	CAUSATIVE
Present Simple	He paints his room.	He has his room painted .
Present Continuous	He is painting his room.	He is having his room painted .
Past Simple	He painted his room.	He had his room painted .
Past Continuous	He was painting his room.	He was having his room painted .
Present Perfect Simple	He has painted his room.	He has had his room painted .
Past Perfect	He had painted his room.	He had had his room painted .
Simple Future	He will paint his room.	He will have his room painted .

Note: • We also use the causative form to say that something unpleasant or unexpected happened to somebody. *Steven **had** his laptop **stolen** last week.*

Grammar Reference

- We can use **get** instead of **have** only in informal conversation. *You should **get** those jeans shortened.*

Logical Assumptions/Deductions (**must, may/might, can't**)

- Must** = almost certain that this is/was true *This diamond ring **must** be very expensive. Jim isn't home; he **must** have left for football practice.* (I'm sure/certain that sth is true.)
- May/Might/Could** = possible that this is/was true *I have the day off tomorrow, so I **might** visit some friends. He **may** have sent the invitation to the wrong address; you'd better check.* (It is possible./It is likely./Perhaps.)
- Can't/Couldn't** = almost certain that this is/was impossible *This **can't** be Joe's car; he sold his a month ago. She **couldn't** have made this delicious cake; she's hopeless at baking.* (I'm sure that sth isn't true, real, etc.)

Infinitive

The **to-infinitive** is used:

- to express **purpose**. *He's **saving** money to buy a car.*
- after certain verbs that refer to the future (**agree, appear, decide, expect, hope, plan, promise, refuse**, etc.). *I **promise** to return the money soon.*
- after **would like, would prefer, would love**, etc to express a specific preference. *I **would love** to go to the theatre tonight.*
- after adjectives which describe **feelings/emotions** (**happy, glad, sad**, etc), express **willingness/unwillingness** (**eager, reluctant, willing**, etc) or refer to a **person's character** (**clever, kind**, etc); and the adjectives **lucky** and **fortunate**. *He's always **eager** to help out.*
- after **too/enough**. *It is **too** cold to go swimming.*
- in the expressions **to tell you the truth, to be honest, to sum up, to begin with**, etc. *To **tell** you the truth, I didn't really think they'd win.*

TENSES OF INFINITIVE

	Active voice	Passive voice
Present	(to) play	(to) be played
Present Cont.	(to) be playing	—
Perfect	(to) have played	(to) have been played
Perfect Cont.	(to) have been playing	—

present simple/will → **present infinitive**

present continuous/future continuous → **present continuous infinitive**

past simple/present perfect/past perfect → **perfect infinitive**

past continuous/present perfect continuous/past perfect continuous → **present perfect continuous**

The **infinitive without to** (bare infinitive) is used:

- after **modal verbs**. *He **should** see a doctor.*
- after the verbs **let, make, see, hear** and **feel**. *They **made** him **pay** extra. BUT we use the **to-infinitive** after **be made, be heard, be seen**, etc (passive form). *He **was made** to pay extra.**

- after **had better** and **would rather**. *You **had better** book early.*
- help** can be followed by the **to-infinitive** or the infinitive without **to**. *I **helped** her (to) move the sofa.*

Difference in meaning between the to-infinitive and -ing form

Some verbs can take either the **to-infinitive** or the **-ing** form with a change in meaning.

- forget + to-infinitive** = **not remember**
*He **forgot** to take his wallet with him.*
- forget + -ing form** = **not recall**
*I'll never **forget** skiing down the Alps.*
- remember + to-infinitive** = **not forget**
*Did you **remember** to wish Sue a happy birthday?*
- remember + -ing form** = **recall**
*I **remember** going bungee jumping for the first time.*
- mean + to-infinitive** = **intend to**
*I didn't **mean** to hurt her feelings.*
- mean + -ing form** = **involve**
*If we go there by car, it will **mean** spending a lot on petrol.*
- regret + to-infinitive** = **be sorry to** (normally used in the present simple with verbs such as **say, tell, inform**)
*I **regret** to inform you that your flight is delayed.*
- regret + -ing form** = **feel sorry about**
*I **regret** spending so much money.*
- try + to-infinitive** = **attempt, do one's best**
*I **tried** to open the drawer but it was stuck.*
- try + -ing form** = **do something as an experiment**
*He should **try** cutting down on fatty foods.*
- stop + to-infinitive** = stop temporarily in order to do something else
*On our way to the beach, we **stopped** to take some photos.*
- stop + -ing form** = finish doing something
*He **stopped** talking when the teacher walked in.*

Clauses (purpose/result/reason/manner)

Clauses of Purpose

The **clauses of purpose** are used to explain why somebody does something.

We can express **positive purpose** using:

- to + infinitive** *He's studying **to be** an architect.*
- in order to/so as to + infinitive** (formal)
*She left early **so as to** (be) on time.*
- so that/in order that + can/will** (present/future reference)
*I'll write down my PIN number **so that/in order that** I will remember it at all time.*
- so that/in order that + could/would** (past reference)
*I drove my car to work **so that/in order that** I could be on time for the meeting.*
- in case + present tense** (present/future reference)
*Take some cash with you **in case** you need it.*

Grammar Reference

- **in case + past tense** (past reference)
*She took an umbrella **in case** it rained.*
- Note:** **in case** is never used with **will** or **would**.
*I'll pack some juice for the picnic, **in case** we **are** thirsty later. (NOT: ... **we will be**)*
- **for + noun** (expresses the purpose of an action)
*I've bought a new camera **for photography class**.*
- **for + -ing form** (expresses the purpose of something or its function)
*This cream is used **for polishing** silver.*
- **with a view to + -ing form**
*They started saving up **with a view to** buying a car.*

We can express **negative purpose** using:

- **in order not to/so as not to + infinitive**
*He asked for a ride **in order not to/so as not to** be late.*
- Note:** We never use **not to** to express negative purpose.
- **prevent + noun/pronoun (+ from) + -ing form**
*They put up notices to **prevent people (from)** walking on the grass.*
- **avoid + -ing form**
*He bought a GPS to **avoid getting** lost.*
- **so that + can't/won't** (present/future reference)
*I'll call her **so that** she **won't** feel lonely.*
- **so that + couldn't/wouldn't** (past reference)
*She took a taxi **so that** she **wouldn't** be late for the meeting.*

- Notes:**
- **Clauses of Purpose** should not be confused with **clauses of result**.
Clauses of Purpose are introduced with **so that/in order that** ...
*He studied hard **so that** he would pass the exam. (this shows purpose)*
Clauses of Result are introduced with **so/such** ... **that**
 - **Clauses of Purpose** follow the rule of the sequence of tenses the same way that **Time Clauses** do.
*I'll turn the lights on **so that** I can see clearer.*
*I took a jacket with me **so that** I **wouldn't** get cold.*

Clauses of Result

The **clauses of result** are used to express result. They are introduced with the following words/phrases:

- **as a result/therefore/consequently/as a consequence**
*He was ill. **As a result/Therefore/Consequently/As a consequence**, he didn't go to work.*
- **such a/an + adjective + singular countable noun ... that**
*He's **such a rude person that** nobody likes him.*
- **such + adjective + plural/uncountable noun ... that**
*They lived in **such terrible conditions that** the local community decided to build them a house.*
*We were having **such bad weather that** we decided to postpone the picnic.*
- **such a lot of + plural/uncountable noun ... that**
*There were **such a lot of people** at the restaurant **that** we couldn't get a table. There was **such a lot of snow that** he couldn't move his car.*
- **so + adjective/adverb ... that**
*The book was **so boring that** I couldn't keep my eyes open. She sings **so beautifully that** I listen to her for hours.*

- **so + adjective + a(n) + noun ... that**
*It was **so bad a day that** we stayed in.*
- **so much/little + uncountable noun ... that**
*He spends **so little** time studying **that** he'll fail his exams.*
*He had **so much luggage that** he couldn't carry it.*
- **so many/few + plural noun ... that**
*There are **so many applicants for the job that** I don't think I'll get the job.*
*There are **so few tickets left that** we'll be lucky to find any.*

Clauses of Reason

The **clauses of reason** are used to express the reason for something. They are introduced with the following words/expressions: **because, as/since, the reason for/why, because of/on account of/due to, now (that), for**, etc.

- **because**
*I didn't invite him **because** I don't like him.*
***Because** I don't like him, I didn't invite him.*
- **as/since** (= because)
*We can't visit Stella **as/since** she's away on holiday.*
***As/Since** she's away on holiday, we can't visit Stella.*
- **the reason for + noun/-ing form**
***The reason for his delay** was the stormy weather.*
***The reason for his being** late was the stormy weather.*
the reason why + clause
***The reason why** he was late was **the reason why** he was late.*
***The reason why** he was late was the accident on the motorway.*
- **because of/on account of/due to + noun**
*Some power lines fell down **because of/on account of/due to** strong winds.*
- **because of/on account of/due to the fact that + clause**
*They couldn't concentrate **because of/on account of/due to the fact that** there was a lot of noise.*
- **now (that) + clause**
***Now (that)** we have graduated we can get a job.*
- **for** (= because) (formal written style) A clause of reason introduced with **for** always comes after the main clause.
*She was very quiet all day, **for** she had a lot on her mind.*

Clauses of Manner

The **clauses of manner** are introduced with **as, how, as if/as though, (in) the way (that), (in) the same way (as)** and are used to express the way in which something is done/said, etc.

- We use **as if/as though** after the verbs **act, appear, be, behave, feel, look, seem, smell, sound, taste** to say how somebody or something looks, behaves, etc.
*The air is humid. It **feels as if/as though** it's going to rain.*
We also use **as if/as though** with other verbs to say how somebody does something.
*She sounds **as if/as though** she's really hurt by what you said.*
- We use **as if/as though + past tense** although we refer to the present when we are talking about an unreal present situation. **Were** can be used instead of **was** in all persons.
*He acts **as if/as though** he knew everything. (but he doesn't)*
*He behaves **as if/as though** he were a child. (but he isn't)*

Grammar Reference

- We can also use **as** in **clauses of manner** to mean 'in the way that'.

*Try to do it **as** I've showed you.*

Note: We can use **like** instead of **as** **if/as though** in spoken English.

*You look **like** you need a holiday.* (informal spoken English)

Inversion

modal/auxiliary verb + subject + main verb

We use **inversion**:

- in questions.
Can you come to the meeting?
- after the following words or expressions, when they come at the beginning of a sentence.

Seldom	Only in this way
Rarely	Only then
Little	Hardly (ever) ... when
Barely	No sooner ... than
Nowhere (else)	Not only ... but (also)
Never (before)	Not until
Not (even) once	In no way
On no account	In/Under no circumstances
Only by	So/Such
	Not since, etc.

***Never (before)** have I watched such an interesting film.*

***Not only** did I write the report **but I (also)** sent it to the manager.*

***Seldom** does this restaurant get so crowded.*

BUT

*This restaurant **seldom** gets so crowded.* (There is no inversion because the word **seldom** does not come at the beginning of the sentence.)

Note: When the expressions **only after**, **only by**, **only if**, **only when**, **not until/till** come at the beginning of a sentence, the inversion is in the main clause.

***Only after** I waved to him **did he** speak to me.*

***Only if** you speak English **will he** understand you.*

- with so**, **neither**, **nor**, as to express agreement.
"I love fresh fruits." "So do I." (We use "so" to agree with an affirmative statement.)
*She was an excellent singer, **as was her mother**/and **so was her mother**.*
"Neither/Nor can I." (We use "neither/nor" to agree with a negative statement.)
*"I don't speak Spanish well. **Neither/Nor do I**."*
- with should**, **were**, **had** when they come at the beginning of an if-clause of "if".
Type 1: *Should he call, tell him to come here.* (= If he should call ...)
Type 2: *Were I you, I would go to the doctor.* (= If I were you ...)
Type 3: *Had I been invited, I would have gone to the wedding reception.* (= If I had been invited ...)

main verb + subject

It is used in the following cases:

- after verbs of movement or adverbial expressions of place when they come at the beginning of a sentence.

***Inside the house** ran the little boy.*

***On the sofa** slept the cat.*

***Here** comes the bride.*

***There** goes the last bus.*

If the subject is a pronoun, there is no inversion.

***Here** he is.* (NOT: ~~Here is he.~~)

***Off** you go.* (NOT: ~~Off go you.~~)

- in direct speech when the subject of the introductory verb is a noun.

*"I love comedies," **said Jenny**.*

*(or ... **Jenny** said.)*

*"Open your notebooks," **said the teacher**.*

*(or ... **the teacher** said.)*

BUT *"What can I do for you?" **he** asked.*

(NOT: ~~asked she~~, because the subject of the introductory verb is a pronoun.)

Rules for Punctuation

Capital Letters

A capital letter is used:

- to begin a sentence.
Here we are.
- for days of the week, months and public holidays.
Friday, August, New Year
- for names of people and places.
My teacher's name is Sally and she's from Chester, Vermont.
- for people's titles.
Mr and Mrs Parker; Dr Mortimer; Professor Riggs; etc.
- for nationalities and languages.
They are Chilean.
He's fluent in German and Russian.

Note: The personal pronoun I is always a capital letter. *Gus and I are going on holiday together.*

Full stop (.)

A full stop is used:

- to end a sentence that is not a question or an exclamation.
We're having a great time. You can never get bored here in Rio.
- after abbreviations. *Mr Jones is a great teacher.*

Comma (,)

A comma is used:

- to separate words in a list.
We need sugar, milk, tomatoes and apple juice.
- to separate a non-essential relative clause (i.e. a clause giving extra information which is not essential to the meaning of the main clause) from the main clause.
Tony, who is a doctor, lives in Africa.
- after certain joining words/transitional phrases (e.g. in addition to this, moreover, for example, however, in conclusion, etc).
Moreover, Jenny is very patient with children.
- when if-clauses or other dependent clauses begin with compound or complex sentences.
If you have any questions, don't hesitate to ask.
Note: No comma is used, however, when they follow the main clause.
- to separate tag questions from the rest of the sentence.
Mr Stevens is your maths teacher, isn't he?
- before the words asked, said, etc when followed by direct speech.
"Turn down the music," said Sarah.

Question Mark (?)

A question mark is used:

- to end a direct question.
Where are the children?

Exclamation Mark (!)

An exclamation point is used:

- to end an exclamatory sentence (i.e. a sentence showing admiration, surprise, joy, anger, etc).
That's a lie!
What awful weather!

Quotation Marks (' ' " ")

Single quotes are used:

- when you are quoting someone in direct speech (nested quotes).
"Then Helen said, 'Are you sure this is the right address?'"

Double quotes are used:

- in direct speech to report the exact words someone said.
"What's your name?" she asked him.

Colon (:)

A colon is used:

- to introduce a list.
There were three of us on the boat: my brother, my cousin Lyn and me.

Brackets ()

Brackets are used:

- to separate extra information from the rest of the sentence.
The most popular newspapers (i.e. The New York Times, The Observer, etc) can be found almost anywhere in the world.

Apostrophe (')

An apostrophe is used:

- in short forms to show that one or more letters or numbers have been left out.
I'm (= I am) writing to complain about ...
She left for Italy in the winter of '98. (=1998)
- before or after the possessive -s to show ownership or the relationship between people.
Tom's car, my friend's husband (singular noun + 's)
my parents' friends (plural noun + ')
women's dresses (irregular plural + 's)

American English – British English Guide

American English	British English	American English	British English
A account airplane anyplace/anywhere apartment	bill/account aeroplane anywhere flat	P pants/trousers panty hose/nylons parking lot pavement pedestrian crossing (potato) chips public school purse	trousers tights car park road surface zebra crossing crisps state school handbag
B bathrobe bathtub bill billion=thousand million busy (phone)	dressing gown bath banknote billion=million million engaged (phone)	R railroad rest room	railway toilet/cloakroom
C call/phone can candy check closet connect (telephone) cookie corn crazy	ring up/phone tin sweets bill (restaurant) wardrobe put through biscuit sweetcorn, maize mad	S sales clerk/sales girl schedule shorts (underwear) sidewalk stand in line store, shop subway	shop assistant timetable pants pavement queue shop underground
D desk clerk dessert downtown drapes drugstore/pharmacy duplex	receptionist pudding/dessert/sweet (city) centre curtains chemist's (shop) semi-detached	T truck two weeks	lorry, van fortnight/two weeks
E eggplant elevator	aubergine lift	V vacation vacuum (v.) vacuum cleaner vest	holiday(s) hoover hoover waistcoat
F fall faucet first floor, second floor, etc flashlight French fries front desk (hotel)	autumn tap ground floor, first floor, etc torch chips reception	W with or without (milk/cream in coffee)	black or white
G garbage/trash garbage can gas gas station grade	rubbish dustbin/bin petrol petrol station/garage class/year	Y yard	garden
I intermission intersection	interval crossroads	Z (pronounced, "zee") zero zip code	(pronounced, "zed") nought postcode
J janitor	caretaker/porter	Grammar	
K kerosene	paraffin	He <u>just went</u> out./ He <u>has just gone</u> out.	He <u>has just gone</u> out.
L lawyer/attorney line lost and found	solicitor queue lost property	Hello, is <u>this</u> Steve?	Hello, is <u>that</u> Steve?
M mail make a reservation motorcycle movie movie house/theater	post book motorbike/motorcycle film cinema	<u>Do you have</u> a car?/ <u>Have you got</u> a car?	<u>Have you got</u> a car?
N newsstand	newsagent	Spelling	
O office (doctor's/dentist's) one-way (ticket) overalls	surgery single (ticket) dungarees	aluminum analyze center check color honor jewelry practice(n,v) program realize tire travel(l)er	aluminium analyse centre cheque colour honour jewellery practice(n) practise(v) programme realise tyre traveller
Expressions with prepositions and particles			
different <u>from</u> /than live <u>on</u> X street <u>on</u> a team <u>on</u> the weekend Monday <u>through</u> Friday		different <u>from/to</u> live <u>in</u> X street <u>in</u> a team <u>at</u> the weekend Monday <u>to</u> Friday	

Vowels

a	/eə/	care, rare, scare, dare, fare, share
	/ei/	name, face, table, lake, take, day, age, ache, late, snake, make
	/æ/	apple, bag, hat, man, flat, lamp, fat, hand, black, cap, fan, cat, actor, factor, manner
	/ɔ:/	ball, wall, call, tall, small, hall, warn, walk, also, chalk
	/ɒ/	want, wash, watch, what, wasp
	/ə/	alarm, away, America
	/ɑ:/	arms, dark, bar, star, car, ask, last, fast, glass, far, mask
e	/e/	egg, end, hen, men, ten, bed, leg, tell, penny, pet, bell, pen, tent
i	/i/	in, ill, ink, it, is, hill, city, sixty, fifty, lip, lift, silly, chilly
	/ai/	ice, kite, white, shine, bite, high, kind
o	/oʊ/	home, hope, bone, joke, note, rope, nose, tone, blow, know, no, cold
	/ɒ/	on, ox, hot, top, chop, clock, soft, often, box, sock, wrong, fox
	/aʊ/	owl, town, clown, how, brown, now, cow
oo	/ʊ/	book, look, foot
	/u:/	room, spoon, too, tooth, food, moon, boot
	/ʌ/	blood, flood
	/ɔ:/	floor, door
u	/ɜ:/	turn, fur, urge, hurl, burn, burst
	/ʌ/	up, uncle, ugly, much, such, run, jump, duck, jungle, hut, mud, luck
	/ʊ/	pull, push, full, cushion
	/ij/	unique, union
y	/ai/	sky, fly, fry, try, shy, cry, by

Consonants

b	/b/	box, butter, baby, bell, bank, black
c	/k/	cat, coal, call, calm, cold
	/s/	cell, city, pencil, circle
d	/d/	down, duck, dim, double, dream, drive, drink
f	/f/	fat, fan, first, food, lift, fifth
g	/g/	grass, goat, go, gold, big, dog, glue, get, give
	/dʒ/	gem, gin, giant
h	/h/	heat, hit, hen, hand, perhaps BUT hour, honest, dishonest, heir
j	/dʒ/	jam, just, job, joke, jump
k	/k/	keep, king, kick
l	/l/	lift, let, look, lid, clever, please, plot, black, blue, slim, silly

m	/m/	map, man, meat, move, mouse, market, some, small, smell, smile
n	/n/	next, not, tenth, month, kind, snake, snip, noon, run
p	/p/	pay, pea, pen, poor, pink, pencil, plane, please
q	/kw/	quack, quarter, queen, question, quiet
r	/r/	rat, rich, roof, road, ready, cry, grass, bring, fry, carry, red, read
s	/s/	sit, set, seat, soup, snow, smell, glass, dress, goose
	/z/	houses, cousin, husband
t	/t/	two, ten, tooth, team, turn, tent, tool, trip, train, tree
v	/v/	veal, vet, vacuum, vote, arrive, live, leave, view
w	/w/	water, war, wish, word, world
y	/j/	youth, young, yes, yacht, year
z	/z/	zoo, zebra, buzz, crazy

Diphthongs

ea, ee	/eə/	ear, near, fear, hear, clear, year, dear, beer, cheer, deer
	/i:/	eat, each, heat, leave, clean, seat, neat, tea, keep, feed, free, tree, three, bee
ei	/ei/	eight, freight, weight, vein
	/ai/	height
ai	/ei/	pain, sail, tail, main, bait, fail, mail
ea	/eə/	pear, wear, bear
	/ɜ:/	earth, pearl, learn, search
ie	/ai/	die, tie, lie
ou	/ʌ/	tough, touch, enough, couple, cousin, trouble
	/aʊ/	mouse, house, round, trout, shout, doubt
oi	/ɔ:/	oil, boil, toil, soil, coin, choice, voice, join
oy	/ɔ:/	boy, joy, toy, annoy, employ
ou	/ɔ:/	court, bought, brought
au	/ɔ:/	naughty, caught, taught

Double letters

sh	/ʃ/	shell, ship, shark, sheep, shrimp, shower
ch	/tʃ/	cheese, chicken, cherry, chips, chocolate
ph	/f/	photo, dolphin, phone, elephant
th	/θ/	thief, throne, three, bath, cloth, earth, tooth
	/ð/	the, this, father, mother, brother, feather
ng	/ŋ/	thing, king, song, sing
nk	/ŋk/	think, tank, bank

Word Formation

- **Prefixes** are syllables which we add before certain words to form new words. The meaning of the new word depends on the prefix that has been used.

anti- = against (*anti-social*)

bi- = two (*bi-monthly*)

co- = with (*co-star*)

counter- = in the opposite direction (*counter-argument*)

ex- = previous, former (*ex-wife*)

inter- = between (*intercontinental*)

mis- = done wrongly or badly (*misjudge*)

mono- = one (*monorail*)

multi- = many (*multimedia*)

non- = not (*non-verbal*)

out- = more, better (*outrun*)

over- = (done) to a great extent (*overcook*)

post- = after (*post-war*)

pre- = before (*pre-war*)

pro- = in favour of (*pro-European*)

re- = again (*redo*)

semi- = half (*semi-circle*)

sub- = under, less (*sub-zero*)

super- = big, more (*superhuman*)

trans- = (travel) from one side, group etc to another (*transatlantic*)

tri- = three (*tripod*)

under- = not enough (*underdeveloped*)

uni- = one (*unidirectional*)

The prefixes below are used to express opposite meanings.

de- *deforest, desensitise*

dis- *disagree, dissimilar*

in- *insincere, incomplete* BUT **il-** (before l)

illegible im- (before b, m, p) *impolite,*

imbalance BUT *unpopular ir-* (before r)

irrational

non- BUT *unrest, unrestricted*

un- *non-existent, non-stop*

uncomfortable, unlucky

Some prefixes are added to words to form verbs.

en- *rich – enrich*

BUT **em-** (before b, m, p) *power – empower*

- **Suffixes** are syllables which we add to the end of certain words to form new words.

– **Nouns referring to people**

• verb + **-er/-or/-ar** (*drive – driver, conduct – conductor, lie – liar*)

• noun/verb/adjective + **-ist** (*novel – novelist, cycle – cyclist, social – socialist*)

• verb + **-ant/-ent** (*claim – claimant*)

• noun + **-an/-ian** (*Rome – Roman, politic – politician*)

• verb + **-ee** (passive meaning) (*escape – escapee*)

– **Nouns formed from verbs**

-age *break – breakage*

-al *arrive – arrival*

-ance *perform – performance*

-ation *represent – representation*

-ence *confide – confidence*

-ion *complete – completion*

-ment *pay – payment*

-sion *extend – extension* (verbs ending in -d/-t)

-sis *diagnose – diagnosis*

-tion *delete – deletion*

-ure *seize – seizure*

-y *discover – discovery*

– **Nouns formed from adjectives**

-ance *arrogant – arrogance*

-cy *accurate – accuracy*

-ence *confident – confidence*

-ion *perfect – perfection*

-iness *happy – happiness*

-ness *shy – shyness*

-ity *equal – equality*

-ty *safe – safety*

-y *jealous – jealousy*

– **Adjectives formed from nouns**

-ous *courage – courageous*

-al *person – personal*

-ic *hygiene – hygienic*

-ical *myth – mythical*

-ish *girl – girlish*

-ive *excess – excessive*

-ful (with) *meaning – meaningful*

-less (without) *meaning – meaningless*

-ant *importance – important*

-able *comfort – comfortable*

-y *hand – handy*

-ly *time – timely*

– **Adjectives formed from verbs**

-able *count – countable*

-ible *comprehend – comprehensible*

(verbs ending in -d/-t)

-ive *dismiss – dismissive*

-ate *consider – considerate*

-ent *depend – dependent*

– **Verbs formed from adjectives**

-en *bright – brighten*

-ise *immobile – immobilise*

– **Verbs formed from nouns**

-en *length – lengthen*

Word Formation

Use the word given in capitals to form a word that fits in the gap.

- 1 The magazine comes out every other week, so it is WEEK
- 2 You have to leave the clay to for at least two hours. HARD
- 3 These shoes are very I can wear them all day long. COMFORT
- 4 Can you take the meat out of the freezer so it can, please? FROST
- 5 There was extensive of the royal wedding in the media. COVER
- 6 The doctor told him to take his every six hours. MEDICATE
- 7 Mr Harris handed in his due to personal reasons. RESIGN
- 8 Swine flu is an disease and can spread very quickly. INFECTION
- 9 I think Meryl Streep is an actress. EXCEL
- 10 When did end in the USA? SLAVE
- 11 Can I please talk to the of the hotel? MANAGE
- 12 J K Rowling is the of the Harry Potter books. WRITE
- 13 We went to see the Cats in the West End on Friday. MUSIC
- 14 She had no problems during her PREGNANT
- 15 Darren knocked the vase over ACCIDENT
- 16 I find your behaviour completely Please apologise! ACCEPTABLE
- 17 My mum this dress for me. It was too long SHORT
- 18 Playing team sports teaches you how to with others. OPERATE
- 19 Don't believe a word she says as she's of telling the truth. CAPABLE
- 20 The boss decides to give all his a raise. EMPLOY
- 21 I have a dentist's in the afternoon. APPOINT
- 22, he didn't know anything about the earthquake. APPARENT
- 23 He has no friends and feels very LONE
- 24 She has working hours, which helps her take care of her children. FLEX
- 25 We had to all the words of the poem. MEMORY
- 26 What are you looking for? EXACT
- 27 I'm surprised by his as he is usually polite to people. RUDE
- 28 Scientists have discovered the of a new dwarf planet. EXIST
- 29 The company were surprised by how few there were for the job. APPLY
- 30 Mrs Holland gave a very generous to the charity. DONATE
- 31 The company develops computer games for children. ACTIVE
- 32 The doctor said the brain damage was and he'd never improve. REVERSIBLE
- 33 I went to my this morning to have my eyes tested. OPTIC
- 34 It was perhaps the most tsunami in history. DESTROY
- 35 He is known for his and is always breaking things. CLUMSY
- 36 Paul made a good on her parents. IMPRESS
- 37 He's to chocolate. He can't stop eating it. ADDICT
- 38 Tanya the cost of the holiday and ran out of money. CALCULATE
- 39 It is to steal even very small amounts of money. MORAL
- 40 He first came to Britain as a during World War II. REFUGE
- 41 Carl was threatened with for being disruptive in class. SUSPEND
- 42 This soup is, it needs more salt! TASTE
- 43 The children played videogames to relieve the of the long journey. BORE
- 44 The music at the party was so loud it was BEARABLE
- 45 The policeman said the emphasis was on first. SAFE
- 46 There is no doubt that is becoming a widespread problem. OBESE

Word Formation

47	This sun cream is specially formulated for	skin.	SENSE	
48	His small business grew into a huge chain and now he's a		MILLION	
49	We should protect	species.	DANGER	
50	Air	can be a serious health threat in big cities.	POLLUTE	
51	My grandmother	her husband by twenty five years.	LIVE	
52	I couldn't tell the	between the twins.	DIFFER	
53	Vitamin C improves blood		CIRCULATE	
54	It is	to wear a uniform at the school.	COMPEL	
55	It is very hard to breed giant pandas in		CAPTIVE	
56	He suffers from		DEPRESS	
57	Julia broke up with her boyfriend because of his		JEALOUS	
58	This meat is	! It needs another 15 minutes in the oven.	COOK	3
59	Your behaviour at the dinner party was		DISGRACE	
60	I would	that you buy this flat screen TV, not that one.	COMMEND	
61	He became	from running up three flights of stairs.	BREATH	
62	The child became	when he hit his head falling off the slide.	CONSCIOUS	4
63	I can't stand Nigel's		ARROGANT	
64	I wish I lived in a quieter	away from the city centre.	NEIGHBOUR	
65	He's very	about ancient Greek history.	KNOWLEDGE	5
66	The make-up artist	the actress's beautiful face into an old lady's.	FORM	
67	You really are very Stop telling me what to do!	BOSS	
68	If you can't withdraw money from ATM, ask for the	of a cashier.	ASSIST	6
69	We're meeting the company's	at 5 o'clock.	REPRESENT	
70	We get a paper delivered to the house on a	basis.	DAY	
71	It's	rude to point at people.	EXTREME	
72	I don't believe in ghosts or other	beings.	NATURAL	7
73	I spent a small fortune on	costs when I bought some books online.	POST	
74	Visiting Venice is a	experience.	MEMORY	
75	A growing global food	has caused prices to double.	SHORT	
76	Her appearance had changed	since the last time I saw her.	DRAMATIC	8
77	The new micro-fibre cloths are very		ABSORB	
78	They will	the phone if you don't pay the bill.	CONNECT	
79	Human rights are important in all		DEMOCRAT	9
80	I don't think she means what she says. She sounds very		SINCERE	
81	This drink will	you and you won't feel so tired.	ENERGY	
82	When we saw the manor house we had an	desire to see its interior.	RESIST	10
83	Will any of your	from the USA be coming to the wedding?	RELATE	
84	He watched an amazing wildlife	on TV last night.	DOCUMENT	
85	She's a very	person and likes going out.	SOCIAL	11
86	Heathrow is Britain's largest	airport with flights going all over the world.	NATIONAL	
87	His lack of success was a source of great	to him.	DISAPPOINT	
88	I don't understand why anyone would want to become a		POLITICS	12
89	There's no doubt that climbing Everest so young is quite an		ACCOMPLISH	
90	It is a very	country club and has a three-year waiting list.	EXCLUDE	
91	She couldn't hide her	and blushed when he spoke to her.	SHY	13
92	I	him. I thought he was honest and kind but I was wrong.	JUDGE	
93	After leaving her child alone all day she was charged with		NEGLIGENT	

Key Word Transformations

Complete the second sentence so that it has a similar meaning to the first sentence. Use the word given and other words to complete the sentence.

- 1 You shouldn't buy clothes made in sweatshops.
WRONG It
..... made in sweatshops.
- 2 The doctor shone a light in her mouth in order to see her throat properly.
SO The doctor shone a light in her mouth
..... her throat properly.
- 3 "I think it would be a good idea if you learned a foreign language", my teacher said to me.
ADVISED My teacher
..... a foreign language.
- 4 You really must learn to drive a car.
TIME It's
..... to drive a car.
- 5 Harry had never eaten spinach before.
FIRST It
..... Harry had ever eaten spinach.
- 6 Luckily, a local shopkeeper told me how to get to the airport.
DIRECTIONS Luckily, I
the airport by a local shopkeeper.
- 7 Fiona hasn't come to a decision about taking a gap year.
MIND Fiona has
..... about taking a gap year.
- 8 Not many people came to the party.
HARDLY There
..... at the party.
- 9 These old photos remind me of my childhood.
BRING These old photos
..... of my childhood.
- 10 Everyone says that Melissa cheated in her exams.
SAID Melissa
..... cheated in her exams.
- 11 My mother doesn't like some of my friends.
APPROVE My mother
some of my friends.
- 12 We'd better hurry if we want to catch that train.
WILL If we
..... miss the train.
- 13 "I stole the ring from the shop," said the woman.
ADMITTED The woman
..... from the shop.
- 14 All flights are cancelled because the air traffic controllers are on strike.
DUE All flights are cancelled
..... the air traffic controllers are on strike.
- 15 Even though she felt unwell, she went to work.
OF In
....., she went to work.
- 16 You'll get into trouble if you don't keep up with your school work.
BEHIND You'll get into trouble if
..... your school work.
- 17 Many young professional people really like this new smartphone.
POPULAR This new smartphone
..... many young professional people.
- 18 Getting a promotion depends on your doing the job well.
PROVIDED You should get a promotion
..... the job well.
- 19 Darren couldn't go on the trip because of his broken leg.
ABLE Darren
..... on the trip because of his broken leg.
- 20 Clara spent ages writing her essay on Shakespeare.
TOOK It
..... her essay on Shakespeare.
- 21 Her car is much faster than Tom's.
NEARLY Tom's car isn't
..... hers.
- 22 He saved his money in order to travel the world.
VIEW He saved his money
..... the world.
- 23 In Ireland, we visited the place they filmed *Braveheart*.
WHERE When we were in Ireland we visited the
..... filmed.
- 24 I have never eaten such a delicious meal.
FAR This is
..... meal I have ever eaten.

Key Word Transformations

- 25 My mum washed my jeans.
HAD I by my mum.
- 26 She doesn't really want to go shopping.
PREFER She shopping.
- 27 It was a mistake for me to take your car.
SHOULD I your car.
- 28 The cupboards are totally bare.
LEFT There in the cupboards.
- 29 It's your duty to walk the dog.
RESPONSIBLE You the dog.
- 30 She described the party in great detail.
DESCRIPTION She the party.
- 31 As long as you inform Bill in advance, there shouldn't be a problem.
LET Provided in advance, there shouldn't be a problem.
- 32 If you want to keep fit, you need to exercise more.
OUT Only by keep fit.
- 33 All this cleaning has exhausted her.
WORN She all this cleaning.
- 34 Everyone came to the picnic except Stella.
WHO Stella didn't come to the picnic.
- 35 Milly intends to travel across Europe next year.
INTENTION It to travel across Europe next year.
- 36 It wasn't necessary for you to make dinner.
MADE You dinner.
- 37 My excuse failed to reassure my mother.
SUCCEED I my mother with my excuse.
- 38 You should have called first.
BETTER It if you had called first.
- 39 My sister will let me wear her new dress.
OBJECTION My sister wearing her new dress.
- 40 They would never have gone to the film if I hadn't recommended it.
FOR But they would never have gone to the film.
- 41 Nancy will probably pass the exam.
LIKELY Nancy the exam.
- 42 I can't make you a sandwich because there's no bread left.
RUN I can't make you a sandwich because I bread.
- 43 You can beg all you want, but I'm not giving you any money.
MATTER I am not giving you any money, you beg.
- 44 The doctor made Mum wait for four hours before he saw her.
KEPT The doctor hours before he saw her.
- 45 She just stood staring out of the window.
NOTHING She and stare out of the window.
- 46 He'll have no difficulty passing the exam.
EASY He'll the exam.
- 47 Bill was in his late thirties when he decided to take up photography.
BECOME Bill didn't he was in his late thirties.
- 48 You should have asked for your friends' advice.
PITY What ask for your friends' advice.
- 49 "I'm sorry I didn't visit you in hospital," she said to me.
VISITING She me in hospital.
- 50 This suitcase is too heavy to put on the luggage rack.
ENOUGH This suitcase put on the luggage rack.

Key Word Transformations

- 51 Suzy and her twin sister Lucy look exactly the same to me.
TELL I
between Suzy and her twin sister Lucy.
- 52 I'm sure you didn't see Tom this morning; he's away on holiday.
SEEN You
Tom this morning; he's away on holiday.
- 53 Jack's mother made him tidy up his room.
WAS Jack
..... his room.
- 54 They cancelled the football match because of the snowstorm.
OFF The football match
.....to the snowstorm.
- 55 There's no chance of us going skiing this winter.
POSSIBLE It won't be
..... skiing this winter.
- 56 Your rude behaviour at the party disappointed your parents.
LET Your parents
your rude behaviour at the party.
- 57 When she arrived home, she started cooking dinner.
SOON She started cooking dinner
..... home.
- 58 Matt is proud of his vegetable garden.
PRIDE Matt
..... his vegetable garden.
- 59 You should wear sun cream to avoid getting sunburnt.
AS You should wear sun cream.....
..... sunburnt.
- 60 I've never been to such an exciting match.
MOST It's the
..... ever been to.
- 61 As food prices increase, the cost of living becomes higher.
UP The
the higher the cost of living becomes.
- 62 It is forbidden to take photographs in the museum.
ALLOWED You
..... photographs in the museum.
- 63 The decorators are painting our house this weekend.
DECORATED We are
..... this weekend.
- 64 "Can I afford such an expensive ring?" she asked herself.
WONDERED She
..... such an expensive ring.
- 65 Pam didn't play in the tennis match because she sprained her wrist.
WOULD If Pam hadn't sprained her wrist,
..... in the tennis match.
- 66 You shouldn't miss the lecture under any circumstances.
NO Under
..... lecture be missed.
- 67 Frank helped me with my gardening, which was kind of him.
GIVE It was kind of Frank
..... with my gardening.
- 68 Max and Sally didn't take part in the marathon.
NOR Neither Max
..... the marathon.
- 69 I had just woken up when the phone rang.
THAN No sooner
..... the phone rang.
- 70 "You should eat less fast food," the doctor said to Bruce.
DOWN Bruce was advised
..... amount of fast food he eats.
- 71 Unfortunately, I can't speak Polish very well.
GOOD Unfortunately, I'm not very
..... Polish.
- 72 Catherine asked to borrow my camping gear at the weekend.
COULD Catherine asked if I
my camping gear at the weekend.
- 73 You can visit the art gallery free of charge on Sundays.
COSTS It
visit the art gallery on Sundays.

Word List

Abbreviations	(adj) adjective	(det) determiner	(phr) phrase	(pl n) plural noun	(prep) preposition	(sth) something
	(adv) adverb	(esp) especially	(phr v) phrasal verb	(pp) past participle	(pro) pronoun	(usu) usually
	(conj) conjunction	(n) noun			(sb) somebody	(v) verb

Module 1 (p. 7)

cause /kəʊz/ (v) = to make sth happen
collapsed mine (phr) = an underground tunnel structure fallen in on itself
corporation /kɔːpə'reɪʃən/ (n) = large company
earthquake /ɜːθkweɪk/ (n) = sudden, shaky movement of the Earth's surface
erupt /ɪ'rʌpt/ (v) = (of a volcano) to throw out burning rocks, lava, etc suddenly and with great force
evacuate /ɪ'veɪkjueɪt/ (v) = (of a group of people) to move away from a place of danger to somewhere where it is safer
flooding /'flʌdɪŋ/ (n) = overflowing of water
hit /hɪt/ (v) = to strike forcefully
huge tropical storm (phr) = thunderstorms, strong winds and heavy rain
launch /lɔːntʃ/ (v) = to establish, to initiate
loss of life (phr) = many people dying
massive /'mæsɪv/ (adj) = enormous
mine collapse (phr) = supporting structure of a tunnel fallen down
rescue /reskjʊ/ (v) = to save
technological invention (phr) = the process of devising and producing sth useful
tsunami /tsʊ'nɑːmi/ (n) = a very large wave, often caused by an earthquake, that flows onto land and destroys things
volcanic eruption (phr) = the act of a volcano exploding

1a (pp. 8-9)

acid /æsɪd/ (n) = a sour corrosive solution that can damage surfaces
active /æktɪv/ (adj) = a volcano that might erupt at any time
admit /əd'mɪt/ (v) = to agree that sth is true, even if you don't really want to accept it
ash and gas (phr) = fine particles of lava and poisonous fumes thrown out by an erupting volcano
atmosphere /æt'mɒsfɪə/ (n) = the air that you breathe
(be) on the scene (phr) = to be present at a location
(be) worth it /wɜːθ ɪt/ (adj) = deserving the time and energy

block the view (phr) = to prevent sb from seeing sth
boulder /'bəʊldə/ (n) = a large rounded rock
burn /bɜːn/ (v) = to cause sth to be on fire
crater /'kreɪtə/ (n) = a large hole in the ground caused by an object hitting it with force or by an explosion or a large pit forming the mouth of a volcano
deafening roar (phr) = a very loud noise
dedicated /dedɪkeɪtəd/ (adj) = believing in sth and giving a lot of time and energy to it
dormant volcano (phr) = a volcano that is not currently active
earth tremor /ɜːθ'tremə/ (n) = the result of a sudden release of energy in the Earth's crust that causes the ground to shake
erupt /ɪ'rʌpt/ (v) = (of a volcano) to throw out burning rocks, lava, etc suddenly and with great force
face /feɪs/ (n) = a steep vertical surface
flaming hot lava (phr) = the burning liquid rock that is expelled from a volcano during eruption
freelance /'friːlɑːns/ (adj) = a person who is paid for individual pieces of work done for any number of different companies, organisations, etc
gas mask /gæs mɑːsk/ (n) = a mask you wear on your face to protect you from poisonous gases
grab /græb/ (v) = to take sth or to pick it up suddenly and roughly, to snatch
ground shakes (phr) = violent tremors that cause the ground to move
heat /hiːt/ (n) = the quality of being hot
in high demand (phr) = very popular
jet of lava (phr) = a sudden expulsion of liquid lava in to the air
lava flow /lɑːvə fləʊ/ (n) = a moving outpouring of lava along the ground
lava fountain /lɑːvə faʊntən/ (n) = lava that has been thrown up in to the air
matter of survival (phr) = a situation that endangers a person's life and requires immediate action
mystify /mɪ'stəfaɪ/ (v) = to confuse
patience /peɪʃəns/ (n) = the quality of being able to stay calm and not get angry

phenomenon /fɪ'nɒmənən/ (n) = sth that happens and is studied because it is difficult to understand
poisonous gases /pɔɪzənəs 'gæses/ (n) = toxic vapours released from a volcano
priority /praɪ'ɒrəti/ (n) = the act of treating sth as more important than anything else
set up camp (phr) = to make lodgings at a location
sharp /ʃɑːp/ (adj) = able to cut
shelter /'feltə/ (v) = to cover, to protect
shoot up /ʃuːt 'ʌp/ (phr v) = grow or increase quickly
spectacular shot (phr) = an impressive view of a scene
stay alive (phr) = keep living
steam /stiːm/ (n) = the hot mist that forms when water boils
stunning photograph (phr) = an amazing photograph
take precautions (phr) = an action taken to avoid a dangerous event
take off /teɪk 'ɒf/ (phr v) = (of a product, activity, sb's career) to become successful
underestimate /ʌndə'restəmeɪt/ (v) = to not realise how large or great sth is
vent /vent/ (n) = the opening of a volcano in the earth's crust
volcano /vɒl'keɪnəʊ/ (n) = a mountain from which hot, melted rock, gas, steam and ash from inside the earth burst out

1b (pp. 10-11)

administer first aid (phr) = to apply first aid
(badly) gash your leg (phr) = a serious cut to the leg that may need stitches
bang your head (phr) = to receive a blow to the skull
(be) missing (phr) = to have disappeared
blunt penknife (phr) = a small knife with no sharp blades
boulder /'bəʊldə/ (n) = a large rounded rock
canyon /kænjən/ (n) = a deep valley with steep sides
canyon wall (n) = the side or wall of a canyon
chip away (at) /tʃɪp ə'weɪ/ (phr v) = to remove sth gradually

climbing gear (phr) = the tools used to aid a person climb a steep surface

crack /kræk/ (n) = narrow gap

dehydration /diːhaɪdreiʃən/ (n) = the loss of water from the body

delirious /dɪlɪriəs/ (adj) = unable to think clearly

desperate struggle (phr) = difficult attempt

disabled athlete /disˌeɪbld ˈæθli:t/ (n) = a sports person with a physical disability

disaster struck (phr) = a terrible event that occurs without warning

exhaustion /ɪɡˈzɔːstʃən/ (n) = extreme tiredness

experienced /ɪkˈspɪəriənst/ (adj) = knowledgeable

faint with exhaustion & dehydration (phr) = falling unconscious due to tiredness and lack of fluids

first aid kit /fɜːst ˈeɪd kiːt/ (n) = a set of tools used to provide medical treatment

get free (phr) = to remove oneself from an obstacle

have stitches (phr) = to close a wound using a needle and thread

live life to the fullest (phr) = to make the most of each day

loved ones (phr) = the people that sb cares about the most

motivational speaker /məʊtəveɪʃənəl ˈspiːkə/ (n) = an inspirational speaker

notify authorities (phr) = to make government aware of sth

prosthetic arm /prɒsˌθetik ˈɑːm/ (n) = an artificial device that replaces a missing arm

put ice on it (phr) = administer ice to an injury to reduce swelling

put on a cast (phr) = to mend a broken bone by covering it in a bandage that hardens after leaving it to set

remote /rɪˈməʊt/ (adj) = (of a place) isolated; far away from other towns or cities

rescue crew /reskjʊː kruː/ (n) = a group of people who assist sb in distress

sacrifice /ˈsækrəfɪs/ (n) = giving up sth valuable to obtain sth else

slam a door on your finger (phr) = to abruptly close a door and trap a finger

slip & break your arm (phr) = to fall and cause a bone in the arm to break

struggle /ˈstrʌɡəl/ (v) = to experience difficulty with sth

trap /træp/ (v) = to capture

troubled teenager /ˈtrʌbld ˈtiːneɪdʒə/ (phr) = a young person who suffers from emotional problems

twist/sprain your ankle (phr) = to overstrain your ankle

1c (p. 12)

army engineer /ˈɑːmi ɛndʒɪˈniə/ (n) = a person who repairs or services machines for the military

beg /beg/ (v) = make a strong, urgent sincere request, usu without pride

below sea level (phr) = below the level of the surface of the sea with respect to the land

(be) under threat (phr) = to be in danger if sth is not done

come ashore (phr) = to travel from the sea and across the land

cope /kəʊp/ (v) = to deal with a situation successfully

declare /dɪˈkleə/ (v) = to say or state

desperate /ˈdespəɪt/ (adj) = feeling that one would do anything to change a situation

emergency services /ɪˈmɜːdʒənsi ˈsɜːvɪsəz/ (n) = public organisations such as the fire brigade, the ambulance service and the police

evacuate /ɪˈvækjuet/ (v) = (of a group of people) to move away from a place of danger to somewhere where it is safer

eye of the storm (phr) = the middle point of severe weather

levee /ˈlevi/ (n) = an embankment alongside a river constructed to prevent flooding

looting /ˈluːtɪŋ/ (n) = the act of stealing during a riot or civil disturbance

pump /pʌmp/ (v) = to force a liquid or gas in a particular direction using a device

rebuild /rɪˈbɪld/ (v) = to construct sth that has been damaged

residents /ˈrezɪdənts/ (n) = the people who live in that particular area

slow recovery (phr) = the act of regaining sth

smash /smæʃ/ (v) = to break into many small pieces

state of emergency /ˈsteɪt ɒv ɪˈmɜːdʒənsi/ (n) = a condition, declared by a government, in which martial law applies, usu because of civil unrest or natural disaster

storm surge /ˈstɔːm sɜːdʒ/ (n) = an offshore rise of water caused by high winds

strengthen /ˈstreŋθən, ˈstrenθən/ (v) = to make sth stronger

struggle to cope (phr) = to have difficulty in dealing with a situation

(the) elderly /ˈeldəli/ (n) = a polite way of referring to old people

(the) military /ˈmɪlətəri/ (n) = the armed forces of a country

tragedy /ˈtrædʒədi/ (n) = a shocking or sad event

violence /ˈvaɪələns/ (n) = actions which are intended to damage sth or hurt sb

1d (p. 13)

a waste of time (phr) = a useless activity

boring /ˈbɔːrɪŋ/ (adj) = not interesting, dull

change the channel (phr) = to switch over a TV programme to another one

documentary /ˈdɒkjəˌmentəri/ (n) = a film or television programme which presents a subject matter in a factual and informative manner

educational /ˌedʒəkətʃənəl/ (adj) = informative

exciting /ɪkˈsaɪtɪŋ/ (adj) = thrilling

funny /ˈfʌni/ (adj) = causing laughter

interesting /ˈɪntrəstɪŋ/ (adj) = attracting our attention

option /ˈɒpʃən/ (n) = an alternative

predictable /ˈprɪdɪkəbəl/ (adj) = expected; anticipated

reality show /rɪˈæləti ʃəʊ/ (n) = a television programme showing people in real-life situations

relaxing /rɪˈlæksɪŋ/ (adj) = helping people to become less anxious

silly /ˈsɪli/ (adj) = foolish

sitcom /ˈsɪtkɒm/ (n) = an amusing television drama series, 'situation comedy'

soap opera /səʊp ˈɒpərə/ (n) = a popular television drama series about the daily lives and problems of a group of people living in a certain place

talent show /ˈtælənt ʃəʊ/ (n) = a show where ordinary people perform on stage in order to win a prize for the best performance

talk show /ˈtɔːk ʃəʊ/ (n) = a television or radio show in which guests discuss controversial topics or personal issues

thought-provoking /ˈθɔːt praɪˈvʊkɪŋ/ (adj) = causing people to think seriously about certain matters

Useful phrases

What are you watching this for?
It's nearly finished.
What's on later?
That's fine with me.
Isn't there anything else on?
Why don't you look in the TV guide?
I like the sound of that.

1e (pp. 14-15)

above ground (phr) = over the surface of the ground
astonished /ə'stɒnɪʃt/ (adj) = amazed, surprised
ball lightning /bɔːl 'laɪtnɪŋ/ (n) = a rare form of lightning that appears in the form of a ball
blow /bləʊ/ (v) = to make currents of air
blue moon (phr) = (saying) sth happening not very often
constantly /kɒnstəntli/ (adv) = all the time
crash (into) /kræʃ/ (v) = to collide with
devastating /devə'steɪtɪŋ/ (adj) = shocking, upsetting
(every cloud has a) silver lining (phr) = a metaphor for optimism. Good can be found in a bad situation
fair-weather friend (phr) = a person who is only a friend when circumstances are pleasant or profitable
fire tornado /faɪə tɔːneɪdəʊ/ (n) = fire mixing with strong winds and being drawn in to the sky
giant hailstones /dʒaɪənt 'heɪlstəʊnz/ (n) = unusually large particles of ice that fall from clouds
ignite /ɪɡnaɪt/ (v) = to make sth start burning
in a fog (phr) = confused
lightning storm (phr) = a form of weather during which lightning and thunder are present
lunar rainbow /luːnə 'reɪnbəʊ/ (n) = a rainbow produced by light reflected off the surface of the moon rather than from direct sunlight
make world news (phr) = news that is so significant that it is reported across the world
miracle /mɪrəkl/ (n) = an unusual, amazing or inexplicable event
moonbow /muːnbəʊ/ (n) = a rainbow produced by light reflected off the surface of the moon rather than from direct sunlight

never-ending /nevər 'endɪŋ/ (adj) = having no end
nitrogen oxide /naɪtrədʒən 'ɒksaɪd/ (n) = a chemical compound of nitrogen and oxygen found in the earth's atmosphere
northern hemisphere /nɔːðən 'heməsfiə/ (n) = the half of the planet that is north of its equator
occur /ə'kɜː/ (v) = happen
pink snow /pɪnk 'snəʊ/ (n) = snow that has been coloured pink by mineral deposits and algae
raining animals (phr) = flightless animals falling from the sky
raining cats and dogs (phr) = raining heavily
rare /reə/ (adj) = not common
(red) rain /reɪn/ (n) = rain that looks red due to the presence of iron oxide
region /rɪdʒən/ (n) = area
restore /rɪ'stɔː/ (v) = cause sth or sb to be in a particular situation again
shower /'ʃaʊə/ (n) = a short period of rain
spin /spɪn/ (v) = to turn around at a central point
(the) ozone layer /əʊzəʊn 'leɪə/ (n) = the layer of the upper atmosphere where ozone is concentrated, 12km above the earth
temperature /temprətʃə/ (n) = measure of how hot or cold sth is
tornado /tɔːneɪdəʊ/ (n) = a violent wind storm
underground river (phr) = water that runs beneath the ground surface
under the weather (phr) = not feeling very well
violent /vaɪələnt/ (adj) = aggressive, using force
violent storm (phr) = a very strong wind
watery /'wɔːtəri/ (adj) = sth that tastes or is thin like water
weather forecast /weðə fə'kɔːst/ (n) = a description of the weather for the next days based on what we know now
weather phenomena (phr) = weather conditions; storms, fog etc
whirling /'wɜːlɪŋ/ (adj) = spinning and turning rapidly
wildfire /waɪldfaɪə/ (n) = uncontrollable fire
witness /wɪtnəs/ (n) = a person who sees sth happening
wrap up warm (phr) = to wear clothes that keep out the cold

1f (pp. 16-17)

aftershock /ɑːftəʃɒk/ (n) = a small earthquake that follows a major earthquake
authorities /ɔːθərətɪz/ (n) = group of people in power who make decisions which affect a place or area
axis /æksəs/ (n) = the line running from the North to South Pole upon which the earth turns
blaze /bleɪz/ (v) = to burn strongly, to shine very brightly
cling /klɪŋ/ (v) = to hold onto sb or sth tightly
close down /kləʊz 'daʊn/ (phr v) = to stop operating
collapse /kə'læps/ (v) = to fall down
courageous /kə'reɪdʒəs/ (adj) = brave
crash into /kræʃ 'ɪntə/ (phr v) = a violent collision between two or more objects
crumble /krʌmbəl/ (v) = to fall apart, to come to an end
debris /debrɪː, 'deɪ-/ (n) = pieces from sth that has been destroyed
desperate /despərət/ (adj) = wanting sth very much
devastating /devə'steɪtɪŋ/ (adj) = shocking, upsetting
epicentre /epɪ'sentə/ (n) = the point on the earth's surface directly above the centre of an earthquake
evacuation /ɪˌvækju'eɪʃən/ (n) = removal of people from a place of danger in an organised, official manner
exceed /ɪk'siːd/ (v) = be greater or larger than sth
explosion /ɪk'spləʊʒən/ (n) = a forceful outburst
force /fɔːs/ (n) = the strength or power of sth
foreshock /fɔːʃɒk/ (n) = a small tremor of the earth that comes before a larger earthquake
frantic /fræntɪk/ (adj) = frenzied; a state of excitement or confusion
head for /hed fə, fɔː/ (phr v) = go towards
hurl /hɜːl/ (v) = to throw sth with great force
inland /ɪn'lænd/ (adv) = in a direction away from the sea and towards the centre of an area of land
landslide /lændslaɪd/ (n) = sliding mass of earth or rock from a cliff or mountain
loaded (with) /ləʊdɪd/ (adj) = full
mud /mʌd/ (n) = soft wet earth

nuclear meltdown (phr) = when the core of a nuclear reactor overheats, resulting in the core melting and radiation escaping
partial /pɑːʃəl/ (adj) = not complete or whole
pylon /paɪlən/ (n) = a steel tower or mast that supports telephone wires or other cables
relief worker /rɪˈliːf ˈwɜːkə/ (n) = a person who provides assistance to others in times of hardship
rip apart /rɪp əˈpɑːt/ (phr v) = to tear sth in to many pieces
roll across /rəʊl əˈkrɒs/ (phr v) = to move forward along or over a surface
rubble /ˈrʌbəl/ (n) = bricks, glass and other material that remain after a building is destroyed
shake /ʃeɪk/ (v) = to move sth quickly up and down or backwards and forwards
slam into /slæm ˈɪntə/ (phr v) = to collide violently with another object
stranded /ˈstrændəd/ (adj) = helpless, unable to leave a place
strike /straɪk/ (v) = to hit or attack sth forcefully
struggle /ˈstrʌɡəl/ (v) = to experience difficulty with sth
swamp-like /ˈswɒmp laɪk/ (adj) = a flooded region
sweep away /swiːp əˈweɪ/ (phr v) = to eliminate sth completely
technician /tekˈnɪʃən/ (n) = sb whose job is to make sure that equipment or machines are working properly
trigger /trɪɡə/ (v) = to make sth work, to activate
undersea /ˈʌndəsiː/ (adj) = below the surface of the sea
warning /ˈwɔːnɪŋ/ (n) = a statement that informs sb that sth unpleasant or dangerous is likely to happen
wash away /wɒʃ əˈweɪ/ (phr v) = (of water) to carry sth away and make it disappear

1g (p. 18)

avalanche /æˈvələntʃ/ (n) = a large amount of ice and rock falling down a mountainside
blacken /ˈblækən/ (v) = to make sth black
blast /blɑːst/ (n) = an explosion
burst pipe /bɜːst ˈpaɪp/ (n) = a break in a pipe
chemical plant /ˈkemɪkəl plɑːnt/ (n) = a factory where chemicals are produced

collapse /kəˈlæps/ (v) = to fall down
collision /kəˈlɪʒən/ (n) = an act of two or more objects hitting each other with force
depressing /dɪˈpresɪŋ/ (adj) = discouraging, making you feel unhappy and without hope for the future
earthquake /ˈɜːθkweɪk/ (n) = a sudden, shaky movement of the Earth's surface
environmental disaster (phr) = a disaster to the natural environment due to human activity
factory explosion (phr) = an accidental blast that occurs at a facility due to flammable materials
failure /ˈfeɪljə/ (n) = the lack of success in doing or achieving sth
flood /flʌd/ (n) = a large amount of overflowing water
freak storm /ˈfriːk ˈstɔːm/ (n) = a weather phenomena that is not usually predicted
horrible /ˈhɒrəbəl/ (adj) = dreadful, frightening
hurricane /ˈhʌrəkən/ (n) = a violent wind
injure /ˈɪndʒə/ (v) = to cause damage to a person's body
landslide /ˈlændslaɪd/ (n) = a sliding mass of earth or rock from a cliff or mountain
oil spill /ɔɪl spɪl/ (n) = an oil slick
plane crash /pleɪn kræʃ/ (n) = the act of an airplane colliding with sth
rail accident /reɪl ˈæksədənt/ (n) = a mishap involving one or more trains
road accident /rəʊd ˈæksədənt/ (n) = a vehicle hitting another vehicle causing injury or damage
severe storm /səˈvɪə ˈstɔːm/ (n) = heavy rain and strong winds
tremor /ˈtremə/ (n) = a small earthquake
tsunami /tsuˈnɑːmi/ (n) = a very large wave, often caused by an earthquake, that flows onto the land and destroys things
war /wɔː/ (n) = armed fighting between countries or groups

1h (p. 19)

come inland (phr) = to move from the sea and across a body of land
crust /krʌst/ (n) = outer layer
damage /ˈdæmɪdʒ/ (n) = harm, destruction

degree /dɪˈɡriː/ (n) = an amount or level of sth
ecosystem /ˈiːkəʊsɪstəm/ (n) = all the plants and animals that live in a certain area and the relationship which exists between them and their environment
fast tide /fɑːst ˈtaɪd/ (n) = the rapid rise and fall of the waters of the ocean
fault line /fɔːlt laɪn/ (n) = a fracture in the earth's surface related to the movement of tectonic plates
flatten /ˈflætn/ (v) = to knock sth down
force /fɔːs/ (v) = to physically move sth through strength or power
frequent /ˈfriːkwənt/ (adj) = happening, found often, etc
high tide /haɪ ˈtaɪd/ (n) = the time and event in which the sea is at its highest and comes furthest inland
impact /ɪmpækt/ (n) = a powerful effect
initial /ɪˈnɪʃəl/ (adj) = happening at the beginning
in its path (phr) = in its way
landslide /ˈlændslaɪd/ (n) = sliding mass of earth or rock from a cliff or mountain
loss of life (phr) = people dying
on a larger scale (phr) = an event that occurs in a big manner
outwards /aʊtwədz/ (adv) = away from the central point
path /pɑːθ/ (n) = the direction in which sth is moving
pebble /ˈpebəl/ (n) = a small rounded stone
ripple /ˈrɪpl/ (v) = the formation of small waves on the surface of water
shore /ʃɔː/ (n) = coast, the land beside a water mass
slide /slaɪd/ (v) = to move smoothly over a surface
speed /spiːd/ (n) = the pace at which sth happens
tectonic plates /tekˈtɒnɪk ˈpleɪts/ (n) = the segments that form the outer layer of the Earth's crust
tremendous damage (phr) = damage that is very significant or large in scale
undersea landslide /ˈʌndəsiː ˈlændslaɪd/ (n) = a sliding mass of earth that occurs under the water
volcanic eruption /vɒlˌkæɪnɪk ɪˈrʌpʃən/ (n) = an explosion which causes burning rocks to be thrown out of a volcano

1i (p. 20-21)

- climax** /klaɪmæks/ (n) = the most exciting or important part of a story or experience
- dangerously** /dendʒərəsli/ (adv) = unsafely
- deafening** /defəniŋ/ (adj) = (of a noise) very loud
- knock his head** (phr) = receive a blow to the skull
- main character** /meɪn 'kærəktə/ (n) = the central figure in a story or action
- massive** /mæsɪv/ (adj) = enormous
- pass out** (phr) = to fall unconscious
- promptly** /prɒmptli/ (adv) = quickly, without delay
- pull into** /pʊl 'ɪntə/ (phr v) = to approach and stop at a resting point
- relieved** /rɪli:v/ (adj) = feeling happy because sth unpleasant has not happened
- rock** /rɒk/ (v) = to shake
- save the day** /seɪv ðə 'deɪ/ (idiom) = to bring about victory in the face of defeat
- screech** /skri:tʃ/ (n) = a loud, piercing sound
- screeching** /skri:tʃɪŋ/ (adj) = making an unpleasant high-pitched noise
- speed up** /spi:d 'ʌp/ (phr v) = to move faster
- steam train** /sti:m treɪn/ (n) = a train that burns coal or wood
- terrified** /tə'refaɪd/ (adj) = afraid
- thrilling** /θrɪlɪŋ/ (adj) = exciting
- thunder** /θʌndə/ (n) = a loud noise created when lightning bolts hit the earth during a thunderstorm
- variety** /və'reɪəti/ (n) = different examples of similar things
- violently** /vaɪələntli/ (adv) = aggressively

Skills Practice 1 (pp. 22-24)

- blacked out** (phr) = went into a state of unconsciousness
- break off** /breɪk 'ɒf/ (phr v) = to take off by force
- breaking news** (phr) = information about sth that has just taken place
- cellar** /sela/ (n) = a room below ground level in a house
- citizens** /sɪtəzən/ (n) = inhabitants of a city
- convinced** /kən'vɪnst/ (adj) = persuaded
- cord** /kɔ:d/ (n) = a string or thin rope
- coverage** /kʌvərɪdʒ/ (n) = the reporting of sth (the news)
- defend** /dɪfend/ (v) = to fight, to protect
- disruption** /dɪs'rʌpʃən/ (n) = an interruption of sth

- dodging bullets** (phr) = narrowly avoiding a dangerous situation
- eye-witness account** (phr) = version of events from a person that saw the incident
- feature** /fi:tʃə/ (v) = to include sb or sth as an important part
- flaming** /flemɪŋ/ (adj) = bright
- fool** /fu:l/ (v) = to trick sb
- footage** /fʊtɪdʒ/ (n) = film or part of a film of a particular event
- fractured** /fræktʃəd/ (adj) = broken
- freeze-frame** /fri:z freɪm/ (v) = a single frame of a video recording viewed as a still by stopping the tape
- furious** /fjʊəriəs/ (adj) = extremely angry
- gentlemen** /dʒentlmən/ (n) = courteous men
- glorious** /glɔ:riəs/ (adj) = distinguished
- illustrate** /ɪləstreɪt/ (v) = to explain sth using pictures, numbers, examples, etc
- impressive production** (phr) = a performance worthy of praise
- instincts** /ɪnstɪŋkts/ (n) = a natural impulse to do sth
- interrupt** /ɪntə'rʌpt/ (v) = to cut in on
- invasion** /ɪn'veɪʒən/ (n) = entering a place by force
- jammed** /dʒæmɪd/ (adj) = stuck
- land** /lənd/ (v) = (of a plane, etc) to touch the ground
- load a gun** (phr) = to insert bullets into a firearm
- Martians** /'mɑ:ʃənz/ (n) = the supposed inhabitants of the planet Mars
- overjoyed** /əʊvə'dʒɔɪd/ (adj) = extremely pleased
- panic** /pænik/ (v) = to suddenly feel great fear which makes one unable to think or act logically
- paparazzi** /pæpə'rætsi/ (n) = photographers who follow famous people around, hoping to take interesting or shocking photographs of them which they can sell to a newspaper
- parachutist** /pærə'ʃʊtɪst/ (n) = a person who jumps from an airplane and uses a parachute to land safely
- photojournalist** /fəʊtəʊ'dʒɜ:məl-əst/ (n) = sb who creates news articles using mainly photos
- radio play** /reɪdiəʊ 'pleɪ/ (n) = a story that is read out by actors and broadcast over a radio
- science-fiction classic** (phr) = a genre of writing about imaginary events in the future

- smoke-filled crater** (phr) = a hole made in the surface of the ground that is releasing smoke
- stage** /steɪdʒ/ (v) = to organise and present a performance of a play or other show
- station** /steɪʃən/ (n) = a company which sends out radio or TV broadcasts

Language in Use 1 (p. 25)

- back away** /bæk ə'weɪ/ (phr v) = to move backwards away from sb or sth
- back down** /bæk 'daʊn/ (phr v) = to move back; to withdraw
- back out** /bæk 'aʊt/ (phr v) = to decide not to do sth one had already agreed to do
- back up** /bæk 'ʌp/ (phr v) = to support sth
- back (sb) up** /bæk 'ʌp/ (phr v) = to give support to sb
- call (sb) back** /kɔ:l 'bæk/ (phr v) = to return sb's phone call
- call off** /kɔ:l 'ɒf/ (phr v) = to cancel an activity
- carry on** /kæri 'ɒn/ (phr v) = to continue
- carry out** /kæri 'aʊt/ (phr v) = to do or perform sth
- conduct** /kən'dʌkt/ (v) = to carry out sth
- fire (safety) drill** /faɪə drɪl/ (n) = a practice of evacuation procedures that will occur during the event of a fire
- stay alive** (phr) = keep living
- thought-provoking** /θɔ:t prə'vʊkɪŋ/ (adj) = causing people to think seriously about certain matters

Module 2 (p. 27)

- aisle** /aɪl/ (n) = a long narrow gap people can walk along between rows of seats or shelves (supermarket)
- baker's** /betkəz/ (n) = a business that produces and sells bread
- blow-dry** /bləʊ draɪ/ (n) = the act of drying your hair with a hairdryer
- bookshop** /bʊkʃɒp/ (n) = an establishment that sells books
- bunch** /bʌntʃ/ (n) = a collection of things of the same kind, growing or fastened together
- butcher's** /bʊtʃəz/ (n) = a shop that sells raw meat
- chemist's** /keməsts/ (n) = a pharmacy, a drugstore
- chicken breasts** /tʃɪkən brests/ (n) = fleshy part of a chicken
- clothes shop** /klaʊz ʃɒp, 'kləʊðz-/ (n) = a shop that sells wearable garments

consumer society /kən'sju:mə sə'saɪəti/ (n) = a society that actively buys many products

cut /kʌt/ (n) = a wound

daffodil /dæfədɪl/ (n) = a yellow spring flower

florist's /flɒrəsts/ (n) = a business that sells flowers

freshly baked /frefli 'beɪkt/ (pp) = products from a bakery that have recently been made

frozen foods /frəʊzən 'fu:dz/ (n) = products that are frozen to extend their consumable lifespan

hair salon /heə 'sælɒn/ (n) = a shop where people go to have their hair cut and styled

jeweller's /dʒu:ələz/ (n) = a shop where sb sells, makes or repairs ornaments made of gold, silver etc

optician's /ɒptɪʃənz/ (n) = a shop where you can get your eyes tested and buy glasses

pick up /pɪk 'ʌp/ (phr v) = to collect

post office /pəʊst 'ɒfəs/ (n) = a building where parcels and letters are sent from

prescription /pri'skrɪpʃən/ (n) = a piece of paper on which a doctor writes the suitable medicine for sb sick or the medicine ordered by a doctor for sb sick

roll /rəʊl/ (n) = small, individual portions of bread

shoe shop /ʃu: ʃɒp/ (n) = a shop that sells shoes

supermarket /su:pə'mɑ:kət/ (n) = a shop where you can buy groceries

try on /traɪ 'ɒn/ (phr v) = to put on a garment in order to see whether it fits and looks nice

2a (pp. 28-29)

aluminium /ælə'mɪniəm/ (n) = a light metallic element that resists corrosion

bandage /bəndɪdʒ/ (n) = a long strip of cloth that is wrapped around a wound

booth /bu:ð/ (n) = a small compartment or box-like room

burn victim (phr) = a person who has received burns across their body

cartridge /kɑ:trɪdʒ/ (n) = a small casing used to hold a substance

cotton /kəʊn/ (n) = a fabric made from the soft, white, fluffy material which comes from the hairs around the seeds of a plant

develop textile (phr) = to create new materials that are woven together

dietary advice /daɪətəri ədvaɪs/ (n) = advice given to a person regarding their consumption of food

dissolve /drɪzɒlv/ (v) = to become mixed with liquid and disappear

drop in /drɒp 'ɪn/ (v) = to stop by somewhere unannounced

dry instantly (phr) = the rapid act of losing moisture and becoming dry

endless possibilities /endləs pɒsə'bɪlətɪz/ (n) = a countless number of ways

fabric /fæbrɪk/ (n) = material (e.g. cotton, wool, linen, velvet) used for making clothes

fully-functional /fʊli fʌŋkʃənəl/ (adj) = working as best as it should

fully-working machine /fʊli wɜ:kɪŋ məʃi:n/ (n) = a machine that operates to its full capacity

furniture covering /fɜ:nɪtʃə 'kʌvərɪŋ/ (n) = a protective material placed over furniture

garment /gɑ:mənt/ (n) = a piece of clothing

generate electricity (phr) = produce an electrical current to power items

glass /glɑ:s/ (n) = a hard, transparent substance used to make windows

go on sale (phr) = to be reduced in price

instant /ɪnstənt/ (adj) = happening immediately

lighter /laɪtə/ (adj) = weighing less than sth else

look into /lʊk 'ɪntə/ (phr v) = explore

metal /metl/ (n) = a hard often shiny, substance such as gold, silver, copper etc.

minute fibres /maɪnjut 'faɪbəz/ (n) = tiny fibres impossible to see with the naked eye

monitor fitness (phr) = to keep a record of a person's level of fitness

nylon /naɪlɒn/ (n) = a strong artificial material used for clothes

no assembly required (phr) = a product that comes fully built and ready to use

oak /əʊk/ (n) = a type of wood from an oak tree

on demand /ɒn dɪ'mə:nd/ (phr) = instantly accessible

pine /paɪn/ (n) = a type of wood from a pine tree

plastic /plæstɪk/ (n) = a lightweight, durable material which is produced by a chemical process and is used to make many objects (e.g. credit cards, supermarket bags)

skin graft /skɪn grɑ:ft/ (n) = an operation that uses skin from one part of the body to help heal damaged skin in another area

silk /sɪlk/ (n) = a soft, luxurious fabric made from the fine threads produced by certain insect larvae

spray-on fabric /spreɪ ɒn 'fæbrɪk/ (n) = fabric sprayed out of a can directly on to an individual

steel /sti:l/ (n) = a very strong metal whose major component is iron

trendsetter /trend,seɪtə/ (n) = a person that establishes a new fashion

turn into /tɜ:n 'ɪntə/ (phr v) = to change into

voice-activated /vɔɪs 'æktəveɪtəd/ (adj) = a device that can be controlled by verbal commands

wood /wud/ (n) = the material which forms the trunks and branches of trees

wool /wul/ (n) = a fabric made from the hair of sheep

2b (pp. 30-31)

address (sb) by name (phr) = to direct a speech

aisle /aɪl/ (n) = a long narrow gap people can walk along between rows of seats or shelves (supermarket)

answer lies (phr) = where an answer can be found

at eye-level (phr) = located where sth can be easily seen

bargain /bɑ:gən/ (n) = a good value for money

brand /brænd/ (adj) = a trademark make or product

cashier /kæʃɪə/ (n) = sb who receives and pays out money in a shop, bank etc

checkout /tʃekaut/ (n) = counter where goods are paid for

customer /kʌstəmə/ (n) = a person who buys goods or services from a shop or business

deal /di:l/ (n) = an agreement, a bargain

expose /ɪk'spəʊz/ (v) = to uncover; reveal

freshly-baked bread /frefli beɪkt 'bred/ (n) = bread recently produced

fresh produce /fref 'prɒdʒəs/ (n) = fresh fruit and vegetables

give your neck a workout (phr) = look above eye level

go to waste (phr) = sth not consumed and left to spoil
grab /græb/ (v) = take sth or pick it up suddenly and roughly, to snatch
intentional /ɪn'tenʃənəl/ (adj) = deliberate
loose /luːs/ (adj) = not firmly held or fixed in place
loyalty card /lɔɪəlti kɑːd/ (n) = a card given by a supermarket or chain store to a customer and used to record credit points awarded for money spent in the store
money-off /ˈmʌni ˈɒf/ (n) = a reduction in the price of a product
money-off coupons /ˈmʌni ˈɒf ˈkʊpənz/ (n) = vouchers that entitle a person to a reduction in the price of a product
overflow /ˌəʊvəˈfləʊ/ (v) = to flow over the edge of sth because it is too full
pre-packaged /priː ˈpækɪdʒd/ (adj) = sth enclosed in a package or protective covering
resist /rɪˈzɪst/ (v) = to stop yourself from doing sth although you would like to do it
scan /skæn/ (v) = to look at sth carefully in order to get information
section /sekʃən/ (n) = a separate part of a book, newspaper, magazine, etc
sliding doors /ˈslaɪdɪŋ ˈdɔːz/ (n) = doors which slide together rather than swinging on hinges
(the) smell hits you (phr) = to become aware of a particular smell
sneaky /ˈsniːki/ (adj) = doing sth in a secret, suspicious way
strategy /ˈstrætədʒi/ (n) = a plan
tempt /tempt/ (v) = to attract
tempting display /ˈtemptɪŋ dɪˈspleɪ/ (n) = the presentation of a product that makes it desirable
tend (to) /tend/ (v) = to be likely to behave in a certain way
trolley /ˈtrɒli/ (n) = a metal object with wheels that is used for carrying things
wait in line (phr) = to wait for your turn

2c (p. 32)

ban /bæn/ (v) = to officially say that sth must not be done
batch of fries /bætʃ ɒv ˈfraɪz/ (n) = a portion of potato chips
big hit /bɪɡ ˈhɪt/ (n) = very popular

brass /brɑːs/ (adj) = made of a yellow metal and used for making musical instruments
crispy /ˈkrɪspi/ (adj) = firm and dry
durable cotton /ˈdjʊərəbəl ˈkɒtn/ (n) = cotton fabric designed to last a long time
fast forward /ˈfɑːst ˈfɔːwəd/ (v) = to move ahead quickly
formula /ˈfɔːmjələ/ (n) = a mixture of ingredients that form a certain substance
fussy diner /ˈfʌsi ˈdaɪnə/ (n) = a person eating who is hard to satisfy
generation /ˌdʒenəˈreɪʃən/ (n) = a group of people of a similar age having the same experiences
ingredients /ɪnˈɡriːdiənts/ (n) = several elements combined
kettle /keɪl/ (n) = a container used for boiling water
manual worker /ˈmænjʊəl ˈwɜːkə/ (n) = a person who works with their hands
sales rise /seɪlz raɪz/ (n) = an increase in price
serving /ˈsɜːvɪŋ/ (n) = an amount of food enough for one person
staple item /ˈsteɪpəl ˈaɪtəm/ (n) = a basic or necessary item of food
story goes back (phr) = background
take revenge /teɪk rɪˈvendʒ/ (phr) = to plan to hurt or punish sb because they have insulted or injured you
trade secret /ˈtreɪd ˈsiːkrət/ (n) = a secret (method or device or formula) that gives a manufacturer an advantage over the competition
wonder /ˈwʌndə/ (v) = to think about sth because you are worried or suspicious about it

2d (p. 33)

slim-fit /slɪm ˈfɪt/ (adj) = a style of garment that is modeled tightly for the person wearing it

Useful phrases

What size are you?
 Any good?
 Can I try them on, please?
 We've almost sold out.
 Can I pay by credit card?
 Your receipt is in the bag.
 Do you need any help?
 Could I have your ID, please?
 They're on sale at the moment, aren't they?
 Yes, they fit me really well.

2e (pp. 34-35)

admit /ədˈmɪt/ (v) = to agree that sth is true, even if you don't really want to accept it
authentic /ɔːθentɪk/ (adj) = genuine, real, not fake
bland /blænd/ (adj) = dull, unexciting
cabinet /ˈkæbənət/ (n) = a piece of furniture with shelves, cupboards or drawers, which is used for storing things
cherish /tʃerɪʃ/ (v) = to regard sth as important and to try hard to keep it
conveniences /kənˈvɪniənsəz/ (n) = things that make you comfortable
convention /kənˈvenʃən/ (n) = a large meeting of people who have a similar interest in sth
décor /deɪkɔː/ (n) = the style in which a house or room is furnished
distressing /dɪˈstresɪŋ/ (adj) = causing sorrow or suffering
era /ɪərə/ (n) = a time period with a general character
greed /ɡriːd/ (n) = a strong desire for more possessions than I need
housewife /ˈhaʊswaɪf/ (n) = a married woman who manages her own household
in retreat from (phr) = to hide away from sth
lipstick /ˈlɪpstɪk/ (n) = a coloured substance in the form of a stick which women put on their lips
long (to) /lɒŋ/ (v) = to desire to have
make do (phr) = to make the best with what you have
materialism /məˈtɪəriəlaɪzəm/ (n) = a desire for material objects
mend /mend/ (v) = to fix or repair sth
out of sight (phr) = outside the area that you can see
pension /ˈpenʃən/ (n) = a retirement fund
retro /reɪtrəʊ/ (adj) = fashion inspired by styles from the past
rule /ruːl/ (v) = to control, to influence
second-hand /ˌsekənd ˈhænd/ (adj) = not new but owned by sb else, used
shudder /ˈʃʌdə/ (v) = to tremble from fear or disgust
spoil /spɔɪl/ (v) = to damage, to do harm
throwaway fashion /θrəʊəweɪ ˈfæʃən/ (n) = cheap quality clothing
tight /taɪt/ (adj) = (of clothes) very small and fitting too close to the skin
time capsule /taɪm ˈkæpsjuːl/ (n) = a container filled with things of the present period that is buried so that future generations can find it

time warp /taɪm wɔ:p/ (n) = a distortion of time
trilby hat /trɪlbi 'hæt/ (n) = men's soft hat
values /'vælju:z/ (n) = moral principles and beliefs
vintage /'vɪntɪdʒ/ (adj) = the best and most typical of a kind, classic
violence /'vaɪələns/ (n) = actions which are intended to damage sth or hurt sb

2f (pp. 36-37)

advance /əd'vɑ:ns/ (v) = to go forward
challenge /tʃæləndʒ/ (n) = a difficult situation that demands effort
conserve /kən'sɜ:v/ (v) = to protect sth from harm, loss or change
consume /kən'sju:m/ (v) = to buy things or to use facilities and services
controlled /kən'trəʊld/ (pp) = powered
convert /kən'vɜ:t/ (v) = to change sth in order to use it for a different purpose
drain /dreɪn/ (v) = to allow the liquid to flow from sth
environmentally friendly (phr) = not harmful to the environment
equivalent /'ekwɪvələnt/ (adj) = having the same effect
exhaust /ɪg'zɔ:st/ (v) = to use up
food shortage (n) = limited supply of food
horizontally /hɒrə'zɒntl-i/ (adv) = situated along the ground
industrial greenhouse (phr) = a large greenhouse designed to produce food on a massive scale
local produce (phr) = edible products grown in the area
long gone (phr) = have not existed for a long time
lush /lʌʃ/ (adj) = (of vegetation) having many leaves and looking healthy and strong
mankind /'mænkaind/ (n) = all human beings
nutrients /'nju:triənts/ (n) = substances needed in order to live
open up /ə'pən 'ʌp/ (phr v) = to start a business
outlet /'aʊtlət/ (n) = place where goods are sold or delivered
permanent light source (phr) = source of light that is constantly available
powered /'paʊəd/ (pp) = supplied energy by
raise /reɪz/ (v) = (of a child) to bring up
rise /raɪz/ (v) = to become higher

save /seɪv/ (v) = to keep money for use in the future
soar /sɔ:/ (v) = to rise greatly and quickly
solution /sə'lju:ʃən/ (n) = an answer to a question or problem
spring up /'sprɪŋ 'ʌp/ (phr v) = to suddenly appear
structure /'strʌktʃə/ (n) = the way in which sth is made or organised
test /test/ (n) = to try out
transport costs (phr) = the financial cost of moving sth from one place to another
vertical farming (phr) = idea whereby organic produce is grown upwards in buildings as opposed to the traditional method along the ground
wasteland /'weɪstlənd, -lənd/ (n) = an area of land left unused
wonder /'wʌndə/ (n) = great surprise and pleasure

2g (p. 38)

button /'bʌtn/ (n) = a small hard object sewn onto clothes in order to fasten them
cardigan /'kɑ:dɪgən/ (n) = a knitted jacket or sweater with buttons up the front
chip /tʃɪp/ (n) = a very small piece of silicon with electronic circuits on it
coffee mug /'kɒfi mʌg/ (n) = a cup for hot drinks
crack /kræk/ (v) = to break
damage /'dæmɪdʒ/ (v) = to harm
digital camcorder /'dɪdʒɪtl 'kæmkɔ:də/ (n) = a device that can capture moving images and sound and store them digitally
exchange /'ɪks'tʃeɪndʒ/ (v) = to replace sth with sth else (usu better)
faulty /'fɔ:lti/ (adj) = damaged; not working properly
high-heeled shoes /'haɪ hi:ld 'fju:z/ (n) = not flat women's shoes
hole /həʊl/ (n) = a gap in a solid mass
lens /lenz/ (n) = a thin curved piece of glass or plastic used in things such as cameras, telescopes and pairs of glasses
lid /lɪd/ (n) = the top of a box or other container which can be removed or raised
refund /'ri:fʌnd/ (n) = a sum of money paid back to sb
replacement /'ri:pləsmənt/ (n) = a thing used when another is broken or lost

scratch /skrætʃ/ (v) = to make a small, shallow cut on skin or a surface with a sharp object
shoulder bag /'ʃəʊldə bæɡ/ (n) = women's small bag that is carried over the shoulder
sleeve /sli:v/ (n) = the part of a piece of clothing that covers your arm
strap /stræp/ (n) = a narrow piece of material used to fasten two things together or to carry sth
teapot /'ti:pɒt/ (n) = a container tea is made and served from

2h (p. 39)

awareness /ə'weənəs/ (n) = knowledge about what is happening around you
balance /'bæləns/ (n) = an equal situation
bargain-hunting /'bɑ:gən 'hʌntɪŋ/ (n) = shopping for a good deal on reduced items
child labour /tʃaɪld 'leɪbə/ (n) = hard work carried out by children
ethical /'eθɪkəl/ (adj) = morally correct
green issues /'grɪn 'ɪʃu:z/ (n) = topics related to the environment
guarantee /'gærən'ti:/ (v) = to assure, to promise
hard-earned cash /'hɑ:d ɜ:nd 'kæʃ/ (n) = money received after a lot of effort
human rights /'hju:mən 'raɪts/ (n) = the basic rights sb should have
manufacture goods /'mænʃə'fæktʃəd gʊdz/ (v) = the process whereby items to be sold are produced
mine of information (phr) = a great source of knowledge
money sense /'mʌni 'sens/ (n) = spending money wisely
natural resources /'nætʃərəl rɪ'zɔ:səz, -sɔ:-/ (n) = things such as minerals, coal etc which can be used by people
operate /'ɒpəreɪt/ (v) = to function
policy /'pɒləsi/ (n) = a set of ideas or plans used for making decisions
purchase /'pɜ:tʃəs/ (v, n) = to buy, sth that you buy
quest /kwest/ (n) = a long and difficult search
reduced prices /rɪ'dju:st 'praɪsəz/ (n) = no longer charging the full retail amount
seasonal retail shift /'si:zənəl ri:teɪl 'ʃɪft/ (n) = a change in the type of product that is to be sold due to the weather/time of year

sell off /sel 'ɒf/ (phr v) = selling products at reduced prices in order to get rid of excess stock
sweatshop /swetʃɒp/ (n) = a shop that employs workers at low wages, for long hours and under poor conditions
treasure trove /treʒə 'trəʊv/ (n) = a great source of value for money
treat /tri:t/ (v) = behave towards or deal with sb
truly /tru:li/ (adv) = absolutely, certainly

2i (p. 40-41)

amicably /æmɪkəbli/ (adv) = in a friendly way
appalled /ə'pɔ:ld/ (adj) = shocked or disgusted because sth is so unpleasant or bad
cancel /kænsəl/ (v) = to call off
case /keɪs/ (n) = sth to store things in
complain /kəm'pleɪn/ (v) = to express dissatisfaction
delay /dɪ'leɪ/ (n) = to put off to a later time
eventually /ɪ'ventʃuəli, -tʃəli/ (adv) = finally
invoice /ɪn'vɔɪs/ (n) = a list of items that have been ordered and their prices
I would appreciate it (phr) = to be very grateful
look forward to (phr) = can't wait for sth to happen
order /ɔ:də/ (v) = to command
place an order (phr) = to make a request for sth to be delivered
prompt reply /prɒpt ri'plai/ (n) = speedy response
replace /ri'pleɪs/ (v) = to put one thing or person in the place of another
rude /ru:d/ (adj) = behaving in a way that is not polite
state /steɪt/ (v) = to declare formally
to make matters worse (phr) = to aggravate an already bad situation

Skills Practice 2 (pp. 42-44)

agreement /ə'ɡri:mənt/ (n) = a formal arrangement or decision about future actions
basement /beɪsmənt/ (n) = a floor built below ground level
button /bʌtn/ (n) = a small object which you press to operate a device or a machine
campaign /kæm'peɪn/ (v) = to carry out a planned set of activities in order to achieve your aim

cheap /tʃi:p/ (adj) = not expensive
chemicals /kemɪkəlz/ (n) = substances that are used in a chemical process
coin /kɔɪn/ (n) = a small piece of metal, usu flat and circular, authorised by a government for use as money
conditions /kən'dɪʃənz/ (n) = the factors which affect sb/sth
dirt-cheap /dɜ:t 'tʃi:p/ (adj) = low-priced
disapprovingly /dɪsə'pru:vɪŋli/ (adv) = not agreeing
documentary /dɒkjə'mentəri/ (n) = a film or television programme which presents a subject matter in a factual and informative manner
ethical fashion (phr) = products that have been made with consideration to the labour conditions involved
feel sick (phr) = to feel unwell
gift-wrapped /ɡɪft ræpt/ (adj) = wrapped in paper in order to be presented as a gift
glue /ɡlu:/ (v) = to join things together by using a sticky substance
goal /ɡəʊl/ (n) = an ambition, a target
gumball machine /ɡʌmbɔ:l məʃɪn/ (n) = a vending machine that dispenses chewing gum in plastic balls
journalism /dʒɜ:nl-ɪzəm/ (n) = the job of writing for newspapers, TV or radio
lack /læk/ (n) = absence of sth
lobster /lɒbstə/ (n) = a shellfish with eight legs and two large claws
lowliest /ləʊliəst/ (adj) = least important
manufacturer /ˌmænʃə'fæktʃərə/ (n) = a person or a business that makes or builds sth
party /pɑ:ti/ (n) = one of the people involved in a particular situation (discussion, agreement, disagreement)
pocket /pɒkət/ (n) = a small pouch in a garment for carrying items such as money
quality /kwɒləti/ (adj) = the measure of a standard of excellence
rash /ræʃ/ (n) = a dry red infected area of the skin that is itchy
rock-bottom prices (phr) = the cost of an item that cannot be reduced any further
rundown /rʌndaʊn/ (adj) = exhausted and not healthy
rupee /ru:'pi:/ (n) = currency used in India
sewing machine /səʊɪŋ məʃɪn/ (n) = a machine used to stitch fabric with thread

skyrocket /skaɪ'rɒkət/ (v) = to increase suddenly
slave /sleɪv/ (v) = to work extremely hard at sth
supervisor /su:pəvaɪzə/ (n) = sb whose job is to make certain that everything is done correctly, safely, etc
sweatshop labour (phr) = poorly paid work that occurs within a sweatshop
the true cost of sth (phr) = the actual price you must pay for an item
think twice (phr) = to think carefully about an action before doing it
thumbprint /θʌmpɪnt/ (n) = a mark or impression made by the thumb
toothpaste /tu:θpeɪst/ (n) = a paste used for cleaning the teeth, applied with a toothbrush
unfashionable /ʌn'fæʃənəbəl/ (adj) = not in fashion
vending machine /vendɪŋ məʃɪn/ (n) = a machine from which you can buy small items, such as drinks and sweets, by putting coins into it

Language in Use 2 (p. 45)

do (sth) over /du: 'əʊvə/ (phr v) = to repeat sth
do up /du: 'ʌp/ (phr v) = to tie, to fasten
drop by/in /drɒp 'baɪ, 'ɪn/ (phr v) = to visit
drop out /drɒp 'aʊt/ (phr v) = to stop doing sth before finishing it
get across /get ə'krɒs/ (phr v) = to make sth understood
get ahead /get ə'hed/ (phr v) = to be successful in your career
get along (with) /get ə'lɒŋ/ (phr v) = to have a friendly relationship with sb

Module 3 (p. 47)

clean neighbourhood (phr) = tidy area where people live
community /kə'mju:nəti/ (n) = a group of people living in a specific area
donate to charity (phr) = to give items or money to a needy cause
help people in need (phr) = to give assistance to people who have little
help the elderly (phr) = to give assistance to aged people
improve (their) quality of life (phr) = to make better people's daily lives
look after stray animals (phr) = to take care of animals that have no owner

pick up litter (phr) = to remove rubbish from the streets
recycle old material (phr) = to give a new use to old objects
rubbish on the streets (phr) = unwanted items left in public places

3a (pp. 48-49)

abuse /ə'bjuz/ (v) = to treat sb or sth badly
accuse (of) /ə'kju:z/ (v) = to blame sb for doing sth bad
biting cold (phr) = extremely cold
chatty /tʃæti/ (adj) = friendly
convincing /kən'vinsɪŋ/ (adj) = believable
criticise /'krɪtəsaɪz/ (v) = to express disapproval of sth or sb by saying what you think is wrong with it
curl up /kɜ:l 'ʌp/ (phr v) = to bend one's body
dig (sth) into (sb/sth) /dɪg 'ɪntə/ (phr v) = to press into sth or sb
debt /det/ (n) = a sum of money that one owes
donate /dəʊneɪt/ (v) = to give as a gift to a charity or a good cause
doze off /dɔ:z 'ɒf/ (phr v) = to fall asleep
embarrassed /ɪm'bærəst/ (adj) = feeling ashamed or guilty about sth
eye-opening /aɪ əʊpənɪŋ/ (adj) = surprising and revealing
family break-up /'fæməli 'breɪk ʌp/ (n) = the separation of family bonds, usu due to divorce
frizzy hair /'frɪzi 'heə/ (n) = hair that is hard to control and messy
get rid (of sb/sth) (phr) = to become free of sth/sb that is unpleasant or annoying
go undercover (phr) = to disguise
invisible /ɪn'vɪzəbəl/ (adj) = cannot be seen
judgement /dʒʌdʒmənt/ (n) = a decision made based on consideration of facts
make small talk (phr) = to make unimportant conversation
marginalised /mɑ:dʒənəlaɪzd/ (v) = to treat sb or sth as if they are unimportant
official identity (phr) = an identity that is recognised by documentation
prosthetic make-up (phr) = makeup that physically alters a person's appearance
puffy eyes /'paɪ 'aɪz/ (n) = swollen skin round eye area

scruffy clothes /'skrafi 'kləʊðz, 'kləʊz/ (n) = unclean or old items of clothing
senior citizen /'si:niə 'sɪtəzən/ (n) = a pensioner
set out /set 'aʊt/ (phr v) = to begin a journey
shabby /ʃæbi/ (adj) = old and in bad condition
the blind /ðə 'blaɪnd/ (pl n) = the visually impaired
the disabled /ðə dɪseɪbld/ (pl n) = people with mobility issues
the elderly /ði 'eldəli/ (pl n) = the old
the homeless /ðə 'həʊmləs/ (pl n) = the people who live and sleep on the street
the poor /ðə 'pɔ:/ (pl n) = the people who have little money
the rich /ðə 'rɪʃ/ (pl n) = the people who have a lot of money
the unemployed /ði ʌnəm'plɔɪd/ (pl n) = the people who have no job
the young /ðə 'jʌŋ/ (pl n) = the youthful
transformation /trænsfə'meɪʃən/ (n) = the process of changing sth into sth completely different
volunteer /vɒlən'tiə/ (v) = to offer to do sth without payment
walking stick /'wɔ:kɪŋ stɪk/ (n) = a device that helps a person to walk

3b (pp. 50-51)

adopt /ə'dɒpt/ (v) = to take another person's child into your own family
affection /ə'fekʃən/ (n) = friendship and love one has for others
ageing population (phr) = old people
appalling /ə'pɔ:lɪŋ/ (adj) = so bad or unpleasant that it's shocking
beg /beg/ (v) = to ask very eagerly for sth
broken home (phr) = a household in which the family unit does not properly function
crime /kraɪm/ (n) = an act which is not legal and may be punished by law
destitution /destə'tju:ʃən/ (n) = not having the basic essentials of life
eager /'i:ɡə/ (adj) = keen
eye-opening /aɪ əʊpənɪŋ/ (adj) = surprising and revealing
homelessness /'həʊmləsnes/ (n) = the condition of not having a home
host family /'həʊst 'fæməli/ (n) = a family that you stay with and looks after you while visiting a country
hunger /'hʌŋɡə/ (n) = lack of food

hygiene /'haɪdʒɪn/ (n) = cleanliness
illiteracy /ɪ'lɪtərəsi/ (n) = inability to read and write
leak /li:k/ (v) = (of liquids or gas) to come out of a hole by accident
less fortunate than (phr) = having fewer opportunities and wealth than others
life-changing experience (phr) = an experience that changes a person's outlook and opinions on life
literacy /'lɪtərəsi/ (n) = the ability to read and write
makeshift school (n) = a school temporarily set up
miss out /mɪs 'aʊt/ (phr v) = to fail to experience
nerve-racking /nɜ:v 'rækɪŋ/ (adj) = frightening, causing stress or anxiety
population growth (phr) = increase in the number of people living in a place
poverty /'pɒvəti/ (n) = the condition of being extremely poor
privileged /'prɪvəlɪdʒd/ (adj) = with opportunities that most other people do not have, often because of wealth or class
racism /reɪsɪzəm/ (n) = abusive or aggressive behaviour towards members of another race
reputation /repjə'teɪʃən/ (n) = opinion of others about sb or sth
shack /ʃæk/ (n) = a roughly built hut, usu inhabited by the poor
shine shoes (phr) = clean shoes with polish and a brush
slum /slʌm/ (n) = a poor section of a city, characterised by inferior living conditions and usu by overcrowding
turn up /tɜ:n 'ʌp/ (phr v) = to appear
unofficial /ʌnə'fɪʃəl/ (adj) = unauthorised
violence /vaɪələns/ (n) = actions which are intended to damage sth or hurt sb
volunteer group /vɒlən'tiə grʊp/ (n) = a group of people who are not paid to help those in need
war /wɔ:/ (n) = armed fighting between countries or groups
wealthy /welθi/ (adj) = having a lot of money, property or possessions of value
worthwhile /wɜ:θ'waɪl/ (adj) = enjoyable or useful

3c (p. 52)

- amphitheatre** /æmfə'thi:tə/ (n) = a building, usu circular or oval, in which levels of seats rise from a central open arena, as in those of ancient Rome
- familiar** /fə'miliə/ (adj) = possible to recognise; seen or heard before
- fan** /fæn/ (n) = sb who supports, admires, etc sb or sth
- freedom of expression** (phr) = being able to say what you think and believe freely
- humanitarianism** /hju:mənə'teəriənizəm/ (n) = the belief that it is our duty to promote the welfare of mankind
- if in doubt** (phr) = if unsure about sth
- legend** /ledʒənd/ (n) = a story from the distant past, myth
- loyal** /ləiəl/ (adj) = faithful
- massage** /mə'sɑ:ʒ/ (n) = the act of rubbing parts of the body to promote relaxation
- muddy** /mʌdi/ (adj) = containing or covered in mud
- mystical** /mɪstɪkəl/ (adj) = magical
- mythology** /mɪθələdʒi/ (n) = group of legends from a particular country
- principle** /prɪnsəpəl/ (n) = a basic rule
- promote** /prə'məʊt/ (v) = to advertise sth in order to sell it
- pyramid** /pɪrəmid/ (n) = a shape with a flat base and sloping triangular sides that meet at a point
- recover** /rɪ'kʌvə/ (v) = to get well after an illness
- respect** /rɪ'spekt/ (v) = to care for sb's wishes, beliefs and rights
- spiritual tradition** /spɪrɪtʃuəl kən'ekʃən/ (n) = a tradition closely linked with religious practices
- stage** /steɪdʒ/ (n) = an area raised above ground level on which entertainers perform
- summer solstice** /sʌmə 'sɒlstəs/ (n) = the 22nd of June when the day is the longest and the night the shortest of the year in the northern hemisphere
- teepee** /ti:pi:/ (n) = a cone-shaped tent of animal skins used by certain North American Indians
- (the) performing arts** /pə'fɔ:mɪŋ 'ɑ:ts/ (n) = arts that are performed before an audience; dance, drama etc
- wander around** /wɒndə ə'raʊnd/ (v) = to move around freely and with no planned direction

3d (p. 53)

- credit/debit card number** (phr) = the number found on the front of a credit card that identifies it
- donation** /dəʊ'neɪʃən/ (n) = money given to a charity or other organisation
- expiry date** (phr) = a specific time in which food, medicine or drinks can be used
- leaflet** /li:flət/ (n) = a booklet, a pamphlet
- passionate** /pæ'ʃənət/ (adj) = enthusiastic
- plantation** /plæn'teɪʃən/ (n) = a large farm on which a single type of crop is grown
- regular** /regjələ/ (adj) = following a specific pattern
- representative** /reprə'zentətɪv/ (n) = a person who is chosen to act on behalf of another or a group
- take action against** (phr) = to begin legal action against an injustice
- wonderful** /wʌndəfəl/ (adj) = incredible

Useful phrases

How can I help you?
I'd like to make a donation.
Could I get your full name and address, please?
Could you give me your credit or debit card number, please?
And what's the expiry date?
You're very welcome.

3e (pp. 54-55)

- agonising** /ægə'naɪzɪŋ/ (adj) = painful, tormenting
- at all costs** (phr) = sth that must be done no matter what the price might be
- blog campaign** (phr) = a campaign that is brought to attention by using the Internet
- bug** /bʌg/ (n) = a virus
- collapse with exhaustion** (phr) = to be unable to move due to tiredness
- conservation group** /kɒnsə'veɪʃən grʊp/ (n) = organisation that aims to conserve an endangered species
- conserve** /kən'sɜ:v/ (v) = to protect sth from harm, loss or change
- create window displays & posters** (phr) = to show information in eye catching ways
- deforestation** /di:fɒ're'steɪʃən/ (n) = the cutting down of trees

- desperately** /despə'retli/ (adv) = in a way that shows sb is ready to do anything to change a bad situation
- draw a bow** (phr) = to pull back the string on a bow, in preparation to shoot an arrow
- drug smuggler** /drʌg smʌglə/ (n) = a person who attempts to conceal drugs and transport them
- electric eel** /ɪ'lektrɪk 'i:l/ (n) = a snake-like creature that lives underwater and can shock its prey
- entire length** (phr) = the whole distance of sth
- environmental group** /ɪnvaɪrə'nmentl grʊp/ (n) = an organisation whose aim is to bring awareness to environmental issues
- face terrifying hazards** /feɪs 'terəfaɪ-ɪŋ 'hæzədz/ (phr) = to be confronted with dangerous and frightening obstacles
- foreigner** /fɒrənə/ (n) = a person who is from a different country or region/not local
- forest worker** /fɒrəst wɜ:kə/ (n) = a person whose job it is to work in a forest habitat
- former army captain** /fɔ:mə 'ɑ:mɪ 'kæptən/ (n) = a person who no longer holds the position of army captain
- furious** /fjʊəriəs/ (adj) = extremely angry
- gather** /gæðə/ (v) = to come or to get together as a group
- GPS** /dʒi: pi: 'es/ (n) = (global positioning system) a system that uses signals from satellites to find out the position of an object
- grab attention** (phr) = to bring to people's attention
- hair-raising moments** (phr) = moments of great danger or fear
- hostile tribes** /hɒstail 'traɪbz/ (n) = unfriendly native groups
- informative** /ɪnfə'metɪv/ (adj) = giving useful information
- inject with antibiotics** (phr) = antibiotic medicine that is administered with the use of a syringe
- (jungle) expedition** /ekspə'dɪʃən/ (n) = an organised journey or voyage for a specific purpose
- lecture** /lektʃə/ (n) = a formal talk on a specific subject given to a group of people
- (loss of) habitat** /hæbətæt/ (n) = destruction of a habitat

malaria /mə'leəriə/ (n) = a disease resulting from the bite of mosquitoes, which causes periods of fever

natural wonder /nætʃərəl 'wʌndə/ (n) = an amazing sight that has not been made by man and occurs naturally

pit viper /pɪt 'vaɪpə/ (n) = a kind of venomous snake found in Asia and the Americas

put (sb) off /pʊt 'ɒf/ (phr v) = to make sb dislike sth; to discourage sb from doing sth

raise funds (phr) = to gather money for a charitable cause or project

raise public awareness (phr) = to bring attention to a certain cause or issue

razor-sharp /reɪzə 'ʃɑ:p/ (adj) = extremely sharp

reach a destination (phr) = to arrive at a location that has been determined

set off /set 'ɒf/ (phr v) = to start on a journey

sharp toothed caiman crocodile

/ʃɑ:p tu:θt keɪmən 'krɒkədaɪl/ (n) = a species of crocodile found in salt water and fresh water

slide show /slaɪd ʃəʊ/ (n) = a projected display of photographs

source /sɔ:s/ (n) = a person, place or thing you get sth from

swarm of wasps (phr) = a great number of wasps

territory /terə'tɔ:ri/ (n) = land controlled by a particular country or ruler

trickle /trɪkəl/ (n) = to fall by drops

true inspiration (phr) = sth that inspires others

upload /ʌp'ləʊd/ (v) = to transfer data onto a computer

3f (pp. 56-57)

afford /ə'fɔ:d/ (v) = to have enough money to buy sth

atmosphere /æt'məsfiə/ (n) = the air that you breathe

carbon dioxide /kɑ:bən daɪ'ɒksaɪd/ (n) = gas produced by animals and people breathing out and by chemical reactions

catastrophe /kə'tæstrəfi/ (n) = a sudden event that causes a terrible disaster

centuries /sentʃə'ri:z/ (n) = many hundreds of years

colonisation /kə'lənə'zeɪʃən/ (n) = act of living in and taking control of a foreign country

colony /kə'ləni/ (n) = a country or area that is controlled by a more powerful one

construct /kən'strʌkt/ (v) = to build

endless /endləs/ (adj) = never finishing

exploration /eksplə'reɪʃən/ (n) = the act of travelling through a place to discover it

extract /ɪk'strækt/ (v) = to remove

final frontier (phr) = a boundary that has yet to be reached

futuristic community (phr) = a gathering of people who reside in advanced dwellings

generate /dʒenə'reɪt/ (v) = to create, to produce

harsh /hɑ:ʃ/ (adj) = (of conditions) difficult or uncomfortable to live in

leap /li:p/ (n) = a big improvement

mankind /mæn'kaɪnd/ (n) = all human beings

meteor /mi'tiə/ (n) = a rock from space that has entered the Earth's atmosphere

millennia /mɪ'lɪniə/ (n) = a period of one thousand years

nuclear war /nju:kliə 'wɔ:/ (n) = a war that involves the use of nuclear weapons

orbit /ɔ:bət/ (v) = to move around a planet, the moon or a star

overcome /əʊvə'kʌm/ (v) = to succeed in dealing with a difficulty

resources /ri'zɔ:səz, -sɔ:-/ (n) = natural materials such as forests, oil, land, etc, that people can use

self-sufficient /self sə'fɪʃənt/ (adj) = able to take care of one's self without outside help

solar panel /səʊlə 'pænl/ (n) = a device that turns energy from the sun into electricity

spread /spred/ (v) = to move outwards in all directions

supplies /sə'plaɪz/ (n) = food, equipment and other essential things that people need

warm sth up (phr v) = to provide heat to sth and change its temperature

wipe out (phr v) = to destroy places, animals or people completely

3g (p. 58)

air pollution /eə pə'lju:ʃən/ (n) = harmful substances introduced into the atmosphere

biodegradable detergent

/baɪəʊdɪ'greɪdəbəl dɪ'tɜ:dʒənt/ (n) = environmentally friendly detergent used to clean products

coal /kəʊl/ (n) = a black or dark-brown substance that is taken from the ground and is used as fuel

deforestation /di:fərə'steɪʃən/ (n) = the cutting down of trees

dispose (of) /dɪ'spəʊz/ (v) = to throw away sth one doesn't need or want

electronic waste /elɪktrɒnɪk 'weɪst/ (n) = discarded electrical or electronic devices

excessive rubbish /ɪk'sesɪv 'rʌbɪʃ/ (n) = more rubbish than can be dealt with or is necessary

fertiliser /fɜ:təlaɪzə/ (n) = a chemical used to promote quicker crop and plant growth

gas /gæs/ (n) = a substance like air that is neither liquid nor solid and burns easily

impractical /ɪm'præktɪkəl/ (adj) = not sensible or realistic

natural resources /nætʃərəl ri'zɔ:səz, -sɔ:-/ (pl n) = things such as minerals, coal etc which can be used by people

oil /ɔɪl/ (n) = a smooth, thick liquid that is found under the surface of the earth and used as fuel

poison /pɔɪzən/ (v) = to make sth dangerous by putting a lethal substance in it

renewable energy /ri'nju:əbəl 'enədʒi/ (n) = forms of energy that are naturally replaced and will not run out

rubbish /rʌbɪʃ/ (n) = waste material, garbage

run out /rʌn 'aʊt/ (phr v) = to have no more of sth left

set up a website (phr) = to begin operating an Internet page

to a certain extent (phr) = sth that is true or permitted up to a point

water pollution /wɔ:tə pə'lju:ʃən/ (n) = harmful or poisonous substances introduced into water sources

3h (p. 59)

absorb /əb'sɔ:b, əb'zɔ:b/ (v) = to soak sth up or to take sth in

become extinct (phr) = to stop existing

(be) under threat (phr) = to be in danger if sth is not done

be home to (phr) = place where certain plants/animals are found

cancer-fighting properties (phr) = containing properties that help fight off the development of cancerous cells

commercial /kə'mɜːʃəl/ (n) = an advertising message that is broadcast on television or radio

contribute /kən'tribjuːt/ (v) = to offer money or resources to help achieve a particular purpose

delicate /dɪ'lɪkət/ (adj) = damaged easily

die out /daɪ 'aʊt/ (phr v) = to become less and less common and eventually disappear completely

disease /dɪ'ziːz/ (n) = an illness caused by an infection

ecosystem /iːkəʊ'sɪstəm/ (n) = all the plants and animals that live in a certain area and the relationship which exists between them and their environment

global warming /gləʊbəl 'wɔːmɪŋ/ (n) = an increase in the world's temperature caused by pollution

graze /greɪz/ (v) = (for an animal) to eat grass or other plants growing in a particular place

greenhouse gas /grɪn'haʊs 'ɡæs/ (n) = a gas in an atmosphere that absorbs and emits radiation

harmful /hɑːmfəl/ (adj) = causing damage

include /ɪn'klʊd/ (v) = to add as part of sth else, to put in as part of a set/group/category

logger /lɒɡə/ (n) = a man who cuts down trees

major threat (phr) = sth that is a great danger to sth or sb

mine /maɪn/ (n) = a hole in the ground made to remove minerals such as coal

photosynthesis /fəʊtəʊ'sɪnθəsɪs/ (n) = the production of organic materials within plants, esp. carbohydrates, from carbon dioxide, water, and inorganic salts, using sunlight as the source of energy and with the aid of chlorophyll

release /rɪ'liːs/ (v) = the act of freeing

slash and burn (phr) = an agricultural technique which involves cutting and burning of forests or woodlands to create fields

sustainable /sə'steɪnəbəl/ (adj) = not causing damage to the environment

tropical rainforest /trɒpɪkəl 'reɪnfɒrɪst/ (n) = an ecosystem that occurs close to the equator. This ecosystem experiences high average temperatures and a significant amount of rainfall

turn into /tɜːn 'ɪntə/ (phr v) = to change into

unique species (phr) = being the only one of a particular type of creature

urban developers (phr) = people who plan the building of cities or towns

3i (pp. 60-61)

accessible /ək'sesəbəl/ (adj) = able to be reached

atmosphere /ætməsfiə/ (n) = the air that you breathe

benefit /benə'fɪt/ (v) = help or advantage that results from sth

commute /kə'mjuːt/ (v) = to travel a long distance between my home and my work

contribute /kən'tribjuːt/ (v) = to offer money or resources to help achieve a particular purpose

destination /destə'neɪʃən/ (n) = a place to which sth is being sent or sb is going

effective /ɪfektɪv/ (adj) = able to accomplish a purpose

global warming /gləʊbəl 'wɔːmɪŋ/ (n) = an increase in the world's temperature caused by pollution

mandatory /mændətəri/ (adj) = obligatory, that must be done because it is a rule or law

opposing /ə'pəʊzɪŋ/ (adj) = different, disagreeing

quality of life (phr) = the general well-being of individuals and societies

responsibility /rɪ'spɒnsə'bɪləti/ (n) = duty which one must do and must make decisions about

vastly /vɔːstli/ (adv) = greatly

viewpoint /vjuː'pɔɪnt/ (n) = an opinion on a subject

Skills Practice 3 (pp. 62-64)

abused /ə'bjuːzd/ (adj) = to be mistreated

anxious /æŋkʃəs/ (adj) = nervous or worried

assignment /ə'saɪnmənt/ (n) = a piece of work or job that you are given to do

bad reputation (phr) = without honour

catch sight of (phr) = to get a quick look of sth

come into conflict (phr) = to have physical or verbal disagreements with sb or sth

commercial /kə'mɜːʃəl/ (adj) = involving or relating to the buying and selling of goods

cruel /kruːəl/ (adj) = brutal, violent

decrease /dɪ'kriːs/ (v) = (to cause) to become less

dedicate /dedɪ'keɪt/ (v) = to devote

discard /dɪ'skɑːd/ (v) = to reject

ecosystem /iːkəʊ'sɪstəm/ (n) = all the plants and animals that live in a certain area and the relationship which exists between them and their environment

fascinated /fæsə'neɪtəd/ (adj) = finding sth interesting and attractive

fin /fɪn/ (n) = flat part that sticks out of a fish's body

flesh-eating disease (phr) = a rare infection of the deeper layers of skin

food chain /fuːd tʃeɪn/ (n) = a series of living things which are connected by eating each other

foreground /fɔːgraʊnd/ (n) = the area that is nearest to and in front of the viewer

go crazy (phr) = to act irrationally

heartbeat /ha:tbiːt/ (n) = a single complete pulsation of the heart

hug /hʌɡ/ (v) = put one's arms around sb or sth and hold them or it tightly

illegal fishing /ɪ'lɪɡəl 'fɪʃɪŋ/ (n) = the act of catching fish without permission or in a prohibited area

life savings (phr) = the total amount of money saved over the period of a lifetime

loathe /ləʊð/ (v) = to dislike very much

luxury /lʌkʃəri/ (adj) = sth that is not essential to life but obtained for pleasure

maintain /meɪn'teɪn/ (v) = continue to have

marine reserve /mə'riːn rɪ'zɜːv/ (n) = an aquatic area that is kept as a sanctuary for marine life

mass murder (phr) = the deliberate killing of an animal on a large scale

mission /mɪʃən/ (n) = an important journey made to do a special job

organised crime (phr) = criminal activities which involve large numbers of people that are organised and controlled by a small group

panic /ˈpænik/ (v) = to suddenly feel great fear which makes one unable to think or act logically
portray /pɔːtreɪ/ (v) = to depict, to represent
predator /ˈpredətə/ (n) = an animal that hunts and eats other animals
undeserved /ˌʌndɪˈzɜːvd/ (adj) = not deserving of sth
valuable /ˈvæljuəbəl, -jəbəl/ (adj) = of considerable importance
vital /ˈvaɪtəl/ (adj) = crucial; important

Language in Use 3 (p. 65)

contribute (to) /kənˈtribjuːt/ (v) = to help, to lead to
grab /græb/ (v) = to take sth or to pick it up suddenly and roughly, to snatch
hand in /hænd ˈɪn/ (phr v) = to give sth to a person in authority
hand out /hænd ˈaʊt/ (phr v) = to distribute
hand over /hænd ˈəʊvə/ (phr v) = to give sth to sb
hang on /hæŋ ˈɒn/ (phr v) = to depend on sth in order to be successful
hang out /hæŋ ˈaʊt/ (phr v) = to spend time somewhere
join in /dʒɔɪn ˈɪn/ (phr v) = to participate
join up /dʒɔɪn ˈʌp/ (phr v) = to become a member of sth such as a club
school /skuːl/ (n) = a large group of fish or dolphins moving through water together
under threat (phr) = facing danger of extinction
vicious /ˈviʃəs/ (adj) = (of animals) dangerous and fierce

Module 4 (p. 67)

alien /ˈeɪliən/ (adj) = very different and difficult to understand
ape-like creature (phr) = a creature that looks like an ape
assassinate /əˈsæsəneɪt/ (v) = to murder sb as a political act
assassination /əˈsæsəneɪʃən/ (n) = the act of murdering sb for political reasons
capture /ˈkæptʃə/ (v) = to catch, to trap
disappearance /ˌdɪsəˈpiərəns/ (n) = passing out of sight
explode /ɪkˈspləʊd/ (v) = (usu of a bomb) to burst loudly and violently; blow up
extraterrestrial /ˌekstrəˈterɪstriəl/ (adj) = a being from beyond the Earth's atmosphere
hairy /heəri/ (adj) = covered with hair

incident /ˈɪnsədənt/ (n) = an event that is usu unpleasant
launch /lɔːntʃ/ (v) = to send a spacecraft into space
proof /pruːf/ (n) = a piece of evidence which shows that sth is true
report /rɪˈpɔːt/ (v) = to describe a recent event or situation
sighting /ˈsaɪtɪŋ/ (n) = occasion of seeing sth strange or unusual
spacecraft /ˈspeɪs-kraʊt/ (n) = a vehicle that travels in space
unknown /ˌʌnˈnəʊn/ (adj) = sth that is not recognised

4a (pp. 68-69)

aircraft hangar /ˈeəkraʊt ˈhæŋɡə/ (n) = a shelter esp for housing or repairing aircraft
army base /ˈɑːmi ˈbeɪs/ (n) = a large base of operations for an army
assignment /əˈsaɪnmənt/ (n) = a piece of work or job that you are given to do
autopsy /ˈɔːtɒpsi/ (n) = the inspection and dissection of a body after death
billboard /ˈbɪlbɔːd/ (n) = a large board for displaying posters, usu used for advertising purposes
burst /bɜːst/ (v) = to break open because of pressure from the inside
cattle farmer /ˈkætl ˈfɑːmə/ (n) = a farmer who raises livestock such as cows
debris /ˈdeɪbriː, -deɪ-/ (n) = pieces from sth that has been destroyed
doubtful /ˈdaʊtfl/ (adj) = unsure, having doubts
eerie /ɪəri/ (adj) = strange, frightening
eye-witness account (phr) = a description of events from a person present
flying saucer /ˈflaɪ-ɪŋ ˈsəʊsə/ (n) = a spaceship that looks like a saucer (a small curved plate)
formation /fɔːˈmeɪʃən/ (n) = creation of sth, its shape or structure
freeway /ˈfriːweɪ/ (n) = a highway without tolls
hieroglyphics /ˈhaɪəˈglɪfɪks/ (n) = writing used in ancient Egypt
hotspot /ˈhɒtspt/ (n) = an area of intense activity
lined with (phr) = appearing in a row across an area
oval-shaped /əʊvəl ˈʃeɪpt/ (adj) = somewhat round in appearance
rattlesnake /ˈrætl̩sneɪk/ (n) = a type of snake that is characterised by its vibrating tail

remains /rɪˈmeɪnz/ (n) = parts or things that are left
report (on) /rɪˈpɔːt/ (v) = to give an account of sth that has occurred
sceptic /ˈskeptɪk/ (n) = sb who has doubts about things other people believe
spot /spɒt/ (v) = to notice sb or sth, usu because you are looking hard
unfold /ʌnˈfəʊld/ (v) = to develop and become known
weather balloon /ˈweðə bəˈluːn/ (n) = a balloon which carries scientific instruments in to the sky and sends back information on atmospheric pressure, temperature and humidity
weird /wɪəd/ (adj) = strange
witness /ˈwɪtnəs/ (v) = to be present and see sth
wreckage /ˈrekɪdʒ/ (n) = remains of a vehicle, aeroplane, etc after it has been damaged in an accident

4b (pp. 70-71)

countless /ˈkaʊntləs/ (adj) = endless, numerous
cryptid /ˈkrɪptɪd/ (n) = a creature or plant whose existence has been suggested but is often regarded as highly unlikely
cryptozoologist /ˈkrɪptəʊzəˈlɒdʒəst/ (n) = a person who studies the existence of cryptids
encouragement /ɪnˈkʌrɪdʒmənt/ (n) = talking or behaving in a way that gives sb confidence to do sth
fake /feɪk/ (adj) = made to look genuine or valuable but is not
footage /ˈfʊtɪdʒ/ (n) = film or part of a film of a particular event
gaze /geɪz/ (v) = to look steadily at sb or sth for a long time
glance /glɑːns/ (v) = to look at sth very quickly
glare /gleə/ (v) = to stare in an angry manner
glimpse /glɪmps/ (v) = to see sth or sb for a quick moment
hard evidence (phr) = proof that is undeniable due to physical material
hips /hɪps/ (n) = the areas found either side of the body; below the waist and above the thigh
hoax /həʊks/ (n) = a trick in which sb tells people a lie intended as a joke
human settlement /ˈhjuːmən ˈsetlmənt/ (n) = area of dwellings established by people
leading /ˈliːdɪŋ/ (adj) = chief; main

legendary beast (phr) = fierce monster or creature that is supposed to exist
mobility /məʊbɪləti/ (n) = movement
native tribe /neɪtɪv traɪb/ (n) = a primitive group of people that are indigenous to an area
panther-like /pænθə laɪk/ (adj) = having the qualities of a big cat, esp. those of a panther
peep /pi:p/ (v) = to have a quick look at sth or sb, usu secretly and quietly
peer /piə/ (v) = to look intently esp because it's difficult to see clearly
plaster cast /plɑ:stə 'kɑ:st/ (n) = a hard white material used to cover broken parts of the body until they are healed
reluctant /rɪ'lʌktənt/ (adj) = hesitant
sample /sæmpəl/ (n) = a part of a whole used to show what the rest is like
sceptical /skeptɪkəl/ (adj) = doubting that sth is true or useful
scratch /skrætʃ/ (n) = a slight cut made with a sharp object
screech /skri:tʃ/ (n) = a loud, piercing sound
secretive /sɪkri:tɪv/ (adj) = close
specimen /spesəmə'n/ (n) = an example of sth
stand guard (phr) = to watch over and protect sth or sb
stare /steə/ (v) = to look at sth/sb for a long time
tales of sightings (phr) = stories of strange sightings
valued /vælju:d/ (adj) = desired
virtually unknown (phr) = almost completely lacking the details of sth
witness /wɪtnəs/ (n) = a person who sees sth happening

4c (p. 72)

behead /brɪhed/ (v) = to remove the head from sb or sth
clog dance /klog da:ns/ (n) = a dance performed by people wearing wooden shoes
cruel /kru:əl/ (adj) = brutal, violent
execution /eksɪkju:ʃən/ (n) = the carrying out of a sentence of death
freeze in terror (phr) = to be unable to move due to extreme fear
ghostly goings-on (phr) = events that cannot be explained and thought to be paranormal
graveyard /grevjə:d/ (n) = a burial ground such as that found at a church

imprisonment /ɪm'prɪzənmənt/ (n) = to become confined and lose ones freedom
make presence felt (phr) = to make sb aware of your existence
mischievous /mɪstʃɪvəs/ (adj) = behaving in an annoying but harmless way
occur /ə'kɜ:z/ (v) = to happen, to take place
occurrence /ə'kʌrəns/ (n) = sth that happens
phantom /fæntəm/ (n) = a ghost
spot /spɒt/ (v) = to notice, to find
torture /tɔ:tʃə/ (n) = extreme physical or emotional pain
trial /traɪəl/ (n) = the hearing of statements in a court of law to judge whether a person is guilty of a crime
usher /ʌʃə/ (n) = a person who takes people to their seats in a cinema, theatre, etc
welcome addition (phr) = a new member to a group that is happily accepted

4d (p. 73)

entry /entri/ (n) = access to sth
exhibition /eksə'bɪʃən/ (n) = a public event where paintings, sculptures etc are shown openly
purchase /pɜ:tʃəs/ (n) = sth bought
the Crown Jewels /ðə kraʊn 'dʒu:əlz/ (n) = valuable jewels belonging to the Queen of England
Yeoman Warder /jəʊmən 'wɔ:də/ (n) = ceremonial guardians of the Tower of London, used to guard prisoners and the crown jewels

Useful phrases

This is the right place to get tickets for ..., isn't it?
 Yes, it certainly is.
 Could you tell me what the ticket price includes, please?
 I'd like to book some tickets for this afternoon then, please.
 How many tickets would you like?
 My pleasure. Enjoy your visit.

4e (pp. 74-75)

anxiety /æŋ'ziəti/ (n) = distress
apparent /ə'pærənt/ (adj) = clear, obvious
baffling enigma (phr) = a puzzle or riddle that has yet to be solved
bless /bles/ (v) = to make prosperous or special by religious rite

blow /bləʊ/ (v) = to make currents of air
buzz /bʌz/ (v) = to make a continuous low sound like a bee
crack /kræk/ (v) = to break
crunch /krʌntʃ/ (v) = to eat sth by making a loud crushing sound
dizziness /dɪzɪnəs/ (n) = state of feeling unsteady and light-headed
drag /dræg/ (v) = to move with difficulty
drip /drɪp/ (v) = (for a liquid) to fall in small drops
drive sb mad (phr) = to make sb go crazy
drive sb to distraction (phr) = to make sb very angry or very bored
eerie sound (phr) = mysterious or frightening noise
gather /gæðə/ (v) = to come or get together as a group
glowing /gləʊɪŋ/ (adj) = emitting a steady bright light, without flames
intriguingly /ɪn'trɪɡɪŋli/ (adv) = arousing great interest or curiosity
irritating sound /ɪrɪteɪɪŋ 'saʊnd/ (n) = a noise that causes people to feel annoyed
labyrinth /læbə'rɪnθ/ (n) = a mazelike network of tunnels, chambers or paths, either natural or man-made
lair /leə/ (n) = the resting place of a wild animal
majestically /mə'dʒestɪkli/ (adv) = grandly
maze /meɪz/ (n) = a complex system of passages and paths between walls and hedges
methane gas bubbles (phr) = bubbles of a colourless, odourless and flammable gas that is released by swamps
patter /pætə/ (v) = to make soft tapping sounds
remain a mystery (phr) = a puzzle that is yet to be solved
resemble /rɪ'zembəl/ (v) = to be similar to
river bed /rɪvə bed/ (n) = the bottom layer of a river
rustle /rʌsl/ (v) = (of leaves) to produce a sound while moving in the wind
scratch /skrætʃ/ (v) = to make a small, shallow cut on skin or a surface with a sharp object
serpent /sɜ:pənt/ (n) = a snake-like reptile
splash /splæʃ/ (v) = (for water) to hit or to disturb water in a noisy way
stamp /stæmp/ (v) = to bring down a foot heavily on the ground
suffocating /sʌfə'keɪtɪŋ/ (adj) = being unable to breathe
sustain /sə'steɪn/ (v) = to continue or maintain sth for a period of time

tap dripping (phr) = small drops of water that are leaking from the head of a tap
tap foot /tæp 'fʊt/ (v) = to make a noise with one's foot by hitting it off sth
vegetation /vedʒə'teɪʃən/ (n) = plants, trees and flowers
whistle /wɪsl/ (v) = to make a sound by forcing your breath out between your lips or your teeth

4f (pp. 76-77)

alteration /ɔ:l'tə'reɪʃən/ (n) = having been changed
ambitious /æm'bɪʃəs/ (adj) = having a strong desire to be successful, rich or powerful
ancestor /ænsə'stə-, -ses-/ (n) = a member of my family who lived a long time ago
blueprint /'blu:prɪnt/ (n) = an original plan or prototype
clone /kləʊn/ (n) = to produce near copies of a person or thing using their DNA
conduct experiments /kən'dʌkt ɪk'sperə'ments/ (v) = to carry out a series of tests on sth
distant relative (phr) = a far-removed genetic relation to sb or sth
domestic /də'mestɪk/ (adj) = relating to a person's own country
dormant /dɔ:'mɑnt/ (adj) = quiet and inactive, as during sleep
embryo /embriəʊ/ (n) = an animal in the early stages of development
evolution /i:və'lju:ʃən, -evə-/ (n) = a process whereby the characteristics of plant and animal species gradually change over a long period of time
excavate /ekskə'veɪt/ (v) = to unearth buried objects in an attempt to discover information about the past
expedition /ekspə'dɪʃən/ (n) = an organised journey for a particular person
finding /'faɪndɪŋ/ (n) = conclusion or result from research
genetic map /dʒə'netɪk 'mæp/ (n) = a visual representation of the order of genes within chromosomes through the detailed analysis of DNA
hatch /hætʃ/ (v) = when an egg breaks open to release the fully developed young
impressive /ɪm'presɪv/ (adj) = admirable, deserving attention
last /lɑ:st/ (v) = to continue for a period of time

lead /li:d/ (v) = to guide
magnify /'mægnəfaɪ/ (v) = to increase sth in size by viewing it through a lens
make a breakthrough (phr) = to make progress with sth such as a scientific experiment
officially /ə'fɪʃəli/ (adv) = according to a government or sb in authority
optimistic /ɒptə'mɪstɪk/ (adj) = always looking at the positive side of people and situations
organic material /ɔ:ɡə'nɪk mə'tɪəriəl/ (phr) = material that comes from a living or once living specimen
prehistoric /pri'hɪ'stɔ:rɪk/ (adj) = from a time before history was recorded
preserve /prɪ'zɜ:v/ (v) = to do sth in order to save or protect animal or plant life from danger
reactivate /ri:'æktɪveɪt/ (v) = to make sth active or functional again
remote /rɪ'məʊt/ (adj) = distant
reverse /rɪ'vɜ:s/ (v) = change sth to its opposite
revise /rɪ'vaɪz/ (v) = to look at sth again so as to correct or improve it
roam /rəʊm/ (v) = to walk around a place without a particular purpose
satisfying /sætəs'faɪ-ɪŋ/ (adj) = giving the feeling of having had enough of sth to meet a need, desire, etc
survive /sə'vaɪv/ (v) = to continue to exist
thigh bone /θaɪ baʊn/ (n) = a large bone found in the upper leg
unleash /ʌn'li:ʃ/ (v) = to let loose

4g (p. 78)

adventure story /əd'ventʃə 'stɔ:ri/ (n) = a story that has elements of action and excitement in it
biography /baɪə'ɡrəfi/ (n) = an account of a person's life written by sb
classic novel /klæsɪk 'nəvəl/ (n) = literature written some time in the past
crime /kraɪm/ (adj) = an illegal act
fantasy /'fæntəsi/ (n) = a pleasant but unlikely to happen situation
fast-paced /'fɑ:st 'peɪst/ (adj) = at a quick speed, rhythm
flat /flæt/ (adj) = little or no importance
gripping /'ɡrɪpɪŋ/ (adj) = attracting and holding sb's attention
horror story /'hɒrə 'stɔ:ri/ (n) = a frightening tale
mysterious /mɪ'stɪəriəs/ (adj) = difficult to understand
mystery story /'mɪstəri 'stɔ:ri/ (n) = a story that contains elements of suspense and intrigue

non-fiction /nɒn 'fɪkʃən/ (n) = themes that are based on real events
predictable /prɪ'dɪktəbəl/ (adj) = expected; anticipated
romance /rəʊ'mæns, 'rəʊmæns/ (n) = a close relationship between two people
science fiction /saɪəns 'fɪkʃən/ (adj) = a literary genre that makes imaginative use of scientific knowledge
shallow /ʃæləʊ/ (adj) = (of a character) superficial, not developed
thriller /θrɪlə/ (n) = an exciting story about criminal activities
tragedy /trædʒədi/ (n) = a dramatic story
unimaginative /ʌnɪ'mædʒənəɪv/ (adj) = not original
weak /wi:k/ (adj) = feeble, exhausted, not strong
well developed /wel dɪ'veləpt/ (adj) = elaborated
well-rounded /wel 'raʊndəd/ (adj) = involving a wide range of ideas

4h (p. 79)

account (for) /ə'kaʊnt/ (v) = to constitute
alertness /ə'lɜ:tnəs/ (n) = full attention to what is going on around you
break in /breɪk 'ɪn/ (phr v) = to enter somewhere by force
doubt /daʊt/ (v) = uncertainty about the truth
enclosure /ɪn'kləʊʒə/ (n) = an area surrounded by a wall or fence, used for a particular purpose
flame-thrower /'fleɪm θrəʊə/ (n) = a device that emits ignited gases
hack /hæk/ (v) = to break into a computer system
hedge /hedʒ/ (n) = a row of bushes or small trees, usu along the edge of a garden, field or road
intruder /ɪn'tru:də/ (n) = sb who illegally enters a place
irritably /ɪ'reɪəbli/ (adv) = angrily
lane /leɪn/ (n) = narrow path on an athletics track which is marked by lines
mist /mɪst/ (v) = to be covered in tiny drops of moisture
outhouse /'aʊthaus/ (n) = a building near to, but separate from, a main building
settle down /setl 'daʊn/ (phr v) = to stay permanently
slashing sting (phr) = the cutting barb of a plant
smack /smæk/ (v) = to hit sb or sth forcefully

tiptoe /tɪptəʊ/ (v) = to walk quietly on one's toes
trap /træp/ (n) = a device or hole used to catch sth
unharmd /ʌn'hɑ:md/ (adj) = not damaged
viciously /vɪʃəsli/ (adv) = with cruelty and violence
whip up /wɪp 'ʌp/ (phr v) = to move upwards quickly
wipe /waɪp/ (v) = to rub sth off or away from a surface
wire /waɪə/ (n) = a metal thread which carries electrical current
wriggle /rɪɡəl/ (v) = to make twisting movements

4i (p. 80-81)

absorb /əb'sɔ:b, -'zɔ:b/ (v) = to pick sth up or take sth in
anxiety /æŋ'zaɪəti/ (n) = distress or uneasiness caused by fear of danger
base /beɪs/ (v) = to be modelled upon sth else
believable /brɪli:vəbəl/ (adj) = appearing real or true
bestseller /best'selə/ (n) = a successful book, record, CD or other product that has sold in great numbers over a short period of time
box office hit (phr) = a successful film, selling a great number of tickets
combat /kɒmbæt/ (v) = to fight
drama /droumə/ (n) = a serious film or play
eternity /ɪtə'nəti/ (n) = unending time
gripping /grɪpɪŋ/ (adj) = attracting and holding sb's attention
heart-warming /hɑ:t,wɔ:mnɪŋ/ (adj) = causing sb to feel happy
human existence (phr) = life as lived by mankind
instalment /ɪn'stɔ:lmənt/ (n) = one of a number of parts to a story
intriguing /ɪn'trɪɡɪŋ/ (adj) = arousing your interest or curiosity
involve /ɪn'vɒlv/ (v) = to be a necessary part of sth
put sth down /pʊt sʌmθɪŋ 'daʊn/ (phr v) = to stop doing sth
realistic /rɪə'lɪstɪk/ (adj) = accepting the true facts of a situation
relationship /rɪ'leɪʃənʃɪp/ (n) = the personal connection you have with sb
sacrifice /sækrə'fɪs/ (v) = a surrender of sth of value as a means of gaining sth more desirable

sequel /sɪkwəl/ (n) = a book, film or play which continues the story of a previous book etc
set /set/ (v) = to place or put sth in a certain position of time
tension /tenʃən/ (n) = strain, anxiety
throw sth away /θrəʊ sʌmθɪŋ ə'weɪ/ (phr v) = to discard sth after use rather than reuse it
vampire /væmpaɪə/ (n) = a mythical creature that drinks the blood of the living
werewolf /weəwulf, 'wɪə-/ (n) = a person to have been changed into a wolf

Skills Practice 4 (pp. 82-84)

anagram /ænəgræm/ (n) = a word, phrase or sentence formed from another by rearranging its letters
assure /ə'ʃʊə/ (v) = to guarantee or promise
blood /blʌd/ (n) = red liquid flowing through our body
coincidence /kəʊɪnsə'dens/ (n) = simultaneous occurrence of events apparently by chance
dead /ded/ (adj) = no longer alive
destination /destə'neɪʃən/ (n) = the place to which sth is being sent or sb is going
dowager /daʊədʒə/ (adj) = a woman who holds some title or property from her deceased husband
faint /feɪnt/ (v) = to lose consciousness
foolish /fu:lɪʃ/ (adj) = not sensible
ghostly /gəʊstli/ (adj) = spooky
giant /dʒaɪənt/ (adj) = enormous; very big
guilty /gʌlti/ (adj) = feeling anxious, unhappy and responsible because you have done sth wrong
haunt /haʊnt/ (v) = to cause worry, bother
haunted /haʊntəd/ (adj) = (of a place) believing it has ghosts or spirits wandering around
housekeeper /haʊski:pə/ (n) = a person who is employed to look after the residence of wealthy people and see to its smooth and orderly running
interfere /ɪntə'fɪə/ (v) = to meddle in the affairs of others
landing site (phr) = the location where a space craft or airborne vehicle returns to the earth
make sb's hair stand on end (phr) = to give sb a fright and cause small body hairs to rise

mention /menʃən/ (v) = to briefly refer to sth
murder /mɜ:ðə/ (v) = to deliberately kill sb or sth
mysterious circumstances (phr) = events that cannot logically be explained
observe /əb'zɜ:v/ (v) = to watch carefully
overcast /əʊvə'kɑ:st/ (adj) = (of the sky) completely covered with clouds
pinewood /paɪnwʊd/ (n) = wood derived from pine trees
religious /rɪ'lɪdʒəs/ (adj) = having a strong belief in a god or gods
roar of thunder (phr) = loud sound that usu accompanies lightning
scrub /skrʌb/ (v) = to rub hard with a brush, cloth etc
sombre /sɒmbə/ (adj) = depressing
stain /stem/ (n) = dirty mark which is difficult to get out
unfortunate /ʌnfɔ:tʃənət/ (adj) = unlucky
vicar /vɪkə/ (n) = priest of a particular parish or area

Language in Use 4 (p. 85)

accuracy /ækjə'reɪsi/ (n) = the quality of being true or correct, even in small details
artefact /ɑ:tɪfækt/ (n) = a historically interesting ornament or tool
keep away /ki:p ə'weɪ/ (phr v) = to hold back
keep off /ki:p 'ɒf/ (phr v) = to stay away from; avoid
keep on /ki:p 'ɒn/ (phr v) = to continue
keep up /ki:p 'ʌp/ (phr v) = to stay level with sb or sth
laziness /leɪzɪnəs/ (n) = not willing to use any effort
let down /let 'daʊn/ (phr v) = to disappoint
let out /let 'aʊt/ (phr v) = to release (from prison/captivity)
natural causes (phr) = a death by natural causes, is one that is attributed to natural agents such as old age and illness
pick on /pɪk ɒn/ (phr v) = to behave in a cruel way towards sb
pick out /pɪk 'aʊt/ (phr v) = to choose
pick up /pɪk 'ʌp/ (phr v) = to learn sth easily
popularity /pɒpjə'lærəti/ (n) = being liked by a lot of people
prediction /prɪ'dɪkʃən/ (n) = statement about sth that will happen in the future

Module 5 (p. 87)

- educational institution** /edʒu'keɪʃənəl
ɪnstə'tju:ʃən/ (n) = an organisation
such as a university that promotes
learning
- information technology** /ɪnfə'meɪʃən
tek'nɒlədʒi/ (n) = the technology of
the production, storage and
communication of information
using computers
- peers** /piəz/ (n) = a person who is an
equal in social standing
- social organisation** /səʊʃəl ɔ:ɡən'aɪzeɪʃən/
(n) = the formation of a stable
structure of relations inside a
group
- the mass media** /ðə 'mæs 'mi:diə/ (n) =
television, newspapers,
magazines and radio
- youth group** /ju:θ ɡrʊp/ (n) = an
organisation that consists of
young, teenage members

5a (pp. 88-89)

- balance body on the tips of spears**
(phr) = acrobatic feat whereby a
person distributes their weight
on the sharp ends of spears
- bent** /bent/ (adj) = not straight
- break bricks on sb's body** (phr) = the
act of breaking bricks using parts
of the body
- build character** (phr) = any action that
supposedly makes people stronger
mentally as well as physically
- constantly** /kɒnstəntli/ (adv) = all the time
- crawl on hands and knees down a
mountain** (phr) = descend a
mountain by using hands and
knees
- discipline** /dɪsəplɪn/ (n) = a particular
area of study, esp a subject
studied at a college or university
- do the splits** (phr) = movement
designed to display flexibility
whereby a person spreads their
legs so as to be horizontal with
the ground
- failure** /feɪljə/ (n) = the lack of success
in doing or achieving sth
- fight blindfolded** (phr) = the act of
engaging an opponent in battle
while wearing a blindfold
- gasp in amazement** (phr) = to inhale
suddenly due to surprise or
wonder
- humility** /hju:'mɪləti/ (n) = modesty
- inner strength** (phr) = strength that
comes from within
- kick** /kɪk/ (v) = to hit sb or sth with the
foot
- land** /lənd/ (v) = to come down to the
ground after moving through the
air
- lie on a bed of nails** (phr) = the act of
placing a body horizontally on a
group of sharp nails
- martial art** /mɑ:ʃəl 'ɑ:t/ (n) = any of
various forms of East Asian self-
defense or combat that involves
physical skill and coordination,
such as karate or judo, often
practiced as a sport
- meditation class** /medə'teɪʃən klɑ:s/ (n) =
a seminar that practises and
teaches how to remain calm
- mental strength** (phr) = strength
derived from within the mind
- muscles** /mʌsəlz/ (n) = contracting
tissue that produces movement
- punch** /pʌntʃ/ (v) = to hit sth hard with
the fist
- spear** /spiə/ (n) = a long, thin pole with
a sharp point, used in hunting
and warfare
- spin** /spɪn/ (v) = to turn around at a
central point
- stand still with legs bent** (phr) = to
assume a position whereby a
person attempts to support their
body weight while crouching
- stunning scenery** (phr) = beautiful
surrounding landscape
- take breath away** (phr) = to amaze
- throw oneself into the air** (phr) =
acrobatic movement where a
person launches themselves off
the ground
- to my relief** (phr) = a feeling of comfort
or ease brought about by sth
- walk barefoot up a staircase of knives**
(phr) = to walk without shoes on
the sharp points of knives

5b (pp. 90-91)

- admit** /əd'mɪt/ (v) = to agree that sth is
true, even if you don't really
want to accept it
- approach** /ə'prəʊtʃ/ (n) = a means
adopted in tackling a problem
- at your own pace** (phr) = doing a job
or an activity at a rate of speed
that is comfortable for you
- attract attention** (phr) = to make other
people notice your presence
- claim** /kleɪm/ (v) = to ask for sth as its
rightful owner
- clip** /klɪp/ (n) = a short extract of a film
or educational video
- committed** /kə'mɪtəd/ (adj) = determined
to do or follow sth
- complete an MBA through a
Facebook application** (phr) = a
postgraduate degree specialising
in business administration that is
accomplished via an Internet
application
- converted** /kən'vɜ:təd/ (adj) = remodelled
- crash course** (phr) = an intensive course
of study of a particular subject
- enrol at a state school/university**
(phr) = to become a student
within a state school/university
- have lessons with interactive
whiteboards** (phr) = to make use
of digital screens at the front of
the class
- have private lessons** (phr) = to study
under the guidance of a tutor
outside school hours
- lecture** /lektʃə/ (n) = a formal talk on a
specific subject given to a group
of people
- motivate** /məʊtə'veɪt/ (v) = to cause sb to
behave in a particular way
- negotiation skills** (phr) = the skills
required to settle a
misunderstanding or come to an
agreement
- occasional error** (phr) = a mistake that
can happen once in a while
- potential** /pə'tenʃəl/ (adj) = capable of
developing into sth in the future
- principle** /prɪnsəpəl/ (n) = a basic rule
- process** /prəʊses/ (n) = a series of actions
done to achieve a particular result
- quit** /kwɪt/ (v) = to leave sth (job, team,
school etc)
- scribble** /skɪbəl/ (v) = to write or draw
sth quickly or carelessly
- stumble** /stʌmbəl/ (v) = to trip or fall
while walking or running
- take an online course** (phr) = the act
of pursuing or enrolling in online
education
- teaching resource** (phr) = any material
that can be used to assist in
teaching
- tutor** /tju:tə/ (v) = to teach sth
- university graduate** /ju:nəvɜ:sə'ti 'ɡrædʒuət/
(n) = a person that has completed
a course at a university
- virtual** /vɜ:tʃuəl/ (adj) = done or shown
by using computer technologies
and having a real life quality
- watch lectures/educational videos
online** (phr) = to attend
educational lectures using the
Internet

5c (p. 92)

aim /eɪm/ (v) = to plan and hope to achieve
animal rescue centre /ˈænəməl ˈreskjʊːsəntə/ (n) = centre that takes in and attempts to re-home abandoned animals
challenging /tʃæləndʒɪŋ/ (adj) = demanding
charity shop /tʃærəti ʃɒp/ (n) = a shop whose profits go to organisations that help people
disciplined /dɪsəplɪnd/ (adj) = behaving in a controlled way
expedition /ˌekspeɪdɪʃən/ (n) = an organised journey for a particular person
extracurricular activity (phr) = activities that take place outside the normal school timetable
first aid /fɜːst ˈeɪd/ (n) = emergency medical treatment
focused /fəʊkəst/ (adj) = concentrated
full potential (phr) = to do well
parachuting /ˈpærəʃuːtɪŋ/ (n) = the act of jumping from a great height using a parachute
pick /pɪk/ (v) = to choose
progress /ˈprəʊɡres/ (v) = to improve or develop in skills, knowledge etc
rowing trip /ˈrəʊɪŋ ˌtrɪp/ (n) = an excursion in a boat with oars
royal palace /ˈrɔɪəl ˈpæləs/ (n) = a large building where members of royalty live
ultimately /ˌʌltəmətli/ (adv) = finally

5d (p. 93)

Useful phrases

Do you know the title of the book and the author?
 I'll check on the computer for you.
 I'm afraid it's out right now.
 Would you like to reserve it?
 When will it be back in?
 Can I take these two books out, please?
 They're due back one week from today.

5e (pp. 94-95)

capture /kæptʃə/ (v) = to catch, to trap
conference /ˈkɒnfərəns/ (n) = a meeting at which formal discussions take place
do well in your exams/a test (phr) = to achieve good results in a test

donation /dəʊneɪʃən/ (n) = money given to a charity or other organisation
drop out /ˈdrɒp ˈaʊt/ (phr v) = to stop doing sth before finishing it
due to (phr) = because of
establish a successful business (phr) = to make a business achieve a high profit
faint /feɪnt/ (adj) = not strong or clear
famine /ˈfæməni/ (n) = a situation in which large numbers of people have little or no food and many of them die
generous /dʒenərəs/ (adj) = willing to give more of sth than is usual or expected
get a degree (phr) = to be awarded a certificate from a college or university
hands-on method (phr) = to actively take part in an activity
have access to (phr) = to have the opportunity to see or use sth
huddle /ˈhʌdl/ (v) = to group close together due to cold or fear
ignore /ɪɡnə/ (v) = to pay no attention to sb or sth
influential /ˌɪnfluːənsəl/ (adj) = being in a position of power over others and therefore able to bring about actions that one desires
invents sth to improve people's lives (phr) = to think of an idea/device that makes sth easier to do
irrigate /ˈɪrɪɡeɪt/ (v) = to supply land with water so that crops and plants will grow
kerosene lamp /ˈkerəsiːn ˈlæmp/ (n) = source of light made by burning kerosene gas
learn to speak a foreign language (phr) = to teach oneself how to speak in a language other than one's own
light bulb /laɪt bʌlb/ (n) = a glass container that produces light when an electric current goes through it
miracle /ˈmɪrəkl/ (n) = unusual, amazing or inexplicable event
pass your driving test (phr) = to complete a required test and be awarded a license that allows you to drive a vehicle
real asset (phr) = anything valuable
renewable energy (phr) = forms of energy that are naturally replaced and will not run out
scarce /skeəs/ (adj) = rare

scholarship /ˈskɒləʃɪp/ (n) = an award of money given to a very good student for further study
scrap metal (phr) = discarded metal
self-taught inventor (phr) = a person who has taught themselves and now thinks up new ideas for gadgets
set one's sights high (phr) = to aim for big achievements and goals
shining example (phr) = a model example
starvation /stɑːveɪʃən/ (n) = extreme suffering or death because of lack of food
take part in a charity project (phr) = to help raise money for needy individuals
tin foil /tɪnfɔɪl/ (n) = thin foil made of aluminium; used for wrapping foodstuffs
tractor /ˈtræktə/ (n) = a motor vehicle used to pull heavy loads, usually found on farms
truly /truːli/ (adv) = really
tuition fees /tjuːʃən ˈfiːz/ (n) = the cost of pursuing further education, used to pay for a tutor and materials
win a scholarship to a college/university (phr) = to be given full funding to attend a learning institute due to exceptionally high grades and quality of work
win a sports competition (phr) = to come first in a sports contest
windmill /ˈwɪndmɪl/ (n) = a building with exterior blades or sails which are turned by the wind to create energy or power

5f (pp. 96-97)

average wage (phr) = the overall amount workers are paid by their employers
beat /biːt/ (v) = to hit
breathing control (phr) = the ability to make the most of a singing voice by use of proper breathing techniques
clap /kleɪp/ (v) = to applaud
coach /kəʊtʃ/ (v) = to teach or to train sb
coach football in a school in Zambia (phr) = to teach football at a Zambian school
do a massage course in Thailand (phr) = to learn how to give a massage by studying it in Thailand
drive sled dogs in Siberia (phr) = to be in charge of dogs that pull a sleigh through snow in Siberia

- eager** /ɪɡə/ (adj) = keen
- fall in love with** (phr) = to become very attracted to sth or sb
- football pitch** /fʊtbɔːl pɪtʃ/ (n) = large grassy field designed to play football
- grand** /grænd/ (adj) = large; first-class; excellent
- groom** /ɡruːm/ (v) = to prepare sb for a special job by teaching them the skills they will need
- help build an orphanage in China** (phr) = to help construct a place of residence for children without parents in China
- help conserve coral reefs in Fiji** (phr) = to take part in preserving and saving marine life in Fiji
- help rehabilitate injured animals** (phr) = to help sick animals get better
- kit** /kɪt/ (n) = a set of tools used for a particular activity
- lassoing** /lə'suːɪŋ, 'læsəʊɪŋ/ (n) = catch sth using a long rope with a noose at one end
- learn to be a cowboy/cowgirl on a ranch** (phr) = become familiar with the necessary skills needed to ride a horse and work on a farm with livestock
- marshmallow** /mɑːʃ'mæləʊ/ (n) = a sweet of a spongy texture made from the root of the marsh mallow
- Masters** /mɑːstəz/ (n) = an academic degree granted to individuals who have undergone a further level of study after graduating from university
- mend** /mend/ (v) = to fix or repair sth
- outback** /aʊtbæk/ (n) = rural area of Australia
- poisonous** /pɔɪzənəs/ (adj) = very harmful
- practice** /præktɪs/ (n) = the act of doing sth regularly in order to do it better
- rehearsal** /rɪ'hɜːsəl/ (n) = a run-through of a play or dance before the performance
- requirement** /rɪkwaɪəmənt/ (n) = a demand or a need
- resources** /rɪ'zɔːsɪz, 'sɔː-/ (n) = things that people can use
- rolled up** /rəʊld 'ʌp/ (adj) = sth that has taken the shape of a ball or cylinder
- session** /seʃən/ (n) = a lesson or other activity within a specific time period
- shearing shed** /ʃɪərɪŋ ʃed/ (n) = place where sheep have their wool cut off
- sheep shearing** /ʃiːp ʃɪərɪŋ/ (n) = the act of cutting the wool off a sheep
- sheep station** /ʃiːp 'steɪʃən/ (n) = a farm where sheep are raised
- stable** /steɪbəl/ (n) = building in which horses are kept
- starry sky** /stɑːrɪ 'skaɪ/ (phr) = night sky that is clear and full of stars
- step back** /step 'bæk/ (phr v) = to stop doing sth, esp to consider what to do next
- sticky tape** /stɪki 'teɪp/ (n) = adhesive tape
- study opera in Italy** (phr) = to undertake a course in Italy to learn how to sing opera
- toast** /təʊst/ (v) = (of bread) to cook sth so that it becomes brown and crisp
- voice coaching lesson** (phr) = a lesson designed to teach a person how to use their voice when singing
- whip cracking** /wɪp 'krækɪŋ/ (n) = the action of using a whip so as to produce a loud sound
- work as a beekeeper** (phr) = to look after bee hives and collecting honey
- work-based** /wɜːk beɪst/ (adj) = connected to work
- 5g (p. 98)**
- Biochemistry** /baɪəʊ'keməstri/ (n) = the study of the chemical processes that take place in living organisms
- canteen** /kæntiːn/ (n) = a place in a school, office, factory, etc where meals and drinks are sold, usu at a low price
- classroom** /'klɑːsrʊm, -rʊm/ (n) = a room in which classes are conducted, esp. in a school or college
- college of further education** /'kɒlɪdʒ əv 'fɜːðər edʒu'keɪʃən/ (n) = to provide education for those young people who follow a vocational route after the end of compulsory education at age 16
- gym** /dʒɪm/ (n) = a club or room, usu containing special equipment, where people can exercise
- hall of residence** /hɔːl əv 'rezɪdəns/ (n) = building with rooms or flats in universities or colleges for students to live in
- head of department** /hed əv dɪ'pɑːtmənt/ (n) = teacher or lecturer whose job it is to organise and run a specific department within a university
- History of Art** /hɪstəri əv 'ɑːt/ (n) = a course offered to students focusing on art history
- isolate** /aɪ'səleɪt/ (v) = to place apart from other things
- lecture** /'lektʃə/ (n) = a formal talk on a specific subject given to a group of people
- lecture theatre** /'lektʃə θɪətə/ (n) = seating area where lectures are held
- lecturer** /'lektʃərə/ (n) = sb who teaches at a university or college and often gives formal talks to students about his/her subject
- librarian** /laɪ'breəriən/ (n) = sb who works in a library
- library** /laɪbrəri, -brɪ/ (n) = a building or room which has a collection of books for people to read or borrow
- Media Studies** /mɪdiə 'stʌdiz/ (n) = a course that teaches mass media and its effects on society
- Medicine** /'medsən/ (n) = the science of preventing and curing diseases
- Modern Languages** /mɒdn 'læŋgwɪdʒəz/ (n) = a course that teaches French, Spanish, or German
- online university** /ɒnlaɪn juːnɪ'vɜːsəti/ (n) = courses that can be undertaken and studied by use of the internet
- Philosophy** /fə'lɒsəfi/ (n) = a course that teaches beliefs and rational concepts
- professor** /prə'fesə/ (n) = a teacher of the highest rank in a department of a university
- science lab** /saɪəns læb/ (n) = a room used for scientific experiments
- seminar** /semɪnɑː/ (n) = a class at a college or university in which the teacher and a small group of students discuss a topic
- student** /stjuːdənt/ (n) = a person engaged in learning, esp one enrolled in a school or college
- tutor** /tjuːtə/ (n) = a person employed to instruct another in learning, esp a private instructor
- tutorial** /tjuː'tɔːriəl/ (n) = (in a university or college) a regular meeting between a tutor and one or more students for discussion of a subject that is being studied

university /junə'vɜ:səti/ (n) = a college at which students study for a degree
vocational college /və'keɪʃənəl kɒlɪdʒ/ (n) = college that specialises in a specific skill or course

5h (p. 99)

barking /bɑ:kɪŋ/ (adj) = sound a dog makes
boost /bu:st/ (n) = a source of help or encouragement
break down /breɪk 'daʊn/ (phr v) = (of a machine) to stop working
burnt into your memory (phr) = to memorise
chunk /tʃʌŋk/ (n) = a large part of sth
cram for (phr) = to study intensely for a test or exam
effectively /ɪ'fektɪvli/ (adv) = in a way that achieves an intended result
erupt /ɪ'trʌpt/ (v) = (of a volcano) to throw out burning rocks, lava etc suddenly and with great force
keep in top form (phr) = to be the best you can at sth by practicing it
let sb down /let sʌmbədi 'daʊn/ (phr v) = to disappoint sb
long-term memory /lɒŋ tɜ:m 'meməri/ (n) = sth that remains in a person's memory and can be recalled a long time later
mentally /mentl-i/ (adv) = in a way that relates to the mind
mnemonics /nɪ'monɪks/ (n) = rhyme or poem that helps a person recall specific information
personal connection (phr) = a connection to sth that means a lot to sb
recall /rɪ'kɔ:l/ (v) = remember sth and tell others about it
retain /rɪ'teɪn/ (v) = to continue to have sth
rhyme /raɪm/ (n) = the use in poetry of words that sound the same
snarling /sna:ɪlɪŋ/ (adj) = (of an animal) to growl viciously
space out /speɪs 'aʊt/ (phr v) = to make or leave gaps between sth
string of information (phr) = a list of information
take a break (phr) = to rest from what you do for a short period
tricky /'trɪki/ (adj) = difficult
visualisation /vɪʒʊəlaɪz'eɪʃən/ (n) = formation of a mental picture of sth
weird /wiəd/ (adj) = strange

5i (pp. 100-101)

character-building /kæriktə 'bɪldɪŋ/ (adj) = what helps a person to form a stronger personality

compulsory /kəm'pʌlsəri/ (adj) = mandatory
drawback /drɔ:bæk/ (n) = disadvantage
embark /ɪm'bɑ:k/ (v) = to begin, to commence
enhance /ɪn'hɑ:ns/ (v) = to improve the value, quality or attractiveness of sth
fulfilling /fʊl'fɪlɪŋ/ (adj) = making sb feel happy and satisfied
mature /mə'tʃʊə/ (adj) = fully developed and balanced in one's personality
outlook /aʊtlʊk/ (n) = general attitude towards life
school-leaver /sku:l 'li:və/ (n) = a person who has finished and left academic learning within a school

Skills Practice 5 (pp. 102-104)

boycott /bɔɪkɒt/ (n) = to take part in sth
capitalist /kæpə'tɪl-əst/ (adj) = a supporter of the ideas of capitalism, a person of great wealth
civil rights /sɪvəl 'raɪts/ (n) = the rights to equal treatment and equal opportunities that people in a society have
discrimination /dɪskrɪmə'neɪʃən/ (n) = treating one person or group less fairly than others
float /fləʊt/ (v) = to lie on or just below the surface of a liquid
impose /ɪm'pəʊz/ (v) = to establish, to enforce
imprison /ɪm'prɪzən/ (v) = to lock sb up in prison for a crime
inner peace (phr) = a state of having peace of mind
inspiration /ɪnspə'reɪʃən/ (n) = a feeling I get from sb or sth that gives me new ideas
latter /'lætə/ (adj) = the second of two people or things previously mentioned
near-drowning /nɪə 'draʊnɪŋ/ (n) = the act of almost drowning
non-violent protest (phr) = a demonstration or display of disagreement that does not use aggressive tactics to make a point
philosophy /fɪ'lɒsəfi/ (n) = a personal outlook or viewpoint
prayer meeting /preɪ 'mi:tiŋ/ (n) = to gather with the purpose of praying
reward /rɪ'wɔ:d/ (v) = to give an award (prize, honour etc) to sb
stinginess /stɪndʒɪnəs/ (n) = unwillingness to spend or give to others
traumatic /trɔ:'mætɪk/ (adj) = (of an experience) unpleasant, shocking
unease /ʌn'i:z/ (n) = anxiety, worry

yoga /jəʊgə/ (n) = a physical and mental type of exercise designed to clear the mind, keep you fit and improve posture

Language in Use 5 (p. 105)

pass away /pɑ:s ə'weɪ/ (phr v) = to die
pass out /pɑ:s 'aʊt/ (phr v) = to distribute; to lose consciousness
pass up /pɑ:s 'ʌp/ (phr v) = to not take advantage of sth
stick around /stɪk ə'raʊnd/ (phr v) = to not leave
stick at /stɪk ət, æt/ (phr v) = to keep trying to succeed at sth
think over /θɪŋk əʊvə/ (phr v) = to consider sth carefully before making a decision
think through /θɪŋk 'θru:/ (phr v) = to consider
think up /θɪŋk 'ʌp/ (phr v) = to invent

Module 6 (p. 107)

ambitious /æm'bɪʃəs/ (adj) = having a strong desire to be successful, rich or powerful
bushy /'bʊʃi/ (adj) = (of hair or fur) very thick
caring /keəɪŋ/ (adj) = affectionate
casually dressed (phr) = wearing clothes for comfort and personal expression rather than presentation and uniformity
chubby cheeks (phr) = a person with cheeks that are round and plump
complexion /kəm'plekʃən/ (n) = skin condition and colouring of one's face
curly /kɜ:li/ (adj) = (of hair) full of curls
dark-skinned /dɑ:k 'skɪnd/ (adj) = having a colour of skin that is dark due to high levels of melanin
eager /ɪgə/ (adj) = keen
early teens (phr) = a person who is between the ages of 13 and 15 years old
efficient /ɪ'fɪʃənt/ (adj) = able to do tasks successfully without wasting time or energy
full beard (phr) = a large amount of facial hair that can occur on a man if it is not cut
fun-loving /fʌn 'lʌvɪŋ/ (adj) = a person who enjoys having fun
goatee beard (phr) = a style of beard that leaves facial hair above the lip and on the chin uncut
ill-tempered /ɪl 'tempəd/ (adj) = possessing a bad, negative or irritable attitude

impolite /ɪmpəˈlaɪt/ (adj) = rude
introvert /ɪntrəˈvɜːt/ (adj) = a person who is shy
kind-hearted /kaɪnd ˈhɜːtəd/ (adj) = a person who is generous and caring
late sixties (phr) = any person who is between 65-70 years old
mid-thirties (phr) = a person who is about 35 years old
moody /muːdi/ (adj) = frequently changing feelings and behaviour
organised /ɔːɡənəɪzd/ (adj) = arranged; put in order
outgoing /aʊtɡəʊɪŋ/ (adj) = friendly and open
oval /əʊvəl/ (adj) = shaped like a circle but wider on one side than the other
pale /peɪl/ (adj) = having less colour than usual
plucked eyebrows (phr) = eyebrows that have had hairs removed for cosmetic reasons
ponytail /ˈpɒnɪteɪl/ (n) = a hairstyle in which the hair is pulled tightly into a band or ribbon at the back of the head
reliable /rɪˈlaɪəbəl/ (adj) = sb that can be trusted
rosy cheeks (phr) = cheeks that have a reddish healthy glow to them
round /raʊnd/ (adj) = in the shape of a circle
rude /ruːd/ (adj) = impolite
shaven head (phr) = the removal of all the hair from a person's head
shy /ʃaɪ/ (adj) = not confident
smartly dressed (phr) = wearing clothes that are considered fashionable or conventional
square /skweə/ (adj) = having four straight sides and 90° angles at the corners
straight /streɪt/ (adj) = (of hair) not curving
tanned /tænd/ (adj) = having dark skin from being in the sun
thin /θɪn/ (adj) = slim, slender
trustworthy /ˈtrʌstwɜːði/ (adj) = reliable
wavy /weɪvi/ (adj) = (of hair) not straight or curly

6a (pp. 108-109)

acne /ækni/ (n) = spots on face and neck
adjust /ədʒʌst/ (v) = to get used to a new situation by changing your behaviour

bombard /bɒmˈbɑːd/ (v) = to make sb face a great deal of sth
boost /buːst/ (v) = to cause to increase
bully /ˈbʊli/ (n) = a person who uses his/her power or strength to hurt or frighten sb
convinced /kənˈvɪnst/ (adj) = persuaded
enhance /ɪnˈhɑːns/ (v) = to improve the value, quality or attractiveness of sth
epic /epɪk/ (adj) = extending over a long period of time
flawless complexion (phr) = perfect skin
frizzy /ˈfɪzi/ (adj) = very tightly curled
get hair highlighted (phr) = to have light colours put in one's hair
grow a beard (phr) = the act of letting facial hair grow until it covers the face
have a facelift (phr) = to have cosmetic surgery on the face to remove wrinkles and appear younger
have a tattoo (phr) = to have a design permanently drawn in ink on any part of the body
have ears pierced (phr) = to have a hole made in the ear so as to be able to wear jewellery
inadequate /ɪnˈædəkwət/ (adj) = not sufficient
lose weight (phr) = to become thinner
muscular /ˈmʌskjələ/ (adj) = strong
pluck eyebrows (phr) = the act of removing eyebrow hairs using tweezers for cosmetic reasons
puberty /ˈpjʊːbətɪ/ (n) = teens
puppy fat /ˈpʌpi fæt/ (n) = fat children have on their bodies that disappears when they grow older or taller
rejected /rɪˈdʒektɪd/ (adj) = turned down; not accepted
self-esteem /self ɪˈstiːm/ (n) = the way one feels about themselves
shave head (phr) = to remove all the hair from one's head
spots /spɒts/ (n) = marks
unflattering /ʌnˈflætərɪŋ/ (adj) = less attractive

6b (pp. 110-111)

admit /ədˈmɪt/ (v) = to agree that sth is true, even if you don't really want to accept it
aggressive /əˈɡresɪv/ (adj) = behaving in an angry, threatening manner

assertive /əˈsɜːtɪv/ (adj) = being able to state one's needs and opinions clearly, so that people take notice
back down /bæk ˈdaʊn/ (phr v) = to move back; to withdraw
bighead /ˈbɪghed/ (n) = a person who boasts of their achievements
bizarre /ˈbɪzəː/ (adj) = odd, strange
bossy boots /ˈbɒsi buːts/ (n) = sb that is always giving orders
bully /ˈbʊli/ (n) = a person who uses his power or strength to hurt or frighten sb
chatterbox /ˈtʃætəbɒks/ (n) = sb who does not stop talking
contribute /kənˈtrɪbjʊt/ (v) = give or to add to sth
couldn't care less (phr) = indifferent
die down /daɪ ˈdaʊn/ (phr v) = to become less intense, quiet
direct /dɪˈrekt, daɪˈrekt/ (adj) = to be honest about sth and not avoid the issue
dismiss /dɪsˈmɪs/ (v) = to decide sth is not important
dominate /ˈdɒmənɪt/ (v) = to be the most powerful or most important in a situation
downside /daʊnsaɪd/ (n) = a disadvantage
drag /dræg/ (v) = to make sb do sth they don't want to do
drama queen /ˈdrɑːmə kwɪn/ (n) = sb who makes a big deal out of nothing
exaggerate /ɪɡˈzædʒəreɪt/ (v) = to make sth seem larger, more important, better or worse than it really is
firmly /ˈfɜːmli/ (adv) = in a secure way
gossip /ˈɡɒsɪp/ (n) = rumour
handle /ˈhændl/ (v) = to cope with, manage or deal with
harmless /ˈhɑːmləs/ (adj) = not dangerous
hostile /ˈhɒstaɪl/ (adj) = angry and unfriendly towards sb
interrupt /ɪntəˈrʌpt/ (v) = to cut in on
intimidate /ɪntɪˈmeɪdɪt/ (v) = to frighten or discourage sb using threats
issue /ɪˈʃuː, ɪˈsjʊː/ (n) = a matter
killjoy /ˈkɪldʒɔɪ/ (n) = sb who prevents other people from enjoying themselves
know-it-all /ˈnəʊ ɪt ɔːl/ (n) = a person who acts like they have the answer to everything
life-threatening /laɪf ˈθreɪn-ɪŋ/ (adj) = sth, such as an illness, that is a threat to a person's life
moan /məʊn/ (v) = to make a low sound when in pain or unhappy

neutral /nju:trəl/ (adj) = uninvolved; not supporting either side
nosy parker /'nəʊzi 'pɑ:kə/ (n) = a person that is interested in other peoples business or events that have nothing to do with them
party animal /'pɑ:ti ænəmə/ (n) = sb who likes to socialise a great deal
process /'prəʊses/ (n) = a series of actions done to achieve a particular result
scatterbrain /'skætəbreɪn/ (n) = sb who forgets and gets confused easily
snob /snɒb/ (n) = a person who acts as if they are better or more important than others
steamroller /sti:m'rəʊlə/ (n) = a person who has little regard for other people's feelings
take an interest (phr) = to show interest in sth
take delight in (phr) = to find happiness or pleasure in sth
tragedy /'trædʒədi/ (n) = a shocking or sad event
triumph /'traɪəmf/ (n) = a very important victory
trivial /'trɪvɪəl/ (adj) = not serious, not important
troublemaker /'trʌbəlmeɪkə/ (n) = sb who causes fights, trouble
whinger /'wɪndʒə/ (n) = sb who is always complaining
without a second thought (phr) = to perform an action without taking time to consider the consequences

6c (p. 112)

chant /tʃa:nt/ (n) = a group of words repeated over and over again at football matches etc
enemy /'enəmi/ (n) = an opponent, sb who tries to harm you
engraving /'ɪn'greɪvɪŋ/ (n) = the art of forming designs, a patterned surface
feared /fiəd/ (adj) = to cause fright in sb
ferocious /fə'reʊʃəs/ (adj) = extreme, fierce
flee /fli:/ (v) = to leave a place quickly
go into battle (phr) = to begin to fight with an opponent
grass skirt /'grɑ:s 'skɜ:t/ (n) = a piece of clothing worn on the lower part of the body and made from grass
native /'neɪtɪv/ (adj) = being born and living in a certain place
opponent /ə'pəʊnənt/ (n) = a person being competed against in a contest or a battle

originate /ə'ɪdʒəneɪt/ (v) = to begin or happen to exist, to have a specified beginning
outnumbered /aʊt'nʌmbəd/ (adj) = to be exceeded in numbers
pit /pɪt/ (n) = a large hole in the ground
slap /slæp/ (v) = to strike sth with an open hand and produce a loud noise
stamp your feet (phr) = to tap the foot to the ground to produce noise
stick out your tongue (phr) = to extend and display your tongue to another person
supporter /sə'pɔ:tə/ (n) = sb who supports an idea or group of people
switch /swɪtʃ/ (v) = to change
tribe /traɪb/ (n) = a group of people of the same race, language and customs
triumph /'traɪəmf/ (n) = a very important victory
war cry /'wɔ: krai/ (n) = a battle shout
weapon /'wepən/ (n) = knife, gun etc used to cause harm

6d (p. 113)

family emergency (phr) = a sudden unexpected occurrence within a family unit that requires immediate action
stuck in traffic (phr) = to be delayed due to many vehicles on the road

Useful phrases

I'm calling to see if I can rearrange my dance lesson.
 I'm sorry to hear that.
 What time was your lesson supposed to be?
 When would you like to rearrange it for?
 I'm afraid that time isn't available.
 Could you make it on ... at ...?

6e (pp. 114-115)

awkward /'ɔ:kwəd/ (adj) = difficult to manage
barrier /'bæriə/ (n) = sth that prevents sb or sth reaching you or getting close to you
conceal /kən'si:l/ (v) = to keep sth/sb from being seen
confidently /kən'fədəntli/ (adv) = surely
convince /kən'vɪns/ (v) = to make sb believe that sth is true
cover your mouth (phr) = to place one's hand over mouth

discomfort /dɪs'kʌmfət/ (n) = not feeling well or at ease
distinguish [between] /dɪ'stɪŋɡwɪʃ/ (v) = to tell the difference between
droop /dru:p/ (v) = to hang down from tiredness
eye contact (phr) = to look at sb in their eyes
eyelid /'aɪlɪd/ (n) = the piece of skin that covers the eye and provides protection
fibber /'fɪbə/ (n) = a person who tells a trivial and harmless lie
flash [across] /flæʃ/ (v) = to display quickly across sth
forensic psychologist /fə'rensɪk saɪ'kɒlədʒɪst, -zɪk-/ (n) = a person who has studied human behaviour and presents findings to a criminal justice system
frown /fraʊn/ (v) = to draw one's eyebrows closer because one is annoyed, worried or puzzled
hire /haɪə/ (v) = to employ sb
human nature /'hju:mən 'neɪtʃə/ (n) = what comes naturally to people
instinct /'ɪnstɪŋkt/ (n) = the natural way one behaves or reacts
instinctively /'ɪnstɪŋktɪvli/ (adv) = in a spontaneous way, without thinking
intensely /'ɪntensli/ (adv) = extremely; strongly
itchy /ɪtʃi/ (adj) = tickling sensation of the skin causing a desire to scratch
lie detector /laɪ dɪ'tektə/ (n) = a machine that can determine whether a person is telling the truth or not
look right & bite your nails (phr) = look away while chewing your nails
mirror /'mɪrə/ (v) = to copy another person's movements and mannerisms
muscle spasm /'mʌsəl spæzəm/ (n) = a slight unintentional twitch of a muscle
open your eyes & mouth wide = a sign that sb is in disbelief or amazement at sth
overcompensate /əʊvə'kɒmpənsɪt/ (v) = to do more than necessary, usu to cover sth up
pull the wool over sb's eyes (phr) = deceive a person, cover the truth from them
raise your eyebrows (phr) = to move the thin line of hair that is above each eye to a higher position

rub /rʌb/ (v) = to press one's hand against sb or sth using a repeated movement

scratch your head (phr) = to rub the skin on your head with your nails, usu when you are puzzled over sth

show your teeth (phr) = the act of displaying ones teeth in order to give the impression of happiness

spin a yarn (phr) = tell a story or present information that has been made up

spot /spɒt/ (v) = to notice, to find

stall /stɔ:l/ (v) = to attempt to slow sth down in order to gain more time

subconscious signal (phr) = a signal that is unintentionally given off from a person

suspicious /sə'spiʃəs/ (adj) = careful when dealing with sb or sth because one doesn't trust them

telltale sign (phr) = sth that reveals information that a person is attempting to conceal

tricky /trɪki/ (adj) = difficult to deal with

truthful /tru:θfəl/ (adj) = being honest and not telling lies

twitch /twɪtʃ/ (n) = to move in a sudden, jerky way

wrinkle your nose (phr) = furrowing of the nose to display a person's displeasure or disgust at sth

6f (pp. 116-117)

adapt /ə'dæpt/ (v) = to adjust

aquatic mammal /ə'kwætɪk 'mæməl/ (n) = a group of warm blooded animals that give birth to live offspring and live in water

colony /kə'ləni/ (n) = a country or area that is controlled by a more powerful one

delight /dɪ'lait/ (v) = to give a lot of pleasure

distant galaxy (phr) = a large system of stars and planets that is located very far away

encounter /ɪn'kaʊntə/ (n) = unexpected meeting

evolved brain (phr) = an advanced brain

flipper /flɪpə/ (n) = a broad flat arm-like part of a sea animal's body

flock /flɒk/ (n) = a group of birds, sheep or goats

herd /hɜ:d/ (n) = a group of animals of one kind that live and feed together

high frequency sound (phr) = a sound that is high-pitched and often hard to hear

impact /ɪmpækt/ (n) = a powerful effect

litter /lɪtə/ (n) = garbage, rubbish

make contact with (phr) = to communicate

mimic /mɪmɪk/ (v) = to imitate, to copy

pack /pæk/ (n) = a group of dogs, wolves etc

pod /pɒd/ (n) = a group of dolphins

pride /praɪd/ (n) = a group of lions

remarkably skilled (phr) = very talented

resolve conflicts (phr) = to settle disagreements

scar /ska:/ (n) = a mark left on part of the body after an injury

seaweed /si:wi:d/ (n) = a sea plant

shoal /ʃəʊl/ (n) = a large group of fish swimming together

swarm /swɔ:m/ (n) = a large group of insects moving together

training ground (phr) = an area that is suitable for training

vocal chord /vəʊkəl kɔ:d/ (n) = tissue found in the throat that vibrates to produce sound when air is passed over it

whistle /wɪsəl/ (v) = to make a sound by forcing your breath out between your lips or your teeth

wound /wʊnd/ (n) = a deep cut in the skin resulting in loss of blood

6g (p. 118)

be argumentative and aggressive (phr) = to dispute sth

crack your knuckles (phr) = to flex finger joints to create a popping sound

fidget /fɪdʒət/ (v) = to keep moving one's hands or feet slightly or changing one's position slightly because of being nervous, bored or excited

get tongue-tied (phr) = to be unable to say what one is thinking or feeling

have negative body language (phr) = to display signs of disagreement or negativity by acting or presenting oneself in a certain way

insist on your own way (phr) = to demand that sth be done in a particular way contrary to other people's suggestions

interrupt the speaker (phr) = to begin to talk while sb else is speaking

not allow the other person to speak (phr) = to not give sb the opportunity to say sth

not make eye contact (phr) = to avoid looking a person in the eye because of embarrassment or subconscious evidence that a person is telling a lie

not pay attention (phr) = to ignore

put your foot in it (phr) = to do or say sth embarrassing and get yourself into trouble

scratch /skrætʃ/ (v) = to make a small, shallow cut on skin or a surface with a sharp object

talk down to sb (phr) = to take a condescending approach while speaking to a person so that they feel inferior

talk too fast (phr) = to speak quickly

talk too loudly (phr) = to not speak softly

6h (p. 119)

affection /ə'fekʃən/ (n) = friendship and love one has for others

alarm /ə'lɑ:m/ (n) = (raise) any sound or information intended to warn of approaching danger

antennae /æn'teni:/ (n) = long sensors found on the heads of insects, used to transmit and receive information

caterpillar /kætə'pɪlə/ (n) = a wormlike insect before it transforms into a butterfly or moth

enemy /enəmi/ (n) = an opponent, sb who tries to harm you

fungi /fʌndʒaɪ, 'fʌŋgaɪ/ (n) = plural form of organic matter such as mushrooms

gland /glænd/ (n) = a cell or organ in a human or animal which produces and releases chemical substances

hive /haɪv/ (n) = a box or other container for bees to live in

invade /ɪn'veɪd/ (v) = to take over sth by force

military campaign /mɪlətəri kæm'peɪn/ (n) = a planned set of activities that the armed forces carry out in order to achieve sth

nervous system /nɜ:vəs 'sɪstəm/ (n) = the sensory and control apparatus of all animals, consisting of a network of nerve cells

pass on /pɑ:s 'ɒn/ (phr v) = to give

pattern /pætɪn/ (n) = a design made from lines or shapes

pile of crumbs (phr) = a mound made from small particles of bread and a source of food for insects
predator /predə'tɔː/ (n) = an animal that hunts and eats other animals
prey /preɪ/ (n) = an animal that is hunted and eaten by other animals
release chemicals (phr) = (in ants) to pass on information to one another
sac /sæk/ (n) = a pouch-like part in an animal or plant
signal /sɪɡnəl/ (v) = to suggest that sth is happening or is about to happen
tail-wagging (phr) = the act of an animal moving its tail from side to side so as to display excitement or pass on information
texture /tekstʃə/ (n) = the way material looks or feels
wasp /wɒsp/ (n) = a winged insect with a black-and-yellow body

6i (pp. 120-121)

absent-minded /æbsənt 'maɪndəd/ (adj) = forgetful because one doesn't pay attention and thinks of sth else
bookworm /bʊkwɜːm/ (n) = sb keen on reading
bubbly personality (phr) = a lively person
casual sportswear (phr) = informal sports clothes
considerate /kən'sɪdərət/ (adj) = caring
development manager /dɪ'veləpmənt ,mænɪdʒə/ (n) = a person whose job it is to oversee the development of an area or project
disorganised /dɪs'ɔːɡənəɪzd/ (adj) = badly planned
freckled /frekəld/ (adj) = to have small brownish spots on the skin
pessimistic /pesə'mɪstɪk/ (adj) = always believing that bad things will happen
piercing /pɪəsn/ (adj) = (of eyes) penetrating

reserved /rɪ'zɜːvd/ (adj) = keeping your feelings and thoughts to yourself
scruffy /skraʃi/ (adj) = dirty and untidy
selfless /selflɪs/ (adj) = having little concern for one's own interests
sparkle /spɜːkl/ (v) = to shine brightly with flashes of light
supportive /sə'pɔːtɪv/ (adj) = agreeing with sb's ideas or aims and helping them to succeed; helpful, encouraging

Skills Practice 6 (pp. 122-124)

adulthood /ædʌlthud, ə'dʌlt-/ (n) = the state of being a mature, fully developed person
advert /ædvɜːt/ (n) = a picture, film etc which tries to persuade people to buy a product or service
buckled /bʌkəld/ (adj) = bent out of shape
canyon /kænjən/ (n) = a deep valley
category /kætəgəri/ (n) = a collection of things sharing a common attribute
conversation /kən'veɪʃən/ (n) = a discussion
decline /drɪklaɪn/ (v) = to become less in number, importance or strength
elaborate /ɪləbəreɪt/ (adj) = complex and rich in detail
extravagant /ɪk'strævəɡənt/ (adj) = costing more money than one can afford or than is reasonable
fiercely /fɪəsli/ (adv) = in a frightening, violent or powerful way
fixed line /fɪkst 'laɪn/ (phr) = an overland telegraph wire used to send and receive communications
generation /dʒenə'reɪʃən/ (n) = a group of people of a similar age having the same experiences
highly anticipated (phr) = sth that is eagerly awaited or greatly expected
immigration /ɪmɪ'ɡreɪʃən/ (n) = the movement of people into a country in order to settle there

inaccessible /ɪnək'sesəbəl/ (adj) = not possible to gain access to
intricate /ɪn'trɪkət/ (adj) = complicated, quite complex
invasion /ɪn'veɪʃən/ (n) = entering a place by force
isolated /aɪsəleɪtəd/ (adj) = difficult to reach
linguistic heritage (phr) = the history and use of a language within a community
newly-recognised (phr) = sth that has recently been acknowledged
onslaught /ɒnslɔːt/ (n) = a violent attack
private /praɪvət/ (adj) = only for one person or group and not for everyone
publicise /pʌbləsaɪz/ (v) = to bring to the notice of the general public; to advertise
terrain /tə'reɪn/ (n) = an area or type of land with regard to its physical features
translation /træns'leɪʃən/ (n) = interpretation
valedictorian /vælədɪk'tɔːrɪən/ (n) = a person who delivers a farewell speech at a graduation ceremony
vital role /vaɪt 'rəʊl/ (phr) = important part

Language in Use 6 (p. 125)

fill out /fɪl 'aʊt/ (phr v) = to write all necessary information on a form
fill up /fɪl 'ʌp/ (phr v) = to put as much in sth as possible, until it is full
hold off /həʊld 'ɒf/ (phr v) = to delay
hold on /həʊld 'ɒn/ (phr v) = to ask sb to wait for a short time
hold up /həʊld 'ʌp/ (phr v) = to delay
try on /traɪ 'ɒn/ (phr v) = to put on a garment in order to see whether it fits and looks nice
try out /traɪ 'aʊt/ (phr v) = to compete for a place (on a team)
try sth out /traɪ smθɪŋ 'aʊt/ (phr v) = to test

Irregular Verbs

Infinitive	Past	Past Participle	Infinitive	Past	Past Participle
be /bi/	was /wɒz/	been /biːn/	lead /liːd/	led /led/	led /led/
bear /beə/	bore /bɔː/	born(e) /bɔːn/	learn /lɜːn/	learnt (learned) /lɜːnt/	learnt (learned) /lɜːnt/
beat /biːt/	beat /biːt/	beaten /biːtən/	leave /liːv/	left /left/	left /left/
become /bɪkʌm/	became /bɪkəmə/	become /bɪkʌm/	lend /lend/	lent /lent/	lent /lent/
begin /bɪɡɪn/	began /bɪɡən/	begun /bɪɡən/	let /let/	let /let/	let /let/
bite /baɪt/	bit /bɪt/	bitten /bɪtən/	light /laɪt/	lit /lɪt/	lit /lɪt/
blow /blɒ/	blew /bluː/	blown /blɒn/	lose /luːz/	lost /lɒst/	lost /lɒst/
break /breɪk/	broke /brɒk/	broken /brɒkən/	make /meɪk/	made /meɪd/	made /meɪd/
bring /brɪŋ/	brought /brɔːt/	brought /brɔːt/	mean /miːn/	meant /ment/	meant /ment/
build /bɪld/	built /bɪlt/	built /bɪlt/	meet /miːt/	met /met/	met /met/
burn /bɜːn/	burnt (burned) /bɜːnt/	burnt (burned) /bɜːnt/	pay /peɪ/	paid /peɪd/	paid /peɪd/
burst /bɜːst/	burst /bɜːst/	burst /bɜːst/	put /pʊt/	put /pʊt/	put /pʊt/
buy /baɪ/	bought /bɔːt/	bought /bɔːt/	read /riːd/	read /red/	read /red/
can /kæn/	could /kʊd/	(been able to) /biːn eɪbəl tə/	ride /raɪd/	rode /rɒd/	ridden /rɪdən/
catch /kæʃ/	caught /kɔːt/	caught /kɔːt/	ring /rɪŋ/	rang /ræŋ/	rung /rʌŋ/
choose /tʃuːz/	chose /tʃoʊz/	chosen /tʃoʊzn/	rise /raɪz/	rose /rəʊz/	risen /rɪzn/
come /kʌm/	came /keɪm/	come /kʌm/	run /rʌn/	ran /ræn/	run /rʌn/
cost /kɒst/	cost /kɒst/	cost /kɒst/	say /seɪ/	said /sed/	said /sed/
cut /kʌt/	cut /kʌt/	cut /kʌt/	see /siː/	saw /sɔː/	seen /siːn/
deal /diːl/	dealt /deɪlt/	dealt /deɪlt/	sell /sel/	sold /sɒld/	sold /sɒld/
dig /dɪɡ/	dug /dʌɡ/	dug /dʌɡ/	send /send/	sent /sent/	sent /sent/
do /duː/	did /dɪd/	done /dʌn/	set /set/	set /set/	set /set/
draw /drɔː/	drew /druː/	drawn /drɔːn/	sew /soʊ/	sewed /soʊd/	sewn /soʊn/
dream /drem/	dreamt (dreamed) /dremt/	dreamt (dreamed) /dremt/	shake /ʃeɪk/	shook /ʃʊk/	shaken /ʃeɪkən/
drink /drɪŋk/	drank /dræŋk/	drunk /drʌŋk/	shine /ʃaɪn/	shone /ʃɒn/	shone /ʃɒn/
drive /draɪv/	drove /drɒv/	driven /drɪvn/	shoot /ʃʊt/	shot /ʃɒt/	shot /ʃɒt/
eat /iːt/	ate /eɪt/	eaten /iːtən/	show /ʃoʊ/	showed /ʃoʊd/	shown /ʃoʊn/
fall /fɔːl/	fell /fel/	fallen /fɔːlən/	shut /ʃʌt/	shut /ʃʌt/	shut /ʃʌt/
feed /fiːd/	fed /fed/	fed /fed/	sing /sɪŋ/	sang /sæŋ/	sung /sʌŋ/
feel /fiːl/	felt /felt/	felt /felt/	sit /sɪt/	sat /sæt/	sat /sæt/
fight /faɪt/	fought /fɔːt/	fought /fɔːt/	sleep /sliːp/	slept /slept/	slept /slept/
find /faɪnd/	found /faʊnd/	found /faʊnd/	smell /smel/	smelt (smelled) /smelt/	smelt (smelled) /smelt/
fly /flaɪ/	flew /fluː/	flown /floʊn/	speak /spiːk/	spoke /spoʊk/	spoken /spoʊkən/
forbid /fəˈbɪd/	forbade /fəˈbæd/	forbidden /fəˈbɪdn/	spell /spel/	spelt (spelled) /spelt/	spelt (spelled) /spelt/
forget /fəˈɡet/	forgot /fəˈɡɒt/	forgotten /fəˈɡɒtn/	spend /spend/	spent /spent/	spent /spent/
forgive /fəˈɡɪv/	forgave /fəˈɡeɪv/	forgiven /fəˈɡɪvn/	stand /stænd/	stood /stʊd/	stood /stʊd/
freeze /friːz/	froze /froʊz/	frozen /froʊzn/	steal /stiːl/	stole /stoʊl/	stolen /stoʊlən/
get /ɡet/	got /ɡɒt/	got /ɡɒt/	stick /stɪk/	stuck /stʌk/	stuck /stʌk/
give /ɡɪv/	gave /ɡeɪv/	given /ɡɪvn/	sting /stɪŋ/	stung /stʌŋ/	stung /stʌŋ/
go /ɡoʊ/	went /went/	gone /ɡɒn/	swear /swɛər/	swore /swɔː/	sworn /swɔːn/
grow /ɡrɒ/	grew /ɡruː/	grown /ɡroʊn/	sweep /swiːp/	swept /swept/	swept /swept/
hang /hæŋ/	hung (hanged) /hʌŋ/	hung (hanged) /hʌŋ/	swim /swɪm/	swam /swæm/	swum /swʌm/
have /hæv/	had /hæd/	had /hæd/	take /teɪk/	took /tuːk/	taken /teɪkən/
hear /hɪər/	heard /hɜːd/	heard /hɜːd/	teach /tiːʃ/	taught /tɔːt/	taught /tɔːt/
hide /haɪd/	hid /hɪd/	hidden /hɪdn/	tear /tiːər/	tore /tɔː/	torn /tɔːn/
hit /hɪt/	hit /hɪt/	hit /hɪt/	tell /tel/	told /tɒld/	told /tɒld/
hold /hoʊld/	held /held/	held /held/	think /θɪŋk/	thought /θɔːt/	thought /θɔːt/
hurt /hɜːt/	hurt /hɜːt/	hurt /hɜːt/	throw /θrəʊ/	threw /θruː/	thrown /θroʊn/
keep /kiːp/	kept /kept/	kept /kept/	understand	understood	understood
know /noʊ/	knew /njuː/	known /noʊn/	/ʌndəˈstænd/	/ʌndəˈstʊd/	/ʌndəˈstʊd/
			wake /weɪk/	woke /wəʊk/	woken /wəʊkən/
			wear /weər/	wore /wɔː/	worn /wɔːn/
			win /wɪn/	won /wʌn/	won /wʌn/
			write /raɪt/	wrote /roʊt/	written /rɪtn/