

# *Streamline* ENGLISH

PETER VINEY

DIRECTIONS

## Workbook A

UNITS 1 – 30



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**WORKBOOK A**  
**UNITS 1 – 30**

Oxford University Press

# Unit 1

## Using a dictionary

In *Streamline English Directions* you will often come across new or unfamiliar words. This is what to do.

- 1 Wherever possible don't stop. If you read on to the end of the text you might be able to guess the meaning. The word may appear again later, and it could be explained. It is not important to understand every single word. Remember that English people have to guess new words too.
- 2 If you really can't understand without an explanation of a particular word, you can ask the teacher, or you can look in a dictionary. If you use a dictionary, you can use either a monolingual or a bilingual one.
- 3 Always try to find an explanation in English before looking for a translation. It is best to use a monolingual dictionary which has been designed for foreign learners. This type of dictionary gives more information about grammar, use and pronunciation than a dictionary designed for native speakers. Recommended dictionaries are the *Oxford Advanced Learner's Dictionary of Current English*, the *Oxford Student's Dictionary of Current English*, the *Longman Dictionary of Contemporary English* and the *Longman Active Study Dictionary*. The extracts in this are all taken from the *Oxford Advanced Learner's Dictionary of Current English*, the *Oxford Student's Dictionary of Current English* or the *Oxford Student's Dictionary of American English*.

## Exercise 1

Look at the extracts from the *Oxford Advanced Learner's Dictionary*.

Find abbreviations for the words below.

- 1 countable .....
- 2 uncountable .....
- 3 something .....
- 4 past tense .....
- 5 past participle .....
- 6 verb (transitive) .....
- 7 verb (intransitive) .....
- 8 noun .....
- 9 adjective .....
- 10 adverb .....
- 11 verb pattern .....
- 12 vulgar .....
- 13 for example .....

Find five further examples of abbreviations used in your dictionary. There will be a complete list of these at the front.

word, with pronunciation

verb patterns

special way in which a word is used

part of speech

where to divide the headword at the end of a line

repetition of word

compound, showing stress pattern

irregular past with pronunciation

**learn** /lɜ:n/ *vt. vi.* (pt. pp ~t /lɜ:nt/, ~ed /lɜ:nd/) [VP2A.3A.6A.7A.8.9.10.15A.B] 1 gain knowledge of or skill in, by study, practice or being taught: ~ a foreign language: ~ to swim/how to ride a horse. Has he ~t his lessons? Some boys ~ slowly. ~ sth by heart, memorize it. 2 be told or informed: I'm sorry to ~ of his illness/that he's ill. We have not yet ~ed whether he arrived safely. 3 (vulg or dialect sometimes larn /lɜ:n/) teach: I'll ~ you (= punish you and so teach you how unwise it is) to come into my orchard and steal apples. ~ed /'lɜ:nd/ *adj* having or showing much knowledge, esp of the humanities: the ~ed professions, those needing much knowledge: ~ed men: ~ed books/periodicals/societies: to look ~ed. ~ed-ly *adv* ~ or *n* person who is ~ing; beginner: He hasn't passed his driving test yet; he's only a ~er. ~ing *n* [U] wide knowledge gained by careful study: a man of great ~ing.

**lan-guage** /'læŋgwɪdʒ/ *n* 1 [U] human and non-instinctive method of communicating ideas, feelings and desires by means of a system of sounds and sound symbols. 2 [C] form of ~ used by a group: the ~s of Asia; foreign ~s. dead ~, one no longer in spoken use (eg classical Greek). ~ laboratory, classroom(s) where ~s are taught using tape-recorders, etc. 3 [U] manner of using words: a person with a good command of ~. person who is fluent or eloquent. 4 [U] words, phrases, etc used by a profession or class: technical/legal ~; the ~ of diplomacy. 5 [U] bad ~; strong ~, language full of oaths, violent words, etc. 6 [U.C] system of signs used as ~: computer ~, ordered system for giving instructions to a computer; finger ~, as used by deaf and dumb persons; the ~ of flowers; the ~ of algebra.

numbers showing different meanings of a word

related word, showing pronunciation

countable and uncountable uses of the noun [U] or [C]

examples of different uses of the word

Exercise 2

Read through 'Using a dictionary' again.

- 1 What do you think 'native speaker' and 'come across' mean? Try to explain the meaning. Write sentences illustrating these words.
- 2 If you have a problem, try to guess which of the definitions below go with the words.

A 'native speaker' is:

- A someone who lives in England.
- B anyone whose mother tongue is English.
- C someone who speaks English as well as a native of England.
- D a native of your country who speaks English well.

'To come across a word' means:

- A to read a sentence without stopping for a difficult word.
- B to find a new word in a sentence.
- C to stop reading when you see a new word.
- D to be upset because you have seen a new word.

The answers are printed upside down at the bottom of the page.

Word study

**pre-fix** /pri:'fiks/ n 1 (abbr *pref* in this dictionary) word or syllable, eg *pre-*, *co-*, placed in front of a word to add to or change its meaning. ⇨ App 3. 2 word used before a person's name, eg Mr, Dr. □ *vr* /,pri:'fiks/ [VP6A,14] ~ *sth (to sth)*, add a ~ to or in front of; add at the beginning: ~ a new paragraph to Chapter Ten.

**suf-fix** /'safiks/ n (abbr *suff* used in this dictionary) letter(s), sound(s) or syllable(s) added at the end of a word to make another word, eg y added to *rust* to make *rusty*, or as an inflexion, eg *-en* in *oxen*. ⇨ prefix and App 3.

Exercise 3

prepay cloudy unhappiness

Put a ring around any prefixes or suffixes in the list of words below.

- |               |               |                 |
|---------------|---------------|-----------------|
| rainy         | arrangement   | overeat         |
| thoughtful    | musician      | transfer        |
| careless      | dislike       | dishonour       |
| liberalism    | smallest      | nearest         |
| attendant     | misuse        | mislead         |
| accountant    | explode       | overcharge      |
| miniskirt     | unusual       | transmit        |
| politician    | careful       | weaken          |
| writer        | thoughtless   | strengthen      |
| sunny         | realism       | expel           |
| prerecord     | likelihood    | teacher         |
| sadness       | government    | thoughtlessness |
| neighbourhood | mini-computer |                 |

The correct answer in both examples is B.

Exercise 4

Complete the form below with your own personal data. Then read the next form, and write a paragraph about the person described in it. Begin *Marie-Thérèse Lefort* ...

Student's Personal Data		Please complete in BLOCK LETTERS	
Mr	Mrs	Miss	Please mark where applicable.
Surname (paternal only)			
First name			
Road			
Town, Postcode			
Country			
Date of birth			
Sex	Male <input type="checkbox"/>	Female <input type="checkbox"/>	
Nationality		Mother tongue	
Occupation			
Telephone: Private		Business	
How long have you been studying English?			
Signature			

Student's Personal Data		Please complete in BLOCK LETTERS	
Mr	Mrs	<u>Miss</u>	Please mark where applicable.
Surname (paternal only)		LEFORT	
First name		MARIE-THÉRÈSE	
Road		1074 ST. DOMINIQUE STREET	
Town, Postcode		MONTREAL, QUEBEC	
Country		CANADA	
Date of birth		25.1.65	
Sex	Male <input type="checkbox"/>	Female <input checked="" type="checkbox"/>	
Nationality		MOTHER TONGUE	
CANADIAN		FRENCH	
Occupation		PHOTOGRAPHER	
Telephone: Private		Business	
(514) 311 2766		(514) 482 9043	
How long have you been studying English?		4 YEARS	
Signature		Marie-Thérèse Lefort	

# Unit 2

## Language summary

**Past simple**      **Past continuous (progressive)**

*I did it.*              *I was doing it.*

**We were watching television. Someone broke into the house.**  
*We were watching television when someone broke into the house.*  
*Someone broke into the house while we were watching television.*

**Note:** You use 'while' with an action that is longer than others you describe or when you want to show that an action is a long one. You can also use 'when' with these longer actions, but you cannot use 'while' with shorter ones (see the examples).

### Exercise 1

It is possible to complete the sentences 1–8 with some of the words a–f. Look at the example. Go through sentences 2–8 and write the appropriate letters in the boxes provided.

- a** when              **c** before              **e** until  
**b** while            **d** after              **f** during

- 1 I had an ice-cream ... the film.  
    c, d, f
- 2 Unfortunately she arrived ... the bus left.
- 3 She met her husband ... he was working in Scotland.
- 4 He sometimes smokes ... he's nervous.
- 5 My parents got married ... the Second World War.
- 6 You can't leave ... the lesson finishes.
- 7 I was very unhappy ... I heard the news.
- 8 I was living in London ... I learnt to drive.

### Exercise 2

Look at the sentences in the columns below. Connect each sentence from Column A with a sentence from Column B in two ways:

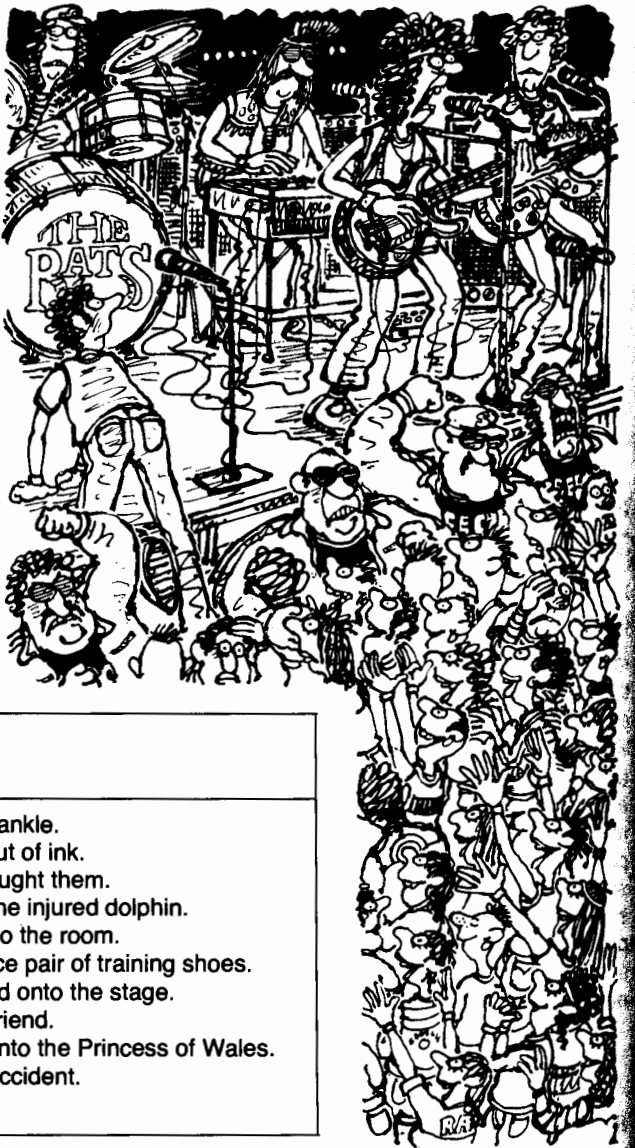
- using 'when'.  
*She was driving to work when she had an accident.*
- using 'while'.  
*She had an accident while she was driving to work.*

Column A	Column B
<div>1 They were singing their last song.</div> <div>2 He was learning to ski.</div> <div>3 We were shopping in Oxford Street.</div> <div>4 I was standing in the bank.</div> <div>5 We were talking about him.</div> <div>6 She was driving to work.</div> <div>7 They were climbing through a window.</div> <div>8 I was writing a letter.</div> <div>9 She was looking for a new pair of boots.</div> <div>10 He was wandering along the beach.</div>	<div>He broke his ankle.</div> <div>My pen ran out of ink.</div> <div>The police caught them.</div> <div>He first saw the injured dolphin.</div> <div>He walked into the room.</div> <div>She saw a nice pair of training shoes.</div> <div>A man jumped onto the stage.</div> <div>I met an old friend.</div> <div>We bumped into the Princess of Wales.</div> <div>She had an accident.</div>

### Exercise 3

In Exercise 2, you made ten sentences with 'when' and ten with 'while'.

- 1 Think of some more possibilities.  
Try and make some funny ones.  
*He was learning to ski when we bumped into the Princess of Wales.*
- 2 Say why they are possible.  
*My friend Tom was learning to ski. I was helping him. I was looking at him and neither of us saw the Princess, who was standing at the bottom of the slope.*



Exercise 4

The Rats Bite Back

The Rats are a leading rock group. Before playing in Tadworth, the lead singer, Johnny Rabid, was questioned by the local newspaper, because fans had complained about the unusually high ticket prices for the concert. Johnny was angry. 'The prices aren't unreasonable', he said, 'after all, we have twelve people working for the group, plus twenty security guards who we have to recruit locally. If fans want to hear an unprofessional group playing in a dirty, uncomfortable and unpleasant hall, then they can have cheap tickets. If they want us, they'll have to pay a reasonable price. It's not unfair, look at this list. It's from last night's concert. It shows you who was working for us, and what they were doing before, during and after the show.'

	ALAN / KEN (drivers)
PRE-CONCERT	Unload equipment and assist generally
CONCERT	Get drinks for group, back-stage security
POST-CONCERT	Load equipment into truck
	BONZO / PHIL / WALLY / SID (Stage crew)
PRE-CONCERT	Set up amplifiers and drums
CONCERT	Look after equipment, tune guitars, get new drumsticks
POST-CONCERT	Pack up amplifiers and drums
	KEV / ANDY (Sound engineers)
PRE-CONCERT	Set up microphones, sound mixer, recorders
CONCERT	Control and record sound
POST-CONCERT	Pack up microphones, sound mixer, recorders
	WAYNE / ROY / TONY / MERVIN (Light crew)
PRE-CONCERT	Set up lights
CONCERT	Operate lights
POST-CONCERT	Pack up lights

Make questions and answers using 'when', 'while', 'during', 'until', 'before', 'after'.

What did Alan and Ken do before the concert?  
They unloaded the equipment.

Exercise 5

A journalist made these notes after the concert. Write the notes out as a connected paragraph. You can add new information if you like.

- You could describe the fan who jumped on the stage.
- You could say more about the concert.
- You could say how famous 'The Rats' are, and why.



Exercise 6

Complete the sentences using 'before', 'when', 'after', 'while', 'until' or 'during'.

Sherry was hurt ..... the concert. She spoke to a reporter ..... she was being treated in hospital. 'I'd gone to the concert with a friend. We'd managed to get seats near the front. It was OK ..... Johnny started the last song, it was 'Bang your head against the wall', and just ..... he'd started everybody rushed up to the front. We'd been able to see ..... then, but we couldn't see a thing, so we stood up on our seats. I don't know what happened, because it must have happened ..... we were climbing onto the seats. Anyway, ..... we stood up, people were trying to climb onto the stage, and the guards were hitting them with sticks, microphone stands, anything. Johnny was just standing there ..... all this was going on. Suddenly some idiot put all the lights out. I heard screaming and shouting, then I was knocked off the seat ..... everybody rushed away from the stage. .... I woke up I was here in hospital. My dad's furious. They had to phone him ..... they could operate on my leg because they needed his permission. My leg was broken in two places, and I was unconscious for two hours.'

Word study

Adjectives with 'un-'

unborn	ungrateful	unprofessional
uncomfortable	unhealthy	unreasonable
unconscious	unkind	untidy
uncountable	unknown	untruthful
uneconomic	unlucky	unwell
unemployed	unpleasant	unusual
unfortunate	unnecessary	
unhappy	unofficial	

Note: 'un-' gives an opposite meaning when it is added to a word. In this unit we are looking at adjectives beginning with 'un-'. Refer to Unit 50 for more examples of verbs with 'un-'.

Exercise 7

- 1 How many words beginning with 'un-' can you find in Exercises 1-6? Underline them.
- 2 How many other words beginning with 'un-' can you think of? Make a list. Some of the words in your list may be verbs.

Exercise 8

Complete the sentences using words from the list above. You may find more than one answer.

- 1 He lost his job last year. He's been ..... ever since.
- 2 A Rolls-Royce does 10 miles to the gallon. It's a very ..... car.
- 3 The Society for the Protection of the ..... Child campaigns against abortion.
- 4 Five years ago, Johnny Rabid was an ..... singer, now he's world famous.
- 5 'Water', 'rice' and 'oil' are all ..... nouns.
- 6 Do you mind if I leave work early? I'm feeling rather ..... !
- 7 Liverpool played very well. They were ..... not to score a goal.
- 8 I don't like calling anyone a liar, but he's certainly ..... !

# Unit 3

## Language summary

### Reflexive Pronouns

*myself, yourself, himself, herself, itself, oneself  
ourselves, yourselves, themselves, each other, one another*

He looked at himself. She looked at herself.

*They looked at themselves.*

He looked at her. She looked at him.

*They looked at each other.*

There were six people in the room.

*They looked at one another.*

**Note:** In formal style we use 'each other' for two people but 'one another' for more than two people. In informal style we can use 'each other' in either situation.

### Use of relative pronouns in formal style

<i>to/for/from/on/in</i>	<i>which</i>
<i>about/of/by/against</i>	<i>whom</i>
<i>all of/some of/two of</i>	

**Note:** Informal style is used when speaking to all and writing to most people. Formal style is used when writing official letters and speeches.

Formal *The girl to whom I spoke was very helpful.*

Informal *The girl who/that I spoke to was very helpful.*

Informal *The girl I spoke to was very helpful.*



### The Gunfighter

Earl Westwood was one of the greatest gunfighters in the Wild West. He was in Dodge City one day when he met Willy the Kid. They stared at each other for a long time.

'I'll kill you at sunrise,' said Willy. Earl said nothing. He went back to his hotel, and slept badly that night. He woke an hour before dawn, got up and dressed. He washed and shaved carefully. He didn't feel nervous or afraid. He had to concentrate on the fight. He prepared his guns slowly. At exactly sunrise he walked out of the hotel. Willy was waiting. The street was empty.

### Exercise 1

Read the first text and answer the questions below.

- 1 Who was Earl Westwood?
- 2 What happened when he met Willy the Kid?
- 3 What did Willy say?
- 4 How did Earl sleep that night?
- 5 What four things did he do when he woke up?
- 6 Did he feel nervous?
- 7 What did he have to do?
- 8 What did he prepare?
- 9 When did he leave the hotel?

Now finish the story.



### The Skiing Accident

Last year Graham spent his holiday in Austria. One day he was skiing when he crashed into a tree. He broke both arms. He was in hospital for six weeks, and he couldn't shave or wash or dress. The nurses had to wash him, shave him and dress him. They fed him with a spoon. To pass the time, he taught himself German.

At last the doctors took off the plaster from his arms. Graham was free! At last he was able to wash himself, shave himself and feed himself.

### Exercise 2

- 1 How did Graham break his arms?
- 2 How long was he in hospital?
- 3 Could he shave/wash/dress?
- 4 Who washed him/shaved him/dressed him/fed him?
- 5 What did he do to pass the time?
- 6 When the doctors had removed the plaster, what three things was Graham able to do?

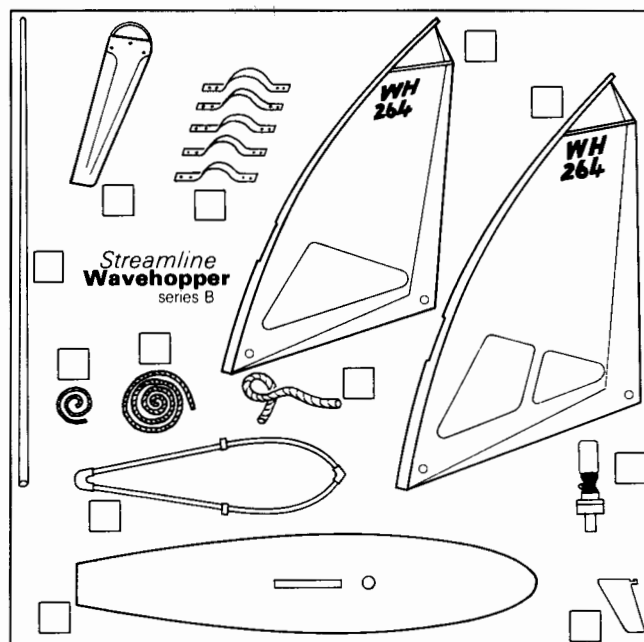
### Exercise 3

Complete the sentences using 'each other', 'one another' or 'themselves'.

- 1 I had seven brothers and sisters. I liked a big family because we all helped .....
- 2 Don't help them. They've got to learn to do it .....
- 3 Mike and Joan never liked ..... very much, even though they'd worked together for a long time.
- 4 These videos switch ..... off at the end of the tape.
- 5 They're all good musicians, but their group has been successful because they play so well with .....
- 6 We met ..... when we were both living in Kent.

## Exercise 4

Windsurfing is Sandra's favourite sport. She has just bought a new board, and is trying to put it together. Read the instructions and put the appropriate numbers in the boxes by the parts in the diagram.



### WAVEHOPPER SERIES B

#### Assembly Instructions

- 1 Unfold the larger sail (1) and lay it flat on the ground.
- 2 Slide the mast (2) into the sleeve in the sail.
- 3 The boom (3) is the part which you hold on to when sailing. It goes either side of the sail at about shoulder height. Slide it over the mast and sail. Tie it in position with the shortest rope (4). Tighten the sail with the rope attached and tie to the bottom of the mast.
- 4 Tie the long thin rope (5) to the boom. Thread it through the hole in the corner of the sail. Pull tight and tie it to the other side of the boom.
- 5 Attach the uphaul (6), which is the thickest piece of rope, to the end of the boom nearest the mast.
- 6 Attach the mastfoot (7) to the mast. Don't put the mast into the board yet.
- 7 The fin (8) makes the boat easier to steer and fits into a small groove on the bottom of the board. Insert it and fix with the screw provided.
- 8 Put the board (9) on the water. Insert the mastfoot into the round hole in the middle of the board. Attach uphaul by means of the clip on the end of the elastic.
- 9 Insert daggerboard (10) in the slot in the middle of the board.
- 10 Screw the footstraps (11) into the holes at the back of the board, using the screws provided.
- 11 If it is a windy day use the stormsail (12), which is the smaller of the two sails.

MANUFACTURED BY STREAMLINE SAILBOARDS SANDBANKS WAY POOLE DORSET

## Exercise 5

Sandra had problems with her board. She wrote to the manager of the shop and was too informal. Change the sentences with relative clauses to a more formal style.

Dear Sir,

Today I went to your store, which I'd bought a Wavehopper B from. The man who I'd bought it from had said it would be changed if it was faulty. I found that two footstraps and four screws were missing.

The man who I spoke to today was most unhelpful. He said the board which I was complaining about was perfectly all right with three footstraps, and that I could buy screws anywhere. I told him the board had not been inexpensive, and I never accepted anything incomplete. He said footstraps were only for the inexperienced and insecure anyway. I explained how infrequently an inexperienced windsurfer would use footstraps.

He laughed, and although he found some footstraps and screws, I was most annoyed. By the way, you should change your advert, which says the board takes 5 minutes to assemble. It took me an hour.

Yours faithfully  
Sandra Lloyd

## Exercise 6

Reply to Sandra from the manager. Lay out your reply as a formal business letter. Your address is 22 Hardy St, Weymouth. Her address is 17 Rosemary Lane, Dorchester. Date the letter. Apologize for the inconvenience, and say the assistant was new and inexperienced. Say that complaints about this board are very unusual. Say you're sorry it was incomplete, and that you will write to the manufacturers. Apologize again for the assistant's inexcusable rudeness. Sign the letter.

## Word study

### Adjectives with 'in-'

<i>inaccurate</i>	<i>inconvenient</i>	<i>insane</i>
<i>inactive</i>	<i>incorrect</i>	<i>insecure</i>
<i>inadequate</i>	<i>incredible</i>	<i>insensitive</i>
<i>inanimate</i>	<i>indecisive</i>	<i>inseparable</i>
<i>inarticulate</i>	<i>indefinite</i>	<i>insignificant</i>
<i>inattentive</i>	<i>indirect</i>	<i>intolerable</i>
<i>incapable</i>	<i>inexcusable</i>	<i>invisible</i>

**Note:** 'in-' is another prefix which may give an opposite meaning to a word.

## Exercise 7

Underline all the words beginning with 'in-' and 'un-' in Exercises 1-7. Make a list of any other words you can think of beginning with 'in-'.

## Exercise 8

Complete these sentences with words from the list above.

- 1 The report was ..... It said 100 people were killed. In fact, only 57 were killed.
- 2 The volcano had been ..... for 500 years when it erupted.
- 3 The true story sounded so ..... that nobody could believe it.
- 4 There are two routes. This one's rather ..... but it passes through beautiful countryside along the way. That one's a motorway.
- 5 Ultra-violet and infra-red rays are ..... in normal light.

## Exercise 9

With the help of a monolingual dictionary, write five sentences using other words from the list.



# Unit 4

## Language summary

### Uses of 'the', 'a' and 'an'

	a/an	the	no article
singular countable	<i>a bat</i>	<i>the bat</i>	
plural countable		<i>the bats</i>	<i>bats</i>
uncountable		<i>the air</i>	<i>air</i>

**Note:** We put 'an' before a vowel sound, and 'a' before a consonant sound. 'the' is pronounced [ði:] before a vowel sound, and [ðə] before a consonant sound.

### Uses of 'the' with geographical names

Use *the* with the following geographical names:

Oceans	<i>the Atlantic/the Atlantic Ocean</i>
Seas	<i>the Irish Sea, the Mediterranean/the Mediterranean Sea</i>
Gulfs	<i>the Gulf of Mexico</i>
Canals	<i>the Suez Canal, the Panama Canal</i>
Channel	<i>the English Channel</i>
Straits	<i>the Straits of Hormuz</i>
Bays	<i>the Bay of Bengal, but Massachusetts Bay</i>
Rivers	<i>the River Amazon/the Amazon</i>
Deserts	<i>the Gobi Desert/the Gobi</i>
Mountain ranges	<i>the Alps, the Rocky Mountains/the Rockies</i>
Groups of islands	<i>the British Isles, the Channel Islands</i>
Unions	<i>the United States, the Soviet Union, the United Kingdom</i>
Republics/ Kingdoms	<i>the Republic of Panama, the Hashemite Kingdom of Jordan</i>
Plural place names	<i>the Netherlands, the Tropics, the West Indies</i>
Locations in towns	<i>the square, the town centre (But American English downtown)</i>
Others	<i>the Antarctic, the South Pole, the Costa Brava</i>
Don't use <i>the</i> with	
Countries	<i>France, Australia, Brazil</i>
States	<i>Ohio, Quebec, Bavaria</i>
Counties	<i>Yorkshire, Somerset, Dyfed</i>
Single mountains/ islands	<i>Mount Everest, Jersey, Bali</i>
Towns/Cities/ Villages	<i>Bournemouth, Milan Oberammergau</i>
Streets	<i>Oxford Street, 5th Avenue, Wimborne Road (but the High Street)</i>
Continents	<i>Europe, Asia, Africa, North America, South America, Australia</i>

## Exercise 1

Say each word aloud. Write 'a' or 'an' in front of it. Go through the list, saying 'the' aloud with each item. Check that you know the meaning of all the abbreviations. Use your dictionary.

- 1 ... STD call

2 ... UFO

3 ... honest man

4 ... hour

5 ... NHS patient

6 ... European

7 ... FBI agent

8 ... H-bomb

9 ... X-ray

10 ... LP record
- 11 ... university

12 ... useful idea

13 ... MP

14 ... FM broadcast

15 ... HP payment

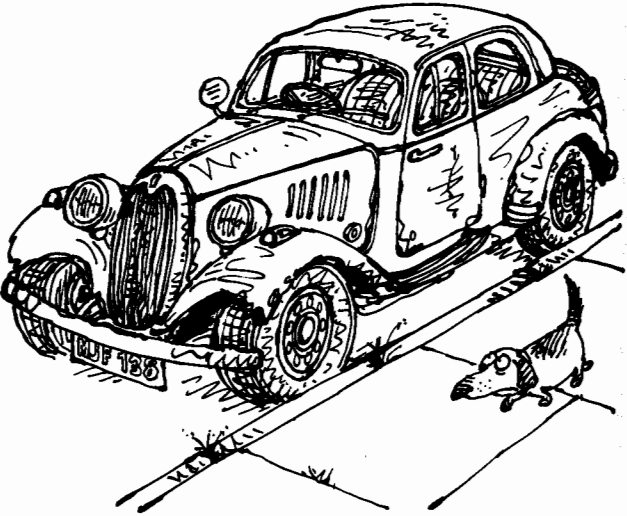
16 ... honourable person

17 ... US senator

18 ... RAF pilot

19 ... one-way street

20 ... used car



## Exercise 2

Look at this advertisement. In some of the spaces 'the' is missing. In other spaces it isn't necessary. Write 'the' in the spaces where it is necessary.

**Travel to . . . United States with Streamline Airways – details from your travel agent**

Your holiday begins in . . . New Orleans. See . . . fabulous Mississippi River and . . . Gulf of Mexico, your hotel has a view of . . . Lake Pontchartrain. Travel through . . . Louisiana, then fly to . . . Rocky Mountains and stay near . . . Grand Canyon. Go on through . . . Grand Canyon National Park, and see . . . Mount Trumbell. From there, fly on to . . . Los Angeles. Take excursions to . . . Mojave Desert and . . . Imperial Valley, or a boat trip to . . . Santa Catalina Island, one of . . . Channel Islands in . . . Pacific Ocean. Finally on to . . . San Francisco. See . . . San Francisco Bay, and . . . Golden Gate Bridge before returning to . . . Europe on a special non-stop flight to . . . United Kingdom which takes you across . . . Arctic, passing close to . . . North Pole. Transfer from . . . Heathrow Airport to . . . Central London is included.

**Streamline Airways**

### Exercise 3

Newspaper headlines often miss out articles (and often put any verbs into the simple present tense). Look at this collection of headlines, and make complete sentences for each one.

## PRESIDENT ANNOUNCES CONFERENCE ON NUCLEAR WEAPONS

The President | *announced* | a conference  
                  | *has announced* |

on nuclear weapons.

Continue.

1 U.S. EMBASSY OFFICIAL OPENS SCHOOL

2 TYPHOID EPIDEMIC IN MIDLANDS: DOCTORS  
BLAME IMPURE WATER

3 BOMB SENT TO MINISTER OF AGRICULTURE  
BY POST

4 UNITED NATIONS PLAN ATTACKED IN  
PARLIAMENT – 'IMPOSSIBLE' SAYS  
MINISTER

5 REPORT ON IMBALANCE OF TRADE BETWEEN  
UK AND EUROPEAN ECONOMIC COMMUNITY  
– SEE P.6

6 14 INJURED IN MOTORWAY CRASH TAKEN  
TO HOSPITAL

7 10% OF SCHOOL LEAVERS ILLITERATE SAYS  
REPORT – 'REPORT IS INACCURATE AND  
IRRESPONSIBLE' SAYS EDUCATION EXPERT

8 NEW SHOPPING PRECINCT PLANNED FOR  
CITY CENTRE

9 QUEEN VISITS SCHOOL IN YORKSHIRE

### Word study

#### Adjectives with 'il-', 'ir-' and 'im-'

<i>illegal</i>	<i>irrational</i>	<i>impartial</i>
<i>illegible</i>	<i>irregular</i>	<i>impassable</i>
<i>illiterate</i>	<i>irrelevant</i>	<i>impatient</i>
<i>illogical</i>	<i>irreparable</i>	<i>impolite</i>
	<i>irresponsible</i>	<i>impossible</i>
	<i>irresistible</i>	<i>improbable</i>

**Note:** 'il-' is used before the letter 'l'.

'ir-' is used before the letter 'r'.

'im-' is used before the letters 'p' and 'b'.

### Exercise 4

Read through Exercise 3. Make a list of all the words beginning with 'un-', 'in-', 'il-', 'ir-', and 'im-'.

### Exercise 5

Make a sentence about each of the boxes below, using words from the list above.

Yours faithfully,

1

2 **SHOPPER REFUSES TO QUEUE FOR  
CHECKOUT 'I can't wait' she said,  
'I'm too busy.'**

3 The judge did not favour either side in the  
dispute.

4 have had had  
go went gone  
live lived lived

5 **ROAD BLOCKED BY  
FALLING ROCKS**

6 **'GO TO HELL' SAID BANK  
MANAGER TO CUSTOMER**

7 **Man jumps off 200 ft skyscraper  
and is unhurt**

8 The sample is 75% gold, 20% copper,  
10% iron and 5% zinc.

### Exercise 3

Newspaper headlines often miss out articles (and often put any verbs into the simple present tense). Look at this collection of headlines, and make complete sentences for each one.

## PRESIDENT ANNOUNCES CONFERENCE ON NUCLEAR WEAPONS

The President | *announced* | a conference  
                  | *has announced* |

on nuclear weapons.

Continue.

1 U.S. EMBASSY OFFICIAL OPENS SCHOOL

2 TYPHOID EPIDEMIC IN MIDLANDS: DOCTORS  
BLAME IMPURE WATER

3 BOMB SENT TO MINISTER OF AGRICULTURE  
BY POST

4 UNITED NATIONS PLAN ATTACKED IN  
PARLIAMENT – 'IMPOSSIBLE' SAYS  
MINISTER

5 REPORT ON IMBALANCE OF TRADE BETWEEN  
UK AND EUROPEAN ECONOMIC COMMUNITY  
– SEE P.6

6 14 INJURED IN MOTORWAY CRASH TAKEN  
TO HOSPITAL

7 10% OF SCHOOL LEAVERS ILLITERATE SAYS  
REPORT – 'REPORT IS INACCURATE AND  
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go went gone  
live lived lived

5 **ROAD BLOCKED BY  
FALLING ROCKS**

6 **'GO TO HELL' SAID BANK  
MANAGER TO CUSTOMER**

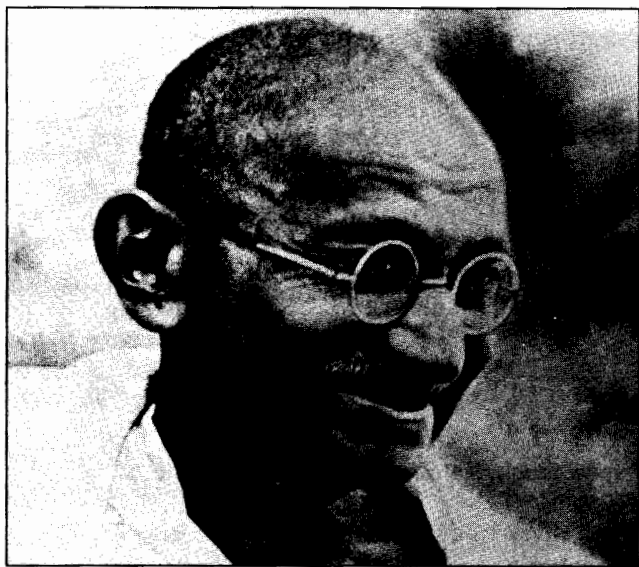
7 **Man jumps off 200 ft skyscraper  
and is unhurt**

8 The sample is 75% gold, 20% copper,  
10% iron and 5% zinc.



# Unit 5

## Man of Peace



Mahatma Gandhi was born in Probandar in 1869, and was sent to England in 1888 where he studied law. When he graduated he took a job in South Africa where he first began to campaign against injustice. The South Africans looked down on non-Europeans, and the black, white and Indian people were kept separate. Gandhi developed his policy of non-violent passive resistance to authority, and was imprisoned several times.

In 1914 he went back to India. He believed that the end of British colonial rule was inevitable, and he campaigned for independence. He tried to persuade people to buy only Indian products, and to refuse to buy salt, on which the British levied a tax. He never stopped preaching non-violence, even though fighting occasionally broke out between demonstrators and the army. In the worst incident, government troops at Amritsar in 1919 machine-gunned an unarmed crowd, killing hundreds.

Gandhi was so against violence that at one point he decided to fast (to starve himself to death.) unless the fighting stopped. He spent several periods in prison, but always looked forward to an end to British rule. He also looked ahead to a united India where Hindus and Moslems could live together in peace.

Independence was achieved in 1947, but it brought with it the division of India. Gandhi was against the creation of Pakistan, but as the rioting spread he realised it was inevitable. He went round Bengal on foot, preaching non-violence. In January 1948 he was murdered by a Hindu who disapproved of his activities to reconcile the religious groups. He is looked up to all over the world for his philosophy of non-violence. Richard Attenborough recently made a film about Gandhi's life.

### Exercise 1

Write sentences beginning:

In 1869 ...    In 1888 ...    In 1914 ...    In 1919 ...  
In 1947 ...    In 1948 ...    In 1983 ....

Answer these questions.

- 1 Who directed *Gandhi*?
- 2 What was Gandhi's first job?
- 3 Where did he do his first job?
- 4 Why did he campaign against salt?
- 5 Why did he decide to fast?
- 6 Who murdered him and why?

### Exercise 2

Read through *Man of Peace* underlining:

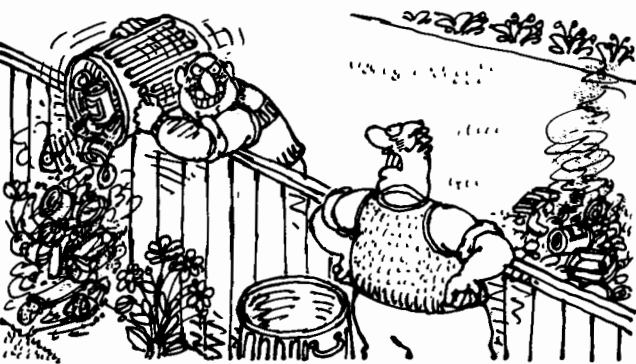
- 1 two-word verbs with 'look'.
- 2 the words below.

non-violent	inevitable
non-violence	unarmed
injustice	non-Europeans
independence	

### Exercise 3

Look at these two statements.

'If you meet aggression with aggression, you will have become an aggressor. In fighting evil you will become as evil as that which you are fighting.'



'"An eye for an eye, a tooth for a tooth". It's an old saying but it's a good one. If someone tried to invade my country, I wouldn't just lie back and let them get on with it.'

Write a paragraph stating your opinion.

### Word study

#### Adjectives with 'non-'

nonsense	non-standard	non-aligned
non-smoker	non-member	non-combatant
non-British	non-starter	non-proliferation
non-stick	non-payment	non-intervention
non-stop	non-aggression	nonconformist

**Note:** 1 'non-' can be used to make the opposite of adjectives and nouns: violent *non-violent*, violence *non-violence*.

2 'not' can also be used in the place of a negative adjective.  
*They're not happy.*  
*They're unhappy.*

### Exercise 4

Some people write many 'non-' words without a hyphen (-). This is quite acceptable. Some of these words are particularly popular in modern political reports.

Complete the text below.

'The United States and the Soviet Union are interested in the ..... of atomic weapons. They also want to sign a ..... treaty, which will include ..... in the affairs of ..... nations and the protection of ..... in war zones.'

Two-word verbs: look (1)

- look about/around

look after

look ahead

look at

look back to/on

look down on
- look for

look forward to

look in (on)

look into

look on

look out
- look over

look round

look through

look up

look up to

**Note: 1** Most compound verbs are in two parts. Some however have either two or three parts.

Look in and see me.

Look in on me.

**2** Use your dictionary, if necessary, to check the position of objects.

Exercise 5

Look at the sentences 1–10. Match them with the definitions A–J. Write the appropriate letters in the boxes.

- A remember, think about the past

B examine

C be a spectator, watch

D anticipate, think (with pleasure) about the future

E try to find information

F investigate

G plan for the future

H care for, take care of

I inspect, survey

J try to find

- 1 Her mother looks after the children while she's at work.

2 I want you to look at the student's book carefully.

3 I've lost my book. Can you help me to look for it?

4 A detective from Scotland Yard is looking into the murder.

5 You should get a surveyor to look the house over before you decide to buy it.

6 If you don't know the word, look it up in a dictionary.

7 We need to look ahead so that we can make plans for the future.

8 I often look back to my schooldays and think about some of the funny things that happened.

9 The children are looking forward to Christmas, and thinking about the toys they would like to have.

10 I'm learning first-aid. I saw a road accident last year. All I could do was look on. I didn't know how to help anyone.

Two-word verbs: look (2)

- look about for search for something/someone

look down on have a poor/low opinion of someone/ something, think that someone/something is inferior

look in (on) visit (someone/somewhere briefly)

look out take care, be careful

look round turn the head to see, go sightseeing

look through revise, read quickly, check, study

look up to respect someone

Exercise 6

Read through the above definitions, then put the correct two-word verb into the sentences below. Be careful to use the appropriate form of the verb.

- 1 I must try and ..... my notes before the exam.

2 Sorry I'm late, I just ..... to see Paul on the way home.

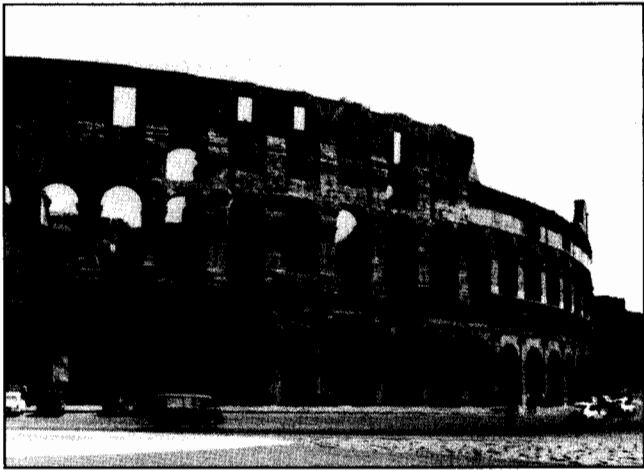
3 He's been ..... a job for ages, but he's had no luck.

4 He was the kind of person that everyone ..... to, he was generous, helpful and honest.

5 She's a terrible snob. She ..... anyone who's poorer than her.

6 Hey! ..... there's a car coming! Phew! That was close! Well, it's safe to cross the road now.

7 Yes, I've been to Rome. Unfortunately it was a business trip and I didn't really have time to ..... the city.



Exercise 7

Look back to the list of two-word verbs with 'look'. Look it over carefully, and write six sentences using six different two-word verbs with 'look'.

Exercise 8

One word, 'it', is missing from these sentences. Put it in the correct place, Column A or Column B.

	A		B	
1 My neighbour will look		after		while I'm away.
2 If you don't know the number, look		up		in the phone directory.
3 Here's the information. Look		through		quickly before the meeting.
4 We often look		back on		and feel thankful.
5 My friend's going to look		over		before I buy it.
6 She's really been looking		forward to		very much.

Unit 6

Zoo Quest

He arrived at the house trundling a handcart. On it, surrounded by a frail network of laths and string, stood a huge and extraordinary-looking wolf, a majestic creature, with a long reddish coat, large furry triangular ears, a white bib and fantastically elongated legs out of all proportion to the rest of his body. This was the rare *aguara guazu*, the maned wolf, which lives only in the Chaco and the northern part of Argentina. Its long legs enable it to run extremely swiftly and some people have claimed that it is the fastest of all land animals, excelling even the cheetah. Why it should require such speed is a mystery. There can be nothing from which it needs to escape – jaguars do not live on the open plains frequented by the wolf – neither is such extreme swiftness essential to catch the armadillos and small rodents on which presumably it preys, and there is no record of it ever attacking rheas which are the only things it might meet which could rival it in speed. It has been suggested that its height enables it to see for great distances over the flat plains and this is certainly true, but it hardly seems sufficient justification for the development of such extraordinary physique.

I was overjoyed to have it, for we had only just received a cable from the London Zoo saying that they had acquired from a German zoo a large male maned wolf, and asking if we could possibly find a mate for him. The one we now possessed was fortunately a female.

Housing her presented us with a great problem. Not only was her present cage so flimsy that it was quite insecure, but it was also so small that the poor creature was unable to turn round. Although her owner had told us that she was newly caught, she seemed quite docile and raised no objection when Appolonio and I fitted a leather collar around her neck. Cautiously we led her out of her cage and tethered her to a tree. I offered her some raw meat, but she spurned it. Appolonio insisted that we should give her some bananas. It seemed an unlikely diet for a wolf, but to my surprise she ate four immediately. After some time, she began tugging at her lead so persistently and energetically that I was afraid that she might injure her neck, so we shut up the kitchen chickens in their house and released her in the vacated hen-run. Then we set to work with saws and hammers to transform a large wooden crate into a cage for her. We finished it by the evening and put it in the chicken-run close by the wire. Coaxingly, we tried to persuade her to enter it, but she snapped and growled at us in a frightening manner. We changed our tactics. Appolonio put more bananas in the far end of the cage and sat himself in a strategic position on the other side of the wire, ready to drop the door behind her as soon as she ventured inside.

Dusk came and still the wolf showed no signs of entering her box. I walked over to consult with Appolonio and as I did so the wolf suddenly bolted and with a leap and a scramble she cleared the chicken netting and was gone. The garden itself was securely fenced to keep out stray dogs so I was reasonably hopeful that it would prevent her escaping into the town, but the grounds of the house were immense and heavily planted with clumps of bamboo, flowering trees and decorative thickets of cactus. By now it was dark. We ran for torches and for an hour Charles, Appolonio and I searched the garden. We could find no trace at all of the wolf. She seemed to have disappeared entirely. We separated and each of us combed one section of the garden. 'Senor, senior,' shouted Appolonio from the other end of the garden. 'She's here.'



I ran across to him and found him shining his torch on the wolf which was sitting snarling in the middle of a small clearing surrounded by low cactus. Now that we had found her, I wondered rather vaguely what we did next. We had neither ropes nor nets nor cage. While I was still thinking, Appolonio leaped over the cactus and grabbed her by the neck. I could hardly hang back when he had so courageously shown the way, so I jumped over the cactus, dived at the struggling yapping pair and caught Appolonio neatly around the waist. By the time I had disentangled myself from him, the wolf had fastened her jaws on his hand so that I was able to straddle the animal and securely grip her head without any danger of being bitten myself. The wolf, feeling herself held from behind, released Appolonio's hand. To my relief, he had not been badly bitten. While all this had been going on, Charles, very sensibly, had gone to fetch the cage. After what seemed like an interminable delay, with the wolf struggling frantically in our arms, he arrived with it and we were able to bundle her inside. (*Zoo Quest Expeditions*, David Attenborough, 1980)

Exercise 1

Read the text once, and answer these questions.

- 1 Where does the maned wolf come from?
- 2 What did the wolf eat (to their surprise)?
- 3 Did the wolf escape from the garden?
- 4 Who was bitten?
- 5 Was the wolf male or female?

Exercise 2

Underline the best alternative.

- |   |                                    |  |   |                                     |
|---|------------------------------------|--|---|-------------------------------------|
| 1 | Some people have claimed           | the  | rhea<br>maned wolf<br>jaguar<br>cheetah   | is the fastest animal in the world. |
| 2 | Maned wolves catch                 | jaguars<br>armadillos<br>rheas<br>bananas  |   | and eat them.                       |
| 3 | Maned wolves live in               | thickets of cactus.<br>flat, open country.<br>the Paraguayan jungles.<br>the mountains of Argentina. |   |                                     |
| 4 | The garden had fences to           | keep the wolves out.<br>keep in the chickens.<br>keep out the dogs.<br>stop the animals<br>escaping. |   |                                     |
| 5 | When the writer tried to catch the | wolf   | he caught it.<br>he caught Appolonio.<br>he caught Charles.<br>he fell onto a cactus. |                                     |



Exercise 3

Find the meaning of these phrases from the text.

- 1 'legs out of all proportion to his body'  
A the legs stuck out from the body  
B the legs were very thin  
C the legs seemed too long for the body
- 2 'I offered her some raw meat, but she spurned it.'  
A She ignored it.  
B She refused it.  
C She ate it, and wanted more.
- 3 'We changed our tactics.'  
A We moved to a different direction.  
B We decided to use a different method.  
C We had no idea what to do.
- 4 'We could find no trace at all of the wolf.'  
A We couldn't see any wolf droppings.  
B We couldn't find the wolf's rope.  
C We couldn't find the wolf, or any evidence of the wolf.
- 5 'Each of us combed one section of the garden.'  
A Each of us looked carefully.  
B Each of us used a large rake to look in the bushes.  
C Each of us waited quietly.
- 6 'We were able to bundle her inside.'  
A We tied her up inside the cage.  
B We pushed her roughly into the cage.  
C We were able to trap her in the cage.

Exercise 4

Write a paragraph about either a pet or a wild animal. Describe the animal. Say where it lives (in zoos/the wild/ farms/homes?), and what it eats.

Exercise 5

Read through the text and find words which mean the same as those below.

- 1 long thin pieces of wood
- 2 the chest fur of a cat, dog, fox or similar animal
- 3 unnaturally long
- 4 speed
- 5 rats, mice and similar animals
- 6 telegram
- 7 the time when the sun has just set, but it's not quite dark
- 8 gentle, peaceful
- 9 did not protest
- 10 sit across something

Word study

Words with 'dis-'

dishonest	disorder	displeasure
dishonesty	distasteful	disrespect
disloyal	distaste	disbelief
disloyalty	disapproval	disconnection
disobedient	disagreement	disadvantage
disobedience	disappearance	dislike
disorderly	discomfort	disapprove

**Note:** 'dis-' is a prefix which can change the meaning of nouns, verbs and adjectives. It usually makes the adjective, noun or verb negative.

Exercise 6

Complete the sentences with words beginning with 'dis-'. There may be more than one correct answer for each.



- 1 He lost his job because he was .....
- 2 I thought the joke she told was very .....
- 3 I couldn't do it, because of my parent's .....
- 4 I'm afraid I look at the statistics with .....

Two-word verbs: come

- come across meet/find by accident
- come across be understood
- come away break off
- come back return to one's memory
- come between interrupt/cause problems
- come down be reduced in price
- come forward offer oneself (to help), volunteer
- come off happen as planned
- come out appear
- come out go on strike
- come round visit
- come round happen regularly
- come round become conscious
- come round be persuaded to agree
- come through survive
- come up against be faced with a problem

Exercise 7

Complete the spaces with a two-word verb from the list. (Be careful about tenses.)

It was a lovely Spring day, and flowers were .....  
..... everywhere. Judy was worried. She'd .....  
..... a lot of problems at work, and her work  
was ..... her and her husband. She wasn't  
looking and stepped into the road. A car hit her, and she  
was thrown onto the pavement. The car didn't stop, though  
the door mirror ..... in the accident. Judy was  
unconscious for ten minutes before she .....  
She was rushed to hospital. She had a long operation, but  
fortunately she ..... Nothing about the  
accident would ..... to her. The police  
..... to ask her about it several times, but she  
could remember nothing after breakfast on the day it  
happened. The police are asking people who saw the  
accident to .....

# Unit 7

## Language study

### Describing a picture

*on the left, on the right  
in the middle, in the background, in the foreground  
at the top, at the bottom, in the top (right-hand) corner  
I like/love/loathe/hate/dislike/can't stand/admire it.  
It does nothing/something to/for me.  
It appeals/doesn't appeal to me.  
I don't think much of it.  
I think it's great/awful.  
It's not my kind of thing/taste/style.  
I prefer something modern/traditional/realistic/abstract.*

### Exercise 1

If you have to describe a photograph or picture in an examination, you should

- 1 Describe each picture. What can you see? Where is it in the picture? What are people wearing/doing?
- 2 Say what you think is happening and why.
- 3 Say what you think might have happened just before the picture was taken.
- 4 Say what you think might happen next.
- 5 If it is a painting or drawing you should also say what you feel about the picture.

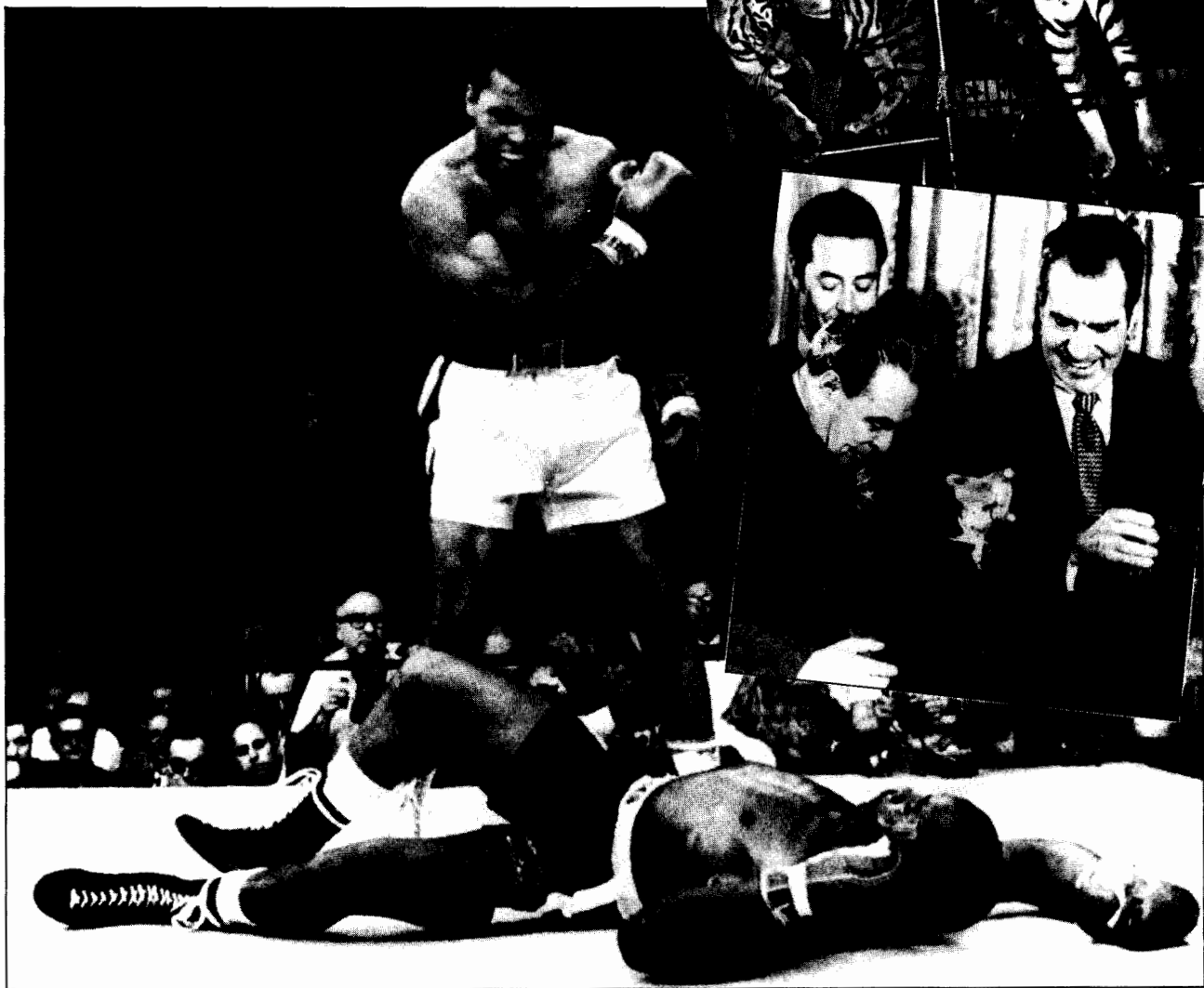
Either work with another student or write a paragraph about each of the three photographs. Go through 1–5 above.

### Exercise 2

You should also discuss subjects which arise from a picture. Three points you could discuss about these pictures are listed below.

- Some people believe that boxing should be banned. What are their reasons for this belief? How do you feel about it?
- Do you know who these men are? Do politicians really dislike each other, or do they accept that they are just doing their job?
- Do you feel it's wrong to keep animals in circuses? Why/Why not? What about zoos?

Write a paragraph on one of these subjects.



## Word study

### Words with 'mis-'

mistaken	misquote	misfortune
mistimed	misunderstanding	miscalculation
misunderstood	misbehaviour	misconduct
misshapen	misjudgement	
mistake	mischance	

**Note:** 'mis-' is another prefix which changes the meaning of adjectives, nouns and verbs. It usually means 'wrong(ly)'.  
wrongly spelt    misspelt

### Exercise 3

Rewrite these sentences using words from the list above.

- 1 I'm sorry, but there are several wrong calculations in your report.
- 2 He was asked to leave the school because of his bad behaviour and poor conduct.
- 3 She used to be rich, but she had several bits of bad luck.
- 4 The article was full of quotes from the Chairman. In fact he had not said these things.
- 5 The striker kicked the ball, but his shot was badly timed.

### Two-word verbs: go

- go by* Time goes by very slowly when you're waiting.  
*go for* I was very late and my boss went for me. He was really angry.  
*go in for* I don't go in for sports, but I do go in for photography.  
*go off* Phew! This milk smells awful! It's gone off.  
*go off* The bomb went off, killing several bystanders.  
*go off* The radio's gone off. I think the battery's dead.  
*go off* I used to like him, but I don't now. I've gone off him.  
*go on* What's going on here? Come on, what's happening?  
*go on* The lights in the street go on by themselves at dusk.  
*go on* Don't stop! It's a good story. Please go on reading.  
*go out* The forest fire went out after three weeks.  
*go out (with)* How long has Mary been going out with Arthur?  
*go over* A traffic policeman stopped me and went over my car looking for faults.  
*go through* She's gone through a terrible illness. That's why she's pale.  
*go under* I think that company will go under. It's losing thousands of pounds every day.  
*go with* I've bought a blue blouse to go with my blue skirt.  
*go without* When he became unemployed, he had to go without a lot of little luxuries.

### Exercise 4

Complete the spaces in the letter below.



Dear Agnes,

I've been going ..... with my boyfriend for 12 years. Recently he seems to have gone ..... me. He's always going ..... me in arguments, and I don't think I can go ..... like this much longer. As soon as I disagree with him, he just goes ..... like a bomb! I really don't understand what's going ..... any more. We've been saving to get married, and I've gone ..... many things. I don't go ..... any hobbies, and I don't have many interests. I can't go ..... any more arguments, though. What should I do?

'Unhappy', Uxbridge



# Unit 8

## Language summary

Groups of verbs which usually appear in simple tenses only

The Senses	hear, see, smell, taste, feel, touch
Emotions	care, desire, detest, dislike, envy, fear, hate, hope, like, love, mind, prefer, regret, want, wish
Opinions	think, assume, believe, consider, feel (=think), suggest, suppose
Mental States	expect, forget, imagine, know, mean, notice, remember, realise, understand, see (=understand)
Possession	belong, have, owe, own, possess
Measuring	contain, cost, hold, measure, weigh
Others	appear, depend on, deserve, interest, look like, matter, seem

**Note:** These verbs may be used in the continuous form, in the following situations.

- to give special emphasis to continuity and/or repetition  
*I'm always hearing bumps in the night.*
- when the verbs are used in a specific context and have a different meaning  
*I can't talk to you now, I'm having my lunch. (having = eating)*

### Exercise 1

Use the same verb to complete each pair of sentences. In one sentence the verb has the same meaning indicated in the Language summary and will be in the simple form. In the other sentence, it has a different meaning and will be in the continuous form.

- 1 'have'**  
**A** I ..... lunch with a friend today.  
**B** Sylvia ..... a new watch. It does almost anything.
- 2 'see'**  
**A** Johnny Rabid ..... his manager this afternoon.  
**B** I usually ..... my neighbour leaving for work in the mornings.
- 3 'expect'**  
**A** She ..... a baby in July.  
**B** Look at that sky! I ..... it'll rain before long.
- 4 'hope'**  
**A** It's the carnival today, I ..... it doesn't rain.  
**B** He buys a lottery ticket every month. He ..... to win a car.
- 5 'imagine'**  
**A** 'I saw a ghost! Over there, next to the cupboard.'  
'Don't be silly. You ..... things!'  
**B** I ..... that you know why I asked to see you.
- 6 'measure'**  
**A** He doesn't know his chest size, so I ..... him.  
**B** He ..... 100 cm around the chest.



- 7 'cost'**  
**A** They ..... 75p each.  
**B** I'll have to sell my car. It ..... me a fortune in petrol!
- 8 'appear'**  
**A** 'The Rats' ..... at the Albert Hall next week.  
**B** You'd better call a doctor. He ..... to be ill.
- 9 'see'**  
**A** I ..... that the tax on cigarettes is going up again.  
**B** ..... you ..... her this evening?
- 10 'hope'**  
**A** I ..... you can stay for lunch.  
**B** I ..... for a pay rise this year, but I don't expect I'll get one.

### Exercise 2

The two newspaper stories below have been mixed up. Can you reorder them? Do it by underlining the first sentence about the Queen, and the other sentences which you think should go with it.

It was announced today that the Queen has run off with £1,000,000. She is expected to travel to Washington but did not report for work. Staff said the money was in Atlantic City, famous for its casinos. The police have been told and to open a British Trade Fair.

Sarah Lewis, a bank employee from Suffolk is going to visit the United States. She left home as usual this morning to speak to the American President and will tour the East staying in a large leather briefcase. before going on to New York airlines have been given her photograph.

## Word study

Revision of the ways of making words negative and of the words in Units 1-7

### Exercise 3

Make these words negative by adding 'un-', 'in-', 'il-', 'im-' etc. Use 'not' if nothing else is possible.

- |                      |                     |
|----------------------|---------------------|
| 1 expensive .....    | 11 regular .....    |
| 2 formal .....       | 12 obedient .....   |
| 3 legal .....        | 13 conscious .....  |
| 4 polite .....       | 14 possible .....   |
| 5 tidy .....         | 15 understood ..... |
| 6 violent .....      | 16 loyal .....      |
| 7 honest .....       | 17 correct .....    |
| 8 probable .....     | 18 timed .....      |
| 9 clean .....        | 19 logical .....    |
| 10 responsible ..... | 20 skilled .....    |

### Two-word verbs: run

**Note:** Although this is from an American English dictionary, everything is equally true of British English.

**24** (special uses with adverbs and prepositions):  
**run across sb/sth**, meet or find by chance: *I ran across her in Paris last week.*

**run after sb/sth**, chase; try to catch: *The dog was ~ning after a rabbit.*

**run away**, flee; escape: *The boy ran away to sea, left home and became a sailor.*

**run down**, (a) slow down and stop. (b) become weak or exhausted: *The battery is/has ~ down.*  
**o** (adj) (of a person) become exhausted or weak from overwork, mental strain, etc. **run somebody down**, (a) knock him down or collide with him: *He was ~ down by a truck.* (b) say unkind things about: *That man doesn't like me; he's always ~ning me down.* (c) chase and overtake: *~ down an escaped prisoner.*

**run for it**, run for safety, shelter, etc.: *It's raining; let's ~ for it.*

**run into sb/sth**, (a) meet unexpectedly: *~ into an old friend in the street; ran into difficulties.* (b) collide with: *The bus got out of control and ran into a wall.*

**run off**, go away; flee: *His daughter has ~ off with a married man with all the funds.* **run something off**, print; produce: *~ off a hundred copies on the duplicating machine.*

**run on**, (a) talk continuously: *He will ~ on for an hour if you don't stop him.* (b) elapse: *Time ran on.*

**run out**, (a) go out: *The tide is ~ning out.* (b) (of a period of time) come to an end: *When does the lease of the house ~ out?* (c) (of stocks, supplies) come to an end, be exhausted: *Our provisions are ~ning out. Her patience is ~ning out.* **run out on somebody**, abandon, desert: *Poor Jane! Her husband has ~ out on her.*

**run over something**, review or read through quickly: *Let's ~ over our parts again, eg when learning and rehearsing parts in a play. He ran over his notes before starting his lecture.* **run over somebody/run somebody over**, drive,

pass over (a person, etc) in a vehicle: *He was ~ over and had to be taken to the hospital.*

**run something up**, (a) raise; hoist: *~ up a flag on the mast.* (b) erect, make quickly: *~ up a dress.* (c) cause to increase or grow quickly in amount: *~ up a big bill at a hotel.*

### Exercise 4

In the dictionary, it is very clear which two-word verbs are separable. Which are they? List them.

### Exercise 5

Put the most suitable word in the spaces.

- Before you go to sleep, you'd better wind the alarm clock. It's nearly run .....
- Well, time is running ..... for United. If they don't score soon, they'll - and that's it! City have won the cup!
- Do you know who I ran ..... today? Jane. I haven't seen her for ages.
- I don't like her much. She's always complaining about people, and running them .....
- When you've typed the letter, would you run ..... ten copies, please?
- When the shooting started, we all ran ..... it!
- Oh, no! We've run ..... of salt. Can you get some?
- I ran ..... my notes the night before the exam.
- He's just disappeared. He ran ..... his wife, his kids and his job.
- He ran ..... a debt of £700 on his credit card.

### Exercise 6

Choose one of the beginnings below, and write a paragraph. You can write whatever you like, as long as it's true for you.

Begin with one of the following phrases.

- I'll never forget the day ...*
- I sometimes imagine I'm ...*
- I envy people who ...*
- I've often regretted ...*



# Unit 9

## Language summary

### Describing others' emotions and feelings

He/She/'s/feels/looks/sounds/  
seems/appears happy.

I think/reckon/suppose he's unhappy.

He	looks	as	if	he's	unhappy.
She	sounds		though	she's	happy.
	seems	to be			
	appears				

### Interjections



Oh! surprise

Ah!/Aha! recognition, understanding

Wow! great surprise, excitement

Aagh! agony

Ow!/Ouch! pain

Ugh! disgust

Ooh! pleasure, pain

Tut, tut! disapproval

Yum, yum! appreciation (of food)

Mm!

What a lovely idea! How lovely!

Hey! drawing attention

### Emphasis

You do look tired. She did seem upset. Do be quiet!

He's so ashamed. They're such good friends.

You stupid, stupid man. It's much, much too upsetting.

I was very upset indeed. I was extremely annoyed.

We were absolutely amazed. She's utterly dejected.

They were terribly kind. We'll definitely go there.

I really am sorry about it. I'm really sorry about it.

I didn't like it at all. He wasn't a bit sorry about it.

There's no excuse whatever. She didn't do a thing.

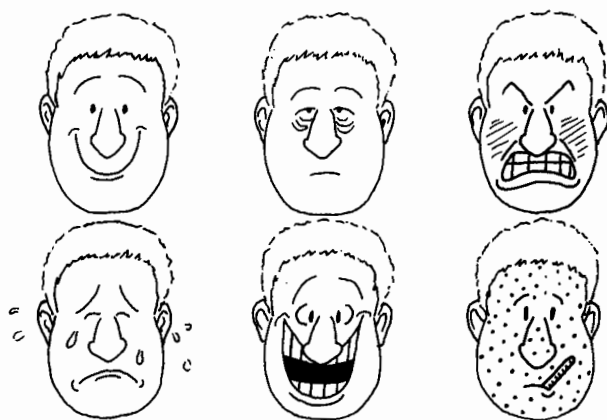
I can't/couldn't possibly do that.

How ever does she manage with six children?

What on earth is he going to do?

### Exercise 1

The human face has a complicated set of muscles which are designed to show and express emotions. Most expressions and gestures are international, although some come from our own particular culture. For example, a nod of the head means 'yes' in most societies, although in some societies it means just the opposite. Look at these faces. Write a sentence about each face, using a pattern from 'Describing others' emotions and feelings' below. Try and use a variety of patterns.



### Exercise 2

Complete the spaces in these sentences with an interjection from the Language summary above.

- ....., there's a worm in my salad.
- ....., cream cakes! I adore cream cakes.
- ....., my foot! You've just trodden on it!
- ....., now I see what's wrong. I added two, and I should have subtracted two.
- ....., that's the most beautiful painting I've ever seen in my life.
- ....., look at this telegram! I've just won £100,000!
- ....., you shouldn't touch that, you know. You've got paint on your hands, and you'll get it all over the chair,' said his mother.
- '.....,' screamed 007, as the bullet tore into his arm.
- '.....,' he said. 'That's funny. I didn't know we lived in the same street.'

### Exercise 3

You look tired. You do look tired!

Make these sentences more emphatic by using 'do', 'does' or 'did'. Be careful to use the correct verb form.

- They seem embarrassed.
- He looks frightened.
- She appeared worried.
- He looked as if he'd seen a ghost.
- You seem to be nervous about something.
- She looks as though she's going to cry.

### Exercise 4

Make these sentences more emphatic by using 'so' or 'such'.

- My God! You're timid.
- My goodness! You're a coward.
- Oh, hell! I'm exhausted.
- Oh, no! You're getting sentimental.
- Goodness me! He's an irrational person.
- Phew! He's an aggressive individual.



### Exercise 5

Look at this list of words below.

How many of them are suitable to fill the spaces in the sentences?

Write the letters in the box at the end of each sentence. Complete the space with one word of your choice.

**A** awfully **C** really **E** utterly **G** indeed  
**B** extremely **D** absolutely **F** terribly

- 1 After a year of famine, most of the people are starving and ..... dejected.
- 2 I've been ..... fed up since I lost my job.
- 3 I was ..... shocked when I heard she was going to marry the King.
- 4 Me? Oh, I was very upset .....
- 5 We were both ..... nervous when we met the Queen.
- 6 I ..... was surprised at her news.
- 7 I got very angry ..... after he'd punched me for the third time.
- 8 I ..... did feel bad about it, even though it wasn't my fault.
- 9 She was ..... pleased that she'd won the race.
- 10 We were ..... horrified by the news of the murder.

### Exercise 6

Look at this list of words. Choose one word to complete each of the sentences below.

at all                      a thing                      whatever  
a bit                      possibly

- 1 She didn't enjoy it .....
- 2 I complained several times, but my landlord didn't do ..... about the noise.
- 3 I told her that I couldn't ..... see her again.
- 4 They had no idea ..... about my problems.
- 5 I was furious, and shouted at him, but he wasn't ..... worried by it.
- 6 It's hard to be polite when you don't like someone .....

### Word study

#### Adjectives with '-y' and '-ly'

sand *sandy*                      health *healthy*  
fog *foggy*                      grease *greasy*

**Note:** '-y' means 'looking like' or 'having the quality of'.

mother *motherly*                      day *daily*  
friend *friendly*                      hour *hourly*

life *lively*                      home *homely*  
shape *shapely*                      leisure *leisurely*

**Note:** '-ly' is similar in meaning to '-y', but it is most often found with characteristics of people and times.

### Exercise 7



Add '-y' or '-ly' to these nouns to make adjectives.

- |          |             |            |
|----------|-------------|------------|
| 1 dirt   | 7 fortnight | 13 hair    |
| 2 wind   | 8 month     | 14 brother |
| 3 mist   | 9 year      | 15 father  |
| 4 noise  | 10 ease     | 16 woman   |
| 5 thirst | 11 luck     | 17 man     |
| 6 night  | 12 rock     | 18 sister  |

### Exercise 8

They hold meetings once a month.

*They hold monthly meetings.*

Now rewrite these sentences, using words ending in '-y' or '-ly'.

- 1 The sky was covered with clouds.
- 2 Her dress was made of a material like silk.
- 3 The magazine is published every quarter.
- 4 She's a good teacher. She's like a sister to her students.
- 5 The cupboard was covered with dust.
- 6 She's a person who always has different moods.

### Two-word verbs: turn

*turn back* We couldn't go on because the road was blocked, so we turned back.

*turn down* That radio's too loud. Could you turn it down?

*turn down* They turned me down for the job, because I didn't have the right qualifications.

*turn into* The wicked witch turned the prince into a frog.

*turn off* Can you turn the TV off, please? I'm working.

*turn on* Can you turn the tap on?

*turn out* Can you turn the light out before you leave?

*turn out* I thought she was the boss, but it turned out that she was the secretary.

*turn out* BM turns out three thousand cars every week.

*turn over* You're on the wrong page. Turn over to page 32.

*turn up* I can't hear the news. Turn the radio up.

*turn up* I hadn't seen him for ages, and then he suddenly turned up on my doorstep.

### Exercise 9

Write the appropriate two-word verb next to each of the verbs below.

- 1 refuse .....
- 2 switch off .....
- 3 transpire, happen .....
- 4 appear unexpectedly .....
- 5 switch on .....
- 6 reverse direction .....
- 7 extinguish, put out .....
- 8 increase volume .....
- 9 produce, make .....
- 10 reduce volume .....
- 11 become, make (something) become .....

# Unit 10

## Language summary

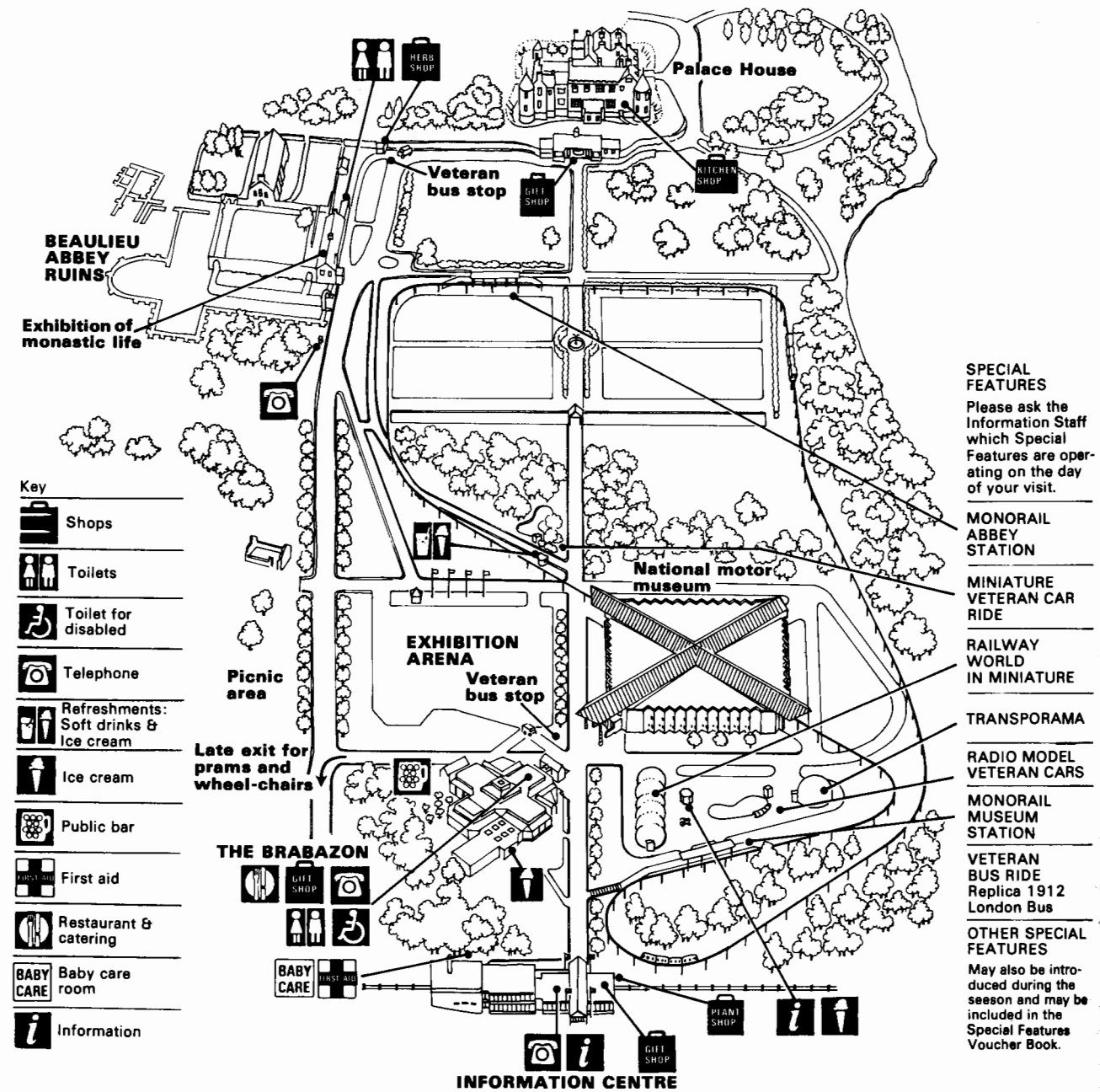
### Asking for directions

Where's/Which way's/Which direction's ...?  
How do I get to/Can you direct me to ...?  
Could you tell me where ...?  
Can you tell me the way to ...?  
How do I find ...?  
I'm trying to find/get to ...  
I'm looking for ...  
Do you know where ... is?

### Giving directions

It's on the (right), near/opposite/next to/beside ...  
Take the (second) on the (left)/First right, second left.  
Go straight on/straight ahead/left/right/up/down/across/along ...  
When you come to a ... turn ...  
Follow me.  
It's just round the corner/It's the (last) one on the left.  
Keep on to/until ...  
You can't miss it/You can't go wrong/You'll see signs from there.

Beaulieu (pronounced Byew-lee) is one of the most popular tourist attractions in Britain. Look at the plan and read the information given on it.



### Exercise 1

Give directions to another student, or in writing. You have the plan and they don't.

- 1 James is standing at the front entrance of Palace House. He wants to find a telephone.
- 2 Anna is in the restaurant. She wants to buy some herbs.
- 3 Michael is at Abbey Station. He wants to operate some model 1909 Rolls-Royces.
- 4 Rachel wants to change her baby's nappy. She's just got off a veteran bus near the ruins.
- 5 Tom's just left the Transporama. Both of his children want an ice-cream.
- 6 It's the school holidays. Sarah's in the Kitchen Shop, and it's five to four. She wants to see the cavalcade of vehicles in action.

### Exercise 2

Read these instructions, and mark the numbers on the map.

Walk out of the front door of Palace House, and turn right. You'll see a fork just ahead of you, with two paths going off to your left. Take the right hand fork and walk along to the corner where there's a nice view of the river (1). Follow the path round, and walk along to Central Drive (2). The station's 100 metres past it on your left (3). Take a monorail to the Museum Station, and go down the left hand steps. Turn right and walk along for a couple of hundred metres. On your right you'll see the main entrance to the museum (4). Don't go in, but keep on to the 'crossroads' (5). Go straight across, then bear left. Walk up to the bend (6), and keep going. Take the first left (7), then the first right (8). Carry on for about two hundred metres. Stop (9). What can you see on your left/on your right?

### Exercise 3

You are organizing a treasure hunt at Beaulieu. The competitors begin at the information centre. Direct them to the places where they can find the following items.

- |                    |  |
|--------------------|--|
| 1 an ice-cream     | 4 a ticket for the monorail                    |
| 2 some fresh herbs | 5 a ticket for the exhibition of monastic life |
| 3 a saucepan       |  |

### Word study

#### Adjectives with '-like', '-style' and '-type'

These three suffixes are used when we want to say something 'looks or behaves like something else', but there is no adjective available using '-y' or '-ly' (see Unit 9). Below are some common examples with '-like'.

*childlike, businesslike, lifelike, godlike, workmanlike, warlike*

**Note 1:** '-style', '-type' and '-like' can be added to proper nouns at the writer's will to make more unusual adjectives.

*The Rats' new album has several Rolling Stones-type songs, Johnny Rabid plays guitar in a Who-like way.*

*'Texas Gold' is another Dallas-style TV soap opera, starring Barry Hangman, who plays a J.R.-type oil-man.*

**Note 2:** 'childish' is negative in meaning. It means 'immature'.

'childlike' is positive in meaning. It means 'fresh' or 'with the innocence of a child'.

*On film, she has an almost childlike innocence and simplicity.*

*In real life, she is very childish and spoilt.*

### Exercise 4



Complete the sentences.

- 1 They're an Everly Brothers-..... harmony group.
- 2 'Precinct 41' is a Hill Street Blues'-..... police adventure series.
- 3 He's a singer with a Boy George-..... voice which is so popular nowadays.
- 4 He conducts in a Von Karajan-..... manner.
- 5 She plays the piano in a Liberace-..... way.
- 6 The new 'BM Miami' is a Mercedes-..... luxury car.

#### Two-word verbs: get

*get back* return  
*get back* recover something  
*get by* pass  
*get down* descend something  
*get down from* climb/jump down from something  
*get down* write (notes)  
*get into* enter  
*get off* remove (clothes)  
*get off* alight (from bus/train)  
*get on* put on something  
*get on* progress  
*get on with* make progress with something  
*get on with* understand and like someone  
*get together* meet someone  
*get up* rise  
*get up* climb something  
*get up to* reach

### Exercise 5

Complete the spaces.

Sandy had had a busy day. When she got ..... from lunch, her boss had asked the staff to get ..... for a meeting. He asked Sandy to get some notes ..... The company was getting ..... very well, and sales had nearly got ..... a million pounds for the year. Sandy had to stay late and get ..... typing a report of the meeting. The office was empty, except for her. Suddenly she heard a noise in the next room. She was terrified. Had somebody got ..... the building? A burglar, perhaps? No. The door was locked, and it was on the fourth floor. Nobody could get ..... to the windows. Very quietly, she got ..... from her chair, and got her coat ..... She went to the door, and opened it suddenly. There was her boss, with a box in his hand. 'Oh, Sandy,' he said, 'I knew you were working late, so when I got ..... to the street, I decided to get you a take-away meal. Here it is!'

Unit 11

Language summary

Past simple passive  
It was done.

Past continuous passive  
It was being done.

Phrases with superlatives  
to fear the worst/to do your best/to try your hardest



TOP THIRTY SINGLES

Week ending 16 May  
Last week's positions in brackets

- 1 (—) IT'S GOODBYE – Leroy James
- 2 (1) I WAS LOST, YOU FOUND ME – Daisy Barton
- 3 (7) TAKE OFF TO THE SUN – Shining Teeth
- 4 (2) 1958 FORD CONVERTIBLE – The Rats
- 5 (10) YOUR LOVE WAS TAKEN AWAY – Rudi & the Rastas
- 6 (3) IT'S INCREDIBLE – Computer

Rock Star's Funeral

Rock star Leroy James, who was ..... in a motorway crash last week, was ..... at St Alban's Church in North London. The funeral was ..... by more than 1000 people. His last record, which was ..... a week before his death, has ..... the Top 30 at number one. His manager, Rob Kirk, said that it was a tragic loss.

Exercise 1

Read the texts. Write complete answers to these questions.

- 1 What was Leroy's last record called?
- 2 Who was it written by?
- 3 Who were the strings arranged by?
- 4 Who was it produced by?
- 5 Who was the number three record sung by?
- 6 Who was the number five record recorded by?

Exercise 2

Complete the spaces in the newspaper article using these verbs.

bury, attend, kill, complete, enter

Exercise 3

Liz Davis is a rock journalist. She wanted to write an article about Leroy James, so she went to the offices of Megaphone Records. Nobody was there, but she found these pieces of paper in the wastepaper basket. Put them together for her. Write the numbers in the box below.


1 Pearl, Megaphone Records  
Kirk Music Management Ltd.

2 to know how many Leroy before he was killed. The As you know, Leroy was drunk unreliable, "It's Goodbye"

3 he's dead. It's need an LP someone who I'm sure it can sing like him, public in with an is acceptable to you, and meet me on the 15th.

4 MEMO  
To: Raymond  
From: Rob Kirk.  
Dear Ray,  
You wanted recorded - one. He was a lazy, irresponsible idiot.

5 tape we had, Nearly a million unbelievable, isn't it? to follow it. I reckon can imitate Leroy, would take off.

6 James songs were answer is simple most of the incapable, was the only

7 A lot so I'm certain we could imitation. If the idea you think it's possible, NB DESTROY THIS MEMO AT ONCE.

8 and and that's only selling because copies were sold last week. The thing is we we should find make an LP. of people take the

Exercise 4

Liz went to the restaurant where Pearl and Kirk were meeting. She sat at the next table with a cassette recorder, and tried to record their conversation. Unfortunately, when she played back the tape, some pieces were unintelligible.

She took down as much as she could, but her transcription was incomplete.

Complete the gaps for her. You may find more than one possible word. Write in one word only.

Transcript of conversation, recorded 15th June.

Ray Look, Rob. I'm a respectable ..... I don't want anyone to ..... about this. If I'm asked, I'll ..... this conversation never ....., OK?

Rob Fine. I ..... take up too much of ..... time. When I wrote to ..... I was hoping for the ....., but fearing the ..... I thought it'd be impossible. Anyway, I ..... my hardest, and I reckon I've ..... the right guy. He's twice Leroy's age, and ..... his size, but the voice, it's just ..... Leroy's. I offered him \$50,000 to ..... the recording, and keep ..... mouth shut. We're ..... to do old rock songs in Leroy's ..... Don't worry, we'll do voices separately. Even the musicians ..... never know.

Ray Right. All I want is a tape ..... an album, and a letter ..... you saying it's ..... Leroy James.

Rob It'll be a valuable .....

Ray It'll cost you!

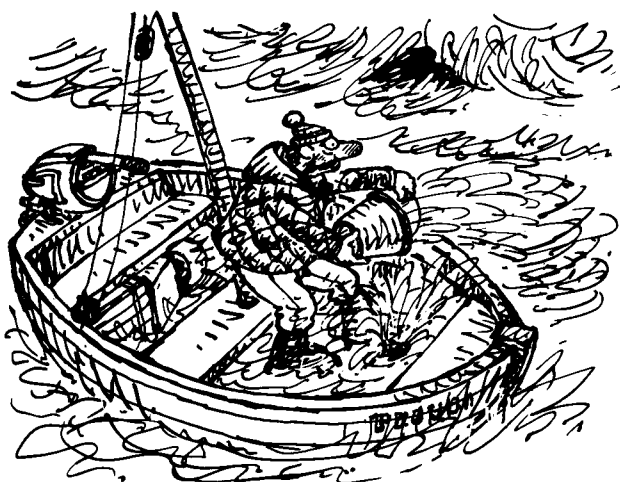


Now read the rest of the story.

Liz decided to wait for news of a new Leroy James LP before releasing her story. She waited for months, but no LP was announced. One day she was in a London wine bar when she saw a face that she recognized. She went over. 'Hi,' she said, 'Aren't you Rob Kirk's assistant?' 'I used to be,' the man replied, 'but he sacked me.' Liz bought him a drink. She asked about the possibility of any Leroy James records being released in the future. The man laughed. Liz looked him straight in the eyes. 'I know about the imitation Leroy James in Los Angeles,' she said. 'Ah,' said the man, 'but do you know the whole story?' Liz shook her head. 'Well, it doesn't matter now,' he said, 'I might as well tell you. We went to Los Angeles and did the recordings. While they were being done, Rob was spending money like water. He thought he was going to make millions. Anyway, when they were finished, Rob gave Sonny ... that's the guy who took off Leroy's voice ... \$50,000, and told him to disappear. Sonny was last seen heading for the Pacific Islands. We brought the tapes back here 1st class. Rob booked a 1st class seat for them! He was terrified that something might happen, and he didn't dare make copies for security. He'd heard this story about a Beatles' tape in the baggage compartment being erased on the flight to England. You know, strong electrical fields can wipe a tape clean. So, we got back to London. Rob told me to make sure the tapes were sent to Megaphone Records. Well, I gave the office boy a £20 note, and told him to take them in a taxi to the studio. Well, the taxi fare would have been about £16, and the tube, the underground train's about £1.20. Of course, the office boy wanted to make £14 profit, so he took the tube. When he got to Megaphone the tapes were clean. Absolutely nothing on them. They were erased on the tube ... and that was that. I was sacked because I hadn't taken them myself.'

### Exercise 5

- 1 Who was the man?
- 2 When was he sacked?
- 3 What was Rob doing, while they were recording?
- 4 What was Sonny last seen doing?
- 5 Why didn't they put the tapes in their suitcases?
- 6 What was the story Rob had heard about The Beatles?
- 7 What would a taxi have cost?
- 8 What's the tube fare?
- 9 How were the tapes erased?
- 10 Why was the man sacked?



### Exercise 6

Try and write Liz's story for her. Keep it short. You do not need all the details.

### Word study

#### Adjectives with '-able' and '-ible'

<i>admirable</i>	<i>taxable</i>	<i>flexible</i>
<i>avoidable*</i>	<i>valuable**</i>	<i>horrible</i>
<i>capable**</i>	<i>washable</i>	<i>intelligible*</i>
<i>desirable*</i>		<i>legible**</i>
<i>memorable</i>	<i>convertible</i>	<i>possible**</i>
<i>probable**</i>	<i>divisible**</i>	<i>responsible**</i>
<i>respectable</i>	<i>edible</i>	<i>terrible</i>

\* the opposite is formed with 'un-' (see Unit 2)

\*\* the opposite is formed with 'in' (see Unit 3) or 'in-' 'im-' 'il-' or 'ir-' (see Unit 4)

**Note:** These suffixes give an idea of 'being able to do this' or 'having this quality'.

### Exercise 7

Go through Exercises 1–6, and list all the words which appear ending in '-able' and '-ible'

### Exercise 8

Look at the words marked \*\*. Refer to Unit 4. Make a list of the words and their opposites.

### Exercise 9

Add '-able' to these words to form adjectives. Take care with spelling.

accept	depend	reason
believe	drink	recognize
change	love	rely

### Two-word verbs: take

#### Exercise 10

In these sentences there are two spaces. Where should the words in brackets go? In the first space? In the second? Or in either? Mark the space(s) with a cross (X).

The boat began to take .....X..... in .....X..... after it hit the rock. (water)

- 1 He takes ..... after ..... (his father)
- 2 Take ..... away ..... from four, and you get two. (two)
- 3 She took ..... off ..... because it was hot. (her jacket)
- 4 I really think you've taken ..... on ..... (too much work)
- 5 The homeless family took ..... over ..... (the empty house)
- 6 He's great. I took ..... to ..... the first time we met. (him)
- 7 She took ..... up ..... when she was twelve. (skating)
- 8 That chair's too big. It takes ..... up ..... (too much space)
- 9 The helicopter took ..... off ..... (from London)
- 10 He took ..... in ..... for a long time before they realized he was dishonest. (them)

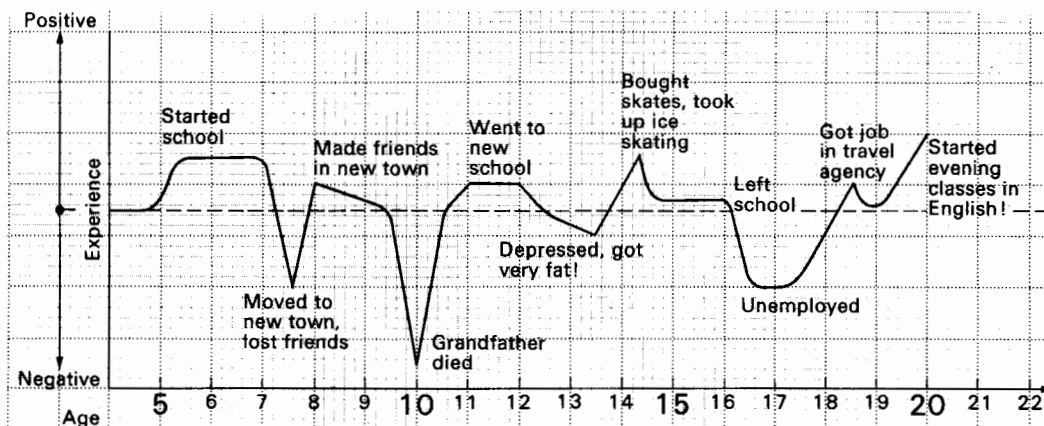
# Unit 12

## Language summary

The most | exciting time | in my life was when ...  
 least | interesting thing |  
 important event

One of the | best | things was ...  
 worst |  
 nicest

I was(n't) | good | at | skating.  
 bad | games.



### Exercise 1

Make a graph of your own life like the one above. Think about the important experiences you have had. Try and decide whether they were positive, negative or neutral. Draw the line up for positive experiences, and down for negative ones. Write on the graph in note form.

*bought skates (not I bought some skates)*

### Exercise 2

Use your life graph to write a short essay about your life. Say which experiences you found positive, and which negative. Use the Language summary to help you.

### Exercise 4

Make adjectives from these nouns using suffixes you have learned so far in this book.

- |                   |                    |
|-------------------|--------------------|
| 1 value .....     | 11 health .....    |
| 2 beauty .....    | 12 desire .....    |
| 3 luck .....      | 13 grease .....    |
| 4 year .....      | 14 play .....      |
| 5 fog .....       | 15 memory .....    |
| 6 child (a) ..... | 16 truth .....     |
| 7 child (b) ..... | 17 business .....  |
| 8 child (c) ..... | 18 father .....    |
| 9 speech .....    | 19 home .....      |
| 10 wind .....     | 20 gratitude ..... |

## Word study

### Adjectives with '-less' and '-ful'

-ful *beautiful, grateful, playful, skilful, wonderful*  
 -less *aimless, lifeless, pointless, speechless, reckless*

**Note:** '-ful' is a suffix meaning 'having the quality of', 'with ...'.  
 '-less' means 'not having the quality of', 'without ...'.

### Exercise 3

With some nouns, it is possible to make two adjectives, one with '-ful' and one with '-less'. It isn't possible with any of the examples above, but it is possible with these below. Complete the '-ful' and '-less' columns.

noun	adjective (-ful)	adjective (-less)
care	<i>careful</i>	<i>careless</i>
doubt	.....	.....
faith	.....	.....
help	.....	.....
hope	.....	.....

### Exercise 5

Write down the words opposite in meaning to those below. Use a prefix in each case.

- |                     |                     |
|---------------------|---------------------|
| 1 countable .....   | 11 tolerable .....  |
| 2 accurate .....    | 12 standard .....   |
| 3 sense .....       | 13 reasonable ..... |
| 4 credible .....    | 14 fortune .....    |
| 5 responsible ..... | 15 tasteful .....   |
| 6 legal .....       | 16 truthful .....   |
| 7 grateful .....    | 17 probable .....   |
| 8 possible .....    | 18 honest .....     |
| 9 rational .....    | 19 logical .....    |
| 10 visible .....    | 20 usual .....      |

noun	adjective (-ful)	adjective (-less)
meaning	.....	.....
shame	.....	.....
thought	.....	.....
use	.....	.....

## Exercise 6

Read through the dictionary extract.  
Find abbreviations which mean

- 1 nautical .....
- 2 especially .....
- 3 abbreviation .....
- 4 bring forward .....
- 5 somebody .....

## Exercise 7

**Make a list of separable two-word verbs with 'bring'.**

*bring about (b)*

### Exercise 8

Use the dictionary extract to rewrite these sentences, using two-word verbs with 'bring'.

- 1 The police arrested six pickpockets yesterday.
- 2 A lot of shops lower prices for the January sales.
- 3 His job produces a profit of £200 a week.
- 4 He was educated and reared in Liverpool.
- 5 The fox hounds hunted and caught two foxes.
- 6 When she went back to her home town a lot of memories were called to mind.
- 7 Megaphone Records are releasing a new Leroy James single next month, two years after his death.
- 8 The English team managed to produce a victory after being 3-0 down at half time.
- 9 She fainted, and it took ten minutes to help her regain consciousness.

## Exercise 9

One word, 'it', is missing from these sentences. Put 'it' in the correct place, either Column A or Column B.

	A	B
1 I'm very much looking	forward to	, you know.
2 Can you please run	off	? I'll need six copies.
3 I left it on a bus, but got	back	from the Lost Property Office.
4 You'd better take	off	the radiator!
5 Here's the report. Shall we go	over	?
6 One shot from the hunter brought	down	.
7 Don't forget to turn	off	, will you?
8 It's a good idea. Bring	up	at the next meeting.
9 It was a long illness, but he came	through	very well.

# Unit 13

## What's in a label?

**Name of the food**

**Ingredients**

**Net quantity**

**Datemark**

**Name and address of the manufacturer, or packer, or of a seller in the EEC**

**Place of origin when necessary**

**How to cook**

**Instructions for use when necessary**

**Any special conditions of storage or use**

Certain foods are not covered by the general food labelling regulations, but each have special rules of their own. These include: certain sugar products; cocoa and chocolate products; honey; milk and certain condensed and dried milk products; hen eggs; coffee and coffee products; wines. Food prepared on domestic or similar premises for charitable or similar sales is exempt from most food labelling rules. Food in small packages (less than ten square centimetres surface area) need only be marked with the name of the food, and a datemark if required by the normal rules.

### Exercise 1

- 1 In general, the British Ministry of Agriculture require that prepacked foods have labels which give the information shown in the illustration above. Read the requirements.
- 2 Think of a typical dish from your country. Imagine that you are going to package it in cans for sale in England.
- 3 Decide on a brand name and design a label for the cans. Make sure it contains all the necessary information.

### Exercise 2

Read through the ten types of advertising in the Student's Book.

- 1 Write a radio advertisement for the dish in Exercise 1. Use one or more of the methods in the Student's Book.
- 2 Design an advertisement for a magazine. Show where you would have pictures, and describe what would be in them. Write any text that is necessary.



### Exercise 3

#### Advertising – some pros and cons

##### Arguments against

- 1 It creates false differences between similar products. For example, tests show that all detergents are equally effective. As a result detergents are heavily advertised, which puts the price up.
- 2 It creates false ideals and images. People worry because they use the wrong deodorant. People see images of men and women with ideal figures, and worry if they are different. The idea of a consumer society is promoted.
- 3 It causes annoyance, nuisance, noise and ugliness. Posters clutter streets. Bits of paper flood through the letter box.
- 4 Some is directed at children, who are too young to judge it. For example, free gifts with products. Advertisers use children to pester their parents into buying something.
- 5 It intrudes on our privacy.
- 6 It interrupts our TV programmes.

##### Arguments for

- 1 It gives information. We can read adverts from different companies and compare.
- 2 It pays for our newspapers, magazines, TV and radio, which would otherwise cost more. (British TV: 7 mins allowed per hour. American TV: 24 mins allowed per hour. Might be too high a price.)
- 3 It can be beautiful. Life would be dull without it. Often a 30 second advert costs more than the 1 hour TV programme it breaks into. So, it should be good!
- 4 It employs people: artists, directors, designers and copywriters.
- 5 It's experimental. Adverts need to have new ideas, and allow artists room for creative thinking.

Read through the notes. Think of particular advertisements which are examples of some of the points.

Describe them in two or three sentences each, either with another student or in writing.

### Exercise 4

Write a paragraph on one of these themes.

- Why I like advertising.
- Why I dislike advertising.



## Word study

### Adjectives with '-ish'

looking or behaving like *childish, foolish, selfish*  
 nationalities (see Unit 15) *Spanish, British, Irish, Scottish*  
 approximate colours *darkish, reddish, yellowish*  
 vague characteristics *fattish, thuggish, quietish*  
 approximate ages *twentyish, thirtyish, youngish, oldish*

**Note:** Snob *snobbish*, red *reddish*, fat *fattish*, thug *thuggish*.

### 'advertising', 'publicity' and 'propaganda'

'advertising' is used in the context of a commercial product, or a service which someone wants to sell.

'publicity' can be used in the context of a person, or an event, or a programme. Someone is making people aware of something rather than selling it. Pop and film stars have publicity. So do concerts, sports fixtures and conferences. So do films and TV programmes.

'propaganda' has a negative image in English. It is often political. We can also talk about religious propaganda.

### Exercise 5

Phil works for an advertising agency. His boss has sent him some notes about new products. They're very vague. Phil has to write a better description of the product. He has written some ideas next to the notes.



Use Phil's notes, and write a short, 2 or 3 sentence description, or slogan for each product.

It's a new desk light, made of some kind of darkish (1) red metal. It's got a reddish (2) power cord, too. It's great for darkish (3) rooms, and smallish (4) desks.

1 copper-coloured, bronze-coloured?

2 crimson, scarlet, post-box red?

3 intimate, poorly lit, dark?

4 small, neat, compact?

It's a slimming product. A sort of biscuit. They hope to sell it to youngish (1) women, who are ... well, fattish (2) It'll appeal to people who are twentyish (3) I suppose.

1 youthful, young, immature?

2 stout, plump, well-built, with a fuller figure, people who haven't time for exercise?

3 20-29, in their twenties, the under 30's?

Well, the old slogan was 'Be selfish (1), get some Luxor perfume. Don't be afraid to be snobbish (2). It's the best!'

1 look after yourself, treat yourself to, you deserve ...

2 everybody would love to wear it, it's worth every penny, more pleasure per pound?

### Two-word verbs: put

*put aside* reserve something

*put away* store something

*put back* move the hands/display of a clock or watch back in time

*put down* write something

*put in for* apply

*put off* postpone something

*put off* discourage someone

*put off* distract someone

*put on* dress

*put on* switch on something

*put on* increase in weight

*put out* extinguish

*put out* issue information

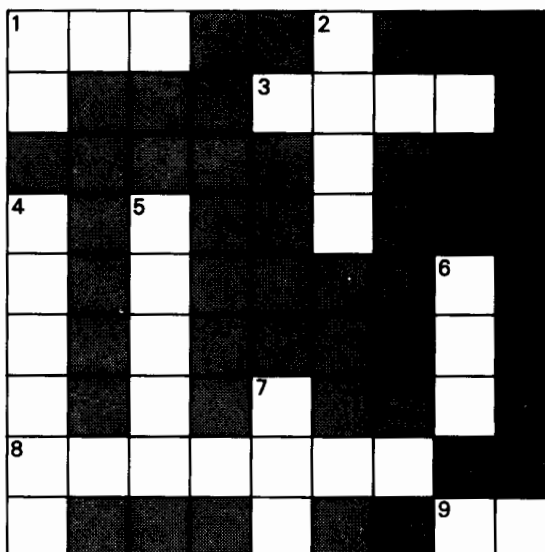
*put through* connect (on a telephone)

*put up* raise something in price

*put up* provide accommodation for someone

*put up with* tolerate someone/something

### Exercise 6



### Clues

#### Across

1 Never put ..... until tomorrow what you can do today.

3 If you go from Germany to England, you have to put your watch ..... one hour.

8 Hold on, caller, I'm just putting you ..... to Accounts.

9 If ever you're in London, we can put you ..... for the night.

#### Down

1 My jeans don't fit. I must have put ..... weight.

2 When you've finished with the scissors, put them ..... in the drawer.

4 He's always so rude. I don't know how people put ..... him.

5 Have you put ..... that job you saw advertised?

6 Don't talk to me when I'm driving. It puts me .....

7 I think all governments tend to put ..... propaganda.

### Exercise 7

Write out an advertisement in less than 20 words.

# Unit 14

## Language summary

### Verb + infinitive patterns

try to do, unable to do, wait to do, decide to do, fail to do, persuade someone to do, threaten to do, implore someone to do

### Adjective + infinitive patterns

sorry to do/(kind) enough to do

### Verb + -ing forms

excuse someone for doing/don't mind someone doing

### Punctuation

## Exercise 1

Complete this chart, using the punctuation marks in the box.

(full) stop, period		dash	
comma		brackets	
question mark		quotation marks	

exclamation mark		inverted commas	
colon		apostrophe	
semi-colon		hyphen	

.	( )	“ ”
:	,	'
‘ ’	!	:
—	-	?

Punctuation is important because, if you don't use it correctly, people can misunderstand.

Everybody said Janet was crying.  
(What was she crying about?)  
'Everybody,' said Janet, 'was crying.'  
(What were they crying about?)

## Exercise 2

Linda Young dictated a letter to her secretary. This is a transcript of what she said. Lay out the letter, and punctuate it according to her instructions.

'Take a letter to Tim Weller at Reagan and Thatcher Ltd, Newpark Industrial Estate Bristol, you'd better look up the postcode in the file, its BS3 something or other. Start off 'Dear Tim,' no, on second thoughts, make it 'Mr Weller'. Thank you for your letter of ... when was his last letter? It's either the 16th or 17th, you can check it later. Anyway, carry on ... in which you mentioned our recent price increase of 10% on our, open inverted commas, Ajax Food Processor, close inverted commas after Ajax, full stop. You have asked us to give our reasons for this increase, open brackets, which is our first since ... apostrophe 79, close brackets, oh, better make that a full stop after 79. There is basically one reason, semi-colon, the sharp rise in the price of raw materials, er ... dash ... especially copper, comma, which is used for the motor, full stop. I am sorry to hear that you think the increase is, quotation marks, both unreasonable and unjustified, close the quotation, er ... a comma there ... but inflation is something beyond our control, stop. Can I call in and speak to you personally on my next visit to Bristol ... question mark, no delete that. Put 'I hope to speak to you personally' etc ... stop after Bristol. Wind it up with Very best wishes, yours sincerely ... then you sign it for me ... put pp Linda Young, OK?'

## Word study

### Apostrophes

Apostrophes are used in several ways.

- to indicate letters which have been left out  
*I'd, I'm, he's, they've, we're, don't, hasn't, 'flu (influenza), '85 (1985).*
- to make a plural from a word which normally has no written plural  
*He listened to my idea, but brought up a lot of if's and but's.*
- to make plurals of letters and numbers  
*I've divided the class into A's, B's, C's and D's. Shakespeare became well known in the 1590's.*
- to show possessives  
*The earth's atmosphere  
Cervantes' famous novel  
Charles's [-ziz]/Charles' [-z] wife, Diana.  
Manchester's first goal*

**Note 1:** Just one owner: apostrophe s ('s)  
More than one owner: s apostrophe (s')

the palace of the king *the king's palace*  
the palace where all the kings lived *the kings' palace*



**Note 2:** Words like 'its', 'hers', 'ours', 'yours', and 'theirs' are already possessive. They do not need an apostrophe.

Exercise 3

Punctuate these sentences.

- 1 Its about time the football club and its players did something about its terrible reputation for violence
- 2 Im worried about my grandfathers health. Hes had flu and hes nearly 85
- 3 Wed met in the winter of 83 at Jamess house
- 4 Advertisers classify social classes into six groups for example the C1s are office workers and the C2s are manual workers
- 5 I hadnt met her until we went to the Kings Garden restaurant that was sometime early in 84 I think
- 6 Well take a vote on her proposal and Ill count the nos
- 7 Liverpools bus service is better than Birminghams
- 8 All the cricketers meet at a special cricketers evening on Wednesdays at the local pub
- 9 Are you a friend of hers Ive never seen you before
- 10 Its engines are more powerful than a Boeing 747s

Exercise 4

'unable'

No Summit Meeting

Although ministers have kept on trying, they have not managed to arrange a meeting with the President of Mandanga.

Ministers have been unable to arrange a meeting.

Here are several short newspaper extracts. Try to make a sentence about each one, using the verbs shown.

1 'fail'

Inflation Rising

New budget measures designed to keep down inflation have not been successful.

2 'decide'

New Plane Decision At Last

'Streamline Airways' are going to buy the new BAB 830 passenger jet, it was announced yesterday. SA staff said they need to keep up with British Airways, who have bought 20 of the new jets.

3 'persuade'

All Fruit Diet - News

Thousands of Britons have been keeping off meat, milk and vegetables after reading 'The Dr Krok Diet Book'. The book seems very convincing, although many doctors have attacked its ideas.

4 'implore'

Manager's Request

Watermouth FC manager, Terry Keeping, asked fans not to throw stones at the opposing team on Saturday, after rioting broke out.

5 'wait'

Hundreds Waiting

Employees of Fenside Engineering stood in the rain for hours, hoping to hear news about redundancies. Only 50 workers (out of nearly 700) will be kept on at the company's Sandpool factory.

6 'threaten'

Cruise Missiles Protest

Protestors say they will keep lorries carrying missiles from leaving the Greenham Common air force base.

Two-word verbs: keep

- keep at persist
- keep back stay at a distance
- keep back withhold information
- keep down repress somebody
- keep in make somebody stay indoors
- keep in with remain friendly with someone
- keep off stay away from
- keep off avoid drinking/eating something
- keep on continue
- keep on retain someone in employment
- keep up maintain standards/appearances
- keep up with try to do as well as someone

Exercise 5

Read through Exercise 4, and underline all the two-word verbs with 'keep'.

Exercise 6



Complete the spaces.

William Vere was a clerk in a government department. He wasn't highly-paid, and it was difficult to keep ..... his house and car. He wanted to keep ..... his neighbours, who were all richer than him. He kept ..... drink and cigarettes, but life was hard. He kept ..... working hoping for better things in the future. One day, he heard that 20 clerks were going to lose their jobs. He didn't think that he would be kept ..... The department had been making plans for a new motorway. They were trying to keep ..... the information from the public. He decided to sell the plans to a newspaper. He photocopied the plans, and sold them for £5000. The police spent weeks investigating his department. At first they found nothing, but they kept ..... the investigation. Eventually William was arrested and kept ..... prison for several days. He lost his job, but they couldn't keep him ..... He spoke to reporters, and got a new job, working for a group that were trying to stop the motorway.

Exercise 7

Someone with fair hair is fair-haired.  
Someone who behaves well is well-behaved.

Continue.

- 1 Someone with a strong will is .....
- 2 Someone with a kind heart is .....
- 3 Someone with a quick temper is .....
- 4 Someone who writes with their left hand is .....
- 5 Someone with an open mind is .....
- 6 Someone with blue eyes is .....

CANADA

Vancouver

**Airport Transfer** At Vancouver International Airport a shuttle bus leaves from the airport to downtown Vancouver stopping at most major hotels and the bus depot (adults C\$5.00, children aged 4–12, C\$3.50). Buses run every half hour. Taxis are readily available and cost approximately C\$12.00 from the airport to the city centre. Car hire agencies are located in the airport. The airport is about 16 km from downtown Vancouver and takes no longer than half-an-hour by car.

**Airport Tax** Adults C\$12.50, children (2–12 years) C\$6.25.

**Currency and Tipping** The Canadian dollar is divided into 100 cents. Tipping at hotels and restaurants is usually 10 per cent to 15 per cent depending on service. Porters and bellboys expect a tip. For taxis give 10 per cent.

**Electricity** 110 volts (60 cycles).

**Telephones** Local calls on public telephones are 25¢ and local calls on private telephones

are free. Hotels charge varying rates for local calls charged to the room. Long distance calls can be booked through the operator.

**Business Hours** Offices in British Columbia are generally open from 8 a.m.–5.30 p.m. Major banks are open from 10 a.m.–4 p.m., and some open Saturdays. Shops are open from Mondays – Wednesdays 9.30 a.m.–6 p.m., Thursdays–Fridays 9.30 a.m.–9 p.m. and Saturdays 9.30 a.m.–6 p.m.

**Weather** The average high in summer months is 74°F. Winters are cooler and quite moist. Temperatures in winter are an average of 34°F. Average annual rainfall is 40 inches per annum.

**Dress** Jacket and tie are suitable for evening wear and casual dress during the day. Weather is fairly mild, but a raincoat and an umbrella prove useful especially in winter months.

**Language** Two official languages – English and French.

**Transportation** Metro Transit offers an extensive network of bus routes covering Greater Vancouver at a cost of 75¢. Metered taxis are plentiful and start at C\$1.40 plus C\$1.20 per mile. Long-haul coaches and the Canadian rail service provide transportation to

other provinces. Domestic airline routes link all major Canadian cities. Local ferry services from Tsawwassen and Horseshoe Bay to Victoria and Vancouver Island provide scenic views of Georgia Strait.

**Tourist Information Offices**  
Tourism, B.C.,  
800 Robson, Robson Square,  
Vancouver, B.C. Tel: 604-668-2300  
Open from 8.30 a.m.–5 p.m. Monday–Friday, and on Saturdays from 10 a.m.–5 p.m.

Tourism, B.C.,  
Vancouver International Airport,  
Arrivals Level 2,  
Vancouver, B.C. Tel: 604-273-1648  
Open 9 a.m.–7 p.m. except Fridays. On Saturdays it is open until 11 p.m.

Greater Vancouver Convention and Visitors' Bureau,  
1625 West Georgia Street,  
Vancouver, B.C. Tel: 604-682-2222  
Open 9 a.m.–5 p.m., Monday–Friday

**Cathay Pacific Ticketing Offices**  
On-line

SINGAPORE

**Airport Transfer** Taxi fare from Changi Airport to town and most hotels should be about S\$7–8. Airport taxis have a S\$3 surcharge fee. There are also public buses.

**Airport Tax** International flights S\$12, but flights to Malaysia only S\$5.

**Currency and Tipping** The unit of currency is the Singapore dollar, divided into 100 cents. Most hotels and restaurants automatically add 10% service charge and 3% government tax to the bill. Tipping is discouraged.

**Electricity** 220 volts (50 cycles).

**Telephones** Local calls cost 10¢. English directories available.

**Business Hours** Government offices and commercial firms have varying business hours starting between 7.30–9.30 a.m. and closing

between 4–6 p.m. on weekdays, and between 11.30 a.m. and 1 p.m. on Saturdays. Banking hours are 10 a.m.–3 p.m. on weekdays and 9.30–11.30 a.m. on Saturdays. Most shops open 9 a.m.–6 p.m. but many which cater to tourists stay open until 9 p.m. Monday–Saturday.

**Weather** Tropical climate with very high daily temperatures, though usually not in excess of 32°C at night. Heavy rainfall from November to January – often brief, sudden showers. High humidity.

**Dress** Shirt and tie, safari suits, etc. are fine for daytime office wear but jackets are required at dinner at some of the better restaurants and hotels. National dress can sometimes replace jacket and tie.

**Language** English is widely understood and is the language of business and administration. Official languages are Malay, Mandarin and Tamil.

**Transportation** Plentiful taxis, charging S\$1.20 (non-airconditioned) for the first kilometre and 10¢ for each subsequent quarter kilometre, and S\$1.40 (airconditioned) for the first kilometre and 10¢ for each subsequent quarter kilometre. There is a surcharge of 50% from 1–6 a.m. For the 24-hour dial-a-taxi service phone 293-3111. Express buses operate from Singapore to Johore, leaving the Singapore–Johore Express Station (152 Rochore Road) every hour on the hour. Fare: S\$1. To Kuala Lumpur, express buses leave the station in Neil Road at 9 a.m. and 9 p.m., costing S\$18. To Malacca, express buses depart the 23 Beach Road Station at 8 a.m., 9.30 a.m., 11 a.m. and 1, 2, 3 p.m., costing S\$8. Self-driven cars are available as are chauffeur-driven air-conditioned cars. Some tri-shaws, especially at Collyer Quay, and at hotels around Orchard Road are still operating. Bartering is the rule.

NEW ZEALAND

Auckland

**Airport Transfer** Metered taxis are plentiful and average cab fare from airport to city centre is NZ\$18–22. There are also regular 'Airporter' coach services from the airport to the city. The coaches operate from 7 a.m. until 10 p.m. and leave every half hour at 5 minutes past the hour and 25 minutes to the hour. Major car hire companies have outlets at the terminal.

**Airport Tax** NZ\$2.00. No reduction for children. Infants are free.

**Currency and Tipping** The New Zealand dollar is divided into 100 cents. Tipping is not common in New Zealand where gratuities are not expected.

**Electricity** 240 volts (50 cycles).

**Telephones** Local calls on public telephones are 6 cents and toll calls can be placed through the operator.

**Business Hours** Office hours: 9 a.m.–5.30 p.m. Monday to Friday. Offices and most shops are closed on Saturday afternoons and Sundays. Late night shopping on Friday night until 9 p.m. Banking hours: 10 a.m.–4 p.m.,

Monday to Friday. Pubs are open from 11 a.m.–11 p.m. on weekdays and Saturdays, and are closed on Sundays.

**Weather** Reverse seasons to the Northern Hemisphere. Summer average temperature: North Island 14°C–23°C; South Island 10°C–22°C; Winter average temperature: North Island 8°C–16°C; South Island 1°C–12°C.

**Languages** English and Maori.

**Transportation** New Zealand is well served by a network of roads with a north-south axis railway route. Buses are plentiful but the best method of seeing New Zealand is by hiring a car.

**Tourist Information Offices**  
**Auckland**  
Government Tourist Office,  
P.O. Box 428, Auckland.  
Tel: 798180

**Wellington**  
Manner Street Post Office,  
P.O. Box 10247, Wellington.  
Tel: 725389

**Cathay Pacific Ticketing Offices**  
**Auckland**  
AEPB Building, Ground Floor,  
187 Queen St., Auckland.  
Reservations Tel: 790044  
771579 (after office hours)  
Flight information Tel: 34732

**Wellington**  
c/o Air New Zealand,  
179 Featherston Street, Wellington.  
Tel: 859922

**Christchurch**  
c/o Air New Zealand,  
BNZ House The Square.  
Tel: 795600

Comparison of currencies with pounds sterling

	1	5	10	20
Canadian dollar	55p	2.75	5.50	11.00
Singaporean dollar	34p	1.70	3.40	6.80
New Zealand dollar	46p	2.30	4.60	9.20

i.e. 10 Singaporean dollars equal £3.40  
(Extracts from Cathay Pacific Airways in-flight guide "Discovery")



## Exercise 1

Read the texts quickly and answer the questions.

- How many languages are mentioned?  
What are they?
- Where do you have to tip most?
- Where couldn't you cash a cheque at 3.30?
- Where are local phone calls most expensive?
- Which country has the highest airport taxes?
- Which is the warmest?
- Where are
  - Tsawwassen?
  - Orchard Rd?
  - Manner St?
  - Robson Square?
- Which country is best seen by hiring a car?
- Which has the best domestic airline routes?
- How much (in local currency) is
  - a bus to Malacca?
  - a taxi to Auckland?
  - a bus to downtown Vancouver?
- Where do taxis cost 50% more at night?
- Would you expect to find much difference between summer temperatures in British Columbia and the North Island of New Zealand? (1 F = 0.55 C)
- What number would I phone for flight reservation in Auckland at night?
- How much is the tax on your hotel bill in Singapore?
- In which two of these countries, could you use the same electrical equipment?

## Exercise 2

Answer these questions.

- If you took your hairdryer on holiday, which of these countries could you use it in?
- Which has the most similar business hours to your country?
- Which has the most similar climate to your country?
- Which would you prefer to visit? Why?



## Exercise 3

Write a text (about the length of the New Zealand one) which would be useful for visitors to your country. Use the same headings. If you don't know prices, guess them. Write in the same style – short, and to the point.

## Word study

### Nationality adjectives

-ese	Japanese, Chinese, Portuguese, Sudanese, Burmese, Lebanese
-ian	Argentinian, Australian, Egyptian, Brazilian, Italian
-an	American, Venezuelan, German, Mexican, European
-ish	Polish, English, Turkish, Danish, Finnish
-i	Pakistani, Iraqi, Israeli, Yemeni, Saudi
others	Czech, French, Dutch, Swiss, Greek, Thai

## Exercise 4

Find nationality adjectives for these countries.

- |             |             |
|-------------|-------------|
| 1 Vietnam   | 11 Scotland |
| 2 Russia    | 12 Hungary  |
| 3 Spain     | 13 Belgium  |
| 4 Ireland   | 14 Uruguay  |
| 5 Qatar     | 15 Russia   |
| 6 India     | 16 Sweden   |
| 7 Singapore | 17 Malta    |
| 8 Britain   | 18 U.S.A.   |
| 9 Libya     | 19 Algeria  |
| 10 Peru     | 20 Norway   |

### Two-word verbs: hold

## Exercise 5

This story has been mixed up. Put it in sequence by numbering the sentences from 1 to 10 in the boxes provided.

- ☐ The men can't hold on for long without food.
- ☐ The police surrounded the bank and held back crowds with barricades.
- ☐ The men pushed bank staff into the vault and held them in.
- ☐ The National Midland Bank in Westchester was held up by armed men this morning.
- ☐ The police are holding back the names of the hostages until relatives have been informed.
- ☐ A clerk set off the alarm and police arrived while the men were still within the bank.
- ☐ The men placed explosives in the entrance which are held onto the door with surgical tape.
- ☐ They are holding on waiting for the men to surrender.
- ☐ The men have asked to speak to the Chief Constable, but he hasn't arrived yet.
- ☐ His car was held up by a breakdown.

# Unit 16

## Language summary

### Future time clauses

He	will won't	do it	while	you wait. you're waiting.
			when once as soon as immediately	you ask him to. you have asked him to.
He won't do it			until	you ask him to. you have asked him to.

### Death in Mid-Atlantic

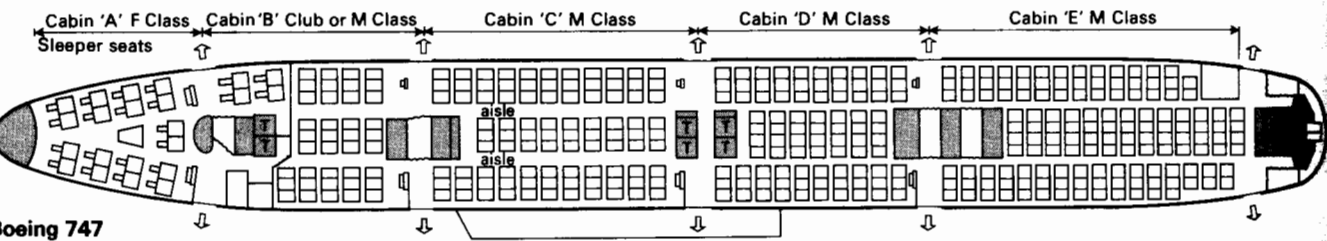
The Boeing 747 was about an hour away from London. It had come from Los Angeles, and the flight attendants had just finished serving breakfast. There were long queues outside the toilets. A passenger stopped a flight attendant, 'Pardon me,' he said, 'but one of the rear left hand toilets – it's been engaged for over an hour. I've got a seat near it, and I haven't seen anyone go in or come out.' The attendant knocked on the door, but there was no reply. She went to get the purser. She had a special key which could undo the bolt on the inside of the door. They opened the door, and there, on the floor, was a dead woman. There was a neat bullet hole through her forehead. They quickly closed the door, and went to the intercom. 'Is there a doctor on board?' asked the purser. A man walked over to them, 'I'm a doctor,' he said, 'what's the problem?' They took him to the rear toilet. A few minutes later, the doctor came out. 'It's amazing,' he said, 'she's been dead for four or five hours ... and you say the door was locked from the inside?'

### Exercise 1

Imagine you are a detective at London Airport. Make two lists of questions.

- To ask the doctor.
- To ask the other passengers.

Either write the questions and the answers, or work with another student.



### Exercise 2

It is possible to complete the sentences 1–10 with some of the words a–h. Look at the example. Go through sentences 2–10 and write the appropriate letters in the boxes provided.

- a when                      d once                      g after  
b while                    e immediately            h until  
c as soon as              f before

- The plane won't land ..... 8.30 a.m.  

f      g      h
- The police will be waiting ..... the plane lands.
- The police will board the plane ..... it comes to a halt.
- No one will leave ..... the police have made forensic tests.
- Everyone will be interviewed ..... they leave the airport.
- The passengers won't speak to each other ..... the police are interviewing them.
- They'll be waiting at the airport ..... the police have questioned everyone.
- The airline will provide food ..... they have been waiting for three hours.
- They'll be allowed to leave ..... the police give permission.
- They won't be able to leave Britain ..... the police have decided they're innocent.

### Exercise 3

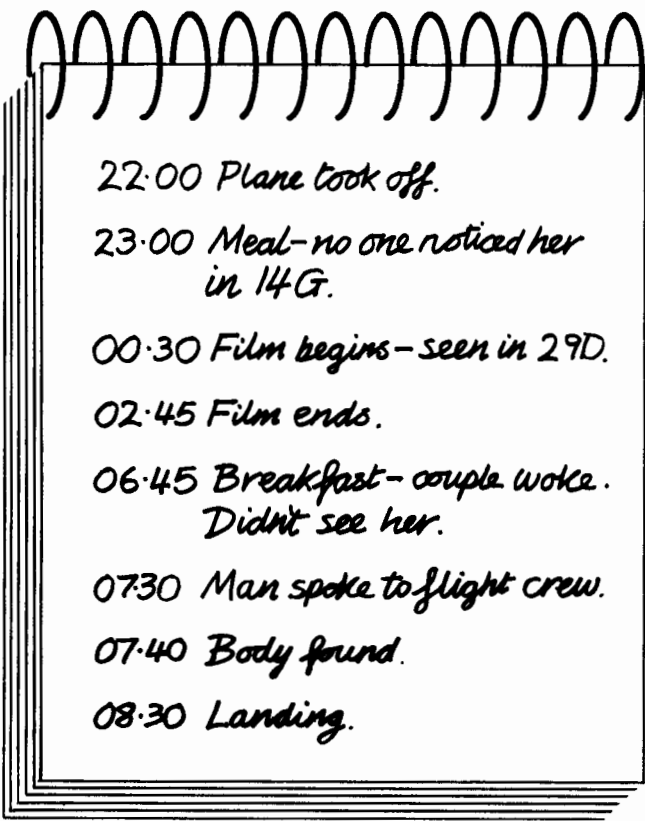
This is what one detective said.

'The deceased was a Miss Marylou Kaspar of Brisbane, Australia. She had boarded this flight at L.A. She was holding a Club ticket, and according to flight reservations, she was assigned an aisle seat in Cabin C, seat 14G ... if you face the rear of the plane, the seats are given letters from right to left. Strangely, the passengers claim that 14G was empty throughout the flight. It's also nearer the central toilets than the rear ones. There were ten or eleven empty seats in tourist. Two people in the middle two seats of row 29 said a lady was sitting on their left in 29D until the start of the film. They fell asleep, and she had gone when they woke up. That seat should have been empty, but why would someone with a Club ticket choose a cheaper seat?'

Mark the seat where the man who noticed the locked toilet might have been sitting.

Exercise 4

The plane took off from Los Angeles at 1400 local time (2200 British Time – Los Angeles is 8 hours behind London). A detective made notes on the facts. He used British Time. Use his notes to write out a report in complete sentences.



Exercise 5

Now finish the story. Say how she was killed, and why nobody heard a noise. How was the door locked? Give a reason why she was killed, and suggest who she might have been killed by. (A professional killer? Someone she knew? A maniac?) Say if it was planned in advance. Say when she might have been killed. Say why she might have chosen the wrong seat.

Word study

Adjectives with '-ist', '-al' and '-ic'

- ist Communist, Buddhist, defeatist, fascist
- al criminal, usual, structural, formal, normal
- ic domestic, scientific, graphic, enthusiastic, magnetic, romantic

**Note:** It is possible to form adjectives using two or three of these suffixes with some nouns.

nation    national, nationalist, nationalistic

The national flag of the United Kingdom is red, white and blue.

There is a nationalist movement in Wales, its followers would like Wales to be independent.

A lot of Welsh people are very nationalistic.

When there are two adjectives, one with '-ist', and one with '-istic', the '-ist' adjective usually means 'believing or following (nationalism, atheism)'. The '-istic' adjective is vaguer, meaning 'with similar ideas to a believer, follower of (nationalism, atheism)'.

Exercise 6

Look at this ballot paper. There are candidates from ten political parties.

PARLIAMENTARY CONSTITUENCY: TADWORTH BY-ELECTION BALLOT PAPER    DATE: 12TH APRIL	
HUBERT ST JOHN CHOLMONDELEY Conservative and Unionist Party	
ANNA FAWTHROP British Communist Party	
MARIA HUNTER Ecology Party	
TONY JONES Labour Party	
PATRICIA NORMAN World Pacifist Campaign	
GILES PETRY Wessex Regional Independence Party	
OSWALD RIGOR National Front	
KEVIN SMITH Socialist Workers Party	
JAMES THORPE Independent Liberal Party	
WENDY ROSE WINES Social Democratic Party	

Now read the ballot paper, and ring all the adjectives ending with '-ist', '-al' and '-ic'.

Exercise 7

Make these adjectives opposite, by adding 'un-', 'il-', 'in-', 'im-' or 'ir-'.

- |                |                |               |
|----------------|----------------|---------------|
| 1 systematic   | 5 personal     | 9 liberal     |
| 2 moral        | 6 formal       | 10 democratic |
| 3 scientific   | 7 enthusiastic | 11 rational   |
| 4 professional | 8 legal        | 12 usual      |

Two-word verbs: fall

- fall about laugh uncontrollably
- fall back on rely on somebody/something for support
- fall behind fail to keep level with somebody/something
- fall for be attracted to somebody/something
- fall down on fail in a task
- fall in with agree with a proposal
- fall out (with) stop being friends with somebody
- fall through fail to happen

Exercise 8

Complete the spaces in these sentences.

- 1 We fell ..... when he put his foot in the bucket of water.
- 2 We wanted to buy our house, but our plans fell ..... at the last moment.
- 3 The Prince fell ..... an attractive model half his age
- 4 'You decide. Wherever you want to go, I'll fall ..... your ideas.'
- 5 She fell ..... her fellow students after she was away from school with measles.
- 6 You should save more. Everyone needs money to fall ..... in an emergency.
- 7 I haven't seen her for years. We fell ..... each other after a quarrel over money.
- 8 We trusted him, but he fell ..... all his promises.

# Unit 17

## Language summary

### Future continuous

*I'll be working* | *for 3 hours.*  
| *until 6 o'clock.*

### Future perfect

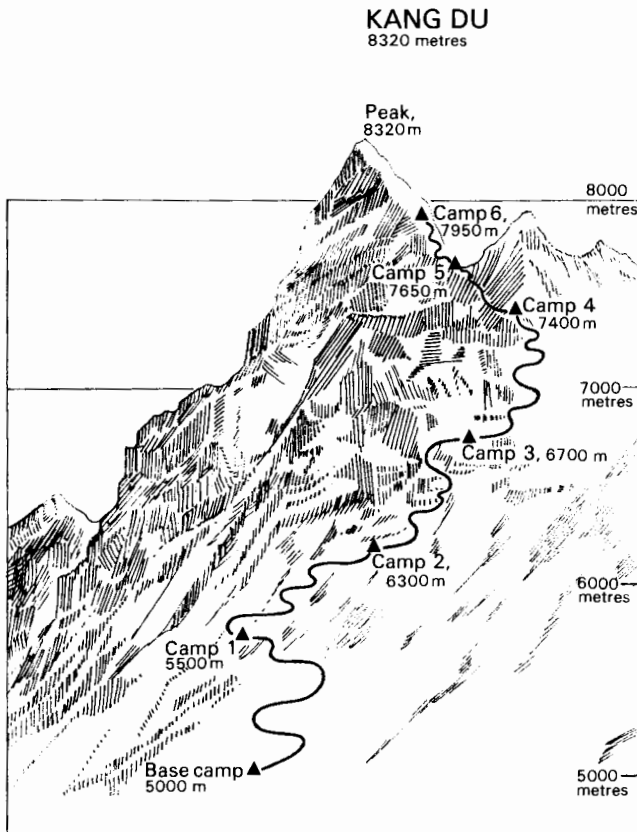
*I'll have finished by 6 o'clock.*  
*I won't have finished until 6 o'clock.*

### Future perfect continuous

*At 6 o'clock I will have been working* | *for 3 hours.*  
| *since 3 o'clock.*

### Relative clauses with 'where'

*We'll stop at Tadworth where we'll have lunch.*



An international mountaineering expedition has set out to climb Kang Du, one of the last unclimbed peaks in the Himalayas. The team has just arrived at their base camp, at 5,000 metres. They are going to begin their assault on the peak in a week's time, on Thursday 17th June. The team consists of climbers and scientists who will be conducting a geographical and biological survey of the mountain. The climbers intend to climb the mountain in seven stages. Ten of them will leave the base camp. Two will stay at Camp 2, and two more at Camp 3. The remaining six will climb to Camp 4, leaving three there. The last four will continue to Camp 6. Only two climbers will make the final climb to the peak.

### Exercise 1

The ten-man team has one climber from each of the following countries.

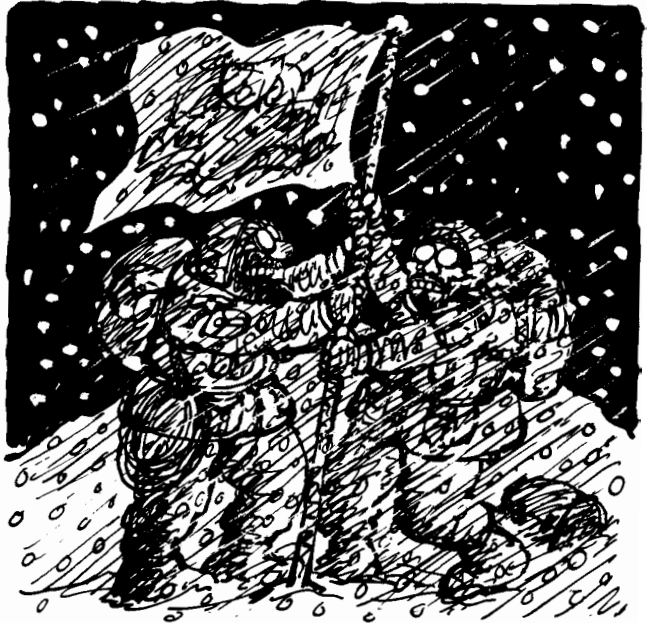
England	Nepal	Russia
France	Norway	Switzerland
India	Pakistan	
Japan	Peru	

Complete this sentence.

List all the climbers on the expedition.

*There'll be a Norwegian, a Peruvian, a . . . .*

### Exercise 2



#### Camp 2 (Norway, Peru)

*Ten will climb to Camp 2 where they'll leave the Norwegian and the Peruvian.*

Continue with these prompts.

- 1 Camp 3 (France, Pakistan)
- 2 Camp 4 (Nepal, England)
- 3 Camp 6 (India, Russia)

### Exercise 3

They're intending to leave on Thursday 17th June.

They're intending to spend Monday 21st resting at Camp 4.

Thursday evening, 17th June.

*They'll have reached Camp 1 by Thursday evening.*

*They'll have climbed to 5500 metres.*

Make sentences about

Friday evening, 18th June

Saturday evening, 19th June

Sunday evening, 20th June

Tuesday evening, 22nd June

Wednesday evening, 23rd June

Thursday evening, 24th June

### Exercise 4

*They won't be back at Camp 5 until Friday evening, the 25th.*

Make five more sentences with 'until' about Camps 4, 3, 2, 1 and base camp.



## Exercise 5

On the evening of the 18th they'll have been climbing for two days.

Continue.

On the evening of the 20th .....

On the evening of the 24th .....

On the evening of the 27th .....

On the evening of the 29th .....

## Exercise 6

The leader of the expedition is going to send out a daily report to an Indian radio station.

On the 19th, he'll probably say

*We've been climbing up since the morning of the 17th.*

*We've reached 6,300 metres.*

What do you think he'll say on:

1 the evening of the 24th?

2 the evening of the 28th?

## Word study

### Adjectives with '-ical', '-ory' and '-ary'

-ical	musical, magical, chemical, logical, economical
-ory	compulsory, illusory, conciliatory, accusatory
-ary	revolutionary, reactionary, contemporary

## Exercise 7

Read through the introductory text, and the interview below. Underline all the adjectives you can find ending with '-ical', '-ory' and '-ary'.

The leader of the expedition was interviewed before they left for the Himalayas. He said, 'When you have such an international team, you have to take certain precautionary measures. It was most important that all the climbers could speak a common language. It was obligatory to have a satisfactory level of English, which is our common language. We're all practical men, and we avoided selecting people with only theoretical knowledge. Everyone has climbed in the Himalayas before. We also thought it best to avoid any political or philosophical discussions. After all, we all come from quite different backgrounds. Everyone needed a high level of physical fitness, and we also wanted at least three men with some medical knowledge. Hansruedi, Lars and Hiroshi have all worked with mountain rescue teams, and their experience will be invaluable if we run into trouble. After all, you can't send for a doctor when you're half way up a mountain!'

## Exercise 8

chemistry      chemical

The adjectives from several nouns which describe areas of knowledge end with '-ical'. Make adjectives from these.

physics, geography, history, geology, medicine, music, philosophy, politics, biology, geometry, logic, arithmetic, statistics, botany, zoology.

## Two-word verbs: send

**send** /send/ vt, vi (pt, pp sent) (For special uses with adverbial particles and prepositions, see 4 below.) 1 cause a person or thing to go or be carried without going oneself: ~ a telegram; ~ a message to her/ ~ her a message. The children were sent to bed. 2 take. 3 use force to cause a person or thing to move rapidly: The wind sent the vase crashing to the ground. 4 cause to become: This noise is ~ing me crazy. 4 (special uses with adverbial particles and prepositions): **send sb away**, dismiss, eg an employee. **send away for sth**, order (goods) to be delivered by rail, post, etc: Shall we ~ away for this bargain in the newspaper? **send sb down**, (esp) expel a student from a university (for misconduct, etc). **send sth down**, cause to fall: The excellent weather sent the price of food down. **send for sb/sth (to do sth)**, ask or order a person/thing to come, for something to be delivered: ~ for a doctor/taxi. **send sth in** (for eg a competition, exhibition): ~ in one's entry for a competition. **send sth on**, (a) send it (eg luggage) in advance. (b) (of letters) readdress and post again (eg to previous occupants). **send sth out**, (a) give out: The sun ~s out light and warmth. (b) produce: The trees ~ out new leaves in spring. (c) circularize. **send sb/sth up**, show that he/she is ridiculous or false. Hence, 'send-up n [C]. **send sth up**, cause to rise: The heavy demand for beef sent the price up.

## Exercise 9

Use the dictionary extract to help you complete the sentences below.



- 1 He's a great comedian. He sends ..... a lot of famous people, I think he's hilarious.
- 2 Can I use your phone? I want to send ..... a taxi.
- 3 Did I tell you about my novel? I sent it ..... to twenty-five publishers, and not one replied!
- 4 If any post comes for me, would you send it ..... to me in Rome?
- 5 There's a world shortage of coffee. It's bound to send the price .....
- 6 I sent ..... twenty invitations to my party.
- 7 I sent ..... a dress from a mail order catalogue, but it never arrived.
- 8 You can't be serious! This must be a send- ..... !

# Unit 18

## Language summary

See Student's Book

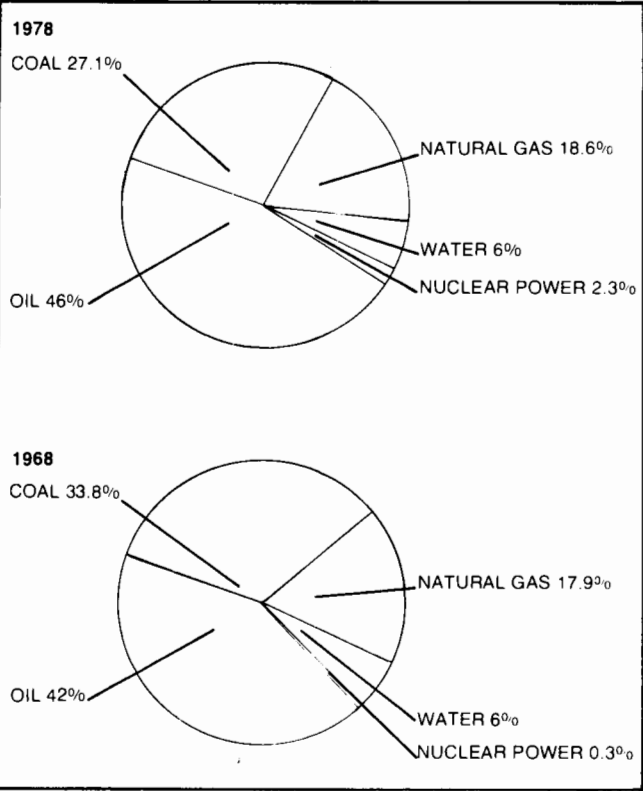


Fig 1. World consumption of the five most important sources of energy.

	1 Production	2 Consumption
World	8,951,000,000t	8,318,000,000t
a N America	2,309,000,000t	2,716,000,000t
b E Europe/USSR	2,162,000,000t	1,922,000,000t
c Middle East	1,688,000,000t	144,000,000t
d Other Asia	1,020,000,000t	1,351,000,000t
e W Europe	680,000,000t	1,573,000,000t
f Africa	537,000,000t	164,000,000t
g C/S America	429,000,000t	342,000,000t
h Oceania	126,000,000t	106,000,000t

Fig 2. Energy production and consumption (total expressed in the equivalent of metric tonnes of coal, which would produce 8000 kWh of energy).

Potential non-renewable sources of energy remaining by the year 2000		
Source	Remaining number of years	
	From known concentrated deposits	From estimated reserves at low concentration or undiscovered concentrated deposits
Coal	26.0	500
Petroleum	2.5	34
Shale oil	1.0	110
Natural gas	3.0	35
Uranium	100.0	6,000,000
Thorium	70.0	10,000,000
Lithium 6	100.0	10,000,000
Deuterium	10,000,000,000.0	10,000,000,000

Fig 3. Potential non-renewable sources of energy remaining by the year 2000.

Fig 3. The chart is based on the estimated consumption of energy in the year 2000. It is assumed that the world will be consuming the equivalent of 32 billion metric tonnes of coal per year (1980 8.3 billion was consumed). It also measures the amount of time an energy source would last if it were the only source of energy in the world. Of course the world will be using a combination of energy sources, including renewable sources such as water and wind power and solar radiation.

### Natural Gas

In Britain, natural gas is the most popular fuel for heating homes, and for cooking. It is piped all over the country from the gas fields below the North Sea. Natural gas is used chiefly as a direct source of energy, although it is also used in the chemical industry. At the moment the supply is plentiful, but it will be running short by the end of the century, and will run out during the 21st century unless new supplies are found. We could do without natural gas, as coal gas can be used as a substitute, and there should be enough coal to last for several centuries. However, it is a form of energy which is not only cheap, but also highly efficient.

### Exercise 1

Write a similar paragraph about oil. Say what it is used for, what percentage of world energy it represents, how long it would last if it were the only source of energy, what we would lack if we didn't have oil. Think of the things made from oil and suggest what we might have to do if we didn't have any.

### Exercise 2

Write a paragraph about coal. Try and use the information in Fig 1 and Fig 3.

### Exercise 3

List five things your country hasn't got (but could do with), five things it's short of, and five things it has got.

### Exercise 4

Use the lists in Exercise 3. Look at the Language summary in the Student's Book, and write a paragraph about your country's resources.

### Exercise 5

Graham is helping his friend Richard to get ready for a party. They're expecting 16 people altogether. Complete the spaces using 'could do with', 'short of', 'run out of', 'can't do without', 'lacks'.

- Oh, no! We're ..... glasses. We've only got twelve.
- We've only got three bottles of wine. We'll ..... wine before nine o'clock.
- Are these the only nuts we've got? I'd better go to the shop, we ..... some more.
- The hi-fi! It's not working, and you ..... music at a party!
- The room looks wrong. It ..... something. I know! We need some balloons and decorations.

Word study

Adjectives with '-less'

They haven't got a home. *They're homeless.*  
They don't take enough care. *They're careless.*  
The situation is beyond hope. *It's hopeless.*

Prefixes 'up' and 'down'

'up' and 'down' can be used as prefixes in forming adjectives, nouns and verbs.

up- *upsetting, uptown, upbeat, upmarket, up-to-date*  
down- *downhearted, downtrodden, downright, downtown*

Check the meanings in a dictionary.

Suffixes '-proof' and '-wide'

Look at this extract from the *Oxford Advanced Learner's Dictionary of Current English*.

**proof**<sup>2</sup> /pru:f/ *adj* ~ (against), giving safety or protection; able to resist or withstand: ~ against bullets; 'bullet~'; 'water~'; 'sound~'; 'splinter~'; 'shatter~'; (fig) ~ against temptation. 'fool~' *adj* incapable of failure; involving no risk. □ *vt* [VP6A] make (sth) ~ (esp make a fabric water~)

'-wide' is used to form words like *worldwide, nationwide, countrywide* meaning 'across the ...'

Exercise 6

Rewrite these sentences using adjectives with '-less'.

- 1 Her swimsuit has no top. ....
- 2 There's no point in doing that. ....
- 3 It's broken, you can't use it. ....
- 4 It's worth nothing! .....

Exercise 7

Underline words with '-up', '-down-', '-proof', and '-wide' in these advertisements.

FLASHDANCE DISCO

If you like upbeat music in up-to-date surroundings, if you're feeling downhearted and you want to cheer up, if you're feeling uptight, and you want to relax, then lose your troubles at Flashdance in downtown Houston.



Two-word verbs: work

*work away at* (continue to) do something determinedly  
*work into* introduce  
*work off* get rid of, dispose of something  
*work out* solve (a problem, a sum)  
*work out* do exercises, train  
*work up to* slowly reach a faster speed, or the main point  
*work up* excite someone

Exercise 8

I have to give a lecture. I must find a place for some jokes.  
*I must work some jokes into my lecture.*

Rewrite these sentences using two-word verbs with 'work'.

- 1 It's strange, since I bought a calculator I've become lazy. I can't even solve simple sums now.
- 2 Johnny Rabad's concerts are amazing. He really excites the audiences.
- 3 I've got a ten year old Citroen 2cv. It isn't very fast, but if you give it enough time, it will eventually go up to 70 mph.
- 4 She's very athletic. She always tries to exercise at an aerobics class during the lunch hour.
- 5 Aerobics is also a good way of losing fat.
- 6 Professor Moore continued to work on the equation for twenty-seven years before he found the answer.

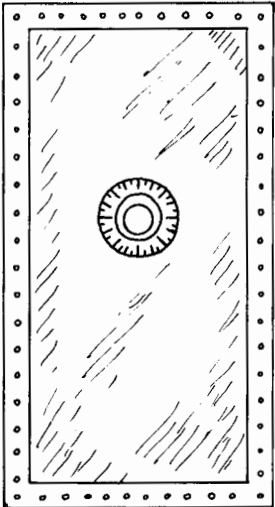
THE CHRONEX QUARTZ WRISTWATCH

Time, day, date, two alarms, waterproof, with a splinterproof face. At all Chronex dealers nationwide only £9.95.



WORRIED ABOUT BURGLARS?

Theft is a worldwide problem. Protect yourself with a Securesafe wall safe. It's fireproof, bulletproof, and virtually burglarproof. You can't go wrong with our foolproof do-it-yourself fitting instructions. Securesafe plc



# Unit 19

## Language summary

### Sequence words

first initially first of all to begin with let us begin by  
second secondly next then subsequently in addition to also  
following on from furthermore  
before after beforehand afterwards  
last lastly finally ultimately last of all last but not least to sum up in conclusion

### Sequence of tenses

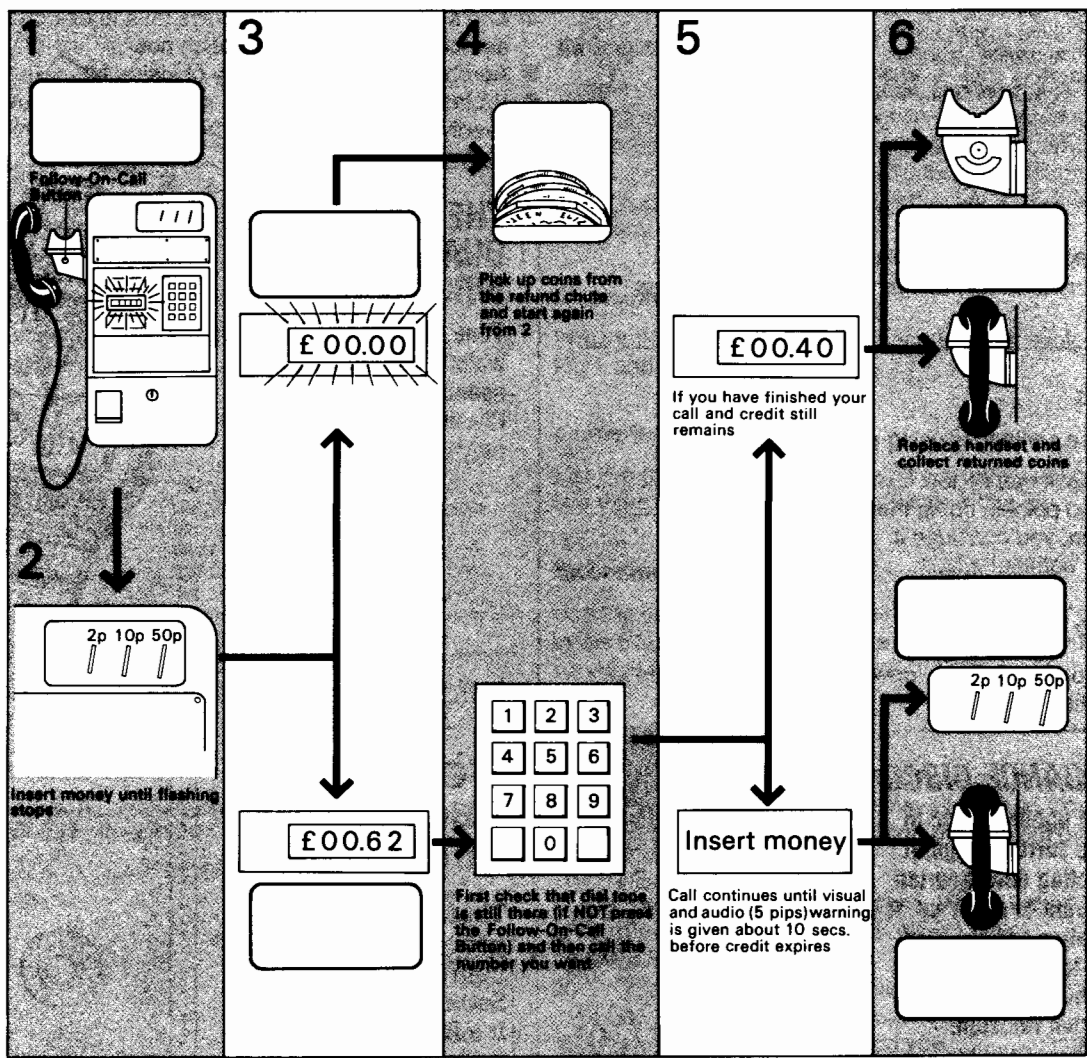
I was going to do it/I did it/I had done it.

### Exercise 1

Below are instructions which tell you how to use British Telecom's Blue Payphone. Six instructions are missing from the diagram. Write the letters in the spaces.

### Exercise 2

Write instructions for someone who is going to use a payphone in your country. Tell them when to put money in, what tones they will hear, and how to get the change (if any). Try to use the following words in your instructions: 'first', 'next', 'then', 'before', 'after', 'finally'.



- A Replace handset when credit expires
- B Insert more money and continue your call
- C Value of money inserted appears on credit display
- D If flashing continues
- E Lift handset and listen for dial tone, the credit display will flash
- F To make a new call with remaining credit press Follow-On-Call Button and repeat from 4 inserting coins to at least minimum call charge if appropriate

Exercise 3

These are some extracts from a speech the Mayor of Tadworth made when the Queen visited the town.

- 1 Put the speech into the right order. Write the correct number 1–8 in the box provided.
- 2 Match the sentences with the sequence words and phrases. Write the correct word or phrase in the space provided.

First of all,  
Lastly,  
In addition,  
When

Furthermore,  
Before I go on,  
Afterwards  
As some of you know,

- ☐ ..... I must say what an honour it was to have Her Majesty not only open our new hospital, but also be its first patient.
- ☐ ..... we are all delighted that she was not seriously hurt.
- ☐ ..... she was going to unveil a plaque outside the hospital entrance.
- ☐ ..... she was absolutely charming about the accident, and we will be making a new plaque.
- ☐ ..... I'd like to welcome you all to Tadworth Town Hall.
- ☐ ..... she pulled the cord the plaque fell onto her head.
- ☐ ..... I'd like to apologize for the incident at the opening of the new hospital.
- ☐ ..... I'd like to assure her that we have checked the plaque at the school she is going to open after lunch.

Word study

Adjectives with '-ate' and '-ent'

- ate    *adequate, separate, vertebrate, affectionate, passionate*
- ent    *dependent, intelligent, permanent, magnificent, patient*

Exercise 4

How many adjectives can you find ending in '-ent' and '-ate'? Write them down. If necessary, look at the nouns at the top of the next column.

C H I F D C O N F I D E N T  
U B L R N S B T F B O P A K  
E X C E L L E N T R J R C M  
O F P I B V D P F N H E C D  
I M F Z S D I L A U Q S U A  
N Z L I T Y E P T R S E R S  
N N U R C W N X T G A N A S  
O K E G J I T N O E U T T O  
C Z N Y J M E K C N G J E C  
E F T W E L X N B T P L S I  
N C A Q O P N S T X R O L A  
T S U I N D E P E N D E N T  
H L V G L T E M P E R A T E  
K Q U O V M O D E R A T E H

Noun	Adj	Noun	Adj
fluency	.....	moderation	.....
independence	.....	innocence	.....
association	.....	obedience	.....
excellence	.....	urgency	.....
confidence	.....	temperance	.....
accuracy	.....	presence	.....

Two-word verbs: call

- call away* ask someone to leave what they're doing
- call by* visit someone briefly
- call for* collect someone/something
- call for* require, need something
- call in* visit somebody/something
- call out* summon someone/something to an emergency, instruct workers to strike
- call off* cancel something
- call on* visit someone
- call (up)* telephone someone
- call up* remember, recall

Exercise 5

Complete the crossword. One word is missing in each clue.

1	2				3
				4	
	5	6			
7	8				
					9
		10			

Across

- 1 Be ready by eight. I'll call ..... you then.
- 4 I love that song. It always calls ..... memories of a holiday I once had.
- 5 You're engaged! Well, that's wonderful news. This calls ..... champagne!
- 8 My neighbour's in her nineties. I try and call ..... to see how she is every other day.
- 10 I don't know, every time I start the job someone calls me ..... to do something else!

Down

- 2 The game was called ..... because of heavy rain.
- 3 Give me your phone number, I'll call you ..... next week.
- 6 He's a sales representative. He has to call ..... between ten and fifteen customers a day.
- 7 You dial 999 to call ..... the fire brigade.
- 9 I'm driving past your house tomorrow. I'll call ..... just for a few minutes.



# Unit 20

## Language summary

*each, every, all*

*God only knows* | *why* | *he did it.*  
| *if* |

One of the best-known urban legends is the story about alligators in sewers beneath cities. Thomas Pynchon repeats the story in his 1963 novel, 'V'. In this extract, Benny Profane meets two men at a party. Read it quickly once and then look at Exercise 1.

## UNDER THE STREET

"Geronimo and I work in the sewers," Angel said, "Under the street. You don't see anything down there."

"Under the street," Profane repeated after a minute: "under the Street."

Geronimo stopped singing and told Profane how it was. Did he remember the baby alligators? Last year, or maybe the year before, kids all over Nueva York bought these little alligators for pets. Macy's was selling them for fifty cents, every child, it seemed, had to have one. But soon the children grew bored with them. Some set them loose in the streets, but most flushed them down the toilets. And these had grown and reproduced, had fed off rats and sewage, so that now they moved big, blind, albino, all over the sewer system. Down there, God knew how many there were. Some had turned cannibal because in their neighbourhood the rats had all been eaten, or had fled in terror.

Since the sewer scandal last year, the Department had got conscientious. They called for volunteers to go down with shotguns and get rid of the alligators. Not many had volunteered. Those who had quit soon. Angel and he, Geronimo said proudly, had been there three months longer than anybody.

Profane, all at once, was sober. "Are they still looking for volunteers," he said slowly. Angel started to sing. Profane rolled over glaring at Geronimo. "Hey?"

"Sure," Geronimo said. "You ever use a shotgun before?"

Profane said yes. He never had, and never would, not at street level. But a shotgun under the street, under the Street, might be all right. He could kill himself but maybe it would be all right. He could try.

"I will talk to Mr. Zeitsuss, the boss," said Geronimo.



## Exercise 1

Find words which mean:

- 1 an animal born without any skin colouring, so that it is absolutely white
- 2 an animal which eats animals of the same species
- 3 to leave a job
- 4 the opposite of drunk
- 5 an underground channel or pipe which carries sewage and rainwater
- 6 New York
- 7 pulled the handle on a toilet
- 8 run away

## Exercise 2

Why were they blind?

*God only knows why they were blind.*

The following expressions mean 'Nobody knows' or 'I don't know':

'God knows', 'God only knows', 'Heaven knows', 'The Devil only knows'.

Use them as in the example.

- 1 Why were they albino?
- 2 How did they get there?
- 3 Why did the kids flush them down toilets?
- 4 Were the alligators dangerous?
- 5 Why did so many people quit?
- 6 Had Profane used a shotgun before?

## Exercise 3

You ever seen a ghost? (colloquial)

*Have you ever seen a ghost?*

Change these questions as in the example.

- 1 You want a coffee?
- 2 You been to London?
- 3 You ever shot an alligator?
- 4 You like New York?

## Exercise 4

Tick the most appropriate explanation of these sentences from the story.

- 1 Some set them loose in the streets.  
☐ A Some lost them.  
☐ B Some allowed them to go free.  
☐ C Some found them.
- 2 (They) had fed off rats and sewage.  
☐ A They got bored with rats and sewage.  
☐ B They had lived with rats and sewage.  
☐ C They had eaten rats and sewage.
- 3 Profane, all at once, was sober.  
☐ A Profane was sober for the first time.  
☐ B Profane was suddenly sober.  
☐ C Profane, as always, was sober.
- 4 Some had turned cannibal.  
☐ A Some became cannibals.  
☐ B Some ran from cannibals.  
☐ C Some refused to be cannibals.

Exercise 5

**A every compared to all**  
Technically, *every* means a number of people or things considered individually while *all* means a number of people or things considered as a group. But in practice *every* and its compounds are often used when we are thinking of a group.

**B each (adjective and pronoun) and every (adjective)**  
*each* means a number of persons or things considered individually. *every* can have this meaning but with *every* there is less emphasis on the individual. *Every man had a weapon* = *All the men had weapons* and implies that the speaker counted the men and the weapons and found that he had the same number of each. *Each man had a weapon* implies that the speaker went to each man in turn and checked that he had a weapon.

*each* is a pronoun and adjective: *Each (man) knows what to do*. *every* is an adjective only: *Every man knows*.

*each* can be used of two or more persons or things, and is normally used of small numbers. *every* is not normally used of very small numbers.

*Both* takes a singular verb. The possessive adjective is *his/her/its*.

- Look at the extract from a grammar book. Complete the spaces in the sentences below with 'each', 'every', 'all'.
- 1 The toy cars cost 49p ..... , and ..... child in the class wanted one.
  - 2 ..... the players did their best, but the match was a draw, with ..... team scoring a goal in the second half.
  - 3 We ..... went on the excursion, which cost us three pounds .....
  - 4 They invited ..... of us to the party, so we ..... decided to take a bottle of wine.

Word study

Adjectives with '-ous' or '-lous', '-an' or '-ian' and '-ive'	
-ous, -ious	enormous, gorgeous, serious, religious, previous
-an, -ian	African, Republican, Parliamentarian, vegetarian, Christian
-ive	explosive, administrative, intensive, destructive, responsive

Exercise 6

'-an', '-ian' are used when we want to make an adjective from a proper noun.

Brazil	Brazilian
River Amazon	Amazonian
Queen Elizabeth	Elizabethan

Make adjectives from these proper nouns.

- 1 Christ
- 2 Shakespeare
- 3 Dickens
- 4 King Edward
- 5 Queen Victoria
- 6 St. Gregory
- 7 Machiavelli
- 8 Asia
- 9 Athens
- 10 Paris
- 11 King George
- 12 Jefferson



Exercise 7

religion      religious

Make adjectives from these nouns. You can use a dictionary.

- |            |              |
|------------|--------------|
| 1 mystery  | 6 mischief   |
| 2 fame     | 7 poison     |
| 3 courage  | 8 carnivore  |
| 4 glory    | 9 zeal       |
| 5 ambition | 10 herbivore |

Exercise 8

explode      explosive

Make adjectives from these verbs. You can use a dictionary.

- |               |            |
|---------------|------------|
| 1 attract     | 4 impress  |
| 2 communicate | 5 progress |
| 3 construct   | 6 destroy  |

Two-word verbs: be

Exercise 9

Match the 'be' two-word verbs in Column A with an appropriate explanation from Column B. Write the correct number in the boxes provided.

Column A	Column B
1 Hello, how long have you <i>been back</i> ?	<input type="checkbox"/> Which film was showing?
2 How long <i>were</i> you <i>away</i> ?	<input type="checkbox"/> What time do you finish work?
3 When <i>are</i> you <i>off</i> tonight? (1)	<input type="checkbox"/> What time are you leaving?
4 When <i>are</i> you <i>off</i> tonight? (2)	<input type="checkbox"/> Why do you say it isn't possible?
5 What <i>were</i> you <i>up to</i> yesterday?	<input type="checkbox"/> What time did it finish?
6 When <i>was</i> it <i>over</i> ?	<input type="checkbox"/> How long is it since you returned?
7 When <i>are</i> you <i>on</i> tomorrow?	<input type="checkbox"/> When will you be working?
8 What's <i>up with</i> you?	<input type="checkbox"/> How long was your absence?
9 Why do you say <i>it's out</i> ?	<input type="checkbox"/> What did you do yesterday?
10 What <i>was on</i> at the ABC?	<input type="checkbox"/> What's the matter?

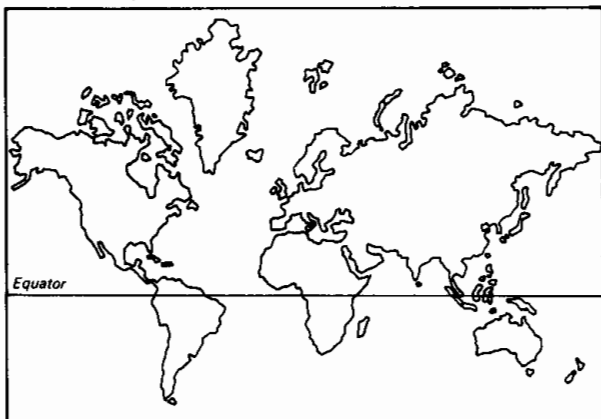
# Unit 21

## New Dimensions

This new map is the creation of German historian, Arno Peters. The need for a new map, argues Peters, is that the traditional Mercator map, which has been in existence since 1567, gives an inaccurate picture of the world. Mercator's map, he says, **shows an unrealistically-enlarged Europe as the centre of the world.**

Peters map, with its equal areas, shows countries more accurately in relation to their true size, e.g. Greenland (2 million km<sup>2</sup>) on the Mercator map appears bigger than Africa (30 million km<sup>2</sup>). It also makes an immense difference to the way in which we view the Third World.

Mercator map

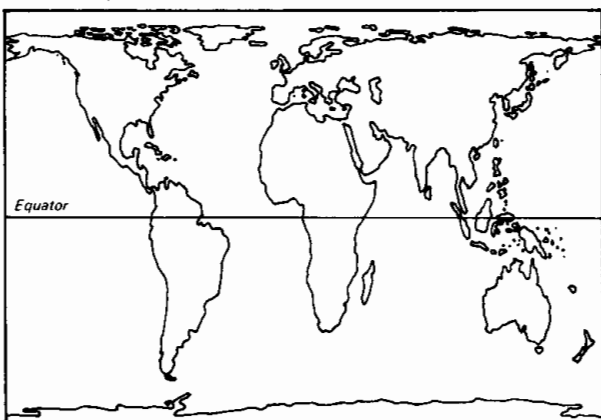


*Eduard Kremer introduced this now familiar map of the world in 1567. Country shapes are distorted, however, as the lines of latitude have been moved further apart the nearer they are to the poles.*

## New Proportions

The new portrayal, which is accurate in its proportions, can **challenge our attitudes and prejudices** which are often based on an old, distorted view of the world.

Peters map



*A new map of the world: Arno Peters presented his new picture of the world in 1967 — proportionate sizes of lands, continents and oceans, all corresponding to reality.*

**We need a new map of the world.** With modern travel, almost any part of the globe can be reached in a few hours. We live in one inter-dependent world and important events, wherever they occur, concern us all. We need a new map of the world in order to **see the world as it really is and, in so doing, perhaps create a greater understanding of our fellow-men.**

This extract appears on the reverse of the UNICEF (United Nations Children's Fund) map of the world.

### Exercise 1

Answer these questions.

- 1 Who introduced the Mercator map? When?
- 2 If lines of latitude run East-West, which way do lines of longitude run?
- 3 Who designed the new map? When?
- 4 Which is bigger, Greenland or Africa?

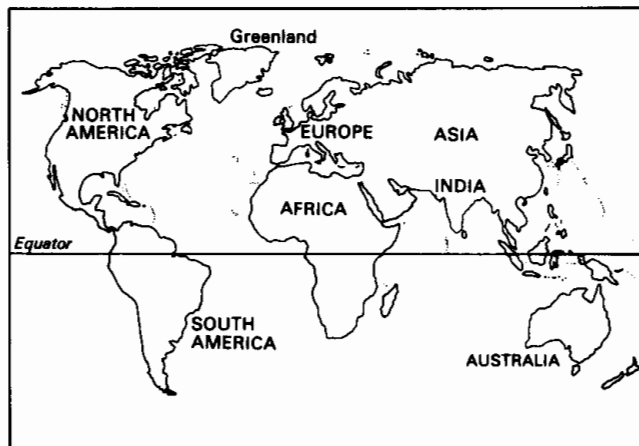
### Exercise 2

*Europe looks bigger than Australia on the Mercator map. Actually, it's smaller.*

Write six sentences like this. Include your country in the examples.

### Exercise 3

All maps are false, in that it is impossible to represent a globe on a flat piece of paper. Most atlases use something called 'Winkel's Triple Projection' (1913), because the Mercator distorts size, while the Peters distorts shape. This is Winkel's map.



Write sentences beginning

- The Equator is not .....  
Greenland appears .....  
Africa seems .....  
India looks .....  
North America seems to .....  
My country seems .....*

### Exercise 4

The UNICEF leaflet says that the new map can 'challenge our attitudes and prejudices'. Write a paragraph saying what you think these attitudes and prejudices are.

Exercise 5

Look at the chart below. It contains all the groups of people you might feel part of. These feelings are called 'allegiances'.  
Tick the groups you feel part of.

same social class		
same age group	You	same educational background
same language		same continent
same politics		same religion
same family		same school
same colour		same sex
same province/ state/region		same job
same nationality		same town
same economic system		

Discuss your results with another student or write answers to the following questions for each of the groups you ticked.

- 1 What would you feel happy talking to them about?
- 2 What sort of opinions, prejudices or beliefs would you share? Give one example of each.
- 3 Which groups do you feel strongly that you are a member of? Name any not listed.

Word study

Adjectives with '-Ing' and '-ed'

-ing boring, shocking, entertaining, tiring, worrying  
-ed bored, shocked, pleased, unexpected, reserved

Note: That bores me. It is boring. I am bored.

Compound adjectives with '-ed' and '-Ing' (or Irregular past participle)

-ed well-behaved, well-built, well-dressed, well-educated, deep-frozen, air-conditioned, dry-cleaned  
-ing time-saving, thought-provoking, fast-moving

Exercise 6

The film thrilled me.  
It was thrilling. I was thrilled.  
Continue.

- 1 The match excited me.
- 2 The documentary fascinated me.
- 3 The comedy amused me.
- 4 The book surprised me.
- 5 The journey tired me.
- 6 The news worried me.

Exercise 7

I didn't expect to see them.  
It was an unexpected visit.  
Continue.

- 1 He always dresses very well.
- 2 The book really makes you think.
- 3 She had obviously had an excellent education.
- 4 A microwave oven would save you a lot of time.
- 5 You can't sit there. I phoned and booked that seat.
- 6 I don't like food from the freezer very much.

Two-word verbs: carry

be/get carried away lose self-control  
carry forward transfer figures to another column or page when doing accounts  
carry off win (a prize)  
carry on stick to a routine  
carry on talk loudly  
carry on behave suspiciously  
carry on with continue something  
carry out complete something  
carry through keep to a course of action  
carry through help someone through difficulties



Exercise 8

Complete the spaces.

It all started with one small bet. Annie put 10p on a horse at 66-1. It came first. There was a gleam in Annie's eye as she carried ..... her £6.70. She quickly became carried .....

For a while she carried ..... her job as normal. She was the accounts clerk at a small building firm. One day she was carrying ..... as normal, carrying ..... yet another list of boring figures from one page to another, bricks £37.52, timber £17.82, cement £9.15, when she decided to risk it. Did she dare to carry ..... her plan? Every day she transferred small sums of money to her own account. Every lunchtime she bet on horses. Occasionally she carried ..... a small sum of money, usually she lost. Her boss became suspicious. 'Annie's carrying ..... in a funny way,' he said. 'We'd better watch her.' A week or two later he was sure. He called the police. They arrived at lunchtime, and sat waiting for Annie. To everyone's surprise she returned wearing a mink coat, carrying a bottle of champagne, and a cheque for £817.56 for her boss. 'I've been borrowing money from the firm,' she said, '£817.56 to be exact. Well, at last I've won. Here's the money I took.'

# Unit 23

## Language summary

### Impersonal passives

Someone did it. *It was done.*

Someone does it. *It is done.*

Someone is doing it. *It is being done.*

Someone has done it. *It has been done.*

Someone will do it. *It will be done.*

**Note:** We are more interested in what was done than in who did it. We don't know who did it, it isn't important or we aren't interested.

### Exercise 1

The teletext stories in the Student's Book are short and factual. They do not give opinions, nor do they speculate.

Look at the Student's Book, and the story and example teletext report below. Rewrite the other stories in about 40–50 words each.

#### Aerosol Antics

Frightened photographers made off with their cameras when rock star Cathy Tree lost her temper yesterday. The photographers were waiting outside the London courtroom where Cathy was getting a divorce from Johnny Rabid of the The Rats. Cathy emerged from the court, and was confronted with more than twenty photographers. She pulled an aerosol canister of tear gas from her handbag and sprayed them liberally with the stinging gas. She laughed as they made for cover. The tear gas spray is illegal in Britain, and Cathy had bought it in the United States. One photographer dropped his £1500 camera, which was smashed under the feet of his fleeing colleagues. He later said, 'If it had been anyone else, they would have been arrested. It's disgusting. She behaved like a football hooligan. There was no excuse at all. We only wanted a picture. I hope the police do something about this. I've made a statement to them. They're making enquiries'. Daily Globe 17th Feb.

#### Teletext Report

**Aerosol Attack.** Cathy Tree the rock star was divorced from husband Johnny Rabid yesterday. She attacked 20 photographers outside the court with an illegal tear gas spray. A £1500 camera was damaged, and the police are making enquiries.



## A Fishy Story?



Jasper Dodds, a sales representative from Colchester, got a fishy surprise yesterday. He was driving through open countryside near Ipswich in a heavy rainstorm, when a large trout fell onto the bonnet of his car. The fish was still alive. There doesn't seem to be a simple explanation for the incident, although falls of fish have been reported following tropical rainstorms in the past. A large number of fish fell in Singapore in 1861 following an earthquake. A rain of fish was reported in Townsville, Australia in 1959. Mr Dodds took the fish home, photographed it, and then cooked it for dinner. He said it was excellent. It certainly gives a new meaning to the old expression, 'It's raining cats and dogs.'

#### Wheelchair Heroine

Maria Stevens, aged 22, was praised by Dorset Police for her heroism yesterday. Maria has been disabled since a car accident ten years ago. She was waiting outside her local post office in Weymouth when a man ran out with a large carrier bag, and began to make off down the street. A post office clerk ran out shouting 'Stop! Thief!' Maria is confined to a wheelchair, but at once gave chase. The man was running downhill, making for a car waiting at the bottom. Maria caught him halfway down and ran him down with the wheelchair. He had made away with nearly £1800 from the post office.

#### Triumph for Worvill and Bean

*Copenhagen, Sunday* The British couple Christine Worvill and John Bean won the world ice-dancing championship in style here yesterday. They skated better than they have ever done before, and more than made up for their disappointing performance in last year's Olympics. Their ice-dance routine to extracts from Bizet's 'Carmen' brought a standing ovation from a capacity crowd. They scored full marks from every one of the judges for both technical merit, and for artistic impression. Christine and John skated around the rink after the award ceremony throwing flowers into the crowd.

#### Paint on Heating!

Burgex paints have announced a new wall paint which is also an electric central heating radiator! The sensational new paint has taken more than fifteen years to develop. A metal plate is attached to one wall, and connected to a small box which is plugged into an electric socket. The room is then painted with the new paint, and left to dry. When the box is switched on, all the walls become pleasantly warm, and the room temperature can be controlled by a thermostat. At the flick of another switch, the wall glows with light as well. It is completely safe, say scientists, and rival manufacturers will be trying very hard to make out how it works. Initially it will be available in a range of twelve popular colours.



Word study

Adjectives from Latin and Greek words

sun sunny solar

There are several nouns which have two corresponding adjectives, one for ordinary, everyday references, the other for scientific uses. The scientific vocabulary of English is largely based on Latin and Greek.

Compound nouns

eye eyelid eye-strain eye shadow

Note: Some nouns can be used as adjectives in combination with other nouns. They can form one new word, be joined with a hyphen, or be two separate words.

Exercise 2

Put the following scientific adjectives into the correct places in this table.

manual	urban	stellar
lunar	physical	oral
domestic	dental	mental
marine	nocturnal	optical
solar	legal	annual

Noun	Adjective	Scientific Adjective
body	bodily	.....
eye	eye	.....
hand	hand	.....
home	homely	.....
law	law	.....
mind	mind	.....
moon	moon	.....
mouth	mouth	.....
night	nightly	.....
sea	sea	.....
star	starry	.....
sun	sunny	.....
tooth	tooth	.....
town	town	.....
year	yearly	.....

Exercise 3

Choose the most appropriate adjectives to complete the sentences. The noun is shown in brackets.

- 1 It was a lovely ..... July day. (sun)
- 2 The fox, a member of the *genus vulpes*, is a ..... animal. (night)
- 3 The doctor said schizophrenia was a form of ..... illness. (mind)
- 4 I think a coal fire makes a home look ..... (home)
- 5 Dr Granger is a leading specialist in the field of ..... development. (town)
- 6 There's a lovely ..... view from the window. (sea)

Two-word verbs: make

25 (uses with adverbs and prepositions)  
**make away with sb/sth**, (a) carry off; steal. (b) kill.  
**make for sb/sth**, (informal) move in the direction of: *It's late; we'd better ~ for home.*  
**make sth/sb into something**, c.8 above: *The huts can be made into temporary houses.*  
**make of**, understand, interpret: *What are we to ~ of his behavior?*  
**make off**, hurry away (esp in order to escape): *The getaway car made off at top speed.* **make off with something**, steal and go away: *The cashier made off with the firm's money.*  
**make something out**, (a) write out, complete or fill in: *~ out a check for \$10.* (b) manage to see, read: *We made out a figure in the darkness.* **make somebody out to be**, claim; assert; maintain: *He ~s himself out to be cleverer than he really is.* **make sb/sth out**, understand him/it: *What a queer fellow he is! I can't ~ him out at all.* *I can't ~ out what he wants.* *I couldn't ~ it out.* **make out** (informal) progress, get on: *How are you making out at work/with your new boss?* **make out a case for/against/that, c. case** (6). **make over**, transfer the possession or ownership of.  
**make something up**, (a) complete: *We still need \$5 to ~ up the sum we asked for.* (b) give or do something in payment for a loss, deficiency, etc: *I'm sorry you can't come to the party but I'll ~ it up to you.* (c) take a test in place of one which has been failed or missed. (d) invent (esp to deceive): *Stop making things up!* (e) form; compose; constitute: *Are all animal bodies made up of cells?* (f) prepare; put together. **make somebody/oneself up**, prepare (an actor/oneself) by applying cosmetics to the face: *It takes him more than an hour to ~ up for the part of Othello.* **make up one's mind**, come to a decision: *I've made up my mind.* *My mind's made up.* **make up for something**, compensate for: *Hard work can often ~ up for a lack of intelligence.* **make up for lost time**, hurry, work hard, etc after losing time, starting late, etc. **make up (with somebody)**, end a quarrel, dispute or misunderstanding: *Why don't you ~ up with her?*

from Oxford Student's Dictionary of American English

Exercise 4

There is one mistake in each of items 1–8 below. Use the dictionary extract to find and correct it.

- 1 Boy George is a pop star who wears make up. It takes over an hour for him to make him up.
- 2 He had a quarrel with his girlfriend. He wants to make up her with.
- 3 It's a dreadful photo. I can hardly make up who it is!
- 4 The powder can be made to enough soup for four people.
- 5 The gangsters made with away more than £100,000.
- 6 That can't be true! You made up it!
- 7 I haven't got enough money. I'll have to make out you a cheque.
- 8 I don't know what to make off her behaviour.

Exercise 5

Read through the stories in Exercise 1, and list all the two-word verbs with 'make'.

# Unit 24

## Language summary

### Asking for opinions

What's your opinion/point of view ...?  
How do you feel about ...?  
What do you think of ...?

### Expressing opinions

In my opinion ...  
From my point of view ...  
Personally, I think/feel ...  
As far as I'm concerned ...  
It seems to me that ...  
As I see it, ...  
I reckon ...

**MAURICE PAGNOL**  
French writer  
One has to look out for engineers – they begin with sewing machines and end up with the atomic bomb.

**MARSHALL McLUHAN**  
Canadian academic  
quoted in *The Listener* 1971  
If it works it's obsolete.

**PABLO PICASSO**  
Spanish artist  
quoted in *'Life with Picasso'* by F. Gilot & C. Lake 1964  
Every positive value has its price in negative terms. And you never see anything very great which is not, at the same time, horrible in some respect. The genius of Einstein leads to Hiroshima.

**JONATHAN RABAN**  
British writer  
*'Readers Digest'* 1976  
In an underdeveloped country don't drink the water, in a developed country, don't breathe the air.

**PAUL EHRLICH**  
To err is human but to really foul things up requires a computer.

**MICHAEL HARRINGTON**  
American writer  
*'The Other America'* 1962  
If there is technological advance without social advance, there is, almost automatically, an increase in human misery.

**ARTHUR C. CLARKE**  
British science writer  
*'Profiles of the future'* 1962  
Any sufficiently advanced technology is indistinguishable from magic.

**CLIVE JAMES**  
Australian critic  
*The Observer* 1976  
It is only when they go wrong that machines remind you how powerful they are.

**RUSSELL BAKER**  
American writer  
*New York Times* 1968  
Inanimate objects are classified scientifically into three major categories – those that don't work, those that break down and those that get lost.

**JOHN F. KENNEDY**  
American politician 1959  
I am sorry to say that there is too much point to the wisecrack that life is extinct on other planets because their scientists were more advanced than ours.

**GEORGES POMPIDOU**  
French politician  
*Sunday Telegraph* 1968  
There are three roads to ruin – women, gambling and technicians. The most pleasant is with women, the quickest is with gambling, but the surest is with technicians.

**NIKITA KHRUSHCHEV**  
Russian leader  
What scientists have in their briefcases is terrifying.

### Exercise 1

Match the sentences in Column A with the simplified explanation of the quotations in Column B. Write out each complete sentence.

#### Column A

- 1 James reckons that
- 2 Baker's opinion is that
- 3 Kennedy's making the point that
- 4 It seems to Raban that
- 5 As Clarke sees it
- 6 Pompidou is expressing his view that
- 7 Harrington's point of view is that
- 8 Picasso feels that
- 9 McLuhan is trying to say that
- 10 As far as Pagnol is concerned
- 11 Ehrlich's comment means that
- 12 What Khrushchev means is

#### Column B

- A we have to be careful of scientists, they create bad things as often as good.
- B humans make mistakes, but only computers make really disastrous mistakes.
- C if you can't understand something, you assume that it works by magic.
- D technology makes life worse for most people if social conditions don't change with technology.
- E nothing is purely beneficial. There is always the other side of the coin. Brilliant and useful research led to the creation of atomic weapons.
- F some of the research scientists are doing is dangerous and frightening.
- G you never realize how much you rely on machines until they break down.
- H technicians can't be trusted, and left unchecked will lead the world to disaster.
- I all machines are unreliable, either because they don't work, fail or are lost.
- J by the time a machine has been perfected, it has been replaced.
- K advances in science can lead to the destruction of life, if scientists look for progress without thinking about its effects.
- L there are always new problems created by progress. In some countries the water may be dangerous, but where the water has been purified the air has often been polluted.

### Exercise 2

All the quotations below the Language summary are about technology, science and the modern world.

List the quotations which express the following ideas.

- 1 fear of atomic weapons
- 2 the idea that something new is not always good
- 3 doubt about the effects of the work of scientists
- 4 distrust of machines
- 5 quotations which do not fit into categories 1–4

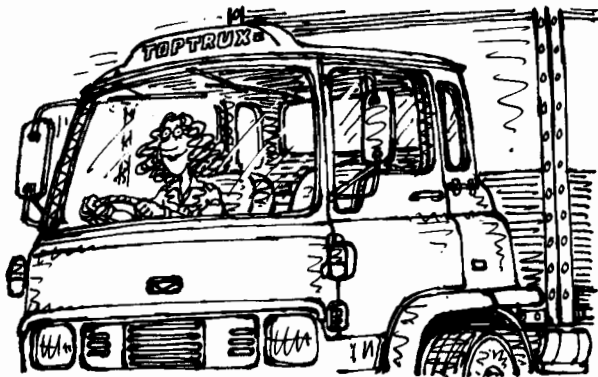
Word study

Masculine and feminine nouns

There are several ways of making nouns relate to men or women.

word difference	<i>bachelor/spinster, widow/ widower, hero/heroine</i>
-ess	<i>actor/actress, waiter/waitress, host/hostess, (shop) manager/ manageress, prince/princess, duke/ duchess</i>
-ette	<i>usher/usherette, suffragette</i>
male/female	<i>male nurse, female patient</i>
woman/lady	<i>woman driver, lady doctor, women drivers, lady doctors</i>
-man/-woman/-person	<i>businessman, policewoman, salesman, saleswoman, salesperson</i>

- Note: 1** The plurals 'women drivers' but 'lady doctors'.  
**2** Compound nouns with 'lady' are deliberately polite.  
**3** In both England and the United States there are equal opportunities laws, which mean that job advertisements cannot state the sex of the person required. As a result, many of these examples are falling out of use. Many women describe themselves as 'actors', or 'managers'. Jobs ask for 'flight attendants', 'salespersons', or 'person required to help with young children'. Meetings often have a 'chairperson', who asks for a 'spokesperson' to give their opinions.  
**4** People often prefer to use 'their' to mean 'his or her ...', even when they are only referring to one person.



Exercise 3

Look at these job advertisements. Change them so that a man or a woman should feel equally free to apply.

- 1** WANTED, Dynamic young salesman, aged 25-30. The man we want should have a clean driving licence, and his own car. He should be prepared to work long hours for an above-average salary. Apply: Chauvin Industries Ltd, Park Royal, London.

**2** MANAGERESS REQUIRED for fast food restaurant. We need a woman with several years' experience in the catering trade. Her job will include supervising our salesgirls and waitresses. As the job involves working evenings, it might appeal to a widow or a spinster. Apply: 'Greasy Spoon Diner', Reading, Berks.

Two-word verbs: stand

- stand aside* choose to do nothing  
*stand aside* move to one side  
*stand back* be at a distance from  
*stand by* watch, but do nothing  
*stand by* help, support, be a friend to someone  
*stand for* be the abbreviation of  
*stand for* represent something  
*stand in for* take someone's place  
*stand out* be easily seen, be the best  
*stand over* supervise someone, watch closely  
*stand up* get to your feet  
*stand up* fail to meet someone  
*stand up for* support, speak for someone/something  
*stand up to* resist, fight someone/something



Exercise 4

Complete these sentences.

- 1** I waited for hours outside the cinema, but she stood me .....  
**2** I felt such an idiot. I know nothing about first-aid, so when the accident happened I just had to stand ..... helplessly.  
**3** The teacher was ill, so the headteacher had to stand ..... her.  
**4** It's a quiet building, because it stands ..... a long way from the main road.  
**5** I know she's the boss, but if you don't agree you should stand ..... her, and say what you think.  
**6** UK stands ..... United Kingdom.  
**7** The suffragettes stood ..... votes for women.  
**8** All the candidates were good, but he stood ..... from the others.  
**9** He was always getting into fights because he tried to stand ..... his younger brother.

# Unit 25

## Exercise 1

Fill in the questionnaire below.

**Questionnaire: Are your attitudes liberal or authoritarian?**

- 1 **Smoking is an important question today. Do you feel that smoking should**  
☐ A be unrestricted?  
☐ B have fewer controls than at present?  
☐ C be allowed to remain as it is?  
☐ D be controlled more than it is?  
☐ E be prohibited?
- 2 **Football hooligans are in the news everywhere. Which of these statements do you agree with?**  
☐ A Football hooligans ought to be imprisoned.  
☐ B Hooligans should be forbidden to attend future games.  
☐ C I have no opinion.  
☐ D Football hooligans are a minority. Newspapers exaggerate the problem.  
☐ E Football hooliganism is normal. It's just youthful high spirits.
- 3 **Crime is a problem everywhere. Do you think the police should**  
☐ A have more power?  
☐ B continue to have the power they have now?  
☐ C have less power?
- 4 **Do you think people who drink alcohol and drive should be**  
☐ A allowed to do so?  
☐ B banned from driving for one year?  
☐ C fined?  
☐ D imprisoned?  
☐ E obliged to do some kind of community service, such as helping in a hospital?
- 5 **Do you think the police should**  
☐ A be allowed to stop any driver anywhere to test for alcohol?  
☐ B be allowed to stop anyone driving strangely?  
☐ C only be allowed to test people who have already broken a traffic law?  
☐ D not test anyone?
- 6 **Do you think students should be**  
☐ A required to take an examination at the end of a course?  
☐ B passed or failed on the basis of work done during the year?  
☐ C passed or failed on the judgement of the teacher?  
☐ D allowed to have a certificate for attending the course?
- 7 **Should seat-belts for people in the front seat of cars be**  
☐ A compulsory?  
☐ B required for children only?  
☐ C recommended by the government (but not made compulsory)?  
☐ D a matter for personal choice?
- 8 **Which of these statements about capital punishment do you most agree with?**  
☐ A It is always wrong.  
☐ B It is a deterrent to criminals, but should rarely be used.  
☐ C It should be used for certain particularly horrific crimes.  
☐ D All murderers should die.



## Exercise 2

Go through the questionnaire and work out your score. If possible, ask another student the questions, and work out their score.

## Exercise 3

Look at the scoring chart. Do you agree with the way the scores have been calculated? Why/Why not?

## Exercise 4

List five things which people are:

- 1 forbidden to do.
- 2 allowed to do.
- 3 only permitted to do in special circumstances.

## Exercise 5

Imagine that you are the manager of a hotel in your country. Think about the kind of rules and regulations a hotel needs. If possible discuss them with another student. Write out a list of rules and regulations for English guests.

## Score

1	A 0	B 1	C 2	D 3	E 4
2	A 4	B 2	C 2	D 1	E 0
3	A 4	B 2	C 0		
4	A 0	B 3	C 1	D 4	E 2
5	A 4	B 2	C 1	D 0	
6	A 3	B 2	C 2	D 0	
7	A 4	B 2	C 1	D 0	
8	A 0	B 2	C 2	D 4	
22-31 You certainly believe in law and order. You have a strong sense of right and wrong.					
10-21 You believe that we need laws, but are not authoritarian.					
5-9 You are very liberal, but see the need for some laws.					
Under 5 You believe that anything goes, anyone should be allowed to do anything.					

### Exercise 6

Think about the laws in your country. Which ones do you think tourists would need to know? For example, any tourist would be able to guess that murder and bank robbery are illegal; but what about drinking and driving, pedestrian crossings, seat belts in cars, crash helmets on motorcycles, special driving rules? Do people have to carry identification papers? Are you obliged to stop when a policeman asks you?

Write a guide for tourists (just one page, in the form of a list) to some of your country's laws.

### Word study

#### Abstract nouns with '-ion'

-ion	discuss <i>discussion</i> , confess <i>confession</i>
-tion	oblige <i>obligation</i> , prohibit <i>prohibition</i> , regulate <i>regulation</i>
-sion	explode <i>explosion</i> , persuade <i>persuasion</i> , decide <i>decision</i>
-ssion	permit <i>permission</i> , admit <i>admission</i> , proceed <i>procession</i> , succeed <i>succession</i>
-version	convert <i>conversion</i> , pervert <i>perversion</i>
-ation	alter <i>alteration</i> , explore <i>exploration</i> , hesitate <i>hesitation</i>
-ition	compete <i>competition</i> , define <i>definition</i>
-ption	receive <i>reception</i> , deceive <i>deception</i> , subscribe <i>subscription</i> , consume <i>consumption</i>

**Note: 1** '-sion' is used with verbs ending '-de'.

**2** '-ssion' is used with some of the verbs ending '-d', '-t', or '-de'.

**3** '-version' is used with concrete nouns and verbs ending '-vert'.

### Exercise 7

oblige *obligation*

Make abstract nouns from these verbs.

- |                  |                    |
|------------------|--------------------|
| 1 define .....   | 9 regulate .....   |
| 2 alter .....    | 10 convert .....   |
| 3 receive .....  | 11 decide .....    |
| 4 hesitate ..... | 12 explore .....   |
| 5 succeed .....  | 13 subscribe ..... |
| 6 permit .....   | 14 compete .....   |
| 7 explode .....  | 15 admit .....     |
| 8 confess .....  |                    |

### Exercise 8

Make abstract nouns from these verbs.  
You can use a dictionary.

- |                    |                    |
|--------------------|--------------------|
| 1 invade .....     | 9 manipulate ..... |
| 2 recede .....     | 10 segregate ..... |
| 3 oppose .....     | 11 situate .....   |
| 4 contribute ..... | 12 subvert .....   |
| 5 promote .....    | 13 relax .....     |
| 6 inform .....     | 14 tempt .....     |
| 7 complicate ..... | 15 consider .....  |
| 8 regress .....    |                    |

### Two-word verbs: set

- A** *set about* start something  
**B** *set about* fight, hit someone  
**C** *set against* cause someone to compete with or fight against something/someone  
**D** *set apart/aside* put on one side, disregard, reject something  
**E** *set back* delay something  
**F** *set down* write something  
**G** *set out/forth* begin (a journey)  
**H** *set in* start (and seem likely to continue)  
**I** *set off* start (a journey, a race)  
**J** *set off* cause someone to begin talking, arguing  
**K** *set off* explode something  
**L** *set on* attack someone  
**M** *set up* put something in position  
**N** *set up* begin an institution  
**O** *set up* get somebody established  
**P** *set up* make someone appear guilty of a crime

### Exercise 9

Read the story, and fill in the squares with the appropriate definition of 'set' from the list above.



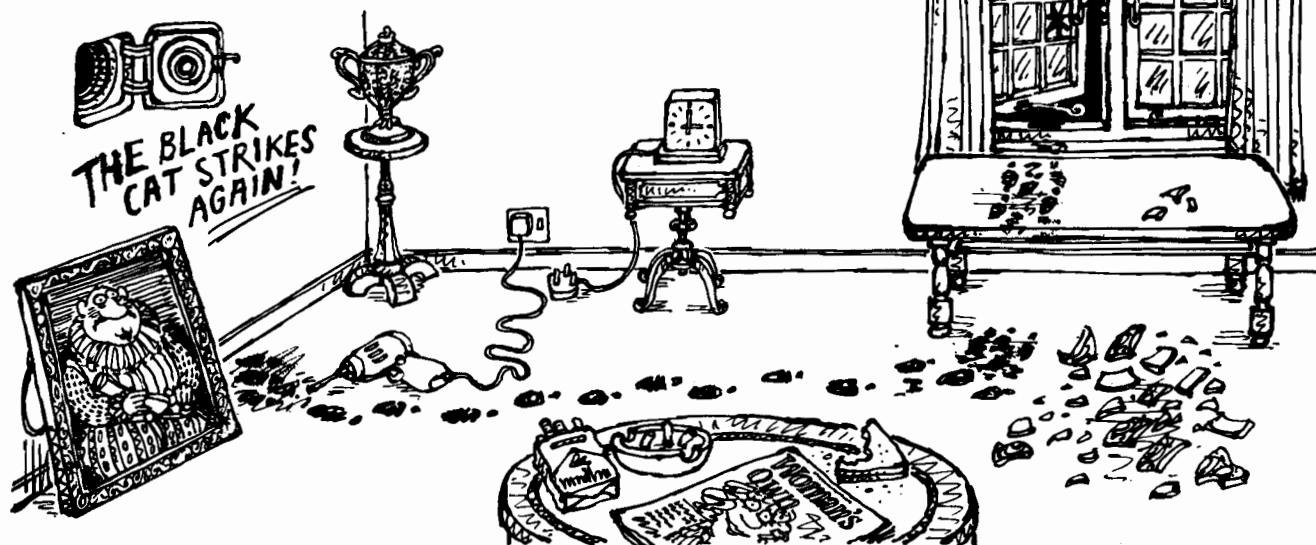
'When we set out ☐ for the pub, rain was just setting in ☐ so we had to hurry. We got there just after seven and ordered a couple of beers. Everyone was talking about the bomb which terrorists had set off ☐ in London that afternoon, and the conversation soon set Melvin off ☐ on his favourite topic, law and order. I had known Melvin since we were at school, although now I was a fairly poor young civil servant, and Melvin drove a new Jaguar. His father had set him up ☐ in business as a secondhand car salesman, and Melvin had set about ☐ selling cars with tremendous enthusiasm. He was already a rich man at 23 years old. Melvin's problem was that he was also noisy and arrogant. He would set aside ☐ other people's opinions without really listening to them. 'I'd set all the terrorists up ☐ against a wall and shoot them,' he said, 'and students, they're all trouble-makers. If I were a policeman, I'd set about ☐ some of these student demonstrators with a big stick.' A young man standing near us, leaned forward, 'Not all demonstrators are wrong, you know,' he said, 'I've demonstrated against nuclear weapons myself. Last year we set off ☐ from London and walked 200 miles to protest against nuclear missiles in Britain.' 'Ah,' said Melvin, 'you're just trying to set people against ☐ the government. If I were a policeman, I'd set on you ☐ and teach you a lesson.' The young man smiled, and looked at Melvin, 'But I am a policeman,' he said, 'I wasn't a policeman last year, but fortunately neither were you!' Even Melvin kept quiet for a few minutes after that.'



# Unit 26

## Language summary

See Student's Book



### Exercise 1

There was a break-in at Cratchett Manor last night. The thief stole £7,500 from a wall safe. The thief left behind a Lanstable portrait worth £500,000 which was covering the safe, and broke a £200,000 Ming vase as well. The door was locked from the outside, and the table in the foreground was empty the previous evening. The thief left a variety of clues.

How many sentences can you make about the thief?  
How many sentences can you make about the thief's actions last night?  
Use the questions in the next column to help you.

What can you guess about the thief? What sex? How tall? How much knowledge of antiques? Smoking habits? Is this the first robbery of this type in the area? How was the safe opened? At what time? How did the thief get in? Was the thief there a long time? What did the thief do while in the house? Did the thief leave in a hurry? How did the vase get broken? Is the cup near the door made of gold/silver?

### Exercise 2

Who first made a trans-oceanic voyage to America?

Most schoolbooks tell us that it was Christopher Columbus in 1492, and certainly his voyages opened up the modern relationship between Europe and America. But was he the first? There are several other candidates.

Explorer	Nationality	Date	Evidence
?	Phoenicians Egyptians (The Phoenicians lived in what is now The Lebanon)	1000 B.C. -500 B.C.	They did sail in the Atlantic, to Britain. It is technically possible. Thor Heyerdahl imitated their journey in a copy of an Egyptian boat ('Ra'). There are architectural similarities between Egyptian and Aztec remains. No real evidence.
Huishen	Chinese	450 A.D.	Legend of a 40-year voyage. Two huge, ancient Chinese-style anchors found off California coast in 1972 and 1975.
St. Brendan	Irish	500 A.D.	Legend of a trans-Atlantic voyage. Journey imitated by Tim Severin in a copy of fifth century Irish boat.
?	Welsh	600 A.D.	Legends. Similar boats to Irish. Claimed that some North American Indian words come from Welsh.
Leif Ericson	Viking (i.e. Scandinavian)	1001	The Vikings had settled in Iceland (870) and Greenland (984). Ericson sailed west from Greenland, and arrived in 'Vinland', probably Newfoundland. Evidence in books, and Viking maps. Some stone buildings, which archaeologists can't agree over. Some uncertainty still.
Columbus	Italian, working for Spanish	1492	Certain. Landed in The Bahamas on October 12th, 1492
Amerigo Vespucci	Italian, working for Spanish	1498	First landing on mainland (Guyana). Gave his name to America.

There are also claims about Greek, Japanese, Breton, Basque and African voyages of exploration, but there is difficulty in finding strong evidence. Who was the first explorer to reach America?

Look at the table on the previous page and give your opinion of each possibility. Use forms like 'can't', 'may', 'might', 'could', 'must', 'must have been' and 'done'. (See Language study 1 in the Student's Book.)

## Word study

### Nouns ending in '-ty', '-ity', '-iety'

-ty	<i>pity, beauty, difficulty, cruelty, liberty, duty</i>
-ity	<i>equality, stupidity, gravity, authority, majority, vanity</i>
-iety	<i>anxiety, society, variety, sobriety, gaiety, notoriety</i>

### Exercise 3

Look back through the Language summary, and Exercises 1 and 2. How many nouns can you find ending in '-ty' or '-ity', or '-iety'? (Plural forms '-ties', '-ities', '-ieties'.) List them.

### Exercise 4

Make nouns from these adjectives.

1 beautiful	6 anxious	11 equal
2 pitiful	7 gay	12 notorious
3 grave	8 vain	13 difficult
4 social	9 stupid	14 dutiful
5 varied	10 sober	15 major

### Exercise 5

Make these nouns positive in meaning by removing the prefixes.

1 immorality	6 illegality	11 unoriginality
2 disloyalty	7 disability	12 inhumanity
3 immortality	8 invalidity	13 inequality
4 dishonesty	9 impossibility	14 unfamiliarity
5 unreality	10 impiety	15 invisibility

### Exercise 6

Make nouns from these adjectives.

1 possible	6 special	11 minor
2 sane	7 certain	12 able
3 tranquil	8 generous	13 probable
4 modest	9 reliable	14 dusty
5 cruel	10 royal	15 obscene

## Two-word verbs: pull

6 (special uses with adverbial particles and prepositions):

**pull sb/sth about**, treat roughly.

**pull sth apart**, tear or pull into its parts.

**pull sth down**, destroy or demolish, eg an old building.

**pull in**, (a) (of a train) enter a station: The express from Rome ~ed in on time. (b) (of a motor-vehicle or boat) move in towards: The lorry driver ~ed in to the side of the road.

Hence, 'pull in a place to stop at the side of the road. **pull sb in**, (a) attract, draw: The new play at the National Theatre is ~ing in large audiences. (b) (informal) (of the police) arrest. **pull oneself in**, draw in the stomach muscles (so as to be less fat).

**pull sth off**, (a) drive a motor-vehicle off the road into a lay-by or hard shoulder. (b) succeed in a plan, in winning: ~ off a deal, be successful in getting agreement.

**pull out (off)**, (a) move out (in order to pass or go round): The driver of the car ~ed out from behind the lorry. The train ~ed out of Euston on time. (b) detach, eg from a magazine. **pull (sb) out (off)**, leave a place or situation which is too difficult to manage: Troops are being ~ed out/are ~ing out of these troubled areas.

**pull (sth) over**, (cause a vehicle, boat, etc to) move or steer to one side, eg to let another vehicle or boat pass: P~ over and let me pass!

**pull (sb) round**, (help to) recover from illness, weakness, a faint, etc.

**pull through**, (a) = pull round. (b) succeed in avoiding difficulties, dangers, etc. **pull sb through**, (a) help to recover from illness, etc. (b) help to avoid failure, help to pass an examination, etc.

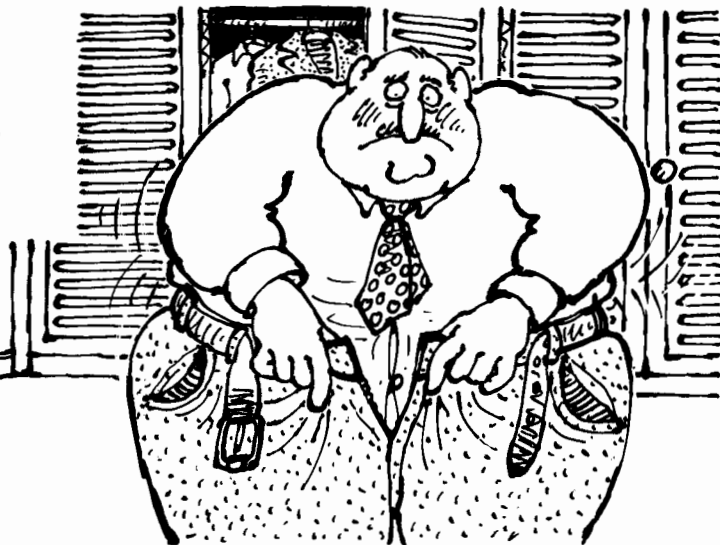
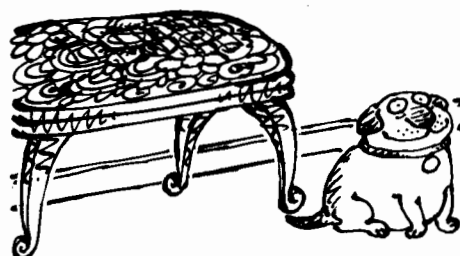
**pull together**, c. 2 above. **pull oneself together**, get control of oneself, of one's feelings, etc.

**pull (sth) up**, bring or come to a stop: The driver ~ed up when he came to the traffic lights. **pull sb up**, express disapproval of him: He was ~ed up by the chairman. **pull up to/with sb/sth**, improve one's relative position (in a race, etc): The favourite soon ~ed up with the other horses.

### Exercise 7

Use the dictionary extract to rewrite these sentences, using two-word verbs with 'pull'.

- When I saw a police car behind me, I moved over to the side of the road.
- We have just heard that United Nations forces are leaving Mandanga.
- He was very ill, but he recovered.
- Don't panic. Try and control yourself.
- In the last lap of the British Grand Prix the Spirit-Honda managed to catch up with the McLaren-Ford.
- I never thought he'd be able to succeed in the plan.
- The Rats attracted a crowd of 20,000 at Shea Stadium.
- The old Town Hall is going to be demolished.
- I had to stop suddenly when I saw a traffic light.
- Phew! These trousers don't fit unless I draw my stomach in.



# Unit 27

## Language summary

### Habitual actions in the past

*I used to do it.*

*He would do it.*

Keith Waterhouse writes a twice-weekly column for the 'Daily Mirror' newspaper. This article was written during the 1971 postal strike.

## Grandad's Last Post

My old grandad would have got hot and bothered over the postal strike. He liked getting letters and he liked sending letters, although he could neither read nor write.

He was over ninety years old and he lived alone in a little mining village in Derbyshire. His married daughter, my mother, lived in Leeds.

She couldn't get down to see him all that often and it was pointless writing because there was no one to read her letters to him, and he wouldn't have cared to show them to anyone who wasn't family.

So they worked out between them a unique way of keeping in touch.

Every Monday morning my mother used to sit down at the kitchen table with the Stephen's ink-bottle and the Basildon Bond. As if it were the most important job in the world she would carefully address an envelope to herself.

Then she would stamp it, fold it in two and place it inside another envelope which she addressed to Grandad.

She caught the first post every week.

His Majesty's mails being a bit more reliable in those days, the envelope always reached Grandad on the Tuesday.

The postwoman once told my mother he so much looked forward to receiving it that he would often walk to the end of the lane and wait for her coming.

He would open his letter on the spot, take out its enclosure and study it for several moments, as if it contained some message that only he could understand.

Then he would walk across to the village post office and dispatch his stamped addressed envelope back to Leeds.

It always arrived by the first post on Wednesday and, in this way, my mother knew that he was safe and well. She never bothered to open the envelope, for of course it contained nothing.

This ritual went on for several years.

Sometime after Grandad's 95th birthday, my mother noticed one Wednesday morning that the postman had walked past the gate. She ran after him to see if he had forgotten her but no – there was no letter from Grandad that week.

She put on her coat, took the next train to Chesterfield, caught the little bus to the village where he'd lived, and buried him.

*Keith Waterhouse, from "Mondays, Thursdays"  
(Michael Joseph, 1976)*

## Exercise 1

Find words which mean the same as the following:

- 1 a famous British make of writing paper
- 2 send
- 3 the only one of its kind
- 4 the postal service
- 5 angry and irritable
- 6 took the trouble
- 7 a procedure which was regularly followed
- 8 something put inside an envelope with a letter
- 9 a famous British make of ink

## Exercise 2

Find an appropriate explanation of these sentences from the text.

- 1 He wouldn't have cared to show them to anyone who wasn't family.  
A He wouldn't have minded showing them to anyone.  
B He wouldn't have wanted anyone to know he was illiterate.  
C He wouldn't have wanted to show letters about family matters to other people.
- 2 She caught the first post every week.  
A She made sure the letter was always in the first post collection.  
B She waited to get letters every week.  
C She had to run to catch the first post.
- 3 His Majesty's mail's being a bit more reliable in those days.  
A English men worked harder in those days.  
B The General Post Office used to be more certain of delivering letters within 24 hours.  
C The King made sure the post was delivered on time.
- 4 He would open his letter on the spot.  
A He wanted to open his letter at once.  
B He tried to open the letter at the correct place, so that the contents were undamaged.  
C He used to open his letter at once.

## Exercise 3

In the text, 'would' describes past habitual actions; 'used to' can be used in the same way.

She would place it inside another envelope.

She used to place it inside another envelope.

Continue.

- 1 He would often walk to the end of the lane.
- 2 He would open his letter on the spot.
- 3 He would walk to the post office and dispatch his envelope back to Leeds.

Now write these sentences using 'would'.

- 4 She used to sit down to address an envelope to herself.
- 5 She used to wait for the postman on Wednesdays.
- 6 He used to stop at her gate every Wednesday.

## Exercise 4

How did you annoy your parents?

What did you use to do?

Discuss with a partner or write a paragraph.

## Word study

### Nouns with '-ment'

-ment amuse *amusement*, argue *argument*,  
embarrass *embarrassment*

**Note:** '-ment' is usually added to a verb.

### Exercise 5

Make nouns from these verbs.

- |          |              |               |
|----------|--------------|---------------|
| 1 state  | 6 arrange    | 11 discourage |
| 2 excite | 7 disappoint | 12 advertise  |
| 3 judge  | 8 appoint    | 13 announce   |
| 4 amaze  | 9 astonish   | 14 develop    |
| 5 agree  | 10 encourage | 15 require    |

### Exercise 6

Complete these sentences with nouns ending in '-ment'.



- The theatre lights went down, the music came up, the audience waited with .....
- Suddenly there was a roll of drums, and the audience were full of ..... when the first dancer descended from the air on a wire.
- The background was a beautiful ..... of painted mirrors.
- Suddenly the dancer stopped moving. She was stuck in the air. The audience reacted with ..... Some of them began to laugh.
- 'Help, I'm stuck!' shouted the dancer, then her dress began to tear. She went red with .....
- 'Get me down', she yelled. We could hear the producer shouting at a stage-hand. They had a terrible .....
- The ..... for the show had said 'aerial ballet'.
- The show had to stop. It was a great ..... for everyone.

### Two-word verbs: see

*see about* investigate, do something  
*see about* consult someone about something, take advice  
*see across* guide, help someone to cross something  
*see back/home* take, accompany someone home  
*see off* wave goodbye to someone leaving on a journey  
*see off* force someone to retreat  
*see out* accompany someone to the door when they are leaving  
*see over* visit somewhere to examine/view the place  
*see through* not be deceived by someone/something  
*see through* finish something  
*see through* help, give encouragement to someone  
*see to* attend to, deal with, do something

### Exercise 7

Complete these sentences.

- The burglar broke in through the kitchen window. Fortunately, the dog saw him .....
- Do you know the way? No? Oh, well, I'll see you .....
- I took my parents to the airport, and saw them ..... on holiday.
- It's very late, and there are no taxis. I'd better see you .....
- She was wonderful. She saw him ..... the illness.
- Hmm. It needs a new plug. I'll see ..... it tomorrow.
- We saw ..... at least ten flats before we decided to rent this one.
- If you begin a job, you should see it ..... to the end.
- The magician at the circus was terrible. It was so easy to see ..... all his tricks.
- I saw an old lady ..... the road. Unfortunately, she hadn't wanted to cross it, and hit me with her handbag.



# Unit 28

## Language summary

### Modals + present passive infinitive

You must do it.	<i>It must be done.</i>
You may do it.	<i>It may be done.</i>
You should do it.	<i>It should be done.</i>
You could do it.	<i>It could be done.</i>
You can't do it.	<i>It can't be done.</i>
You might do it.	<i>It might be done.</i>
You ought to do it.	<i>It ought to be done.</i>
You would do it.	<i>It would be done.</i>

### Concession

*although/in spite of*

### Punctuation

Capital letters are used:

#### A To begin a sentence.

*She bought the machine. It didn't work.*

#### B For the names of people, places, things, and dates.

<i>Mick Jagger</i>	<i>Barcelona</i>
<i>Queen Elizabeth</i>	<i>The Pacific Ocean</i>
<i>The Pope</i>	<i>The Town Hall</i>
<i>Brazil</i>	<i>Monday, February 3rd</i>

#### C And for names coming from these.

*Elizabethan*                      *Brazilian*  
He speaks Spanish, French and English.

#### D Initials, in names and the names of organisations.

*John F Kennedy*                      *UNICEF*

#### E The main words in the title of a book or play.

*Life on Earth*                      *The Return of the King*

#### F At the beginning of someone's spoken words, even if the sentence has been started.

*The Prime Minister said, 'Please come in.'*

#### G Note: Capitals are only used for particular people and things.

*New York City is one of the biggest cities in the world.*  
*There were several generals there, including General Daniel James.*

## Exercise 1

Many official documents, notices, instructions and guarantees are written in the passive. Here is a leaflet from a personal stereo machine. The sentences are in the wrong order. Re-order them and put the numbers in the brackets. Then write out the leaflet with instructions in the passive.

## BISONIC WALKER PERSONAL STEREO



- 1 ( ) You should complete the guarantee card, and post it to Bisonic.
- 2 ( ) You can use ordinary ferric tapes, chrome, or metal tapes in this machine.
- 3 ( ) You ought to keep the original receipt.
- 4 ( ) You must not leave dead batteries in the machine.
- 5 ( ) You should do this with a cotton bud, and cleaning fluid, or a special head cleaning cassette such as the Bisonic BC-1.
- 6 ( ) You should clean the heads regularly.
- 7 ( ) You must only use it with Type AA 1.5 volt batteries.
- 8 ( ) You shouldn't use fast forward or rewind too often, to avoid running down the batteries.

BISONIC (UK) LTD, POOLE, DORSET BH1 42CR

## Exercise 2

Lauren bought a Bisonic, and posted off the guarantee card below.

She can't use the machine. She put in new batteries, according to the instructions. She can't get the cassette to move. She doesn't want it repaired. She thinks they should replace it. She thinks it was faulty when she bought it. She can't move the Dolby switch. The metal tape switch broke when she touched it.

Write a letter to Bisonic (UK) Ltd for Lauren. Address it to the Complaints Department. Lay it out formally. Give all the details about the purchase in the letter, and state the complaints. Write the letter in the passive as far as possible. She's talking about the machine, not about herself.

## BISONIC WALKER PERSONAL STEREO

MODEL: *BISONIC WALKER  
PERSONAL STEREO*

SERIAL NO: *BW/3274418/PS*

DATE OF PURCHASE: *5/3/85* BISONIC (UK) LTD

PLACE OF PURCHASE: HAMPTON TRADING ESTATE

*SULLIVAN'S  
HIGH ST, TADWORTH* POOLE

NAME OF PURCHASER: DORSET BH14 2CR

*LAUREN EDWARDS* DORSET

ADDRESS: *36 GARTON AVENUE  
LITTLE HANDLEY  
NEAR TADWORTH  
TW8 29K*



### Exercise 3

Change small letters to capitals where they need to be changed.

- 1 have you read 'a passage to india'? it's by e.m. forster.
- 2 i listened to a lot of professors at university, and professor d. j. freeman, from the university of sussex, was the most interesting. he's an expert on italian history.
- 3 in argentina, people have their summer holidays in january.
- 4 the spanish football team will be playing against scotland in glasgow next march. gonzalez is their best player.
- 5 i once saw 'hamlet, prince of denmark' on bbc television. it was the famous russian version.
- 6 the itv news reported on the problems in new zealand.
- 7 the bishop of southampton can attend meetings of the house of lords in london.
- 8 i usually go shopping in the high street in tadworth on saturday mornings.
- 9 the cia, the fbi, and mi5 are meeting on a boat in the atlantic ocean to discuss security in europe.
- 10 prince charles said, 'don't write this in the daily mirror, please.'

### Word study

#### Abstract nouns with '-ness'

-ness    *sadness, business, kindness, happiness, usefulness, carelessness, carefulness, hopelessness, silliness*

**Note:** Adjectives ending in '-ful' and '-less' frequently form abstract nouns with '-ness'.

### Exercise 4

Make nouns from these adjectives.

- |            |              |                |
|------------|--------------|----------------|
| 1 ready    | 6 selfish    | 11 helpless    |
| 2 friendly | 7 nervous    | 12 thoughtless |
| 3 great    | 8 slim       | 13 useless     |
| 4 dull     | 9 thoughtful | 14 harmless    |
| 5 mean     | 10 helpful   | 15 shapeless   |

### Exercise 5

Although he was friendly, I didn't like him.

*In spite of his friendliness, I didn't like him.*

Transform these sentences in the same way.

- 1 Although we're nervous, we're going to do it.
- 2 Although he's selfish, he's not really mean.
- 3 Although she's slim, she couldn't get into the dress.
- 4 Although she's happy, she kept on crying.
- 5 Although they're sad, they never stop smiling.
- 6 Although it was dull, I didn't get bored.
- 7 Although she was kind, I didn't particularly like her.
- 8 Although he was helpful, I didn't say, 'thank you'.
- 9 Although it's harmless, I wouldn't eat it.
- 10 Although it's useless, I didn't throw it away.

### Two-word verbs: give

*give away* hand over the bride to the bridegroom at a wedding

*give away* give freely, distribute something

*give away* reveal something, by accident or on purpose

*give back* return something

*give in* surrender, submit

*give in* deliver something (usually to an authority)

*give off* cause smoke or fumes to be made

*give out* distribute, send

*give out* stop, come to an end through weakness

*give up* stop trying, stop

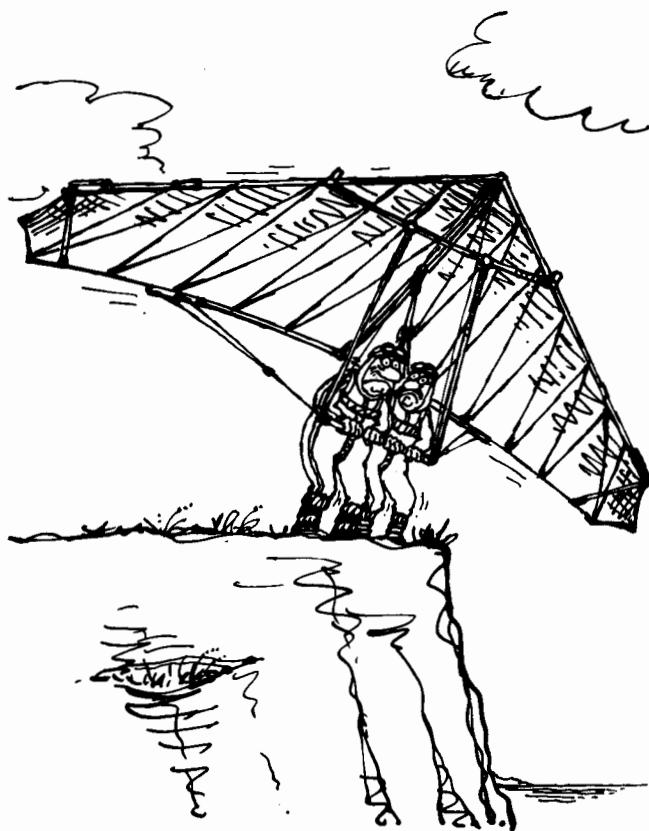
*give somebody up* stop seeing a boyfriend/girlfriend

*give up* stop expecting (someone) to arrive

### Exercise 6

Rewrite these sentences using a two-word verb with 'give'.

- 1 He was trying to swim across the Channel, but he stopped trying after 15 miles, and climbed into a boat.
- 2 They went out with each other for six months, then she stopped going out with him.
- 3 After the lecture, he distributed a booklist.
- 4 The fire sent out poisonous fumes as the chemicals burned.
- 5 Brutus Cray surrendered in the fourth round of his boxing match with Joe Freezer.
- 6 They say supplies of oil will come to an end during the twenty-first century.
- 7 I waited for an hour for her, then I stopped waiting and went home.
- 8 Her father handed her over to the bridegroom.
- 9 He pretended to be a famous singer, but he made several mistakes which revealed his true identity.
- 10 Can I borrow this cassette? I'll return it to you on Sunday.



# Unit 29

**Sue** Have you got my biro?

**Mike** Yes, here it is. Oh, could you xerox the price-list for our new range of hoovers?

**Sue** OK, I'll do it now. By the way, is that my sellotape on the desk?

**Mike** Where?

**Sue** Just there, between the Kleenex and the packet of aspirin ... next to the Blu-tak.

**Mike** Oh, yes. Sorry. Oh, if you're going to the xerox room, could you get me a coffee and a Mars bar?

**Sue** Right, I was going to get myself a Coke anyway.

## Trade Names

Some trade names are used in everyday conversation for all products of the same type, whoever makes them. Others are only used for one product, but are well-known and international.

Read the text below.

Who invented these names?

And what do they actually mean?

## Exercise 1

How many trade names can you find in the conversation?

Are they the same in your language?

<h1>THERMOS</h1> <p>Vacuum flasks. Named after a 1904 competition to choose a name. From Greek, <i>thermos</i>, 'hot'. Registered trade mark.</p>	 <p>Toy building bricks. Danish, 1950's, from Danish, <i>leg godt</i>, 'play well'. Trade name is used in every country where it is sold.</p>	<h1>Kleenex*</h1> <p>Paper tissues. Based on 'clean'. Introduced 1924, USA. Registered trade mark.</p>
<h1>DISPRIN</h1> <p>Soluble aspirins. From 'dissolve' and 'aspirin'. Name registered 1944 Liverpool. 'Aspirin' (from Greek) used to be a trade name until 1917.</p>	<h1>BAND-AID®</h1> <p>USA adhesive plasters. Word play on 'bandage'. 'Elastoplast' is the best known British brand.</p>	 <p>A well-known trade mark deriving from the founder's name – W H Hoover. He introduced a patented suction cleaner in the USA (1908) and in the UK some ten years later.</p>
<h1>Biro</h1> <p>Ball point pen invented by Laszlo Biro, a Hungarian, in 1943. Registered trade mark of Biro-Bic Ltd.</p>	 <p>Registered trade mark of Levi Strauss and Company for their jeans. First made in 1850 by Levi Strauss, Bavarian immigrant to USA.</p>	<h1>Coca-Cola</h1> <p>Coca-Cola dates back to 1893. Short form 'Coke' appeared around 1917. The company registered it as a trade mark.</p>
<h1>JEEP</h1> <p>1940. Usual explanation 'GP' (General Purpose vehicle). Actually comes from 1930's comic book character who made a 'jeep, jeep' noise.</p>	<h1>XEROX</h1> <p>Photocopiers. 1948. Name from Greek <i>xeros</i>, 'dry'. Registered trade mark.</p>	<h1>Sellotape®</h1> <p>UK. 1937. Transparent adhesive tape. Name from cellulose tape. In USA and elsewhere 'Scotch Tape' is the best-known brand.</p>

## Exercise 2

Using the information opposite, see how quickly you can find these pieces of information. Use a dictionary if necessary.

- 1 The number of trade names derived from Greek.
- 2 The number of trade names based on people's names.
- 3 The number based on English words spelled differently.
- 4 The number of names which *might* be based on initial letters.
- 5 The most recent trade name.
- 6 The oldest name in the list.
- 7 The names which are more popular in the USA, with their British equivalents.
- 8 The names which can be used as verbs.
- 9 How many of the names refer to food or drink?
- 10 How many of the items might be found on an office desk?
- 11 How many might be found in a medicine cupboard?

## Exercise 3

Choose three of the products. Write out complete paragraphs including

- The information in the text.
- Other information you know about the product.

These questions may help you.

Have you seen or used one?

What range of products are included in the name?

Are they sold in your country?

Is the name used generally in your country?

## Word study

### Nouns with '-ance', '-ence', '-ancy' and '-ency'

-ance	<i>romance, finance, performance, nuisance, substance</i>
-ence	<i>violence, absence, silence, conference, innocence</i>
-ancy	<i>accountancy, pregnancy, vagrancy, truancy, buoyancy</i>
-ency	<i>efficiency, currency, fluency, agency, emergency</i>

## Exercise 4

Make nouns ending with '-ence' from these words.

- |                   |                    |
|-------------------|--------------------|
| 1 refer .....     | 5 transfer .....   |
| 2 confer .....    | 6 coincide .....   |
| 3 prefer .....    | 7 depend .....     |
| 4 interfere ..... | 8 correspond ..... |

## Exercise 5

Make nouns ending with '-ence' from these adjectives.

- |                     |                  |
|---------------------|------------------|
| 1 patient .....     | 5 innocent ..... |
| 2 absent .....      | 6 eloquent ..... |
| 3 permanent .....   | 7 violent .....  |
| 4 magnificent ..... | 8 silent .....   |

## Exercise 6

Make nouns ending with '-ance' from these verbs.

- |                  |                   |
|------------------|-------------------|
| 1 perform .....  | 5 disappear ..... |
| 2 admit .....    | 6 accept .....    |
| 3 tolerate ..... | 7 annoy .....     |
| 4 appear .....   | 8 resist .....    |

## Exercise 7

Make nouns ending with '-ance' from these adjectives.

- |                   |                    |
|-------------------|--------------------|
| 1 arrogant .....  | 6 important .....  |
| 2 radiant .....   | 7 romantic .....   |
| 3 defiant .....   | 8 persistent ..... |
| 4 dominant .....  | 9 relevant .....   |
| 5 luxuriant ..... | 10 annoying .....  |

## Exercise 8

Complete the spaces with nouns ending in '-ancy' or '-ency'.

- 1 ..... normally lasts nine months.
- 2 If you go to a Travel ..... they can change your ticket.
- 3 The yen is the ..... of Japan.
- 4 In an ..... , you should dial 999.
- 5 He studied ..... for six years, before becoming an accountant.
- 6 The new boss is very keen on .....

## Two-word verbs: cut

*cut across* take a shorter route across somewhere

*cut away* remove by cutting

*cut back/down (on)* reduce one's consumption of

*cut down* make something fall by cutting, kill

*cut in (on)* interrupt (someone)

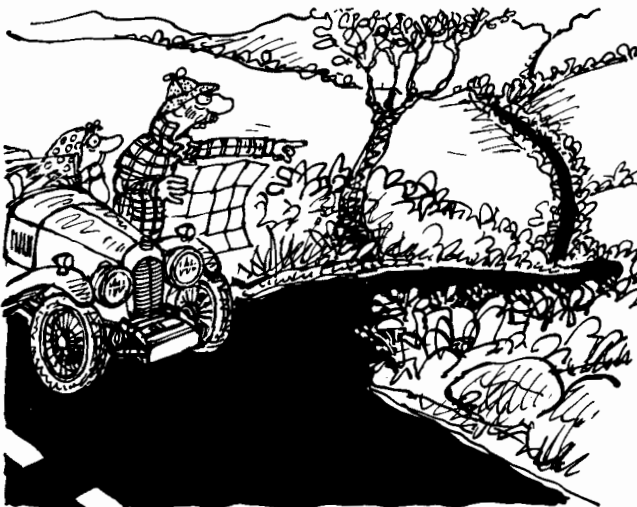
*cut off* remove something by cutting, stop, interrupt, disconnect someone/something

*cut out* stop operating

*cut out* remove by cutting, leave out, omit

*cut up* be upset

## Exercise 9



Complete the spaces.

- 1 It's 20 miles on the map. It'll be much less if we cut ..... country.
- 2 Suddenly, with no warning, the car engine cut .....
- 3 He was terribly cut ..... when he heard the news of her death.
- 4 I'm trying to cut ..... cigarettes.
- 5 I was talking on the phone, when we were cut .....
- 6 The government is cutting ..... on hospitals and schools.
- 7 I think you should cut that joke ..... of your lecture.
- 8 She cut ..... the conversation to say it was time for lunch.

# Unit 30

## Language summary

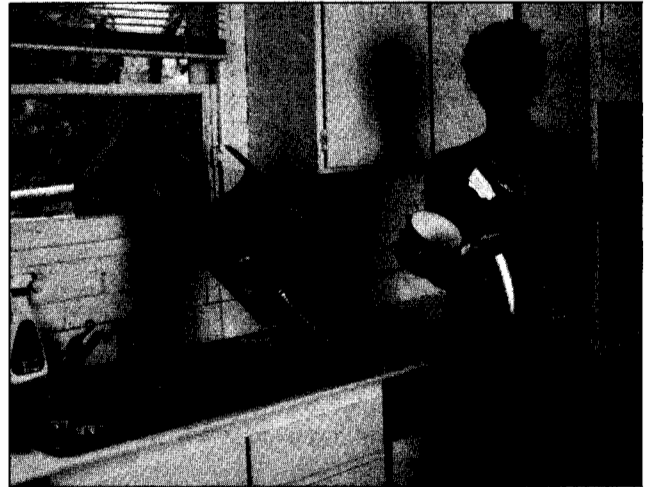
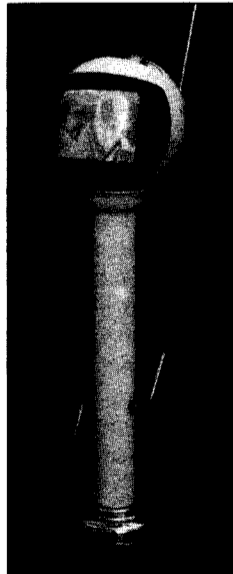
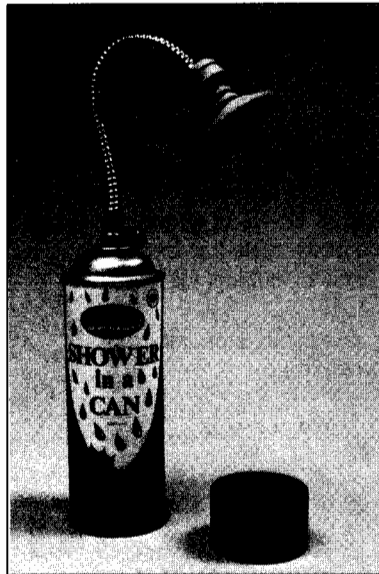
### Purpose

*What's it for/What does it do/What do you do with it/  
What's the purpose of it/How does it work/What's it  
supposed/meant to do?*

*It's for/It's for doing/It's used for . . ./You use it for/You  
use it so (that) you can . . ./You use it in order to . . .*

### Exercise 1

Four of the five pictures below are taken from 'The Better Living Catalogue' by Philip Garner (Sidgwick & Jackson, 1983). Only one is a genuine gadget, which is on sale. Which one is it? (The answer is at the foot of the page.)



### Exercise 3

Try to sell one of the gadgets to another student. Write an advertisement saying what it's for, and why he/she needs it.

The genuine gadget is the double umbrella.

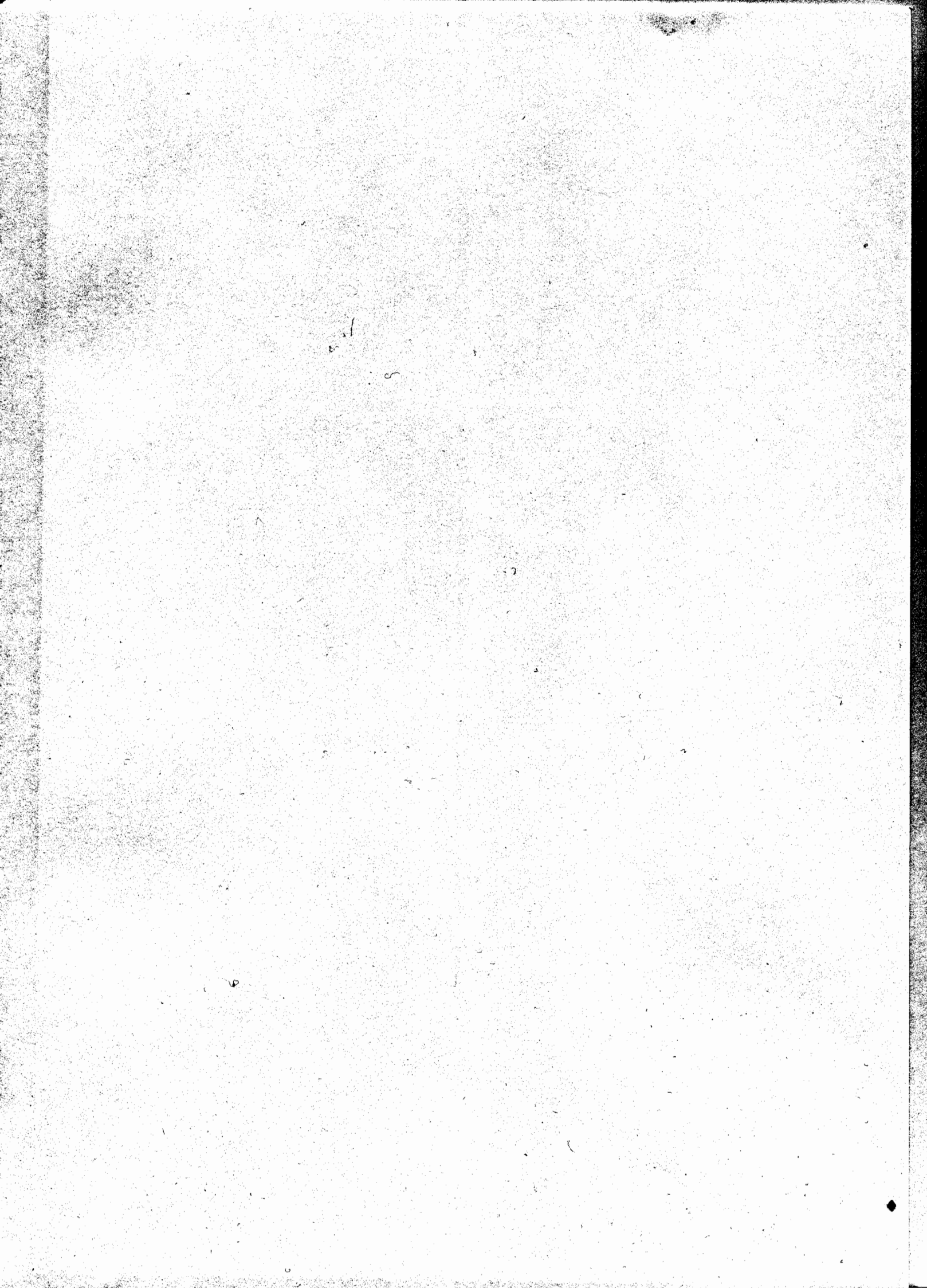




**Word study and Two-word verbs: Index**

Unit	Word study	Two-word verbs	Unit	Word study	Two-word verbs
1	Prefixes and Suffixes		16	Adjectives <i>-ist, -al, -ic, -istic</i>	<i>fall</i>
2	Adjectives <i>un-</i>		17	Adjectives <i>-ary, -ory, -ical</i>	<i>send</i>
3	Adjectives <i>in-</i>		18	Adjectives, nouns and verbs <i>-less, up-, down-, -proof, -wide</i>	<i>work</i>
4	Adjectives <i>il-, ir-, im-</i>		19	Adjectives <i>-ate, -ent</i>	<i>call</i>
5	Adjectives and nouns <i>non-, not</i>	<i>look</i>	20	Adjectives <i>-ous, -an, -ive</i>	<i>be</i>
6	Adjectives and nouns <i>dis-</i>	<i>come</i>	21	Adjectives and compound adjectives <i>-ing, -ed</i>	<i>carry</i>
7	Adjectives and nouns <i>mis-</i>	<i>go</i>	22	Measurement adjectives <i>a three-minute walk</i>	<i>pass</i>
8	Review: <i>in-, mis-, il-, im-, ir-, dis-, non-, not</i>	<i>run</i>	23	Scientific adjectives <i>sunny, solar</i> Compound nouns <i>eyelid, eye-strain, eye shadow</i>	<i>make</i>
9	Adjective formation <i>-y, -ly</i>	<i>turn</i>	24	Masculine and feminine <i>-man, -woman, -ess, -ette, -person</i>	<i>stand</i>
10	Adjective formation <i>-like, style, -type</i>	<i>get</i>	25	Nouns <i>-tion, -sion, -ssion, -version</i>	<i>set</i>
11	Adjectives <i>-able, -ible</i>	<i>take</i>	26	Nouns <i>-ty, -ity, -iety</i>	<i>pull</i>
12	Adjectives <i>-less, -ful</i>	<i>bring</i>	27	Nouns <i>-ment</i>	<i>see</i>
13	Adjectives <i>-ish</i>	<i>put</i>	28	Nouns <i>-ness</i>	<i>give</i>
14	Apostrophes <i>'s, -s'</i>	<i>keep</i>	29	Nouns <i>-ance, -ence, -ancy, -ency</i>	<i>cut</i>
15	Nationality adjectives <i>-an, -ian, -ese, -ish, -i</i>	<i>hold</i>	30	Nouns <i>-y, -ie, -acy, -archy</i>	<i>do let</i>

Workbook B continues with the treatment of two-word verbs and word building.





# Workbook A

This Workbook has been prepared to give additional practice of the structures which are presented in Units 1–30 of **Streamline English Directions**.

There are 30 units in the Workbook which relate directly to the equivalent units in the student's book.

This Workbook contains:

two pages giving further practice of the language items learnt in each unit of the student's book

a language summary at the start of each unit showing the structures and functions to be studied

a word study section which concentrates on vocabulary building and two-word verbs

texts, exercises, puzzles and illustrations as lively and interesting to work with as the contents of the student's book

Another book (Workbook B) is available for learners who are studying Units 31–60 of **Streamline English Directions**.

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