

CLICK ON



Student's Book

Virginia Evans - Neil O'Sullivan



Express Publishing



Published by Express Publishing

Liberty House, New Greenham Park, Newbury,
Berkshire RG19 6HW
Tel.: (0044) 1635 817 363
Fax: (0044) 1635 817 463
e-mail: inquiries@expresspublishing.co.uk
<http://www.expresspublishing.co.uk>

© Virginia Evans - Neil O'Sullivan, 2002

Design and Illustration © Express Publishing, 2002

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system, or transmitted in any form, or by any means, electronic, photocopying or otherwise, without the prior written permission of the publishers.

First published August 2002

Published in this edition July 2003

ISBN 1-84325-781-5

Acknowledgements

Authors' Acknowledgements

We would like to thank all the staff at Express Publishing who have contributed their skills to producing this book. Thanks are due in particular to: Megan Lawton (Editor in Chief), Stephanie Smith and Sean Todd (senior editors), Michael Sadler and Andrew Wright (editorial assistants), Richard White (senior production controller), the Express design team, Onyx (recording producer) and Rachel Robbins, Kevin Harris, David Smith, Erica Thompson, Kimberly Baker, Timothy Forster, Steven Gibbs, Eric Simmons, Christine Little and Eric Taylor for their support and patience. We would also like to thank those institutions and teachers who piloted the manuscript, and whose comments and feedback were invaluable in the production of the book.

The authors and publishers also wish to thank the following for their kind permission to use copyright material: *"The smart way to live"*, © Mike Leidig, The Sunday Times, on ps. 14, 15.

Photograph Acknowledgements

Beat Schertenlieb for photographs on ps. 14, 15, website: www.futurelife.ch

Colour Illustrations: Nathan

Music Compositions & Arrangement by Ted and Taz

While every effort has been made to trace all the copyright holders, if any have been inadvertently overlooked the publishers will be pleased to make the necessary arrangements at the first opportunity.

CLICK ON 4

Student's Book

Virginia Evans - Neil O'Sullivan



Express Publishing

Contents

	TOPICS	VOCABULARY	GRAMMAR
MODULE 1	UNIT 1 There's no place like home (pp. 6 - 19)	dwellings; daily routines	houses; furniture & appliances; everyday activities
	UNIT 2 A rolling stone gathers no moss (pp. 20 - 33)	holidays; the weather; travel	travel & holidays; the weather; holiday problems; means of transport
	MODULE 1 SELF-ASSESSMENT (pp. 34 - 35)		
MODULE 2	UNIT 3 Remember days gone by (pp. 38 - 51)	milestones & memories; describing people; education	physical appearance; character; stages in life; emotions & feelings
	UNIT 4 Health is better than wealth (pp. 52 - 65)	health; feelings	health problems; medicines; feelings & experiences
	MODULE 2 SELF-ASSESSMENT (pp. 66 - 67)		
MODULE 3	UNIT 5 Be clean, be green (pp. 70 - 83)	environment; endangered species	water-environmental problems; conservation; endangered species
	UNIT 6 Necessity is the mother of invention (pp. 84 - 97)	technology; computers	modern inventions; describing objects; robotics
	MODULE 3 SELF-ASSESSMENT (pp. 98 - 99)		
MODULE 4	UNIT 7 On the Market (pp. 102 - 115)	shopping; clothes	shops & goods; services & complaints; clothes & accessories
	UNIT 8 First come, first served (pp. 116 - 129)	food & drinks; eating habits	food; methods of cooking; cooking utensils; tastes; containers
	MODULE 4 SELF-ASSESSMENT (pp. 132 - 133)		
MODULE 5	UNIT 9 Just for the fun of it (pp. 134 - 147)	sports & leisure; activities	team sports; qualities; leisure activities; entertainment
	UNIT 10 Breaking News (pp. 148 - 161)	the media; disasters	the press/newspapers; radio & television; disasters
	MODULE 5 SELF-ASSESSMENT (pp. 162 - 163)		
	GRAMMAR REFERENCE SECTION 164		
	IRREGULAR VERBS 174		
	AMERICAN ENGLISH - BRITISH ENGLISH GUIDE 175		
	WORD LIST 176		
	WORD FORMATION 182		

READING	WRITING	LISTENING	SPEAKING
The Smart Way to Live (understanding text structure) Culture Clip: <i>A Traditional British Craft</i>	a letter of invitation to a friend an advertisement for a house	note taking; understanding attitude; specific information; True/False Intonation: in greetings	requesting services; reaching an agreement; greetings; introducing people; renting a house
Welcome to Mexico (multiple matching) Culture Clip: <i>Quebec, Winter Festival; Edinburgh Military Tattoo</i>	an article describing a place a promotional poster for your country an article describing a festival in your country	multiple choice; multiple matching Intonation: in short answers	buying a ticket; problem solving; making a hotel reservation; prioritising
Florence Nightingale: The Lady with the Lamp (multiple matching) extract from <i>Jane Eyre</i> by Charlotte Brontë	a narrative an article describing your country's national hero	multiple matching; True/False; Yes/No; Intonation: in echo questions	giving/responding to news; describing people; talking about recent experiences
Traditional Folk Medicine (multiple matching) Culture Clip: <i>The St John Ambulance Brigade</i>	an assessment report an article about a voluntary organisation in your country	identifying sounds; identifying speakers; multiple matching; Yes/No Intonation: in expressing emotions	expressing preferences; giving advice; making speculations; making decisions; guessing; describing symptoms
Birds in danger (gapped text) extract from <i>Moby Dick: Or the Whale</i> by Herman Melville	an article providing solutions to problems a poster about an endangered species	multiple matching; note taking; Yes/No Intonation: key word stress	asking for/expressing opinions; making suggestions
SDR-4X: King of the Dance Floor (gapped text) extract from <i>20,000 Leagues under the Sea</i> by Jules Verne	a letter of complaint an advertisement for a robot an inventor's biography	multiple matching; note-taking; True/False Intonation: stress in lists of adjectives	reporting problems; making complaints; reporting lost items
Markets around the World (multiple matching) Culture Clip: <i>A proud tradition</i>	a transactional letter applying for a job a short article describing national dress an article describing a market	multiple matching; multiple choice; True/ False Intonation: in questions	making a complaint; exchanging goods; buying things
A Change For the Better? (multiple choice) extract from: <i>Coral Island</i> by R M Ballantyne	a narrative descriptive article of a visit to a place a narrative	multiple matching; listening for specific information; True/False Intonation: compound nouns	giving instructions; saying "no" politely; making recommendations
Olympic Games: A Human Success Story (understanding gist) Culture Clip: A Magnificent Tribute to Sports & Entertainment	an opinion essay a sports day project a descriptive article about a stadium	note taking; multiple matching; selection from two answers; True/False Intonation: regrets	making invitations; making suggestions; booking a ticket; expressing opinions; decision making
Media Movers and Shakers (multiple matching) <i>My Shadow</i> by R L Stevenson	a short biography a proposal report	True/False; note taking; multiple choice; Yes/No Intonation: word stress	asking for information; giving advice; making suggestions; demanding explanations

At Home & Abroad

◆ Before you start...

How long have you been studying English?
Why do you learn English?
What career will you pursue?

◆ Listen, read and talk about...

There's no place like home

UNIT 1

- houses
- rooms, furniture & appliances
- daily routines



Module 1

Units 1-2

A rolling stone gathers no moss

UNIT 2

- travel and holidays
- weather
- holiday problem
- means of transport

◆ Learn how to ...

- describe your home
- talk about your daily routine
- rent a house
- greet people
- ask people for/give directions
- introduce people
- reach an agreement
- request services
- prioritise
- make a hotel reservation
- describe experiences
- buy a ticket
- make suggestions/agree-disagree

◆ Practise ...

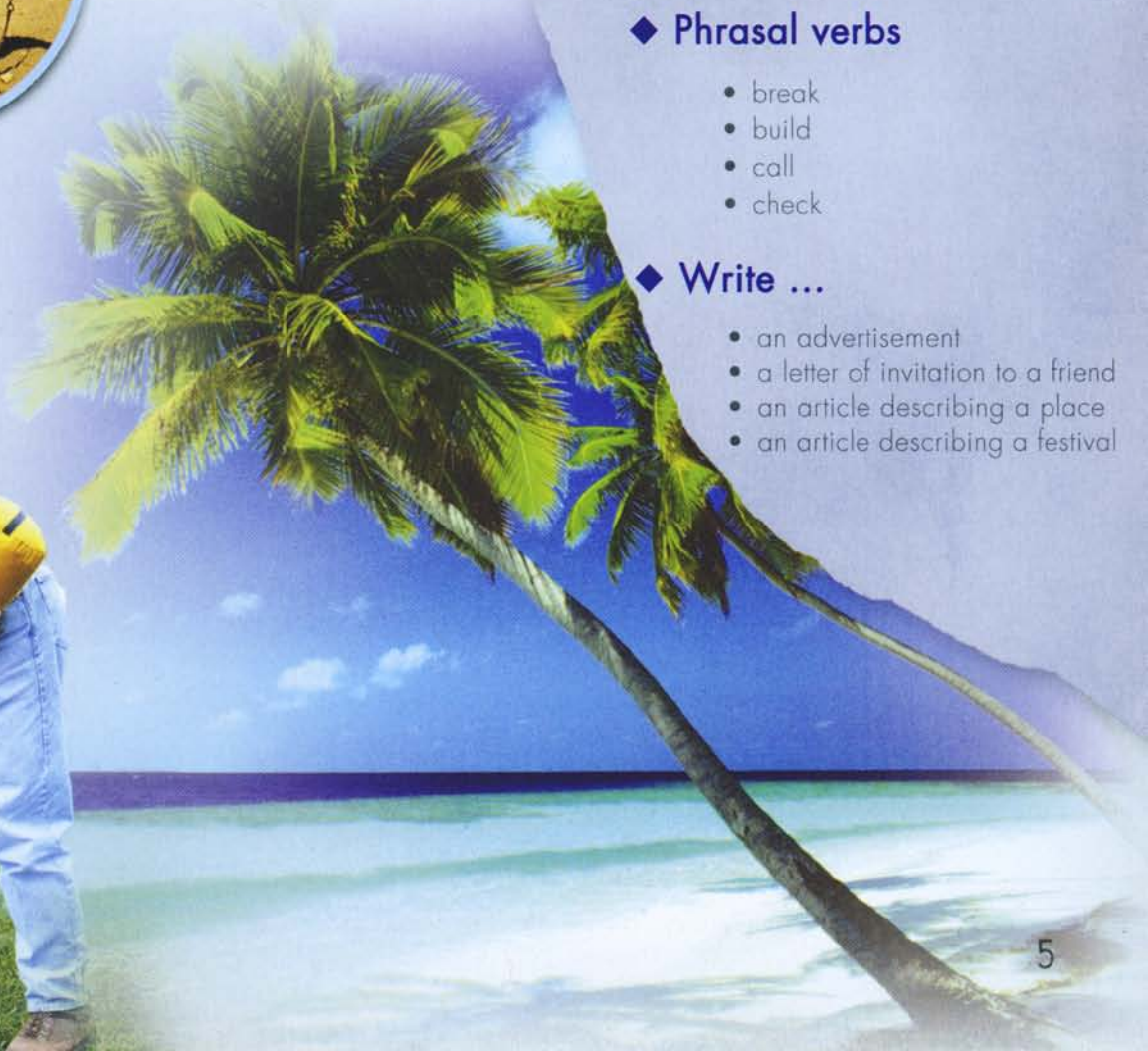
- present tenses
- adverbs of frequency
- stative verbs
- adverbs of time
- future tenses
- conditionals Type 0 & 1
- the definite article

◆ Phrasal verbs

- break
- build
- call
- check

◆ Write ...

- an advertisement
- a letter of invitation to a friend
- an article describing a place
- an article describing a festival



There's no place like home

Lead-in

1 What does the title mean? How is it related to the pictures? Can you think of an alternative title?

2 a) Look at the pictures A to C and say as many words as possible related to 'houses'.

b) Use the prompts to describe each picture, then describe your house.

A cottage – thatched roof – attic – front garden – chimney – in the countryside – by a river


B terraced houses – by a beach – garage/ground floor – a flight of stairs – front door – two-storeyed – balcony

C detached house – residential area – verandah – front garden – path – rake leaves – chat – neighbours – garden fence


Picture A shows a beautiful cottage with a thatched roof. It ...

c) What do you like/dislike most about your house? Do you have any problems with your house? Do you get on well with your neighbours? Why/Why not?

Listening and Reading

3  Listen and repeat, then close your books and try to remember as many sentences as possible.

- Could I have a word with you, please?
- What about?
- I'm terribly sorry.
- What do you suggest?
- Let's hope that's the end of it.
- What's the nature of the problem?
- We'll take care of it in no time.
- Which area did you have in mind?
- That sounds promising!

4  Listen and match the dialogues A to C to the situations. How are the speakers related?

- | | | |
|------------|---|----------------------------|
| Dialogue A | 1 | renting a cottage |
| Dialogue B | 2 | requesting services |
| Dialogue C | 3 | complaining to a neighbour |



5 Read the dialogues A to C and mark the sentences 1 to 5, T (true) or F (false).

- | | | |
|---|---|-------|
| 1 | Mrs Penn is annoyed. | ..... |
| 2 | Mrs Keys is having problems with her plumbing. | ..... |
| 3 | Mrs Keys' living room is flooded. | ..... |
| 4 | Mr Adams wants to spend his holiday by the sea. | ..... |
| 5 | Mr Adams has got a big family. | ..... |

A Mrs Penn: Oh, Mrs Conway. Could I have a word with you, please?

Mrs Conway: Yes, of course. What about?

Mrs Penn: It's about your dog. He **keeps me up** all night with his barking. I haven't been able to sleep **properly** for days. It's really **disturbing** me.

Mrs Conway: I'm terribly sorry. I **realise** it's annoying, but he's only a puppy. I'm sure he'll grow out of it soon.

Mrs Penn: That's not good enough I'm afraid. Do you think you could do something about it?

Mrs Conway: What do you **suggest**?

Mrs Penn: Why don't you take him to **obedience classes**? Maybe that would stop his **racket**.

Mrs Conway: Yes, I'll try that. I am really sorry.

Mrs Penn: Well, alright then. Let's hope that's the end of it.

- B** John: Black and Sons, how can I help you?
- Mrs Keys: Hello. My name is Mrs Keys. I've got a **serious** problem with my roof.
- John: What's the nature of the problem?
- Mrs Keys: It **leaked** during the night and now there is a large **puddle** in the middle of my living room. I need the roof **repaired urgently**.
- John: I see. If you just give me your address, I'll send someone round **immediately**.
- Mrs Keys: It's 32, Brookside Lane.
- John: Alright then, Mrs Keys. Don't worry, we'll take care of it **in no time**.
- Mrs Keys: That would be wonderful, especially since the **weather forecast** is for more rain this weekend.

- C** Don: Good morning, Homefinders. Don speaking. How may I help you?
- Mr Adams: Good morning. I'm calling to **enquire** about renting a summer cottage for the month of August.
- Don: Right. Which area did you **have in mind**, sir?
- Mr Adams: Well, somewhere **quiet** by the sea.
- Don: I see. And how many bedrooms are you **looking for**?
- Mr Adams: Just one.
- Don: Alright, let me **see** what we have ... ah yes, we have a **lovely** cottage in Portsmouth.
- Mr Adams: How much is it?
- Don: It's £200 a week.
- Mr Adams: That sounds promising! Can you send me the **details**?
- Don: Of course.

6 a) Read the dialogues again and explain the words in bold, then use them to make up sentences.

b) Suggest synonyms for the highlighted words.

c) In pairs, read out the dialogues.

C



Vocabulary

• Houses

7 a) Use the words below to complete the table. What other words can you add?

- traditional • centrally located • spacious
- flat • family-sized • modern • farmhouse
- (semi) detached • average • on the coast
- terraced • roomy • village • in the suburbs
- residential area • town house • cottage

Style	traditional,
Type:	flat,
Location:	centrally located,
Size:	spacious,

Speaking

b) Use words from above, as well as your own ideas, to describe the house you/your friends live in, in the countryside or in the city.

*I live in a modern flat which is centrally located ...
My friend Mary lives in a traditional farmhouse in a small village.*

8 a) Match the words in the lists. Then put the features under the headings:
Interior – Exterior.

- | | |
|----------|--------------|
| central | water |
| front | pool |
| air | staircase |
| fitted | kitchen |
| private | garage |
| double | glazing |
| swimming | heating |
| spiral | conditioning |
| two-car | garden |
| running | parking |

Interior: central heating,

Exterior:

b) Use the phrases to make up sentences using the words in the list, as in the example.

- as well as • besides • also • but • however

There's no central heating in our house, but there is a front garden.

9 Complete the advertisement with words from Ex. 8a.

Cape & Co.
ESTATE AGENT'S

FOR SALE

Spacious detached 4-bedroomed house in Cambridge. Luxurious lounge with fireplace, dining room, two bathrooms and modern, 1) kitchen, special features include a spiral 2) leading to 2nd floor. Also has central 3) Outside: two-car 4), front and rear 5) and a patio at the back. Contact Jane Atkins at 01223 37623.

• Project

Use the prompts to write an advertisement for the house in the picture.

- detached house • 2 bedrooms • fireplace
- garage • front garden • contact: Bob Horkins
- Tel: 07815086006 (mobile)
- Location: 21, Apple Street, Brighton



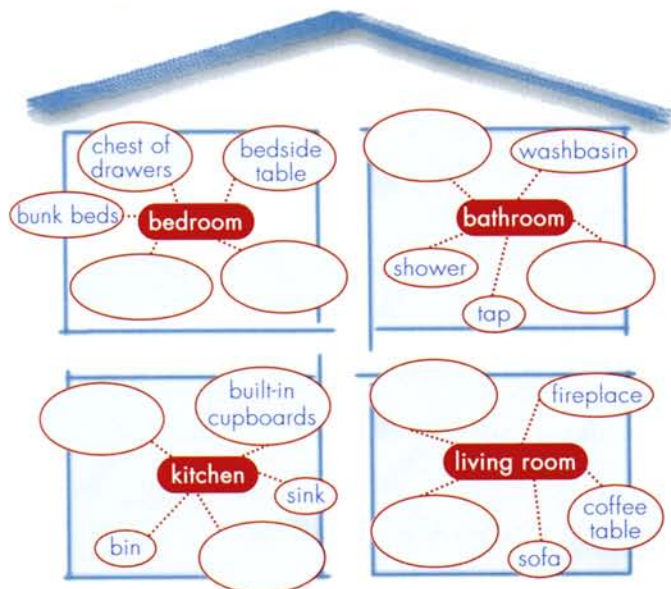
Listening

10 a) Listen and mark the statements T (true) or F (false).

- The flat has two bedrooms.
- The bedroom is close to the bathroom.
- There's a washing machine in the kitchen.
- The rent is £200 a month.
- The cleaner can clean the flat twice a week.

• Rooms, Furniture and Appliances

- 11 In pairs, think of two more words to complete the spidergrams. Use the words to describe the rooms in your house.



- 12 a) Which of these appliances do you use in your home? What other appliances do you have?



- b) Which three do you consider the most useful? Why?

• Daily Routines

- 13 Make up sentences about yourself using the verbs: *have*, *go*, *make* or *do*.

- 1 a shower/a bath/breakfast
- 2 the washing-up/the ironing/the shopping
- 3 home/to school/to work/to bed
- 4 lunch/the bed

I have a shower every morning.

- 14 Ask and answer, as in the example.

- wash/dishes • mop/floor • vacuum/carpets
- cook/lunch • tidy/bedroom • sweep/floor
- iron/clothes • dust/furniture • mow/lawn
- often • rarely • frequently • sometimes
- never • every

A: *How often do you wash the dishes?*

B: *I rarely wash the dishes. What about you?*

A: *I never wash them. I hate doing it.*

- 15 Use the prompts to ask and answer, as in the example.

- fireplace • glass table • armchair • carpet
- sofa • cushions • TV cabinet • lamp
- on • between • next to • in front of
- under • opposite



A: *Where is the fireplace?*

B: *It's between the door and the window.*

• Idioms and Fixed Phrases

- 16 Underline the correct word and then explain the phrases.

- 1 John does nothing all day but watch soap operas. He's such a couch potato/tomato.
- 2 When Alex realises that I have broken his new camera he will hit the floor/roof.
- 3 My mother always says that too many cooks spoil the stew/broth.

• Game

A leader thinks of an action and mimes it in front of the class. Students, in teams, try to guess what he/she is doing. Each team can ask five questions. Choose another leader and continue the game.

Team A S1: *Are you washing something?*

Leader: *No, I'm not.*

Team B S1: *Are you mopping the floor?* etc

Grammar in Use

• Present Tenses

Grammar Reference

17 Identify the tenses in bold, then match them to their use.

- 1 The floor is shiny because she **has just waxed** it.
- 2 It **is getting** hotter and hotter every day.
- 3 My sister never **cleans** her room.
- 4 Snow **melts** in the spring.
- 5 We **are looking** for bedroom furniture at the moment.
- 6 We **are moving** house next week.
- 7 My father **has been gardening** since early this morning.
- 8 Football practice **starts** at 9 am.

- a law of nature
- b permanent state, repeated action
- c gradual development
- d fixed arrangement for the future
- e timetable
- f action which started in the past and continues up to the present with emphasis on duration
- g result/consequence of a past activity in the present
- h action happening at the time of speaking

18 a) Put the verbs in brackets into the **present simple, present continuous, present perfect, or present perfect continuous** tense.

- 1 Jade and Tom (have) a car boot sale next Saturday.
- 2 The removal company (come) at two o'clock tomorrow.
- 3 She's tired. She (clean) the house since morning.
- 4 The DIY Shop (not/usually/close) before 9 pm on weekdays.
- 5 John (not/come) in today. He (work) all night.
- 6 (you/hear)?
A property developer (build) some luxury flats on the waterfront.

Speaking

b) Say two things you: **do/don't do every day; are/aren't doing now; are doing tomorrow.**

I wake up early in the morning.

I don't go to school by bus.

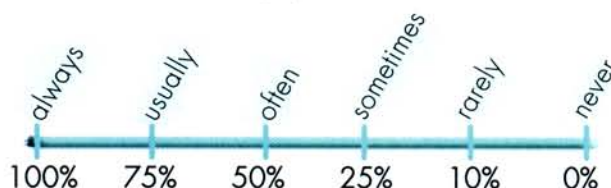
I'm ...

• Adverbs of Frequency

Grammar Reference

19 Use the prompts and the table to talk about the things you do/don't do at the weekend. You can add your own ideas.

- go out with friends • watch TV • do sports
- have swimming lessons • go shopping
- do the housework • surf the net
- do the washing up • visit relatives



I usually go out with friends at the weekend.

• Stative Verbs

Grammar Reference

20 a) Study the table.

The verbs **believe, forget, hate, know, like, love, need, prefer, realise, remember, seem, suppose, understand, want** do not normally have continuous tenses.

When the verbs **consider, appear, think, taste, see, look, smell, feel** and **have** have continuous tenses their meaning changes.

I see what you mean. (= understand)

I am seeing my dentist on Monday. (= am visiting)

b) Put the verbs in brackets into the **present simple or present continuous**.

- 1 A: I (look) for somebody to decorate my living room.
B: How about Gill?
- 2 A: Steve (consider) moving to the countryside soon.
B: Really? I (not/think) he should make any hasty decisions.
- 3 A: I (feel) tired.
B: Why don't you take a nap?
- 4 A: Why (you/taste) the sauce?
B: To see if it (need) some pepper.
- 5 A: Tom (seem) to be rather nervous.
B: Well, he (appear) in a new TV series, that's why.

Speaking

- 21 How has your life changed over the past 5-6 years? In pairs talk about yourself referring to your:

• appearance • lifestyle • activities • interests

In the past 5-6 years, I've gained weight.

- 22 Use the prompts to act out dialogues, as in the example.

• travel abroad • attend a concert
• stay in a caravan • try Chinese food
• sleep in a tent • fly on Concorde

A: Have you ever travelled abroad?

B: Yes, I have.

A: Really? When was that?

B: Two months ago. Have you ever attended a concert? etc

A: No, I haven't. etc

• Adverbs of Time



Grammar Reference

- 23 Use the time adverbs in the box and the prompts below to talk about yourself, as in the example.

• already • still • every day • now • since
• next Friday • at the moment • yet • for
• every weekend • at present • tomorrow

• clean my room • wash the dishes
• walk the dog • do homework • go shopping
• go to the cinema • watch a video

I have already cleaned my room.

I still haven't washed the dishes.

- 24 Use the prompts and the **present perfect** or **present perfect continuous** to ask and answer, as in the example.

• know your best friend • use a PC
• learn English • live in this area

A: How long have you known your best friend?

B: I have known her for five years.

- 25 Use the prompts to act out dialogues, as in the example.

- 1 worn out –
clean/house
• mop/floor (✓)
• wash/dishes (✓)
• iron/clothes (X)



A: You look worn out. What have you been doing?

B: I've been cleaning the house.

A: What have you done?

B: Well, I've already mopped the floor and washed the dishes, but I haven't ironed the clothes yet.



- 2 dirty –
repair/bicycle
• replace/chain (✓)
• clean/gears (✓)
• check/tyres (X)

- 3 exhausted –
paint/garage
• mix/paint (✓)
• whitewash/walls (✓)
• clean/brushes (X)



- 26 Circle the correct answer, as in the example.

1 I'm too tired to play tennis today, I boxes since morning.

(A) have been packing

B am packing

C have packed

2 She can't come. Her car down.

A has broken B has been breaking C breaks

3 He can't answer the phone, he a shower.

A has had B has C is having

4 Raoul is an excellent journalist. A top newspaper him an important job.

A is offering B has offered C offers

5 I Fred is interested in opera.

A am not thinking

B don't think

C haven't thought

Grammar in Use

• Error Correction

- 27** Read the text below and look carefully at each line. If the line is correct put a tick (✓). If it has a word that should not be there write this word at the end of the line, as in the examples.



Read the title of the text in order to get an idea of what the text is about. Read the text once, then read it sentence by sentence. Look for mistakes with articles, prepositions, pronouns, auxiliary/modal verbs, comparative forms, etc. The extra words are **wrong**, not just unnecessary.

An Unusual Life

Trevor Baglis is being a true British eccentric. He is best known as an inventor, although he has had many unusual jobs. He trained as a structural engineer but he has also worked such as a circus performer as well as running his own business selling swimming pools. As one would be expect from an eccentric, Baglis' house is quite unusual. For the last thirty years he has been lived on Eel Pie Island, a sandbank in the River Thames and has an indoor swimming pool just inside of his front door. The invention that it made Baglis famous is the clockwork radio. He heard how hard it was for people in the South Africa to hear news and health warnings without have electricity. His solution to this problem was a very successful, with 120,000 of his radios were being made every month. He doesn't want to stop there however. His most latest idea is to set up a company which will help other inventors to get on their ideas into production.

- | | |
|----|-------|
| 0 | being |
| 00 | ✓ |
| 1 | ..... |
| 2 | ..... |
| 3 | ..... |
| 4 | ..... |
| 5 | ..... |
| 6 | ..... |
| 7 | ..... |
| 8 | ..... |
| 9 | ..... |
| 10 | ..... |
| 11 | ..... |
| 12 | ..... |
| 13 | ..... |
| 14 | ..... |
| 15 | ..... |

• Key Word Transformations

- 28** Complete the second sentence using the word in bold. You can use two to five words including the word given. Do not change the word given.



Read the whole sentence then look at the key word. Try to work out what is being tested (passive, indirect speech, part of speech, etc). Complete the sentences without changing the word given. Check that you have written two to five words. Also check for spelling.

- It's the first time Sam has eaten French food.
never Sam before.
- A smell of gas has been coming from this room all week.
smelling This room all week.
- Shauna hasn't found a flat yet.
still Shauna a flat.
- It's more than a week since I spoke to Brian.
for I have a week.

- Tom is still fixing the roof.
finished Tom
.....
.....
the roof yet.
- It's the most spectacular film I've ever seen.
never I
.....
.....
a spectacular film before.

• Phrasal Verbs

- 29** a) Complete the sentences with the correct form of the phrasal verbs from the list, as in the example.
- break in(to) • build on
 - build up • break down
 - break off
- The thief **broke into** the shop and stole all the money from the till. (enter by force)
 - Jane's fiancé the engagement right before the wedding. (end)
 - Our computer system during the storm. (stop working)
 - Kenny's savings have since he opened a bank account. (increase gradually)
 - The new coach helped the team their skills. (improve)

b) Choose one of the phrasal verbs from the list and draw a picture about it. The class guesses the phrasal verb it illustrates.

Listening & Speaking

• Renting a House

- 30 a) Listen to a man talking to an estate agent on the telephone about a house he would like to rent and complete the sentences (1-7).

TIP

Read each sentence and think of what is missing. e.g. name, a number, etc. Listen and start filling in. You can write up to three words. Listen again and fill in the rest of the answers. Check what you have written.

Steve wants to live somewhere 1 .
 Steve is only interested in 2 .
 The estate agent has 3 and
 basement flats to offer.
 Steve does not want anything on
 4 .
 The rent must be between 5
 pounds per month.
 He wants a 6 flat.
 The flat must have a 7
 and central heating.

b) Imagine you are looking for a new home. Use the prompts below to talk to an estate agent about the house/flat.

- detached house • in the suburbs
- 4-bedroomed • £900 a month
- central heating • garage

A: Good morning is this Myers Estate Agent's?

B: Yes, it is. How can I help you?

- 31 a) Compare and contrast the pictures.



Both pictures show ...; Picture A ... whereas Picture B ...;
 Picture A ... In addition, ...; Picture B, on the other hand, ...

b) In pairs, answer the questions.

- Which place would you like to live in? Why?
- How similar is your house to the ones in the pictures?

• Communication

- 32 a) Listen and match the exchanges 1-4 to where they take place.

Exchange 1	A café
Exchange 2	B house
Exchange 3	C university
Exchange 4	D office

b) Read the extracts from the conversations. Which are formal/informal?

Greetings

- 1 A: Hi!
 B: Oh hi, come on in. Like a coffee?
 2 A: Oh hi. Haven't seen you for ages. What've you been up to?
 B: Busy as usual. What about you?
 A: Me too. Join me for lunch?

Asking for directions

- 3 A: Could you tell me where Professor Shaw's office is, please?
 B: Yes, of course. It's on the fifth floor. Third door on the left.

Introductions

- 4 A: Hello, Mrs Smith. This is Steve Miller, from Head Office.
 B: Hello Mr Miller. Please come in. Pleased to meet you.
 C: Pleased to meet you too, Mrs Smith.

c) In pairs, use the prompts to start a conversation, then try to continue it for as long as you can.

- greet a friend and invite him to the cinema
- ask a passer-by for directions to the museum
- introduce a new secretary to the manager

• Intonation (in greetings)

- 33 a) Listen, then in pairs, read out the exchanges.

- 1 A: Good morning, class!
 B: Good morning, Miss Sharp!
 2 A: Hi there! How are you?
 B: Hi. I'm fine.
 3 A: Hello. Nice to see you again.
 B: Hello.

b) In pairs act out similar dialogues, using the prompts. Greet:

- your neighbour • an old friend • your boss

Listening & Reading

- 34 a) The house in the picture is a 'smart' house. In pairs, think of how a house can be 'smart'. Think about: household chores, shopping, entertainment.

A 'smart house' can clean itself.

- b) Listen and see if your guesses were correct. Listen again and mark the statements 1-5, T (true) or F (false).

- 1 The Steiner family consists of four members.
- 2 The 'smart house' is located in Zurich.
- 3 Outside the house looks ordinary.
- 4 The house does the shopping for the family.
- 5 The Futurelife house is not safe.

- 35 a) Read the newspaper article and choose from the sentences (A-H) the one that best fits each gap (1-6). There is one extra sentence that you do not need to use. There is an example (0) at the beginning.

b) Read the text again and explain the words in bold, then use them to make up sentences.

c) Match the highlighted words to their synonyms below.

- chosen • regular • participate
- newest • through • just • sent
- whole • linked

d) Would you like to live in a 'smart house'? Why (not)?



Read the text through.

Think of what information might be missing. Read the list of sentences. Start fitting the sentences into the gaps. Look for clues such as reference words (he, it, this, etc) or linking words before and after each gap. Check that the sentence fits grammatically and makes sense. Read the completed text to see if it makes sense.

The Smart Way to Live

A Swiss family of four have decided to **take part** in an experiment in order to test an innovative **high-tech house** so smart it can even do the shopping.

An **idyllic village** with old farmhouses and grazing cows may not seem like the typical setting for high-tech innovation, but in Hunenberg the lifestyle of the future is being **tested to the full**.

It is here, one hour's drive from Zurich, that a young family has spent a year living in Europe's first inhabited 'smart house', where the **latest** technology is being put to the test in a **fully automated** 'Internet home' known as Futurelife.

While the man of the house rests on a sofa enjoying the built-in massager, his newspaper is projected onto the wall via the Internet while an automatic lawn mower cuts the grass. **0 C**

Ursi Steiner and her husband Daniel were **selected** from 70 couples to live in the home with their two children. **1** The house looks after them so well it can even check their health by taking samples to test every time they use the bathroom and **warns them** if a trip to the doctor is advisable.

2 "We are testing the devices, discovering their weaknesses and making suggestions for improvements," says Daniel Steiner. "Whatever did not prove its worth, goes."

Ursi says: "The house looks like a **normal** house from the outside, which shows that you can have a normal life with top technology – and for me it's simply our home. **3**

All **household appliances** are **connected** to a server in the cellar by a wireless local area network. They can be operated by computers, mobile phones or **touch pads** from all around the house and practically anywhere in the world, as it is connected to the Internet 24 hours a day.

The technology means they never have to worry if they have left the oven on. They just get the house to check. **4** **Bar codes** of empty food packets are read in the bin and put on the shopping list which is **forwarded** to the nearest supermarket.

A few hours later, a courier arrives with the food, and if nobody is at home, the products are left in the 'Skybox' – a large-scale post box with special compartments for food products that need to be kept cool or frozen. The family receives a text on the



Vocabulary Practice

36 Fill in the correct words, then choose any five collocations to make up sentences.

- latest • normal • online • typical
- automatic • special • household
- idyllic

- 1 village
- 2 setting
- 3 technology
- 4 appliances
- 5 lawn mower
- 6 life
- 7 compartments
- 8 shopping

37 Fill in: *of, over, in, to, with*, then make up sentences using the phrases.

- 1 no time; 2 to have sth mind; 3 to take care sth; 4 to get sth; 5 to have a word sb; 6 to take part sth; 7 to put sth the test; 8 to be connected sth; 9 co-operation ; 10 to get rid sth

Follow-up

- List the main characteristics of the house, then talk about it. Would you like to live in such a place? Why/Why not?

• Project

Design your own 'smart' house for the class 'Technology & Home' competition.

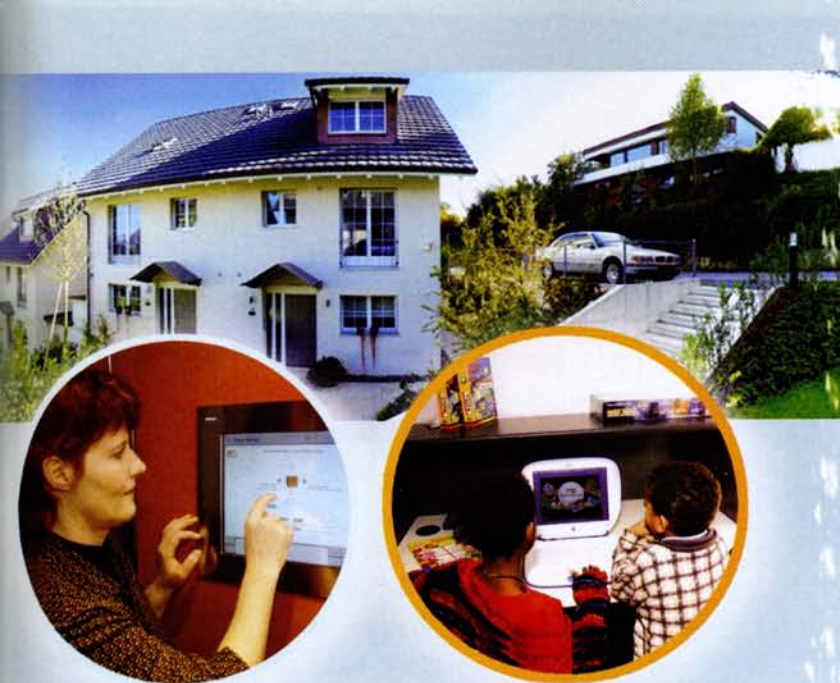
• Game (Wordfields)

In teams, say words related to the following wordfields: *appliance - room - furniture*. Each correct answer gets one point. The team with the most points is the winner.

Wordfield: *appliance*

Team A S1: *kettle*

Team B S1: *fan etc*



mobile phone or an e-mail informing them that the shopping has been delivered.

"Lots of things are much simpler in this house than in my old home," says Ursi, "and I got used to it all really quickly, without reading instruction booklets. [5] And because of the Skybox, I don't need to rush home to pick up the shopping."

For her 12-year-old daughter Grace, the home is "simply cool", especially the television, which is watched cinema-style with Dolby sound via a projector in the ceiling that puts the images on the walls. The device can also play videos and can bring the newspaper into the living room over the Internet.

Security is another advantage. The front door, for example, is opened by a fingerprint system, and the entire house can be monitored, even from a distance, by mobile phone.

Ursi adds: "All the devices in the house, such as the washing machine in the cellar, let me know when they are finished if I want them to, whether I'm in the kitchen or upstairs in the office. I get the message on my mobile phone or computer."

The Futurelife house is owned and operated by Otto Beisheim Holding, in co-operation with another 60 partner firms that supply the devices, computers and software. [6]

Despite all the ultra-modern appliances, Ursi admits she misses one thing about her old home – the open fire.

- A Technology doesn't control our lives, we direct the technology in the house."
- B The devices in the house let me know when they are finished.
- C His wife, who is visiting a friend, makes a mobile phone call to the house to order the cooker to start heating up the evening meal.
- D The project is expected to run for three years with the technology being updated constantly.
- E It is a move they say they have not regretted.
- F And if shopping seems like too much of a chore, the house can do that too.
- G The project, initiated by Otto Beisheim, is designed to see how people live with and react to new technology.
- H With online shopping, for example, I don't just save time but can avoid the crowds.

Writing (a letter of invitation to a friend)

When we write a letter to a friend inviting them to an event e.g. a party, we usually write four paragraphs. We always start with **Dear** and our friend's first name.

In the **first paragraph**, we write our opening remarks and state the reason for writing, making reference to the place and date the event is taking place.

In the **second paragraph** we give further information about the event.

In the **third paragraph** we give directions explaining how our friend can reach the place. We start each main body paragraph with a topic sentence i.e. a sentence which summarises the paragraph.

In the **last paragraph** we write our closing remarks.

We end our letter with **Lots of love/Yours/etc** and our first name.

We normally use **present tenses** in such types of writing. We also use short forms, a variety of adjectives and chatty language.

• Analysing the Rubric

38 Read the rubric and underline the key words. Then answer the questions below.

You've decided to throw a housewarming party. Write a letter to a friend inviting him/her to your party. Give information about the party as well as directions on how to get there.

- 1 Who is going to read your letter?
- 2 What is the reason for writing?
- 3 What information do you need to include in your letter?

• Analysing a Model Text

39 Read the letter and fill in the gaps with the topic sentences A to D. There is an extra sentence which you do not need to use.

- A Don't worry about catching the last bus home.
- B You are going to love our new home.
- C I guess you'll be coming by bus, so here are the directions from the bus terminal.
- D We decided to hold the party on a Saturday so that everybody can make it.

8th May, 2...

Dear Marcie,

Hi! How are you? I'm writing to invite you to our housewarming party on Saturday the 25th of June.

1 Most of our friends from our old neighbourhood are coming. We're going to have a barbecue, you know, burgers, chicken, salads, jacket potatoes that sort of thing. I'm sure it'll be great fun.

2 As soon as you come out of the terminal go straight down Fulton Road until you reach the Forrester Library. Then turn left into Mitchell Street. Walk past the Town Hall and the local market and then turn right into Harrow Road. Our house is the third on the right, the one with the tiled roof. You can't miss it!

3 We'd be more than happy to put you up for the night. Anyway, I hope you can make it. It would be lovely to see you again.

Lots of love,

Karen

40 Read the letter again and underline the correct word(s) in bold.

- 1 Marcie/Karen wrote the letter.
- 2 The letter is formal/informal.
- 3 The reason for writing is included in the opening/closing remarks.
- 4 The writer uses/doesn't use short forms.

• Opening/Closing Remarks

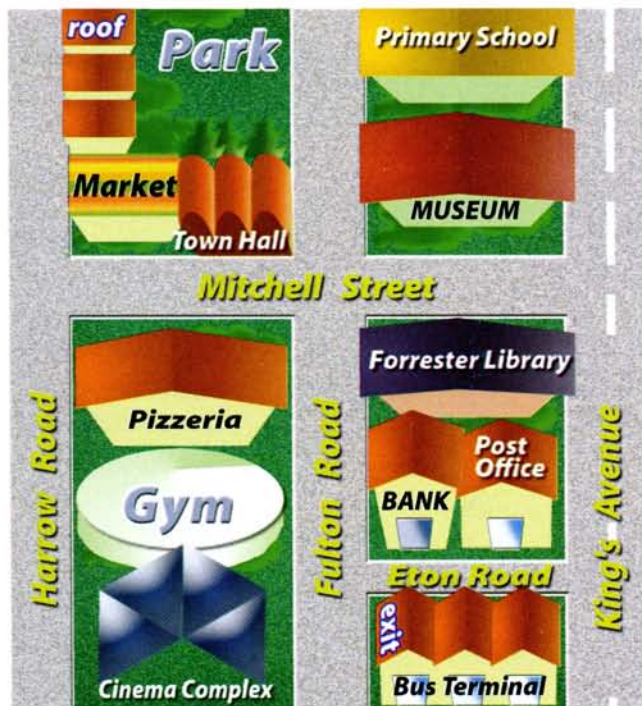
41 a) Read the sentences below. Which are opening remarks? Which are closing remarks? Which are formal? Which are informal?

- 1 We look forward to seeing you.
- 2 Hi. Just a quick note to tell you I'm having a party.
- 3 We cordially invite you to our annual summer party.
- 4 I can't wait to see you.

b) Which opening/closing remarks could you use to replace the ones used in the letter above?

• Giving Directions

- 42 a) Read the letter again, then look at the map and draw a line from the bus terminal to Karen's house.



- b) Use the phrases in the box to give directions to someone who is at the post office and wants to go to:

- the museum • the park • the market
- the cinema complex

- walk/go past • next to • near
- turn left/right into • opposite • straight
- on your left/right • go up/down/along/across

• Discuss & Write

- 43 Read the rubric and underline the key words. Then, answer the questions that follow.

Your sister is getting married. Write a letter to a friend inviting him/her to your sister's wedding reception. Give details about the event and directions on how to get to the hotel.

- 1 Who is going to read the letter?
- 2 Is it a formal or informal letter?
- 3 How many paragraphs should you include in the letter?
- 4 What opening and closing remarks can you use?

- 44 Which of the following sentences should you **not** include in the letter in Ex. 43. Tick (✓) giving reasons for your choice.

- | | | |
|--------------------------|---|---|
| <input type="checkbox"/> | a | We're having a great time. |
| <input type="checkbox"/> | b | The Crown Hotel is easy to find by car. |
| <input type="checkbox"/> | c | All our friends are coming and there will be about fifty people all together. |
| <input type="checkbox"/> | d | The house is rather cold in winter. |
| <input type="checkbox"/> | e | My sister is getting married on 12th June and we'd love you to come. |
| <input type="checkbox"/> | g | Go down Hampton Road and then turn left into Maple Street. The Crown Hotel is at the end of the street. |
| <input type="checkbox"/> | h | We are going to have a big buffet and a DJ. |
| <input type="checkbox"/> | i | Let me know if you'd like me to book you a room. |

- 45 a) Use your answers from Exs. 43 and 44 to answer the questions in the plan.

Plan

Dear (your friend's first name,)

Introduction

(Para 1) *What is the reason for writing? Where and when is the event taking place?*

Main Body

(Para 2) *What type of event is it? Who's coming? What preparations are you making? What else is there to say?*

(Para 3) *How can your friend get there? Give directions.*

Conclusion

(Para 4) *What can you say in the closing remarks?*

*Yours/Lots of love/Best wishes,
(your first name)*

- b) Use your answers from Ex. 45a to write your letter of invitation. You can use the letter in Ex. 39 as a model.

- 46 Read the sentences. What do they mean?

What's in a word?

- If there is room in your heart, there is room in your house.
- The sun at home warms better.
- Home, sweet home.

Culture clip

47 a) Look at the pictures.

- What do these houses have in common?
- What do you think they are made of: concrete, bricks, mud, wood, or stone?
- What are the houses in your country usually made of?



b) Talk about the pictures using the words below.

- farmhouse • countryside • garden • village
- thatched roof • grass • cottage • chimneys

48 Read the article about a traditional British craft and mark the sentences 1-6, T (true) or F (false). Then explain the words in bold.

- 1 All houses in Britain have thatched roofs.
- 2 Thatching is an old craft.
- 3 In the past the same materials were used to make roofs.
- 4 People in England used thatch because it could be easily found.
- 5 The introduction of the railway system meant thatching became more popular.
- 6 Thatching is still practised nowadays.

Thatching: A Traditional British Craft

Thatching, which is the use of **straw**, **reeds** or grasses to make a roof for a building, **goes back to** the **Bronze Age**. In Britain especially, thatched cottages and farmhouses were a common sight in **rural** areas for more than a millennium. Thatch was used because it was cheap and **lightweight**. Houses were not built to take a lot of weight and so a thatched roof was the best **option**.

The materials used **varied** from region to region according to what was available in the area. For example, in areas such as the south of England where wheat was grown, wheat straw was used. The wheat had to be **threshed** and the **grain** removed and then it was **trimmed**, **combed** and cut before it was used for the roof. A straw roof would last for about twenty years. In other areas, such as East Anglia and Norfolk, sturdy reeds were used. Reeds took less preparation and these roofs **lasted** for a lot longer, about sixty or seventy years. Over the years thatching became a specialised trade performed by **skilled** craftsmen who developed a variety of individual styles. Many craftsmen would finish off the roof with an **ornament** such as a bird or a 'dolly' made from straw.

Thatched houses were at their most popular in the late 18th century and were the subject of many famous paintings at that time. However, the craft started to **decline** when Britain entered the **industrial era**. Modern building techniques and the growing railway network made other materials more available. Nevertheless, owners today **recognise** the value of keeping their cottages thatched. Modern thatch is fire retardant and wire netting can be used to protect it from birds and **rodents**. So, a thatched roof is much more than just a roof; it is a traditional, picturesque and eco-friendly way to cover your house.

Speaking

49 Make notes about the *history of thatching*, the *materials used* and *why it declined*. Then use your notes to talk about this craft.

• Project

Collect or draw pictures of various types of houses in your country – traditional and modern – and prepare a poster for your class. Write a short description of each house. Write: *type – location – materials used*.

Revision & Extension

- 50 a) Look at the picture and, in pairs, discuss it, as in the example. Then, describe the picture.



- A: Where do you think the picture was taken?
 B: In the garden.
 A: What can you see in the picture?
 B: I can see ...
 A: What was the woman doing before?
 B: Well, I ...
 A: Do you do the gardening at home?
 B: I usually ...

b) In pairs, discuss which household chores you like/don't like doing.

c) Look at the picture and, in pairs, act out a similar dialogue. Then, describe the picture.



- 51 a) Listen and number the sounds in the order you hear them.

dripping tap breaking window
 squeaking door falling roof tiles

b) Match the problems to the repairman.

• plumber • carpenter • roof tiler • glazier

• Requesting Services

- 52 a) Match the exchanges.

- | A | B |
|--|-------------------------------------|
| 1 Smith and Sons. How can I help you? | a Well, it's blocked. |
| 2 Hello, Mrs Green, what can I do for you? | b Hello, my name is Mrs Green. |
| 3 What exactly is the problem? | c 36, Deepdale Avenue. |
| 4 What's your address, please? | d I've got a problem with my drain. |
| 5 I'll send someone round immediately. | e Thank you, that would be great. |

b) Act out similar dialogues for the problems in Ex. 51.

- 53 Complete the table, then use the prompts to make up sentences, as in the example.

PURPOSE	PLACE
• store things	attic
•	living room
• sleep/study	.....
•	dining room
•	balcony
• cook	.....

We normally store things in the attic.

- 54 What do you do in the places listed: live, work or both?

• castle • lighthouse • hospital • skyscraper
 • art gallery • factory • windmill • caravan

You can live and work in a castle.

• Speaking: reaching an agreement

- 55 Ann has moved into a new flat. She needs to buy some furniture and appliances, but she only has £400 to spend. Look at the visual prompts and, in pairs, discuss what she can buy. Try to reach an agreement.



A: I think Ann should buy a TV because it is a good form of entertainment.

B: Yes, I agree. I think she should also buy an armchair to sit in and relax in front of the TV. etc

A rolling stone gathers no moss

Lead-in

- 1 a) What kind of holiday do you like: a camping holiday, a cruise, a skiing holiday, a cycling holiday, a beach holiday, a caravanning holiday, a sightseeing holiday? Why? What do you enjoy doing (e.g. horse riding, fishing, etc)?
- b) Describe the pictures A to E. What is your reaction to them?

Picture A shows a young woman skiing. She's wearing goggles, gloves, a thick jacket, warm trousers and ski boots. She's holding poles in her hands to steady herself. She looks excited. I don't like skiing. I find it dangerous.

- c) What are your plans for your next holidays? Ask and answer, as in the example.

A: What are your plans for your summer holidays?

B: I'm flying to Madrid. I've already booked a room at a hotel. What about you?

A: Well, I'm going camping with my friends.

- d) Look at pictures C, D and E and in pairs make up dialogues.

Listening and Reading

- 2 Listen and repeat, then close your books and try to remember as many sentences as possible.

- I'd like some information.
- What would you like to know?
- I think that's all I need.
- I'd like to make a complaint.
- What seems to be the problem?
- And another thing!
- Excuse me, could you help me, please?



A

B



C



D



E



3 What is the topic of each dialogue? Listen and match.

- Dialogue A 1 being offered compensation
Dialogue B 2 asking for directions
Dialogue C 3 asking for details

4 a) Read the dialogues and match the statements to the people: Ken, Mrs Adams, Ralph, Luke, Helen.

- 1 This speaker is dissatisfied.
- 2 This speaker likes visiting places of interest.
- 3 This speaker offers someone a free meal.
- 4 This speaker gives someone directions.
- 5 This speaker is impressed by something.

A Tina: Good afternoon, Ravenswood Summer Camp, Tina speaking.

Ken: Yes, hello. I'm interested in sending my 7-year-old son to your camp this summer and I'd like some information.

Tina: Certainly, sir. What would you like to know?

Ken: Well, first of all, what **facilities** are there?

Tina: Well, we have **spacious** playing fields, **stables**, cabins and much more.

Ken: That sounds great. And what kinds of activities are **available**?

Tina: Well, there is a wide **variety** of outdoor activities **such as** horse riding, fishing, and kayaking, as well as sports, crafts and even drama.

Ken: Now, could you tell me what **qualifications** the staff have?

Tina: Well, all counsellors have **first aid** certificates and are qualified lifeguards.

Ken: I see. Oh, and one more thing. What about in case of an **emergency**? Is there a nurse or doctor available?

Tina: Of course. We have a nurse **on site** twenty-four hours a day.

Ken: Right, I think that's all I need. Thanks for your help.

Tina: You're welcome, sir.



B Mrs Adams: My name is Amy Adams and I'm in room 208. I'd like to make a **complaint**.

Ralph: What seems to be the problem, Mrs Adams?

Mrs Adams: Well, first of all, I **booked** a suite, but I've been given a double room.

Ralph: I do **apologise**, Mrs Adams. I'll **look into** it immediately.

Mrs Adams: And another thing, I **requested** a room with a sea view, and I'm overlooking the car park.

Ralph: I'm terribly sorry, Mrs Adams. There's obviously been a **mix up** with your booking.

Mrs Adams: Could you check and see what the problem is?

Ralph: Yes, right away. Oh dear. You have been given the wrong room. I'll have your luggage moved to a deluxe suite on the top floor. I hope you'll accept a **complimentary meal** in our restaurant to **make up** for your **inconvenience**.

C Luke: Excuse me, could you help me, please?

Helen: Yes, what seems to be the trouble?

Luke: Well, I'm trying to find the Atlantic Hotel, but I think I'm a bit **lost**.

Helen: The Atlantic Hotel? You are lost. That's on the other side of town.

Luke: Oh dear. I've been sightseeing all morning, you see, and I've walked for miles. I was sure I was in the **right** area, though.

Helen: Are you here on holiday, then?

Luke: Yes. I'm from Montreal, Canada. This is my first time in Britain.

Helen: Really? What's your name?

Luke: It's Luke.

Helen: Nice to meet you, Luke. I'm Helen. I'll tell you what. I'll walk with you to the bus stop on the corner and you can take the number 45. It stops right outside your hotel.

Luke: Oh, that would be great. My legs are really **tired** from all the sightseeing. Thanks a lot.

b) Read the dialogues again and explain the words in bold, then use them to make up sentences. Finally, suggest synonyms for the highlighted words.

c) In pairs, read out the dialogues.

Vocabulary

- Travel and Holidays

5 a) Are you an adventurous traveller or not? Do the quiz and find out.

- 1 Your ideal holiday would be
 - A a package holiday to a Spanish beach resort.
 - B staying in a guesthouse in the south of France.
 - C backpacking around India.
- 2 You usually stay at
 - A an expensive hotel.
 - B a guesthouse or cheap hotel.
 - C campsites or B&Bs.
- 3 When you go on holiday, you
 - A eat the same things you do at home.
 - B try one or two new dishes.
 - C only eat the local cuisine.
- 4 You always pack
 - A designer clothes.
 - B your mobile phone.
 - C a map and a phrase book.
- 5 On holiday, you rarely go
 - A hiking or canoeing.
 - B sunbathing.
 - C shopping.
- 6 You'd rather not travel by
 - A coach. B boat. C plane.
- 7 When something goes wrong you
 - A take the first plane home.
 - B immediately call your travel agent.
 - C consider it an interesting adventure.

Mostly As:

You do not have the spirit of an adventurous traveller. For you, holidays are a time to indulge in your favourite pastimes and relax.

Mostly Bs:

To you, having fun means enjoying the simple everyday pleasures of life. Even though you may not be looking for extravagant holidays, you certainly appreciate being catered for.

Mostly Cs:

You are a real traveller interested in experiencing and exploring other cultures. To you, what counts is the journey and not the destination.

b) Read the quiz again and find words describing:

- types of holidays • accommodation
- means of transport • activities

- Can you add to the list? Now talk about your preferences, as in the example.

I love/enjoy/hate going camping. I usually travel by coach. I stay in a tent. I enjoy ...

Speaking (Prioritising)

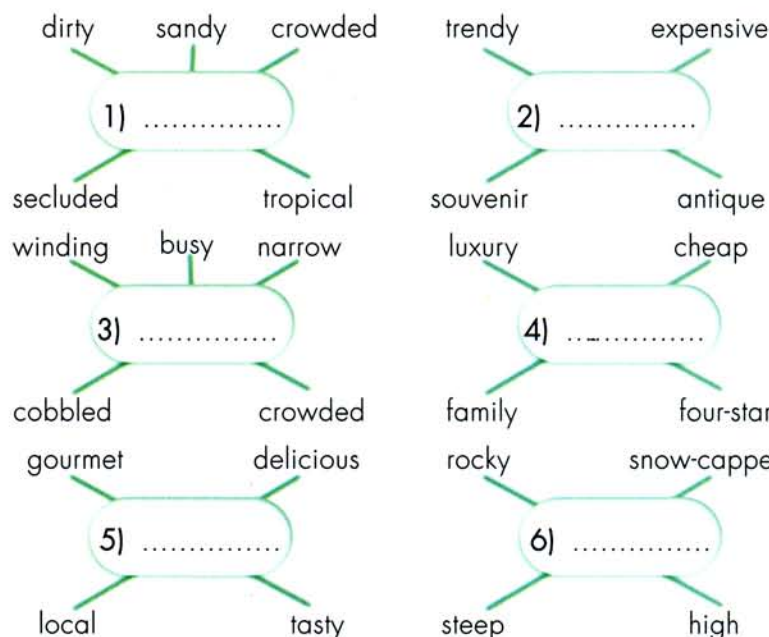
c) Look at the pictures. In pairs, decide which things you should pack for: *a safari holiday*, *a cruise*, *a skiing holiday*.



A: If you are going on a safari holiday you need to pack light clothes such as shorts, as it is very hot.

B: *I agree or else you won't be able to stand the heat. You also need a hat to protect your head, etc.*

6 Complete the spidergrams with the correct noun. Then use them to describe the place where you spent your holiday last year.



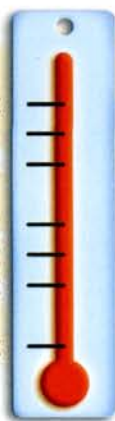
Last year, I stayed at an expensive hotel by the sea ...

• Weather

- 7 a) Imagine you are a weather reporter. Report tomorrow's weather for North and South America, as in the example.

KEY

boiling hot	35°C
hot	30°C
warm	25°C
cool	15°C
chilly	10°C
cold	5°C
freezing cold	-5°C



Buenos Aires 25°C	Montreal -5°C
Bogotá 15°C	New Orleans 15°C
Chicago 5°C	New York -1°C
La Paz 10°C	Phoenix 15°C
Lima 25°C	Rio de Janeiro 30°C
Mexico City 15°C	San Francisco 10°C
Miami 25°C	Vancouver 5°C

Tomorrow, Buenos Aires will be warm and sunny, with a temperature of 22°C.

- b) In pairs, talk about what the weather will be like in your country tomorrow.

- 8 You will hear a radio discussion about weather conditions. For questions 1-7 choose the correct answer A, B or C.

- Margie Smith is
A a radio personality B a TV presenter
C a weather reporter
- Where do many British people go for their holidays?
A the South of France B Southern Europe
C Prague
- What does low humidity mean?
A summer showers B mild weather
C very little rain
- What should a visitor take to Prague?
A a thin jacket B a thick jacket
C just their shorts
- When is the best time to go to Thailand?
A during the rainy season B at this time of year
C in October
- What is the daytime temperature in Sydney?
A high twenties B mid twenties C low twenties
- What is the weather usually like in the south of England?
A mild B scattered showers C lots of sunshine

Listening

• Holiday Troubles

- 9 a) Listen to the speakers and underline the problems they had while they were on holiday. Think of three more unpleasant holiday experiences.

Ann	flight delay, travel sickness, lost luggage, stolen passport, suitcase damaged
Tony	small room, noisy, no pool, overcharged
Emily	puncture, no spare tyre, low battery, rain

- b) Talk about a bad experience you have had while on holiday. Talk about:

- where it happened
- when it happened
- what happened in detail

• Game

Chain story. In teams continue the story using words from Ex. 5 to 9. Each correct sentence wins a point. The team with the most points is the winner. *Last year I had the most unforgettable holiday of my life.*

Team A S1: *I wanted to spend my holiday on an exotic island.*

Team B S1: *I booked a ... etc.*

• Idioms and Fixed Phrases

- 10 Underline the correct word and then explain the phrases.

- Despite the teacher's best efforts, the students were all in a fog/cloud at the end of the lesson.
- Come snow/rain or shine, you can always depend on Tim to be on time.
- I'm afraid I have to cast a cloud/fog over the celebration and give you some bad news.
- This is a sad time for everyone, but if we pull together we will weather the storm/snow.
- We should be safe here. After all, thunder/lightning never strikes in the same place twice.
- It's a beautiful day! We might as well make hay while the sun shines/brightens and go to the beach for a picnic.
- The boss is furious but hasn't said anything. I'm afraid it's the calm/peace before the storm.

Grammar in Use

• Future Tenses

Grammar Reference

11 Identify the tenses in bold, then match them to their use.

- 1 ☐ Martin's plane **leaves** at 9 o'clock tomorrow morning.
- 2 ☐ When I finish school, I'm **going to** travel around the world.
- 3 ☐ Look at the sky! It's **going to** snow.
- 4 ☐ Bob **is flying** to Paris next week.
- 5 ☐ I'll **be meeting** Amanda tomorrow as usual.
- 6 ☐ One day we'll **be able to** holiday on the moon.
- 7 ☐ It's very cold. I'll **close** the window.

- a prediction based on proof in the present
- b intention
- c action which will definitely happen in the future as a result of a routine
- d definite arrangement
- e future action based on a timetable
- f future possibility
- g on-the-spot decision

12 Complete the sentences with *will* or the correct form of *going to*, as in the example.

- 1 A: The sky is very blue, isn't it?
B: Yes. It's **going to** be a beautiful day.
- 2 A: Look at that car!
B: Oh no! It crash.
- 3 A: Are you coming to the party tonight?
B: No, I can't. I visit my parents.
- 4 A: Is Tom coming with us?
B: I'm not sure. I think he go to Steve's.
- 5 A: Harry really enjoys painting, doesn't he?
B: Yes. I believe he be an artist one day.

13 a) Decide which of the following sentences expresses a request, a promise, a hope, a fear, or an offer.

- 1 I don't like heights. I always think I'll fall.
- 2 Will you help me with the packing?
- 3 Don't worry. I won't forget to post your letter.
- 4 I believe Linda will be an excellent tour guide.
- 5 Shall I help you with your luggage?

b) In pairs, write another sentence for each use.

Speaking

14 Make up two sentences about:

- your plans for today • your ambitions
- your hopes/fears for the future

*I'm meeting Harriet this evening.
I hope I'll travel abroad one day.
I'm going to be an airline pilot.*

15 a) Study the theory box.

Grammar Reference

We use the **present simple** to talk about future events with time words such as **after, while, before, as soon as, (not) until, when**, etc. We do not use **will**.
*I'm going to play football **after** I finish my homework.*
(NOT: ~~after I will finish~~).

Compare:

*I'll call you **when** I'm ready.* (when: time word)
*I don't know **when** he'll finish.* (when: question word)

b) Make up as many sentences as possible using the prompts below, as in the example.

go swimming	before	be ready
have dinner	when	visit/museum
book/tickets	after	weather improve
pack/luggage	unless	get paid
show/photos	as soon as	have lunch

We won't go swimming unless the weather improves.

16 Put the verbs in brackets into the correct future form.

- 1 This time next month we (lie) on the beach.
- 2 Tina (book) the tickets this afternoon.
- 3 You'd better take your umbrella. Look at the clouds. It (rain).
- 4 I believe I (pass) my exams this year.
- 5 The plane for New York (depart) at 9:15.
- 6 As soon as he (arrive), I'll ask him to call you.



Conditionals Types 0 and 1

Grammar Reference

17 a) Use the correct form of the verbs to complete the sentences. Then, say which type of conditional it is.

• not go • give • get • tell

- 1 If I find your key, I it to you.
- 2 If the weather is bad, we sailing.
- 3 If you see Joe, you him to call me?
- 4 If you mix blue and red, you purple.

b) In which of the above sentences can you use *when* instead of *if*?

18 Use *if/when* to make up sentences, as in the example.

rain stop	I/ask him/dinner tonight
you leave now	he/finish/report
I see Pete	he/go to Disneyland Paris
you need help	report it/the police
he work late	you/be on time/school
you lose/wallet	ask Tina
Ben have enough money	we go on a picnic

If/When the rain stops, we will go on a picnic.

19 Chain Story. Students one after the other, continue the story using conditional type 1.

- S1: *If Tom works hard, he will be promoted.*
 S2: *If he is promoted, he will get a pay rise.*
 S3: *If he gets a pay rise, etc.*

20 Choose the correct answer.

- 1 If you blue with yellow, you get green.
A will mix B mix C are mixing
- 2 "These suitcases are heavy!"
"I you, if you like."
A am going to help B am helping
C will help
- 3 I a party on Saturday. Would you like to come?
A am having B have C will have
- 4 If you that plate, you'll burn yourself.
A are touching B touch C will touch
- 5 If you don't study, you pass your exams.
A won't B aren't C will

6 If we down the rain forests, the world's climate will change.

A are cutting B will cut C cut

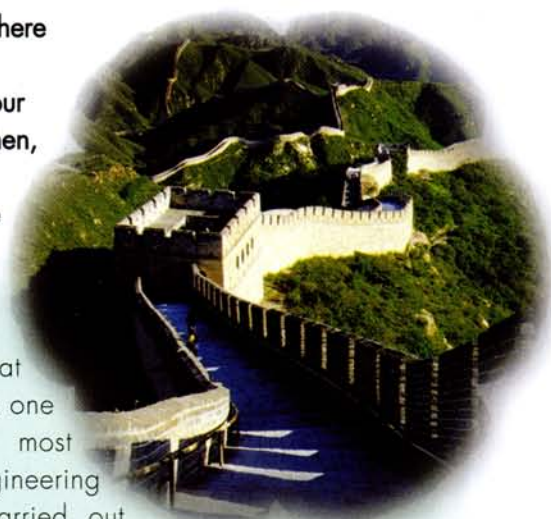
7 When we go to Paris next week, we the Louvre.

A will visit B are visiting C visit

The Definite Article

Grammar Reference

21 Fill in *the* where necessary, justifying your answers. Then, think of a suitable title for the article.



1) *The* Great Wall of China is one of 2) most impressive engineering projects ever carried out. The wall stretches for more than 3) 6,400 km, including all its branches. Some parts of it date back to 4) 4th century BC. The wall is so huge that it is said to be the only man-made structure that can be seen from 5) space. It runs from Jinwangdao, on the Bay of Po Hai, which is part of 6) Yellow Sea, in 7) East, to 8) Gaodai, a town deep in 9) central Asia. This course takes it through some amazing scenery, through 10) Mu Us Desert, along part of 11) Huang He River and alongside 12) Daban, Helan, and Quilian mountain ranges which include the majestic 13) Mount Quilian rising to 5,547 m above 14) sea level.

The wall is about nine metres high in most places and every 180 metres there are watchtowers which are about 12 metres high. The wall is made of 15) earth and stone. 16) eastern part of the wall has been faced with brick. Work on the main part of the wall was finished in about 17) 214 BC when the first emperor of 18) China, Shih Huang-ti, ordered that the wall be built to defend 19) country from invaders. The wall was widely repaired and extended during 20) Ming Dynasty between 1368 and 1644 AD. The size and age of this fantastic monument makes this an attraction that all visitors to China should definitely see.

• Key Word Transformations

22 Complete the second sentence using the word in bold. You can use two to five words including the word given. Do not change the word given.

- He has arranged to meet Bill after work tomorrow afternoon.
is He tomorrow afternoon.
- Henry is sure to be delighted with the present.
doubt There's be delighted with the present.
- The weatherman has forecast storms for tomorrow.
will The weather tomorrow.
- It is his plan to become a teacher after he leaves school.
be He teacher after he leaves school.
- By the end of the lesson, we were more confused than at the beginning.
fog We were by the end of the lesson.
- "Shall I wash the dishes for you after the meal?" he said.
offered He after the meal.
- If he doesn't save up enough money, he can't go on holiday.
saves He can't go on holiday enough money.
- No matter what happens, I will go on holiday this year.
rain Come will go on holiday this year.

• Phrasal Verbs

23 Fill in: *for, back, out, in, off or up on*. Then, explain the phrasal verbs in bold.

- Sam wanted to **check** the travel company before he booked a holiday with them.
- If the tour operator is busy, please leave a message or **call** later.
- When Joanna **called** the party, everyone was disappointed.
- Now that my best friend has moved away I can't **call** for a chat like I used to.
- All guests are reminded to **check** before noon on the day of their departure.
- The increase in delays at the airport **calls** urgent attention.
- Passengers must **check** at the desk on arrival.
- My sister always makes a list when she goes on holiday and then **checks** each item as she packs it.

• Word Formation

24 Fill in the correct word derived from the word in bold.



Read the title of the text to get an idea of what the text is about. Read the text once quickly. For each gap decide what the missing word is (e.g. noun, verb, adverb etc). Think of possible prefixes and suffixes. Fill in the gaps and check the spelling. Read the completed text to check if it makes sense.

AN IDEAL JOB

Are you young, **0energetic** and hard working? Do you want to ski for free this winter? Would you like a **1**) job that lets you earn some money, gives you free **2**), and is just five minutes away from the slopes? If the answer to all these questions is 'yes', then we would love to hear from you. The Silver Mountain Ranch, near Aspen, Colorado is looking for **3**) to work as waiters, kitchen staff, chambermaids and front desk staff from October to April. All our staff enjoy **4**) benefits. They receive three free buffet-style meals each day as well as a **5**) room at the ranch. Parties, barbecues and other **6**) activities are organised for staff throughout the season. Our winter staff earn an average **7**) wage of \$200 and receive a cash bonus on **8**) completing their contract. Write or phone for an **9**) form today. Send the form back to us by August 15th along with two **10**) and you could combine an excellent job with doing what you love.

ENERGY

SEASON

ACCOMMODATE

EMPLOY

EXTEND

SPACE

ENJOY

WEEK

SUCCESSFUL

APPLY

REFER

Listening and Speaking

• Means of Transport

- 25 You will hear four people talking about different means of transport. Listen and match the sentences (a-e) to the speakers (1-4). There is one extra sentence you do not need to use.



Read the instructions to understand what the speakers have in common. Read the list of sentences and underline the words you have to listen for. Listen for clues to match each speaker to the prompts. Remember the extracts may have distracting information. You need to listen to the whole part before you decide. Listen again and check your answers.

- a Travelling by bicycle is very economical.
- b Travelling by train is good for the environment.
- c It can be quite annoying when your bicycle has a flat tyre.
- d The buses are usually on time.
- e The underground can get very busy.

Speaker 1

Speaker 2

Speaker 3

Speaker 4

26 a) Look at the pictures, and describe them.

Picture 1 shows a camel in the desert.



b) In pairs, discuss which means of transport you would most like to try and why.

A: I would really enjoy travelling by monorail.

B: Really? Why?

A: To me travelling by monorail would be the quickest way to travel around the city. What about you?

B: Well, ... etc

• Making a Hotel Reservation

- 27 a) Listen to the dialogue. Who are the speakers?

b) Match the exchanges.

A	B
1 <input type="text"/> Good morning. Regent Hotel. How can I help you?	a Four. I will be leaving on 25th July.
2 <input type="text"/> Yes we do. Would you like a single, a double or a twin?	b Thank you.
3 <input type="text"/> How many nights would you like to stay?	c Hello. Could you tell me if you have any rooms available for tomorrow night?
4 <input type="text"/> Could you give me your name and credit card details please?	d A single, please.
5 <input type="text"/> For four nights that's £200 including breakfast.	e Of course. It's Anne Smith and my card number is 8934 7612 9034 5783. How much will it be?
6 <input type="text"/> Well, we'll see you tomorrow, then.	f That's fine.

• Intonation (short answers)

- 28 a) Listen, then read out the exchanges.

1 A: Is Jayne coming to the wedding?
B: I hope so.

2 A: Has the concert started yet?
B: I don't think so.

3 A: Is Angela coming to your birthday party?
B: I hope not.

5 A: Is Tony still in Bali?
B: I suppose so.

b) Use the prompts to act out dialogues.

- Harry/come/to barbecue?
- carnival/start/yet?
- Peter/come/graduation party?
- Ann/be still/Lisbon?

Listening & Reading

29 a) Look at the article. Where do you think you would read it? Think of three questions you would like to ask about Mexico.

b) Imagine you were going on holiday to Mexico. Which of the following would you like to do there? Why?

- sightseeing • relax • see rodeos
- experience the culture • shop
- meet the locals • go on excursions
- visit marketplaces • laze on beaches
- do watersports • sample local cuisines

30  Listen and match.

- | | |
|-------------------|----------------------------------|
| 1 Mexico City | a spend the day on the beach |
| 2 Puerto Vallarta | b admire cliff divers |
| 3 Guadalajara | c visit Plaza de la Constitución |
| 4 Acapulco | d see the rodeo |

31 a) You are going to read a travel itinerary for a trip to Mexico. For questions 1-10, choose from the places, A-D.

TIP Read the questions carefully and underline the key words. Scan the text for the information you need and underline relevant parts of the texts. Then try to answer the questions one by one, referring to the texts. Don't forget that some information may be rephrased.

Which place(s) ...

- | | |
|--|--|
| • has a very long shoreline? | <input type="text"/> 0 <input type="text"/> B |
| • is the second largest city in the country? | <input type="text"/> 1 <input type="text"/> |
| • is located on the Pacific coast? | <input type="text"/> 2 <input type="text"/> |
| • is the home of a special kind of music? | <input type="text"/> 3 <input type="text"/> |
| • was built on the site of an ancient city? | <input type="text"/> 4 <input type="text"/> |
| • is like a traditional village? | <input type="text"/> 5 <input type="text"/> |
| • is the capital of the country? | <input type="text"/> 6 <input type="text"/> |
| • are by the sea? | <input type="text"/> 7 <input type="text"/> 8 <input type="text"/> |
| • is an hour away from the capital by plane? | <input type="text"/> 9 <input type="text"/> |
| • is for expensive tastes? | <input type="text"/> 10 <input type="text"/> |

Welcome to MEXICO!

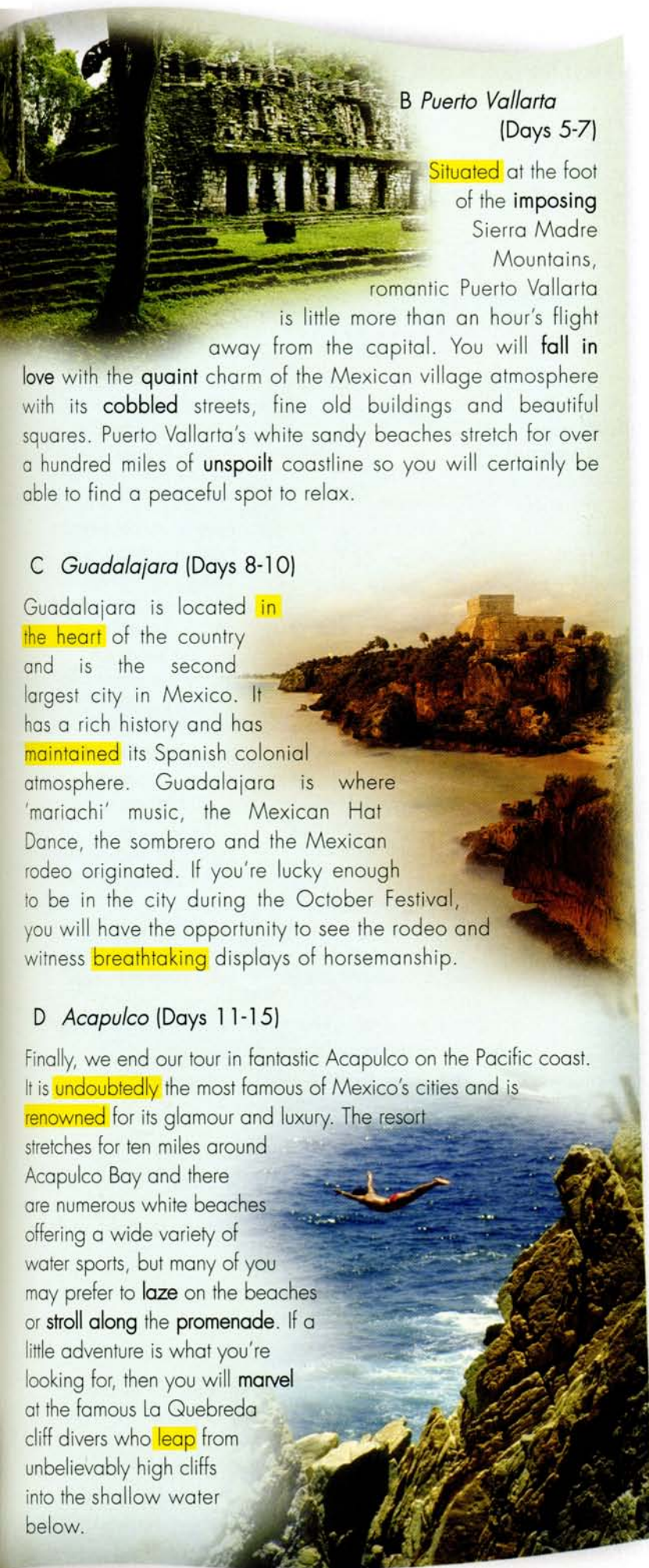
Mexico is one of the most beautiful and diverse countries in the world with a wide variety of landscapes and ecosystems. Mexico has it all: deserts, swamps, snow-capped mountains, volcanoes, tropical forests and even deserted beaches. The traditions of dozens of cultures still remain in Mexico making it an exciting holiday destination. There is something for everyone from ancient ruins and camping to luxury hotels. Mexico is pleasant at any time of the year, but the most popular time to visit is between May and October. Whatever time of year you decide to visit, get ready to enjoy one of the most memorable holidays of your life.

Itinerary

A Mexico City (Days 1-4)

The tour begins in this crowded city of over 20 million people. It is the country's capital and was built on the ruins of Tenochtitlan, dating back to Aztec times. In the centre of the city lies the Plaza de la Constitución, which was built from stones taken from this ancient city. A short walk will take you to The Alameda, one of the largest parks in Mexico City. Originally an Aztec marketplace, it is now surrounded by museums, bustling markets, shops and restaurants. If you want a quick bite to eat, street vendors can be found virtually everywhere selling good food at reasonable prices. If you're ready for a night out on the town, then head to the Zona Rosa where you can enjoy lively performances of traditional music and dance.





B Puerto Vallarta (Days 5-7)

Situated at the foot of the imposing Sierra Madre Mountains, romantic Puerto Vallarta is little more than an hour's flight away from the capital. You will **fall in love** with the **quaint** charm of the Mexican village atmosphere with its **cobbled** streets, fine old buildings and beautiful squares. Puerto Vallarta's white sandy beaches stretch for over a hundred miles of **unspoilt** coastline so you will certainly be able to find a peaceful spot to relax.

C Guadalajara (Days 8-10)

Guadalajara is located **in the heart** of the country and is the second largest city in Mexico. It has a rich history and has **maintained** its Spanish colonial atmosphere. Guadalajara is where 'mariachi' music, the Mexican Hat Dance, the sombrero and the Mexican rodeo originated. If you're lucky enough to be in the city during the October Festival, you will have the opportunity to see the rodeo and witness **breathtaking** displays of horsemanship.

D Acapulco (Days 11-15)

Finally, we end our tour in fantastic Acapulco on the Pacific coast. It is **undoubtedly** the most famous of Mexico's cities and is **renowned** for its glamour and luxury. The resort stretches for ten miles around Acapulco Bay and there are numerous white beaches offering a wide variety of water sports, but many of you may prefer to **laze** on the beaches or **stroll along** the **promenade**. If a little adventure is what you're looking for, then you will **marvel** at the famous La Quebrada cliff divers who **leap** from unbelievably high cliffs into the shallow water below.

b) Read the article again and explain the words in **bold**, then find synonyms for the highlighted words.

Vocabulary Practice

32 Fill in the correct word from the list, then choose five phrases and make up sentences using them.

- atmosphere • vendors • memorable
- bustling • divers • snow-capped
- peaceful • shallow • coastline
- quaint • cobbled • ruins

- | | |
|------------------|-------------------|
| 1 | 6 markets |
| mountains | 7 street |
| 2 | 8 streets |
| holidays | 9 charm |
| 3 unspoilt | 10 colonial |
| 4 ancient | 11 cliff |
| 5 spot | 12 water |

33 Fill in: *for, in, of, to, with, at, from*, then choose five phrases and make up sentences using them.

- 1 variety sth; 2 dating back; 3 built stones; 4 ready sth; 5 the foot sth; 6 to fall in love sth; 7 located the heart the country; 8 renowned; 9 to marvel sth; 10 to leap high cliffs

Follow-up

34 Use the phrases to make up sentences about Mexico. Then talk about your country.

- wide variety of landscapes
- white sandy beaches • camping
- fine old buildings • ancient ruins
- lively performances • luxury hotels
- snow-capped mountains
- deserted beaches • beautiful squares
- museums, shops and restaurants

• Project

Design a promotional poster for your country. Cut out pictures and write a short description of each place shown in each picture. Use phrases from Ex. 34 as well as your own ideas.

Writing (an article describing a place)

When we write an article describing a place, we usually write four paragraphs.

In the **first paragraph**, we give the name and location of the place and the reason for choosing it.

In the **second and third paragraphs**, we describe the main aspects of the place. We should describe what we can see and do there.

In the **fourth paragraph**, we write our comments and feelings about the place, as well as our recommendation.

We normally use present tenses to describe a place. We also use a variety of adjectives to make our article more inviting to the reader.

• Analysing the Rubric

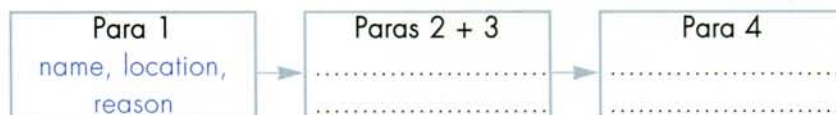
- 35** Read the rubric and underline the key words. Then, answer the questions that follow.

An international travel magazine is running a travel writing competition. The prize is a £200 travel voucher. Write an article describing a place you have visited, including things to see and do there, and explaining why you would recommend it to other readers.

- 1 What type of article should you write?
- 2 Who is going to read it?
- 3 Which of the following points must be included in your article?
 - main sights • climate
 - entertainment • population
 - bus timetable
 - museums and art galleries

• Analysing a Model Text

- 36** a) Read the article and complete the paragraph plan.



Pamukkale

Situated on the northern side of the Çürüksu River valley in the south-western part of the country, Pamukkale is one of Turkey's most **remarkable** sites. With its rich history and picturesque natural beauty, Pamukkale, is the perfect destination for those interested in the past.

Pamukkale, is one of the most **extraordinary** natural wonders you will ever see. The main attraction is an **enormous**, white cliff-face covered with water-filled pools in the shape of semi-circles. For thousands of years, these calcium-rich waters have dripped down



over the series of terraces and created a fantastic landscape of mineral trees and waterfalls, which look as if they are made out of white cotton. A stroll on the terraces or even a dip in the **lukewarm** waters of this **natural** fairyland is definitely an experience not to be missed.

For those interested in history, a visit to the **ancient**

Roman town of Hierapolis is a must. The town, which is part of Pamukkale, was founded in the 2nd century BC to take advantage of the natural springs. You can visit the **original** Roman baths, part of which is now used as a museum. Walk along the **charming** streets paved with blocks of limestone and lined with stone pillars. The **restored** outdoor theatre, with its fantastic wall paintings and marble carvings is also worth a visit.

Don't miss out on a visit to Pamukkale. With its long history and astounding natural beauty, it will certainly be **unforgettable**.

- b) Underline the topic sentences in the main body paragraphs and suggest other appropriate ones.

- c) Read the article again and replace the words in bold with appropriate synonyms.

• Joining Sentences

- 37** Use the words in brackets to join the sentences, as in the example.

- 1 Pamukkale is the perfect destination for those interested in the past and nature. It has got a rich history and picturesque natural beauty. (with)
With its rich history and picturesque natural beauty, Pamukkale is the perfect destination for those interested in the past and nature.

- 2 You should visit the ancient city. It has an incredibly wide street. (which)
- 3 You can visit the National Art Gallery. You can see a wonderful collection of paintings there. (where)
- 4 The Tate Gallery is on the banks of the River Thames in London. It houses the largest collection of British art in the world. (situated)
- 5 You have visited all the ancient sites. You can relax in one of the open air cafés. (when)
- 6 You can take a bus tour of the city centre. You can wander through the cobbled streets. (or)

• Vocabulary

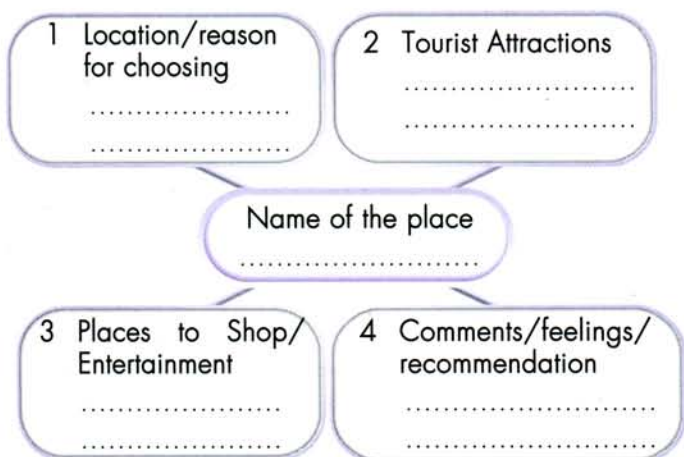
38 In pairs, write the words in the list under the correct headings. You can add ideas of your own. Then, choose any five to make up sentences.

- naval museum • shopping centre • street café
- art gallery • ancient sites • open-air theatre
- ancient monuments • colourful funfair
- street market • stone castles • souvenir shop
- expensive restaurant • fashionable boutique
- stone bridge • antique shop • marble statues
- botanical gardens • famous landmarks
- picturesque buildings • trendy shops
- amusement arcade • dance clubs

Tourist Attractions:	.....
Places to shop:	.....
Entertainment:	.....

• Paragraph Planning

39 a) Decide on a town worth visiting in your local area and complete the spidergram. Then, make up sentences, as in the example.



b) Suggest appropriate topic sentences for each paragraph, as in the example. Then, think about appropriate supporting sentences.

Valparaiso is a large port city located on the coast of Chile.

• Discuss & Write

40 a) Read the rubric and underline the key words. Then, answer the questions in the plan.

A local newspaper is running a competition and has asked its readers to submit articles about a town/city worth visiting in their country. Write your article for the competition, describing the town/city and including things to see and do there.

Plan

Introduction

(Para 1) *What is the name of the town/city? Where is it located? Why have you chosen to write about it?*

Main Body

(Paras 2-3) *What is there to see? What can you visit there? What can you do?*

Conclusion

(Para 4) *What are your feelings/comments about the place? How would you recommend it to the readers?*

b) Use the plan in Ex. 40a and your answers to Exs 38 and 39 to write your article (120-180 words). You can use the article in Ex. 36a as a model.

41 Read the sentences. What do they mean?

What's in a word?

- The wise traveller leaves his heart at home.
- Travel broadens the mind.

42 In what context do you expect to find the following words/phrases in the texts?

- A • canoe races • brave teams • cross the river
• ice floes • powerful currents • dog sled race
• sleigh rides

You can watch canoe races in Quebec Winter Carnival.

- B • spectacular show • bands marching • grand finale
• traditional Scottish music • guest performers • fireworks

43 Read the texts and mark the sentences A or B, then explain the words in bold.

Which festival:

- | | |
|--|-------|
| 1 has a race on the river? | ..... |
| 2 features traditional music and dance? | ..... |
| 3 takes place in a castle? | ..... |
| 4 has sculptures made of snow? | ..... |
| 5 has a castle that is rebuilt every year? | ..... |
| 6 ends with a single performer? | ..... |

Quebec Winter Carnival

Since its beginning in 1954, the Quebec Winter Carnival has grown to become the world's biggest winter festival. From 1st to 17th of February every year, visitors come from all over the world to enjoy the more than 300 events and activities **on offer**. One of the **highlights** is the famous canoe race on the St Lawrence River. Thousands of people **gather** to watch and cheer as brave teams cross the river, **battling** their way through ice floes and powerful currents. Other popular events are the Grand Viree, a dog sled race through the streets of Old Quebec, and the International Snow Sculpture competition. Visitors can **participate** in many activities, **including** snowshoe racing, ice skating, ice fishing and sleigh rides, or visit the Ice Castle, a medieval castle that is built every year out of ice and snow. The whole city is **transformed** into a magical winter fantasy, providing both adults and children with the opportunity to **rediscover** the **wonders** of winter.

B

Edinburgh Military Tattoo

The Edinburgh Military Tattoo is one of the most spectacular shows in the world. It takes place **annually**, as it has since 1950, at Edinburgh Castle, in Scotland, at the beginning of August. Today, more than 200,000 people **attend** the festival, while millions watch it on TV. It begins late every evening, with bands from more than thirty countries **marching** across the castle's drawbridge, playing in **harmony**.

Apart from the nightly **displays** of traditional Scottish music, the Tattoo also features the best of Scottish highland dancers **wheeling** and **swirling** across the esplanade. Every year, a variety of international guest performers also appear and thrill the crowd with motorcycle **stunts**, Chinese dance and much more. For the grand finale, all 1,000 or more performers gather on the esplanade; column after column of marchers, dancers and bandmen. As the **applause** of the audience dies down, a **hush** falls as the Lone Piper begins to play the tunes that **signal** the end of the show. Fireworks burst forth into the night sky and the audience joins in a **chorus** of singing. The perfect end to a memorable event full of colour and tradition.

Speaking

44 In pairs, compare and contrast the two festivals. Which festival would you like to attend? Why?

• Project

Write a short article about a festival in your country. Write about: *its name; when and where it takes place; the reason for the celebration; how long it lasts; the main events; your feelings and/or comments*

Revision & Extension

- 45 a) Look at the picture and, in pairs, discuss it, as in the example.



- A: Where do you think the picture was taken?
 B: At ...
 A: What can you see in the picture?
 B: I can see ...
 A: What can you do at the beach?
 B: Well, you can ...
 A: Would you like to go to a place like this for a holiday?
 B: I ... How about you?
 A: I think it would be great.

Now, describe the picture.

The picture shows a family ...

- b) Look at the picture and in pairs act out similar dialogues as in Ex. 45a.

- c) In pairs, talk about your favourite type of holiday.

- A: I enjoy spending my holidays by the sea. I ...
 B: I agree. The seaside is ...



- Buying a Ticket

- 46 a) Match the exchanges.

A

B

- | | |
|---|--|
| 1 <input type="checkbox"/> Hello. How can I help you? | A Thank you. |
| 2 <input type="checkbox"/> Well, the Intercity leaves at 9:15. | B That sounds perfect. I'd like a ticket, please. |
| 3 <input type="checkbox"/> Will that be one way or return? | C Could you tell me what time the next train for Edinburgh leaves? |
| 4 <input type="checkbox"/> That's £42 altogether. | D Here you are. |
| 5 <input type="checkbox"/> The train departs from platform 6. Have a nice trip. | E One way, please. How much does it cost? |

- b) Use the prompts to act out similar dialogues.

- bus/Liverpool/Express/11:30/return/£19 /the front of the bus station

- 47 Match the adjectives and nouns to form collocations. Then, make up sentences, as in the example.

trendy
 sandy cobbled
 snow-capped
 express phrase adult
 spectacular travel
 direct

streets
 flight fare
 mountains
 beach book train
 shops view
 sickness

There are a lot of **trendy shops** in Paris.

- Speaking: Problem solving

- 48 The pictures show various problems a traveller may face. In pairs, identify the problems and suggest ways for the people to solve them.

A



C

B



Making Suggestions: If I were ...; I would ...; Perhaps they should ...; Why don't they ...; A good idea would be ...; If they ..., then ...; They can/should ...; I think ...

Agreeing: I think you're right.; That's true.; I quite agree with you.

Disagreeing: I'm not sure I agree with you.; That's true, but ...; Do you (really) think so?; I'm afraid I can't agree with you.

- A: The people in Picture A look lost. What do you think they should do?

- B: Well, if I were in their position, I would ask someone for directions.

- A: Yes, I think you're right. They could also ...



Units 1 - 2

Vocabulary & Grammar

1 Fill in the correct word.

- 1 Her flat is centrally
- 2 Could you the lawn, please?
- 3 Hi Rick. Haven't seen you for
- 4 I'd rather not travel boat.
- 5 Thieves into her flat and stole all her jewellery.
- 6 It's hot in Madrid today with a temperature of 38°C.
- 7 Where do you want to your holiday this year?
- 8 I'll call you I reach Prague.
- 9 The city is the heart of the country.
- 10 Is there central in your house?

(10 marks)

2 Circle the correct item.

- 1 A kettle is a household
A tool B furniture C appliance D gadget
- 2 We haven't a hotel room yet.
A rented B booked C hired D reached
- 3 The island has got some nice beaches.
A secluded B winding C rocky D narrow
- 4 Mexico City is a(n) city with a population of over 20 million people.
A deserted B unspoilt C mixed D crowded
- 5 Los Angeles is for its exciting nightlife.
A maintained C marvelled
B renowned D experienced
- 6 All guests are requested to out before 12 noon.
A check B call C break D turn
- 7 While on holiday Jim only eats the cuisine.
A public B national C topical D local
- 8 We Ann tomorrow as usual.
A will be able to meet C will be meeting
B meet D will meet
- 9 We haven't seen him he moved to Ankara.
A since B for C when D until
- 10 I'll talk to him when he
A comes C will be coming
B will come D has come

(20 marks)

3 Use two to five words to complete the second sentence using the word in bold.

- 1 Laura hasn't found a house yet.
looking Laura a house.

- 2 If he doesn't come on time, we'll leave without him.
he We'll leave without him on time.
- 3 Tony is sure to be very upset when he finds out.
doubt There's very upset when he finds out.
- 4 He's still working on the project.
finished He yet.
- 5 It's a month since he moved to Prague.
been He for a month.

(10 marks)

Listening

- 4 You will hear a customer service representative talking to a group of customers about a new electrical appliances department in a shopping complex. For questions 1 - 6 fill in the missing information.

4th floor Electrical Appliances Centre

Enquiries

Near the elevators you can find the customer service desk. You can recognize it from the red

..... 1 there.

Products

Different makes and coloured electrical goods like fridges and 2 are found in section 'A'. Section 'B' consists of items like toasters and electric carving knives, which are referred to as

..... 3 by this particular centre.

If you're looking for a present, you will find useful electrical goods in 4.

Payment

Pay in cash and receive a 5.

Delivery

Delivery is 6 if you live within five kilometers of the shopping centre.

(12 marks)

Speaking

5 Complete the exchanges.

- 1 A:
Mrs Smith's office is, please?
B: Yes, of course. Second door on the right.
- 2 A: Brown Co. How?
B: Hello. I've got a problem with the pipes.
- 3 A: I'd like to make a complaint.
B: What, Mr Harris?
- 4 A: How?
B: That's £35 altogether.

(8 marks)

- 6 In pairs, compare and contrast the pictures. Where would you prefer to stay while on holiday? Why?



(10 marks)

Reading

- 7 Read the article and fill in the missing sentences from the list. There is one sentence that you do not need to use.

When 'Home' is to Roam

Jonathan Smith is an English gypsy. He talks to 'Lifestyle' magazine about his home.

I live in a trailer. 'Gorjias', as we call non-gypsies in our language, sometimes refer to our homes as caravans, but we prefer to use the word trailer. My horse Jezi pulls ours along. [1] It's very important for us gypsies to have reliable horses because of all the travelling that we do over different terrains.

My trailer was built back in 1933, by my uncle. I changed the canvas roof only last year. [2] Now it has a well-made beige roof and the beautiful wheels are painted bright red! We've had many good times in our home on wheels, but we've had some tough moments too.

I grew up in this wagon, with my brother Jess and my parents who have since passed away. Now it's just Nelly and I, but we travel with company or 'kumpania' as it's known in our language. [3]

Of course it's not like in the old days before the war. My grandparents used to tell stories of gypsy wagon trains that were so long they stretched from one horizon to the other. They were a travelling community. There were a lot more travellers in those days, though. [4] It's hard to make a living these days.

Although we do still travel around a lot, living in a chilly and damp climate like that of Britain, means that we're forced to stay put through the winter. [5] Even though some of these aren't very pleasant, we make the most of our temporary home by singing and dancing and knowing that we have the freedom to move on when we please.

Our life is about being on the move, and we're not interested in owning land or having our own country. We don't care about owning or living in a house. [6] For me, home is my trailer, home is being outside with nature. Basically 'home' is where you feel that you belong, or as Gorjias would say, 'home is where the heart is'.

- A Our 'kumpania' consists of my two sons and their families, which include our four little grandchildren.
B You see, 'home' has more than one meaning.
C It used to be in a bright shade of yellow, and my mother had decorated it with lovely brass bells and ribbons.
D The children like playing outside and have a lot of fun.
E It is then that we stop at the council-run gypsy sites.
F She's a strong and sturdy creature, with a calm and gentle nature.
G I wish I'd lived back then.

(15 marks)

Writing (an article describing a hotel)

- 8 Use the plan and the notes to write an article describing a hotel (120-180 words).

Plan

Introduction

(Para 1) *name - location - reason you chose to write about it*

Main Body

(Para 2) *description (floors - swimming pool - restaurant etc)*

(Para 3) *activities (horse riding - tennis etc)*

Conclusion

(Para 4) *recommendation*

(15 marks)

(Total = 100 marks)

Let's sing!

- 9 Listen and fill in. Listen again and sing.

Home is where the heart is

You might live in a castle
Or a 1) by the sea
You might live in a windmill
Or high up in a tree
Some people live with
2)
While others live alone
But we all need a special place
Where we can 3)
at home
Home is where the heart is
It's comforting to know
When you're lost and lonely
You've got somewhere to go
Your worries disappear
When you 4)
through your front door
And all your stress and troubles
Don't matter anymore

Traditional or modern
In 5) or countryside
A home can keep you safe
And you can lock the
6) outside
Home is where the heart is ...
It may not be luxurious
But one 7) is for
sure
Home's a place where you feel
8)
And cosy and secure
It's important to have somewhere
That you can 9)
your own
The smallest terraced house
Can be a castle if it's
10)
Home is where the heart is ...

People & Health

◆ Before you start...

How often do you travel? Where? Why?
Where will you go this year?
Where is your house situated? Describe it.
What is the ideal house for you?

◆ Listen, read and talk about...

Remember days gone by

UNIT 3

- people's appearance & character
- stages in life
- feelings
- education
- families
- national heroes



Module 2

Units 3-4

Health is better
than wealth

UNIT 4

- health problems
- medicines
- relaxation
- experiences
- traditional folk medicine
- services

◆ Learn how to ...

- talk about your feelings
- give/respond to news
- express preferences
- make deductions
- make decisions
- make guesses
- make speculations
- express opinions
- describe symptoms

◆ Practise ...

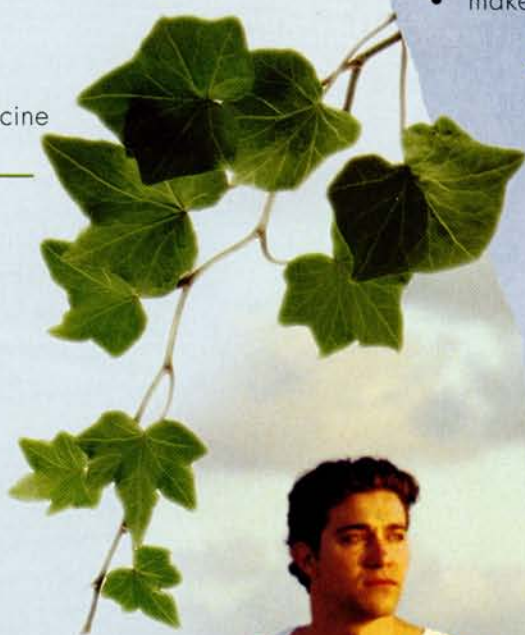
- past tenses
- used to/would
- -ing/-ed participles
- modal verbs (obligation; necessity; prohibition; suggestion; permission; request; ability; possibility)
- past & perfect modals
- use question tags

◆ Phrasal verbs

- bring
- carry
- come
- die

◆ Write ...

- an article about one of your country's national heroes
- a story
- an assessment report
- an article about a voluntary organisation in your country



3

Remember days gone by

Lead-in

1 a) Match the events to the pictures.

- wedding • start school
- buy house • graduation day
- buy first car • win a prize/trophy
- birthday party
- serious illness/injury

b) Which childhood events do you remember most clearly? What happened? Use the adjectives to describe how you felt at the time.

- shy • surprised • thrilled
- nervous • disappointed • worried

I'll never forget my first day at school. I felt nervous and shy. etc

Listening and Reading

2 Listen and repeat, then close your books and try to remember as many sentences as possible.

- I can't imagine that.
- You *do* surprise me!
- Could you point them out to me?
- Where? I can't see who you mean.
- You certainly can't miss him!
- I'm sorry I couldn't make it to the party.
- I bet.
- It's a pity you missed it.

A

SOLD

HOUSE
FOR SALE

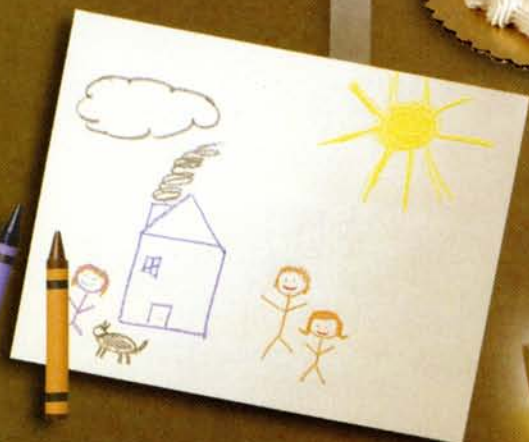
B



C



D



E



F



G



H

→ Emergency
X-Ray



3 Listen and mark the statements Yes or No.

- 1 Carol's first job was in a shop.
- 2 Barbara is having a nice time.
- 3 Ruby missed a flight.

4 Read the dialogues and mark the statements C (correct) or I (incorrect).

- 1 Brian is a person you can't depend on.
- 2 Carol used to feel uncomfortable with people.
- 3 Margaret is a relative of the bride.
- 4 Sandy surprised her uncle.
- 5 Sandy's grandparents are very energetic.

A

- Brian: Have you always been so **confident**, Carol?
- Carol: No. When I was a kid I was really **shy**.
- Brian: Really? I can't imagine that. What happened to change all that?
- Carol: My first job. I worked in a shop, and meeting new people every day soon made me more **self-assured** – my nervousness just disappeared.
- Brian: Something similar happened to me, actually. I used to be really **irresponsible** as a kid.
- Carol: You *do* surprise me! What happened?
- Brian: My mother got seriously ill and I had to grow up fast. I became a much more responsible person – almost **overnight**.
- Carol: I bet that was a **tough** lesson to learn.
- Brian: Well, yes ... but fortunately my mum **recovered** and I became a better person, so I suppose it all worked out for the best.

B

- Margaret: Look at them, Barbara. They *do* make a lovely couple, don't they?
- Barbara: Yes, and the reception is fantastic. The food is **delicious**. I must thank the bride's parents. Could you **point them out** to me?
- Margaret: Of course. The mother of the bride is over there, in the blue dress.
- Barbara: Where? I can't see who you mean.
- Margaret: She's quite tall and slim with short, straight brown hair. She's standing next to a tall, **plump** man who's slightly **bald** on top.
- Barbara: Oh yes. You certainly can't miss him!
- Margaret: That's the bride's father – my brother!

C

- Ruby: Hi, Sandy. It's Ruby.
- Sandy: Hi, Ruby. How are you?
- Ruby: I'm fine. Listen, I'm sorry I couldn't make it to the party, but I was **stuck** at the airport. My flight was **delayed**.
- Sandy: Oh no! You must have been very angry.
- Ruby: You bet. Anyway, did you have a nice time?
- Sandy: Well, Mum and Dad had no idea that we'd been preparing a huge party for their 25th wedding **anniversary**.
- Ruby: Do tell. Who was there?
- Sandy: Well, everyone, really. Oh, and you'll never guess who **showed up** at the last minute.
- Ruby: Who?
- Sandy: Uncle Tom from Australia! He flew all the way from Perth.
- Ruby: Wow! I bet your dad was thrilled.
- Sandy: Oh, he **was over the moon**. They hadn't seen each other in years!
- Ruby: What about your grandparents? Were they there as well?
- Sandy: Of course. They were the life and soul of the party!
- Ruby: It sounds like it was a great evening.
- Sandy: It was. It's a **pity** you **missed** it.

- ### 5 Read the dialogues again and explain the words in bold. Then, in pairs, read out the dialogues. Finally, suggest synonyms for the highlighted words.

Vocabulary

• Appearance

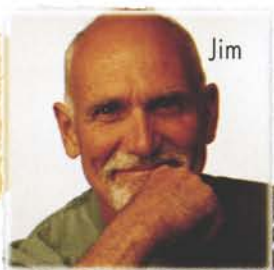
- 6 a) Use the prompts to describe the people in the pictures.



Maddie

- 1 short blonde hair/wide nose/
full lips/round face
Maddie has got short blonde hair, a round face, full lips and a wide nose.

- 2 broad smile/ high cheekbones/ oval face/ moustache



Jim



Mary

- 3 high forehead/thin eyebrows/lines under eyes/wavy white hair/pointed chin

- 4 short dark hair/ long face/ square chin/ thin lips/blue eyes



Marcos

- b) List the adjectives in Ex. 6a under the headings below. You can add your own ideas.

- face • hair • eyes • nose • mouth • lips
- chin • other

• Game

Choose a leader. The leader thinks about another student in the class. In teams, ask the leader five questions about what the person looks like. The first team to guess who the person is gets one point. Choose another leader and continue the game. The team with the most points wins.

Team A S1: Does the person have straight hair?

Leader: No, he doesn't.

Team B S1: Does the person have a high forehead?

Leader: Yes, he does.

• Character

- 7 a) Match the adjectives to the definitions. Which best describe: you? your friends?

A

- 1 ☐ confident
2 ☐ optimistic
3 ☐ flexible
4 ☐ adventurous
5 ☐ brave
6 ☐ honest
7 ☐ impulsive
8 ☐ insensitive
9 ☐ vain
10 ☐ arrogant
11 ☐ easy-going
12 ☐ mean

B

- a acts without thinking
b believes they are more important than others
c doesn't think about other people's feelings
d thinks positively
e not afraid in dangerous situations
f never gives to others
g not easily upset or worried
h prepared to change
i feels sure about themselves
j always tells the truth
k willing to take risks
l takes too much pride in their appearance

I'm an easy-going person. I don't get upset easily.

- b) The pictures show famous film/TV characters. Use words from Ex. 7a to talk about their personalities.

Die Another Day



James Bond 007 (spy)

Superman



Clark Kent (journalist/superhero)

101 Dalmatians



Cruella De Vil (fashion designer)

Harry Potter & The Philosopher's stone



Harry Potter (apprentice wizard)

James Bond is a spy in the film Die Another Day. James Bond is confident. He always feels sure about himself.

c) In pairs, ask and answer about each person's appearance and character.

A: What does James Bond look like?

B: He's got short dark hair, narrow blue eyes and a square jaw.

A: What is he like?

B: He's confident. He feels sure about himself. He's also ...

d) Think of another character from a film or book and describe him/her to the class.

• Stages in Life

- 8 a) Listen and fill in the average ages when people in Japan do the following. Then make sentences, as in the example.

Age	Event
6	start elementary school
	go to junior high school
	go to senior high school
18	go to college/university
	leave home
	get married
29	have their first child
	buy a house
	retire

Japanese children are usually six when they start elementary school.

b) Make a similar table for people in your country. Then, in pairs ask and answer questions, as in the example.

A: How old are children when they start primary school?

B: In my country, children are usually six when they start primary school.

• Feelings

- 9 Match the adjectives (1-6) to the pictures (A-F), then talk about what is happening in each picture and how the person feels.

- | | |
|-----------|---------|
| 1 excited | 4 proud |
| 2 scared | 5 sad |
| 3 anxious | 6 bored |



A-2 Johnny is at the dentist's, and the dentist is checking his teeth. He probably feels scared – like most people do – because he thinks the dentist will hurt him.

- 10 In pairs, talk about recent experiences you have had and say how they made you feel. You can use adjectives from the list, and/or your own ideas.

- worried • relaxed • scared/terrified
- excited • irritated/annoyed • upset
- furious/angry • cheerful/happy

A: When was the last time you felt worried?

B: Last week.

A: What happened?

B: I had a Maths test. Sitting for tests always makes me feel worried. What about you? ... etc

• Idioms

- 11 Underline the correct word, then explain the phrases in bold.

- She's got a big **body/head** since she won the beauty contest.
- You can argue until you're blue in the **face/ears** and you still won't make her change her mind.
- He's got his **head/brain** in the clouds if he thinks a plan like that has any chance of succeeding.
- They kept their **chin/nose** up even though they had lost everything.
- His promotion **has gone to his head/hair** – he suddenly thinks he's really important.

Grammar in Use

• Past Tenses



Grammar Reference

12 Identify the tenses in bold, then match them to their use.

- 1 By the time I arrived at the university, the lecture **had already finished**.
- 2 Dean **was running** in the park at 7 am yesterday morning.
- 3 Sharon **went** to the funfair on Sunday.
- 4 Suki **had been waiting** outside the restaurant for twenty minutes before her friends arrived.

- a action completed at a definite time in the past
- b action which started and continued for some time before another past action, with emphasis on its duration
- c action completed in the past before another past action
- d action which was in progress at a stated time in the past

13 In pairs, ask and answer, as in the example.

- 1 go to cinema/yesterday/stay home
A: *Did you go to the cinema yesterday?*
B: *No, I didn't. I stayed at home.*
- 2 drive to work/this morning/catch train
- 3 spend holidays in Madrid/last year/go on a cruise
- 4 watch TV/last night/fall asleep
- 5 fix car/yesterday/take it to the garage

14 Fill in the gaps with the correct past tense of the verb in brackets.

- 1 A: When (your parents/be married)?
B: I'm not sure. I think it (be) in 1986.
- 2 A: My sister (have) a baby yesterday.
B: Congratulations – you're an aunt!
- 3 A: When (your grandfather/retire)?
B: Last January. He (work) for the same company for 30 years.
- 4 A: Sheila (meet) her future husband while she (travel) around Russia.
B: Really? (it/be) love at first sight?

- 5 A: (be/Tom) at home when you (arrive)?
B: No, he (already/go out).
- 6 A: Laura (not/come) to the party last night.
B: Really? Why?
A: She (already/arrange) to do something else.
- 7 A: We only (move) here a week ago and I don't know anybody yet.
B: You'll soon make some new friends.
- 8 A: (Mary/give) birth yesterday?
B: Yes – I heard she (have) twins.
- 9 A: You used to live in Italy, didn't you? How long (you/stay) there?
B: For three years, then we (move) to Paris.
- 10 A: (be/there) many people at the wedding reception?
B: Yes, a lot. Most of them were people I (never/see) before.
- 11 A: We (celebrate) our grandpa's birthday last Sunday.
B: (you/have) a nice time?
- 12 A: (you/be) pleased to see your Uncle Tom again last week?
B: Of course – I (not see) him for about five years.
- 13 A: (you/go) to the meeting yesterday with Josh?
B: No – he (not/finish) his work so I (go) on my own.

15 a) Fill in the time adverbs.

• last month • for • before • just • already

- 1 Timothy had finished washing the car when it started to rain.
- 2 Paul was accepted into a top university
- 3 Unfortunately the game had started by the time Frank got to the football ground.
- 4 Sarah had been trying to reach Josh over an hour before he finally answered his phone.
- 5 Karen wasn't sure if she had turned off the oven she left the house.

b) How do you think the people in the sentences 1 to 5 were feeling at the time? Use the adjectives to talk about them.

- angry • worried • frustrated • disappointed
- excited

Timothy was angry because he had just finished washing the car when it began to rain.

Speaking

c) Use the words/phrases below and past tenses to make up sentences about yourself.

- in 2000 • since the day before yesterday
- on Tuesday • last year • for two weeks
- two days ago

I won first prize in a competition in 2000. I was very proud.

16 Join the sentences using *when, while, after, before*.

- | | |
|--------------------------------|-------------------------|
| 1 Mary's car/run out of petrol | a we/finish/homework |
| 2 we/watch TV | b he/hear/strange noise |
| 3 he/work on/computer | c she/drive/work |
| 4 he/mow the lawn | d she/leave/house |
| 5 she/put on/coat | e his/wife/plant trees |

Mary's car ran out of petrol while she was driving to work.

Speaking

17 a) Answer the questions.

- What did you do when you got up this morning?
- What were you doing at 9:30 last night?
- What did you do yesterday morning?
- What did you do last weekend?

b) Imagine you met a friend you hadn't seen for a year. Use these prompts to act out a dialogue.

- get/diploma • find/job • break/leg
- buy/car • move/house • sister/get married

A: *Hello! I haven't seen you for ages. How are things?*

B: *OK. I've been very busy lately.*

A: *Really? Tell me all about it.*

B: *Well, I got my diploma last January.*

A: *Congratulations!*

• Used to/Would



Grammar Reference

18 a) Study the table.

- *When I was young, ...*
I **walked/used to walk** to school. (past habit/routine)
I **would** often/always/usually/etc **walk** to school.
I **lived/used to live** in Manchester. (past state)
NOT: I ~~would live~~ in Manchester.

b) Fill in *would, used to* or both when possible, as in the example.

- I remember that my parents **would/used to** take us to the park a lot when we were young.
- They have a house with a pool, but they recently sold it.
- Every year at carnival, all of us children dress up as cartoon characters.
- Alice and her sister share a small apartment when they were at university.
- My late Uncle George bring us chocolates every time he visited us.
- When I was younger, I sing in a band.
- My mother make all our clothes when we were children.
- When we were children, we go to the zoo every Saturday afternoon.

Speaking

19 In pairs, use the prompts to talk about your childhood, as in the example. You can use your own ideas as well.

- live in a village • ride a bike • own a dog
- build tree houses • go to bed early
- play in the streets • fish in the river



A: *Did you use to live in a village when you were a child?*

B: *No, I didn't. I lived in the city. What about you?*

A: *I used to live in a small town by the sea. etc*

Grammar in Use

• Open Cloze

- 20 Read the text and think of the word which best fits each gap. Use only **ONE WORD** in each gap.



Look at the title of the text to get an idea of what it is about. Skim the text quickly to get the gist, then read it more carefully and pay attention to the words before and after each gap to help you decide what word is missing. The missing words can be **articles, prepositions, phrasal verbs, conjunctions, modal/auxiliary verbs**, etc. Make sure the word you choose is grammatically correct and makes sense in context.



The King of Jazz: *The Duke*

Edward Kennedy 'Duke' Ellington **0** **was** a great American jazz musician. He was a composer, bandleader and performer, and many people believe he was a musical genius.

He got the nickname 'Duke' **1** of his noble character. Even **2** he was easy-going, stylish and graceful, he was, at times, quite vain and extravagant. However, he was normally generous and he was a natural born leader.

The Duke was born **3** 29th April, 1899, **4** Washington DC. He learnt to play the piano **5** he was seven, but it wasn't **6** he was a teenager that he decided to improve his skills and took **7** playing more seriously. In 1923, he moved to New York and formed a band **8** his own. He played at the famous Cotton Club and the band's unique style soon became very popular. Recording companies and music publishers were eager to sign **9** up and they embarked **10** a long and successful career.

Duke Ellington and his band played **11** over the world and with such big names as Miles Davis, Louis Armstrong and Ella Fitzgerald. **12** of the Duke's greatest works include 'Concerto For Cootie', 'Cotton Tail', 'In A Sentimental Mood' and 'Take The 'A' Train'. When he died on 24th May, 1974, **13** the age of seventy-five, he had written over 2,000 musical compositions. He is acknowledged as **14** of the **15** influential musicians of the 20th century.

• Key Word Transformations

- 21 Complete the second sentence using the word in bold. You can use two to five words, including the word given. Do not change the word given.

- They haven't been to our house for years.
ages It is to our house.
- How long has it been since you started working here?
ago How working here?
- She hasn't been to the dentist for a year.
time The the dentist was a year ago.

- Ed didn't start the meeting until after everyone had arrived.
before Ed waited until everyone
..... the meeting.
- How long ago did you graduate from university?
since How long has
..... from university?
- It was the first time my parents had flown abroad.
never My parents
..... before.

• Phrasal Verbs

- 22 Replace the words in bold with the correct form of the phrasal verbs in the list, as in the example.

- bring sth about
- bring sth out
- bring sth back
- bring sb/sth up
- carry on
- carry sth out
- carry sth through

- The only way they can **cause** a change in the system is by holding an election. **bring about**
- After a ten-minute break they **continued** with their work.
- He was **raised** in a lovely village in the south of England.
- It was a good plan, but he didn't have the determination to **complete** it.
- The soldiers were ordered to **obey** their instructions.
- Looking at that old photo album **reminded me of** a lot of happy memories.
- I can't wait for Westlife to **release** a new single. It's been ages since their last one.

Listening & Speaking

23 a) You will hear somebody describing what it is like to be part of a large family. Listen and mark the sentences **T** (true) or **F** (false).

- 1 There are nine people in Mike's family.
- 2 Mike has three sisters and two brothers.
- 3 Mike's brothers think he is too young to play football with them.
- 4 Mike doesn't get on with his sisters.
- 5 Mike is confident and easy-going.
- 6 Mike loves sharing his things.

b) Describe the pictures. What do they have in common?

Both pictures show ...



c) In pairs, discuss the advantages and disadvantages of being from a large family.

A: One of the greatest advantages is ...

B: That's true but, on the other hand, ...

d) Why do you think small families are becoming more common nowadays? Discuss.

24 a) You will hear five people talking about a memorable event from their past. Listen and match the sentences (a-f) to the speakers (1-5). There is one extra sentence you do not need.

- | | | | |
|-----------------------------------|---------|---|--|
| a I was terrified. | Speaker | 1 | |
| b I was annoyed with my parents. | Speaker | 2 | |
| c I was disappointed at the time. | Speaker | 3 | |
| d I didn't know what to do. | Speaker | 4 | |
| e It was my own fault. | Speaker | 5 | |
| f It was the best day of my life. | Speaker | | |

b) In pairs, talk about a memorable event from your past.

A: So, what was the day you'll never forget?

B: The day my sister was born. ...

• Giving/Responding to News

25 a) Listen and match each exchange (1-4) to its function (A-D).

- | | |
|------------|---------------------------|
| Exchange 1 | A giving good news |
| Exchange 2 | B giving bad news |
| Exchange 3 | C responding to good news |
| Exchange 4 | D responding to bad news |

b) In pairs, use the expressions in this box to act out dialogues about the situations described in the prompts below.

Giving News

I've got some good news/bad news, I'm afraid.
Guess what!
I wanted you to be the first to know.
I'm sorry to say ...
I've got something to tell you.

Responding to News

I'm so pleased for you.
That's great/wonderful/terrific/too bad/a shame/a pity!
Oh dear!
How disappointing/sad/terrible/wonderful!
You must be excited/thrilled/really pleased/very sad.

- your friend tells you they won first prize in a competition
- your brother tells you he didn't get accepted into college
- tell your father you crashed his car
- tell your friend you have got engaged

• Intonation (in echo questions)

26 Listen, then read out the exchanges in pairs. Finally, in pairs, act out similar dialogues.

- 1 A: Emma had her hair cut yesterday.
B: It looks great, doesn't it?
- 2 A: The Browns are leaving for Spain on Tuesday.
B: Oh, are they?
- 3 A: Dora was the best student in her class.
B: She wasn't, was she?
- 4 A: The Petersons had a baby girl last night.
B: Oh, did they?

Listening & Reading

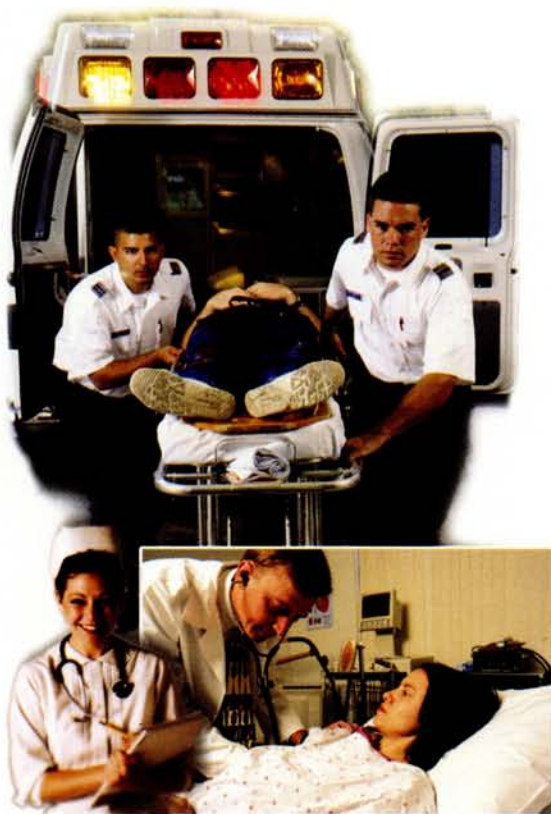
27 a) What jobs do the people in the pictures do? How are these jobs related? What similar jobs can you think of?

b) In pairs, discuss what qualities are needed in order to be a nurse. You can use the prompts below and/or your own ideas.

• hardworking • patient • kind • compassionate

A: To be a nurse you need to be hardworking.

B: I agree, because ...



28 a) Look at the title and pictures with the text. Who do you think Florence Nightingale was? Guess which of the statements (1-8) are true.

Florence Nightingale ...

- | | | |
|---|--|-------|
| 1 | invented a new type of safety lamp. | ..... |
| 2 | made nursing a respectable profession. | ..... |
| 3 | lived in Medieval England. | ..... |
| 4 | came from a rich family. | ..... |
| 5 | studied at the Army Medical College. | ..... |
| 6 | was awarded the Royal Red Cross. | ..... |
| 7 | died at a very young age. | ..... |
| 8 | was a national heroine. | ..... |

b) Listen and check if your guesses were correct by marking each statement T (true) or F (false).

Florence Nightingale:

The Lady with the Lamp

0 D

Florence Nightingale was a pioneer in the field of nursing. She founded the profession of nursing and reformed sanitary practices in hospitals. These great achievements are more amazing when you consider that most Victorian women could not attend university or pursue a professional career.



1

She was born in Italy in 1820 and was named Florence after her birthplace. She was the daughter of a wealthy landowner, William Nightingale, who was a well-educated and open-minded man. He believed that all people should receive an education, and both Florence and her sister Parthenope were taught Greek, Latin, Italian, German, History, Philosophy and Mathematics.

2

At the age of twenty-five Florence had already made up her mind to follow a career in nursing. Her parents were totally opposed to this, but Florence's devotion and determination managed to convince them and she eventually got her father's permission to study as a nurse. She studied nursing in Kaiserswerth, Germany, and two years later she was appointed superintendent of a hospital for women in Harley Street, London.

29 a) Read the text and choose the most suitable heading from the list (A-I) to label each paragraph. There is one extra heading you do not need to use. There is an example (0) at the beginning.

TIP

Read through the list of headings and underline the key words. Read the text and identify the main point of each paragraph. Take one paragraph at a time and look for words which are related to the headings. The information may be paraphrased.

- | | | | |
|---|----------------------|---|--------------------|
| A | Fame and Influence | G | Her Twilight Years |
| B | Official Recognition | H | Her Chosen Career |
| C | Teaching Others | I | Solving Problems |
| D | A Great Achiever | | |
| E | A Time of Need | | |
| F | Her Early Years | | |

3

In 1854, Britain, France and Turkey were at war with Russia. The public were shocked by reports of the **disgraceful** conditions that the sick and **wounded** British soldiers had to **endure**. Florence decided to help, and immediately went to Turkey, in charge of a group of thirty-eight nurses, to work in military hospitals. The conditions in the army hospitals were **appalling**. The soldiers were **filthy**, there were lots of rats and fleas, and supplies were limited.

4

Initially, she received very little help from military officers and doctors. However, her **assistance** was greatly needed and they soon **changed their minds**. Florence quickly **managed to** organise the hospital, **improve** sanitation and greatly increase the survival rate of her patients. Every soldier she cared for respected and **admired** her.

5

In 1856, Florence returned to England as a national heroine. She was known as 'The Lady with the Lamp', a name the wounded soldiers gave her because of the way she watched over them in hospital at night. On her return, she began to campaign for improvements in the standards of **hygiene** and health care in military hospitals. A Royal Commission was appointed and, following Florence Nightingale's detailed reports, the Army Medical College was later **established** in 1857.

6

To share her knowledge about health care, Florence wrote *Notes on Nursing* in 1859. This book has since been **translated** into eleven languages and is still in print today. The following year, she was able to use public **funds** to **found** the Nightingale School for Nurses at St. Thomas's Hospital. This was the first ever school for nurses, and paved the way for nursing to be accepted as a **suitable profession** for young women.

7

Florence Nightingale achieved all this despite suffering from poor health herself for most of her life. In recognition of her hard work, Queen Victoria **awarded** Florence the Royal Red Cross in 1883, and in 1907 she became the first woman ever to receive the Order of Merit. Florence Nightingale died in London in August, 1910, at the age of ninety. 'The Lady with the Lamp' was a truly **remarkable** person, who changed the nursing profession for ever.



b) Explain the words in bold, then choose any six and use them to make up sentences.

• Vocabulary Practice

30 Match the highlighted words/phrases in the text to their synonyms below.

help; job; put up with; looked up to; rich; approval; dirty; make better; set up; amazing; accomplishments; money; dreadful; changed; decided

31 Fill in the gaps using words from the list, then make sentences using the completed phrases.

- field • military • survival • wounded
- public • national • poor • sanitary

- | | |
|--------------------|-------------------|
| 1 of nursing | 5 a heroine |
| 2 rate | 6 hospital |
| 3 health | 7 soldier |
| 4 practices | 8 funds |

32 Fill in at, for, in, into, of, on, to, from or with, then make sentences using the completed phrases.

- 1 the field nursing
- 2 to be opposed sth
- 3 to be war (another country)
- 4 to care sb
- 5 to campaign sth
- 6 to translate sth (another language)
- 7 to be print
- 8 to suffer sth
- 9 recognition

• Project

Choose one of your country's national heroes and write details about him/her under these headings, then tell the class about him/her.

- Born • Career • Honours/Awards • Died

Writing (a story)

When writing a story we first decide on the *type* of story, the *plot* and the *main characters*. Our story can be an adventure story, a comedy, a mystery, etc. In the **first paragraph**, we write when and where the event took place, who the people in the story were, what the weather was like and what happened first.

In the **main body**, we describe the events (in the order they happened), making specific reference to the climax event. We can use linking words/phrases such as *so*, *because*, *also* etc to link our ideas or sentences, and *first*, *then*, *while*, *afterwards*, etc to present the events in chronological order.

In the **last paragraph**, we write what happened in the end and how the characters felt.

We can use a variety of adjectives or adverbs to make our story more interesting. We normally use past tenses in stories.

• Analysing the Rubric

33 Read the rubric and underline the key words, then answer the questions that follow.

An international magazine is holding a short adventure story competition. The story must end with the words: *"At least we are all safe, and that's the most important thing," John said to his family.* Write your story (120-180 words) for the competition.

- 1 Who is going to read your story?
- 2 Who is the story going to be about?
- 3 What kind of story are you going to write?
- 4 How must your story end?
- 5 What would you write as a climax event?

• Analysing a Model Text

34 a) Read the following story and fill in the gaps with the correct linking words/phrases from the list below.

- just then • eventually • as soon as • meanwhile • suddenly
• when

"Stormy Weather"

It was a hot, humid evening and John Newby was driving his tractor through his fields. He had had an exhausting day and was on his way home.

1) he reached the farmhouse, he noticed the dark grey clouds filling the sky. 2) he heard a rumbling sound in the distance. John shivered nervously. The noise was getting louder and the sky was darkening rapidly. He knew what these signs meant – it was a storm, and it was heading his way.

3) John's frightened wife and children had also heard the terrible noise and had run onto the porch.

4) he reached them, John led them down to the storm cellar. In no time at all the powerful wind was tearing their home apart.

5) there was a tremendous crack as the roof was ripped off and part of the house was blown away. The wind howled and huge hailstones battered what was left of John's home. The family waited anxiously until the storm died down.

6) the family emerged from the cellar. John had tears in his eyes as he looked in horror at their ruined home. The whole family was completely devastated. "At least we are all safe, and that's the most important thing," John said to his family.

b) Read the story again and answer the questions.

- 1 When and where did the story take place?
- 2 What was the weather like?
- 3 Which paragraph describes the climax event? What event is it?
- 4 What happened in the end? How did they feel?
- 5 Can you suggest another title for the story?

• Sequence of events

35 Number the events of the story in the order they occurred.

- | | |
|---|---|
| <input type="checkbox"/> There was a loud crack. | <input type="checkbox"/> Dark clouds filled the sky. |
| <input type="checkbox"/> The storm died down. | <input type="checkbox"/> Part of the house blew away. |
| <input type="checkbox"/> He heard a rumbling sound. | <input type="checkbox"/> John led his family into the cellar. |
| <input type="checkbox"/> John shivered. | |
| <input type="checkbox"/> The family came out of the cellar. | <input type="checkbox"/> John was on his way home. |

• Beginnings – Endings

When we write a story, we can begin and end using a variety of techniques such as:

- asking a rhetorical question (e.g. *Why do some people have such bad luck?*)
- addressing the reader directly (e.g. *Has your life ever flashed before your eyes?*)
- referring to moods/feelings (e.g. *Toby was exhausted by the time he made it home.*)
- using direct speech (e.g. *"All's well that ends well," said John in relief.*)
- using our senses to describe the scene (e.g. *The sun was shining brightly and the air was filled with the sweet scent of roses as Claire set off on her walk.*)

36 Using the techniques above, think of other ways to begin the story in Ex 34a.

• Adjectives/Adverbs

37 a) Underline all the adjectives in the story in Ex. 34a. In pairs, think of synonyms for as many of the adjectives as you can.

b) Circle all the adverbs in the story. What verbs do they describe?

38 Use the adjectives and adverbs in the list to make the paragraph below more interesting.

- beautiful • winding • hot • strong • young
- luckily • loudly • shakily • heavily • suddenly

Brian and Terry were driving along a road through the countryside. The sun was beating down and they were in a hurry to get to the lake. When a deer ran across the road in front of them, Brian stepped on the brakes. The tyres screeched and a smell of burnt rubber filled the air., Brian managed to avoid hitting the deer. He looked at Terry. "That was a close shave!" he exclaimed

• Discuss & Write

39 a) Read the rubric, then look at the pictures and try to guess what happened.

A popular weekly magazine is holding a competition for a short story with the title *A Close Shave*, and you have decided to enter. Write your story (120-180 words) for the competition.



b) Listen and put the sentences below into the correct order.

- A The helicopter started to shake violently.
- B Jack landed the helicopter safely.
- C Jack and Ian climbed into the helicopter. 1
- D The engine roared back to life.
- E They saw the volcano.
- F Jack radioed a distress call.
- G Ian started taking photographs.
- H Jack flew the helicopter out of the mouth of the volcano.

40 a) Listen again and answer the questions in the plan below.

Plan

Introduction

(Para 1) Who was involved? When was it?
Where was it? What happened first?

Main Body

(Para 2-4) What exactly happened?

Conclusion

(Para 5) What happened in the end?
How did the characters feel?
What did they say?

b) Use your answers from Ex. 39b, and follow the plan above, to write the story from Ex. 39a. Use the model from Ex. 34a to help you.

41 Read the sentences. What do they mean?

What's in a word?

- Memory is the treasury and guardian of all things.
- If you want to test your memory, try to recall what you were worrying about one year ago today.

Literature Clip



Charlotte Brontë (1816-1855) was born in the North Yorkshire town of Thornton. Her father, Patrick Brontë, was a clergyman and he brought Charlotte and her two sisters up alone after their mother, Maria, died. Charlotte worked first as a teacher and later as a governess before spending some time in Brussels. In 1854 she married Arthur Bell Nichols, but unfortunately, she died a year later in 1855. She wrote poetry and a number of novels, including *The Professor*, *Shirley*, *Villette* and *Jane Eyre*.

Jane is an orphan who is sent to a school to become a governess. When she completes her studies, she obtains a position as governess at Mr Rochester's house.

- 42 a) What types of stories do you like to read: mystery? romance? adventure? Why?
- b) Listen and say what kind of story *Jane Eyre* is.
- c) Read the biography of Charlotte Brontë, and the short description of her novel, *Jane Eyre*. In what ways is Jane Eyre's life similar to Brontë's?
- 43 Look at this picture of a scene from *Jane Eyre*, and describe the characters shown. What has just happened? What time of the year is it? What else can you see in the picture? Read the extract and find phrases/sentences which describe what is shown in the picture.



- 44 a) Read the extract and in pairs put the sentences a to k into the correct order. Then tell the story in your own words.

- | | |
|---|------------------------------|
| a | The man rested on the wall. |
| b | He asked where she was from. |
| c | A horse and rider passed by. |
| d | She refused to leave. |
| e | She heard an eerie noise. |

JANE EYRE

by Charlotte Brontë

That winter afternoon was bright but very cold. I discovered that Mrs Fairfax had just written a letter which was waiting to be posted, so I offered to take it to Hay, a two-mile walk from Thornfield. I put on my **bonnet** and **cloak** and set off for a pleasant afternoon walk.

At first I walked quickly to get warm and then I slowed my **pace**. Though I found the path difficult and my walk was lonely, I took great pleasure in it. After a while, the path **inclined**, so I sat down on a stone wall to catch my breath. From my seat I could see Thornfield below me. I stayed there admiring the view until the sun began to set behind the trees, then I continued on with my journey.

Suddenly, a noise from the road broke the silence – a noise so **eerie** that it reminded me of the nursery stories I used to hear when I was young. The noise was nearby but not yet in sight, so I sat back down on the wall and nervously waited for the cause of the **disturbance** to appear. A few seconds later, a big black and white dog with a huge head **emerged** from behind a tree, followed by a tall horse with a rider on its back. The threesome passed me and I, **relieved** to discover that the source of my anxiety had been of this world, resumed my walk to Hay.

I hadn't gone but a few paces when a loud **thud** caught my attention. I turned and saw the rider and the horse had slipped on a thin sheet of ice and were both lying on the ground. I rushed down to the rider, who was trying to free himself of his horse, and asked him, "Are you **injured**, sir?" He was too **preoccupied** with his efforts to reply. "Can I do anything?" I asked again.

"You must just stand on one side," he answered as he finally stood and set about trying to raise his horse. All the while, the great dog was running back and forth, barking and **braying** until he was silenced with a "Down, Pilot!" from the rider.

I could see that the man, though not seriously

- | | |
|---|-----------------------------------|
| f | She stopped to rest. |
| g | She heard a loud thud. |
| h | The horse and rider had fallen. |
| i | She set off to post the letter. |
| j | She told him she was a governess. |
| k | She asked him if he was hurt. |

- b) Explain the words in bold, then suggest synonyms for the highlighted words.

hurt, had suffered an injury of some sort, for he carefully made his way to the stone wall and sat down. "You are hurt and want help, sir. I can **fetch** someone either from Thornfield Hall or from Hay," I said.

"Thank you, I shall do. I have no broken bones, only a **sprain**," he answered, as he stood and tried to put his weight on his foot, which **resulted in** a painful **moan**. It was not yet dark, and in what was left of the daylight I could see him clearly. He was of medium height and although he was **wrapped** in a riding cloak he appeared to be well built. He had a dark face, and his angry eyes and heavy **brow** gave him a **stern** appearance. He was not young, and not middle-aged, either – I guessed him to be close to thirty-five.

I stood there but he **gestured** for me to leave. "I cannot think of leaving you, sir, at so late an hour in this **solitary** lane, till I see you are fit to **mount** your horse," I said.

He looked at me for the first time – he had hardly glanced in my direction until then – and said, "I think you ought to be at home yourself. If you have a home in this neighbourhood. Where do you come from?"

I answered him, "From just below, and I am not afraid of being out late when it is moonlight. I will run over to Hay for you with pleasure, if you wish. Indeed, I am going there to post a letter."

He stared at me and said, "You live just below – do you mean at that house with the **battlements**?" pointing at Thornfield.

I replied, "Yes, sir."

"Whose house is it?" he asked.

"Mr. Rochester's," said I.

"Do you know Mr. Rochester?" asked the man.

"No, I have never seen him," I **responded**.

He looked at my clothes and commented, "You are not a servant at the hall, of course. You are ..."

My clothing, as usual, was simple – a black cloak and black bonnet. "I am the **governess**."

"Ah, the governess!" he repeated. "Deuce take me, if I had not forgotten! The governess!"

• Project

You have decided to enter the *Jane Eyre* picture contest being held by your school magazine. Choose a scene from the extract and draw it.

Revision & Extension

- 45 a) Look at the picture and complete the dialogue, then use the answers to describe the picture.



- A: Where 1)?
 B: I think it's in 2)
 A: What are 3)?
 B: They 4)
 A: Why do you think they are there?
 B: It seems to me that they 5)
 A: How do you celebrate your 6)?
 B: We usually 7)

In this picture there are some people in ...

- b) In pairs, act out a similar dialogue about the picture below, then describe the picture.



- c) In pairs, discuss how you celebrate events such as birthdays, weddings etc.

- A: We usually celebrate birthdays by having parties at home. We invite our friends.
 B: That sounds great. We don't usually celebrate birthdays like that. We book a ...

- 46 Fill in: father, parent, mother

- Eric reminds me of his dad. But you know what they say – like, like son.
- Laura knows four languages, but her tongue is French.
- The hotel group has a separate local business in each country, but they are all controlled by a company in the UK.

• Project

Draw your family tree, then describe each person's appearance and character.


Health is Better than Wealth

Lead-in

- 1 Compare and contrast the two sets of pictures. How are they related to the title? What is your reaction to them?
- 2 Make up true sentences about yourself. If you could change one thing about your lifestyle what would it be?
 - often feel tired • work long hours • wake up/go to bed early
 - often suffer from headaches • have enough time to relax
 - have a fixed daily routine • exercise regularly • work hard
 - eat fruit and vegetables every day • be always on the go
 - enjoy spending time with my family • lose appetite
 - come back home very late

I often feel tired. I sometimes work long hours. If I could ..., I would ...

Listening & Reading

- 3  Listen and repeat. Who might say each sentence, and in what kind of situation? In pairs, make up short dialogues using the sentences.

- What seems to be the problem?
- Are you taking any medicine at the moment?
- There's nothing to worry about.
- I haven't seen you for ages.
 - You should try it!
 - You look fantastic!
 - I feel pretty good.
 - Good for you!
 - Why don't you come with me one day?

- 4  Listen to the dialogues and match the sentences to the speakers, *Peter, Tony or Lisa*.

- 1 This speaker likes city life.
- 2 This speaker will be on medication.
- 3 This speaker doesn't exercise at all.

- 5 a) Read the dialogues A to C and circle the correct answers. Explain the words in **bold**, then use them to make up sentences.

- 1 Peter is seriously ill.
A Yes B No C Doesn't say
- 2 Peter can eat ice cream.
A Yes B No C Doesn't say
- 3 Tony owns a house in a village.
A Yes B No C Doesn't say
- 4 Jim is in good shape.
A Yes B No C Doesn't say

A



- A** Dr Jones: Hello, Peter. What seems to be the problem?
 Peter: Well, I haven't been feeling very well for the last few days.
 Dr Jones: I see.
 Peter: And my throat is sore and it hurts when I **swallow**.
 Dr Jones: Have you **noticed** a loss of **appetite**?
 Peter: Not really. But it's difficult to swallow.
 Dr Jones: Right then, let me **have a look** ... mmm ... yes your throat is quite **inflamed**. We'd better take your **temperature**.
 Peter: Actually, I do feel a bit **warm**.
 Dr Jones: Hmm... just as I thought... 38.5°C. I'd say you've got **tonsillitis**. Are you taking any medicine at the moment?
 Peter: No, not really.
 Dr Jones: There's nothing to worry about, really. I'm going to give you a **prescription**. Make sure you drink lots of **hot fluids** and soup, nothing cold.
 Peter: OK, thanks a lot.

- B** Tony: Hi, Jeff, I haven't seen you for ages. Where have you been?
 Jeff: Oh, don't you know? I **moved away**.
 Tony: Really?
 Jeff: Yes. To a small village near Preston.
 Tony: But what about your career at the **stock exchange**?
 Jeff: Well, that's why I moved, actually. The **stress** was too much for me. What with the **pressure** and the **long hours** and everything, I became ill. My doctor told me to get as far away from the **rat race** as possible, so I did!
 Tony: So, what are you doing now?
 Jeff: Well, I'm a **systems analyst** now, and I work from home. I've never been happier, or so **relaxed**. You should try it!
 Tony: No way. This **rat** likes the big city too much.

- C** Lisa: Jim, you look fantastic! You've lost so much weight!
 Jim: Thanks. I feel pretty good, too.
 Lisa: How did you do it?
 Jim: I've **taken up** jogging.
 Lisa: Good for you!
 Jim: Every morning before I go to work, I go jogging down by the lake. It makes me feel great and ready to **tackle** the day ahead.
 Lisa: It's certainly **worked wonders** for you.
 Jim: Why don't you come with me one day? You'll feel better for it and your **fitness level** will **improve**.
 Lisa: Yes, why not. I really need to **get in shape**!



b) Suggest synonyms for the highlighted words, then, in pairs, read out the dialogues.

Vocabulary

• Health Problems

- 6 Who would be the best person to see for each of the problems listed? Match the health problem to the people, then make up sentences as in the example.

Health Problems	Professions
1 <input type="checkbox"/> you break your arm	a surgeon
2 <input type="checkbox"/> you don't feel well	b dentist
3 <input type="checkbox"/> you have a stiff neck	c orthopaedic surgeon
4 <input type="checkbox"/> you have bad acne	d chiropractor
5 <input type="checkbox"/> you have toothache	e dermatologist
6 <input type="checkbox"/> you need an operation	f general practitioner (GP)
7 <input type="checkbox"/> you need new glasses	g psychologist
8 <input type="checkbox"/> you have terrible nightmares	h optician

You need to see an orthopaedic surgeon if you break your arm.

Listening

- 7 a) You will hear four people talking about their health problems. Listen and match the problems (A-E) to the speakers (1-4). There is one extra problem you do not need to use.

Speaker 1 <input type="checkbox"/>	A travel sickness
Speaker 2 <input type="checkbox"/>	B hay fever
Speaker 3 <input type="checkbox"/>	C overtired
Speaker 4 <input type="checkbox"/>	D flu
	E sunburn

Speaking

b) Match the health problems (A-E) from Ex. 7a to their symptoms below. Then, in pairs, ask and answer, as in the example.

1 <input type="checkbox"/> E red, hot skin	4 <input type="checkbox"/> runny, nose, sneezing
2 <input type="checkbox"/> dizzy, queasy stomach	5 <input type="checkbox"/> sleepy, dizzy
3 <input type="checkbox"/> fever, body aches	

A: *What's the matter?*

B: *I've got sunburn. My skin is red and hot.*

- 8 a) Match the problem to the advice, then make up sentences, as in the example.

Problem	Advice
1 <input type="checkbox"/> sunburn	a stay in bed, drink plenty of fluids
2 <input type="checkbox"/> hay fever	b pinch the top of your nose
3 <input type="checkbox"/> flu	c wash your face regularly, use a special cream
4 <input type="checkbox"/> nosebleed	d take a cool bath, rub on lotion
5 <input type="checkbox"/> sprained ankle	e suck a throat lozenge
6 <input type="checkbox"/> sore throat	f use a nasal spray
7 <input type="checkbox"/> acne	g put on a cold compress, bandage it
8 <input type="checkbox"/> migraine	h lie down in a dark room

If you've got sunburn, you should take a cool bath and rub on lotion.

Speaking

- b) Use the phrases to give advice to a friend who a) can't sleep, b) has a headache, c) has a sore throat, d) has a cold.

Giving Advice

- If I were you ...
- It's a good idea to ...
- You could always ...
- Try.....ing ...
- Why don't you...?
- Have you tried... -ing ...?

A: *Are you all right? You don't look well.*

B: *I can't sleep.*

A: *If I were you, I would have a glass of warm milk before going to bed.*

• The Medicine Cabinet

- 9 Which of the following have you got in your medicine cabinet? What are they used for?



A - *We use a thermometer to take our temperature.*

- 10 a) Are you suffering from stress? Do the quiz below to find out.

How stressed are you?

- When you are doing nothing you usually feel
A guilty. B calm.
- When you have lunch or dinner, you usually
A eat in a hurry. B take your time.
- When you have to make an important decision you are in
A a state of panic. B control.
- You experience a dry mouth, sweaty palms or a thumping heart
A almost every day. B almost never.
- When at work/school, most of the time you feel
A tense. B relaxed.

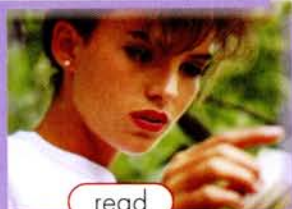
Check your answers.

Mostly As, you are certainly suffering from stress. You need to make changes in your life to reduce this stress.

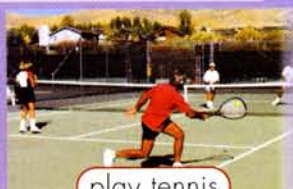
Mostly Bs, you are coping well with the stress in your life.

• Expressing Preferences

b) Look at the pictures. In pairs, discuss ways to help you relax when you are suffering from stress. You can add your own ideas.



read



play tennis



go jogging



go out with friends



play a musical instrument



take the dog for a walk

- A: I **prefer** playing tennis to going to the gym.
B: Really! I'd **rather** go to the gym **than** play tennis.

• Feelings and Experiences

- 11 a) Study the theory box, then make up true sentences about yourself using the adjectives in the list.

Present/Past Participles

We use -ed participles to describe how we feel/felt.

*I was **disappointed** when I heard the news.*

We use -ing participles to say what something is/was like.

*The news was very **disappointing**.*

- excited • terrified • relaxed • disappointing
- embarrassed • annoying • confused • bored
- worried • frightening • pleased • satisfied
- tiring • thrilled

I was excited when I won first prize.

Speaking

b) In pairs discuss how you would feel if ...

- you had just passed a very difficult exam.
- you had an appointment with your dentist.
- you were going on holiday.
- your grandmother was ill.
- you were making a speech.
- you were lost.

A: How would you feel if you had just passed a very difficult exam?

B: I'd be thrilled.

• Idioms and Fixed Phrases

- 12 Underline the correct word and explain the idioms. Then use them to make up sentences of your own.

- Everyone tried to keep their chin/head during the earthquake.
- I felt ill yesterday but today I'm as right as rain/fog.
- Bill had a bad cold, and he's still feeling a bit under the weather/climate.
- You are the picture/painting of health after your holiday!
- There's nothing wrong with Sue, she's as fit as a fiddle/flute!

Grammar In Use

- Modals: Obligation – Necessity
– Prohibition – Suggestion

Grammar Reference

- 13 a) Match the verbs in bold to their meanings. Which express: *obligation, prohibition, suggestion, necessity, lack of necessity*?

- | | | |
|---|--|--|
| 1 | | You must hurry or you'll miss your appointment. |
| 2 | | You ought to see your dentist for a check-up. |
| 3 | | You must eat a balanced diet. |
| 4 | | You need to drink about eight glasses of water every day. |
| 5 | | You mustn't park here. |
| 6 | | You don't have to study medicine to become a social worker. |
| 7 | | You shouldn't go out in the sun without a hat. |
| 8 | | In the UK you have (got) to be 18 to be able to vote. |

- A This is very important: it is essential.
B This is forbidden; you are not allowed to do it.
C This is necessary.
D I advise you not to do this.
E This is a rule/law.
F It would be a good idea to do this.
G You can do this if you want to but it's not necessary.
H It is important that you do this.

- b) Use modals from above to write two things:

- you are obliged to do • forbidden to do
- necessary for you to do • you should do

I must tidy my room.

- 14 Fill in: *(not) have to, should(n't), need, ought to or must*.

- Although you like spicy food, I think you use less chilli when cooking.
- All medicine be kept out of children's reach.
- To be healthy you exercise regularly.
- You eat lots of fruit and vegetables.
- Mr Simms to have an operation immediately.
- You check the expiry date on food labels.
- We replace proper meals with junk food.
- I can stay in bed late tomorrow as I work.

Speaking

- 15 Jerry has been having back problems because his schoolbag is extremely heavy. Use the prompts to give him advice.

- not carry/more/10%/weight
- which book/bring/lessons
- wear/backpack/straps go over shoulders
- put/heavy items/bottom of bag

You shouldn't carry more than 10% of your own weight.



- Permission – Request – Ability – Possibility

Grammar Reference

- 16 a) Which modal verbs express: *permission, lack of permission, ability, lack of ability, request, possibility*?

- Could/Would you please help me carry this box?
- You **may/can** borrow my bicycle as long as you promise to bring it back before 6pm.
- Jason **can** speak French and German.
- Carol **may/might/could** help you if she's free.
- You **can't** use the computer.
- You **can't/mustn't/may not** eat or drink in the library.

- b) Use the modal verbs in bold to make up sentences:

- giving/refusing permission.
- making a request.
- talking about an ability you have/don't have.
- expressing possibility.

• Game

In teams, use modal verbs to make up sentences for the following situations. Each correct sentence gets 1 point. The team with the most points is the winner.

- Your friend needs to lose weight.
- Your friend wants to save money.
- Your friend is planning to travel abroad.
- Your friend has no job.

Team A S1: You must cut down on fats.

• Past & Perfect Modals

Grammar Reference

17 a) Read the sentences and underline the correct modal verb.

- 1 Nina didn't need to/needn't have borrow my car because Dad gave her a lift.
- 2 Tina should have/couldn't go to work yesterday because she was ill.
- 3 Mary ought not to have/didn't need to eaten so many sweets.
- 4 Ann ought to have/needn't have called an ambulance. It was only a minor injury.
- 5 Pat didn't need to/ought to have taken some malaria tablets with her so that she would be protected against the disease.

b) Match the sentences to their explanations.

- | | |
|---|---|
| a | Although it was necessary, she didn't do it. |
| b | She was unable to do it. |
| c | It was wrong of her to do it, but she did it. |
| d | It wasn't necessary but she did it. |
| e | It wasn't necessary so she didn't do it. |

18 Fill in: *didn't have to*, *needn't have*, *should(n't) have*, *ought (not) to have* or *could(n't) have*.

- 1 You gone to bed earlier if you wanted to catch the early train.
- 2 Helen eaten so much ice cream. It always gives her indigestion.
- 3 You bought a ticket. I had an extra one just in case.
- 4 I wasn't well prepared for the exam. I'm sure I passed it.
- 5 Dennis to pay any medical expenses as he's got private health insurance.
- 6 Harriet visited the dentist because she didn't have any cavities.

• Making deductions

Grammar Reference

19 a) Study the table.

	Certainty	Uncertainty
Present	must be can't be	might/may/could be
Past	must have can't have	might/may/could have

b) Make up sentences, as in the example. You can use your own ideas.



- on duty
- treat a patient
- worried

2



- in hospital
- have an operation
- sleep

3



- in pain
- pull a muscle
- accident

1 *He must be on duty. He might have been treating a patient ... etc*

Speaking

20 In pairs, think of what could have happened in the following situations.

- 1 Tim had the right qualifications, but he didn't get the job. *He might have been inexperienced.*
- 2 They were planning a party, but it was postponed.
- 3 Tony studied hard, but he failed the exam.
- 4 They were expecting Ann to attend the meeting, but she didn't turn up.

• Question Tags

Grammar Reference

21 a) Add the correct question tags, then say how they are formed.

- 1 You'll tell the doctor everything,?
- 2 I'm well enough to go to school,?
- 3 You want to get better,?
- 4 He rarely gets a cold,?
- 5 Keep your arms still,?
- 6 Let's go out,?

b) Use question tags to ask a partner about their age, their family and their interests.

You are thirteen, aren't you?

Your brother is older than you, isn't he?

Grammar In Use

• Phrasal Verbs

22 Fill in: *by, into, out, down with, away, then explain the phrasal verbs in bold.*

- 1 He **came** a lot of money when his grandfather died.
- 2 Lyn **came** chickenpox so she stayed at home for two weeks.
- 3 The sound of the sirens began to **die** as soon as the ambulance disappeared around the corner.
- 4 Do you know how the dodo **died** ?
- 5 How did you **come** this antique chair?

• Key Word Transformations

23 Complete the second sentence using the word in bold. You can use two to five words including the word given. Do not change the word given.

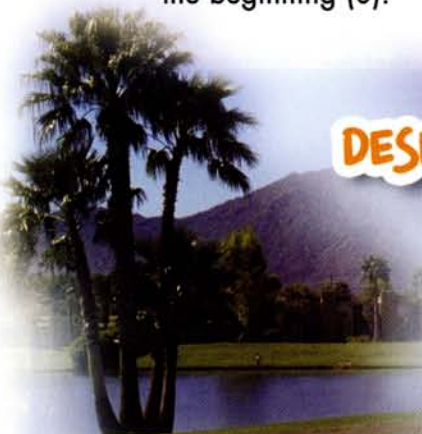
- 1 It is possible that he misunderstood what you said and was offended.
might He because he misunderstood what you said.
- 2 My doctor has told me to cut down on red meat.
should My doctor says I red meat.
- 3 Calculators must not be used during this exam.
is The use during this exam.
- 4 It wasn't necessary for Jim to drive Ann to the airport.
need Jim Ann to the airport.

• Multiple Choice Cloze



Look at the title to get an idea of what the text is about. Read the text once to get the general idea. Read the text again, looking at the words before and after each gap. Then, look at the choices and decide which word fits best. Finally, read the completed text again to make sure it is grammatically correct and makes sense.

24 Read the text and decide which answer A, B, C or D best fits each space. There is an example at the beginning (0).



DESERT HOT SPRINGS

Desert Hot Springs is a city near Palm Springs in California. It is 0) **...situated...** on a part of the famous San Andreas Fault line and is the 1) of the natural hot springs 2) give the city its name and its water. The water is famous for its therapeutic 3)

and some people have gone so 4) as to call it 'The Miracle Waters'. There are over forty health spas in the city which offer a variety of health and beauty therapies.

The water originates 5) the ice caps of the surrounding mountains. It travels slowly down the mountain 6) miles of sand and rock and along the way it becomes 7) with minerals. The water that passes over the fault line is heated and is 8) to treat many ailments including arthritis and to 9) aching muscles. It is also believed to be very 10) for the skin. The water that passes through the Mission Creek Sub-basin, south of the fault, is cold and is used as the city's drinking water. This water has 11) many awards for its great taste and is 12) to be the best untreated drinking water in the country. Desert Hot Springs is 13) because it has both naturally hot and cold waters. 14) of this, the city has created an educational facility called Hot Springs Park that offers people the chance to see 15) hand how the city receives its water.

- | | | | |
|-----------------|-------------------|------------|------------|
| 0 A placed | B situated | C found | D set |
| 1 A start | B foundation | C basis | D source |
| 2 A which | B where | C whose | D who |
| 3 A properties | B profits | C pros | D benefits |
| 4 A much | B far | C long | D that |
| 5 A from | B of | C to | D for |
| 6 A through | B between | C along | D under |
| 7 A thick | B filled | C enriched | D full |
| 8 A operated | B used | C applied | D helped |
| 9 A reduce | B comfort | C relax | D ease |
| 10 A good | B well | C perfect | D positive |
| 11 A given | B earned | C gained | D won |
| 12 A understood | B told | C said | D stated |
| 13 A unique | B only | C solo | D alone |
| 14 A Due | B Because | C Since | D Despite |
| 15 A own | B one | C first | D lead |

Listening and Speaking

- 25 a) Imagine you are travelling abroad. What questions would you ask your doctor before you leave?



Read the statements before you listen. Underline the key words. Try to match the key words with similar words in the script.

- b) You will hear a doctor giving advice to travellers. Listen and tick (✓) Yes or No.

YES NO

- 0 The biggest risk is from food and water. ☒ YES ☐ NO
- 1 You should drink boiled water. ☐ YES ☐ NO
- 2 You should use ice. ☐ YES ☐ NO
- 3 You should drink lots of milk. ☐ YES ☐ NO
- 4 You can't eat seafood. ☐ YES ☐ NO
- 5 You should always have vaccinations before you travel abroad. ☐ YES ☐ NO
- 6 Insect bites can cause serious problems. ☐ YES ☐ NO

• Making decisions

- c) Tim is planning to travel to a foreign country. Look at the visual prompts and decide what he needs to be careful of while he is abroad.



A: I think he should drink bottled water.

B: That's true. The tap water might be contaminated.

- 26 a) Think of various reasons a person would decide to join a gym. Do you go to a gym? If yes, what classes do you take?

- b) Listen to a young woman and mark the sentences True or False.

- 1 Jenny is overweight.
- 2 Jenny is unfit.
- 3 Jenny isn't keen on swimming.
- 4 Jenny can work out once a week.
- 5 Jenny needs special equipment.
- 6 Jenny is thrilled at the idea.

- 27 a) Compare and contrast the pictures.



Picture A shows ... whereas Picture B shows ...

- b) In pairs, discuss the following.

- 1 Which is your favourite form of exercise? Why?
- 2 Should people exercise? Give reasons.

• Guessing

- 28 a) Listen and tick the phrases you hear.

- 1 I'd say; 2 It looks like.....; 3 It could;
- 4 It's difficult to say, but I'd guess. 5 I'm not really sure, but I think; 6 Perhaps; 7 It might;

- b) Read the exchanges and replace the phrases in bold with other appropriate ones.

- 1 A: Barry looks quite concerned.
B: I'd **say** he's about to quit his job.
- 2 A: Don't you think Jenny is tired?
B: **Perhaps** she needs some time off work.
- 3 A: Do you think he would like to join a gym?
B: I'm not really sure, but I **think** he enjoys exercising.

- c) In pairs act out similar exchanges.

- You think your neighbour isn't well.
- Your teacher is late for class.

• Intonation (in expressing emotions)

- 29 a) Listen and repeat.

- 1 Oh, that's a great change!
- 2 Oh my, what a huge swimming pool!
- 3 What? You missed your dentist appointment?
- 4 Wow! That's great!

Listening and Reading

- 30** Look at the pictures and answer the questions. Have you ever used home remedies? Do you use any of these items? Which ones? What for? How did/do you use it? Was it effective?



I use water when I have the hiccups. I sip it slowly. It always works.

- 31** a) Read the title of the article. What do you think the article is about? Which of the following words and phrases would you expect to find in the article?

- traditional healing methods • headaches
- herbal mixtures • folk healers • healthcare
- conventional doctors • medical treatment
- alternative remedies • medical practices
- herbal medicine

b) Listen and answer Yes or No to the following statements.

- 1 People believed traditional healers were evil.
- 2 Curanderos are folk healers.
- 3 Curanderos get paid for their services.
- 4 Curanderos can treat all types of illnesses.
- 5 People in Japan consume the most herbal medicines in the world.
- 6 Native Americans use a form of aspirin to cure headaches.

Traditional Folk Medicine

0 H

Long before modern medicine came along, people **relied on** traditional healing methods to protect and **restore** their health. These methods **consisted** largely of the use of various herbs and other naturally occurring products. Some serious illnesses were thought to be caused by evil spirits, so the **treatments** used by traditional healers were often a mixture of spiritual **remedies** as well as more practical herbal mixtures. Although traditional folk healers can still be found in most cultures of the world, nowadays the majority of people prefer to rely on modern medical treatment.

1

Folk medicine and beliefs differ from culture to culture and **reflect** the history and traditions of each culture. All these practices, however, have one thing in common; they are passed on from generation to generation **by word of mouth** and **imitation** and represent a system of practices rather than a collection of unrelated remedies.

2

The curanderos are folk healers who have been providing remedies along the Texas-Mexico border for almost 500 years. They are a **highly respected** group and are frequently called upon for their **services**, particularly in Northern Mexico, where there are few doctors. Their ability to heal is **regarded** as a **special gift**, so they do not

- 32** Read the article about traditional folk medicine and choose the most suitable heading from the list (A-H) for each part (1-6). There is one extra heading you do not need to use. There is an example at the beginning (0).

- A Health Care Products
- B Healing around the World
- C A Mixture of Ancient and Modern
- D The Future of Traditional Medicine
- E Keeping the Traditions Alive
- F North American Healers
- G Traditional Medicine Preferred
- H The First Healers

charge a **fee** for their services, although they will accept small gifts. This is one reason why they are so highly **valued**; many **rural** Mexicans cannot afford to pay a **conventional** doctor for treatment.

3

Modern medical practitioners have largely replaced folk medicine in many parts of the world, but in Mexico it continues to **flourish**. Even in urban areas such as San Antonio there are a number of curanderos. Many of these have extensive knowledge of the healing properties of plants and can **deal with** all types of illnesses. Researchers have **discovered** that many Mexican Americans will **consult** a curandero first before trying conventional medicine.

4

Mexico, however, is not unique in its **preservation** of such ancient medical practices. The World Health Organisation (WHO) has **estimated** that traditional midwives assist in up to 95 per cent of rural births in the developing world and 70 per cent of urban births. Traditional healing methods are still an important part of primary health care in many Asian countries. China's **sophisticated** system of health care is based on **age-old** herbal remedies and **acupuncture**, while Japan has the highest level of **consumption** of traditional herbal medicine in the world.

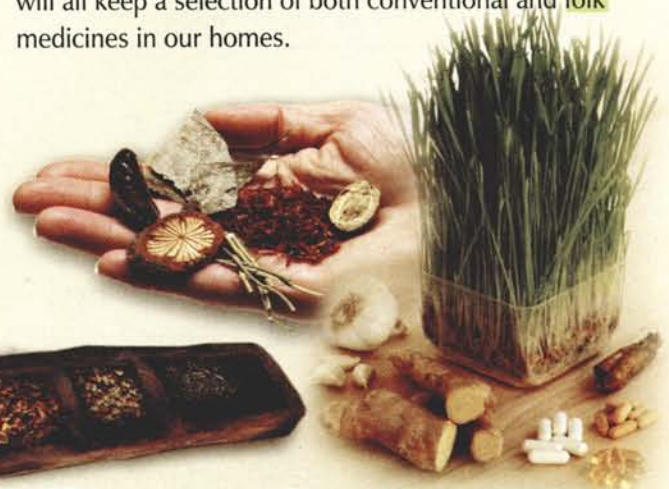
5

Many modern doctors have shown interest in traditional remedies. At the same time, curanderos and other traditional healers are beginning to accept and use modern medical technology. Over the

last ten years, there has been a **growth** of interest in **alternative** remedies in **developed** countries. The **majority** of the population of Great Britain for example, believes that traditional and herbal remedies should be available **via** the National Health Service. Many modern doctors **share** this belief and **increasingly** use a **combination** of traditional folk remedies and conventional medicines.

6

This 'marriage' between the conventional and the traditional is not a new idea. Medicinal plants are the oldest known health care products and many of today's modern medical remedies are plant based. Local people who had the knowledge to **administer** them have used many of them for centuries. A good example is aspirin, which is naturally found in **willow bark**, and used by Native American people to **cure** headaches. More research is needed, for who knows what miraculous cures might be developed from simple remedies that have been available for generations. One day perhaps we will all keep a selection of both conventional and **folk** medicines in our homes.



33 Explain the words in bold, then use any five of them to make up sentences. Finally, suggest synonyms for the highlighted words. Can you find words similar in your language?

34 Fill in the correct words, then use any five phrases and make up sentences using them.

- miraculous • folk • respected • spirits
- remedies • highly • methods • serious
- conventional • primary

- | | |
|-------------------|---------------------|
| 1 healers | 6 cures |
| 2 healing | 7 valued |
| 3 evil | 8 medicine |
| 4 herbal | 9 health care |
| 5 illnesses | 10 highly |

35 Fill in: *for, as, by, in, of, on or at*, then choose any five phrases and make up sentences using them.

- 1 to rely sth/sb; 2 word mouth; 3 to be regarded sth; 4 to charge a fee sth; 5 to be called upon their services; 6 interest sth; 7 the same time; 8 based sth; 9 to be part sth; 10 common; 11 selection sth

• Project

Collect herbs which you/your parents use. Present them to the class and explain how they are used.

Writing (an assessment report)

We usually write a report for someone in authority such as the head of a committee or our employer. A report presents and evaluates the positive and negative qualities of a place/person etc in order to make a judgement or recommendation about them. Reports always contain factual information.

We always begin a report by saying who the report is for and their position, the writer's name and position and what the report is about.

In the **introduction**, we present the purpose and the content of the report.

In the **main body**, we write about each topic in detail under separate subheadings.

In the **conclusion**, we summarise the information and write our assessment or evaluation.

We usually write reports in a formal, impersonal style. We write short sentences, which contain factual information. We normally use present tenses in assessment reports as well as the passive form and full verb forms. We link our points with appropriate linking words (e.g. although, however etc).

• Analysing the Rubric

36 Read the rubric, underline the key words and answer the questions that follow.

You are the manager of the Bliss Health Spa. The owner of the spa would like to improve the spa's image and has asked you to write a report assessing the current situation and suggesting possible ways in which the health spa might be upgraded including information on the spa's customers, facilities and pricing policy.

- 1 Who is going to read your report?
- 2 What is your position according to the rubric?
- 3 What subheadings should the report have?
- 4 Tick (✓) which of the following must be included in your report.

size of the spa ☐
 location of the spa ☐
 membership fee ☐
 what the atmosphere is like ☐
 opening hours ☐
 types of customers ☐
 special offers ☐

- 5 What style should you use?

• Analysing a Model Text

37 a) Read the report and fill in the appropriate subheadings from the list.

- Conclusion • Types of Customers
- Pricing • Introduction • Facilities

To: Mr Tony Hadley, Proprietor of Bliss Health Spa
 From: Jennifer Riley, Manager
 Subject: Upgrading of Bliss Health Spa

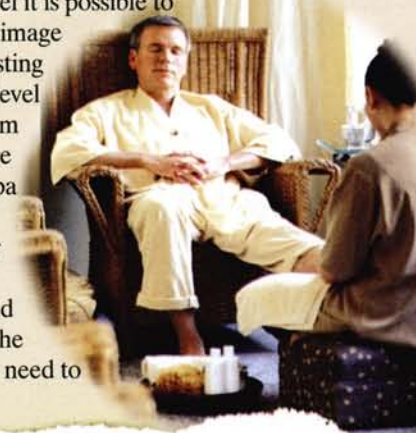
1
 The purpose of this report is to assess Bliss Health Spa and to suggest ways of improving the overall image of the spa.

2
 The spa has a standard number of clients, mostly middle-aged businessmen who mainly use the sauna and massage facilities. **However**, these members tend only to visit the spa at weekends or in the evenings. The spa would benefit from a wider range of clients including young people and women who would be free to attend the spa during the week and in the daytime.

3
 At present, the spa offers too few facilities to attract a wide and varied clientele. **Although** the massage, sauna, gym and pool facilities are satisfactory for the current members, they will require expansion and renovation if they are to attract a wider variety of clients. **Furthermore**, it will be necessary to offer beauty treatments and natural therapies in order to attract more female members. **In addition**, the large grounds surrounding the spa should be used to provide outdoor activities such as golf and horseback riding. This would attract more clients and improve the image of the spa in general.

4
 The spa's prices are reasonable. There are also plenty of discounts available for full members. If we charged higher prices, we would lose many existing customers. Therefore, I suggest we offer two forms of membership: simple membership which would allow holders to use only the gym, pool and sauna. and exclusive membership with a higher fee which would allow access to all facilities. In this way, members who cannot afford the higher prices will still be able to use the spa.

5
 In conclusion, I feel it is possible to improve the spa's image without losing existing members. A two-level membership system would attract more members to the spa and the higher prices charged for exclusive membership would cover the cost of the improvements we need to make.



b) Look at the words in bold and identify the linking words. Which link similar/opposing ideas? Suggest synonyms.

38 Read the report again and complete the table.

Subheadings	Positive points	Negative points	Recommendations
Types of Customers
Facilities
Pricing

• Formal Style

39 Rewrite these sentences in formal style, as in the example.

- I'm writing this report to tell you about...
The purpose of this report is to...
- There are lots of things to do.
- A swimming pool would be good, too.
- The gym opens at 10am and closes at 10pm.
- It's a bit too pricey for me.
- You can do lots of different things at the gym.

• Content Analysis & Linking Words

40 a) Rearrange the points into the correct categories.

Subheadings	Positive points	Negative points
Facilities	well-trained instructors/ sufficient staff	prices not competitive/no special offers
Prices and Opening Hours	open seven days a week/10am to 10pm	staff not very friendly/ slow to help
Staff and Service	wide range of activities available/new and modern equipment	not enough exercise machines/wait for a long time

b) Use the prompts to make paragraphs for each subheading. Use appropriate linking words.

Facilities

There is a wide range of activities available. In addition, the equipment is all new and modern. However, there are not enough exercise machines, so customers have to wait for a long time.

• Discuss & Write

41 a) Read the rubric and underline the key words. Then answer the questions in the plan.

Tom Allan, the editor of the newspaper you work for as a journalist, has asked you to write a report assessing the good and bad points of the Bayside Sports Centre. Write your report describing the facilities, prices, opening hours, service and staff.



Plan

To: Who are you writing the report for?
From: Who are you?
Subject: What are you writing about?

Introduction

(Para 1) Why are you writing the report?

Main Body

(Paras 2-4) What information will you include?
 What subheadings will you use?

Conclusion

(Para 5) What is your overall impression?
 What is your recommendation?

b) Write your report in 120-180 words. You can use ideas from Exs. 40 and 41, as well as the report in Ex. 37a as a model.

42 Read the sentences. What do they mean?

What's in a word?

- Prevention is better than cure.
- Early to bed and early to rise, makes a man healthy, wealthy and wise.
- Laughter is the best medicine.
- A healthy mind in a healthy body.
- An apple a day keeps the doctor away.

Culture clip

43 The acronyms below refer to medical terms. Fill in the words they stand for.

- 1 GP:
- 2 NHS:
- 3 RN:
- 4 A & E:
- 5 ENT:

44 a) Listen and match the sounds to the vehicles. How similar are they to those in your country?



b) Why do you think the word *ambulance* is often written backwards? What colour are ambulances usually painted? Why?

45 a) Read the title of the article. What information might the article include?

b) Read the sentences and say which you think are **C** (correct) and which are **I** (incorrect). Then read the article and check your answers.

- 1 It was founded in the late 19th century.
- 2 None of its members are paid employees.

- 3 There are branches all over the world.
- 4 They only offer medical services at public events.
- 5 They also offer first aid training and home nursing courses.
- 6 The members are paid by the government.



The St John Ambulance Brigade

When it was formally founded in 1887, the Saint John Ambulance Brigade was a small voluntary organisation that helped the community by giving first aid classes. It provided health care information and equipment to people working in factories and coal mines in industrial areas. Since then it has grown into the largest volunteer ambulance service in the world and now has about 250,000 members worldwide, all of whom are volunteers.

Today, it provides first aid and ambulance services at big public events, such as football matches and concerts, as well as accidents and natural disasters. Apart from the ambulance service it also has an Air Wing with 62 volunteer pilots, mountain rescue and water-borne teams. The air service alone flies over 350 missions each year.

In Britain, there are 80,000 members who altogether do more than four million hours of voluntary work each year serving the public, especially the elderly and the homeless. The Brigade also provides first aid training programmes. In Great Britain about 200,000 people are taught basic or advanced first aid each year, while 50,000 school children earn special certificates in basic first aid training. Young people can also join their children's club called the Badgers and become a junior cadet.

Although in some countries the Brigade receives help from the government, it is basically a voluntary organisation and relies mainly on private donations to keep going.

Speaking

46 Make notes about the St John Ambulance Brigade under the headings, then talk about it.

- where and when it was founded
- number of members • what services it offers
- how many units it has • how important it is

• Project

Collect information and write a short article about a voluntary organisation in your country. Collect pictures to illustrate your article.

Revision & Extension

• Speculating

- 47 Look at the pictures. In pairs, discuss how each person feels and what could have caused them to feel that way.

1

Diana

2

Tim

3

Joanne

4

Tony

Making Speculations/Expressing Opinions

I think/believe .../must .../In my opinion ... /It seems to me ... /
To me .../ may/might

Agreeing

You're right./That's true./ I couldn't agree more

Disagreeing

Do you (really) think so?/No, I really can't agree with you.

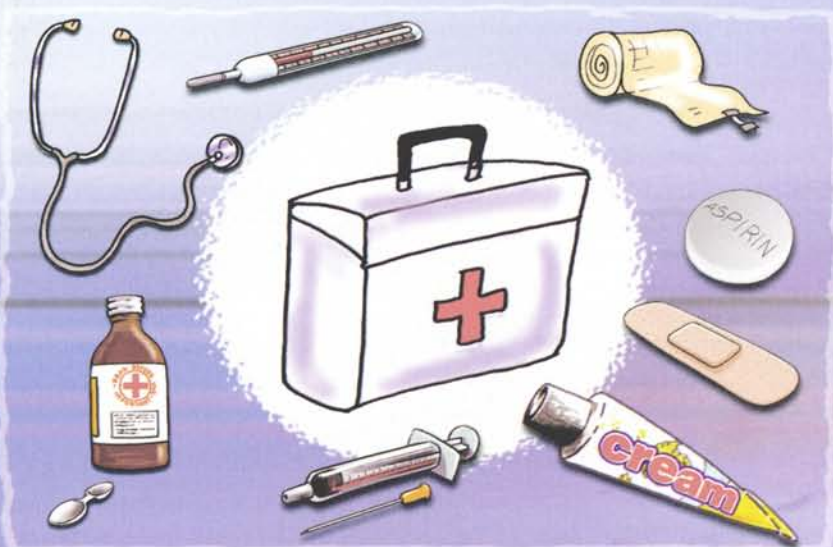
A: *It seems to me that Diana is quite depressed.*

B: *You're right. I wonder why she feels that way.*

A: *She may have failed an exam.*

B: *Do you think so? I think ... etc*

- 48 You are going on a beach holiday. In pairs, decide which of the following you would pack in the first aid kit. You can add your own ideas.



A: *I think we need to pack some aspirin.*

B: *I absolutely agree. We'll need them in case we get a headache.*

• Describing Symptoms

- 49 In pairs, match the exchanges, then read out the dialogue.

A

- 1 ☐ Are you okay Peter? You look a bit pale.
- 2 ☐ What's the matter?
- 3 ☐ Have you got a temperature?
- 4 ☐ It sounds like you've got flu.
- 5 ☐ If I were you, I'd go straight home to bed.

B

- a Yes, I'm burning up, and my whole body aches.
- b What shall I do, then?
- c Actually, I feel terrible.
- d That's a good idea. I'll do that.
- e I've had a headache for days.

Vocabulary & Grammar

1 Fill in the correct word.

- Tony won first in the school drawing competition.
- You shouldn't lied to your friend.
- She rarely goes out these days, she?
- You can rely him for help.
- John comes home very late. He works hours.
- How did you come this silver necklace?
- Ann had left the time Laura called.
- Jane can't speak. She's got a throat.
- She had been waiting an hour before she was asked in.
- I can't make up my which dress to buy.

(10 marks)

2 Circle the correct item.

- Ann has got lovely lips and a small nose.
A round B full C high D thick
- She got her parents' to study abroad.
A assistance C permission
B allowance D word
- Mary was ill. She's still feeling a bit under the
A temperature B weather C rain D climate
- This story has been passed down by of mouth.
A memory B phrase C word D speaking
- Mr Smith is a person; he never spares a penny.
A mean B vain C arrogant D impulsive
- Alexander Graham Bell the telephone.
A pursued B invented C found D discovered
- Tim has got a nose and he's sneezing.
A dizzy B hot C aching D runny
- Jeremy suffers headaches.
A of B from C with D by
- Billy has got a chin.
A pointed B round C full D long
- John has been Director of Marketing.
A convinced B reformed C appointed D set

(20 marks)

3 Use two to five words to complete the second sentence using the word in bold.

- She didn't start tidying up until after the children had left.
before She waited until the children tidying up.
- It was wrong of her not to warn us of the dangers.
should She the dangers.

- They haven't travelled abroad for years.
ages It is abroad.
- This song always reminds me of my childhood.
brings This song of my childhood.
- Visitors must be accompanied by a guide when they tour the museum.
allowed Visitors the museum unless they are accompanied by a guide.

(10 marks)

Listening

- 4 You will hear a conversation between Sally and Karen about a friend of theirs. Listen and tick (✓) Yes or No.

	YES	NO
1 Sally has not seen Mary recently.	<input type="checkbox"/>	<input type="checkbox"/>
2 Mary's hair used to be short and curly.	<input type="checkbox"/>	<input type="checkbox"/>
3 Mary's hair is brown.	<input type="checkbox"/>	<input type="checkbox"/>
4 Mary is fat.	<input type="checkbox"/>	<input type="checkbox"/>
5 Mary has changed the way she dresses.	<input type="checkbox"/>	<input type="checkbox"/>

(10 marks)

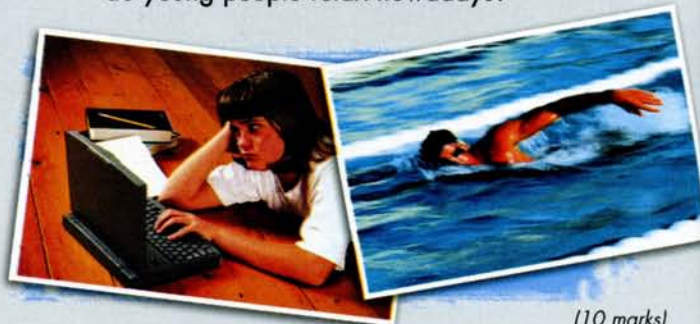
Speaking

5 Complete the exchanges.

- A: What's wrong with Steve?
B: I'd that he's overtired.
- A:?
B: She's easy-going and honest.
- A: Hi Paul. What seems?
B: Well, I've got a temperature and a sore throat.
- A: It sounds like you all had a great time.
B: We certainly did. It missed it.

(10 marks)

6 In pairs, compare and contrast the pictures. How do young people relax nowadays?



(10 marks)

Reading

- 7 Read the general information brochure about braces, and mark the statements *T* (true) or *F* (false).

Embracing Braces

Having a 'lovely' smile is a desired part of our appearance, and it usually means being the proud owner of a gleaming and straight set of 'pearly whites' – or teeth. What happens when our teeth aren't that well-aligned, or are, in other words, just plain crooked? That's when an orthodontist comes in, with orthodontic treatment that includes dental braces. There are many horror stories about teenagers who wear braces being given a hard time at school and being taunted as 'metal mouth'. However, today's braces can be much more subtle in appearance, and the end result is actually about more than a beautiful smile.

Straightening crooked teeth isn't just about beauty and vanity. It's also about good health. Irregularly positioned teeth are hard to clean and this can cause tooth decay as well as promote gum disease. Speech problems and damage to the jaw can also occur as a result of very crooked or crowded teeth. The ideal age for braces to do their desired job of straightening teeth is during childhood and adolescence, from the ages of about ten to sixteen. People as old as sixty years of age can also have successful results with braces, although those over the age of eighteen won't have as good an end result as younger people whose jaws, bones and teeth are still developing.

What about the man or woman behind the fitting of braces? What is he or she all about? An orthodontist has studied orthodontics, an advanced and specialized area of dentistry. Apart from the four years of university training needed to become a dentist, orthodontists need a further two years of study in subjects ranging from genetics to human development. The medical writings of ancient Greece and Rome refer to practising orthodontics, which is an ancient Greek word meaning correcting or straightening teeth. The first braces as we know them today, were designed by a French man, Pierre Fauchard, in 1728. They consisted of a flat metal strip that was connected to teeth by pieces of thread.

Now, braces come in many variations. They don't have to be metal or metallic-coloured. They can be made of a special softer substance and be either clear in colour, colourful or even resemble the colour of teeth. You can get removable braces or the more effective fixed type. The latter include metal bands that are cemented onto the teeth and metal brackets which are then glued to the front teeth. A wire connects the bands and sometimes rubber bands are used. Orthodontists gradually tighten the wires so that teeth slowly move into their correct position. The treatment lasts for about two years. Braces are not only for humans, as dogs can get them too, to correct crooked jaws and other dental disorders. So if you or a friend needs braces, brace yourself to embrace the wonderful health and beauty aid that they are!

- 1 In the past, braces used to be less obvious than they are today.
- 2 Crooked teeth can lead to gum disease.
- 3 All teenagers should wear braces.
- 4 The older you get, the better results you get by wearing braces.
- 5 It takes six years for someone to become an orthodontist.
- 6 Ancient Greeks were familiar with the science of orthodontics.
- 7 There is no reason for animals to wear braces.

(14 marks)

Writing (a narrative)

- 8 Use the plan to write a short story entitled "The Best Day of My Life" (120 - 180 words) for the school magazine.

Plan

Introduction

(Para 1) *when – where – what happened*

Main Body

(Paras 2-3) *events in the order they happened*

Conclusion

(Para 4) *what happened in the end – how you felt*

(16 marks)

(Total = 100 marks)



- 9 Listen and fill in. Listen again and sing.

Late to rise

The sun is up
There's no more moon
The birds are singing
A 1) tune
You've got things to do
And appointments to keep
But you're still 2)
asleep

Wake up, wake up
Get out of bed
The morning's here, now
Sleepyhead
Stop your dreaming
And open your eyes
You'll get nothing done
If you're always late to rise

The alarm clock's
3)
It's half past eight
You should get up now
Cause you're going to be late
The boss is 4)
It's time to go
But you don't want to know

Wake up, wake up ...
The morning time
Is a time you dread
You want to 5)
In your nice, warm bed
I know it's hard
And it 6) unkind
But you've got to rise and shine
Wake up, wake up ...

Nature & Technology

◆ Before you start...

Which was the happiest/worst day in your life? Talk about it.

Which person plays the most important role in your life? Describe him/her giving reasons.

When was the last time you had a health problem? Talk about it.

◆ Listen, read and talk about...

Be clean, be green

UNIT 5

- our environment
- environmental problems
- conservation
- endangered species



Module 3

Units 5-6

Necessity is
the mother of
invention

UNIT 6

- technology
- modern inventions
- computers
- the Internet
- electricity
- robotics

◆ Learn how to ...

- ask for/express opinions
- make suggestions
- describe objects
- report problems
- make complaints
- make an inquiry
- ask for a favour
- give advice

◆ Practise ...

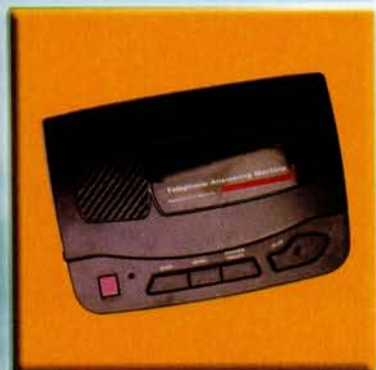
- comparisons
- too/enough
- -ing form/infinitive
- order of adjectives
- the passive
- relative clauses
- result clauses

◆ Phrasal verbs

- do
- draw
- give
- go

◆ Write ...

- a short article about the endangered flora and fauna in your country
- an advertisement for a robot
- an article providing solutions to problems
 - a letter of complaint
 - an inventor's biography



Be clean, be green

Lead-in

- 1 a) Read the title. Can you think of an alternative one?
b) Describe the pictures. Which show ecofriendly activities?
c) Which of the following environmental problems do the pictures relate to? How?
 - endangered species • deforestation
 - energy crisis • pollution
 - resources in short supply

Picture A relates to the problem of endangered species because tigers are an endangered species.


- 2 a) Which of the phrases below would you use to suggest solutions for the problems above?
 - plant trees • recycle
 - start breeding programmes
 - organise clean-up campaigns
 - use alternative energy sources
 - save natural resources


It would be a good idea to plant trees, to help solve the problem of deforestation.

- b) What kind of environmental protection schemes are taking place in your country/town? Have you been involved in any of them? What was the problem? What exactly did you do? What was the result of your action(s)?



Listening & Reading

- 3  Listen and repeat, then close your books and try to remember as many sentences as possible.
 - Have you heard of us?
 - Would you like to join?
 - What's this I hear about you moving to the country?
 - I'm sick and tired of city life.
 - I doubt it!
 - What exactly would you like me to do with it?

- 4  Listen to the dialogues. What do they have in common?

- 5 Read the dialogues (A-C) and mark the statements (1-3) Yes, No or Don't know.

- 1 Planet Pals is a health organisation.
- 2 Ruby is ill.
- 3 Aluminium can be recycled.

- A** Gary: Good afternoon, sir. Could I talk to you for a moment, please?
Chris: Yes, I suppose so.
Gary: I **represent** Planet Pals. Have you heard of us?
Chris: Oh yes! I've read all about your **efforts** to help the environment.
Gary: We're looking for new **members**. Would you like to **join**?



Chris: I'd love to, but I'm afraid I don't really have the time at the moment.

Gary: I **see**.

Chris: I'd like to help out though. I think what you're doing is great! Is there anything else I could do?

Gary: Well, you could **subscribe** to our **monthly** newspaper.

Chris: Yes, I can do that.

Gary: Great! Now, let me just **take down** some details.

B Alice: Hey, Ruby! What's this I hear about you moving to the country?

Ruby: That's right! I've **had enough** of living in the city.

Alice: It's not that bad, is it?

Ruby: It's worse! It's too noisy and too **crowded** – sometimes I can't even hear myself think!

Alice: Come on, Ruby! I've known you for almost twelve years – there won't be enough **action** for you out in the country.

Ruby: I'm **sick and tired** of city life and not having enough clean air. Living in the country will give me the **chance** to **recharge** my batteries and be **closer** to nature.

Alice: Yeah, right!

Ruby: You'll see! After a while you'll be so **jealous** that you'll want to move to the country as well!

Alice: I doubt it! I'm a city girl.

C Mr Black: Why are you throwing that empty tin in the rubbish?

Mr Harris: Well, what **exactly** would you like me to do with it?

Mr Black: You should put it in the recycling bin, of course.

Mr Harris: The what? Since when did we have a recycling bin?

Mr Black: Not just one bin, Mr Harris. We've got three. One for aluminium, one for paper, and one for glass. They're out behind the **shed**.

Mr Harris: Really? What do we do when they're full?

Mr Black: A lorry comes around every Tuesday to empty them.

Mr Harris: And where do they **take** all that rubbish?

Mr Black: It's not rubbish, Mr Harris. It's all **recyclable**, it can all be reused.

Mr Harris: Well, now. Sounds like a great **scheme** to me.

6

a) Read the dialogues again and explain the words in bold, then make up sentences using them. Finally suggest synonyms for the highlighted words.

b) In pairs, act out the dialogues.

E**D****C**

Vocabulary

• Our Environment

7 a) Read the fact file and fill in the gaps with the correct words from the list.

- raindrops • covered • food • human body
- species • molecule • litres • bathtubs

WATER!

Here, there
and everywhere!

Did you know?

- A 1) of water consists of two atoms of hydrogen and one atom of oxygen (H_2O).
- A fully grown tree can drink enough water each day to fill four 2)
- 3) are not tear-shaped. Scientists have discovered they resemble the shape of a small burger bun.
- About 70% of the 4) is water.
- More than half of the world's animal and plant 5) live in the water.
- Almost 75% of the earth is 6) in water.
- We need to drink at least two 7) of water a day and we can only last a few days without water.
- Most of our 8) consists of water. Tomatoes for example contain 95% water, milk 90%, apples 85%, potatoes 80%, and beef 61%.

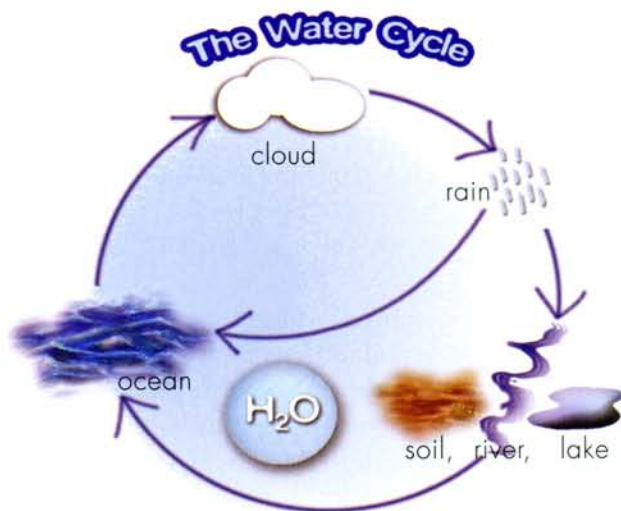
b) Use the facts from above to ask and answer, as in the example.

S1: What does a molecule of water consist of?

S2: Two atoms of hydrogen and one atom of oxygen. How much water ...

Listening

8 a) Look at the water cycle and try to complete the sentences. Listen and check your answers.



- Stage 1 Condensation happens when 1 start forming in the sky.
- Stage 2 Precipitation is when 2 falls from 3
- Stage 3 Accumulation means that 4 gathers or 5
- Stage 4 Evaporation happens when 6 turns the water into 7

b) In pairs, ask and answer, as in the example.

A: How many stages are there in the water cycle?

B: Four.

A: What is the first one called?

B: It's called condensation. etc

• Environmental Problems

9 Match the columns to form compound nouns, then make up sentences using them.

greenhouse	fuels
global	sprays
acid	gases
industrial	rain
ozone	waste
fossil	warming
aerosol	layer

Greenhouse gases are very harmful to the environment.

10 Match the columns to make up sentences.

• industrial waste and sewage	damage	• forests, crops and buildings
• global warming	cause	• the world's climate
• overhunting and overfishing	affect	• extinction of rare animal species
• exhaust fumes and factory emissions	pollute	• air pollution
• aerosol sprays	generate	• the ozone layer
• acid rain	destroy	• rivers, lakes and oceans

Industrial waste and sewage pollute rivers, lakes and oceans.

• Conservation

11 a) Use the prompts to make up sentences. Which save energy and which save water?



- 1 share cars/organise car pools
- 2 inform water company/leaking pipe
- 3 walk school/work
- 4 take bus/train
- 5 use dishwasher/water plants
- 6 turn off lights/appliances/not in use
- 7 fix/dripping taps
- 8 close/doors and windows properly/keep heat in
- 9 take/shower/instead/bath
- 10 use/natural daylight

We can share cars and organise car pools to save energy.

b) In pairs, think of other ideas to save energy and water.

• Endangered Species

12 Listen to a wildlife activist talking and mark the sentences 1-7 Yes or No.

- 1 Mr Sullivan was on a trip.
- 2 Mr Sullivan writes stories.
- 3 There are a few plants left in the Amazon.
- 4 Deforestation means destroying trees.
- 5 Mahogany is a very delicate tree.
- 6 Animals suffer in their natural habitat.
- 7 The golden lion tamarin has become extinct.

• Project

Find out about the endangered flora and fauna in your country in the library/on the Internet. Then, design a poster describing them. Decorate your poster with pictures.

• Idioms and Fixed Phrases

13 a) Fill in the correct animal and then explain each of the idioms.

- fish • beaver • horses • dogs • cat
- crocodile

- 1 He is such a(n) **eager** that he springs out of bed every morning, ready for work.
- 2 She told him to **let sleeping** lie and not to mention the problem to Jack.
- 3 They want to choose a new leader, but I told them they shouldn't **change** in midstream.
- 4 She **let the** out of the bag when she started talking about the plans for the surprise party.
- 5 Those were just tears. She wasn't really upset at all.
- 6 I felt like a out of water at the party because I didn't know anyone.

b) Now use the idioms to make sentences of your own.

Grammar in Use

- Comparisons/Comparative and Superlative forms

Grammar Reference

- 14 a) Complete the table, then answer the questions.**

Adjectives	Comparative	Superlative
short
tall
easy
happy
interesting
useful
careful

- 1 How do we form the comparative/superlative of one or two syllable adjectives?
- 2 How do we form the comparative/superlative of one or two syllable adjectives ending in -y?
- 3 How do we form the comparative/superlative of three or more syllable adjectives?

- b) Complete the table for the following irregular adjectives.**

Adjectives	Comparative	Superlative
good
bad
much/many
little
far

- 15 Put the adjectives in brackets into the correct form. Add any necessary words.**

- 1 The Himalayas are much (high) than the Alps.
- 2 Driving on the motorway is becoming (dangerous) every day.
- 3 China has (large) population in the world.
- 4 John is (happy) now than he has ever been.
- 5 Air pollution seems to be getting (bad) every day.
- 6 Mark lives (far) away from school than the other students.
- 7 (few) people like living in the city now because the air is (clean) in the countryside.
- 8 He is the (intelligent) person I have ever met.

- 16** Listen to the geography quiz about New Zealand and mark the sentences *Yes* or *No*.

- 1 The largest city is Wellington.
- 2 The longest river is the Clutha River.
- 3 The largest island is the South Island.
- 4 The highest mountain is Mount Cook.
- 5 The highest waterfall is Sutherland Falls.
- 6 Most of New Zealand's electricity comes from coal.



• Project

Collect information about your continent. Find out about the highest mountain, longest river, etc and present it to the class.

• Game

Geography Quiz: In teams, use the prompts below to make up sentences related to the geography in your country. Each correct sentence gets one point. The team with the most points is the winner.

- large • high • remote • long • hot • dry
- busy • cold • noisy • deep

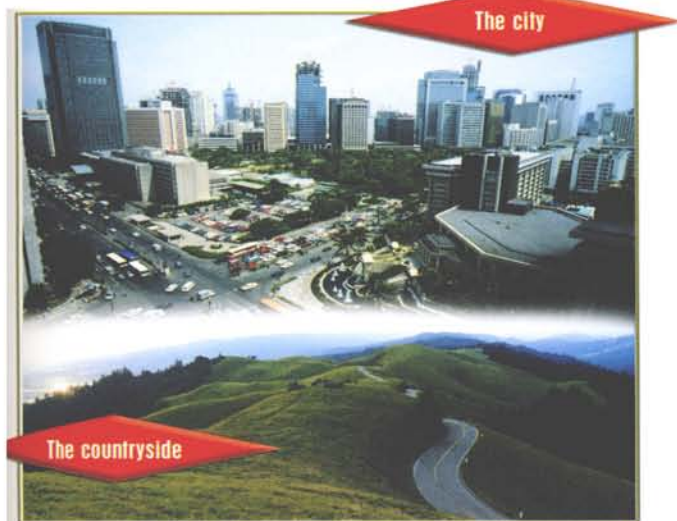
Team A S1: The largest port in my country is ...

17 Fill in: *very, less, by far, much, the more*

- 1 Antarctica is the coldest continent in the world.
- 2 Water pollution is more serious than we think it is.
- 3 Installing an energy saving device was difficult than I had thought.
- 4 Recycling has become a important issue nowadays.
- 5 people get involved in protecting the environment the better.

18 In pairs, use the adjectives to compare the two pictures, as in the example.

- noisy/peaceful • unhealthy/healthy
- safe/dangerous • busy/quiet • clean/dirty
- ugly/beautiful • spacious/crowded



The city

The countryside

- A: *The city is noisier than the countryside.*
 B: *I agree, the countryside is much more peaceful.*

• Too/Enough

Grammar Reference

- too + adjective/adverb + (for sb/sth) to-inf
It's too cold (for me) to go swimming.
- enough + noun + to-inf
I've got enough money to afford a holiday.
- not + adjective + enough + to-inf
She's not experienced enough to do the job.

19 Complete the sentences using *too* or *enough*.

- Steven hasn't saved money to go on holiday this year.
- The river is dangerous to swim in.
- Tina is not old to go on holiday alone.
- Arnold hasn't got room in his car for all that luggage.
- She was proud to admit that she was wrong.
- Her exam results were not good to go to university.

Speaking

20 Use *too* and *enough* to talk about yourself, as in the example.

It's too noisy for me to live in the city.
I'm not experienced enough to work as a clerk.

• -ing Form/Infinitive

Grammar Reference

21 Write *-ing form*, *to-inf*, or *inf without to*, as in the example. Then, make up sentences using them.

- | | |
|----------------------------|------------------------|
| 1 enjoy + -ing form | 5 learn + |
| 2 look forward to + ... | 6 could + |
| 3 would love + | 7 apologised for + ... |
| 4 hate + | 8 go + |

22 a) Put the verbs in brackets into the correct form.

- He goes (jog) every morning before he goes to work.
- Tony and Ann would love (buy) a house of their own.
- Cathy was afraid of (sleep) alone at night.
- I can't stand (work) in this heat.
- Why did he refuse (help) you?
- She would prefer (travel) by train.
- She couldn't (speak) French before she moved to Paris.
- Mike is used to (wear) a uniform to school.

b) What do you love/like/hate/can't stand doing? Make up sentences about yourself.

I love dancing to hip hop music.

23 a) Complete the sentences with a *to-infinitive* or an *-ing form*. How does the meaning of the highlighted verbs change?

- a Ted **forgot** (buy) milk.

b I'll never **forget** (meet) the Prime Minister.
- a She **remembered** (lock) all the doors before leaving.

b He doesn't **remember** (book) a table.
- a We **stopped** (have) lunch.

b They **stopped** (talk) as soon as the teacher came in.
- a The team **tried** (do) their best during the game.

b **Try** (use) olive oil instead of butter in the recipe.

Grammar in Use

Speaking

b) Use the verbs from Ex. 23a to make up sentences about yourself, as in the example.

*I never forget to brush my teeth before going to bed at night.
I'll never forget riding my bike for the first time*

• Error Correction

24 Read the text and put a tick (✓), if the line is correct. If the line has a word that should not be there write it, as in the example.

Finding out the HARD WAY

More than 80% of the Earth's forests have been destroyed – by the man. However, at last, we are beginning to understand that the key role which forests play in keeping us alive. To protecting our forests is important for many of reasons. To start with, plants produce oxygen and remove carbon dioxide from the air. Deforestation increases in the amount of carbon dioxide in the atmosphere. Unfortunately, carbon dioxide is one of the greenhouse gases that absorb the heat from the sun. So on, more carbon dioxide means that more than heat is absorbed and reflected on the Earth's surface, leading to global warming. But this is not at all. The plants and animals of the forests also provide us with food, fuel, shelter, and medicines! At least we are now realising how many important it is to protect and save our forests. I just hope it's not too late!

- 0 ✓
- 00 the
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12
- 13
- 14
- 15

• Key Word Transformations

25 Complete the second sentence using the word in bold. You can use two to five words including the word in bold. Do not change the word given.

- 1 The beach is not crowded today.
many There on the beach today.
- 2 Tim couldn't afford to go on such a trip.
expensive The holiday to go on.

- 3 All our suitcases will not fit in this car.
big This car is
.....
all our suitcases.
- 4 He didn't take my phone number.
without He left
.....
phone number.
- 5 Why don't you join a recycling scheme?
thought Have
.....
a recycling scheme?
- 6 There isn't a better hotel in the area than this one.
best This is
.....
..... in the area.

• Phrasal Verbs

- 26 Fill in: *back, up, without, with, on, out*. Then, explain the phrasal verbs.
- 1 Tom drew immediately when he saw the snake.
 - 2 He wrote many books drawing his past experience.
 - 3 We can't do your help and support.
 - 4 The town council has drawn a plan to improve public transport.
 - 5 Ben tried everything to draw her but she refused to say a word.
 - 6 Don't forget to do your shoelaces, or you'll trip over them.
 - 7 Environmental action is to do saving the planet.

Listening and Speaking

- 27 a) Listen to an interview with an expert on wetland conservation and for questions (1-6) mark the statements *Yes* or *No*.



- 1 Marshes and swamps are both wetlands.
- 2 Wetlands contain 40% of all animal species.
- 3 Wetlands are disappearing due to population growth, pollution and over-use.
- 4 The Ramsar Convention aims to create treaties.
- 5 Countries that signed the Ramsar Convention cannot be easily identified.
- 6 'Wise Use' means thinking about the way we use wetlands and conserving them.

b) Can you name any important wetlands in your country? Are they protected? How? What are people allowed/not allowed to do there?

• Asking For/Expressing Opinions

- 28 a) Listen to the exchanges. Which are formal? Which are informal?

b) In pairs, read out the exchanges.

- 1 A: How do you feel about air pollution?
B: Well, in my opinion, all cars should be banned from the city centre.
- 2 A: What's your opinion on eco-warriors?
B: Well, if you ask me, they're doing a fantastic job.
- 3 A: What do you think about hunting endangered species?
B: As far as I'm concerned, the hunters should be jailed for life.
- 4 A: What's your view on last night's nuclear explosion?
B: Well, it seems to me that nuclear power stations are very dangerous.

c) In pairs, act out similar dialogues using the prompts.

- alternative forms of energy • yesterday's oil spill • zoos • recycling waste products

• Making Suggestions

- 29 a) Look at the pictures. How can we reuse these items? Discuss in pairs using the prompts below and the useful language.

- make storage containers/
store toys, shoes, books etc
- decorate/
make vases or lamps
- recycled paper/
clean windows



Useful Language

- Let's ... • Have you thought about ...
- It would be a great idea to ...
- We can/could ...

A: *We could use cardboard boxes to make storage containers.*

B: *That's a good idea. We could use them to store toys or books.*

b) Now come up with ideas of your own about how to reuse:

- aluminium cans • plastic bags • old clothes
- gift wrap

• Intonation (key word stress)

- 30 Listen, then read out the sentences.

- 1 More and more species are being threatened with extinction every day.
- 2 There should be three recycling bins in every home.
- 3 The thing most people worry about is air pollution.
- 4 The most dangerous form of energy is nuclear energy.

Listening and Reading

- 31 a) Which of these birds can be found in your country?



- b) Use words from the list to describe the birds in the pictures.

• beak • tail • feathers • legs • wings • claws

A golden eagle has a large beak, strong legs and sharp claws. It also has broad wings and a long tail.

- c) Which of the birds above are birds of prey? Which are migratory birds? Which are endangered species? What other kinds of birds do you have in your country?

- 32 Read the title of the article and look at the pictures. Which bird is the article about? Why do you think they are in danger? In pairs, think of two reasons. Listen and check.

- 33 In what context do you expect to find the words/phrases below? Read the article and check your answers.

• tropical • mimic speech • plumage
• loss of habitat • illegal hunting
• yellow markings • national parks
• feeding and breeding areas

Birds IN DANGER

Even if you have never been to Central or South America, you are sure to have seen a macaw, one of the most beautifully **plumed** members of the parrot family. These magnificent birds have been admired for centuries. **O E** The first macaw to be seen in Europe was brought back by Christopher Columbus, and it attracted more attention than the other **treasures** he brought with him!

There are eighteen recognised species of macaw, but two of these have become **extinct** in the last hundred and fifty years. **1**

Macaws **range** in size from little larger than a sparrow to about one metre in length. People admire them for their beauty, intelligence and ability to **mimic** speech.

Their **heavy bills** and long tails, which often **exceed** their body length, make them unique among parrots.

The Hyacinth macaw is the largest of the macaws.



- 34 a) Read the article again and choose a sentence from the list (A-H) which best fits each paragraph (1-6). There is one extra sentence you do not need to use.

- A It grows to one metre in length and has a wing span of nearly 120 cm.
- B As far back as 1988, a Hyacinth macaw was highly sought after by collectors and would sell for between £3,400 and £6,800.
- C So, what can you do to ensure that these beautiful birds don't disappear forever?
- D It is illegal to own a captive Lear's macaw.
- E Even today we can see their exotic, colourful feathers reproduced in ancient tapestries at the Gold Museum, in Lima.
- F Its main source of food is a type of palm nut.
- G These programmes include efforts to restrict the activities of hunters by imposing heavy fines and even prison sentences.
- H Today, there are sixteen known species in the world, and at least nine of these are in danger of extinction.

2 The brilliant blue of its feathers is broken only by a rich golden **ring** around its eyes. Today, the Hyacinth macaw can only be found in three areas. They live in holes in trees in the **tropical** rainforests and swamps of Brazil, Bolivia and Paraguay. The Hyacinth macaw eats a variety of seeds, nuts, fruits and vegetables. Today, this species is threatened by the loss of its **habitat** and hunting.

Of all the macaws, the Indigo macaw, or Lear's macaw, is probably the most endangered. There are only 130 birds left. This macaw is found only in Bahia, Brazil. It is a large bird, about 75 cm from the tip of its bill to the end of its tail. It is deep blue in colour with yellow **markings** around the eyes.

3 One of the problems this bird faces is the shortage of these nuts because of deforestation and the regular **droughts** that **parch** the area.

Apart from habitat loss, mostly **due to** deforestation, macaws are endangered by illegal hunting for food and feathers as well as the multi-billion pound pet trade. **4** The **rarity** of Lear's macaws makes them even more expensive. This trade is probably its biggest threat.

Luckily, it is not all bad news for the macaw. In **recent** years, there have been a number of programmes aimed at increasing the numbers of macaws found in the **wild**. **5** There are also

attempts to protect the feeding and **breeding areas** of these beautiful birds. Let's hope these and other schemes will be successful.

6 First of all, you can make sure that, if you decide to have a macaw as a pet, it is one of those that are not under the threat of extinction. There are still plenty to choose from, such as the red-shouldered macaw and the blue-headed macaw. You can also make sure you don't buy any products or souvenirs made from macaw feathers. Finally, you can make a **contribution** to one of the many wildlife conservation funds that are working to preserve and protect these unique tropical birds. We must all help save this species. After all, as L. Ron Hubbard said, 'a person is either the effect of his environment or is able to have an effect on his environment.'



b) Read the article again and explain the words in bold. Then use them to make up sentences of your own.

c) Find synonyms for the highlighted words.

d) What was the writer's purpose? How has the article achieved this?

35 Fill in the correct words, then choose any five to make up sentences.

- become • family • tropical • make • attract
- illegal • habitat • mimic • breeding
- conservation • have

- | | |
|----------------------|-----------------------|
| 1 parrot | 7 areas |
| 2 to attention | 8 hunting |
| 3 to extinct | 9 to a |
| 4 to speech | contribution |
| 5 rainforests | 10 funds |
| 6 loss | 11 to an effect |

36 Fill in: in, of, at or under. Then make up sentences using the phrases.

- 1 member a family; 2 a variety
 3 danger extinction; 4 because
 deforestation; 5 recent years;
 6 aimed sth; 7 the wild; 8
 the threat extinction

• Project

In pairs, prepare a poster to make the public aware of the problems macaws face and invite them to help save this species from extinction.



Writing (an article providing solutions to problems)

When we write an article providing solutions to problems, we usually discuss a problem and/or its causes as well as our suggestions and their expected results or consequences. We usually write four to five paragraphs.

In the **introduction** we state the problem and its causes.

In the **second, third and fourth paragraphs** we write our suggestions and their possible results. We write a separate paragraph for each suggestion and its expected results.

In the **conclusion**, we summarise our suggestions and give our opinion. We use linking words to link our ideas.

Articles providing solutions to problems are normally written in a formal or semi-formal style depending on who is going to read them and where they are going to be published. They are usually found in newspapers and magazines.

• Analysing the Rubric

37 Read the rubric and underline the key words, then answer the questions.

A monthly environmental magazine has asked its readers to write articles entitled 'What can we do to avoid using our fossil fuels?' Write your article suggesting ways to cut back on the use of non-renewable natural resources.

- Who is going to read your article?
 - your teacher • your friend • readers of the magazine
- Should you include colloquial expressions and short forms? Why/Why not?
- Tick (✓) what we can do to cut back on the use of non-renewable natural resources.
 - use wind power ☐
 - leave all the lights on in our homes ☐
 - use solar power ☐
 - make people pay heavy fines for wasting natural resources ☐
 - put down tiles that absorb heat ☐

• Analysing a Model Text

38 a) Read the article and replace the linking words in bold with similar ones. Then, answer the questions below.

What can we do to avoid using our fossil fuels?

Did you know that our traditional energy sources are running out? Our planet has limited supplies of fuels such as coal, oil or natural gas, which cannot be replaced. The sooner we start using alternative energy sources, the better.

Firstly, we should make more use of solar power. The sun provides a great deal of energy which, at present, we are not using. If we were to fit solar panels to the roofs of our houses, we would have a very cheap way of heating the water that we use in the home. **As a result**, we would not only save on our electricity bills, but we would not need to use up the coal or gas that produces that electricity.

Secondly, it would be a good idea to use the power of the wind to generate electricity. By placing wind turbines in certain areas, we could exploit nature without harming it.

Moreover, wind turbines are not expensive so it would not cost a great deal of money to establish such schemes. Again, we would save money and use fewer of our precious resources.

Finally, we could make people pay heavy fines for wasting natural resources. **For example**, we could stop car drivers and make sure that their vehicles are running efficiently. Furthermore, we could fine factories and heavy industries if they are found to be wasting coal or oil. **Consequently**, we would be sure that the fossil fuels that remain will last as long as possible.

On the whole, there are many ways in which we can produce energy without using up our natural resources and damaging the environment. Isn't it time we all started doing something to protect our environment?

- What problem is the article about?
- What are the writer's suggestions? What can their results be?
- What writing techniques has the writer used in the introduction and the conclusion? What other techniques could be used?

b) Underline the topic sentences in the main body. Suggest alternative ones.

• Making Suggestions

39 a) Match the suggestions to their results.

SUGGESTIONS

- 1 ☐ don't let water run while shaving/washing/etc
- 2 ☐ water lawn early in the morning
- 3 ☐ plant native trees
- 4 ☐ save bathwater and dishwater

RESULTS

- a reduce water loss through evaporation
- b not need as much water as imported kinds
- c use water both for washing and watering
- d less water wasted in the house



b) Now use the phrases below to make sentences, as in the example.

Useful Vocabulary

To make suggestions:

A useful suggestion would be to ...
It would help/be a good idea if ...
The situation would be improved if/by ...
Another way to ... is/would be to ...

To present results and consequences:

This would .../In this way ...; you/it/etc would ...
By doing this, you/we/etc, would ...
The effect/consequence/result of ... would be ...
Consequently, ...; As a result, ...

A useful suggestion would be not to let the water run while shaving or washing. In this way, less water would be wasted in the house.

• Discuss & Write

40 Read the rubric and underline the key words. Then answer the questions that follow.

A local environmental magazine has invited its readers to offer their suggestions about how to deal with the water shortage problem. Write your article suggesting ways to stop wasting our most valuable resource.

- 1 Who is going to read your article?
- 2 What style should you use? Why?
- 3 In which part of the article should you include your suggestions?
- 4 Should you refer to the results and/or consequences of your suggestions? If so, where?
- 5 What writing techniques can you use to make your article more interesting to the reader?

41 a) In pairs, use the prompts to write an appropriate beginning for the article.

- water/cover/70%/earth's surface
- despite/so much of this essential resource,/countries/suffer/water shortages
- what/be done/resolve/situation?



b) What could the conclusion to the article be?

42 a) Answer the questions in the plan.

Plan

Introduction

(Para 1) *What is the problem? What has caused it?*

Main Body

(Para 2) *What is your first suggestion? What are its results and/or consequences?*

(Para 3) *What is your second suggestion? What are its results and/or consequences?*

Conclusion

(Para 4) *How would you summarise your suggestions? What is your opinion?*

b) Use your answers from Exs. 39, 40, 41 and 42 to write your article (120-180 words). You can use the article in Ex. 38 as a model.

43 Read the sentences. What do they mean?

What's in a word?

- The joy of looking and comprehending is nature's most beautiful gift. (Albert Einstein)
- The greatness of a nation and its moral progress can be judged by the way animals are treated. (Mahatma Gandhi)
- It isn't pollution that's harming the environment. It's the impurities in our air and water that are doing it. (Dan Quayle)



Herman Melville (1819-1891) was born in New York City and was the third of eight children. In 1837, Melville worked as a cabin boy on the merchant ship *St Lawrence*, and in 1841 he sailed on the whaler *Acushnet*. Melville's long voyages inspired many of his stories. His best-known novel of the sea, *Moby-Dick; or, The Whale*, is the story of a whaling ship and its captain, and their journey around the world in pursuit of *Moby-Dick*, the great whale. Although the novel was first published in 1845, it was only recognised as a masterpiece thirty years after his death. He also wrote *Mardi and a Voyage Thither* (1849), *White-Jacket* (1850), *Pierre* (1852), and many other stories, journals and poems.

- 44 What is the animal in the picture? What do you know about it? What is its most characteristic feature? Can you name any more sea mammals?



- 45 a) Read the author's biography and the title. What do you think the novel is about? How do you think Melville's own experiences helped him write the book?
- b) What do you know about whaling? Why are whales hunted?
- c) Explain the words in bold, then find synonyms for the highlighted words.

- 46 Read the story and mark the statements as C (correct) or I (incorrect).

- 1 Ishmael had a nervous breakdown.
- 2 The island of Manhattan is famous for its shipbuilding.
- 3 The sea made Ishmael feel sad.
- 4 Ishmael decided to work on a ship.
- 5 Ishmael liked adventure.
- 6 Ishmael became a whaler.

Moby-Dick

by Herman Melville

Call me Ishmael. Some years ago, when I had no money and life on shore bored me, I decided to **explore** the sea. It is my way of fighting the sadness, boredom and **trapped** anger that grows in me; of calming myself down and putting some order into my life. There is nothing surprising in this. I think most men have felt the same **desire** to go to sea at least once in their life.

Take this island of Manhattan, busy with **commerce** and shipping, and all of whose roads take you to the ocean. Look at how people are drawn to the water's edge, where the breakwater is washed by waves and cooled by sea **breezes**. Look at the crowds there. People escape from the prisons of their homes and offices, the **dreary** city streets and come to the very limit of the land. All these landmen **stare** at the ocean as if it were a mirror, and dream their sea dreams. Some of them stand so close to the water you think they are going to dive in! Wherever you go in the world, the sea **reflects** men's desire for change and adventure.

When I say go to sea, I do not mean I go as a passenger, just for the voyage. To go as a passenger you need money, and I want to be paid. No, I go as a member of the crew. I don't mind obeying orders for pay, and I enjoy the hard work and the **harsh** storms. Then I feel alive. I always go to sea as a sailor, because of the **wholesome** exercise and the pure sea air.

Speaking

- 47 First listen, then make notes under the following headings. Finally talk about the extract.

- the narrator and how he feels
- where he is and what is going on
- his plans for the future

Revision & Extension

48 Match the animals to the species listed. Can you suggest two more for each species? Then make up sentences, as in the example.

- mosquito • swan • rabbit • crocodile • prawn • toad
- shark • seal • lizard • lynx

- 1 amphibians: frog,
- 2 fish: salmon,
- 3 insects:
- 4 birds:
- 5 crustaceans:
- 6 mammals:
- 7 reptiles:

Frogs are amphibians.

49 a) In pairs, complete the dialogue. Then describe the picture.



- A: Where do you think the picture was taken?
 B: Near a river or pond.
 A: What can you see in the picture?
 B: I can see 1)
 A: What do you think caused this problem?
 B: Well, perhaps 2)
 A: What can be done to solve this problem?
 B: Well, it would be a good idea to 3)
 A: Yes, and 4)

b) In pairs, make up a dialogue for the picture below. Then describe the picture.



c) In pairs, discuss ways to help protect our environment. Talk about the problems and ways to solve them.

• Project

Choose a paragraph and draw a picture which illustrates its meaning.

Necessity is the mother of invention

Lead-in

- 1 Look at the title. What do you think it means? How is it related to the pictures?
- 2 Identify the objects in the pictures. Talk about what you use them for and how often you use them, as in the example.

Picture A is of a tape recorder. Tape recorders are used for recording sounds and voices. I often use a tape recorder to record lists of things I have to do.

Listening & Reading

- 3 Listen and repeat. Who might say each sentence, and in what kind of situations? In pairs, make up short dialogues using the sentences.

- What a coincidence, running into you here!
- What a nice surprise!
- Is there something I can do?
- I think that's a great idea!
- Is there a problem?
- I'm terribly sorry.
- I'd appreciate that.
- I'm telephoning about the advertisement.
- Can you tell me a little bit about it?
- Can you tell me what the asking price is?

- 4 Listen and match the dialogues (A-C) to the functions below (1-3).

- | | |
|------------|-----------------------|
| Dialogue A | 1 making a complaint |
| Dialogue B | 2 making an inquiry |
| Dialogue C | 3 asking for a favour |

A



B



C



D



E



F



G



5 a) Read the dialogues A to C and mark the sentences 1 to 6, T (true) or F (false).

- 1 Derek has arranged to meet Stella.
- 2 Stella owns a camcorder.
- 3 Steve hasn't received the fax machine.
- 4 The salesperson is apologetic.
- 5 Ken is in need of money.
- 6 Ken knows a lot about musical equipment.

A Derek: Oh, Stella – what a **coincidence**, **running into** you here!

Stella: Hello, Derek! What a nice surprise! Are you and your parents all ready for your sister's wedding on Saturday?

Derek: Well, **as ready as we'll ever be**, I suppose. I was going to call you tonight, actually.

Stella: Why? Is there something I can do?

Derek: **As a matter of fact** there is. You know we've hired a **professional** photographer for the wedding, don't you?

Stella: Yes, I remember your sister telling me.

Derek: Well, now Mum thinks it would be nice if we had a home video as well.

Stella: Oh, I think that's a great idea! Home videos seem much more **personal**, somehow.

Derek: Well, I was hoping you'd **record** the **ceremony** with your camcorder.

Stella: I'd love to! I really wanted to do something, and this would be perfect.

B Salesperson: Dobson's Office Supplies. Can I help you?

Steve: Yes, hello. My name is Steve Pierce. I was in your shop last week, and I bought a fax machine which was going to be **delivered** to my office.

Salesperson: Is there a problem, Mr Pierce?

Steve: There certainly is ... I've just received the delivery and it seems I've been sent the wrong **product**.

Salesperson: Oh, goodness! Could you give me your **invoice** number, please?

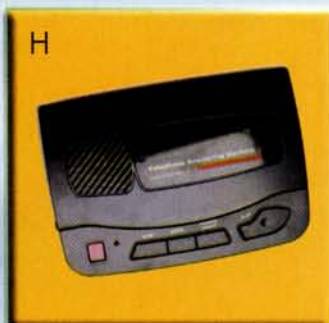
Steve: Yes, of course. I've got the **receipt** here somewhere. Right. The number is S/WL 40-435.

Salesperson: And what exactly was it that you ordered?

Steve: The Brother Laser Fax 2800 – but that is certainly not what was in the box.

Salesperson: Oh, dear. It **appears** that the invoice was **filled in incorrectly**, Mr Pierce. I'm terribly sorry. We'll send off your fax machine within the hour.

Steve: Thanks – I'd **appreciate** that.



C Sue: Hello – I'm telephoning about the advertisement in last night's *Evening News*. Is the CD player that you were selling still **available**?

Ken: Yes, it is.

Sue: Great! Can you tell me a little bit about it?

Ken: Certainly. What would you like to know?

Sue: Well ... firstly, is it a single or a multiple disc player?

Ken: It's a multiple disc player. It holds up to five discs at a time. You can change four of the discs

without **interrupting** the fifth disc while it's playing.

Sue: Really? Hmm ... that would be great for parties and dances. Do you mind if I ask why you're selling it?

Ken: Well, I've decided to become a DJ **full time**, and I'm going to need a CD player that holds and **stores** more discs.

Sue: Oh, I see. Can you tell me what the asking price is?

Ken: Actually, it's **negotiable**.

b) In pairs, read out the dialogues.

6 Read the dialogues again and explain the words in bold, then use them to make up sentences. Finally, suggest synonyms for the highlighted words.

Vocabulary

• Modern Inventions

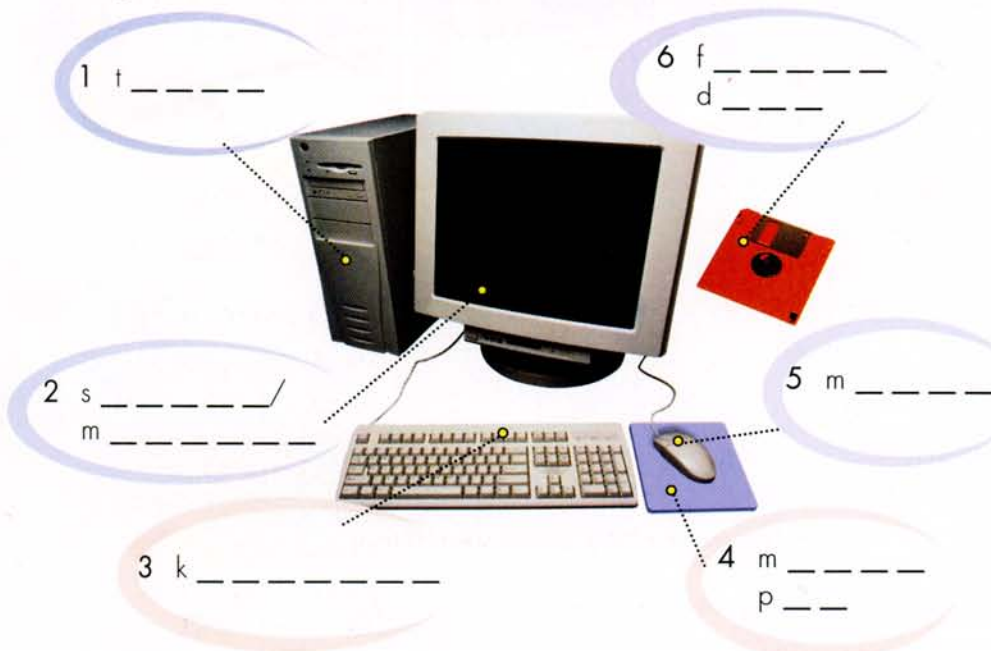
- 7 a) In pairs, match the columns. Listen and check your answers. Then, make sentences as in the example.

Inventions	Inventor	Year
air conditioner	Percy Spencer	1902
sewing machine	Willy Muller	1935
microwave oven	Elias Howe	1890
hairdryer	Alexander Godefoy	1946
answering machine	Willis Carrier	1844

The air conditioner was invented by Willis Carrier in 1902.

- b) Which of the inventions do you consider the most important? Why?

- 8 a) Use your dictionary to label the parts of a computer.



- b) Use the words from Ex. 8a to complete the sentences.

- I'm having a terrible time copying my file onto this It must be full.
- There's something wrong with my computer. A warning just appeared on the
- Using a to click on icons is a lot faster than using keyboard controls.
- The of a computer is very similar to the one on a typewriter.
- I think I'll put the under the desk so I'll have more room to work.
- She bought a colourful to stop her mouse from scratching the surface of her desk.

- 9 a) Which of the following do you have in your home?



At home, we've got a mobile phone, ...

- b) Match the prompts to the pictures. Discuss how the items make your life easier.

- A turn to regular setting/ automatically regulate temperature
- B clean quickly/easy to use
- C keep room cool/not feel hot on warm summer days
- D open door – without leaving car/good in cold wet weather
- E warn of smoke or fire/wake you up at night if fire breaks out
- F develop photographs immediately/save on cost of film processing
- G take it almost everywhere/not miss important calls

A: You can turn a thermostat to a regular setting to heat your house.

B: That's true and it automatically regulates the temperature.

Describing Objects

10 a) Study the table.

When two or more adjectives are used together to describe the same noun, they usually follow the order below:

opinion (*beautiful*), size (*small*), age (*antique*), shape (*rectangular*), colour (*burgundy*), origin (*Chinese*), material (*wooden*), use (*jewellery*) + noun

We do not normally use more than two or three adjectives in a sentence.

It's an antique Chinese wooden box.

b) Look at the pictures. Use the prompts to make sentences, as in the example.



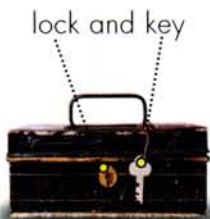
1 a straw/
beige/
cheap hat



2 a yellow/
tennis/round
ball



3 a small/
brown/
straw basket



4 a(an)
rectangular/
old/tool/
box



5 a beach/
big/blue
towel



6 a black/
leather golf
bag

Picture 1 shows a cheap beige straw hat with a band round it.

11 a) You will hear a man describing a lost bag and its contents to a person who works in the lost and found department of a large department store. Listen and tick (✓) the pictures described. Two of the objects are not mentioned.

A ☐



B ☐

C ☐

D ☐

E ☐

F ☐

G ☐

H ☐

I ☐

J ☐

K ☐

L ☐

M ☐

N ☐

O ☐

P ☐

Q ☐

R ☐

S ☐

T ☐

U ☐

V ☐

W ☐

X ☐

Y ☐

Z ☐

b) Describe the objects which haven't been mentioned.

c) In pairs, take roles and act out a dialogue between (A) someone who works in the lost and found department of a bus station and a person (B) who is looking for his lost shopping bag.

A

B

ask B's name and address

give name and address

ask when/where/how the bag was lost

say when/where/ how the bag was lost

ask B for description of bag and contents

give description of bag and contents

Speaking

12 In pairs, describe the contents of your bag. Your partner needs to guess what you are describing.

A: *It's a small round plastic thing. I keep my change in it.*

B: *Is it a purse? ...*

Game

Select objects in the classroom and put them on a desk. Divide into two teams. A leader chooses one of the objects. In turns, the teams try to guess what the object is by asking five yes/no questions. The team who guesses the object first gets one point. Choose another leader and continue the game.

Leader: (*blue pencil*)

Team A S1: *Is it long?*

Leader: *Yes, it is.*

Team B S1: *Is it plastic?*

Leader: *No, it isn't. etc*

• Idioms and Fixed Phrases

13 Match the two halves to form idioms and use them to complete the sentences. Explain the idioms in your own words.

1	b	a cog in	a plug on sth
2		throw a spanner	b the machine
3		get one's	c the mould
4		press	d wires crossed
5		pull the	e in the works
6		break	f the right button

- 1 Factory workers often feel like they are **a cog in the machine**. They rarely see the end results of their work.
- 2 The young people of today are eager and willing to take risks and of the work place.
- 3 That child is her dad's favourite and knows exactly how to
- 4 They wanted to buy a house, but when the bank refused to give them a mortgage, that really
- 5 Due to lack of money, the school is plans to build a new library.
- 6 We must I'm sure I told you the meeting was at two.

Grammar in Use

• The Passive



Grammar Reference

14 a) Fill in: *be, is/are, was/were, has/have or had*, then identify the passive tenses.

- 1 Our company's computer system updated every two years.
- 2 The hackers who broke into the bank's computer system being questioned by the police.
- 3 This computer model invented more than twenty years ago.
- 4 The program still being installed when I left the office last night.
- 5 Their invention will been patented by the end of next year.
- 6 Some informative articles can found on the Internet.
- 7 Her computer screen been left on all night.
- 8 The use of any new software must approved by the chief computer programmer.

b) Answer the questions based on Ex. 14a:

- 1 How do we form the passive?
- 2 Which of the sentences contain an agent? How is the agent introduced?
- 3 Why is it not always necessary to mention an agent?

15 Put the verbs in brackets into the correct passive tense.

- 1 The instruction manual (photocopy) by the secretary at this very moment.
- 2 Once the TV aerial (adjust), you will have a clearer picture on your screen.
- 3 Your new satellite dish (deliver) tomorrow afternoon.
- 4 The machine cover should only (open) when the warning light has gone off.
- 5 The printer (service) last month.
- 6 Computers (use) in most classrooms all over the country nowadays.
- 7 Research on the battery-operated car (complete) by the end of the month.
- 8 The programmer (invite) to give a talk at the college but he refused.

16 Complete the following sentences with *by* or *with*? When do we use *with*?

- 1 She was woken **by** a loud noise coming from the cellar.
- 2 The lock on the door of the lab was broken a heavy object.
- 3 The offices are cleaned every evening a team of cleaners.
- 4 The first speaker was introduced to the audience the president of the club.
- 5 It seems the surface was cleaned the wrong cleaning solution.

17 Look at the signs and rewrite them in the active. Where would you see these signs?



18 Make complete passive or active sentences.

- 1 A: my father/admit/hospital last night
My father was admitted to hospital last night.
 B: Oh, my! I hope it wasn't anything serious.
- 2 A: I/report/theft/police
 B: Did they say when they'll get back to you?
- 3 A: you/tell/time/meeting?
 B: Not yet. I think I'll find out this afternoon.
- 4 A: fire/break out/my block of flats last week
 B: That's terrible! Were you at home?
- 5 A: Didn't you know about Mr Smith's resignation?
 B: No. I/not/give/the news until late last night

19 Use the verbs in the list to make passive sentences.

- steal • download • install
- turn on • program • record
- invent • damage • clean

20 Use the materials to make sentences in the passive.

- glass • cotton • plastic
- metal • wood • paper

Dishes are made of glass.

21 a) Study the table. What are the differences between the two passive sentences?

Active
• People believe Columbus discovered America.
Passive
• Columbus is believed to have discovered America. (personal)
• It is believed that Columbus discovered America. (impersonal)

b) Look at the table again, then rewrite the active sentences below in both the personal and impersonal forms of the passive.

- 1 People say that the Brother 480 is the best laptop on the market.
- 2 Everyone believes that he stole the new design.
- 3 People think that he has escaped from prison.
- 4 Most people think she was responsible for the problems.
- 5 Everyone says that technology improves our lives.

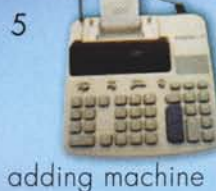
• Relative Clauses

Grammar Reference

22 Fill in *who*, *whose* or *that/which*. In which sentences could you leave out the relative pronoun? Why?

- 1 The lecture we were going to attend has been cancelled.
- 2 Tina just bought a new mobile phone is much smaller than mine.
- 3 Alice, mother is a typist, wants to go to university.
- 4 The program we installed yesterday has a virus.
- 5 Peter, knows a lot about computers, is coming to teach me how to use the Internet.

23 Look at the pictures and make up sentences using *who* or *which*, as in the example.



A secretary is a person who works in an office typing letters and answering the phone.,

24 Join the sentences using a relative pronoun.

- 1 I bought this car from a friend. He's a mechanic.
I bought this car from a friend who is a mechanic.
- 2 That man is a famous rock star. He is wearing dark glasses.
- 3 I go to a local school. It's just around the corner from my house.
- 4 He is a very good writer. His book was published last week.
- 5 Sam and Ted are cousins. Their restaurant is doing very well.

25 Use the relative adverbs *where, when* or *why* to complete the sentences.

- 1 That's the café I went last week.
- 2 The day we toured Malta was the best day of our visit.
- 3 Paris is the city the Louvre is located.
- 4 I don't understand the reason you are always late.

• Key Word Transformations

26 Complete the second sentence using the word in bold. You can use two to five words including the word given. Do not change the word given.

- 1 We'll inform you of the results next week.
informed You results next week.
- 2 They let Tony talk to the inspector.
allowed Tony the inspector.
- 3 The storm caused severe damage to the airport.
damaged The airport the storm.
- 4 People believe that Shakespeare is one of the best sonnet writers ever.
believed Shakespeare one of the best sonnet writers ever.
- 5 I met my new boss, Mr Smith this morning.
whose This morning I met my new boss Mr Smith.

• Phrasal Verbs

27 Use the phrasal verbs to complete the sentences.

- go into • give out • give up • go under
- give in (to)

- 1 Patty **went into** teaching because she is very fond of children. (**choose as a career**)
- 2 After many days of talks, the company the workers' demands. (**agree to do sth you don't want to**)
- 3 My torch and I couldn't see a thing in the dark cave. (**stop working**)
- 4 After his business he decided to change his profession. (**fail**)
- 5 When he realised he would never convince her, he (**stop trying**)

• Open Cloze

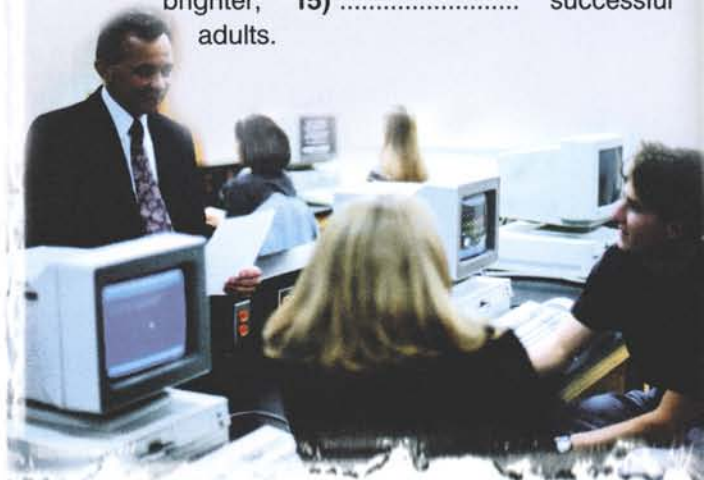
28 Read the text and think of the word which best fits each gap. Use only ONE WORD in each gap. There is an example at the beginning.

Computers in the Classroom

Over the past twenty years, computers and the Internet **0)** **have** become steadily more and more important to us. In fact, how much we rely **1)** computer technology continues to grow every day. We seem to use computers for almost everything **2)** days. Whether we are shopping at the supermarket, filing our taxes, driving our car, **3)** communicating with relatives and co-workers, it appears that a computer needs to be a part of **4)** scene.

This explosion in computer technology has resulted in a rush to install computers **5)** every classroom and to 'wire' every school to the Internet. In the USA, **6)** September 1984 and September 1997 alone, the number of computers in secondary schools increased to more **7)** 8 million units. Both educators and students alike have been forced to **8)** up with this new wave of technology. Teachers have found that they are expected to teach students computer skills even **9)** they themselves are still trying to learn the basics.

Few people would question the role that computers could play in education. Some educators claim that students **10)** are supplied with computers and given the opportunity to use **11)** in a classroom setting, will get better grades than those students who learn without having had **12)** computer experience. These people say that just **13)** computer technology has improved the way cars work, computers **14)** make the classroom a better place in which to teach the difficult concepts and ideas that students need to become brighter, **15)** successful adults.



Listening and Speaking

- 29 You will hear five people giving their views on the subject of the Internet. Match the statements which best summarise their ideas (A-F) to the speakers (1-5). There is one statement which you do not need to use.

A It saves time.	Speaker	1	
B It has replaced an old tradition.	Speaker	2	
C It stops discussions from occurring.	Speaker	3	
D It is a form of self-education.	Speaker	4	
E It makes people lazy.	Speaker	4	
F It is a good way to meet others.	Speaker	5	

- 30 a) Compare and contrast the pictures.



- b) In pairs, compare the facilities shown in the pictures to those at your school.

- 31 a) Listen to someone giving a talk on electrical safety. For questions 1 to 6, fill in the missing words.

Using Electricity Wisely

Keep Water and Electricity Apart!

- keep electric radios and stereos out of the bathroom
- never dry your hair with an electric hairdryer or use any 1
- in a room where there is water on the floor
- make sure your hands are dry when you 2 something in

Keeping Young Children Safe

- child-proof your house to avoid 3
- fit sockets with special 4
- keep fuse boxes locked

Electrical Problems

- do not replace a bulb or fuse yourself – 5 to change it
- never 6 fallen power line
- stay in open areas during electrical storms

Produced by the Fromshire Energy Association (FEA)

- b) Look at the pictures. In pairs, decide which three of the following would be most useful to have on hand in the case of a power failure and why.



- A: I think the most important thing to have in the house in case of a power cut would be ...
B: Yes, I agree. It's also a good idea ...

• Reporting problems

- 32 a) Listen to the dialogue. What's wrong with Mr Harris?

- b) Match the exchanges, then read out the dialogue.

A	B
<input type="checkbox"/> 1 Hello? Is that the power company?	a Could I have your name and address, please?
<input type="checkbox"/> 2 I'd like to report a fallen power line.	b Have you any idea what happened?
<input type="checkbox"/> 3 Right outside my house.	c Do you know when all this happened?
<input type="checkbox"/> 4 Yes, of course. My name is Ned Harris and my address is 44 Bell Crescent.	d Don't worry, Mr Harris – we'll send somebody round straight away.
<input type="checkbox"/> 5 Yes – a car hit the pole, and that dragged the power line with it when it fell.	e I see. Where exactly is it?
<input type="checkbox"/> 6 I certainly do! It was the moment that all my lights went out!	f Yes, it is. How can I help you?

- c) In pairs, act out similar dialogues using the prompts: *fire, power cut*.

• Intonation (stress in lists of adjectives)

- 33 Listen and repeat.

- table cloth – silk table cloth – white silk table cloth
- carpet – wool carpet – Persian wool carpet

Listening and Reading

34 a) Which of the following are examples of robotic equipment?

- a vacuum cleaner • a battery-operated dog
- a desktop computer • a car • a cheese grater

What features do robots have that other machines don't have? Where does the word "robot" come from?

b) What are robots used for?

- in factories • in hospitals • in the military
- in the home • in space

Robots can assemble car body panels.

Robots can defuse bombs.

Robots can do household chores.

35 Look at the title of the article. What do you think it will be about? Which of the following words and phrases would you expect to find in the article?

- special sensors • respond to commands
- have a conversation • do the housework
- battery operated • uneven surfaces
- built-in cameras • human-shaped

36 a) Listen and mark the following statements 1 to 5, T (true) or F (false).

SDR-4X:

- 1 is shaped like a human.
- 2 is quite expensive.
- 3 falls over a lot.
- 4 can talk.
- 5 can recognise all people by face and voice.

b) Read the magazine article and choose the sentences from the list (A–H) which best fit each gap (1–6). There is one extra sentence which you do not need to use.

- Perhaps its most entertaining talent, though, is its dancing.
- Demonstrations have shown that it can even balance itself on a surfboard while it is being tilted in various directions.
- As technology progresses, home robots will become more and more high-tech and will be able to perform a greater variety of functions.



The figure moves in perfect time with the music, using fancy footwork and waving its arms above its head. Whether the music is rock and roll classics, disco hits or slow romantic ballads, the dancer never misses a step or stops to rest.

This is, in fact, a **state-of-the-art**, human-shaped robot which has recently been **developed** by Sony. The robot, which goes by the name of SDR-4X, is 60 centimetres tall, with a shiny silver body and large, friendly-looking round eyes. At the moment, though, few homes will be able to **afford** one, as this **miracle** of robotics costs about



- But this is no ordinary dancer.
- The SDR-4X can even take photographs.
- This means that it can avoid all sorts of accidents.
- It was designed to live with people in their homes and to entertain them and keep them company.
- The makers of SDR-4X believe that the robot will be popular because of its personality.

c) Read the article and explain the words in bold, then use them to make up sentences.

the same as a luxury car.

The SDR-4X is certainly entertaining – it is, quite **literally**, an ‘all-singing, all-dancing’ robot. It can be programmed with so much music and so many **lyrics** that it can **outperform** a jukebox.

2 The SDR-4X can really work the dance floor, as it not only moves to the **beat of the music**, but also **shakes** its **hips** and moves its arms and legs to the rhythm. Its two **built-in** cameras enable it to **dodge** any **obstacles** in its path. **3**

The SDR-4X also has a great sense of balance, so it rarely falls over, no matter how **energetic** its dance routine becomes. **4** This is because its feet contain special **sensors** which allow it to walk and dance on **uneven** surfaces such as carpets and rugs. Even the most **agile** dancers take a **tumble** sometimes, but you can be sure that even if the SDR-4X does fall over, it will not **fall apart**. Instead, it gets back on its feet as **gracefully** as possible to continue its performance and make its owners proud.

It has the ability to talk and, with a vocabulary of 60,000 words, it is much **chattier** than **previous** home robots. It can recognise as

many as ten people by face and voice, and is able to **greet** them by name and even have a conversation with them.

5 Its built-in cameras take digital **images** of people’s faces and store them in its memory, while its seven microphones pick up people’s voices and file them away, too.

The SDR-4X is the most advanced robot ever produced for home use, but experts believe that this is only the beginning. **6** In the meantime, the SDR-4X is ready to **dance the night away** in living-rooms around the world. Who knows – it might even teach you some of its moves!



d) Find synonyms for the highlighted words.

37 Fill in the correct words from the list, then choose any five and use them to make up sentences.

- perfect • routine • footwork • images
- built-in • uneven • advanced • disco
- company

- | | |
|-----------------|-------------------------|
| 1 time | 6 technologically |
| 2 fancy | 7 surfaces |
| 3 hits | 8 digital |
| 4 dance | 9 to keep sb |
| 5 cameras | |

38 Fill in: *between, in, with, to, on, for or of*. Then choose any five phrases and make sentences using them.

- 1 perfect time with; 2 to go by the name; 3 to be programmed sth; 4 to move the rhythm; 5 to tell the difference; 6 great sense balance; 7 to get back its feet 8 to have a conversation sb; 9 produced home use; 10 the meantime

• Project

In pairs, write an advertisement for the robot, SDR-4X.

Writing

(a letter of complaint)

When we write a letter of complaint we may use a **mild tone** to sound more polite or a **strong tone** when we are extremely upset or annoyed. However, we must never sound rude or insulting. We usually write four to five paragraphs depending on the number of our complaints.

In the **first paragraph**, we write our opening remarks stating our complaint, including details of what has happened and where/when the incident took place.

In the **second and third paragraphs** we present the points we are complaining about, giving examples or reasons. We start a new paragraph for each complaint. To link our complaints we can use *firstly, to start with, secondly, moreover*, etc. To justify our points we can use linking words/phrases such as: *although, however, for this reason*, etc. In the **last paragraph** we explain what we would expect to happen (i.e. a refund, a replacement, an apology, etc). Most letters of complaint are written in formal style/register.

• Analysing the Rubric

39 Read the rubric, underline the key words and answer the questions.

You recently bought a fax machine but you are not satisfied with it. Write a letter of complaint to the manufacturer describing the problem and the action you expect the manufacturer to take.

- 1 What type of letter should you write?
- 2 Who is going to read your letter?
- 3 Would you use a mild or a strong tone? Why?
- 4 What style would you use? Why?
- 5 How would you begin/end your letter?
- 6 What kind of problems could the fax machine have?

• Analysing a Model Text

40 a) Read the letter and fill in the blanks with linking words/phrases from the list. What tone has the writer used?

- to make matters worse
- to begin with
- also
- secondly
- what is more

Dear Sir/Madam,

I am writing to complain about a fax machine which I recently purchased from your company. The machine is your Intellifax Laser 260.

1), when I ordered the machine, I was told it would be delivered in three weeks. However, it took over six weeks for the machine to arrive. 2), when it finally did arrive, the lead was missing and I was obliged to buy one.

3), despite the fact that the instruction manual states that the machine works with plain paper, my printout copies are unclear and almost impossible to read. I find that the only way that I can get a clear printout is by using a very expensive brand of paper. 4), although I am using this high quality paper, the machine continually jams.

I would appreciate it if the machine could be replaced as soon as possible. I 5) expect a full refund of the money I paid for the missing lead. I hope that this matter will be resolved as quickly as possible.

Yours faithfully,

William Stern

William Stern

• Mild/Strong Tone

b) Read the phrases below and say which of them use a mild tone and which a strong tone. Which of the phrases would you use to change the mild tone used in the letter?

- 1 I am writing to express my strong dissatisfaction with ...
- 2 I am writing to draw your attention to ...
- 3 I wish to express my unhappiness with ...
- 4 I feel I am entitled to a refund...
- 5 I hope that I will not be forced to take further action ...
- 6 I insist on an immediate refund ...

• Linkers

41 a) Match the pairs of sentences. Then join them with appropriate linking words/phrases, as in the example.

- 1 The iron didn't get hot enough.
- 2 The electrician didn't turn up.
- 3 The radio still won't work.

<input type="checkbox"/>	A	He promised he would come today.
<input type="checkbox"/>	B	I put a new battery in it yesterday.
<input type="checkbox"/>	C	I turned the control to the highest position.

- even though
- however
- although
- despite
- in spite of
- but

- 1 C *The iron didn't get hot enough even though I turned the control to the highest position.*

b) Use the prompts to express complaints about the items in the pictures.



- watch has stopped/
new battery

- too warm/check
thermostat on
correct setting



- keyboard not
functioning/properly
installed



• Opening/Closing Remarks

42 Read the following extracts and say which are O (opening) and which are C (closing) remarks. Then say whether the writer has used a mild or strong tone.

- ☐ I am writing in connection with a laptop computer which I recently bought from your shop. **mild tone**
- ☐ I believe that I am entitled to a refund and I hope that this matter can be dealt with promptly.
- ☐ I wish to bring to your attention a problem which arose while I was staying at your hotel.
- ☐ I insist on a full refund and I hope that I will not be forced to take further action.

• Discuss and Write

43 Read the rubric and underline the key words. Then answer the questions that follow.

You ordered a camcorder and paid by credit card but you were sent the wrong model and you were overcharged. Write a letter of complaint explaining what happened and saying what action you expect the company to take. (120-180 words)

- 1 Do you know the person you are writing to?
- 2 What is the reason for writing?
- 3 What tone would you use? Why?

4 What opening and closing remarks would you use? Why?

44 Read the sentences below and tick (✓) the ones you would use in your letter.

- 1 I am completely satisfied with my new camcorder. ☐
- 2 I ordered the C20 model that was on special offer. ☐
- 3 The model delivered was not only the wrong one but also £30 more expensive. ☐
- 4 The service department was extremely helpful. ☐
- 5 When I opened the package I noticed that the camcorder was the wrong model. ☐
- 6 The camcorder should have been supplied with a tripod. ☐

45 Use your answers from Exs. 43 and 44 and your answers from the plan below to write your letter. You can use the letter in Ex. 40 as a model.

Plan

Dear Sir/Madam,

Introduction

(Para 1) What is the reason for writing?

Main Body

(Para 2) What is your first complaint?

Give examples/reasons for your complaint. (How can you justify it?)

(Para 3) What is your second complaint?

Give examples/reasons for your complaint. (How can you justify it?)

(Para 4) What is your third complaint?

Give examples/reasons for your complaint. (How can you justify it?)

Conclusion

(Para 5) What are your closing remarks?

What action do you expect the company to take?

Yours faithfully,
your full name

46 Read the sentences. What do they mean?

What's in a word?

- One machine can do the work of fifty ordinary men. No machine can do the work of one extraordinary man. (Elbert Hubbard)
- The real problem is not whether machines think but whether men do. (B F Skinner)

Literature Clip



Jules Gabriel Verne (1828 - 1905) was born in Nantes, France. As a boy, he was fascinated by the sea and all things connected with it. In 1847, Verne went to Paris to study law but he decided to concentrate on his writing. Verne wrote stories and sold them to support himself. He published his first novel *Five Weeks in a Balloon* in 1863 and *Journey to the Centre of the Earth* in 1864. His other novels include *From the Earth to the Moon* (1866), *20,000 Leagues Under the Sea* (1870), and *Around the World in Eighty Days* (1873). Verne's writings laid the foundation for modern science fiction.

47 a) What do you know about Jules Verne? What books did he write? Can you name some? Why do you think his books are so popular?

b) Now read Jules Verne's biography and check your answers.

48 a) Listen to the extract and answer the questions that follow.

- 1 Who or what is the *Nautilus*?
- 2 What is a craft? Name the different types of craft that are mentioned.
- 3 How do you think the narrator feels?

b) Read the extract and mark the statements below **T** (true) or **F** (false), then explain the words in bold.

- 1 The guest was confused by the instruments.
- 2 Manometers were used to check temperature.
- 3 The *Nautilus* was powered by electricity.
- 4 The captain didn't want to answer his guest's questions.
- 5 The guest wasn't going to stay on the *Nautilus* for very long.

Speaking

c) Read the extract again and retell the story.

20,000 Leagues Under the Sea

— by Jules Gabriel Verne —

Captain Nemo pointed to a chair and asked me to sit down. He began to tell me the story of the *Nautilus*. He pointed to the instruments hanging on the walls of his room. Many of them I recognised as standard **navigation** instruments but I was puzzled as to the **nature** of some of the others. I asked him what the unfamiliar instruments were for. "These are manometers or **depth gauges**," said the captain, "and these measure the different temperatures of the sea at any depth."

"How is this craft **powered**?" I asked of the captain. "Why, by electricity," he explained. "Chemicals from the seawater can provide as much power as we need. The sea produces electricity and the electricity gives the *Nautilus* heat, light and the ability to move. It is the source of life itself," he **remarked**, "the air we breathe, the power of the engines, even heat for cooking our food." I found it **incredible** that such wonderful energy and power could be obtained from the sea.

"Captain Nemo," I said, "I have seen what you have **achieved** and I cannot explain it. I saw the *Nautilus* moving around our ship at great speed but speed isn't everything. You have to be able to see where you are going, to **steer** to the right and the left and up or down. How do you manage to reach such depths against the incredible pressure? How do you return to the surface? How do you manage to stay at any depth you choose? I am sorry to ask so many questions."

"Not at all, Professor," said the captain after a slight **hesitation**. "I will tell you everything you want to know, since you will never leave this submarine. Come to the **saloon** and you will learn everything about the *Nautilus*."

The captain led me to the **rear** of the craft. He pointed to another **dial**. "This dial shows us how fast the ship is travelling. The propeller, which has a diameter of 23 feet, can revolve at up to 120 revolutions per second and gives us a maximum speed of 50 knots." Then he took me further back in the ship until we came to a sort of **well** with an iron ladder attached to the wall. "This leads up to a **dinghy** kept in a special watertight compartment. I climb inside, fasten the **hatch** and the dinghy shoots to the surface." I asked him how he managed to return. "I don't. The *Nautilus* comes to me. I send the crew a message by electric wires, a sort of telegram."

• Project

You have decided to enter a drawing competition about unusual or fictional crafts. Using ideas from the extract as well as ideas of your own draw a craft that can travel underwater.

Revision & Extension

- 49 a) In pairs, complete the dialogue, then describe the picture.



- A: Where do you think the picture was taken?
 B: I'd say 1)
 A: What is the woman in the picture doing?
 B: She is 2)
 A: How can computers affect our free time?
 B: Well, 3)

- b) In pairs, act out a dialogue based on the picture.



- c) In pairs discuss the following:

- How does technology make our lives easier?
- Has technology isolated us?

- 50 You will hear people talking in eight different situations. For questions 1-8 choose the best answer, A, B or C.

- You hear part of an interview. What did the man invent?
 A a kind of notebook B a type of glue
 C an office product
- A man knocks on your door. What does he want you to do?
 A give him some information B buy something from him
 C try a new product
- You hear a dialogue between two people in an office. How does the man probably feel?
 A happy B embarrassed C angry
- You are listening to a radio phone-in. Why has Pat phoned?
 A to get advice about her son
 B to discuss her husband
 C to criticise her son's school
- You hear this ad. What advantages does the shop have?
 A it sells many different products
 B its products are high-quality
 C it is very big
- You hear a woman talking. Where is Mrs Smith?
 A in a department store B at a bus station
 C at an airport

- While visiting a school, you hear this man talking. Which invention does he think is the most important?
 A Morse Code B telegraph
 C telephone
- You hear a customer talking to a shop assistant. What does she want to do?
 A buy a computer monitor
 B return a fax machine
 C exchange a photocopier

- 51 Fill in the correct form of *crash*, *surf*, *skip*, or *eat*, to complete the sentences.

- Oh, no, my computer just and I think I've lost all my work.
- When I have spare time I enjoy the Internet for interesting information.
- I can't believe it! I bought that CD yesterday and it's already.
- The bad thing about cassette recorders is that they frequently your favourite cassettes.

- 52 Fill in: *line*, *system*, *program*, or *information*, then explain the meaning of the expressions in bold.

- I'm sorry, sir, but our entire **computer** is down and I'm unable to help you with your inquiry.
- That's strange. I was just talking to Marge and suddenly the **went dead**.
- The new computer **had a virus** and all the office computers have been infected.
- Isn't it amazing how many **bytes** of can be stored on one floppy disc?

Writing

Think of a famous inventor from your country. Use an encyclopaedia or the Internet to fill in information under the headings below. Then write about him/her and what he/she invented.

- inventor's name • invention
- year it was invented • importance

Vocabulary & Grammar

1 Fill in the correct word.

- Jenny wants to find a full-..... job as a secretary.
- The ozone protects the Earth from the harmful ultraviolet rays of the Sun.
- She is to getting up early in the mornings.
- The fax machine hasn't delivered yet.
- Tigers are considered to be a(n) species.
- Do your coat. It's freezing cold.
- Fossil, such as coal or oil, are formed from the decayed remains of plants or animals.
- "..... son is he?" "Mr Brown's."
- He's old to get a driving licence.
- He woke up late and as a(n) was late for work. (10 marks)

2 Circle the correct item.

- Police gave all hope of finding the child.
A off B out C in D up
- He couldn't help at the sight.
A to laugh B to laughing C laughing D laugh
- Some species of animals have become in the last hundred years.
A lost B disappeared C missed D extinct
- The SDR-4X can move to the of the music.
A beat B tumble C lyric D rhyme
- We are looking forward from you.
A hear B to hearing C to hear D hearing
- The camera can people's images in its memory.
A file B keep C put D store
- Can you the difference between the two brothers?
A speak B tell C say D show
- It's colder today than it was yesterday. You'd better put on your jacket.
A less B much C more D many
- I haven't got the idea what you're talking about.
A slightest B least C dimmest D smallest
- This shirt is made cotton.
A with B in C of D from (20 marks)

3 Use two to five words to complete the second sentence using the word in bold.

- It was difficult for us to persuade Robert to take the course. **difficulty** We to take the course.
- It's too cold to go swimming. **not** It's go swimming.
- Tony is as tall as Jerry. **same** Tony Jerry.
- I can't believe that is the best deal they can offer. **than** They must be able to offer that.

- Nobody apart from my friend helped me. **person** My friend helped me. (10 marks)

Listening

4 You will hear a competition organiser talking about the Young Inventors' Competition. For questions 1-6, fill in the missing information.

Young Inventors' Competition	
Entry details:	Children aged 7-14 may enter. The [1] must be original.
Rules:	Guidance can be given by teachers or parents. Inventions must perform a [2] and solve a problem. Inventions must make [3].
Application:	The following must be sent in: A [4] of the tool A signed form A photograph and log book
Awards:	Two categories: Two prizes of £1000 - age group 7-11 One prize of £1500 - age group 12-14
Closing date:	[5]
Every student will be sent a personalised certificate of [6] awareness and a home inventors' book. (12 marks)	

Speaking

5 Complete the exchanges.

- A: What do you think about factories that pollute the environment?
B: As, they should be shut down.
- A: Could I, please?
B: Yes, of course. Mary Smith.
- A: Could you me, please?
B: Yes. It's a black plastic bag with a red strap.
- A: Smither's Office Supplies, can?
B: Yes, hello. I'd like to order a fax machine. (8 marks)

6 In pairs, discuss ways to help reduce pollution in your town. Use the visual prompts.



Reading

7 Read the following review about a Science Museum and answer the questions.

Hands-On Science Down Under

'Scienceworks' is a museum with a difference. It's an educational, adventure playground that aims to explain to visitors the workings of science and technology by allowing them to look, touch, and play with the exhibits.

One of the main differences between Scienceworks and other museums, is its location. While most museums are generally located in the city amongst modern office blocks, this one is in a working class suburb of Melbourne, Australia. Factories surround the museum like an industrial theme park. There's even a disused sewerage processing plant within the Scienceworks complex.

The museum is home to both temporary and permanent exhibitions. The four permanent exhibitions are called *Inventions*, *Energy*, *Travel* and *Materials*. The displays in each section are accompanied by information about how the technology works, the story behind its invention and the ways in which it has affected people's daily lives both at home and at work. The museum's curator, Richard Gillespie, believes the museum works because its exhibits are well-chosen examples of technology that are familiar to visitors. "Having this kind of connection with exhibits, helps simplify science instead of complicating it like so many other science museums do," says Richard.

Scienceworks also encourages its visitors to interact with the exhibits. The *Inventions* exhibition is real 'hands-on' stuff. You can press buttons, pull levers and watch in amazement as engines start and models come to life. The *Energy* exhibition challenges you to provide the energy for a hand-powered washing machine and an old-fashioned hand saw. If that doesn't tire you out, move on to *Sports Works* where you can have your physical fitness levels tested while racing a virtual Olympic sprinter.

When your body wants a rest, but your mind's hungry for more, head to the Scienceworks Planetarium. A unique digital computer and projection system takes you on a journey through space and time. From the comfort of a reclining chair you will travel to the moon and stars and beyond to other galaxies and the dawn of the universe. The planetarium also hosts a special sleepover package for kids during school holidays where they get to go on a scary ghost tour and observe the stars through telescopes.

Whether you're five or ninety-five, a visit to Scienceworks is definitely a must. It's fun, it's informative, and everyone should go!

- The museum's location is unusual because
 - it is inside a factory.
 - it is surrounded by office blocks.
 - it is not in the city centre.
 - it is next to a sewerage plant.
- The curator believes the museum is popular because
 - the exhibitions change often.
 - the exhibits were invented by ordinary people.
 - visitors understand how the technologies work.
 - other science museums are boring.
- At the Sports exhibition visitors can
 - have a rest.
 - do their washing.
 - get some exercise.
 - touch the exhibits.

- If you get tired, the writer recommends
 - going home and sitting in a comfortable chair.
 - taking a virtual tour of the galaxy.
 - eating something at the Planetarium café.
 - leaving your children overnight at the museum.
- The writer expresses that a trip to Scienceworks
 - should be taken by those in a particular age group.
 - should be a one-off event.
 - is highly recommended.
 - is a tiring but necessary activity.

(15 marks)

Writing

- 8 Your teacher has asked you to write a short article on how to make your city a better place to live in. Use the plan and the notes to write your article (120-180 words) for the school magazine.

Plan

Introduction

(Para 1) state problem – city dirty – need to do sth

Main Body

(Paras 2-3) start recycling scheme – create more parks
– plant trees

Conclusion

(Para 4) restate opinion: all work together – city better place

(15 marks)

(Total = 100 marks)

Let's sing!

- 9 Listen and fill in. Listen again and sing.

Crossing Borders

When I feel a little restless
And I need to 1)
away
I grab my passport,
2) my bags
And go on holiday
With a 3) in my hand
I feel as free as any bird
I can 4) on board
an aeroplane
And travel round the world

Crossing borders to foreign lands
Snowy mountains and desert
sands
Travel the world and you will
see

Crossing borders can set you free
Tour round ancient ruins
Take a 5) on
rugged moors
Hit the busy 6) streets
Or stroll on distant shores

Sail out on the ocean
Or 7) on crisp
white snow
You can see the beauty of the
world
Everywhere you go

Crossing borders to foreign
lands ...

Go on safari in the jungle
Or snorkel in the 8)
Lie on a sandy palm-fringed
beach
Where the sun 9)
constantly
Whatever your destination
Whether near or far away
A journey is a 10)
to learn

Crossing borders to foreign
lands ...

Style & Taste

◆ Before you start...

What are you doing to help endangered species?

What do you think people should do to help protect the environment?

How often do you use the Internet? What for? How useful do you think it is?

◆ Listen, read and talk about...

On the market

UNIT 7

- shops & goods
- services & complaints
- clothes & accessories
- national dress



Module 4

Units 7-8

First come,
first served

UNIT 8

- food
- cooking methods & utensils
- tastes
- containers
- organic food
- GM foods



◆ Learn how to ...

- describe people's clothes
- make complaints
- order food
- make food choices
- say 'no' politely
- ask for things in a shop
- ask for a refund
- make recommendations

◆ Practise ...

- reported speech (statements; questions; requests; orders; suggestions)
- reported speech (special introductory verbs)
- causative form
- countable/uncountable nouns
- quantifiers (some; any; no; a lot of; much; many; few/a few; little/a little)
- past & perfect modals (request; ability; possibility)

◆ Phrasal verbs

- fall
- feel
- get

◆ Write ...

- an article describing a market in your country
- a transactional letter applying for a job
- an article about the national dress of your country
- a recipe
- a narrative descriptive article of a visit to a place



Lead-in

- 1 Name the pictures A to K. Which of these items do you own? Which of them were presents? On what occasion did you get them? If you bought them yourself, how did you pay? In cash? By credit card?
- 2 Look at the pictures again. Which of these would you buy as a present for:
 - your best friend • an elderly aunt
 - your younger brother/sister
 - your teacher • your mother/father? Why?

I'd buy my best friend a skateboard because he likes skateboarding.

- 3 Match the sentences to the pictures. Who said them: the customer or the shop assistant? In pairs, think of similar sentences for the rest of the objects.

- 1 Could I have one to fit a photo this size, please?
- 2 You'll find it in the sports section.
- 3 Do you have the same one with a different strap?
- 4 The fitting rooms are over there.
- 5 What kind of film do I need?
- 6 Could you show me some with a higher heel?
- 7 How much is it for 50 mls?
- 8 Do they have UV protection?

Listening & Reading

- 4 Listen and repeat, then close your books and try to remember as many sentences as possible.

- We were meant to meet an hour ago!
- You'll never believe it.
- Fancy meeting you here!
- Any ideas?
- I could use a second opinion.
- How would you like to pay?
- By credit card, please.
- Have I gone over my limit?
- Oh, how embarrassing!
- Never mind.
- No problem whatsoever.

- 5 Listen and circle the correct answer.

- 1 Lyn is late because she
A did her shopping. B had a problem.
- 2 Amy is shopping
A with friends. B for a present.
- 3 Jane's credit card was
A out of date. B in the bank.

- 6 a) Read and match the statements to the speakers A (Amy), L (Lyn), or J (Jane).

This/These speaker(s)

- can't pay in cash.
- felt embarrassed.
- is not on time.
- are going to buy something.

1		
2		
3		
4		5



- A** Lyn: Oh, Mark! I'm so sorry I'm late!
 Mark: Well, I was **wondering** what had happened to you. We were meant to meet an hour ago!
 Lyn: I know. The thing is, I **decided** to do some shopping on the way here. You'll never believe it, but I **got stuck** in a fitting room for almost an hour!
 Mark: Oh no! How did that happen?
 Lyn: The **lock** on the door broke and I couldn't **get out**.
 Mark: Oh dear!
 Lyn: Don't laugh! It wasn't funny! I was really **panicking**!
 Mark: Well, didn't you shout for help?
 Lyn: Of course I did! The shop assistant came, but she couldn't let me out because there was no handle on the outside of the door.
 Mark: So what did she do?
 Lyn: She called the **caretaker**, but by the time he opened the door I was really **terrified**. I hate being **shut** in small spaces.
 Mark: Oh well, after all that, I suppose I'll have to **forgive** you for being late!

- C** Jane: I'll take this book, please.
 Tom: Certainly, madam. How would you like to pay?
 Jane: By credit card, please. Here you are.
 Tom: I'm sorry madam, but there seems to be some problem with your card.
 Jane: Oh! What's wrong? Have I gone over my **limit**?
 Tom: No, the machine says that your card has **expired**.
 Jane: Oh, how **embarrassing**! I got a new card in the post the other day, but I forgot to put it in my wallet.
 Tom: Never mind. Would you like to pay in cash?
 Jane: I'm afraid I haven't got enough money on me. I'll have to go to the bank. Could you **keep the book to one side** until I come back?
 Tom: Of course, madam. No problem **whatsoever**.
 Jane: Thank you so much.

b) Explain the words in bold, then make up sentences using them.

c) Suggest synonyms for the highlighted words.

d) In pairs, read out the dialogues.

B



B

- Kate: Amy! Fancy meeting you here!
 Amy: Oh, hi, Kate. I'm just **looking for** something to buy for my mum's birthday. Any ideas?
 Kate: Mmm, let me see. Why don't you get her something to wear? She might like a nice blouse.
 Amy: No. She's already got **loads of** clothes. She never wears half of them.
 Kate: Okay, then. What about a CD? Does she like listening to music?
 Amy: Yes, but I got her a CD for her last birthday.
 Kate: Oh. I know! How about a nice leather handbag?
 Amy: That's a good idea. Her old bag is **falling apart**.
 Kate: Great! There's a lovely leather shop around the corner. I'll come with you if you like.
 Amy: Yes, that would be great. I could use a second opinion. Thanks, Kate!

Vocabulary

• Shops and Goods

- 7 a) Match the items to the shops. Then make up sentences, as in the example.

1 optician's 2 boutique 3 sports shop

4 furniture shop 5 newsagent's 6 florist's

7 greengrocer's 8 jeweller's

- couch • tennis racquet • earrings
- bunch of tulips • contact lenses • magazine
- onions • silk scarf • necklace • chest of drawers
- pair of skis • watermelon • pair of trousers

You can buy a couch at a furniture shop.

b) What else can you buy in these shops?

c) In pairs, look at the pictures in Ex. 7a and act out dialogues related to each picture.

- A: Excuse me, do you have these frames in red?
B: Just one moment, madam, I'll check.

Listening

- 8 You will hear people talking in five different situations. For questions 1–5, choose the best answer, A, B or C.

- You overhear a woman talking in a shoe shop. What does she want to buy?
A trainers B high-heeled shoes C flat shoes
- You overhear this conversation in a department store. Where was the man supposed to meet his son?
A In the children's wear department.
B In the toy department.
C In the café.

- You are in the supermarket when you hear this announcement. Where can you find this week's special offer?
A At the delicatessen counter.
B In the frozen food section.
C In the dairy section.
- You hear two women talking in a boutique. Why does the first woman decide not to buy the dress?
A The colour doesn't suit her.
B It doesn't fit properly.
C It is too expensive.
- You overhear this conversation in the butcher's. What does the man want to eat?
A Roast chicken
B Grilled steak
C Barbecued chicken

• Services and Complaints

- 9 a) Read the signs and explain what they mean. Where would you see them?

A This means that the table is reserved. We would see this sign in a restaurant or café.

B TWO ITEMS PER CUSTOMER IN FITTING ROOM

C SAME DAY SERVICE

D RING BELL FOR SERVICE

E SHOPLIFTERS WILL BE PROSECUTED

F ALL MAJOR CREDIT CARDS ACCEPTED

b) What other signs might you see in these places?

- 10 a) Listen and match the speakers to the problems. There is one extra problem which you do not need to use.

- | | |
|--|------------------------------|
| a This person was overcharged. | Speaker <input type="text"/> |
| b This person bought something in the wrong size. | Speaker <input type="text"/> |
| c This person received something that was damaged. | Speaker <input type="text"/> |
| d This person was sold the wrong product. | Speaker <input type="text"/> |
| e This person didn't get their delivery on time. | Speaker <input type="text"/> |
| f This person bought something that wasn't of very good quality. | |

b) In pairs, complete the table. Then, ask and answer, as in the example.

- watch • table • CD player • mirror • dress • sleeve • vase
- trousers • carpet • buttons • tablecloth • computer screen
- stitching • chair • cushion • lining

watch, table,	scratched
.....	torn
.....	broken
.....	stained
.....	cracked
.....	loose

A: Good morning, sir. Can I help you?

B: Well, I bought this watch from your shop yesterday but when I got home, I noticed it was scratched.

A: I'm sorry, sir. Would you like us to replace it?

B: I'd rather have a refund.

• Clothes and Accessories

- 11 Look at the pictures, then use phrases from the table to describe what the people are wearing, as in the example. Then describe what your partner is wearing.

Style/Pattern:	baggy, tight, long/short-sleeved, check, sleeveless, polka-dot, floral, (pin)striped, three-piece, straight, plaid
Material:	cotton, leather, nylon, wool, denim, suede, silk
Accessories:	sunglasses, briefcase, handbag, tie, hat, scarf, cap, shoes, sandals
Types of clothing:	shorts, socks, blouse, shirt, tights, evening dress, leggings, T-shirt, dress, trousers, waistcoat, jumper, tuxedo, jacket, suit, jeans, raincoat

NOTE: tights, leggings, trousers, jeans are plural.

Linda is wearing a light blue T-shirt, a brown leather belt, a polka-dot skirt and sandals.



1 Linda



2 Sandy



3 Tony



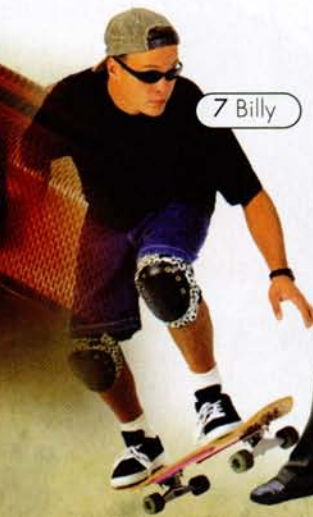
4 Gina



5 Ben



6 Jim



7 Billy



8 Jake

• Game

In teams, think of definitions for different items of clothing. If the other team correctly guesses the item they get one point. The team with the most points is the winner.

Team A S1: It's a piece of cloth which is worn around the neck.

Team B S1: Tie. etc.

• Idioms and Fixed Phrases

- 12 Fill in: glove, hat, belt, shirt, pocket or shoes. Then explain the idioms in bold.

- You have to **take your** off to Joe, he has really made the business a success.
- I think it's **hitting below the** to criticise me when I'm not there.
- He's always spending. It's like **money burns a hole** in his
- Poor Sally, she **lost her** when she had to close her shop.
- Ted can't wait to **step into the manager's** when he retires.
- That dress **fits like a**, and the colour is perfect, too.

Grammar in Use

• Reported Speech – Statements

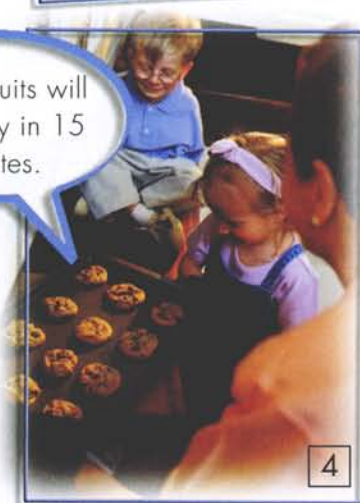
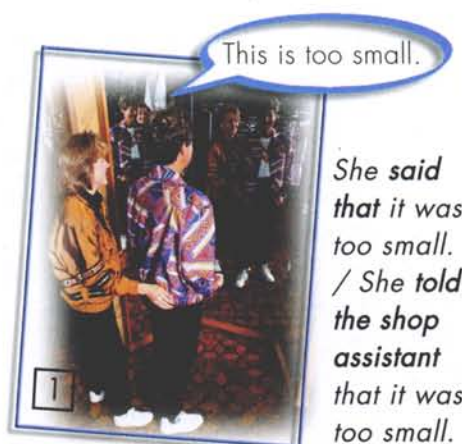
Grammar Reference

13 Complete the table below, then say how the following change in reported speech:

- tenses • personal pronouns • time expressions

Direct Speech	Reported Speech
a "I live in London," he said.	He said that he lived in London.
b "I'm baking a cake," he said.	He said that he a cake.
c "I have already done the shopping," he said.	He said that he the shopping .
d "Fiona moved to Italy last month," he said.	He said that Fiona to Italy the month before.
e "I was cooking dinner when the phone rang," he said.	He said that he dinner when the phone rang.
f "I will call the plumber tomorrow," he said.	He said he the plumber the following day.

14 Read the speech bubbles and report what the people said, as in the example.



15 Change the sentences into reported speech.

- "Mary does her shopping at Marks & Spencer," said Sarah.
- Tom said to me, "I will lend you the money."
- "I'm going shopping this afternoon," said Diane.
- "I haven't been to the new shopping centre yet," said Lyn.
- "I bought a new car yesterday," said John.
- Bill said, "I was listening to my new CD player until midnight."

• Reported Speech – Questions

Grammar Reference

16 a) Study the table and complete the rule.

- "Where did you buy the jumper?" she asked me.
She asked me **where** I had bought the jumper.
- "Is Alan coming to the party?" she asked me.
She asked me **if/whether** Alan was coming to the party.
- "Can I go shopping with you?" she asked me.
She asked me **if/whether** she could come shopping with me.

When the direct question starts with:

- a question word, the reported question begins with
- a modal verb or an auxiliary verb, the reported question begins with

b) How do the tense forms change?

17 Change the questions into reported speech.

- 1 "When are you going on holiday?" Susan asked Jane.
- 2 "Can I open the window?" Tim asked me.
- 3 "Will you drive me to school today?" Tina asked her father.
- 4 "How old were you when you started making your own clothes?" Jan asked Michelle.

• Reported Speech – Requests/Orders/Suggestions

Grammar Reference

18 a) Study the table. Which is a request? an order? a suggestion?

Direct Speech	Reported Speech
a "Let's go shopping," she said.	She suggested going shopping.
b "Shut the window," he said.	He told me to shut the window.
c "Can you buy some washing powder, please?" she said.	She asked me to buy some washing powder.

b) Change the sentences into reported speech.

- 1 "Be polite to the customers," the manager said.
- 2 "You should try on this dress," Jenny said.
- 3 "Do you have this shirt in large?" Tom asked.
- 4 "Let's go to the High Street," Jane said.
- 5 "Can I have your credit card?" Tony asked Mr Smith.
- 6 "Leave," said Sue to Jim.

19 Rewrite the tailor's comments as reported speech.



• Causative Form

Grammar Reference

20 a) Read the sentences (a-d) and answer the questions. Then complete the rule.

- a Thomas **fixed** the roof.
- b James **had** the roof **fixed**.
- c Sandra **died** her hair.
- d Georgia **had** her hair **died**.

- 1 Who **did** the action himself/herself?
- 2 Who **arranged** for someone else to do the action?

- To say that we arranged for someone else to do something for us, we use: + object +

b) Use the prompts to ask and answer, as in the example.

- 1 Vanessa/prune/rose bushes? (✓)
A: *Did Vanessa prune the rose bushes?*
B: *Yes, she pruned them herself.*
- 2 Ann/paint/house? (X)
- 3 Mark/fix/lawn mower? (✓)
- 4 Pete/type/report? (X)
- 5 Lyn/wash/dishes? (✓)
- 6 Tony/do the shopping? (X)

Speaking

21 Use the prompts to ask and answer questions, as in the example.

- 1 hair/cut
A: *When did you last have your hair cut?*
B: *I had my hair cut last month.*
- 2 eyes/test
- 3 watch/repair
- 4 trousers/shorten
- 5 motorcycle/fix

Grammar in Use

• Word Formation

22 Fill in the correct word derived from the word in bold.



Mystery Shoppers

Business 0) **owners** who are worried about keeping their customers happy are now hiring people to come into their shops, restaurants and offices pretending to be customers. These 'mystery shoppers' are 1) to detect because they are 2) members of the general public working on a part-time basis for market research companies. You won't see them doing anything 3) like taking notes or talking into tape recorders, so company 4) do not realise that they are being evaluated. These shopping 'spies' are sent to collect 5) on the standard of service they receive including the 6) and attitude of the staff, the 7) of the premises and how long they had to wait to be served. People in business are 8) beginning to realise that if they want to be 9), they should care as much about the quality of their customer service as they do about the quality of their 10)

OWN

POSSIBLE
USUALSUSPECT
EMPLOY

INFORM

APPEAR
CLEANFINAL
SUCCESS

PRODUCE

• Key Word Transformations

23 Complete the second sentence using the word in bold. You can use two to five words including the word given. Do not change the word given.

- "Have you been to the new shopping centre?" Steve asked.
if Steve asked the new shopping centre.
- "Can you buy me some milk, please, Susan?" said Tina.
asked Tina some milk.
- That's the shop where they are making my dress.
having I at that shop.

- "I have never been to this market before," Pete said to John.
told Pete
..... never been to that market before.
- "Is this the correct price?" she asked.
was She asked
..... correct price.
- Our house was painted last spring.
had We
..... last spring.
- "Why don't we go to the new shopping centre?" said Tony.
suggested Tony
..... new shopping centre.

• Phrasal Verbs

24 Fill in: *behind, in, into, apart, for, over or up to*. Then explain the phrasal verbs in bold.

- Pete **fell** in his schoolwork because he had been absent for so long.
- This doll is really badly made. It's already **falling**
- I'm very busy this week but I'll try to **fit** you sometime on Monday.
- He has been ill for weeks so I don't think he will **feel** coming back to work any time soon.
- As she entered the dark house she **fell** the dog that was asleep in the doorway.
- While I was waiting to be served, I **fell** conversation with the man in front of me.
- She has had a terrible time since the accident. I really **feel** her.

Listening and Speaking

25 Listen to the people talking in three different situations and choose the best answer, A, B or C.

- You hear Mrs Johnson talking on the phone to the shop where she bought her new refrigerator. What does she ask the shop assistant to do?
A to have a new refrigerator delivered
B to give her her money back
C to have the refrigerator fixed
- You hear two people talking about their new video. What's the matter with it?
A It wasn't programmed properly.
B It's very difficult to use.
C It is broken.
- You are shopping in a supermarket when you hear a store announcement. What does it say?
A Buy one bottle of shampoo and get one free.
B There is a special offer in the houseware section.
C The special offer will continue until stocks run out.

• Making a Complaint

26 a) Listen and say what the problem is.

b) Listen again and fill in the missing parts, then read out the dialogue.

- A: Hello. 1) for you?
B: I bought this shirt yesterday, and when I got home I noticed that the sleeve was torn.
A: Oh, dear. I'm sorry about that. 2) exchange it?
B: No, thank you. I'd rather have my money back.
A: Certainly. 3) the receipt?
B: Yes, here you are.
A: Thank you. 4) refund.
B: Thank you very much.

Speaking

c) Use the prompts to act out similar dialogues.



mirror/cracked

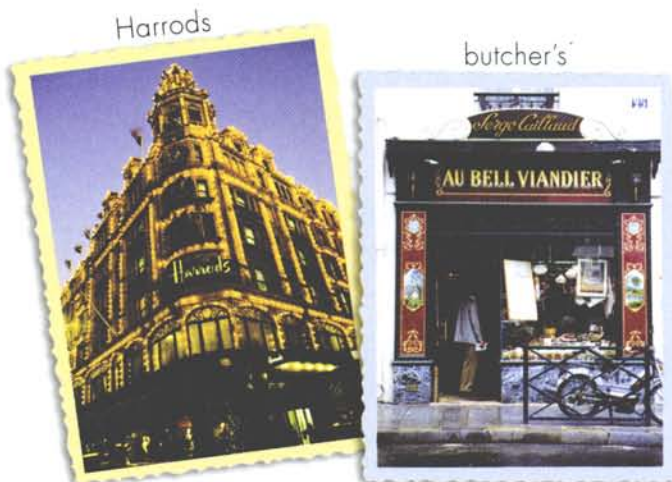


shirt/button missing



iron/didn't work

27 a) Compare and contrast the pictures.



Picture A shows Harrods, the famous department store, whereas Picture B shows a small shop, possibly in Paris. In the department store you can find In the small shop,

b) In pairs, discuss the questions.

- Where do you do your shopping?
- How often do you go shopping?
- Why do you think most people prefer doing their shopping at department stores?
- Are credit cards convenient? Why?/Why not?
- Why do people do most of their shopping during the sales period?

28 Listen to the dialogue and mark the sentences T (true) or F (false).

- Amy is at a clothes shop.
- She wants to buy a present.
- She usually takes medium-sized clothes.
- She decides to try on a red blouse.
- The shop assistant is rude.

• Intonation (in questions)


29 Listen and say which questions have got rising intonation and which have got falling intonation. Then read the questions aloud.

- Can you tell me how to get to the children's wear department?
- Do you have this shirt in size 40?
- Where can I find the hardware section?
- How much do these cost for a dozen?
- Can I pay by credit card?
- May I try these trousers on?

Listening and Reading

30 a) Look at the pictures on pp. 110-111 and describe what you can see. Are there places like these in your country? What could you find in these places?

b) Why do you think people like going to the market? What do you like most/dislike about markets?

31  Listen and match the markets to the things you can buy there.

- | | |
|----------------------------|--------------------------------------|
| 1 Otavalo Indian Market | a tea, coffee, sweets |
| 2 San Lorenzo Market | b herbs, remedies, vegetables |
| 3 Oriental Medicine Market | c handicrafts, silver, wood carvings |
| 4 Egyptian Spice Bazaar | d handbags, wallets, masks |

32 a) Read the article and answer the questions 1-14. Write A, B, C or D.

Which market(s):

- is not open on Monday?
- are sometimes open on Sunday?
- requires you to agree on a price?
- is in a city that has been making leather goods for more than half a millennium?
- is inside a building with a special ceiling?
- sells goods made by people from nearby villages?
- are located in the centre of the city or town?
- sell different medicines?
- is open for twelve hours a day?
- has many animals for sale?
- sells a special kind of sweet?
- has a name that comes from another country?

0	B	
1		2
3		
4		
5		
6		
7		8
9		10
11		
12		
13		
14		

b) Read the article again and highlight the phrases which involve the senses (sight, hearing, smell, touch and taste). How do they add to the article?

c) Explain the words in bold. Then use them to make up sentences of your own.

A Otavalo Indian Market, Ecuador



The small town of Otavalo, in the mountains of northern Ecuador, is famous for its Indian Market. This market dates back to pre-Incan times and is without doubt the biggest and most spectacular in South America. Although the market is open every day, it is Saturday which is the most important day, for **locals** and tourists **alike**.

Every Saturday, the whole town becomes an **enormous** marketplace. It opens at around 5.30 and continues all day. You can visit the animal market, which is **alive with** the sounds of chickens, geese, sheep, horses and many other animals. As you move closer to the centre of town, you will see **pyramids** of colourful fruits and vegetables. There are stalls selling everything from meat, sweets and **herbal remedies** to **armadillo shell guitars**! It's hard to hear above the voices of traders and buyers trying to agree on a final price.

The Poncho Plaza, in the centre of town, is the main crafts market. This is where the Indians from the **surrounding** villages come to sell the handicrafts, textiles, wood carvings, silver, **emeralds** and leather goods, for which the area is famous.

So, if you want a taste of tradition, make sure you visit the Otavalo Indian Market. It's an experience not to be missed.

B San Lorenzo Market, Italy



The city of Florence, in north-western Italy, is home to one of the world's most famous markets specialising in leather goods, the San Lorenzo Market. Florence has been a European centre of **craftsmanship** for more than 500 years. Today, the city is still famous for its **high quality** leather products, which are **produced** in workshops all over the city.

The market is located in San Lorenzo Square, which is in the centre of the city. Hundreds of stalls **compete** with each other to sell leather **articles** such as handbags, wallets, gloves, belts and even leather masks! You will also find lots of other souvenirs as well, as well as silk **scarves** and clothing. **Bargain hunters** are sure to find something to suit their taste – and their **budget**! San

Lorenzo Market is open from Tuesday to Saturday, as well as on the first Sunday of the month.

The soft **sheen** of the leather goods, combined with the rich aroma of **genuine** leather, make a visit to this market an unforgettable experience.

C Oriental Medicine Market, South Korea



Korea, with its long and successful history in the use of traditional herbal remedies, is the perfect place to discover the world of ancient medicines. Seoul, located in the north-western corner of South Korea, is home to the country's most famous medicine market.

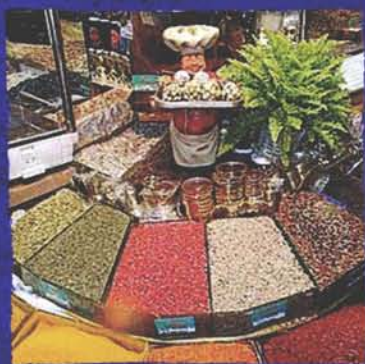
The Oriental Medicine Market has over 1,000 stalls that sell various Asian **herbs**, as well as vegetables and Korean spices. Walking through the narrow streets, you will be **overwhelmed** by the **fragrance** that fills the air. Here you can find many **rare** and expensive herbs

like ginseng as well as special **medicinal** mushrooms. You will be **amazed** by the many **strange** plants and herbs **on display**. There are more than 3,000 different herbs **on sale** in the Medicine Market. The **vendor** not only sells them, but also grows them and prepares them for use. If you describe your **symptoms** to him, he will be able to give you a remedy **on the spot**.

The market is easy to get to by bus or underground. It is open daily from 8.00 am to 6.30 pm, although it is closed on the first and third Sundays of the month. If you should ever visit Korea, a visit to the Oriental Medicine Market is something you must do. It will introduce you to an **exotic** world of ancient **traditions**, and make for a unique shopping experience.

D Egyptian Spice Bazaar, Turkey

The Egyptian Spice Bazaar in Istanbul takes its name from Egypt, the ancient **source** of Turkey's spices. It is located in Istanbul's old city and is more than 350 years old. The bazaar is located in a long, **domed** building. Inside, the **vaulted ceiling** adds to the exotic atmosphere.



The Egyptian Spice Bazaar covers about six hectares and is filled with the rich aromas of coffee, vanilla and **cloves**. The **stalls** inside offer a wide variety of spices, herbs, teas and coffees for sale. You can also find traditional sweet shops where you can **sample** and

buy Turkish Delight. Although, in the past the stalls sold only **spices**, today, you can also find a **range** of other goods, such as household items, clothing, jewellery and more.

The Egyptian Spice Bazaar is open every day except Sunday, and the activity continues without a **break** from 7.00 am to 7.00 pm. The narrow streets outside the bazaar are **lined with** small shops and are always crowded with street vendors and shoppers.

Any trip to Istanbul cannot be complete without a visit to the Egyptian Spice Bazaar.

d) Find synonyms for the highlighted words.

33 Fill in: *to, with, for, in, on, or back*. Then choose any five phrases and make up sentences using them.

1 combined sth; 2 famous sth; 3 to introduce sb sth; 4 to agree a price; 5 sale; 6 to specialise sth; 7 lined sth; 8 the-spot; 9 to compete sb; 10 to date to; 11 filled sth; 12 display

34 Fill in the correct word from the list, then make up sentences using the completed phrases.

- rich • long • ancient • silk
- herbal • high • unique
- street

1 remedies
2 quality
3 scarves
4 aroma
5 history
6 traditions
7 experience
8 vendors

• Project

Think of a market in your area and write a short article describing it. Say *where it is, what the opening hours are and what you can buy there*. Decorate your project with a picture.



Writing (a transactional letter applying for a job)

When we write a transactional letter applying for a job, we are responding to written information such as an advertisement, notes, etc. We usually write five paragraphs.

In the **introduction**, we write our opening remarks and the reasons for writing. We should include the title of the job, and when and where it was advertised.

In the **main body**, we give the information required in separate paragraphs. In the **second paragraph**, we write about our age, present job and qualifications. In the **third paragraph**, we write about our experience. In the **fourth paragraph**, we write about the skills and the personal qualities required.

In the **conclusion**, we write our closing remarks. We include any other important information here, such as when we are available for interview, references we can send, a remark that we hope our application will be considered. etc. In closing we sign our full name.

It is important to cover all the points in the rubric in our own words. We usually use a formal style in such pieces of writing.

• Analysing the Rubric

- 35** Read the rubric and underline the key words. Then, answer the questions.

You saw an advertisement for a part-time job and have decided to apply. Read the advertisement and your notes carefully. Then, write the letter of application, giving all the necessary information.

Part-Time Salesperson

Leading clothing company has a vacancy for a Part-Time Salesperson. Excellent conditions. Applicants must be enthusiastic and able to work as part of a team. Driving licence essential. Previous sales experience an advantage.

Apply in writing to:
**Personnel Department,
 Global Clothing Co. Ltd.
 37 Grayson St, Coventry**

Yes! →

Yes →

Full driving licence – six months

Two years part-time Mod fashion Boutique

1 year Saturday Mornings – Tomlin's Chemist's

– sales and customer service

– questions and complaints etc.

- 1 Who is going to read your letter?
- 2 Why are you writing this letter?
- 3 What style will you use to write the letter? Why?
- 4 How should you begin and end the letter?
- 5 Which of the following pieces of information should you include in your letter?
 - subjects taken at school • qualifications • plans for the future
 - present and previous jobs • ability to work as part of a team
 - whether or not you have a driving licence • personal qualities

• Analysing a Model Text

- 36** a) Read the letter and cross out the inappropriate phrases in bold. Then, complete the paragraph plan.

Dear Sir/ Madam,

1) **I am writing to apply for/I've decided to drop you a line about** the position of part-time salesperson which was advertised in this week's *Herald*.

2) **I go to /I am an eighteen-year-old student at** Highgrove Sixth Form College. I am currently studying for my A-Levels in Business Studies, Law and Economics. 3) **I hold a full driving licence/I've got my licence** and have been driving for six months.

For the past two years, 4) **I have been a/I've held the position of** part-time shop assistant at Mod Fashion in High Street. Prior to that, I worked at Tomlin's Chemist's on Saturday mornings for one year. In both of these positions, I was responsible for sales and customer service, which included dealing with customers' queries and complaints. 5) **I feel that my experience in sales makes me well-suited for this position./I think I'd be great in this job.**

6) **Everyone says I'm/I consider myself to be** enthusiastic, hard-working and reliable. I am able to work independently, and as part of a team.

7) **I'm sending you a letter/I enclose a reference** from my present employer. I am available for interview any weekday after 4pm. I would be grateful if you would consider my application. 8) **I look forward to hearing from you./I'm waiting to get your answer.**

Yours faithfully,

May Jones
 May Jones

Para 1

Opening remarks/
reasons for
writing

Para 2

Para 3

Para 4

Para 5

b) Look at the notes May made next to the advertisement. Have all the points been included? Have the exact words been used?

• Style

37 Read the sentences below. Which are formal? Which are informal? Rewrite the informal sentences in formal style.

- 1 With reference to your advertisement in Tuesday's edition of the *Daily News*, I am interested in applying for the position of senior clerk.
- 2 I would like to apply for the position of clerk as advertised on your website.
- 3 I've had a job in a shop before.
- 4 I consider myself to be punctual and dedicated.
- 5 I like working with people.
- 6 Please do not hesitate to contact me if you require any further information.
- 7 There's a letter from my last boss.
- 8 I can talk to you any morning.

• Discuss & Write

38 a) Read the rubric and underline the key words/phrases. Then answer the questions.

You recently saw an advertisement for a part-time job on the bulletin board of your college and have decided to apply. Read the advertisement and your notes carefully. Then, write the letter of application, giving all the necessary information.

Part-Time Shop Assistant

Busy bookshop is looking for a friendly hard-working Part-Time Shop Assistant for weekends and late night shopping. Love of books is essential. Applicants must be on an A-level course Previous sales experience an advantage.

Apply in writing to:
Robinson's Bookstore,
112 Signet Avenue, Leeds

Yes, taking A-level course at Layton College

No sales experience but worked in Town Library last summer/help out in school library twice a week

Yes!
Everyone
says so

Enjoy
reading

- 1 Who are you writing to?
- 2 What style will you use?
- 3 What skills/qualifications do you need?
- 4 How should you begin and end your letter?

b) Change the notes into formal sentences.

I consider myself to be friendly and hard-working.

39 a) Read the rubric again, then answer the questions in the plan.

Plan

Dear Sir/Madam,
Introduction

(Para 1) What are your opening remarks?
What job are you applying for? When and where did you see it advertised?

Main Body

(Para 2) How old are you?
What is your present job? What are your qualifications/interests?

(Para 3) What experience have you had?

(Para 4) What skills and personal qualities are required?

Conclusion

(Para 5) What are your closing remarks?
What other information do you need to include?

Yours faithfully,
(your full name)

b) Write your letter of application (120-180 words) using your answers from Exs. 38 and 39a. You can use the letter in Ex. 36a as a model.

40 Read the sentences. What do they mean?

What's in a word?

- 1 Spending is like pouring water into sand.
- 2 Spending is quick, earning is slow.



- 41 a) Look at the title and the pictures. What country do they refer to?
- b) Use the words in the list to describe the man's clothes in the picture.

- pleated • knee-length • tartan • kilt • woollen
- sporran • pouch • black jacket
- buttons on sleeve • shirt • tie • hat • socks
- shoes • dagger • traditional

The man is wearing a pleated ...

A PROUD TRADITION



The **tartan kilt** is a well-known and very striking part of Scottish **national dress**. It is a pleated, woollen, knee-length **garment**, like a skirt, which is usually worn by men. What makes the kilt so recognisable is its **multi-coloured** pattern of squares and stripes. Each distinct pattern is known as a tartan, and today more than one hundred different tartans are widely available. Many of these are associated with a certain family, region or organisation.

The modern kilt evolved from the **belted plaid**, which was a long piece of patterned cloth. The bottom half was pleated and then wrapped around the wearer's waist, and the top half was thrown over his shoulder. The belted plaid dates back to the early 17th century, when it was very common among Scottish Highlanders.

It wasn't long before tartan became a strong **symbol** of Scotland. During the late 18th century, the shorter kilt which we know today, gradually began to replace the belted plaid as the standard national dress.

During the 19th century, the development of **mechanical looms** meant that the same patterns could be easily produced over and over again. It was during this period that most of the family and **regional** tartans were designed. All of the old Scottish families, or clans, had their own tartans. In fact most had at least two different designs; a brightly coloured design for evening wear, and a hunting tartan for everyday wear. The hunting tartan contained **duller** brown and green colours that allowed the wearer to **blend into** the Scottish **moors**, when he was out hunting.

These days, the kilt is normally worn with a plain white shirt and a jacket. A sporran, which is a small leather or **fur pouch**, is worn around the waist and **hangs** at the front of the kilt. This is especially useful since the kilt has no pockets. Socks should either be white or the same tartan as the kilt. It is also traditional to carry a small knife, or **dagger**, in the right sock.

Today, if you spend some time in Scotland, you are **bound** to see plenty of people wearing kilts. Although it certainly isn't everyday dress anymore, there are all sorts of occasions, from formal dinners to football matches, where people will proudly put on their family tartan.

42 Read the text and mark the statements T (true) or F (false). Then explain the words in bold.

- | | |
|---|---|
| 1 The kilt is usually worn by women. | 5 Most families have two different tartan designs. |
| 2 There are thousands of tartans which are widely available. | 6 There are pockets in the kilt. |
| 3 The belted plaid was the first type of kilt. | 7 Nowadays, people in Scotland rarely wear kilts. |
| 4 Most family tartans were designed during the 17th century. | |

• Project

Find out about the national dress of your country and write a short article about it. Collect pictures to decorate your article. Include:

- description • history • how it is worn • different designs • who wears it today/when

Revision & Extension

43 a) In pairs, complete the dialogue.

A: Where do you think the picture was taken?

B: 1) *At an outdoor market.*

A: What can you see in the picture?

B: I can see 2)

A: Do you prefer shopping at markets or at supermarkets?

B: Well, I 3)

A: Would you like to go shopping in a place like this?

B: Well, 4)



b) Describe the picture.

The picture shows an outdoor market. There are lots of people.

c) In pairs, act out a similar dialogue as in Ex. 43a.



d) In pairs, discuss the following.

- Do you enjoy shopping? Why/Why not?
- How often do you go shopping? Who with?
- Are there shopping centres in your town? Talk about them.
- Why do you think people prefer doing their shopping there rather than in the shops in their neighbourhood?

• Exchanging Goods

44 a) Match the sentences to form a dialogue.

A	B
A <input type="checkbox"/> Hello! How can I help you?	1 Well, yes. As you can see, the buckle is loose.
B <input type="checkbox"/> Is there something wrong with them, madam?	2 Actually, I'd rather exchange them for another pair.
C <input type="checkbox"/> Yes, it certainly is.	3 I'd like to return this pair of shoes.
D <input type="checkbox"/> I'm really sorry about this. Would you like a refund?	4 And that's not all. There's a scratch right here on the back of the heel.

b) Follow the pattern and use the prompts to act out similar dialogues.

greet/ask if you can help	respond/say what you want
ask what's wrong	state problem
respond	state other problem
apologise/ask about solution	state solution

- pair of jeans/button loose/stain on the knee /refund
- fountain pen/leaking/scratch on the top/refund
- pair of sunglasses/scratched/arm loose/exchange

45 a) In pairs, write five words under each heading.

CLOTHES:	shorts,

ACCESSORIES:	.....

SHOPS:	.....

b) In pairs, think of two exchanges for any six of the words you listed.

A: *Could I try these shorts on?*

B: *Certainly. The fitting room is over there.*

• Project

Think of one item that your country is famous for. Then, find information and design a poster about it. Include: *its history, how it is made, how it is used, where it is sold.* Collect pictures to decorate your poster.

Lead-in

- 1 a) Which of the following can you see on the menu? • vegetable soup • milk • scrambled eggs • crab • chocolate cake • green salad • cheeseburger & French fries • barbecued chicken legs • prawns & rice • jacket potato • fruit salad • coffee • mussels • mineral water • smoked salmon • pasta • lemon tart • Caesar salad • steak • broccoli • garlic bread • soft drink • tomato juice • squid • orange juice • lemonade • vegetarian pizza • shrimps • ice cream • sweet & sour chicken wings • spring rolls

Starters

fresh
CHOICE

Main Dishes



Beverages



Desserts



b) In pairs act out short exchanges using the foods/drinks in the list.

A: What would you like to start?

B: Vegetable soup, please.

- 2 What do you usually eat for breakfast?/lunch?/ dinner?
What time do you usually have these meals? Do you often eat out?
Who do you eat out with? What kind of restaurant do you usually go to?

Listening & Reading

- 3 Listen and repeat. Who might the speaker of each sentence be and in what context can each sentence be used?

- Are you ready to order, sir?
- What's in that?
- And to start?
- How long do you think it will be?
- I can't possibly eat it like this.
- I'll bring you one right away.

- 4 Listen and match the dialogues to the topics.

Dialogue A	1 complaining about food
Dialogue B	2 ordering food
Dialogue C	3 deciding on food

- 5 a) Read the dialogues and mark the sentences *Yes, No, or Don't know*.

- Philip will have a three course meal.
- Mary is on a diet.
- Jane will have a drink before lunch.

- A Waiter: Are you ready to order, sir?
Philip: Not quite. Can you tell me what's in the Seafood Special?
Waiter: Certainly. It has prawns, mussels, squid and crab with spaghetti in a light **creamy** sauce.
Philip: That sounds nice. And what about Marco's Special Pasta? What's in that?
Waiter: That is tagliatelle with smoked salmon and broccoli in a **mild** cheese sauce.
Philip: Oh lovely. I'll have that, please.
Waiter: And to start?
Philip: I'll have the minestrone soup and a **portion** of garlic bread, please.
Waiter: Thank you.

B

- Mark: Jade Garden, how can I help you?
Mary: I'd like to place an order, please?
Mark: Certainly. What would you like?
Mary: Well, I'd like one prawn curry, one sweet and **sour** chicken, two portions of fried rice, and a **portion** of stir-fried vegetables, please.
Mark: Would you like anything to drink?
Mary: Do you have any diet cola?
Mark: Yes, we have cans and one-litre bottles.
Mary: I'll have a bottle of diet cola then, please.
Mark: What's your name and address, please?
Mary: Mary Smith, 22, Pembroke Lane.
Mark: And your phone number?
Mary: It's 701514. How long do you think it will be?
Mark: Your order should be delivered in about thirty minutes.
Mary: That's great. Thank you. Bye.

C

- Jane: Excuse me. Waiter!
Waiter: Yes, madam.
Jane: I asked for my steak to be **well-done** but it is still pink in the middle. I can't possibly eat it like this.
Waiter: I'm sorry about that. I'll take it back to the kitchen and ask the chef to cook it a bit more for you.
Jane: But that's not all. The chips are very **greasy** and the bread is **stale**.
Waiter: I see. I'm terribly sorry. I'll bring you some fresh bread immediately. Would you like some more chips?
Jane: No, I'd like a jacket potato instead.
Waiter: Certainly, madam. That will take a few minutes, though. Would you like a drink while you're waiting?
Jane: Yes, please. I'll have a fruit juice.
Waiter: I'll bring you one **right away**.

b) Read the dialogues again and explain the words in bold, then use them to make up sentences.

c) In pairs, read out the dialogues.

Vocabulary

• Food

- 6 a) Name the foods, then put the food under the correct headings. Add three more items to each list.



Meat/Poultry	.....
Fish/Seafood	.....
Dairy Products	.....
Fruit	.....
Vegetables	.....
Cereals/Grains	.....
Other	.....

- b) What foods are popular in your country? What fruits/vegetables are grown in your country? What are your favourite foods?

• Methods of Cooking

- 7 a) Match the cooking methods to the definitions.

1	cook over boiling water	a	roast
2	cook in the oven without oil	b	grill
3	cook in boiling water	c	fry
4	cook in the oven with oil	d	poach
5	cook in hot oil	e	bake
6	cook gently in hot water	f	boil
7	cook over/under strong heat	g	steam

- b) How are the following foods cooked in your country?

• chicken • tomatoes • bread • fish • potatoes • apples
• steak • aubergines • carrots • eggs • rice • cheese

In my country, we usually eat either fried or grilled chicken.

• Cooking Utensils

- 8 a) Match the utensils to the verbs.

a	chop	c	beat	e	stir	g	grate
b	roll out	d	peel	f	sieve		



- b) Match the foods below to the utensils in Ex. 8a. Then, make up sentences, as in the example.

A	1	pastry	B		eggs	C		potatoes
---	---	--------	---	--	------	---	--	----------



D | cheese |

E | herbs |

F | flour |



G | soup |



We use a rolling pin to roll out pastry.

• Tastes

9 a) Match the adjectives to their opposites.

1	d	sweet	a	under-cooked
2		spicy	b	stale
3		tasty	c	tasteless
4		fresh	d	sour
5		over-cooked	e	bland

b) Which of the words above could you use to describe the following? Make up sentences, as in the example.

- | | |
|---------------------|-------------------|
| 1 a lemon | 4 an Indian curry |
| 2 two-day-old bread | 5 newly laid eggs |
| 3 honey | 6 boiled rice |

A lemon tastes sour.

10 a) Use the words to complete the recipe.

- pour • chop • beat • bake • heat • peel
- fry • slice

Baked Onion and Mushroom Omelette

Ingredients

- 1 teaspoon of olive oil • 3 eggs
- ½ litre of milk • 200 g mushrooms
- 1 medium-sized onion • fresh parsley or dill
- salt and pepper

Method

- 1) the oven to 180 °C.
- 2) the mushrooms, then
- 3) the onion and
- 4) it into small pieces.
- Lightly 5) the mushrooms and onion in the olive oil in a pan.
- 6) the eggs, milk and the herbs together and then add salt and pepper.
- 7) the mixture into a baking dish and add the vegetables.
- 8) for 30 minutes until the omelette is golden brown.

b) Use the linking words/phrases below to describe the recipe to a partner.

- first • next • then • after that • finally

First heat the oven to 180°C.

11 Match items from columns A and B, then in pairs, ask and answer, as in the example.

A	B
1 g handful	a flour
2 knob	b vinegar
3 pinch	c sugar
4 dash	d salt
5 clove	e butter
6 lump	f garlic
7 cup	g nuts

A: *How many nuts does the recipe call for?*

B: *Just a handful.*

• Project

Write a recipe for a traditional dish of your country to be published in the school magazine. Include the ingredients and the method.

12 You will hear people talking in five different situations. For questions 1-5, choose the best answer A, B or C.

- You hear part of an interview on the radio. Who is being interviewed?
A a tour guide
B a waitress
C a chef
- At the supermarket you hear these people talking. What has the boy put in the bag?
A apples
B tomatoes
C tinned food
- You hear this advertisement on the radio. What is being advertised?
A a catering company
B a restaurant
C a banquet hall
- A man is talking on the telephone. Who is he talking to?
A someone who works in a pizzeria
B a customer
C a family member
- An employer is talking to his employees. What kind of business does the man have?
A a butcher's shop
B a supermarket
C a restaurant

• Idioms and Fixed Phrases

13 a) Fill in: *tea, apple, butter, horse*. Then explain the idioms in bold.

- One serving of food is never enough for him because he **eats like a**
- He won't have any problem with the competition for him it's **like a hot knife through**
- She adores her baby brother, Mark. He's the of her eye.
- Horror films aren't his cup of He prefers comedies.

b) Can you think of idioms that match the pictures? What do they mean?



Grammar in Use

• Countable and Uncountable Nouns

Grammar Reference

14 a) Complete the table.

- coffee • flour • rice • burger • salad • meat
- aubergine • spaghetti • pizza • butter • apple
- bread • orange juice • water • tea • egg
- sugar • sandwich • potato • tomato • berry
- honey • mussel • salt • milk • biscuit • shrimp

Countable nouns:

Uncountable nouns: *coffee*,

b) Study the examples, then complete the rules.

*I've got an **apple**/some money.*
*I've got **some** bananas.*
*I haven't got any **berries**/flour.*
*Have you got **any** eggs/bread?*
*Can I have **some** coffee, please?*

- We use/....., with singular countable nouns.
- We use with plural countable nouns and uncountable nouns in the affirmative.
- We use with plural countable nouns and uncountable nouns in the negative and interrogative.
- We use for polite requests.

c) Use words from Ex. 14a to ask and answer, as in the example.

A: *I'd like some coffee, please.*

B: *I'm sorry, there isn't any left, but there is some orange juice.*

A: *Okay.*

• Quantifiers

Grammar Reference

15 Fill in: *some, any, no, much, many, little or few*.

- A: How apples do you need?
B: Oh, just a
- A: There are potatoes left, but there aren't carrots.
B: Well, I'll go to the shop and buy
How do we need?
- A: We haven't got butter left.
I used it all yesterday.
B: Why don't you use margarine instead?
- A: There were tomatoes left at the greengrocer's this morning so I didn't buy
B: That's alright. I think I've got
tinned tomatoes in the cupboard.
- A: I think you added too salt to this soup.
B: Do you think so? I only added a

• Containers

16 a) Fill in: *packet, carton, jar, box, bar, bag, bottle, tin, tube*

- a of crisps, sweets; 2 a of milk, orange juice; 3 a of soap, chocolate;
- 4 a of beans, tuna, pineapple; 5 a of rice, tea, spaghetti; 6 a of lemonade, tomato sauce; 7 a of marmalade, jam, coffee; 8 a of chocolates, cereal; 9 a of sugar, flour; 10 a of toothpaste, tomato paste

b) Now ask and answer, as in the example.

A: Can I help you?

B: Yes, please. I'd like a packet of crisps and a carton of orange juice.

• Game

In pairs, think of your favourite recipe and the ingredients you need to prepare it. You and your partner act out a dialogue in front of the class as if you were making a shopping list for this recipe. Students, in teams, try to guess what the dish is. The first team to guess correctly is the winner.

A: Is there any flour in the cupboard?

B: No, I think I used it all.

A: All right. What about sugar? etc

• Reported Speech – Special Introductory Verbs

Grammar Reference

17 Study the examples and answer the questions.

- a "You should lose some weight," he said to me.
He **advised me to lose** some weight.
- b "Let's go to that new Italian restaurant," he said.
He **suggested going to the** new Italian restaurant.
- c "The restaurant will be closed until further notice," she said to us.
She **informed us that the** restaurant would be closed until further notice.

- 1 Which sentence uses the to- infinitive/that- clause/-ing form?
- 2 Which verbs have been used to introduce them?

18 Match the sentences to the introductory verbs, then turn the sentences into reported speech, as in the example.

- | | |
|---|-------------|
| 1 "Stand to attention!" | a agree |
| 2 "Will you come to dinner?" | b beg |
| 3 "Alright. I'll go to the supermarket." | c accuse |
| 4 "I'm sorry I hurt your feelings." | d explain |
| 5 "I'll definitely pick you up." | e offer |
| 6 "No, I didn't break the vase." | f order |
| 7 "Please, please be careful." | g apologise |
| 8 "You ate all the chocolate cake." | h promise |
| 9 "Would you like a cup of coffee?" | i invite |
| 10 "I didn't like the soup because it was too salty." | j deny |

1 – f He ordered me to stand to attention.

19 Rewrite the sentences below in reported speech using the introductory verbs, as in the example.

- advise • invite • refuse • threaten • complain • encourage
• promise • remind • warn • order

- 1 "I'm not going to wash the dishes!" said Thomas.
Thomas refused to wash the dishes.
- 2 "Stop complaining or I'll leave," Betty said to him.
- 3 "I'll pick you up at the airport," he said.
- 4 "My feet are sore," Paula said.
- 5 "That knife is very sharp," Mum said to us.
- 6 "Let's go to my house for lunch," she said to us.
- 7 "Don't forget to pay the rent," Gary said to Bill.
- 8 "Oh, come on! Come to the party," Ann said to Sue.
- 9 "I think you should apply to this university," Dad said to me.
- 10 "Pick up those clothes," she said to me.

20 Rewrite the sentences in reported speech using the appropriate introductory verb.

- 1 "I'll give you a lift to school tomorrow," Ann said.
- 2 "Yes, I tore your new blouse," said Karen.
- 3 "I didn't take your pen," said Roger.
- 4 "I can't come to your party because I'll be away," she said to Jim.
- 5 "Let's eat at the Ashton restaurant tonight," he said to us.
- 6 "Go to your room immediately!" Dad said.
- 7 "You must try this pie. It's delicious!" Fred said.
- 8 "Put your hands on your head!" the policeman said to the thief.

Grammar in Use

• Open Cloze

- 21 Read the text and think of the word that best fits each gap. Use only one word in each gap. There is an example (0) at the beginning.

Packing A Healthy Lunch

Many children nowadays take a packed lunch to school which more often 0) **than** not is packed with foods that contain 1) much fat, salt and sugar.

2) you encourage healthy eating habits in your children now, 3) will carry them through into adulthood. 4) the same time, you will be helping them to avoid diseases 5) as heart disease, obesity and osteoporosis in later life. You can do this 6) making sure they eat a healthy, nutritious lunch.

The key to packing a nutritious and appetising lunch is to pack 7) variety of foods 8) the four main food groups. These are; grains, fruit and vegetables, milk products and meats. Choose whole grain bread 9) of white bread and dark green vegetables and fresh fruit when you can to include more vitamins and minerals; the 10) the better. Also, choose low-fat milk and cheese and lean meats, poultry and fish so 11) you can cut down on fat. It is also a good idea to limit biscuits, cakes, and sweets to reduce the amount of empty calories.

If you are short 12) ideas, try some of these healthy lunches. A popular choice is an apple and tuna salad sandwich on wholemeal bread with a cereal bar and a carton 13) 100% fruit juice. 14) favourite is a banana and peanut butter sandwich, a small packet of raisins and a bottle of mineral water. 15) first, it may take a little extra time and effort, but later your whole family will feel the benefits.

• Key Word Transformations

- 22 Complete the second sentence using the word in bold. You can use two to five words including the word given. Do not change the word given.

- 1 "I didn't eat the last piece of cake," he said.
denied He of cake.
- 2 There aren't many apples in the basket.
few There apples in the basket.
- 3 He advised her to eat more fresh fruit.
were If eat more fresh fruit.
- 4 There is only a little coffee left in the jar.
much There in the jar.

- 5 "If you don't clean your room I won't let you go to the concert," said Dad.
stop Dad threatened
..... to the concert if I didn't clean my room.
- 6 "Don't forget to go to the post office on your way home," said John.
reminded John
..... the post office on my way home.

• Phrasal verbs

- 23 Fill in: *on with, away with, by, over, around, away from, ahead*. Then explain the phrasal verbs in bold.

- 1 I really **get on with** my co-workers. In fact, we often go out at the weekends together.
- 2 To **get** in advertising you have to work very long hours.
- 3 I can **get** much easier now I have my own car.
- 4 Too many criminals these days **get** their crimes.
- 5 Tom went to the countryside at the weekend to **get** the city.
- 6 It usually takes the elderly, a bit longer to **get** a bout of the flu.
- 7 Jane is finding it very difficult to **get** on the money she earns.

• Game

Choose a phrasal verb and draw a picture about it. In teams, show your picture to the class. The team which makes a sentence using the phrasal verb illustrated gets one point. The team with the most points is the winner.

Listening & Speaking

24 You will hear a radio interview with a nutritionist. For questions 1-7 mark the statements as *T* (true) or *F* (false).

- 1 The letter 'E' and a three-digit number shows an additive.
- 2 E numbers were introduced in Europe.
- 3 Additives make food delicious.
- 4 All flavourings have a special number.
- 5 Few additives are natural.
- 6 The use of additives is quite new.
- 7 Additives are harmless.

25 a) John wants to lose weight. In pairs, decide which of the foods/drinks in the pictures he should avoid eating and why, as in the example.



A: I think John should avoid eating cheeseburgers and French fries. They're much too fattening.

B: I agree. He'd better eat ...

b) In pairs, discuss the following:

- Why do more and more people enjoy eating junk food?
- What do you consider to be a balanced diet?
- Are ready-made meals healthy? Why/Why not?

26 You are going to listen to some people's opinions on organic food. Match the speakers (1-4) to the sentences (A-E). There is one sentence which does not match any of the speakers.

- A We should eat a mixture of organic and non-organic food.
- B It is not always easy to find organic food in shops.
- C Some organic food may be less healthy than its non-organic equivalent.
- D A family can have a healthy diet without eating organic food.
- E Organic food tastes better than non-organic food.

Speaker	1	
Speaker	2	
Speaker	3	
Speaker	4	

• Saying 'no' Politely

27 a) Listen to the exchanges. Which of them sound impolite?

b) In pairs, read the exchanges and underline the phrases the speaker uses to refuse politely.

- 1 A: Would you like to go shopping tomorrow?
B: I'm afraid I can't come with you. I'm seeing my dentist.
- 2 A: How about having Chinese food tonight?
B: Sorry, I'm not really fond of Chinese.
- 3 A: Why don't we have a barbecue on Sunday?
B: I'd rather not. I prefer to relax at the weekends.

c) Use the phrases below to act out similar exchanges for the prompts.

- I'm afraid I can't ...
- It's not really my idea of ...
- I don't really like ...
- I'd rather not ...
- Thank you, but I ...
- I'm really fond of ...

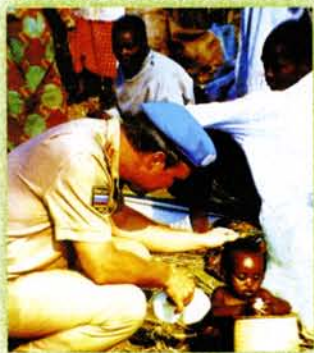
- see a film tonight
- take a walk
- go to the park
- come to dinner

• Intonation
(compound nouns)

28 Listen and underline the syllable that is stressed. Listen again and repeat.

- tin opener
- bread bin
- take away
- coffee maker
- brown bread
- freshly squeezed

Listening & Reading



- 29 Describe the picture. What do the people in the picture suffer from? an illness? a water shortage? famine?

- 30 Look at the chart? What do the percentages tell you? Can you suggest reasons for the figures in the chart?

	1996/98		2015		2030	
Sub-Saharan Africa	186	34%	184	22%	165	15%
Near East/North Africa	36	10%	38	8%	35	6%
Latin America/Caribbean	55	11%	45	7%	32	5%
China and India	348	16%	195	7%	98	3%
Other Asia	166	19%	114	10%	70	5%
Total, Developing Countries	791	18%	576	10%	400	6%

millions of people undernourished
percentage of population undernourished

- 31 Which of the following might be the best solution to the problem?

- production of larger-sized foodstuffs
- production of foods which can fight disease
- improvement of traditional farming methods
- research and development of GM foods

- 32 What kinds of GM foods do you think have been developed so far? Tick (✓), then listen and check if your answers are correct.

- tomatoes as big as grapefruit
- potatoes that fight disease
- large bananas
- margarine that lowers cholesterol
- potatoes that need less oil for frying
- onions that stop blood from clotting
- long lasting apricots
- poisonous tomatoes

- 33 a) Read the article about GM foods. For questions 1-5, choose the best answer, A, B, C or D.

- Scientists hope GM foods will
 - cure illnesses.
 - destroy parasites.
 - help fight disease.
 - be a source of animal feed.

A Change for the Better?



Can you imagine a day when you will be able to buy a tomato the size of a grapefruit or a strawberry the size of a tennis ball? Believe it or not, that day is much closer than you may think.

Nowadays, with so much research being done into Genetically Modified foods, or GM foods, it's very possible that in the very near future our whole way of eating will change.

- Research and development into GM foods is not merely concerned with increasing the size of food products. It is also aimed at producing foods which will help fight disease, be **resistant** to insects and parasites, and boost the medicinal **qualities** already found in fruits and vegetables. In the US, for example, potatoes have been modified in such a way that they now contain a protein from the Hepatitis B virus.
- 20 The **protein** itself is **harmless**, but it helps the immune system recognize the virus as soon as it enters the body. In this way the body can begin fighting the disease before it has had a chance to **establish** itself. Similar research is being conducted on bananas in the fight against cholera.

- Some developments have already had very successful results. For instance, it has been found that by using modified crops as animal feed, the animals are not only healthier, but are far better protected against deadly **parasites**. Other GM foods help people fight disease and live longer. There is a margarine made from genetically modified corn which helps reduce the risk of heart attack by lowering cholesterol in the blood. Researchers say that very soon they will have developed a potato which **requires** very little oil during frying and an onion which will help stop the blood from **clotting**. People who are **at risk** from heart attacks will benefit from both these developments.

- 40 If the advantages of GM foods are so obvious, why is it that so many people in the West, especially in Europe, object to the idea of

GM foods? Could it be that many people feel that nature is being **interfered** with and believe it is harmful to do so? Or, could it simply be fear? Many people think that GM foods have been **insufficiently** tested and are unwilling to put their faith in them until evidence shows that they present absolutely no health risk.

It must be said, however, that the majority of those who are against GM foods are neither living in countries which suffer from food shortages, nor facing **starvation**. Many scientists believe that without GM foods, the Third World will never **overcome** its food problems. At present, over one billion people live on less than one dollar a day.

The United Nations hopes that within the next fifteen years this number will be cut in half. They know, however, that this will not happen if food continues to be produced in the conventional manner. Foods produced by traditional farming methods do not **last** very long and often **spoil** during transport. Many times, food sent by the West to countries suffering from **famine**, rots before it reaches its destination. Now, scientists have found ways to **preserve** foods for much longer. For example, they have developed a preservative made from vitamins and minerals which can keep even cut fruit fresh for up to ten days if refrigerated.

Despite this, there are still people that believe **agricultural** research should be moving in a different direction. They accept that there is no real proof that GM foods are dangerous, however, they believe that the solutions that GM foods provide are short-term and that it is necessary to find longer-lasting and natural means to solve the world's food problems.

It is well-known that people are **resistant** to change. It may sound silly now, but in the nineteenth century it was believed that tomatoes were **poisonous** and in New York people were not allowed to eat them. When a man named Colonel Robert Johnson announced he was going to eat a whole bag of them, two thousand people came to watch what they thought would be his certain death. As we know, Johnson proved them wrong and we now enjoy tomatoes as a delicious part of our diet. Perhaps the same will happen with the negative opinions about GM foods and they too will come to be accepted, even by those who are so actively **campaigning** against them.

- 4 Foods produced in the traditional way
 A could offer a solution to food shortages.
 B go bad too quickly.
 C are cheaper than GM foods.
 D contain additives.
- 5 The writer believes that in the future
 A people will have a delicious new diet.
 B people will be allowed to eat GM foods.
 C people may change their minds about GM foods.
 D more people will campaign against GM foods.

b) Read the article again and explain the words in bold, then, find synonyms for the highlighted words.

c) Can you suggest another title for the article?

- 34 a) Fill in the correct word from the list, then choose any five and make up sentences using the completed phrases.

• farming • health • medicinal • food
 • animal • heart • negative • successful
 • immune • deadly

- | | |
|-------------------|-------------------|
| 1 qualities | 6 attack |
| 2 system | 7 risk |
| 3 results | 8 shortages |
| 4 feed | 9 methods |
| 5 parasites | 10 opinions |

b) Fill in: *at, to, in, of, with, or from*, then choose any five and make up sentences.

1 the size sth; 2 the future; 3 to be aimed; 4 to be resistant; 5 to protect sth; 6 to suffer sth; 7 to move a direction; 8 a bag sth

Speaking

c) Are you in favour of GM foods? Why/Why not?

• Project

Write down all the foods you eat during one day, then say which ones are healthy and which ones are unhealthy. Compare your list with your classmates. Then, design a healthy eating plan for a family of four for one week.

Writing (a narrative descriptive article of a visit to a place)

When we write an article describing a visit to a place we usually write four paragraphs.

In the **first paragraph** we give background information saying the name and location of the place and why we chose to go there.

In the **second paragraph** we describe the general appearance of the place.

In the **third paragraph** we describe the place in more detail. We can include details about what we can see, hear, smell, feel and taste.

In the **last paragraph** we give our personal comments, general opinion and say whether or not we would recommend it and why. Articles like this are found in magazines, or as parts of letters or stories. We normally use past tenses although we use the present tense to talk about the location. To make our article more interesting we can use a variety of adjectives and adverbs in our description.

• Analysing the Rubric

35 Read the rubric below and underline the key words. Then, answer the questions that follow.

You work for a tourist magazine and your editor has asked you to write an article describing a street market you have visited. Write your article including a detailed description of the place and why you recommend it.

- 1 Who is going to read your article?
- 2 Tick (✓) the subjects you should include.
..... location; type of goods; prices; how to get there; atmosphere
- 3 How many paragraphs will your article have?
- 4 What tenses will you use?
- 5 In which paragraph would you include your recommendation?

36 a) The paragraphs in the article below are not in the correct order. Read the article and number the paragraphs correctly, then underline all the adjectives and adverbs in the article.

A Shopper's Delight

☐ a Strolling along the many stalls of this colourful and culturally diverse street market, I soon realised it would be impossible to leave this place empty-handed. Dozens of brightly-dressed traders were selling a vast range of goods. There were exotic fruit and vegetables, handmade clothes, beautifully crafted jewellery and much more. Behind the stalls, cafes offered freshly ground coffee and were playing loud music which instantly gave an upbeat feel to the place.

☐ b After I finished my shopping for the day, I had to drag myself away carrying lots of heavy bags but feeling quite pleased with myself. Should you ever find yourself in Amsterdam, make sure you pay a visit to this fantastic market. The combination of a lively atmosphere, delicious food and traditional goods makes this an experience not to be missed.

☐ c When I arrived, the market had just opened, but the hustle and bustle of shoppers, traders, tourists and even street musicians had already started. There was lots of noisy chatter around and the place was jumping with life. The delicate fragrance of freshly cut flowers was like perfume and they came in all possible colours, which made the whole place look bright and festive. As I wandered along, looking at the freshly baked cakes and smelling the mouth-watering aromas of the many sweet and savoury pies, I suddenly realised how hungry I was. When I sampled some, they tasted delicious.

☐ d I discovered an amazing, traditional street market while on holiday in Amsterdam last year. With its huge variety of goods for sale and its lively atmosphere, the Albert Cuyp street market stands out from all the others. It is situated in one of the oldest and most characteristic parts of the city which adds to its charm and it never fails to attract numerous local and international visitors.

b) What senses does the writer refer to in the article? In which paragraphs are they mentioned? Give examples.

37 Fill in words from the article, then make up sentences using the completed phrases.

- | | | | |
|---------|-----------|---------|------------|
| 1 | food | 5 | aromas |
| 2 | music | 6 | goods |
| 3 | fragrance | 7 | fruit |
| 4 | bags | 8 | atmosphere |

• Use of the Senses

- 38** a) Match the sentences (1-6) to the pictures (A-C). What does each phrase in bold refer to: *sight, smell, sound, touch or taste*?



- 1 The soft lighting gave the restaurant a **warm glow**.
- 2 The **brightly-lit interior** gave the restaurant a lively atmosphere.
- 3 The **light salty breeze** from the sea kept us cool as we enjoyed our barbecue.
- 4 The **breathtaking view** added to our enjoyment of the meal.
- 5 The **mouth-watering flavour** of the roast beef dinner was unforgettable.
- 6 The air was filled with the **busy chatter** of the customers and music from the sound system.

b) Think of one more sentence to match each picture. Use one of the senses.

• Recommending

- 39** Which of the following are positive/negative? In pairs, think of recommendations for the restaurants A and C in Ex. 38.

- 1 If you are ever in the area, make sure that you visit this unique restaurant. It will be an experience you won't easily forget.
- 2 Although the waiters were friendly and courteous, the food was just not what we had expected.
- 3 A combination of fast, friendly service, reasonable prices and great food make Dino's a restaurant you will want to visit time and time again.
- 4 For a dining experience a little out of the ordinary, you can't beat D'Angelo's. The great music, lively atmosphere and delicious vegetarian cuisine will give you and your friends a night to remember.

• Discuss & Write

- 40** a) Read the rubric and underline the key words. Then answer the questions that follow.

Your teacher has asked you to write an article describing a visit to your favourite restaurant. Write your article for the school magazine describing your visit in detail and say why you recommend it.

- 1 What is the reason for writing?
- 2 Who will read your article?
- 3 How many paragraphs should you write?
- 4 In which paragraph will you include your recommendation?
- 5 What title would you give your article?

b) Use your answers from Ex. 40a and your answers from the plan below to write your article. You can use the article in Ex. 37a as a model.

Plan

Introduction

(Para 1) *Where is the restaurant? What type of restaurant is it? What is it called?*

Main Body

(Para 2) *What was your overall impression?*

(Para 3) *What features does it have? What could you see, hear, smell? How was the food?*

Conclusion

(Para 4) *What is your general opinion of the restaurant? Would you recommend it? Why?*

- 41** Read the sentences. What do they mean?


What's in a word?

- You are what you eat.
- Eat to live, not live to eat.
- Appetite comes with eating.
- Hunger is the best sauce.



R.M. Ballantyne (1825-94) was born in Scotland and travelled to many countries, including Canada, France, Italy and Algeria. Ballantyne's experiences abroad led him to start writing stories. His most famous novel is *Coral Island* which he wrote in 1858. It is the story of three boys who get shipwrecked on the Coral Islands of the South Seas. The boys have to learn to survive and overcome many dangers. Ballantyne wrote over eighty novels altogether, all of which were extremely popular including *Ungava*, *Deep Down*, *The Dog Crusoe* and *The Young Fur Traders*.

- 42 a) Read the biography and the title of the extract. What type of novel is *Coral Island*? What dangers do you think the boys had to overcome?

 b) Listen to the extract and check your guesses.

- 43 a) Read the extract and answer the questions (1-5). Choose the best answer A, B, C or D.

- 1 What has Peterkin been doing?
 - A hunting
 - B splitting wood
 - C fetching water
 - D walking along the beach
- 2 Why does Peterkin think that other people have lived on the island?
 - A He found some sugar-cane.
 - B The sugar-cane patch was square.
 - C He saw some savages.
 - D He saw some men planting sugar-cane.
- 3 The boys' supper was
 - A familiar.
 - B quiet.
 - C varied.
 - D flat.
- 4 The yam was
 - A an oval shape.
 - B a greyish colour.
 - C like an Irish potato.
 - D almost round.

Coral Island

by R.M. Ballantyne

"Well, we must hurry and **rejoin** Peterkin," said Jack. "It's getting late." And, without further **remark**, we **threaded** our way quickly through the woods towards the **shore**. When we reached it, we found wood laid out, the fire lighted and beginning to burn, but Peterkin was nowhere to be found. We thought this rather strange, but Jack suggested that he might have gone to **fetch** water. He gave a shout to let him know that we had arrived, and sat down upon a rock, while I threw off my jacket and **seized** the axe, intending to **split up** one or two pieces of wood. I had hardly moved from the spot when, in the distance, we heard a loud shout. "Hurrah!" shouted Peterkin. We turned quickly towards where the sound had come from and soon saw Peterkin walking along the beach towards us with a little rabbit.

"Well done, my boy!" exclaimed Jack, **slapping** him on the shoulder when he came up, "you're the best shot amongst us." "Look here Jack!" cried Peterkin. "Do you recognise that hole?" "And are you familiar with this **arrow**, eh?" "Well, I say!" said Jack. "Yes, you always do," **interrupted** Peterkin; "but, please, be quiet for a while, and let's have supper, for I'm terribly hungry, I can tell you." We now **set about** preparing supper; and, truly, a good variety of food we had, when it was all laid out on a flat rock in the light of the **blazing** fire.

There was, first of all, the rabbit; then there was the **taro-root**, and the yam, and the potato, and six plums. To these Peterkin added a bit of **sugar-cane**, which he had cut from a little patch of it that he had found; "and," said he, "the patch was somewhat in a square

- 5 Peterkin said that
 - A the food was better on the ship.
 - B the supper was better than the food on the ship.
 - C he was worried about becoming greedy.
 - D Jack was greedy.

b) Explain the words in bold, then suggest synonyms for the highlighted words.

form, which **convinces** me it must have been planted by man." "Very **likely**," replied Jack. "From all we have seen, I'm beginning to think that some of the savages must have lived here long ago." While the food was cooking, we scraped a hole in the sand and **ashes** under the fire, into which we put our vegetables, and covered them up.

The taro-root was of an oval shape, about ten inches long. It was of a grey colour, and had a **thick rind**. We found it somewhat like an Irish potato, and really very good. The **yam** was **roundish**, and had a **rough** brown skin. It was very sweet and **tasty**. The potato, we were surprised to find, was delicious, as were the plums; and, indeed, the meat too, when we came to taste them. Altogether this was decidedly the most luxurious supper we had enjoyed for many a day; and Jack said it was out-of-sight better than we ever got on board ship. Peterkin said he feared that if we should remain long on the island he would surely become either a **glutton** or a **gourmet**: whereat Jack remarked that he need not fear that, for he was Both already!

And so, having eaten our fill, not forgetting to **finish** off with a **plum**, we laid ourselves comfortably down to sleep upon a couch of branches under the overhanging **ledge** of a coral rock.



Speaking

- 44 a) Read the extract again and underline the adjectives used to describe *the food*, *the taro-root*, *the yam*, *the potatoes* and *the plums*.

b) Read the extract again and give a short summary of the text.

Revision & Extension

- 45 a) In pairs, write three more words for each category.

Food	
Quality	fresh, rotten,
Containers	packet, tin,
Tastes	bitter, sweet,
Types	meat, vegetables,

- b) In pairs, use one word from each category to make up short exchanges, as in the example.

A: *Could I have a packet of crisps, please?*

B: *Certainly, sir. Here you are.*

- 46 a) In pairs, complete the dialogue.



A: Where was the photo

B: I think

A: What can

B: Well,

A: What type of food

B: Let's see. There's

A: Have you ever been

B:

A: What's your favourite

B: I'd have to say

- b) Act out a dialogue based on the picture, similar to that in Ex. 46a.



- c) In pairs, discuss the following:

- What do young people in your country enjoy eating? Why?
- Do you prefer home-cooked or take-away food?

Vocabulary & Grammar

1 Fill in the correct word.

- Can I have more coffee, please?
- Cheeseburgers and French are junk food.
- Can you buy me a of crisps?
- Are you to order, sir?
- Excuse me, do you have this shirt red?
- He going out for dinner.
- She specialises American poetry.
- He me he would go shopping.
- How sugar would you like in your coffee?
- Bill his car repaired by a mechanic yesterday.

(10 marks)

2 Circle the correct item.

- You should find a way to your fears.
A interfere B overcome C beat D resist
- That skirt fits like a
A glove B shoe C belt D tie
- Can I please on this blouse?
A wear B put C fit D try
- There are a lot of strange herbs on in the market.
A show B display C the spot D purpose
- She looked so miserable, I really for her.
A fit B got C felt D fell
- I'm afraid that the supplies won't very long.
A preserve B go C last D keep
- The criminal didn't manage to get with his crime.
A on B away C along D up
- I can't eat this bread. It's
A bland B greasy C mild D stale
- Can I have a of sugar, please?
A lump B knob C pinch D clove
- the onions, then cut them into small pieces.
A Slice B Chop C Peel D Beat

(20 marks)

3 Use two to five words to complete the second sentence using the word in bold.

- "If I were you, I'd join a gym," Paul said to Ann.
to Paul
a gym.
- "I'm not watching that film again," she said.
watch She that film again.
- He doesn't like computer games.
interest He
computer games.

- The fridge is empty.
nothing There
the fridge.
- That's the hairdresser's where they cut Sue's hair.
had Sue
at that hairdresser's.

(10 marks)

Listening

4 Listen to a conversation between a man and a woman and mark the statements T (true) or F (false).

- The man thinks that his parents' wedding anniversary was a disaster.
- The restaurant ran out of chocolate mousse.
- The manager offered all the guests a free hotel room for the weekend.
- The man's parents enjoyed the music.
- The woman agrees they had fun at Sarah and John's reception.
- The woman is worried that there might be a problem with the food.

(12 marks)

Speaking

5 Complete the exchanges.

- A: Whatwith?
B: I'll have the vegetable soup.
- A: Would you like to go window shopping tomorrow?
B: I'm I'm working late.
- A: How?
B: By credit card, please.
- A: Is with it, sir?
B: Well, yes. The strap is broken.

(8 marks)

6 Tom is visiting relatives for the weekend. In pairs, discuss what the best present would be for:

- his uncle (aged 35)
- his aunt (aged 32)
- his cousins (girl 14) (boy 11)



(10 marks)

Reading

7 Read the text and choose one correct answer.

My Meals on Wheels

Looking back on things now, perhaps my being a 'van-vendor' or a mobile canteen owner was meant to be. I've pretty much always been on the road. My father's work involved moving around a lot, so by the time I was fifteen, I had been to six different schools! When I was at college studying Hospitality, I began to work parttime for a programme called 'Meals On Wheels'.

I was a volunteer who drove a van stocked with prepared food. I handed out the food to various elderly or ill people who couldn't prepare meals for themselves. The meals were really good. All well prepared, with hygiene and nutrition taking priority, and people even had choices of vegetarian, diabetic or particular types of ethnic cuisine.

I had to stop working there when I got a full-time job for a catering business. I learnt many tricks of the food trade there as well, but my goal was to become my own boss. I didn't have enough money to open up a restaurant though, and I was still young and unsure of exactly what I wanted to do.

A trip to Japan was the inspiration for my current mobile food business. I loved trying the variety of foods at the 'yatai' or street stalls. One of the owners told me that 'yatai' actually means 'a cart with a roof', and I even saw some of these traditional food pushcarts being towed around. What I also saw were the modern equivalents, large vans that had been converted into mobile kitchens with a large serving window in their side. Customers would line up by the dozens to buy their range of offerings.

When I came back home, that was it - I finally knew exactly what I was going to do. I bought an old van, got it customized by a carpenter friend of mine and then by a plumber. My van ended up with benches, cupboards, a microwave, fridge and sink and a huge sign proudly sporting 'Fred's Food to You'. I applied to the council for the relevant permits and in no time my business was up and running!

I visit large companies and factories from early morning through to the afternoon selling sandwiches, fish and chips, cakes and more. I don't even advertise, as 'word of mouth' has my business flourishing. At night, I double up as a burger and pie stand in front of clubs. I open when I please and close when I want. My customers know me by name and I know most of them. Good food and service, that's what people want and that's what I'm about.

- 1 What is the writer's main purpose for writing the article?
 - A To talk about his travels in Asia.
 - B To explain how he got a college diploma.
 - C To explain how he got into the food trade.
 - D To advertise the services of his carpenter friend.
- 2 What was Fred's goal?
 - A To work independently.
 - B To learn more about preparing food.
 - C To have a good employer.
 - D To own a restaurant and make money.

- 3 What does the reader learn about Fred from the article?
 - A He would like to own a street stall.
 - B He wants to travel again.
 - C He prefers to work night shift.
 - D He is proud of his business.
 - 4 How did he put his business ideas into practice?
 - A With money loaned by his friends.
 - B Through purchasing and renovating a van.
 - C By enrolling in a cooking course.
 - D By redesigning his kitchen.
- (15 marks)

Writing (a letter of complaint)

- 8 You recently went shopping at 'Zarks'. On delivery, some of the products were damaged. You decide to write a letter of complaint to the manager. Use the plan and the notes to write your letter (120-180 words).

Plan

Introduction

(Para 1) state problem (date - products damaged)

Main Body

(Para 2) wooden table - wrong type - scratched

(Para 3) glasses - some cracked/some wrong pattern

Conclusion

(Para 4) ask for replacement or refund

(15 marks)

(Total = 100 marks)



Let's sing!



- 9 Listen and fill in. Listen again and sing.

Spending Power

Walking down the

1) street

Shop windows all aglow

The 2) inside

call to me

And I just can't say no

Maybe I'll see some trousers

Or a 3) of shoes

And I'll just have to buy them

I never can 4)

I know I spend too much money
But it makes me so happy to shop

Though I'm happy to have
spending power

I wish I had the power to stop

If I see a market

Or a department store

It's hard to 5)
myself

From buying more and more

A huge shopping centre

Is a paradise for me

And I can't 6)
the chance

To have a shopping spree

I know I spend too much
money ...

It's not materialism

And I wouldn't call it greed

But I can't 7)
buying things

Which I don't really need

I'm always buying useless things

Just because they're there

Like 8) I'll never use

And clothes I'll never wear

I know I spend too much
money ...

On the go and in the know

◆ Before you start...

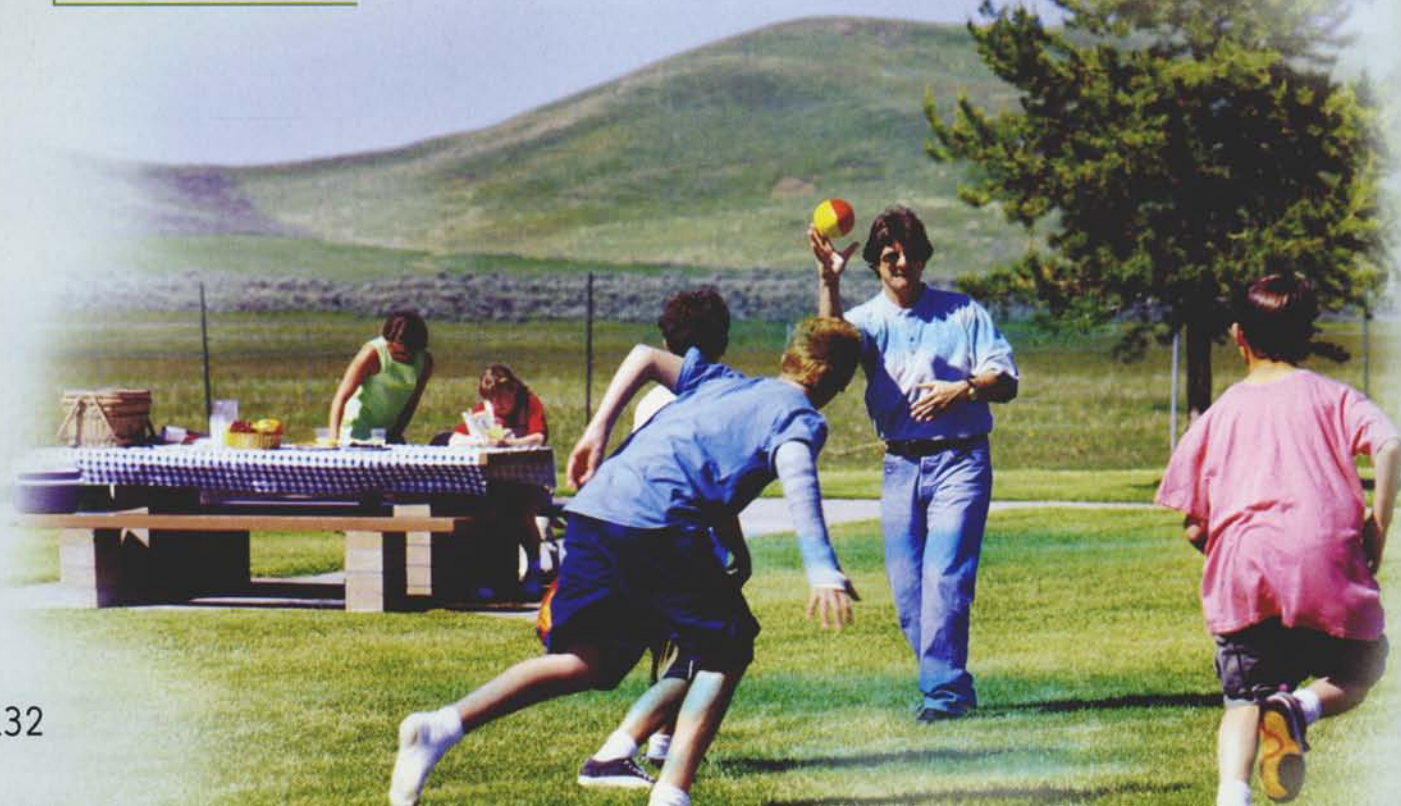
What kind of clothes do you like wearing? Why?
How often do you go shopping for clothes? Where?
Is there a street market in your town? Talk about it.
What's your favourite food? How often do you eat it?

◆ Listen, read and talk about...

Just for the
fun of it!

UNIT 9

- sports & qualities
- leisure activities
- entertainment
- hobbies



Module 5

Units 9-10

Breaking news!

UNIT 10

- the press/newspapers
- radio
- TV
- disasters

◆ Learn how to ...

- make suggestions
- express preferences
- book a ticket
- give opinions
- give advice
- ask for information
- demand explanations

◆ Practise ...

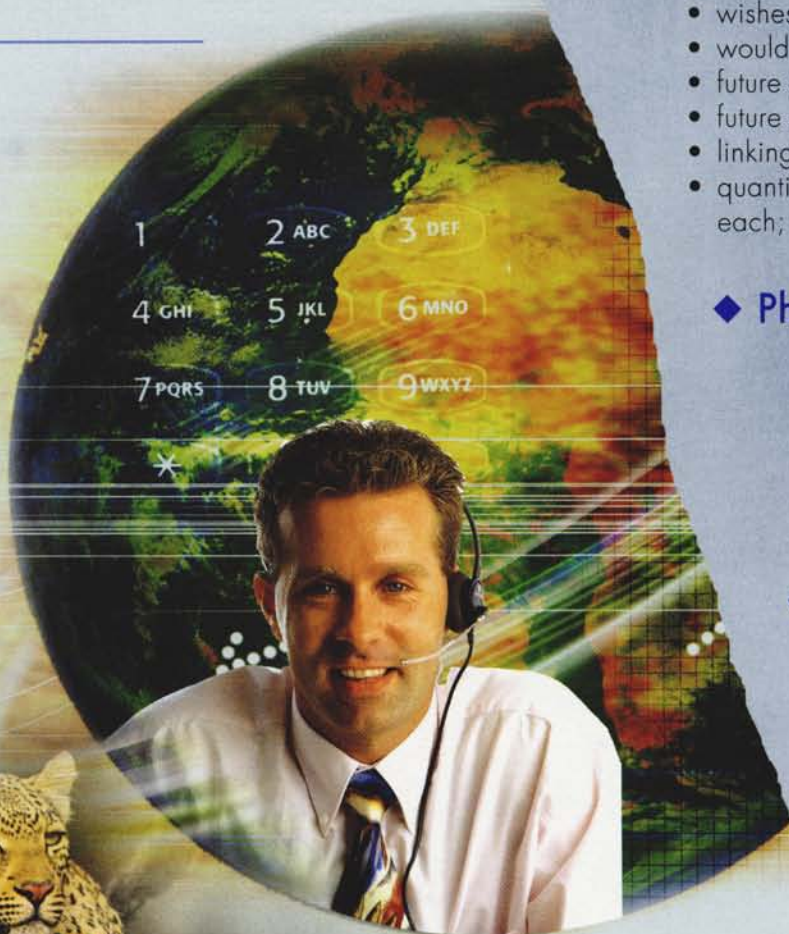
- conditionals Type 2 & 3
- wishes & regrets
- would rather
- future perfect
- future perfect continuous
- linking words/phrases
- quantifiers (both; neither; either; all; none; each; every)

◆ Phrasal verbs

- hit
- hold
- keep
- knock
- look

◆ Write ...

- an article about an event you have attended
- a set of rules
- a biography
- a proposal report





A

rowing – boat – cox – river



B

shopping – shopping centre – look around



C

relaxing – swimming pool – hotel

Just for the FUN of it!

Lead-in

1 Use the word prompts and describe the pictures A-G.

Picture A shows some people rowing. They are ...

2 a) What equipment is needed for each of these activities? Choose words from the list.

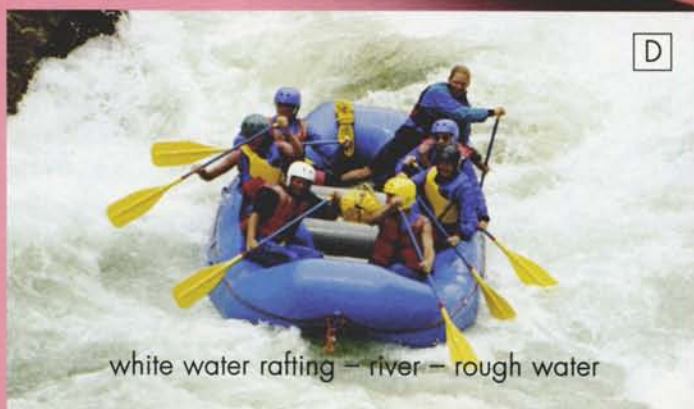
- picnic basket • goggles • suntan lotion • helmet • oars
- shopping bag • knee pads • life jacket • sun loungers • wet suit
- skateboard • tablecloth • raft • jumpsuit • boat • parachute • swimsuit

b) Which of these activities have you tried? Which would you like to do? What do you like doing in your free time? Which is the most popular free time activity in your country? What equipment is needed?

Listening and Reading

3 Listen and repeat. Then, close your books and try to remember as many sentences as possible.

- Can I help you? • It's a bit scary. • Sounds like my kind of thing.
- Do I need to take any ID with me? • I'll do that this afternoon.
- I can't believe I just did that!
- My hands were shaking like mad!
- Never mind.
- You're unbelievable!
- That's all part of the thrill.
- I'd rather stay on solid ground.



D

white water rafting – river – rough water



picnic – ball game – countryside

4 Listen and match the people to the sports they are interested in.

- Dialogue A Paul 1 skydiving
Dialogue B Steve 2 white water rafting
Dialogue C Ruth 3 rowing

5 Read the dialogues (A-C) and mark sentences 1-5 T (true) or F (false). Then, explain the words/phrases in bold. In pairs, read out the dialogues.

- 1 Paul has been white water rafting before. ☐
- 2 Paul will need to bring his own equipment. ☐
- 3 Steve is member of a club. ☐
- 4 Steve needs to take his identity card with him. ☐
- 5 Ann wants to go skydiving, too. ☐

- A** Tony: Hello – White Water World. Can I help you?
Paul: Hello. I'd like some information about your white water rafting trips.
Tony: Certainly. What would you like to know?
Paul: Erm ... I've never been rafting before – is that a problem?
Tony: No, of course not. No **experience** is required. You don't need to worry about anything, because we have an experienced **guide** in each raft.
Paul: Do I need to bring any special **equipment**?
Tony: Not really. We provide the **helmet** and the **life jacket**. We do recommend that you wear a wet suit at this time of year, though. You can rent one here.
Paul: That's good. So, how long do the trips last?
Tony: All of our trips last all day.
Paul: That sounds great. Do you do **group discounts**?

- B** Bob: Hi, Steve. What do you think of university life so far?
Steve: Well, it's a bit scary, to tell you the truth. Everything is so big in **comparison with** school. There are so many people ...
Bob: Have you joined any of the clubs yet?
Steve: No. I want to join a sports team, but I can't decide which one to join.
Bob: You're good at rowing, aren't you? Did you know there's a university **rowing team**?
Steve: Really? That sounds like **my kind of thing**. How do I join?
Bob: Just go along to the clubhouse. It's down by the river.
Steve: Oh. Do I need to take any ID with me?
Bob: Well, it **might be an idea** to take your Student Card.
Steve: Brilliant. I'll do that this afternoon. Thanks, Bob.

- C** Ruth: Wow! That was amazing! I can't believe I just did that!
Ann: Neither can I! I was so frightened I could hardly watch you!
Ruth: I hope you took plenty of photos.
Ann: Of course I did, but I'm not sure if they'll be any good. **My hands were shaking like mad!**
Ruth: Never mind. You can take better pictures next time.
Ann: Next time? Don't tell me skydiving is going to be your new hobby!
Ruth: I think it might be! I'm already **hooked** on the **adrenalin!**
Ann: You're unbelievable! You were terrified before you got in the plane.
Ruth: I know, but that's all part of the **thrill**. Why don't you try it?
Ann: Oh, no thanks! I'd rather stay on **solid ground** if you don't mind.



E



F

skydiving – hold hands – fall through air



G

skateboarding – outside

Vocabulary

• Sports

- 6 a) Listen and complete the table, then make up sentences, as in the example.

Sport	Place	Equipment
1 golf	course	clubs, ball,
2	range	bow, arrows,
3 cricket	.....	bat, pads,, ball
4 table tennis	.....	table,, bats, ball
5	slope	skis,, ski boots
6 fencing	.....	..... padded jacket, fencing breeches, gloves,

1 We play golf on a golf course using clubs, a ball and tees.

b) What do we call the people who play these sports?

1 golf → golfer

- 7 Match the sports to the pictures. Then use the adjectives to talk about the sports, as in the example.

- squash • kayaking • windsurfing • karate • horse riding
- bungee jumping • football • curling • fishing • snowboarding



1 2 3 4



5 6 7 8



9 10

- exciting • challenging • thrilling • relaxing • dangerous
- competitive • risky • exhausting • nerve-racking • enjoyable
- demanding • frightening • peaceful

A: I'd love to try windsurfing.

B: Really? Why's that?

A: It looks really exciting. Don't you agree?

B: Actually, I don't think I'd like to try windsurfing. It looks too dangerous for me.

A: Which sport would you like to try, then?

B: Horse riding ... etc.

• Qualities

- 8 Fill in the correct word.

- competitive • co-operative
- accurate • daring • careful
- supple • patient • agile

- 1 An archer needs to be in order to hit the centre of the target.
- 2 A gymnast needs to be so that he can complete complicated routines.
- 3 A cricketer needs to be so that he can play as a member of a team.
- 4 A football player needs to be.. in order to beat the other team.
- 5 A fisherman needs to be because he may have to wait for a long time before he catches a fish.
- 6 A fencer needs to be in order to avoid their competitor's sword.
- 7 A bungee jumper needs to be because he has to jump from very high places.
- 8 A skier needs to be so that he doesn't run into other people on the slopes.

• Leisure Activities

- 9 a) Match the verbs to the activities. Then add two more items to each category.

Verb	Activities
collect	tennis, golf,
watch	swimming, jogging,
play	stamps, shells,
go	models, a cake,
do	a film, TV,
make	karate, a crossword,

b) Use the vocabulary from Ex. 9a and the useful language below to ask and answer, as in the example.

Making suggestions	Agreeing/disagreeing
• Why don't we ...?	• That's a good/great/fantastic idea.
• How/What about ...?	• Sure, why not.
• Let's...?	• I don't really feel like it.
• I think we should ...	• That sounds interesting/great/boring ... etc
• We could always ...	• It's a good idea, but ... I (don't) really like ...

A: Why don't we play golf this afternoon?

B: I don't really feel like it.

A: Well, we could always watch TV.

B: That's a good idea.

• Entertainment

10 a) Label the pictures (A-E) and match them to the words in the list (1-5).

- amusement park • concert • circus
- cinema • theatre



A



B



C



D



E

- 1 ☐ flying trapeze, performing animals, funny clowns
- 2 ☐ live music, deafening sound, latest hits
- 3 ☐ huge screen, sound effects, special effects
- 4 ☐ talented performers, colourful costumes, entertaining numbers
- 5 ☐ thrilling rides, exciting rollercoaster

b) Use the words/phrases above to make up sentences about each form of entertainment, as in the example.

I love going to amusement parks because I can go on all the thrilling rides.

Speaking

11 Use the phrases below to ask and answer, as in the example.

- What/How about...?
- I (don't) fancy/like/enjoy... .
- I'd prefer/rather... .

A: What would you like to do tonight?

B: How about going to the cinema?

A: I don't fancy the cinema. I'd prefer to go to the amusement park.

B: That sounds good.

• Game

One student chooses a sport or leisure activity and says a sentence. In teams, try to guess what the sport/leisure activity is. Each correct guess gets one point. The team with the most points is the winner.

Team A S1: I'm using a ball.

Team B S1: Are you playing basketball?

Team A S1: No, I'm not. etc



Grammar in Use

• Idioms and Fixed Phrases

12 Fill in: *throw, jumped, ball, swing, skating, swims*. Then explain the idioms in bold.

- The is in your court, now. You'll have to decide what to do.
- His behaviour is going to get him into serious trouble; he is really on thin ice.
- Don't in the towel there's still time to score two goals and draw the match.
- John always against the tide and never does what everyone else does.
- Jill the gun and started eating before everyone was seated.
- Working here isn't easy, but once you get into the of it you'll really start to enjoy it.

• Conditionals Type 2 and

Type 3

Grammar Reference

13 a) Read the sentences (A-D) and match them to their explanations (1-4). Then say what kind of conditional each is.

- If I had a yacht, I would travel around the world.
- If you had studied harder, you wouldn't have failed your exams.
- If I were you, I would train every day.
- If you hadn't told me, I would never have found out.



- | | |
|----------------------------|--|
| <input type="checkbox"/> 1 | unreal situation contrary to the facts in the present |
| <input type="checkbox"/> 2 | giving advice |
| <input type="checkbox"/> 3 | an imaginary situation contrary to the facts in the past |
| <input type="checkbox"/> 4 | expressing regret or criticism |

b) Make up four similar sentences about yourself, giving the explanation for each conditional.

14 Put the verbs in brackets into the correct tense, as in the example.

- A: Look! What a lovely dress!
B: If I **had** (had) the money, I **would buy** (buy) it.
- A: Why did you miss the start of the game?
B: If you (tell) me what time it started, I (be) on time.
- A: It's the finals tomorrow!
B: If you (not/remind) me, I (forget) all about it.
- A: Oh dear – we lost!
B: If Pete (play), we (win)!
- A: I need to get in shape.
B: If I (be) you, I (join) a gym.

15 Complete the sentences using a type 2 or type 3 conditional.

- If he kicked the ball into the goal,
- If Pete was free,
- If I were you,
- If you had asked me,
- If it hadn't been raining today,
- If you hadn't dropped the ball,

16 Read the speech bubbles and make sentences, as in the example.

I didn't study so I failed my finals.

1 *If I had studied, I wouldn't have failed my finals.*

2

I love films so I often go to the cinema.

3

I forgot to pay the bill. I didn't have any electricity.

4

I couldn't play tennis because I sprained my ankle.

5

We can't go for a drive because the car has a flat tyre.

6

I visit the museum every Sunday because I love art.

• Wishes & Regrets

Grammar Reference

17 a) Read the sentences. Which refers to: the present? the past?

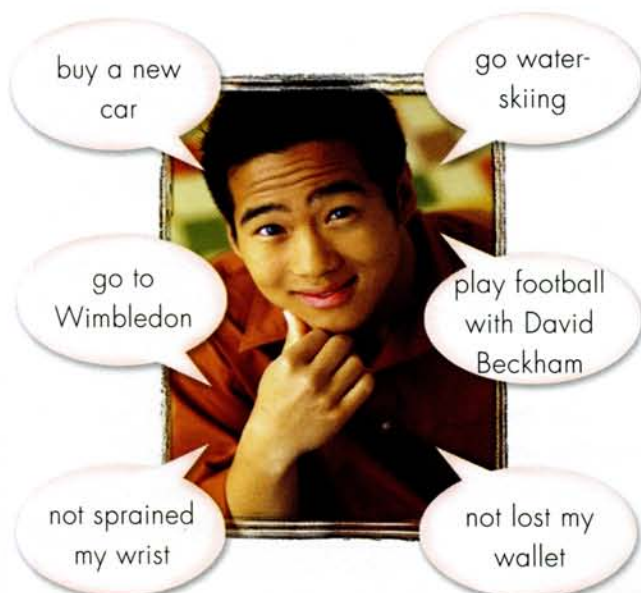
- 1 If only I had a brother.
- 2 I wish I were taller.
- 3 I wish I hadn't lost my purse.
- 4 I wish I could speak Russian.

b) Which sentences: wish for things to be different in the present? express regret about things that happened or did not happen in the past? Write similar sentences about yourself.

18 Read the sentences and make wishes/express regret about them, as in the example.

- 1 I forgot to call Bob.
I wish I hadn't forgotten to call Bob.
If only I hadn't forgotten to call Bob.
- 2 It's pouring.
- 3 I ate too many sweets.
- 4 I'm late for my dance class.
- 5 I broke my brother's camera.
- 6 I missed the start of the game.
- 7 I didn't see Michael Owen score the goal.

19 a) Change Joe's 'wish list' into full sentences, as in the example.



Joe wishes he could buy a new car.

b) Write three wishes and three regrets of your own and tell them to your partner.

• Would Rather – to express preferences

Grammar Reference

20 a) Use the correct form of *spend* to complete the sentences, as in the example.

- 1 I'd rather *spend* the weekend outdoors than stay at home.
- 2 I'd rather last weekend at the beach.
- 3 I'd rather Stan his free time more creatively.
- 4 I'd rather Stan his free time watching TV last night.

b) Which of the sentences in Ex. 20a refer to the present or future? Which refer to the past? Compare sentences 1 and 3. Who is the subject of *spend*? Who is the subject of *spend*? What is the difference in the structures?

21 Read the sentences and put the verbs in brackets into the correct form.

- 1 A: I'd rather you
(not/make) so much noise.
B: Sorry. I'll try to be quiet.
- 2 A: Did you enjoy yourself at the theatre?
B: Not really. I'd rather
(stay) at home last night, to be honest.
- 3 A: Did Sally have a good time in Spain?
B: No. She said she'd rather they
(not/go).
- 4 A: Shall we go to the cinema tonight?
B: I'd rather (watch) a film on TV if you don't mind.
- 5 A: Can I go and play outside now?
B: Well, I'd rather you (finish) your homework first.

22 Read the question and look at the prompts. Then, make up sentences about yourself, as in the example.

What kind of lifestyle do you want?



I'd rather have a big family than be alone.

Grammar in Use

• Error Correction

- 23** Read the text below and look carefully at each line. If the line is correct put a tick (✓). If it has a word that should not be there, write this word on the line, as in the examples.

Battle to the End



As the cup final drew closer, all of us became more and much more excited. At last the big day arrived, and as we were waiting for the start of the match, our coach told to us to do our best and to enjoy the game. The noise of the crowd was deafening and I had the butterflies in my stomach as I thought about all those people to watching me play. As so soon as the game started, though, all of that was forgotten. Both teams were being very good, and it was clear it was going to be a very close game. At half time, neither team had been scored. As the match went on, it seemed like neither team could win out. Finally, though, in the very last minute of the game, I was tripped up about twenty metres from our opponents' goal. The coach signalled so that he wanted me to take the free kick. The moment as I hit the ball I knew exactly where it was going. It curled around the wall of defenders and flew into the top corner of the goal. Just then, the referee had blew the final whistle. It was over. We had won the cup!

- | | |
|----|-------|
| 0 | ✓ |
| 00 | much |
| 1 | ..... |
| 2 | ..... |
| 3 | ..... |
| 4 | ..... |
| 5 | ..... |
| 6 | ..... |
| 7 | ..... |
| 8 | ..... |
| 9 | ..... |
| 10 | ..... |
| 11 | ..... |
| 12 | ..... |
| 13 | ..... |
| 14 | ..... |
| 15 | ..... |

• Key Word Transformations

- 24** Complete the second sentence using the word in bold. Use two to five words including the word given. Do not change the word given.

- You had better see a doctor.
were If see a doctor.
- I regret being late for the interview.
wish I late for the interview.
- He must take lessons in order to dance so well.
did He wouldn't dance so well lessons.

- It's a pity she didn't come to the party.
only If
..... to the party!
- Lyn wants to buy a computer, not a new car.
rather Lyn
..... than a new car.
- I didn't know it was your birthday, so I didn't buy you a present.
bought If I'd known it was your birthday,
..... you a present.
- He must be out to lunch since he isn't in his office.
would If he wasn't out to lunch,
..... his office.
- Because you were driving so fast you crashed the car.
been If you
..... so fast you wouldn't have crashed the car.

• Phrasal Verbs

- 25** Fill in: *against, back, off, on, up, then explain the phrasal verbs.*

- John always tries to **hit**
at people who criticise his ideas.
- Tony and Jim **hit** it
from the first day they met.
- Ben and I both **hit**
the same idea for the project.
- Pete missed the goal, but nobody **held** it him.
- Tara found it hard to **hold**
..... her tears when she heard the terrible news.
- The game was **held**
for an hour due to the bad weather.
- The Lakers almost scored ten seconds before the end, but the Chicago Bulls managed to **hold** them

Listening and Speaking

26 Listen to the interview and complete the sentences.

This year's International Extreme Sports Challenge is taking place for the **1** time.

The **2** will be held in the mountains.

The street skating events will be held in **3**.

To be included in the Challenge, the events must require a lot of **4**.

The spectators know that just one **5** can have very serious results.

The organisers take all the **6** that they can.

The **7** makes the events more exciting for everyone.

The organisers decided that the daredevil **8** was too dangerous for the Challenge.

28 Each of the people below is interested in taking up a new sport. Name the activities in the pictures. Then, in pairs, decide which activity would suit each person. Give reasons for your decisions.



Ann, 18, student





Tony, 40, businessman



Sally, 27, librarian



John, 54, bus driver

• Booking a ticket

29 a) Listen to the dialogue and fill in the missing questions.

- A: Good morning. Booking office. 1) ?
 B: Hello. Can you tell me if there are any tickets left for Saturday's match?
 A: I'll just check. Yes, there are a few seats left behind the goal.
 2) ?
 B: Yes, that would be great! 3) ?
 A: They're £10 each.
 B: Right – can I buy two, please, and put them on my credit card?
 A: Certainly. 4) Could I have ?
 B: Sure – my number is 5232-4221-8956-7041, and my name is Brian Rawcliffe.
 A: Thank you very much, Mr Rawcliffe.
 B: 5)
 A: You can collect your tickets from the ticket booth outside the stadium on Saturday. Enjoy the game.

b) Use the prompts to act out similar dialogues.

- competition/poolside/£5/Julie Staves/cashier at the swimming pool/contest
- tennis match/sixth row in the stands/£6/Jim Brown/entrance tennis court/match

• Intonation – Wishes and Regrets

30 Listen and repeat.

- 1 If only I'd won the race!
- 2 I wish I hadn't lost my wallet!
- 3 I wish you had called first!
- 4 I wish we hadn't decided to go camping!
- 5 If only I had listened to your advice!

27 Describe the pictures. Then discuss the following.

- In what way is each sport dangerous?
- Which sports would you like to try? Why (not)?

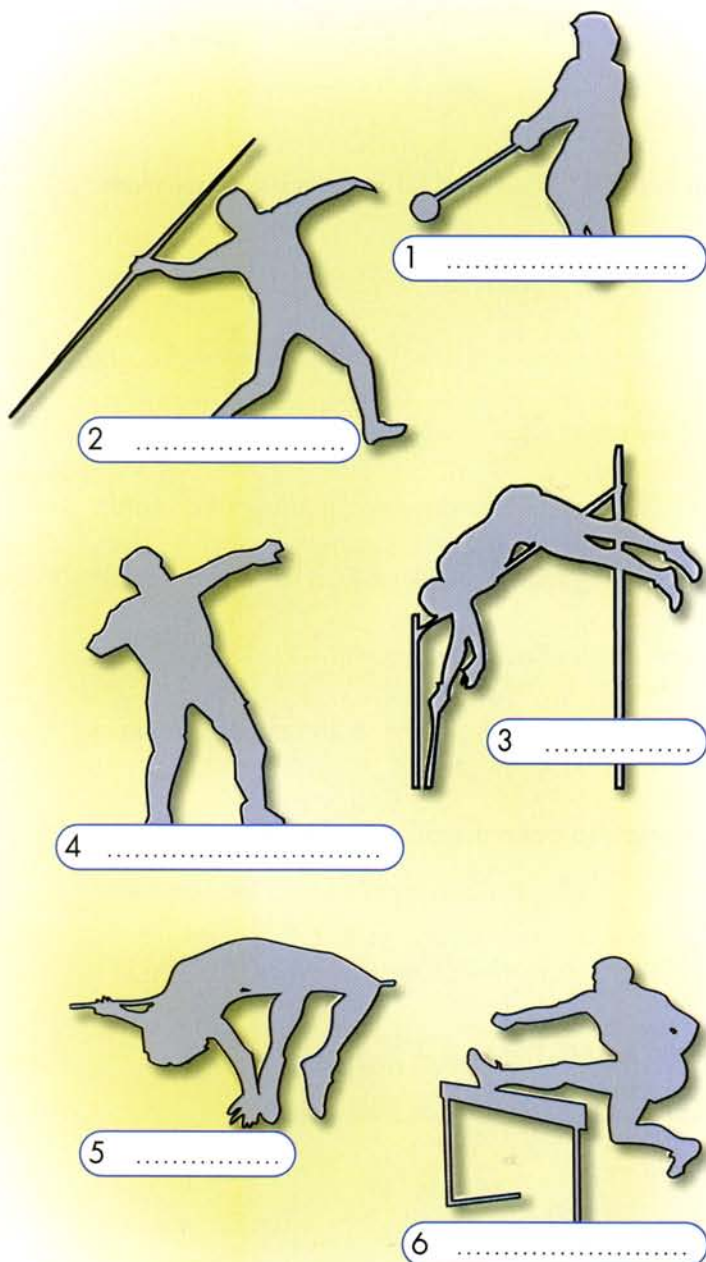


Listening and Reading

31 What do you know about the Olympic Games? How often are they held? Are they always held in the same country? Have they ever been held in your country? When? In which city?

32 Label the pictures with the Olympic events below. Can you name any other Olympic events?

- javelin • pole vault • shot put • high jump
- hurdles • hammer



33 a) The numbers below refer to items in the text. Match the numbers in column A to the items in column B.

A	B
1 776 BC	a number of events at the first modern Games in Athens
2 1892	b number of rings on the Olympic flag
3 42	c number of athletes at the Olympic Games in Sydney
4 10,615	d restarting the Games is proposed
5 1924	e Olympian Games officially took place for the first time
6 5	f first Winter Olympics

b) Listen and check.

34 a) Read the article and fill in the sentences (A-I). There is one extra sentence that you do not need to use. There is an example (0) at the beginning.

- A It was a **fairly** small affair, with fewer than 300 athletes from 13 countries competing in 42 different events, but the Games were considered to be a great success.
- B These are also held every four years and take place two years after the Summer Games.
- C You don't have to be an athlete to appreciate the Olympic Games.
- D The modern Games date back to 1896, but the original Olympian Games go back much further still.
- E However, the organisers of the Olympics have always wanted the event to be more than just a sporting competition.
- F The **founder** of the modern Games was a French sportsman and educator, Baron Pierre de Coubertin.
- G Each ring is supposed to **represent** one of the continents that Olympic athletes come from.
- H Amazingly, that's over 1100 years of sporting competition.
- I The focal points of the Olympics are usually the athletic, swimming and gymnastic events.

b) Read the text again and explain the words in bold, then make up sentences using them.

c) Find synonyms for the highlighted words.

THE OLYMPIC GAMES:

A Human Success Story

The Olympic Games are one of the planet's greatest sporting spectacles. Every four years, the world **focuses** its attention on the lucky city that is **hosting** the Games, as thousands of athletes **take part** in hundreds of different sports events.

The Olympic Games have a long and impressive history. **O D**

The ancient Greeks regularly arranged sporting competitions, but by far the most famous were the Olympian Games, which took place at Olympia every four years. The Games were **officially** held for the first time in 776 BC, although games had certainly **taken place** there long before then. Historians have discovered lists of winners from the Games between 776 BC and 217 AD, and they also know that the Games were not **abolished** until 393 AD. **1**

The Olympian Games were always held in the summer, and athletes from all the Greek city states were invited to come and take part.

This idea of bringing people together was one of the main reasons for **creating** the modern Olympic Games.

2 In 1892, he proposed **restarting** the Games, in the hope that this would help bring **about peace** and encourage international sporting competition. Just four years later, the first modern Olympics took place in Athens.

3 One definite **highlight**, especially popular with the hosts, was when Louis Spiridon, a Greek **shepherd**, won the marathon event.

Ever since then, the Games have gone **from strength to strength**. In Paris, in 1900, there were already more than 1,000 **competitors**, including the first women Olympians. By the time the Games reached Sydney, 100 years later, 199 countries sent athletes. **4** However, more and more sports are included in the Olympics at each Games, and in Sydney the 10,651 athletes took part in more than 300 different events.

1924 saw the introduction of the Winter Olympic Games. **5**

A further addition was the Paralympics, a **championship** for **disabled** athletes, which has also become more and more popular in recent years. This now takes place **directly** after the Summer Games, in the same host city.

The Olympic **motto** is *Citius, Altius, Fortius* (Latin for "faster, higher, stronger"), which **stresses** the athletic excellence that all Olympians **aim** for. Over the years, the Games have certainly attracted the world's greatest sportsmen and women. **6**

They **insist** that taking part is just as important as winning.

The best-known **symbol** of the Games, the Olympic flag, was designed by

Pierre de Coubertin. The flag is **composed** of five differently coloured rings (blue, yellow, black, green and red) on a white background. **7** The fact that the rings are **interlocking** is meant to show that the whole planet can come together in peace for the Olympic competition. The Olympic flame, introduced in 1934, represents the purity of the Olympic **ideal**. The flame is lit at Olympia, the **site** of the ancient Games, and carried by **relay** across the **globe** as a sign of the **link** between the ancient and modern Games.

For sixteen days every four years, the world's greatest sporting event brings together thousands of the finest sportsmen and women to compete against each other. Furthermore, if we consider all those who watch the Games live or on TV, the Olympics can **truly** be said to unite hundreds of millions of people all around the world in celebration of sporting excellence.



35 Fill in the correct word, then choose any five phrases to make up sentences.

- athletic • ancient • ideal • disabled
- coloured • whole • city • event
- great • points

- city
- sporting
- host
- excellence
- the Olympic
- rings
- focal
- success
- athletes
- the

36 Fill in: *over, to, by, for, of, from and in.* Then make up sentences using the phrases.

- far;
- invited sth;
- the reason sth;
- the hope that;
- strength strength;
- aim sth;
- a sign sth;
- the founder sth;
- the years;
- designed sb;
- to be composed

Writing (an article giving our opinion on a subject)

When we write an opinion essay, we present our personal opinion on a particular topic. We must state our opinion clearly and support it with appropriate reasons and/or examples. When we write an opinion essay, we usually write five paragraphs.

In the **introduction**, we introduce the subject and state our opinion clearly.

In the **second and third paragraphs**, we give our own opinion. Each paragraph should present a different viewpoint supported by reasons and/or examples.

In the **fourth paragraph**, we present the opposing opinion, supported by reasons/examples.

In the **conclusion**, we restate our opinion using different words.

We usually use present tenses when we write an opinion essay, and phrases such as *I believe, I think, It seems to me, I strongly disagree with*, etc to express our opinion. We use formal language and avoid contractions, colloquialisms and personal examples. We use appropriate linking words to list our viewpoints e.g. *first of all, in addition, etc.* We can find opinion essays in magazines and newspapers as articles or letters to the editor, etc.

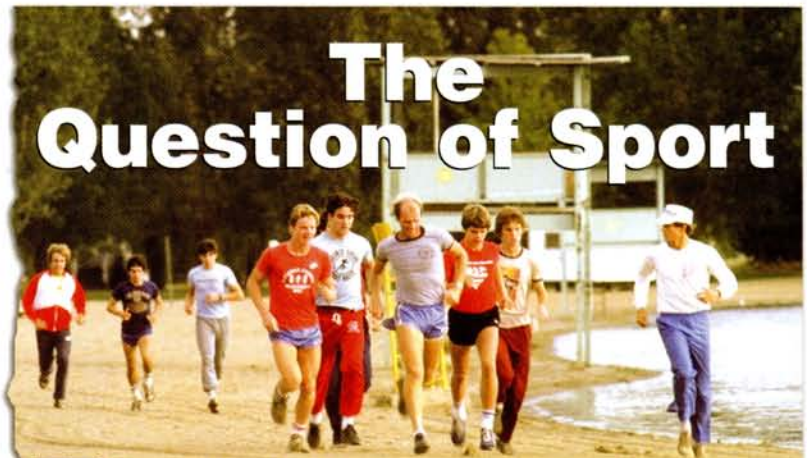
37 Read the rubric and underline the key words, then answer the questions.

You have had a classroom discussion on the new school timetable at your school. Your teacher has asked you to write an article, giving your opinion on the following statement: *'There is no place for sports and PE in the school curriculum.'*

- 1 What type of writing is it?
- 2 Who is going to read it?
- 3 What style should you use?

• Analysing a Model Text

38 a) Read the article and put the paragraphs into the correct order.



A **First of all**, schools have a responsibility to educate children in all areas, no matter where their particular talents might lie. **For that reason**, it is just as important to provide Physical Education training and sports practice for the professional sportsmen and women of the future as it is to provide academic training to those who will go on to university.

B **In addition**, students these days spend long hours studying, working at their computers or in the library. **Therefore**, they need the opportunity to do some physical activity during the school day. This will not only help to increase their level of fitness and make them healthier, it will also mean that they develop better social skills and are able to concentrate on their studies for longer and therefore achieve better results.

C **In conclusion**, I strongly believe that sports and Physical Education should remain a key part of the school curriculum. All children have the right to a balanced education, and they should not be denied the opportunity to learn how to play sports.

D **On the other hand**, some people believe that the purpose of schools is to prepare students to become productive members of the workforce. This means that they have to spend as much time as possible developing skills that will be of use in their employment. **Consequently**, schools have little time to devote to less important subjects such as Physical Education.

E The ancient Greeks always held that a healthy mind in a healthy body is the key to a well balanced life. Nowadays, many schools are decreasing the amount of time given to sports and Physical Education, and some schools are removing it altogether. **Although** academic subjects are certainly a very important part of the school curriculum, I am strongly opposed to the complete removal of sports and Physical Education

b) Match the linking words in bold to the headings. Then add two more to each category.

- to list points
- to add more points
- to introduce opposing viewpoints
- to introduce reasons/examples/results
- to conclude

• Paragraph Structure

- 39 a) Match the topics to the viewpoints. Then say which topic sentences are in favour of sports, and which are against.**

Topic	Viewpoint
1 healthy	a The cost of providing sports and leisure facilities is too high.
2 staff relations	b Exercise is a good way to get rid of all the stress and frustrations of the workplace.
3 expensive	c Many people would prefer to spend their free time outside the workplace.
4 private time	d Providing sports and leisure facilities will result in better staff relations and improved performance.

- b) Read the reasons and match them to the viewpoints in Ex. 39a. Then, write one additional reason/example for each viewpoint.**

1 After all, if you spend all your time at the office you won't have the chance to relax.

2 Consequently, people who exercise regularly feel better and do not get sick so often.

3 For example, we would have to supply space within the building as well as special equipment.

4 For instance, playing team sports would encourage team spirit.

- c) Write complete paragraphs for each viewpoint in Ex. 39a, using appropriate linking words.**

• Giving Opinions

- 40 Use the useful expressions to make up sentences, as in the example.**

I believe/think/feel that ...; From my point of view ...; To my mind/way of thinking ...; As far as I am concerned ...; I am totally against ...; In my opinion/view ...; It seems/appears to me that ...; I (do not) agree that/with ...; I (completely) agree/disagree that/with ...

- businesses/provide/staff/exercise facilities
From my point of view, businesses should provide their staff with exercise facilities.
- employees/exercise/health/own responsibility
- business/not/responsible/staff morale
- the staff canteen/only/sell/healthy foods
- team sports/develop/spirit/cooperation

• Discuss & Write

- 41 a) Read the rubric, then underline the key words/phrases and answer the questions.**

The local newspaper has asked its readers to submit articles giving their opinion on the following subject:
'Businesses should provide sports and leisure facilities for their staff.'

- Who is going to read the article?
- What writing techniques could you use in your introduction? Give an example.
- What style should you use? Why?
- Do you agree or disagree with the subject? Why (not)?

- b) Look at the plan and use your answers from Exs. 39, 40 and 41a to answer the questions.**

Plan

Introduction

(Para 1) *What is your opinion on the topic?*

Main Body

(Para 2) *What is your first viewpoint?
What are your reasons and/or examples?*

(Para 3) *What is your second viewpoint?
What are your reasons and/or examples?*

(Para 4) *What is the opposing viewpoint?*

Conclusion

(Para 5) *How will you restate your opinion?*

- c) Write your article for the newspaper (120-180 words). You can use the article in Ex. 38a as an example.**

- 42 Read the proverbs. What do they mean?**

What's in a word?

- Fair play's a jewel.
- The one who wins plays the best.
- Lookers-on see most of the game.

Culture clip

43 Describe the picture using the prompts below. Which stadium do you think this is? What sports events can be held there?

- seating • grass pitch • goalposts
- giant TV screens • sliding roof
- spotlights



44 Read the text and write *T* (true) or *F* (false) for each statement. Then explain the words in bold.

- 1 The Millennium Stadium is centrally located.
- 2 It replaces a previous stadium.
- 3 It is 50% smaller than the old stadium.
- 4 Some seats have better views than others.
- 5 Only football is played in the stadium.
- 6 The Millennium Stadium is most famous for staging music events.

Speaking

45 Make notes about Cardiff Stadium under the following headings:

- location • history • features • facilities
- sports events • other events

Now use your notes to talk about it.

A unique sporting venue

The Millennium Stadium is **located** in the very heart of Cardiff city centre, in Wales, and it is one of the world's most magnificent sporting **arenas**.

Built on the site of the old Cardiff Arms Park Stadium, it was opened in 1999, just in time to **host** the Rugby World Cup. This modern attractive stadium, which has almost double the **capacity** of the old stadium, has seating for 72,500 people, a sliding roof, two huge TV screens and a natural grass pitch. There are a wide range of facilities, including restaurants and **fast food outlets** on every level. There is also a stadium shop, conference rooms and private boxes.

For the spectators, the seating is spacious and an excellent view of the action is **guaranteed** no matter where they sit. They can take a tour of the stadium and see the giant steel dragon at the players' entrance, go down the players' tunnel and have a look around the **changing rooms** and **training areas**. They can even sit in the Royal Box.

The stadium has hosted some of the UK's biggest sporting events. These include rugby's most important event, the Six Nations championship, and football's most important event, the FA Cup Final. Although football and rugby are the main sports involved, the stadium is also used to host other sports such as international cricket and long-distance running. Many other **charity** and music events are held there, such as rock and pop concerts.

With its impressive appearance and state-of-the-art features, the Millennium Stadium is one of the most fantastic **venues** for sporting events in Europe. Indeed, as anyone who has been there will tell you, the experience is something you will never forget.



• Project

Find information and write a short article about a famous stadium in your country. Write about:

- location • history • what takes place there

Collect pictures to decorate your article.

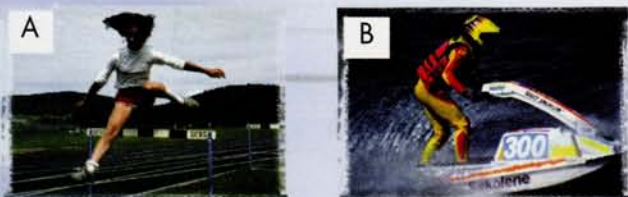
Revision & Extension

- 46 a) Look at the pictures and, in pairs, complete the dialogue.



- A: What sport is being played in each picture?
 B: In picture A, they are playing baseball, while in picture B 1)
 A: Where does each sport take place?
 B: Baseball is played on a field and football 2)
 A: What is similar about the pictures?
 B: They both 3)
 A: Do you play any of these sports?
 B: Yes, I play 4) / No, I don't. I play 5)
 A: Do you prefer to play team sports or individual sports? Why?
 B: I prefer 6)

b) Look at the pictures below and act out similar dialogues.



- 47 In pairs, discuss the following:
- Do you prefer active or passive relaxation?
 - What are the pros/cons of playing sports?

- 48 a) Complete the table, then make up sentences, as in the example.

Sport	Equipment	Place
archery	bow, arrows, quiver	range
golf		
tennis		
snooker		
fencing		
basketball		
ice hockey		
baseball		
cricket		

We need a bow, arrows and a quiver to do archery. We do archery on an archery range.

- b) What do we call the people who play these sports?

archery – archer

- 49 a) Listen and number the sounds in the order you hear them.

- a water splashing e ball bouncing
 b horses' hooves on court
 c racing car engine f ball hitting
 d ball hitting bat racquet

b) Match the sounds to the sports.

- tennis • F1 racing • swimming • cricket
- basketball • horse racing

• Making Invitations

- 50 a) Match the exchanges to make a dialogue.

- | A | B |
|--|---|
| 1 Hi, Tina. This is Jo. | A Sounds great! Count me in. What do I need to bring? |
| 2 I'm OK. Are you doing anything next weekend? | B I'll see you then. |
| 3 We're going camping out at the lake. Would you like to come? | C Great! When do we leave? |
| 4 Just a sleeping bag. | D Hi! How are you? |
| 5 Friday afternoon at about 3:30. | E No – why? |

b) Follow the pattern and use the prompts to act out similar dialogues.

- | | |
|--------------------------|----------------------------|
| greet/introduce yourself | return greeting |
| ask if available | answer |
| invite | accept/ask about equipment |
| explain | ask about time |
| answer | say goodbye/etc |

- tonight / barbecue – park / salad / 6:30
- next Saturday / horse riding – countryside / nothing / 10 am

• Project

In pairs prepare a poster for the sports day your school organises. Write the time and date of the event, then write details. Use the text in Ex. 26 as a model.

Lead-in

- 1 a) How do you keep up with current affairs? Use *always*, *never*, *sometimes*, *usually*.

- Watch TV
- Read the newspaper
- Listen to the radio
- Surf the Internet
- Ask friends/colleagues

- b) How did people learn about the news a hundred years ago?

- 2 a) The pictures (1-7) show scenes from the TV news. Which of the following events are covered?

- a crime • the stock market
- the weather • a disaster
- new technology • a fashion show
- the environment • the arts
- a sports event • science

Picture 1 is from news coverage of a disaster.

- b) Match the sentences to the pictures.

- A Firemen are already searching the rubble looking for survivors.
- B Yesterday's stock market crash has left many businesses bankrupt.
- C Eastwood's spring collection was well received on the catwalks of Milan.
- D Last night's storms have left half the city without power.
- E The government has finally put a ban on hunting in order to protect these animals.
- F There have been interesting developments in the field of robotics this year.
- G The Dodgers played their first match this season against the Rangers.

4



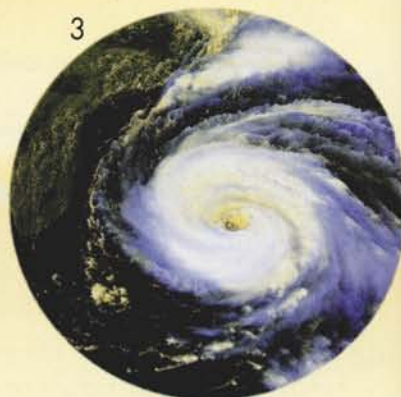
- c) In pairs, use the words/phrases in the list to write another sentence to match each picture.

- collapsed • league • heavy rain • top models • natural habitat
- robots • share prices

Listening and Reading

- 3 Listen and repeat, then close your books and try to remember as many sentences as possible.

- Oh no! I don't believe it!
- You can say that again!
- What for?
- Oh my goodness!
- You cheeky thing!
- Can you tell us what you saw?
- Some kind of explosion, perhaps?





5

4 Listen to the dialogues A to C, and match them to the pictures 1-7.

5 a) Read the dialogues and mark the sentences (1-6) as T (true) or F (false).

- 1 It's wet in Mexico.
- 2 Steve has changed his holiday destination.
- 3 Mary likes the clothes shown.
- 4 Mary would like to be a supermodel.
- 5 June was at the scene of the event.
- 6 There are people trapped under the debris.



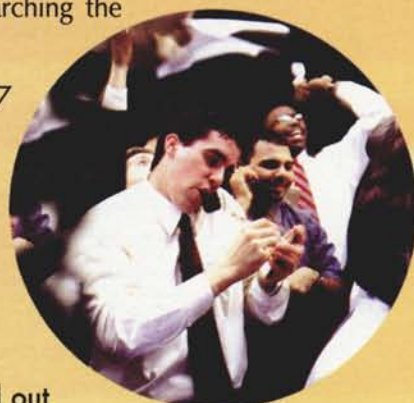
6

A Steve: Oh no! I don't believe it!
 Diane: What's the matter?
 Steve: Have you seen the weather forecast for Mexico?
 Diane: No. It's **bound** to be hot and sunny there at this time of year, though, isn't it?
 Steve: Well, yes, that's what I thought, but the weather reporter has just **forecast** rain and thunderstorms.
 Diane: Oh dear. It looks like you **booked** your Mexican holiday for the wrong week.
 Steve: You can say that again! I'm going upstairs.
 Diane: What for?
 Steve: To unpack my shorts and pack some **waterproof** clothes instead.

B John: Oh my goodness! Look at this, Mary.
 Mary: What is it?
 John: A fashion show in Milan. Look at the **outfits** they're wearing. I mean, does anyone actually buy these clothes?
 Mary: Well, you certainly wouldn't **catch** me wearing them. I'd look **ridiculous** walking round town in something like that. I think the designers do it to **get attention**.
 John: Well, they must make money from their designs. They have to pay the models after all.
 Mary: That's true. If I were a supermodel, you'd have to pay me a **fortune** to wear that **stuff**.
 John: Don't worry, Mary. No one would call you a supermodel!
 Mary: You cheeky thing!

C Sonya: ... across to our reporter, Ken Diaz.
 Ken: Thank you, Sonya. Yes, I'm standing here at the **scene** right now, and with me is an **eyewitness**, June Cross. Can you tell us what you saw?
 June: Well, it all happened so fast ... there was this **incredibly** loud noise, and everything **shook** ...
 Ken: Some kind of explosion, perhaps?
 June: Yes. Yes, it must have been.
 Ken: And then what happened?
 June: Everyone was screaming and running ... some people **crawled** under cars ...
 Ken: That's when the building **collapsed**?
 June: Yes ... there was **dust** and smoke everywhere ... It was awful!
 Ken: Thank you. Well, Sonya, behind me you can hear the sound of sirens as more **rescue workers** arrive. Police have **cordoned off** the area and firemen are already searching the **rubble** ...

7



b) Explain the words in bold, then suggest synonyms for the highlighted words.

c) In pairs, read out the dialogues then choose one picture and act out a dialogue based on it.

Vocabulary

• The Press/Newspapers

6 a) Match the extracts to the features/sections found in most newspapers.

- editorial • situations vacant • review
- weather • science/technology
- classified ads • politics • world news

1 Do you have what it takes to be an editor? We are looking for editorial staff to work in a busy publishing house.

2 The Prime Minister announced this afternoon that no action will be taken by the government.

3 **British scientists have solved one of the world's great mysteries - why lobsters turn red when cooked.**

4 **EARTHQUAKE ROCKS JAPAN**

5 **ORDER NOW TO TAKE ADVANTAGE OF THIS SPECIAL OFFER!**

6 **Rachel Andrews gives a marvellous performance as Juliet.**

7 Tomorrow will be dry with sunny spells.

8 **Just what are the advantages a single European currency?**

b) What other sections can you find in a newspaper? Which is your favourite/least favourite section?

7 Underline the correct word.

- Many of the stories printed in the tabloids/broadsheets are just gossip.
- She used to write a gossip column/section for her local newspaper.
- The TV station sent a journalist/reporter to the scene of the crime.
- We watched a live programme/broadcast from the Houses of Parliament yesterday.
- Most newspapers are printed/typed in the early hours of the morning.
- There are thousands of newspapers and magazines in circulation/publication.

8 Listen and match the articles to the headlines. There is one extra headline that you do not need.



Article	A	
Article	B	
Article	C	
Article	D	

• Radio and Television

9 a) Which of the words below would you use to refer to radio/TV? Add your own ideas.

- AM/FM • broadcast • weather forecast
- station • portable • channel • frequency
- colour/black and white • documentary
- DJ • news bulletin • chat show • antenna
- satellite • cartoons • guide • transistor
- remote control • children's programme
- soap opera • series • battery-operated



.....
.....
.....
.....
.....
.....

b) In pairs, use words/phrases from above to ask and answer, as in the example.

A: What frequency is your favourite station on?

B: It's on 99.9 FM.

10 Fill in: *commercial, tuned, chat, announcer, short wave.*

- A: That's a great song! What are we listening to?
B: I've just tuned into the Ethnic Jazz Station.
- A: Why do you need a radio?
B: I want to listen to overseas broadcasts.
- A: Who is Tom Briggs?
B: He's the new radio
- A: Hurry or you'll miss the beginning of the film.
B: It's OK. breaks last for hours!
- A: What kinds of programmes are shows?
B: They're programmes that invite well-known people to talk about various topics.

11 a) Look at the TV guide. What types of programmes are on TV tonight? Choose from the list.

- documentary • quiz show • the news • soap opera
- comedy programme • drama series • DIY show • cookery programme
- sports programme • reality show • gardening show
- fashion programme • current affairs programme

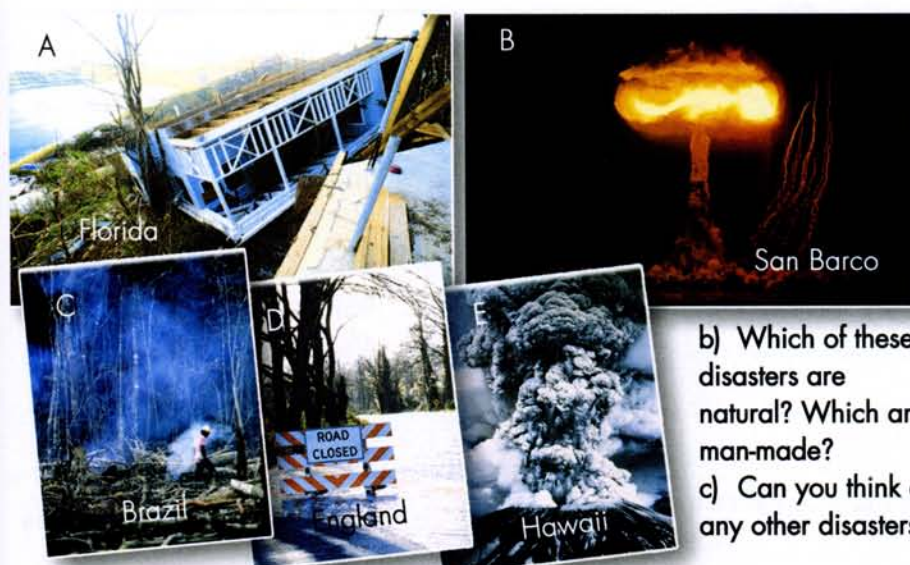
BBC 1	BBC 2	ITV	CHANNEL 4
7:00 <i>Eastenders.</i> Ian wonders what is wrong with Emily, while Sonia has a bad day in her new job.	7:00 <i>Ready, Steady, Cook.</i> Two chefs race against the clock to create a meal.	7:00 <i>Who Wants To Be A Millionaire?</i> With Chris Tarrant.	7:00 <i>Tiger, Tiger.</i> A look at the big cat in its natural environment.
7:30 <i>Changing Rooms.</i> The team face the challenge of renovating an old farmhouse.	7:30 <i>Hearts and Minds.</i> Third part in the four-part series about a teacher in a troubled school.	7:30 <i>Emmerdale.</i> Jack is worried about finances and Biff's new business is not going as planned.	8:00 <i>Big Brother.</i> Find out who will be next to leave the house.
8:00 <i>The Royle Family.</i> Another evening with Britain's favourite comic family.	9:00 <i>Newsnight.</i> A look at the week in the news with Jeremy Paxman.	8:00 <i>Eye on the Ball.</i> This week's football highlights.	9:00 <i>The Nine o'clock News.</i> With Trevor McDonald.

b) In pairs, use the TV guide and ideas of your own to make suggestions, as in the example.

- A: *What do you feel like watching tonight?*
B: *How about Eastenders on BBC 1? It's a good soap opera.*

• Disasters

12 a) Which picture shows: a nuclear explosion, a flood, a forest fire, a tornado/hurricane, a volcanic eruption?



- b) Which of these disasters are natural? Which are man-made?
c) Can you think of any other disasters?

Speaking

d) Use words from Ex. 12a, as well as ideas of your own, to ask and answer, as in the example.

A: *Did you watch the news last night?*

B: *No. What happened?*

A: *There was a terrible hurricane in Florida.*

B: *Really?*

13 a) Listen and fill in the gaps with a word or short phrase.

New Denham was struck by a 1.

The storm hit at around 2.

Several 3 were injured.

Rescue workers are working to free those who are 4 in their homes.

The government has sent rescue equipment, 5 and medical supplies.

People without 6 have been taken to the mainland.

Experts say that there will be 7 in the next few days.

b) In pairs, ask and answer questions, as in the example.

A: *What happened?*

B: *There was a tropical storm.*

A: *Where was it? etc*

Grammar In Use

• Idioms and Fixed Phrases

14 Underline the correct word, then explain each of the idioms, as in the example.

- 1 I asked her to call if she ran into any trouble. She hasn't been in touch since, so I guess **no news is good/great news**.
- 2 I already knew you were coming. It was all over town. I **heard/saw** it on the grapevine.
- 3 I have to babysit for my sister tonight. Anyway, **to make/cut** a long story short, I'm not going to be able to come to the party.
- 4 Everyone knows that the company is in trouble. I suppose **bad news travels slow/fast**.
- 5 When acting out a part, you have to try to **read between the words/lines** to figure out the author's hidden purpose.

• Future Perfect and Future Perfect Continuous

Grammar Reference

15 Read the sentences A and B and match the tenses in bold to their functions (1-2).

A We're late. The concert **will have already started** by the time we get there.

B By next July, we **will have been living** here for ten years.

- 1 to express the duration of an action up to a certain time in the future
- 2 to state that an action will have happened before a certain time in the future

16 Use the prompts to say what each of the people below hopes they will have done by the time they are 25 years old.

A: Lyn/give/first concert

B: Tom/cross/Atlantic Ocean/sailing boat

C: Gabriella/publish/her first novel

D: Alan/start/own business

Lyn hopes she will have given her first concert by the time she is 25 years old.

17 What do you hope you will have done by the time you are 25 years old?

18 Put the verbs into the *future perfect* or the *future perfect continuous*.

- 1 Hopefully we **will have finished** (finish) our exams by next month.
- 2 By this time next year, we (live) in this house for twenty years.
- 3 On our anniversary next week, we (be) married for six years.
- 4 I haven't fixed your bike yet, but I (fix) it by this evening.
- 5 By December, he (work) here for over a decade.
- 6 By midnight, he (study) for over twelve hours.

• Game

How will our lives have changed in thirty years' time? In teams, make up sentences for each of the prompts below. Each correct sentence gets a point. The team with the most points wins.

- medicine • education
- dwelling • transport
- space exploration

Team A S1: I think that in thirty years' time doctors will have found a cure for AIDS.

- 19 a) Write a list of tasks you need to have completed by the end of this week. Swap lists with your partner, then ask and answer questions.

A: Will you have finished your project?

B: Well, I'm not sure. Will you have tidied your bedroom? etc

b) Tell the class what your partner thinks he/she will have done by the end of the week.

- Quantifiers: Both/Neither – All/None – Either – Each/Every

Grammar Reference

20 Study the examples, then choose the correct answer, A, B or C, to complete sentences 1-7.

Both Carol and Tim are radio announcers.
Both of them work for a commercial radio station.
Neither of these actors star/stars in a soap opera.
Neither of them perform/ performs well enough.
All of these videos belong to Sara.
All of them were shot in the desert.
None of these books are about psychology.
None of them is/are written for the non-specialised reader.
You can book tickets for the comedy or the thriller. Either film is fine with me.
Every student has to wear a uniform.
Each rescue team has twelve members.

- "Which did you like best – the art or the photography exhibition?"
"..... were great."
A Both B Each C All
- The football match wasn't good. team played well.
A Each B Either C Neither
- For security reasons, of the reporters were asked to come an hour early.
A every B all C either
- It is the responsibility of employee to turn off their computer.
A every B both C all
- The train drivers were on strike and of the stations were open.
A either B all C none
- the front and back gardens need weeding.
A Neither B Both C All
- When the band arrived teenager in the crowd started screaming.
A both B all C every

21 Use the quantifiers to make up sentences about the pictures, as in the example. You can use the prompts and/or your own ideas.



- both/neither
 - businessmen
 - wear casual clothes

*Both men must be businessmen.
Neither of them is wearing casual clothes.*



- neither/both/ each
 - watch TV
 - enjoy music
 - play different instrument



- all/none
 - like baseball
 - feel sad
 - shout

Linking Words and Phrases

22 Put the following words/phrases in the correct part of the table below, then add further examples of your own.

- however
- for instance
- furthermore
- therefore
- on the other hand
- nevertheless
- besides
- such as
- even so

addition	<i>and</i>
contrast/ concession	<i>but</i>
cause/ effect	<i>so</i>
examples	<i>like</i>

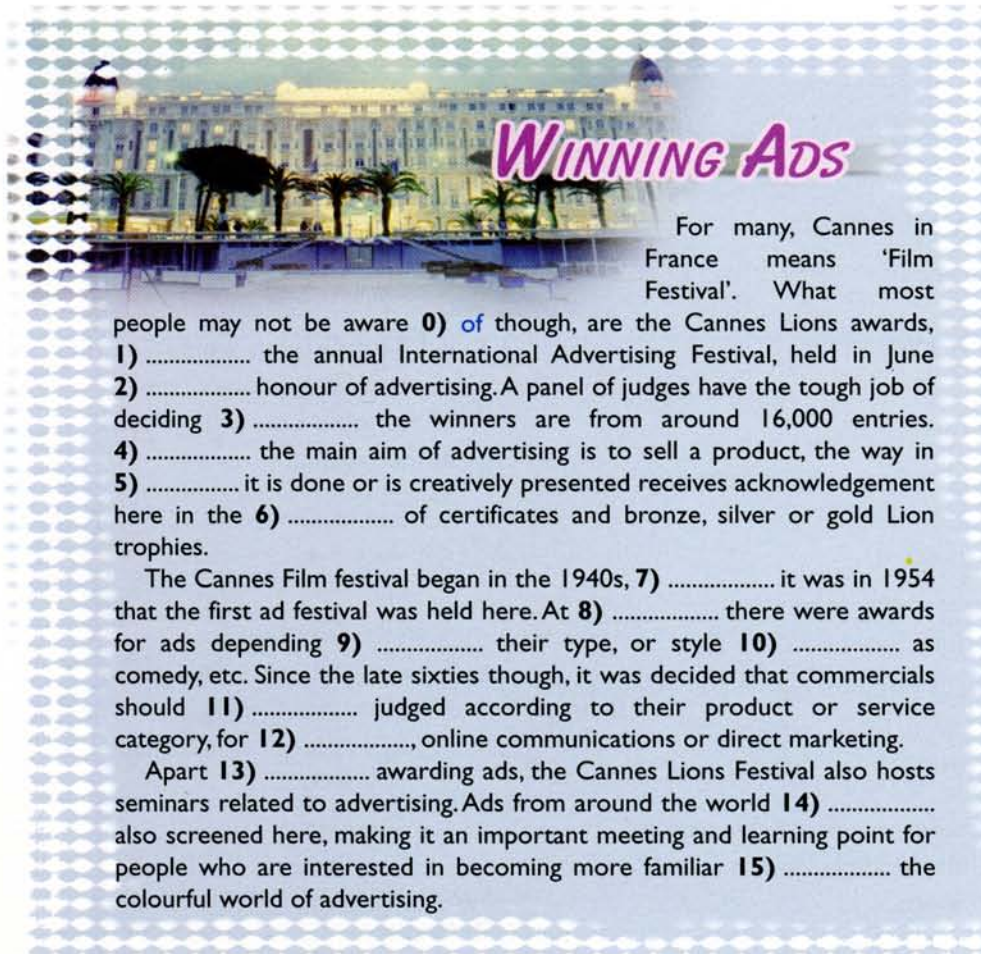
Grammar In Use

23 Read the following sentences and underline the correct linking word or phrase, as in the example.

- 1 She was very late for work this morning. **What is more/Still**, she didn't even apologise for it.
- 2 I thought the overall performance was very good. **Besides/In particular** I enjoyed the music and the choreography.
- 3 She is well aware of the fact that she hasn't studied hard enough to pass the exam. **Nevertheless/While**, she doesn't seem to be willing to do anything about it.
- 4 He has recently gone into debt. **Besides/ In spite of** this, he is still spending a fortune on things he doesn't really need.
- 5 His wife enjoys going abroad during their summer holiday, **whereas/ then** he prefers relaxing at home.

• Open Cloze

24 Fill in the word that best fits each gap. Use only one word in each gap. There is an example (0) at the beginning.



WINNING ADS

For many, Cannes in France means 'Film Festival'. What most people may not be aware **0)** of though, are the Cannes Lions awards, **1)** the annual International Advertising Festival, held in June **2)** honour of advertising. A panel of judges have the tough job of deciding **3)** the winners are from around 16,000 entries. **4)** the main aim of advertising is to sell a product, the way in **5)** it is done or is creatively presented receives acknowledgement here in the **6)** of certificates and bronze, silver or gold Lion trophies.

The Cannes Film festival began in the 1940s, **7)** it was in 1954 that the first ad festival was held here. At **8)** there were awards for ads depending **9)** their type, or style **10)** as comedy, etc. Since the late sixties though, it was decided that commercials should **11)** judged according to their product or service category, for **12)** , online communications or direct marketing.

Apart **13)** awarding ads, the Cannes Lions Festival also hosts seminars related to advertising. Ads from around the world **14)** also screened here, making it an important meeting and learning point for people who are interested in becoming more familiar **15)** the colourful world of advertising.

• Key Word Transformations

25 Complete the second sentence using the word in bold. Use between two and five words including the word given. Don't change the word given.

- 1 I don't think Sarah is still painting the house.
will I'm sure Sarah the house by now.


- 2 I promise you will have the report on Friday.
given I report by Friday.
- 3 He will have finished the project in ten days.
not It than ten days to finish the project.
- 4 It is rumoured that the old factory is going to be demolished.
grapevine I heard the old factory is going to be demolished.
- 5 Despite being great fun, skateboarding can be dangerous.
even Skateboarding is dangerous great fun.
- 6 It was raining but I went out anyway.
spite I went the rain.

• Phrasal Verbs

26 Fill in: *into, out, after, down, away, up with*. Then explain the phrasal verbs in bold.

- 1 Would you mind looking **after** my little sister for an hour or so?
- 2 **Keep** the dog from the horse or he'll get kicked.
- 3 Police are **looking** the murder, but they don't have any leads.
- 4 Jack had hurt his foot and could not **keep** the others.
- 5 The boxer was **knocked** in the first round.
- 6 This old building is due to be **knocked** tomorrow.

Listening and Speaking

- 27**  Listen and fill in the gaps with a word or short phrase.

Tornado survival tips

Tornados can form without very much

1 .

Flying debris causes 2 people receive in tornados.

You should make sure your 3 is covered.

The best place to shelter is in a 4 .

If you cannot be underground, go into a room without 5 .

If you are in a vehicle, you should go and lie down away from 6 .


If you are outside, watch out for 7 .

• Giving Advice

- 28** Use the expressions below to give advice to someone about what to do in case of a tornado. You can use your own ideas.

You should always ...; At no time should you ever ...; Never ...; It would be a good idea to ...; The most important thing is ...; Always remember to ...


At no time should you go near windows or leave the building in the event of a tornado.

- 29**  You are going to listen to people talking in eight different situations. For each one, circle the correct answer, A, B or C.

- Listen to the couple. What are they going to watch on TV?
A a soap opera B a documentary
C a comedy
- Listen to the man talking. Where does he like to listen to the radio?
A in his car B at home C at work
- Listen to the conversation. What kind of newspaper is the woman reading?
A the local paper B a tabloid
C a broadsheet
- Listen to the news reporter. What has happened?
A an earthquake B a flood
C a volcanic eruption

- Listen to the girl. How does she learn about the news?
A by listening to the radio B by watching TV
C by surfing the net
- Listen to the conversation. What is the woman going to do?
A respond to an ad for a cleaner
B advertise herself as a cleaner
C advertise for a cleaner
- Listen to the man. What is he complaining about?
A the TV news B the newspaper
C the radio news
- You overhear this conversation in the newsagent's. What does the woman buy for her daughter?
A a magazine B a newspaper
C a comic

• Asking for information

- 30**  a) Listen to the exchanges. What information does each person ask for?

b) Read out the exchanges, then use the phrases to ask for information about:

- day/show/broadcast • tickets/cost place
- meeting/held

- A: Could you please tell me when the next show is?
B: Monday at 7:30.
- A: Do you happen to know where *Midnight Fever* are going to perform?
B: In the stadium.
- A: I'm calling about the ad published in today's paper.
B: Are you interested in applying for the job?
- A: Could you find out what time the film is on?
B: OK. I'll call the cinema.

Could you (please) tell me...?; Do you happen to know...?; Do you know...?; Could you find out...?; I'm calling about/to find out...

• Intonation (word stress)

- 31**  Listen and underline the stressed word. Listen again and repeat.

- A: Have you seen the headlines in the newspaper?
B: Not yet. Anything exciting?
- A: Was anyone hurt?
B: Gosh, I hope not.
- A: You'll never believe what happened! Laura got the role.
B: Are you sure?

Listening and Reading

32 a) Which is your favourite TV channel; newspaper; magazine? Why?

b) Which do you think can make the following successful?

TV/Radio

- broadcasting to people of all social classes
- serve educational and cultural interests
- wide variety of programmes

Magazine/Newspaper

- variety of topics
- variety of photographs
- wide coverage of events
- printing gossip/embarrassing stories
- reporting serious news

33 a) Look at the title of the article. How is it related to the people mentioned? What information do you expect to read?



b) Listen and mark the sentences Yes or No.

- John Reith was British.
- John Reith was a knight.
- Gilbert H Grosvenor was educated in America.
- Grosvenor was Bell's brother-in-law.
- John Walter owned a printing company.
- The Times contained paid advertisements only.

34 a) Read the article and match the sentences (1-10) to the people (A-C).

- A Lord Reith
B Gilbert H Grosvenor
C John Walter

Which of the people ...

- have experience in radio production?
- studied at a college?
- was helped by a relative?
- made his living blackmailing people?
- increased sales?
- worked in various jobs before he started his own company?
- helped in scientific research?
- had problems at the beginning?

0	A
1	
3	

2	
---	--

4	
---	--

5	
---	--

7	
---	--

9	
---	--

10	
----	--

6	
---	--

8	
---	--

b) Read the article again and explain the words in bold, then suggest synonyms for the highlighted words. Where could you read such an article?

Media Movers and Shakers

We all enjoy watching television, listening to the radio and reading newspapers and magazines. However, not many of us know about the lives of the people who changed the face of the media forever.



A Lord Reith (1889–1971)

First Director-General, BBC

John Reith was born in Scotland and graduated as an engineer from Glasgow Technical College. After World War I, Reith realised he had no real interest in engineering. In 1922, although he had no training in radio and knew nothing about broadcasting, he got a managerial job at the newly-established BBC. In 1927, he became the BBC's First Director-General and received a knighthood. Reith's vision of what the BBC should offer the public included broadcasting to people of all social classes, all over Britain, and using radio to serve educational and cultural interests. When he had succeeded in achieving this aim, Reith became determined to increase broadcasting overseas. In 1932, he started what would later become the BBC World Service, and began the world's first regular TV broadcasts in 1936. He left the BBC in 1938, and was made Lord Reith in 1940.

B Gilbert H Grosvenor (1875–1966)Editor-in-Chief, *National Geographic Magazine*

Gilbert H Grosvenor is famous as the editor who changed the *National Geographic* magazine into the dynamic publication that it is today. Born in Turkey, he later moved to the USA and attended Amherst College. He became the first full-time editor of the magazine in 1899, with the support of his future father-in-law, Alexander Graham Bell, who was president of the National Geographic Society. In its early years, *National Geographic* had a very low circulation. Grosvenor, who became editor-in-chief in 1903, added beautiful photographs and detailed maps to the magazine, and raised the circulation to over 2 million. Using money made from the magazine, the National Geographic Society has sponsored hundreds of scientific expeditions and projects.

C John Walter (1739–1812)Founder/Owner, *The Times*

John Walter was a London coal merchant, then an insurance underwriter, before starting his own printing company in 1783. Simply in order to promote this new business, he began to publish a daily paper, the *Daily Universal Register*, which mainly contained paid advertisements. His printing business was a disappointing failure, so Walter decided to make the paper more profitable by making it more popular. Renamed *The Times* on 1st January 1788, it reported scandals involving famous London people, and for years most of its profits came from people who paid Walter not to print embarrassing stories about them! As years went by, Walter began to report more serious news, and started a foreign news service which later helped *The Times* become one of the world's most respected papers.

35 Fill in the correct words from the list, then choose any five and make up sentences using them.

- detailed • cultural
- coal • managerial
- low • daily
- social • printing

- 1 job
- 2 classes
- 3 interests
- 4 circulation
- 5 maps
- 6 merchant
- 7 company
- 8 paper

36 Fill in: *with, in, to*, then make up sentences using them.

- 1 interest sth
- 2 to succeed sth
- 3 determined
- 4 to move a place
- 5 the support of

• **Project**

Think of an important media man in your country. Collect information, then write a short biography. Write: *when/where he was born; his early years; his achievements; date/place of death (if he is dead); what he is famous for.*

• Writing (a proposal report)

We usually write a proposal report for someone in authority. We present factual information and make suggestions about future actions. We should always begin our report by stating whom the report is addressed to and their position, the writer's name and position, what the report is about and the date. When we write a proposal report we usually write five paragraphs. In the **introduction** we state the purpose and content of the report. In the **main body** we present each of the topics in detail under suitable subheadings. In the **conclusion** we summarise our points and express our opinion and/or recommendation. We use a formal, impersonal style and factual language in a proposal report. We usually use the passive voice and full verb forms. We normally use *would*, *should*, etc in proposal reports.

• Analysing the Rubric

37 Read the rubric and underline the key words, then answer the questions that follow.

You work for a local daily newspaper. The publisher wants to broaden its readership to attract more teenagers. Your editor has asked you to write a report making your suggestions. Write your report, including your suggestions.

- 1 What is the aim of this report?
- 2 Who is going to read your report?
- 3 Which of the following would make the newspaper popular with teenagers:
 - an agony aunt page • free gifts • special offers for subscribers • an appealing front page
 - games and crossword puzzles
 - features concerning teenagers' problems
- 4 In which paragraph will you give your opinion?
- 5 What style would you use in your report? Why?

• Analysing a Model Text

38 Read the report and choose appropriate subheadings from below to complete the blanks.

- Membership • Introduction • Advice Page
- Job Vacancies • Cover Appeal • Purpose
- Features and Articles • Conclusion
- Facilities

To: Editor, Blackmill Star
 From: Robert Owen, Circulation Manager
 Subject: Expanding readership by attracting more young people.
 Date: 19th June

1 Introduction

The purpose of this report is to explore ways in which the circulation of this newspaper could be increased by attracting more teenage readers.

2

The format for the front page does not always give a reliable indication of what may be found within. In order to attract younger readers, photographs on the front page should focus on the main issues that relate to them specifically.

3

More use could be made of our younger contributors, who are well aware of the problems and concerns that young people face. We should invite contributions such as articles and reports from students on topical issues.

4

We should include a section that is teenager orientated. This would deal with problems such as parental relations, schoolwork and personal relationships. Many youngsters have fears and worries about what they will do when they leave school, so we should offer careers advice. This would include hints and tips about further education.

5

To sum up, the front cover needs redesigning with colourful photographs depicting young people's activities. We need to encourage young contributors and there ought to be a problem page aimed at young people, offering advice that is tailored to their needs.

39 Read the report again and answer the questions that follow.

- 1 In which paragraphs does the writer make his suggestions?
- 2 What are his suggestions?
- 3 Has the writer used any modals? Find them and underline them.

• Style

40 Which of the expressions would you use to start your report (S) and which to end it (E)?

- I hope/trust that the suggestions presented in this report
- The aim of this report is to present suggestions
- To sum up/conclude
- As requested, this report is to suggest
- All in all, I feel certain that if we

• Making Suggestions

41 A private TV channel would like to raise the number of its young viewers. Read the prompts (1-6) and say which of them you would use to make suggestions. Then make up sentences, as in the example.

- 1 Increase programmes featuring pop music.
- 2 Include comedy programmes aimed at young adults.
- 3 Convert building into a community centre.
- 4 More live coverage of festivals and concerts.
- 5 Establish a free crèche for parents with children.
- 6 Cut down on cookery and gardening programmes – replace them with action films.

We should increase programmes featuring pop music and include comedy programmes aimed at young adults.

• Discuss and Write

42 Read the rubric and underline the key words. Then answer the questions that follow.

You work as a supervisor in a local cinema complex. The manager wants to attract more teenagers aged up to fourteen and has asked you to write a report making your suggestions.

- 1 What is the aim of your report?
- 2 Who is going to read it?
- 3 What style would you use? Why?
- 4 In which paragraph(s) should you include your suggestions?
- 5 Would you give your opinion? In which paragraph?

43 Read the prompts below and tick (✓) the ones you would use in your report. Justify your answers.

- ☐ build leisure areas for board games

- ☐ include more cartoons and action films
- ☐ advertise in youth magazines and on local radio
- ☐ establish links with local organisations and charities
- ☐ put colourful posters in foyer
- ☐ matinees on weekends and weekdays
- ☐ advertise products popular with young people
- ☐ reduce ticket prices

44 Which of the following subheadings would you use for the main body paragraphs? Tick (✓).

- | | | | |
|----------------------|--------------------------|-----------------|--------------------------|
| • Selection of films | <input type="checkbox"/> | • Advertising | <input type="checkbox"/> |
| • Discounts | <input type="checkbox"/> | • Working hours | <input type="checkbox"/> |
| • TV commercials | <input type="checkbox"/> | • Matinees | <input type="checkbox"/> |

45 Use your answers from Exs. 42 and 43 as well as your answers from the plan below to write your report (120-180 words). You can use the report in Ex. 38 as a model.

Plan

Introduction

(Para 1) *What is the purpose/content of your report?*

Main Body

(Para 2) *What is your first suggestion? Why do you think it is important?*

(Para 3) *What is your second suggestion? Why do you think it is important?*

(Para 4) *What is your third suggestion? Why do you think it is important?*

Conclusion

(Para 5) *What are the main points of your report? How would you summarize them? How would you express your opinion and/or recommendation?*

46 Read the sentences. What do they mean?

What's in a word?

- 1 The advertisement is the most truthful part of a newspaper.
- 2 Don't shoot the messenger.

Literature Clip



Robert Louis Stevenson (1850-1894) was a Scottish novelist, poet, and essayist. As a child he was often ill and suffered all his life from tuberculosis. Forced to stay in bed as a boy, Stevenson began writing poetry and stories to fill his long lonely hours. He published his first essays while he was still at university. His most popular books include *Treasure Island* (1883), *A Child's Garden of Verses* (1885), and *The Strange Case of Dr Jekyll and Mr Hyde* (1886).

- 47 Look at the picture. What has to happen before we can see a shadow of ourselves? Can we always see our shadows? When do our shadows grow bigger/smaller than us?



- 48 a) What do you expect to read in the poem?

b) Listen and check if your guess was correct.

My Shadow

by Robert Louis Stevenson

I have a little shadow that goes in and out with me,
And what can be the use of him is more than I can see.
He is very, very like me from the heels up to the head;
And I see him jump before me, when I jump into my bed.

The funniest thing about him is the way he likes to grow –
Not at all like proper children, which is always very slow;
For he sometimes shoots up taller like an india-rubber ball,
And he sometimes goes so little that there's none of him at all.

He hasn't got a notion of how children ought to play,
And can only make a fool of me in every sort of way.
He stays so close behind me, he's a coward you can see;
I'd think shame to stick to nursie as that shadow sticks to me!

One morning, very early, before the sun was up,
I rose and found the shining dew on every buttercup;
But my lazy little shadow, like an arrant sleepy-head,
Had stayed at home behind me and was fast asleep in bed.

- 49 Read the poem verse by verse and answer the questions.

- 1 Who is "I"? How old do you think he is?
- 2 What does he find funny about his shadow?
- 3 Why does he call his shadow 'a coward'? (verse 3)
- 4 In the last verse the writer can't see his shadow. Why?
- 5 How does the writer feel about his shadow? Give examples.

• Project

Draw a scene from *My Shadow* for your class drawing competition.

Revision & Extension

50 a) Look at the picture and complete the dialogue.



- A: Where do you think the picture was taken?
 B: 1)
 A: What can you see in the picture?
 B: 2)
 A: Where do you think she's going?
 B: I'm not sure. Maybe she is 3)
 A: Do you enjoy reading newspapers?
 B: 4)

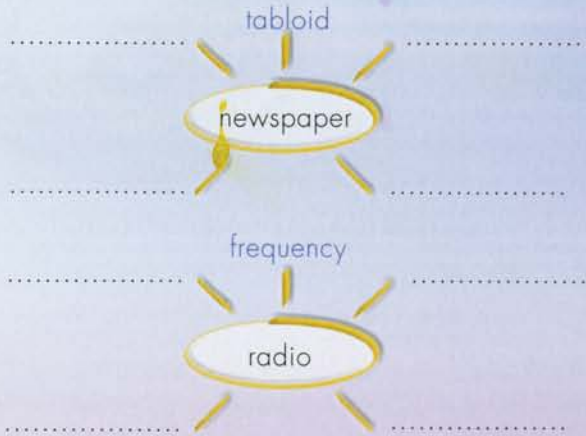
b) In pairs, make up a dialogue based on the picture below.



c) In pairs, talk about the following:

- How do you keep informed?
- What is the effect of TV news on children?
- Should the news show violent scenes?

51 a) Think of four words to complete the spidergrams.



b) Use any two words from each section to make up sentences.

• Demanding Explanations

52 Use the phrases in the table to act out short dialogues, as in the example.

- not cover opening ceremony • fix the TV
- miss an interview • delay with an article
- finish the project on time

Can you tell me why ...; I don't really understand why ...; Why is it that ...; How come ...; Do you really expect me to believe ...; Can you explain why ...

A: *How come you weren't able to cover the opening ceremony?*

B: *Sorry, but I was involved in a car accident.*

53 In pairs, decide which of the following are needed in case of an earthquake. Give reasons.



A: *I think the most important thing to have is ...*

B: *You're right. This would help. ...*

Vocabulary & Grammar

1 Fill in the correct word.

- "How long does the trip?" "An hour."
- The film has excellent special
- She joined a gym to get in
- Can you look my son for an hour, please?
- You need special to do certain sports.
- If you hadn't lied to him.
- An earthquake is a natural
- Hurry up! The film will started by the time we get there.
- In of the bad weather, he left for his house.
- If you had asked, I'd told you.

(10 marks)

2 Circle the correct item.

- He was so scared, his hands were violently.
A shaking B moving C tapping D vibrating
- I'd rather you now.
A leave B have left C left D had left
- The of the Olympic Games is five joined rings.
A medal B symbol C motto D link
- He couldn't back his laughter.
A knock B keep C hit D hold
- You'd have to me a fortune to wear this dress.
A get B offer C pay D give
- The explosion the buildings miles away.
A shook B moved C broke D collapsed
- Lord Reith is someone who has changed the of the media.
A life B kind C look D face
- They all voted to the death penalty for murder.
A establish B abolish C stress D hold
- He will have been living here for two years December.
A from B until C by D since
- Enterprise Co. has hundreds of scientific projects.
A sponsored B realised C raised D paid

(20 marks)

3 Use two to five words to complete the second sentence using the word in bold.

- The police are investigating the case.
looked The case by the police.
- He didn't have enough experience to get the job.
experienced He to get the job.

- It's a pity she lost her job.
had If her job.
- She was the only one who failed the exam.
apart Everyone her.
- I wish you had worked harder.
rather I harder.

(10 marks)

Listening

- 4 You will hear a course leader talking about the course. For questions, 1-6 fill in the missing information.

The summer journalism course	
Dates:	8th to 22nd <input type="text"/> 1
Place:	The Community College
Course includes:	Language workshops, classes on <input type="text"/> 2, reporting styles and article writing and development of <input type="text"/> 3
Timetable:	10.00 am - 4.00pm everyday Workshops take place <input type="text"/> 4
Costs:	£100 (10% discount for students under 18) Costs cover <input type="text"/> 5, audio cassettes and notebooks
Ring the Community College on <input type="text"/> 6 for enrolment details.	

(10 marks)

Speaking

5 Complete the exchanges.

- A: I'd like some information about the course.
B: Certainly. What know?
- A: Why circus?
B: I don't really feel like it.
- A: Could the next show is?
B: Tuesday at 6.30.
- A: What shall tonight?
B: There's a good comedy on Channel 4.
- A: I am not karate.
B: Really? Why's that?

(10 marks)

- 6 In pairs, discuss which four of the sports should be provided in the new sports centre which is opening in your neighbourhood.



(10 marks)

Reading

- 7 Read the article and choose the best heading for each paragraph. There is one heading which you do not need to use.

A Royal Hobby

1 Stamp collecting has an image problem. Let's face it, the thought of it as rather 'boring' or as a hobby for 'nerds' has probably at one point or another crossed the minds of even the most polite and tolerant of us. This is not to say that many of us haven't collected stamps at some stage of our lives, even if it meant commencing an interest that didn't progress beyond soaking a few of our overseas relatives' letters in water to try to get those interesting, exotic-looking stamps off. A stamp album or two from days gone by, tucked away or probably hidden in the back of a closet somewhere, isn't unusual either.

2 How times have changed! Stamp collecting was a hobby that important figures, such as England's King George V proudly admitted to participating in. It has been referred to as 'the hobby of kings and the king of hobbies', and at the mere mention of the word 'hobby', stamp collecting is the most popular one that comes to mind. A word of ancient Greek origin - 'philately', has even been given to the practice. 'Philos' meaning friend and 'atelos' referring to free of tax, as stamps are basically signs meaning that postage, or tax has been paid. So there you have it - in ancient Greek, stamps are friendly and functional!

3 Stamps haven't been around since the Parthenon though. The first postage stamps were issued in Britain in the year 1840. The United States followed a few years later while the idea caught on so well, that by 1860 almost every country had a stamp. Catalogues of each country's stamps were then published, and stamp enthusiasts and collectors could pore over these pages with curiosity and delight.

4 Things that may seem rather weird to the lay-person, can be normal practice amongst stamp collectors. Looking at the way the edges of each stamp are cut is one of these 'inside' activities. Others include looking at different paper that some stamps are printed on, as well as the type of ink used and the printing method. In fact, printing errors on stamps can make them collector's items. Generally, stamps that are hard to find, means that they are rare, which in turn means that they're worth quite a bit of money.

5 Monetary values aside, stamps can be seen as representations of art. They serve as social and historical indicators of a country, and its culture. What is more, people of all ages and from all walks of life

can enjoy stamp collecting. In these days of e-mails, mobile phone text messages and faxes, letters seem to be becoming less frequent. As a result, perhaps those colourful, little postage marks known as stamps may start to fascinate people once again. Who knows, stamp collecting might boom, and be once again placed on its former pedestal, as the 'king of hobbies'.

- A Tricks of the Trade
- B Royalty and Philosophers
- C A Special Bookcase for Stamp Albums
- D National Symbols
- E A 19th Century Global Trend
- F A Bad Reputation

(15 marks)

Writing (a review)

- 8 Your teacher has asked you to write a review about a film you have recently seen for the school magazine. Use the plan and the notes to write your review (120-180 words).

Plan

Introduction

(Para 1) *title - name of director - type, setting*

Main Body

(Para 2) *main points of the plot*

(Para 3) *general comments (actors' performance; directing; sound/special effects)*

Conclusion

(Para 4) *recommend the film*

(15 marks)

(Total = 100 marks)



- 9 Listen and fill in. Listen again and sing.

Daredevil

On a white water river	3)
I'm not 1) at all	At lightning speed
I love to kayak over	The snow flies up
A waterfall	Like a big white 4)
It 2) me with	I feel so excited
Positive energy	That I shout out loud
Although people say	I'm a daredevil, daredevil ...
It's sheer lunacy	I love taking part
I'm a daredevil, daredevil	In a motor race
You know it's true	Riding so 5)
I love taking risks	With the wind in my face
It's all I want to do	Dangerous sports
I'm a daredevil, daredevil	Let me know I'm alive
Always trying something new	And I always know
A snowy mountain	That I will 6)
Is all I need	I'm a daredevil, daredevil ...
I can snowboard down the	

Grammar Reference

Unit 1

Present Simple and Present Continuous

We use the present simple for:

- facts and permanent states. *John works for Smiths Ltd.*
- general truths and laws of nature. *Water boils at 100°C.*
- habits and routines (with **always**, **usually** etc). *She usually does her shopping on Fridays.*
- timetables and programmes (in the future). *His train leaves at six o'clock tomorrow morning.*
- sporting commentaries, reviews and narrations. *Beckham wins the ball, crosses and Owen scores.*
- feelings and emotions. *I love Madrid, it's a beautiful city.*

The time expressions we use with the present simple are: *usually, often, always, every day/week/month/year etc, in the morning/afternoon/evening, at night/the weekend, on Fridays, etc*

We use the present continuous (to be + verb -ing):

- for actions taking place at or around the moment of speaking. *The kids are sleeping now.*
- for temporary situations. *I am working at my dad's restaurant this week.*
- for fixed arrangements in the near future. *I'm meeting Karen at the cinema tonight.*
- for currently changing and developing situations. *The world's population is growing at a fast rate.*
- with adverbs such as **always** to express anger or irritation at a repeated action. *He is always promising to take the children to the amusement park.*

The time expressions we use with the present continuous are: *now, at the moment, at present, these days, nowadays, still, today, tonight, etc*

Stative Verbs

Stative verbs are verbs which describe a state rather than an action, and so do not usually have a continuous tense. These verbs are:

- verbs of the senses (see, hear, smell, taste, touch, etc) *The fresh bread smells delicious.*
- verbs of perception (know, believe, understand, realise, remember, forget, etc) *I don't believe anything she says.*
- verbs which express feelings and emotions (like, love, hate, enjoy, prefer, detest, desire, want, etc) *Diana loves watching old films.*
- and some other verbs (be, contain, include, belong, fit, need, matter, cost, own, want, own, weigh, wish, have, keep, etc) *The price doesn't include sales tax.*

Some of these verbs can be used in continuous tenses but with a difference in meaning.

Present Simple	Present Continuous
THINK <i>I think she's a very good dancer. (= believe)</i>	<i>We are thinking about moving house. (= are considering)</i>
HAVE <i>He has a home in Portugal. (= own, possess)</i>	<i>She is having problems at work. (= is experiencing)</i>
SEE <i>I can see my school from here. (= it is visible)</i> <i>I see your point. (= understand)</i>	<i>I'm seeing the vice-president at seven o'clock. (= am meeting)</i>
TASTE <i>The pasta tastes terrible. (= it is, has the flavour of)</i>	<i>Pete is tasting the soup to see if it is salty enough. (= is testing)</i>
SMELL <i>The air smells clean. (= has the aroma)</i>	<i>The police dog is smelling the shirt. (= is sniffing)</i>
APPEAR <i>She appears to be saying something. (= seems to be)</i>	<i>The band is appearing at the cultural centre. (= is performing)</i>
FIT <i>These trousers fit me well. (= it's the right size)</i>	<i>Tina is fitting a new light in her office. (= is attaching)</i>

Note:

- The verb **enjoy** can be used in continuous tenses to express a specific preference.
Anna really enjoys reading novels. (general preference)
BUT: *He's enjoying the summer music festival. (specific preference)*
- The verbs **look** (when we refer to somebody's appearance), **feel** (experience a particular emotion), **hurt** and **ache** can be used in simple or continuous tenses with no difference in meaning.
We feel very angry. = We are feeling very angry.

Adverbs of Frequency

These include **always**, **frequently**, **often**, **once**, **twice**, **sometimes**, **never**, **usually**, **ever**, **hardly ever**, **rarely**, **occasionally** etc.

- Adverbs of frequency are normally placed before the main verb. *I always eat breakfast. I hardly ever drink coffee.*
- However, adverbs of frequency are placed after the verb to be and after auxiliary verbs. *Peter is never late for work. I have always wanted to go to Australia.*

Present Perfect

We use the present perfect (have + past participle) for:

- an action that happened at an unstated time in the past. The emphasis is on the action, the time that it occurred is unimportant or unknown. *I have cut the grass. Dan has seen the film twice.*
- an action which started in the past and continues up to the present, especially with stative verbs (see above) such as **be**, **have**, **like**, **know**, etc. *I have studied French for two years.*
- a recently completed action. *She has finished her history essay.*
- personal experiences or changes. *He has shaved his head.*

The time expressions we use with the present perfect are: *for, since, already, always, just, ever, never, so far, today, this week/month etc, how long, lately, recently, still (in negations), etc*

Present Perfect Continuous

We use the present perfect continuous (have + been + verb -ing):

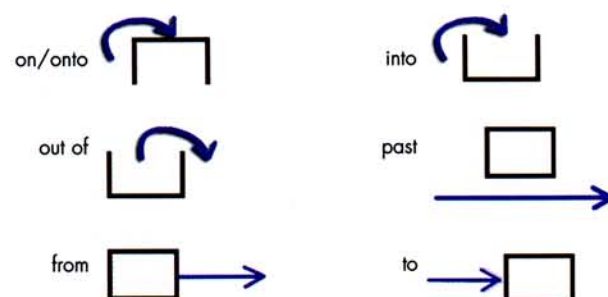
- to put emphasis on the duration of an action which started in the past and continues up to the present. *I have been washing dishes all morning.*
- for an action which started in the past which lasted for some time. It may still be continuing or has finished already with the result visible in the present. *We're tired because we have been painting the house.*
- to express anger, irritation, or annoyance. *She has been wearing my clothes without asking me.*
- for repeated actions in the past continuing to the present. *They have lost weight because they have been eating properly.*

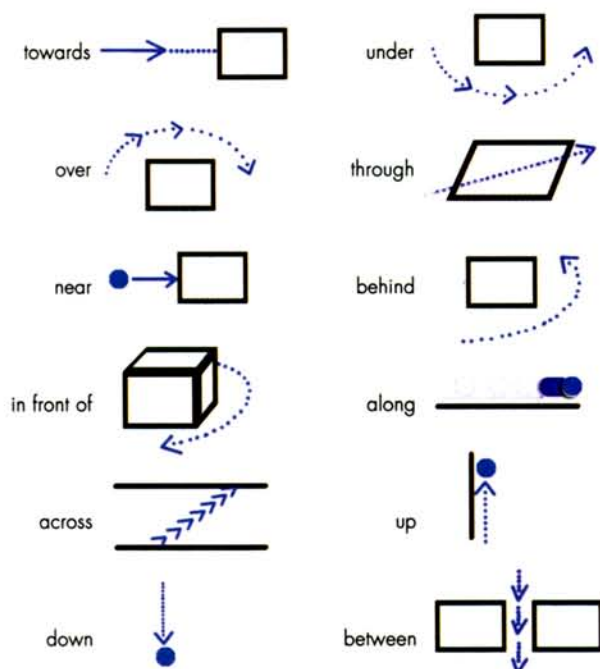
The time expressions we use with the present perfect continuous are: *for, since, how long ...?, all day/morning/month etc, lately, recently*

Note: with the verbs **live**, **work**, **teach** and **feel** we can use the present perfect or the present perfect continuous with no difference in meaning. *She has lived/has been teaching in Athens for the last four years.*

Prepositions of Place

Prepositions of place are prepositions which describe where someone or something is. These prepositions include:





Unit 2

Future Simple

We use the future simple (will + bare infinitive) for:

- decisions made at the moment of speaking. *It's cold in here, I'll turn off the air conditioner.*
- predictions about the future, based on what we think, believe or imagine, using the verbs **think, believe, expect** etc, the expressions **be sure, be afraid** etc, and the adverbs **probably, certainly, perhaps** etc. *You will probably catch a cold.*
- promises, threats, warnings, requests, hopes, and offers. *Will you help me translate this letter?*
- actions, events, situations which will definitely happen in the future and which we can't control. *Eric will be twenty years old in May.*

Be going to

We use **be going to**:

- for plans, intentions or ambitions for the future. *I'm going to study medicine when I'm older.*
- actions we have already decided to do in the near future. *I am going to work at a summer camp during the summer holidays.*
- predictions based on what we can see or what we know, especially when there is evidence that something will happen. *The sky is very dark, it's going to rain.*

The time expressions we use with the future simple and **be going to** are: *tomorrow, the day after tomorrow, tonight, soon, next week/month/year/summer etc, in a week/month etc*

Future Continuous

We use the future continuous (will be + present participle of the verb):

- for actions which will be in progress at a stated future time. *I've found a job abroad. This time next month I'll be working in Rome.*
- for actions which will definitely happen in the future as the result of a routine or arrangement. *The students will be visiting the Arts Museum next week.*
- when we ask politely about someone's plans for the near future. *Will you be preparing anything for the food fair?*

For future perfect and future perfect continuous see unit 10.

Time clauses when talking about the future:

When we are using the **present simple** or **present perfect**, but NOT future forms, we use words and expressions such as **while, before, after, until/till, as, when, whenever, once, as soon as, as long as, by the time**, etc to introduce time clauses. *By the time we get there the concert will have started.* (NOT: ~~By the time we will get there ...~~)

We also use the **present simple** and **present perfect** but NOT future forms after words and expressions such as **unless, if, suppose/supposing, in case** etc. *Buy travel insurance in case something happens.* (NOT: ~~... in case it will rain later.~~)

We use **future forms** with:

- when** - when it is used as a question word. *When will you be leaving for Bali?*
- if/whether** - after expressions which show uncertainty/ignorance etc, such as **I don't know, I doubt, I wonder, I'm not sure**, etc. *I don't know whether my marks will be high enough.*

Type 0/1 Conditionals

Type 0 conditionals are used to express a general truth or a scientific fact. In this type of conditional we can use **when** instead of **if**.

If-clause	Main Clause
If/when + present simple	→ present simple
<i>If/When you don't water plants they die.</i>	

Type 1 conditionals are used to express a real or very probable situation in the present or future.

If-clause	Main Clause
If + present simple	→ future simple, imperative, can/must/may etc + bare infinitive
<i>If I wear these uncomfortable shoes, my feet will/might/etc hurt.</i>	

When the hypothesis comes before the main clause, we separate them with a comma. When the main clause comes before the if-clause then we do not use a comma to separate them.

Note: With type 1 conditionals we can use **unless + affirmative verb** (= if + negative verb). *I will not be able to go on holiday unless I save some money.* (= if I do not save some money, ...)

Clauses of purpose

Clauses of purpose are used to explain why somebody does something. They are introduced with the following words/expressions.

- to - infinitive** - *Colin went to the kiosk to buy some water.*
- in order to/so as to + infinitive** (formal) - *The director requested that everyone cooperate in order to finish the film on time.*
- so that + can/will** (present/future reference) - *I will give you my business card so that you can contact me if you have any more questions.*
- so that + could/would** (past reference) - *They left at 6 o'clock, so that he would be at the stadium in plenty of time.*
- in case + present tense** (present or future reference) - *Take your mobile phone with you in case there is a change of plan.*
- in case + past tense** (past reference) - *I had brought a map in case I got lost.*

Note: **In case** is never used with **will** or **would**.

- for + noun** (expresses the purpose of an action) - *We went to the bakery for a cake.*
- for + -ing form** (expresses the purpose of something or its function) - *Toothbrushes are used for cleaning teeth.*
- with a view to + -ing form** - *The city bought the old mansion with a view to restoring it.*

We can express **negative purpose** by:

- in order not to/so as not to + infinitive** - *I turned off the water so as not to waste any.*
- prevent + noun/pronoun + (from) + -ing form** - *Please put the ice cream in the fridge to prevent it from melting.*

The definite article *the*

We use *the*:

- with nouns when talking about something specific. *Gina owns a Jaguar and a BMW. The Jaguar is green and the BMW is black.*
- with nouns that are unique. (*the moon, the Earth, etc*)
- with names of newspapers (*the Gazette*), cinemas (*the Carlton*), theatres (*the Centaur*), museums/art galleries (*the Guggenheim*), ships (*the Queen Elizabeth*), organisations (*the RSPCA*).
- with the names of rivers (*the Nile*), groups of islands (*the Philippines*), mountain ranges (*the Alps*), deserts (*the Sahara*), oceans (*the Atlantic*), canals (*the Panama Canal*), countries when they include words such as States, Kingdom, Republic (*the UK*) and names or nouns with of (*the month of August*), in geographical terms such as *the Antarctic/Arctic/Equator, the Eastern Hemisphere, the North/East/South/West*.
- with the names of musical instruments and dances (*the trumpet, the flamenco*).
- with the names of families (*the Smiths*) and nationalities ending in -sh, -ch, or -ese (*the Portuguese*). Other nationalities can be used with or without *the* (*the Canadians/Canadians*).
- with titles (*the Pope, the Prime Minister*) but not with titles including a proper name (*Prince William*).
- with adjectives/adverbs in the superlative form (*the best pizza I have ever eaten*) but when most is followed by a noun it doesn't take *the* (*most dogs don't enjoy getting wet*).
- with the words *day, morning, afternoon* and *evening*. *I prefer to exercise early in the morning.*
BUT: *at night, at noon, at midnight, by day/night*
- with historical periods/events (*the 21st century, the Korean war*)
BUT: *World War I*
- with the words *only, last* and *first* (used as adjectives). *She was the last one to leave.*
- with the words *station, cinema, theatre, library, shop, coast, sea(side), beach, country(side), city, jungle, world, ground, weather*. *The Amazon jungle is located in South America.*

We do not use *the*:

- with uncountable and plural nouns when talking about something in general. *Pineapples grow on trees. I don't like tea.*
- with proper nouns. *Carlo works in an Internet café.*
- with the names of sports, games, activities, days, months, celebrations, colours, drinks and meals. *We are going to play basketball on Saturday.*
- with languages unless they are followed by the word *language*. *Connie speaks Greek, French and English fluently.* BUT: *The Spanish language is spoken by many Americans.*
- with the names of countries which don't include the word *State, Kingdom* or *Republic*. *Switzerland, Morocco, Austria.* BUT there are some exceptions: *the Netherlands, the Ukraine, the Vatican.*
- with the names of streets (*Sherbrooke Street, Park Avenue*) BUT: *the M6, the A42*, squares (*Times Square*), bridges (*London Bridge*) BUT: *the Golden Gate Bridge*, parks (*Hyde Park*), railway stations (*Victoria, Paddington*), mountains (*Mount Kilimanjaro*), individual islands (*Sicily*), lakes (*Lake Michigan*) and continents (*South America*).
- with possessive adjectives or the possessive case. *Those are my CDs.*
- with the names of restaurants, shops, banks, hotels etc which are named after the people who started them (*Harrods', Cathy's Café*).
- with the words *bed, hospital, college, court, prison, school, university* when we refer to the purpose for which they exist. *The accident victims were taken to hospital.* BUT: *I went to the hospital to visit Margaret.*
- with the word *work* (= place of work). *They've hired a new accountant at work.*
- with the words *home, mother, father*, etc when we talk about our own home/parents.
- with *by + means of transport* (*by bus/ferry/train/car/etc*) *She travelled to Spain by ship.*
- with the names of illnesses. *She's got asthma.* BUT: *flu/the flu, measles/the measles, mumps/the mumps.*

Unit 3

Past Simple

We use the past simple:

- for an action that occurred at a definite time (stated or implied) in the past. *Mrs Smith called at 3 o'clock this afternoon.*
- for actions that happened immediately after one another in the past. *She turned the key and slowly opened the door.*
- for habits or states which are now finished. *Miss Ladd lived in Kenya when she was younger.*
Note that *used to* can also be used instead of the past simple for habits/repeated actions in the past (see p. 168).

The time expressions we use with the past simple are: *yesterday, then, when, How long ago ...?, last night/week/month/year/ Friday/October etc, three days/weeks etc ago, in 1999 etc*

Past Continuous

We use the past continuous:

- for an action which was in progress when another action interrupted it. We use the past continuous for the action in progress (the longer action) and the past simple for the action which interrupted it (shorter action). *We were listening to music when the doorbell rang.*
- for two or more simultaneous actions in the past. *I was chopping the vegetables while Mary was preparing the sauce.*
- for an action which was in progress at a stated time in the past. We don't mention when the action started or finished. *At 9 o'clock last night I was watching television.*
- to describe the atmosphere, setting, etc and to give background information to a story. *The stars were shining and the sea was glistening. I was sipping an iced tea outside on the balcony when I heard someone scream ...*

Note: When there are two past continuous forms in a sentence with the same subject we can avoid repetition by just using the present participle (-ing form) and leave out the verb to be. *He was jogging, he was listening to music.* = *He was jogging, listening to music.*

The time expressions we use with the past continuous are: *while, when, as, all morning/evening/day/week etc*

Past Perfect

We use the past perfect (had + past participle):

- for an action which happened before another past action or before a stated time in the past. *Doug had finished his report by eight o'clock.*
- for an action which finished in the past and whose result was visible at a later point in the past. *He had broken a tooth the day before and he was in pain.*
- for a general situation in the past. *The house had seemed empty at first.*

The time expressions we use with the past perfect are: *before, after, already, just, for, since, till/until, when, by the time, never etc*

Past Perfect Continuous

We use the past perfect continuous:

- to put emphasis on the duration of an action which started and finished in the past, before another action or stated time in the past, usually with *for* or *since*. *I had been waiting for about half an hour when I realised I was in the wrong queue.*
- for an action which lasted for some time in the past and whose result was visible in the past. *The dog had been playing and she was hot.*

The time expressions we use with the past perfect continuous are: *for, since, how long, before, until etc*

Used to

We use **used to** + infinitive to refer to past habits or states.

In such cases **used to** can be replaced by the past simple with no change in meaning. *When I was younger I **took/used to take** the bus to school.*

But for an action that happened at a definite time in the past we use the **past simple** not **used to**. *I swam in the pool yesterday. (NOT: ~~I used to~~ **walk to work yesterday.**)*

Time expressions to talk about the past:

ago	(= back in time from now) is used with the past simple <i>I ate a snack about an hour ago.</i>
since	(= from a starting point in the past) is used with the present perfect (simple and continuous). <i>I haven't seen Joanne since she moved to Los Angeles.</i>
for	(=over a period of time) is used with the present perfect (simple and continuous). <i>They've been discussing the football game for hours.</i>
already	is used in statements and questions (to show surprise). <i>I have already invited Debbie. Have you set up your computer already?</i>
yet	is used with the present perfect in questions and negations. <i>Have you fed the fish yet? I haven't sent in my application yet.</i>

Unit 4

Present/Past Participles

We use **present participles** to describe something. *It was an **exciting** holiday. (How was the holiday? Exciting.)*

We use **past participles** to say how someone felt. *We were **excited**. (How did we feel? Excited.)*

Logical Assumptions/Deductions

Must: Sure/Certain that sth is true.

Must is used in affirmative sentences and expresses positive logical beliefs. *You've been looking at a computer screen all day, your eyes **must** be tired!*

Can't/couldn't: Certain that sth is not true/real.

Can't and **couldn't** are used in negations and express negative logical assumptions. *That **can't** be the price of the toaster; it's too expensive.*

Possibility

Can + present infinitive: General possibility, sth theoretically possible. Not used for a specific situation. *When visiting London, you **can take** a tour of Buckingham Palace.*

Could/May/Might + present infinitive: It is possible/likely, perhaps. Used to show sth is possible in a specific situation. *You **should keep** that baseball card, it **may be** valuable one day.*

Note: we can use **can/could/might** in questions **BUT NOT may**. *Do you think that you **could** come over a little earlier?*

Could/Might/Would + perfect infinitive: Refers to the past, sth that was possible but didn't happen. *He **would have** come to the party, but he had made other plans.*

Obligation/Duty/Necessity

Must: Expresses duty, strong obligation to do sth. Sth is essential. We generally use **must** when the speaker has decided that sth is necessary. *I **must** call my doctor to make an appointment.*

Have to: Expresses strong necessity/obligation. We usually use **have to** when somebody other than the speaker has decided that sth is necessary. *I **have to** drive my grandfather to the airport tomorrow.*

Note: **Must** and **have to** have different meanings in questions. *Do I **have to** wash the dishes now? (Is it necessary for me ...?)* ***Must** I wash the dishes now? (Do you insist that I ...?)*

Should/Ought to: Express duty, weak obligation. These are less emphatic than **must/have to**. *You **should** call your sister to thank her for the gift.*

Need: It is necessary to. ***Need** I pay the full fee now?*

Note: **Need** can be used as a modal verb or as a main verb with no change in meaning. ***Need** I water the plants? (Do I need to water the plants?)*

Absence of necessity

Needn't/Don't have to/Don't need to + present infinitive: It isn't necessary to do sth (in the present/future). *You **needn't** shout; I can hear you perfectly.*

Didn't need to/Didn't have to: It wasn't necessary to do sth. We don't know if it was done or not. *You **didn't need to/have to** buy milk. (We don't know if she bought it or not.)*

Needn't + bare perfect infinitive: It was not necessary to do sth but it was done. *You **needn't have brought** dessert. I baked a cheesecake. (You did bring dessert.)*

Prohibition

Mustn't/Can't: It is forbidden to do sth; it is against the rules/law; you are not allowed to do sth. *You **mustn't/can't** feed the animals at the zoo.*

Criticism

Could/Should/Might/Ought to/ + perfect infinitive: Used to criticise someone's actions or lack of action (in the past). It would have been better if you had ... (past). *They **could have offered** to give me a lift home.*

Question Tags

- Question tags** are formed with an auxiliary verb and the appropriate personal pronoun. They take the same auxiliary as in the statement or, if there isn't an auxiliary in the statement they take **do/does** (present simple) or **did** (past simple).
- After affirmative statements we use a negative interrogative tag and after negative statements we use an ordinary interrogative tag. *They live in Chicago, **don't they?***
*He **couldn't** remember his e-mail address, **could he?***

Note:

Let's has the tag **shall we?** – *Let's go to the funfair tonight, **shall we?***
Let me/him has the tag **will you/won't you?** – *You'll let me apply your make-up, **won't you?***

I have (possess) has the tag **haven't I?** **BUT I have** (used idiomatically) has the tag **don't I?** – *He has two daughters, **hasn't he?***
*Last week he had the flu, **didn't he?***

This/That is has the tag **isn't it?** – *This hotel is the best in the city, **isn't it?***

I am has the tag **aren't I?** – *I am wrong, **aren't I?***

A negative imperative has the question tag **will you?** – ***Don't** leave without me, **will you?***

Unit 5

Infinitive

The **to-infinitive** is used:

- to express purpose. *We visited Liz **to see** her holiday photos.*
- after certain verbs (agree, appear, decide, expect, hope, plan, promise, refuse, etc). *My son **refuses to drink** milk.*
- after **would like**, **would prefer**, **would love** etc to express a specific preference. *I **would like to have** the seafood pizza, please.*
- after adjectives which describe feelings/emotions (happy, sad, glad, etc); express willingness/unwillingness (willing, eager, reluctant, etc); refer to a person's character (clever, kind, etc) and the adjectives lucky and fortunate. *I was very lucky **to find** a job so quickly.*
Note: With adjectives that refer to character we can also use an impersonal construction. *It was kind of you **to give** such a generous donation.*
- after **too/enough**. *It is **too dangerous to walk** alone at night.*
- to talk about an unexpected event usually with **only**. *I finally arrived at the library **only to find** that it was closed.*
- with **it + be + adjective/noun**. *It is **difficult for me to say** no to my mother.*
- after **be + first/second/next/last** etc. *She is **the first woman to win** the award.*

- after verbs and expressions such as **ask, learn, explain, decide, find out, want, want to know** etc when they are followed by a question word. *Sharon wanted to know how to get to the restaurant.*
Note: **why** is followed by **subject + verb**, NOT an infinitive. *I wonder why she hasn't phoned yet.*
- in the expressions **to tell you the truth, to be honest, to sum up, to begin with** etc. *To be honest, I think you were unfair.*
Note: If two **to-infinitives** are linked by **and** or **or** the **to** of the second infinitive can be omitted. *I need to go and speak to her immediately.*

The **infinitive without to** is used:

- after modal verbs. *Beth can speak German and Italian.*
- after the verbs **let, make, see, hear, and feel**. *They made her take a blood test.* BUT: we use the **to-infinitive** after **be made, be heard, be seen** etc (passive form). *She was made to take a blood test.*
Note: When **see, hear** and **watch** are followed by an **-ing form** there is no change in the passive. *I heard Audrey talking to Betty. Audrey was heard talking to Betty.*
- after **had better** and **would rather**. *You had better post your tax forms because the deadline's in two days.*
- **help** can be followed by either the **to-infinitive** or the **infinitive without to**. *I helped her (to) paint the clouds on her bedroom ceiling.*

-ing form

The **-ing form** is used:

- as a noun. *Sunbathing is very bad for your health.*
- after certain verbs: **admit, appreciate, avoid, continue, deny, fancy, go (for activities), imagine, mind, miss, quit, save, suggest, practise, consider, prevent**. *Will you continue working after your baby is born?*
- after **love, like, enjoy, prefer, dislike, hate** to express general preference. *Philip doesn't like writing letters.* BUT: for a specific preference (would like/would prefer/would love) we use a **to-infinitive**.
- after expressions such as **be busy, it's no use, it's (no) good, it's (not) worth, what's the use of, can't help, there's no point in, can't stand, have difficulty (in), have trouble** etc. *Since his stroke he has difficulty (in) pronouncing some letters.*
- after **spend, waste, or lose** (time, money, etc). *He spent a lot of money buying a computer he doesn't even use.*
- after the preposition **to** with verbs and expressions such as **look forward to, be used to, in addition to, object to, prefer (doing sth to sth else)**. *I am used to going to bed at 11 o'clock.*
- after other prepositions. *I'm good at playing the guitar.*
- after the verbs **hear, listen to, notice, see, watch, and feel** to describe an incomplete action. *I watched the group rehearsing for the play. (I only watched part of the rehearsal.)* BUT: we use the **infinitive without to** with **hear, listen to, notice, see, watch, and feel** to describe the complete action. *I watched the group rehearse for the play. (I watched the whole rehearsal.)*

Difference in meaning between the **to-infinitive** and **-ing form**

Some verbs can take either the **to-infinitive** or the **-ing form** with a change in meaning.

- **forget + to-infinitive** = not remember – *I forgot to bring my glasses.*
forget + -ing form = not recall – *I'll never forget riding on a camel in Egypt.*
- **remember + to-infinitive** = not forget – *Did you remember to turn off the oven?*
remember + -ing form = recall – *I remember baking cookies with my grandmother.*
- **mean + to-infinitive** = intend to – *I meant to tell you about the exhibit but I forgot.*
mean + -ing form = involve – *If I accept the job offer, it will mean working long hours.*
- **regret + to-infinitive** = be sorry to (normally used in the present simple with verbs such as **say, tell, inform**) – *We regret to inform you that your application was not accepted.*
regret + -ing form = feel sorry about – *I regret buying such an expensive car.*
- **try + to-infinitive** = do one's best, attempt – *She tried to tell you the truth, but you wouldn't listen.*
try + -ing form = do something as an experiment – *I've tried painting oil paint over water paint, but it doesn't work.*

- **stop + to-infinitive** = stop temporarily in order to do something else – *We stopped to ask for directions to the stadium.*
stop + -ing form = finish doing something – *You shouldn't stop taking your prescribed medicine just because you feel a little better.*

Comparisons

As / Like

We use **like**:

- with nouns/pronouns/**-ing form** to express similarity. *He treats me like a queen. (I'm not a queen.)*
- with **feel, look, smell, taste**. *This shampoo smells like strawberries.*

We use **as**:

- to say what somebody or something really is. *She works as an architect for a big firm.*

Comparatives and Superlatives

We use the **comparative** to compare one person or thing with another. We use the **superlative** to compare one person or thing with more than one person or things of the same group. We often use **than** after a comparative and **the** before a superlative. *Chihuahuas are smaller than dobermans. Chihuahuas are the smallest dogs in the world.*

Formation of comparatives and superlatives from adjectives and adverbs:

- with one-syllable adjectives, add **-er** to form the comparative and **-est** to form the superlative. *close – closer – closest*
Note: for one syllable adjectives ending in a vowel + a consonant, we double the consonant. *big – bigger – biggest*
- with two-syllable adjectives ending in **-ly, -y, -w**, also add **-er / -est**. *narrow – narrower – narrowest*
Note: for adjectives ending in a consonant + **y** we replace the **y** with an **i**. *tiny – tinier – tiniest*
- with other two-syllable adjectives or adjectives with more than two syllables, comparatives and superlatives are formed with **more/most**. *intelligent – more intelligent – most intelligent*
- with adverbs that have the same form as their adjectives we add **-er/-est**. *hard – harder – hardest*
- two-syllable or compound adverbs take **more/most**. *slowly – more slowly – most slowly*
Note: **clever, common, cruel, friendly, gentle, pleasant, polite, shallow, simple, stupid, quiet** can form their comparatives and superlatives either with **-er/-est** or with **more/most**
- Irregular forms:
good – better – best / bad – worse – worst / much – more – most / little – less – least / far – farther/further – farthest/furthest / many/lots – more – most

Types of comparisons:

- **as + adjective + as** (to show that two people or things are similar in some way) In negative sentences we use **not as/so ... as**. *The chocolate cake is as expensive as the coconut one.*
- **less + adjective + than** (expresses the difference between two people or things) The opposite is **more ... than**. *Simon is less responsible than Peter.*
- **the least + adjective + of/in** (compares one person or thing to two or more people or things in the same group.) The opposite is **most ... of/in**. *He is the least dependable person I know.*
- **much/a lot/far/a little/a bit/slightly + comparative** (expresses the degree of difference between two people or things) *My salary is slightly higher than my husband's.*
- **comparative and comparative** (to show that something is increasing or decreasing) *His condition gets better and better every day.*
- **the + comparative ..., the + comparative** (shows that two things change together or that one thing depends on another thing) *The more I practised speaking French, the easier it became.*
- **by far + the + superlative** (emphasises the difference between one person or thing and two or more people or things in the same group) *1986 was by far the highest point of his singing career.*

Unit 6

The Passive

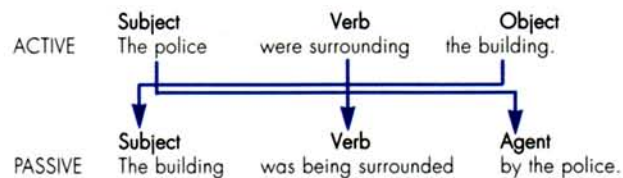
We form the passive with the verb **to be** in the appropriate tense and the **past participle** of the main verb. Only transitive verbs (verbs which take an object) can be used in the passive. (*live* does not have a passive form).

We use the passive:

- when the person or people who do the action are unknown, unimportant or obvious from the context. *My coffee cup was used. (We don't know who used it.) The office is being painted. (It's unimportant who is doing it.) The burglars have been found. (It's obvious that the police found them.)*
- when the action itself is more important than the person/people who do it, as in news headlines, newspaper articles, formal notices, advertisements, instructions, processes etc. *A conference on global warming is scheduled for 8-12 May.*
- when we want to avoid taking responsibility for an action or when we refer to an unpleasant event and we do not want to say who or what is to blame. *The report has been lost.*

Changing from the active to the passive:

- the **object** of the active sentence becomes the **subject** in the passive sentence
- the active verb remains in the same tense but changes into a passive form
- the **subject** of the active sentence becomes the **agent**, and is either introduced with the preposition **by** or is omitted.



- Only transitive verbs (verbs that take an object) can be changed into the passive. **Active:** *Virginia works at the embassy.* (intransitive verb) **no passive form:** ~~*The embassy is worked at by Virginia.*~~
Note: Some transitive verbs (*have, be, exist, seem, fit, suit, resemble, lack* etc) can not be changed into the passive. *Monica has red hair.* NOT: ~~*Red hair is had by Monica.*~~
- We can use the verb **to get** instead of the verb **to be** in everyday speech when we talk about things that happen by accident or unexpectedly. *I got injured when I was playing hockey. (Instead of I was injured...)*
- By + the agent** is used to say who or what carries out an action. **with + instrument/material/ingredient** is used to say what the agent used. *The ice cream was made by Andy. It was made with fresh cream and peaches.*
- The agent can be omitted when the subject is they, he, someone/somebody, people, one, etc. *Someone told us what to do. = We were told what to do.*
- The agent is not omitted when it is a specific or important person, or when it is essential to the meaning of the sentence. *The book was written by Anne Rice.*
- With verbs which can take two objects such as *bring, tell, send, show, teach, promise, buy, sell, read, offer, give, lend, etc.*, we can form two different passive sentences.
My parents sent a parcel to me. (active)
I was sent a parcel by my parents. (passive, more usual)
A parcel was sent to me by my parents. (passive, less usual)
- If in an active sentence a preposition follows a verb, then in the passive it is placed immediately after the verb. *The chef cut the tomatoes up. The tomatoes were cut up by the chef.*
- The verbs **hear, help, see, and make** are followed by the bare infinitive in the active but by the to-infinitive in the passive. *My mum helped me study for the test. I was helped to study for the test by my mum.*
- Let** becomes **be allowed to** in the passive. *The teacher let the children touch the snake. The children were allowed to touch the snake.*
- To ask questions in the passive we follow the same rules as for statements, keeping in mind that the verb is in the interrogative form. *Have they announced the winner yet? Has the winner been announced (by them) yet?*

- When we want to find out who or what performed an action, the passive question form is **Who/What ... by?** *Who was the play directed by?*

Relative Clauses

Relative clauses are introduced with either a **relative pronoun** or a **relative adverb**.

Relative Pronouns

We use:

- who(m)/that** to refer to people.
 - which/that** to refer to things.
 - whose** with people, animals and objects to show possession (instead of a possessive adjective).
- Who, which, and that** can be omitted when they are the object of the relative clause. *She's the singer (who) I saw on the news.*
 - Whom** can be used instead of **who** when it is the object of the relative clause. **Whom** is always used instead of **who** or **that** after a preposition. *That's the man with whom I was practising the dance steps.*
 - Who, which, or that** is not omitted when it is the subject of a relative clause. *The woman who lives in that flat is a circus performer.*
 - Whose** is never omitted. *That's the man whose father won the lottery last week.*

Relative adverbs

We use:

- when/that** to refer to a time (and can be omitted). *That was the year (when/that) we started university.*
- where** to refer to a place. *The company where I work is expanding.*
- why** to give a reason, usually after the word *reason* (*why* can be omitted). *The reason (why) she was fired from her job is still not clear.*

Identifying and Non-Identifying Relative Clauses

An identifying relative clause gives necessary information essential to the meaning of the main sentence. It is not put in commas and is introduced with **who, which, that, whose, where, when, or the reason (why)**. *The TV that's in the living room is broken.*

A non-identifying relative clause gives extra information and is not essential to the meaning of the main sentence. It is put in commas and is introduced with **who, whom, which, whose, where, or when**. *The cookies, which few people can resist, sell for €1 each.*

Unit 7

Causative form

- We use **have + object + past participle** to say that we have arranged for someone to do something for us. The past participle has a passive meaning. *Angela had her hair cut at the hair salon. (She didn't cut it herself.)*
- Questions and negations of the verb **have** are formed with **do/does** (present simple) or **did** (past simple). *Did you have the washing machine repaired yesterday?*
- We also use **have something done** to talk about an unpleasant experience that somebody had. *We had our front window broken during the storm last night. (= their window was broken)*
- We can use the verb **get** instead of **have** in informal conversation. *I never get my car washed; it's a waste of money.*
Note: The word order is very important. *Joseph had his ear pierced* and *Joseph had pierced his ear* have very different meanings. In the first case Joseph arranged for someone else to pierce his ear whereas in the second case he carried out the piercing himself.

	Regular active form	Causative form
Present Simple	She washes the dishes.	She has the dishes washed .
Present Continuous	She is washing the dishes.	She is having the dishes washed .
Past Simple	She washed the dishes.	She had the dishes washed .
Past Continuous	She was washing the dishes.	She was having the dishes washed .
Future Simple	She will wash the dishes.	She will have the dishes washed .
Future Continuous	She will be washing the dishes.	She will be having the dishes washed .
Present Perfect	She has washed the dishes.	She has had the dishes washed .
Present Perfect Continuous	She has been washing the dishes.	She has been having the dishes washed .
Past Perfect	She had washed the dishes.	She had had the dishes washed .
Past Perfect Continuous	She had been washing the dishes.	She had been having the dishes washed .
Infinitive	She should wash the dishes.	She should have the dishes washed .
-ing form	It's worth washing the dishes.	It's worth having the dishes washed .

Reported Speech - Statements

Reported speech is the exact meaning of what someone said, but not the exact words. We do not use quotation marks. The word **that** can either be used or omitted after the introductory verb (*say, tell, suggest, etc.*).
She said (that) she wouldn't be back until 10 o'clock.

Say - Tell

- **say + no personal object** – *She said she was bored.*
- **say + to + personal object** – *She said to us she was bored.*
- **tell + personal object** – *She told us she was bored.*

Expressions used with **say, tell** and **ask**.

Say	hello, good morning/afternoon etc, something/nothing, so, a prayer, a few words, no more, for certain/sure etc
Tell	the truth, a lie, a story, a secret, a joke, the time, the difference, one from another, somebody one's name, somebody the way, somebody so, someone's fortune, etc
Ask	a question, a favour, the price, after somebody, the time, around, for something/somebody, etc

Reported Statements

- In reported speech, personal/possessive pronouns and possessive adjectives change according to the meaning of the sentence.
Carol said, "I'm having my portrait painted."
Carol said (that) she was having her portrait painted.
- We can report someone's words either a long time after they were said (out-of-date reporting) or a short time after they were said (up-to-date reporting).

Up-to-date reporting

The tenses can either change or remain the same in reported speech.

Direct speech: *Joey said, "I still haven't sold my car."*

Reported speech: *Joey said (that) he still hasn't/hadn't sold his car.*

Out-of-date reporting

The introductory verb is in the past simple and the tenses change as follows:

Direct speech	Reported speech
Present Simple → Past Simple	
"My plane lands at 9 o'clock."	He said (that) his plane landed at 9 o'clock.
Present Continuous → Past Continuous	
"I am working late this evening."	He said (that) he was working late that evening.
Present Perfect → Past Perfect	
"I have driven in the desert."	He said (that) he had driven in the desert.
Past Simple → Past Simple or Past Perfect	
"I grew up in Ireland."	He said (that) he grew up/he had grown up in Ireland.
Past Continuous → Past Continuous or Past Perfect Continuous	
"I was parking my car."	He said that he was parking/had been parking his car.
Future (will) → Conditional (would)	
"I will cook supper tomorrow."	He said that he would cook supper the next day.

- Certain words and time expressions change according to the meaning as follows:

now	→ then, immediately
today	→ that day
yesterday	→ the day before, the previous day
tomorrow	→ the next/following day
this week	→ that week
last week	→ the week before, the previous week
next week	→ the week after, the following week
ago	→ before
here	→ there
come	→ go
bring	→ take

- The verb tenses remain the same in reported speech when the introductory verb is in the present, future or present perfect.
Penelope has said, "I hate my job."
Penelope has said she hates her job.
- The verb tenses can either change or remain the same in reported speech when reporting a general truth or law of nature.
The teacher said "The Earth has one moon."
The teacher said (that) the Earth has one moon.

Reported Questions

- Reported questions are usually introduced with the verbs **ask, inquire, wonder** or the expression **want to know**.
- When the direct question begins with a question word (**who, where, how, when, what, etc.**), the reported question is introduced with the same question word.
What are you doing? (direct question)
She asked me what I was doing. (reported question)
- When the direct question begins with an auxiliary (**be, do, have**), or a modal verb (**can, may, etc.**), then the reported question is introduced with **if** or **whether**.
Are there many students in your class? (direct question)
He asked me if/whether there were many students in my class. (reported question)
- In reported questions, the verb is in the affirmative. The question mark and words/expressions such as **please, well, oh, etc** are omitted. The verb tenses, pronouns and time expressions change as in statements.
Can you tell me what time it is, please? (direct question)
She asked me what time it was. (reported question)

Reported Orders

To report orders in reported speech, we use the introductory verbs **order** or **tell + sb + (not) to - infinitive**.

Come out with your hands up! (direct order)

The police officer ordered them to come out with their hands up. (reported order)

Stop chewing your gum like a cow. (direct order)

He told her to stop chewing her gum like a cow. (reported order)

Unit 8

Reported Commands, Requests and Suggestions etc

To report commands, requests, suggestions, instructions etc. we use a special introductory verb followed by a **to-infinitive**, **-ing form**, or **that clause**, depending on the introductory verb.

Introductory verb	Direct speech	Reported speech
+ to infinitive		
agree	"Yes, I'll book the flight for you."	He agreed to book the flight for me.
*claim	"I'm a film actor."	He claimed to be a film actor.
*demand	"I want to speak to the manager."	He demanded to speak to the manager.
offer	"Would you like me to pick you up after work?"	He offered to pick me up after work.
*promise	"I promise I'll pay you back."	He promised to pay me back.
refuse	"No, I won't take off my shoes."	He refused to take off his shoes.
*threaten	"Give me the money or I'll tell your secret."	He threatened to tell our secret if we didn't give him the money.
+ sb + to-infinitive		
advise	"You should get a second opinion."	He advised me to get a second opinion.
allow	"You can borrow my laptop."	He allowed me to borrow his laptop.
ask	"What's your surname?"	He asked me to tell him my surname.
beg	"Please, please, you have to help me."	He begged me to help him.
command	"Close the door now."	He commanded me to close the door immediately.
encourage	"You should talk to your boss."	He encouraged me to talk to my boss.
forbid	"You cannot smoke in the workplace."	He forbade me to smoke in the workplace.
invite	"Will you come to my birthday party?"	He invited me to go to his birthday party.
order	"Stay in bed for the next two days."	He ordered me to stay in bed for the following two days.
*remind	"Don't forget to set the clocks one hour ahead."	He reminded me to set the clocks one hour ahead.
*warn	"Be careful, don't drink the water."	He warned me not to drink the water.
+ -ing form		
accuse sb of	"She told Mary my secret."	He accused her of telling his secret to Mary.
*admit (to)	"Yes, I am jealous of you."	He admitted (to) being jealous of me.
apologise for	"I'm sorry I ruined the evening."	He apologised for ruining the evening.
*boast about/of	"I'm the best student in my class."	He boasted of being the best student in his class.
*complain (to sb) of/about	"I feel very thirsty."	He complained (to me) of feeling very thirsty.
*deny	"I didn't steal the money!"	He denied stealing/having stolen the money.
*insist on	"I am going to drive you to hospital."	He insisted on driving me to hospital.
*suggest	"Why don't we go to the comedy festival tomorrow?"	He suggested going to the comedy festival the next day.
+ that clause		
explain	"The document must be signed by a lawyer."	He explained that the document had to be signed by a lawyer.
inform sb	"The concert has been cancelled due to poor ticket sales."	He informed us that the concert had been cancelled due to poor ticket sales.

- * The verbs marked with an asterisk can also be followed by a **that clause** in reported speech. *He claimed that he was a film actor.* etc

Note: To report negative commands and requests we usually use **not + to-infinitive**.

Direct: Dad said, "Don't go in the kitchen, the floor's wet."

Reported: Dad told us **not to go** in the kitchen because the floor was wet.

- In conversation we use a mixture of statements, commands and questions. When we turn them into reported speech, we use **and**, **as**, **adding that**, **and he/she added that**, **because**, **but**, **since** etc. Words such as **oh**, **oh dear**, **well** etc are omitted in reported speech.
Direct: "Oh! That hat is great," William said to me, "The style suits you well."
Reported: William said that it was a great hat and added that the style suited me well.

Countable – Uncountable Nouns

- Countable** nouns are those that can be counted (*one rose, two roses*, etc). **Uncountable** nouns are those that cannot be counted (*water, milk*, etc). **Uncountable** nouns take a singular verb and are not used with *a/an*.

Groups of uncountable nouns include:

- mass nouns (*apple juice, homework, fruit*, etc)
- subjects of study (*physics, geography, literature*, etc)
- sports (*swimming, tennis, polo*)
- languages (*English, German, Russian*)
- diseases (*chickenpox, malaria, asthma*)
- natural phenomena (*rain, thunder, fog*)
- collective nouns (*baggage, money, hair*)
- certain other nouns (*weather, laughter, camping*)

Some/Any/No

Some, **any** and **no** are used with uncountable nouns and plural countable nouns. *some milk, some apples*.

- Some** and its compounds (*somebody, someone, something, somewhere* etc) are normally used in affirmative sentences. *There is some ice cream in the freezer.*
- Some** and its compounds are also used in interrogative sentences when we expect a positive answer, for example when we make an offer or request. *Would you like something to drink?*
- Any** and its compounds (*anyone, anything* etc) are usually used in interrogative sentences. *Do you have any old clothes to give away?* **Not any** is used in negative sentences. *There isn't any spinach left.* **Any** and its compounds can also be used with negative words such as **without**, **never**, **rarely**. *I have never met anyone as funny as her.*
- When **any** and its compounds are used in affirmative sentences there is a difference in meaning. *You can order anything you like from the menu.* (it doesn't matter what)
Anyone can enter the building. (it doesn't matter who)
- No** and its compounds are used instead of **not any** in negative sentences. *They didn't say anything.* (= They said nothing) *There wasn't any answer.* (= There was no answer)
Note: We use a singular verb with compounds of **some**, **any** and **no**. *There is somebody here to see you.*

A few/Few – A little/Little

A few and **few** are used with plural countable nouns. **A little** and **little** are used with uncountable nouns.

- A few** means not many but enough. *You have a few more minutes to complete the exam.* **Few** means hardly any, almost none and can be used with very for emphasis. *Few people know every word in the dictionary.*
- A little** means not much, but enough. *I had a little money left to buy a bus ticket.*
- Little** means hardly any, almost none and can be used with very for emphasis. *I had very little sleep last night.*

Grammar Reference

A lot of/lots of – much – many

- **A lot of/lots of** are used with both plural countable and uncountable nouns. They are normally used in affirmative sentences. The **of** is omitted when **a lot/lots** are not followed by a noun. *Were there a lot/lots of people at the beach on Sunday? Yes there were lots.*
- **Much** and **many** are usually used in negative or interrogative sentences. **Much** is used with uncountable nouns and **many** is used with plural countable nouns. *There aren't many public libraries in the city. Do you watch much television every day?*
- **How much** and **how many** are used in questions and negations.
How much + uncountable noun → amount
How many + countable noun → number
*How much pepper shall I put in the sauce?
How many bikes does she have?*
- **Too much** is used with uncountable nouns. It has a negative meaning and shows that there is more of something than is wanted or needed. *I couldn't eat my dinner. There was too much salt in it.*
- **Too many** is used with plural countable nouns. It has the same negative meaning as too much. *I couldn't sleep. I had too many things on my mind.*
- We use **many/much/some/any/most/(a) few/(a) little/ several/ one/two** etc. + **of** followed by **the/tha/this/these/those** and then a noun when talking about a specific group. *Most of the houses in my neighbourhood have swimming pools* (houses in my neighbourhood) **but**: *Many houses have swimming pools.* (houses in general).

Unit 9

Type 2 and 3 Conditionals

- **Conditionals Type 2 (unreal present)** are used to express imaginary situations, which are contrary to facts in the present, and, therefore, are unlikely to happen in the present or the future. We can use either **were** or **was** for all persons in the if-clause. We can also use the structure *If I were you ...* to give advice.

If-clause	Main Clause
If + past simple/past continuous	→ would/could/might + present bare infinitive
<i>If I earned more money, I would save more money. If I were you, I would not move to a new flat.</i>	

- **Conditionals Type 3 (unreal past)** are used to express imaginary situations which are contrary to facts in the past. They are also used to express regrets or criticism.

If-clause	Main Clause
If + past perfect/past perfect continuous	→ would/could/might + perfect bare infinitive
<i>If you had asked for help, I would have helped you. If he hadn't been talking on the phone for so long, he would have got the message earlier.</i>	

Wishes

- We can use **wish /if only** to express a wish.

Verb Tense		Use
+ past simple/ past continuous	<i>If only it was hot. (but it's not) If only we were going to Spain. (but we're not)</i>	To say that we would like something to be different about a present situation.
+ past perfect	<i>I wish I had finished my story earlier. (but I didn't) If only he hadn't done that. (but he did)</i>	To express regret about something which happened or didn't happen in the past.
+ subject + would + bare inf.	<i>If only she would stop telling lies. If only the bus would arrive.</i>	to express: • a polite imperative. • a desire for a situation or person's behaviour to change.

- Note:
- **If only** is used in exactly the same way as **wish** but it is more emphatic or more dramatic.
 - We can use **were** instead of **was** after **wish** and **if only**.
I wish we were swimming at the beach now.

Had Better/ Would Rather

Had better (= it would be good to) is used to give strong or urgent advice. **Had better** cannot be used in the past or the comparative.

- **had better + bare infinitive** → immediate future
You had better finish your homework.

Would rather (= would prefer to) expresses preference. When the subject of **would rather** is also the subject of the following verb, we use the following constructions:

- **would rather + present bare infinitive** → present/future.
I'd rather tell you about it later.
- **would rather + present perfect bare infinitive** → past
I stayed home last night but I'd rather have gone out to see a film.
- **would rather + bare infinitive + than (+ bare infinitive)**
Since it's such a grey day, I'd rather stay indoors than go on a picnic today.

When the subject of **would rather** is different from the subject of the following verb, we use the following constructions:

- **would rather + past tense** → present/future
I'd rather she sold you the bookshelf
- **would rather + past perfect** → past
He'd rather we had left the restaurant a bit later, then we wouldn't have been caught in the storm.

Unit 10

Future Perfect → will have + past participle

- We use the **future perfect** for actions that will have finished before a stated time in the future. *I will have finished my novel by the end of the year.*

The time expressions we use with the future perfect are: *before, by, by then, by the time, until/till* (only in negative sentences).

Future Perfect Continuous → will have been + verb + -ing

- We use the **future perfect continuous** to emphasise the duration of an action up to a certain time in the future. The future perfect continuous is used with: **by...for**. *By the end of July, George will have been studying in Manchester for two years.*

Linking Words

Linking words show the logical relationship between sentences or parts of sentences.

Positive addition:

and, both ... and, too, besides (this/that), moreover, what is more, in addition (to), also, as well as (this/that), furthermore etc. *The waiter was both polite and discreet.*

Negative addition:

neither (... nor), nor, neither, either etc. *Neither my parents nor I went to Aunt Jean's wedding.*

Contrast:

but, although, in spite of, despite, while, whereas, however, even though, on the other hand, yet, still etc. *In spite of the heat, we beat them at cricket.*

Giving examples:

such as, like, for example, for instance, especially, in particular etc. *The food there was superb. The pasta dishes in particular were very tasty.*

Cause/Reason:

as, because, because of, since, for this reason, due to, so, as a result (of) etc. *He had to take the bus **because** his car had broken down.*

Condition:

if, whether, only if, in case of, in case, provided (that), providing (that), unless, as/so long as, otherwise, or (else), on condition (that) etc. *He could go with them, **as long as** he is at the airport on time.*

Purpose:

to, so that, so as (not) to, in order (not) to, in order that, in case etc. *Her father went to the school, **so that** he could talk to the teacher.*

Effect/Result:

such/so ... that, so, consequently, as a result, therefore, for this reason, etc. *He doesn't really like his new job, **so** he might soon start looking for something else.*

Time:

when, whenever, as, as soon as, while, before, until/till, after, since etc. *I won't be ready **till after** dinner.*

Exception:

except (for), apart from etc. *I've done all the housework **except for** the ironing.*

Relatives:

who, whom, whose, which, what, that. *That's the boy **whose** motorbike is parked outside.*

Listing points/events

- To begin:** initially, first, at first, firstly, to start/begin with, first of all etc. ***Firstly**, I'll have to get my homework done.*
- To continue:** secondly, after this/that, second, afterwards, then, next etc. ***Next** she put on her jewellery.*
- To conclude:** finally, lastly, in the end, at last, eventually, etc. ***In the end**, we went straight home.*
- Summarising:** in conclusion, to sum up, on the whole, all in all, altogether, in short etc. ***To sum up**, it took me a while to learn to rollerblade, but now it's easy.*

Both/Neither – All/None – Either

- **Both** refers to two people, things or groups. It has a positive meaning and is followed by a plural verb. ***Both** students used to go to Chelsea College.*
- **Neither** refers to two people, things or groups and has a negative meaning. It is followed by a singular countable noun. However the **Neither of + plural noun phrase** structure can be followed by either a singular or plural verb in the affirmative. ***Neither** beach had the type of sand that I was looking for. **Neither of them** has been to Disneyland before.*
- **All** refers to more than two people, things or groups. It has a positive meaning and is followed by a plural verb. ***All of the flats** have gardens and parking.*
- **Both/All** can go (a) after the verb to be or (b) after an auxiliary verb but before the main verb. *They **are both/all** excited. They **have all/both** been looking forward to the party.*
- **Whole** is used with singular countable nouns. We use **a/the/this/my etc + whole + noun**. Whole is not used with uncountable nouns. *She ate **the whole** packet of biscuits. She ate **all of the** biscuits. She spent **all of her** money.* NOT: *She spent **the whole of her** money.*
All + day/morning/week/year etc = the whole + day/morning/week/year etc. *She's been out looking for work **all day/the whole day**.*
- **None of** refers to two or more people, groups or things and has a negative meaning. It is used with nouns or object pronouns and is followed by either a singular or a plural verb. ***None of the stores** are open.*
- **Either** refers to two people, things or groups and is followed by a singular countable noun. However the **Either of + plural noun phrase** structure can be followed by either a singular or plural verb. ***Either** movie is fine. **Either of the movies** are fine.*
We can use **not ... either (of)** instead of **neither (of)**. ***Either** can also be used at the end of a negative sentence. "We've never been to a tropical island." "I haven't been, **either**."*

- **Both ... and** is followed by a plural verb. ***Both Sarah and her mother** go to the market every week.*
Neither ... nor/Either ... or are followed by either a singular or plural verb. ***Neither Tom nor Dave** are going to go jogging.*

Every/Each

Each and **every** are used with singular countable nouns. We normally use **each** when we refer to two people or things and **every** when we refer to three or more people or things. *Vera wears **three earrings in each ear**. Every student in the class received an "A".*

- The pronouns **everyone, everybody, everything** and the adverb **everywhere** are used in affirmative, interrogative and negative sentences, and are followed by a singular verb. We normally use **every** when we are thinking of people or things together, in a group to mean all, everyone etc. *Every person in the company has a computer.* (all together). Whereas we normally use **each** when we are thinking of people or things separately, one at a time. *Each diamond was carefully cut.* (one at a time)
- We use **every** to show how often something happens. *He works **every Saturday**.*
- We use **every** but **not each** with words and expressions such as **almost, nearly, practically, and without exception**. *I can identify **almost every flower**.*

Rules for Punctuation**Capital Letters**

A capital letter is used:

- to begin a sentence. ***T**here is my dog.*
- for days of the week, months and public holidays. ***F**riday, **M**arch, **N**ew Year*
- for names of people and places. *My friend's name is **D**ebra and she's from **S**ydney, **A**ustralia.*
- for people's titles. ***M**r and **M**rs **R**iley; **D**r **J**ones; **P**rofessor **G**eorgiou; etc*
- for nationalities and languages. *They are **D**utch. He's fluent in **G**reek and **G**erman.*

Note: The personal pronoun **I** is always a capital letter. ***T**ony and **I** are going out tonight.*

Full Stop (.)

A full stop is used to end a sentence that is not a question or an exclamation. *We're having a wonderful time. We wish you were here.*

Comma (,)

A comma is used:

- to separate words in a list. *I need **c**risps, **s**oft drinks and **t**omatoes.*
- to separate a non-identifying relative clause (i.e. a clause giving extra information which is not essential to the meaning of the main clause) from the main clause. *James, who is a doctor, lives in Canada.*
- after certain linking words/phrases (e.g. in addition to this, moreover, for example, however, in conclusion, etc). *However, she is thinking of going to University overseas.*
- when if-clauses begin sentences. *If you have any questions, please ask at reception.*
Note: No comma is used however, when the if-clause follows the main clause.
- to separate question tags from the rest of the sentence. *Daryl is your brother, isn't he?*

Question Mark (?)

A question mark is used to end a direct question. *Where is Joseph?*

Exclamation Mark (!)

An exclamation mark is used to end an exclamatory sentence, i.e. a sentence showing admiration, surprise, joy, anger, etc. *That's incredible! He caught the biggest fish!*

Grammar Reference

Quotation Marks (" ")

Quotation marks are used in direct speech to report the exact words someone said. *"The party starts at 9 pm," said Tony. "Where are you going?" she asked him.*

Colon (:)

A colon is used to introduce a list. *Four of us stayed behind: my sister, Tom, Tony and I.*

Brackets ()

Brackets are used to separate extra information from the rest of the sentence. *The most popular magazines [i.e. National Geographic, Focus, Time, etc] can be found almost anywhere in the world.*

Apostrophe (')

An apostrophe is used:

- in short forms to show that one or more letters or numbers have been left out. *We're (= we are) giving you ... She left for America in the summer of '67. (=1967)*
- before or after the possessive -s to show ownership or the relationship between people.
Julie's canary, my sister's friend (singular noun + 's)
my grandparents' house (plural noun + 's)
women's shoes (Irregular plural + 's)

Irregular Verbs

Infinitive	Past	Past Participle	Infinitive	Past	Past Participle	Infinitive	Past	Past Participle
be	was	been	get	got	got	set	set	set
bear	bore	born(e)	give	gave	given	sew	sewed	sewn
beat	beat	beaten	go	went	gone	shake	shook	shaken
become	became	become	grow	grew	grown	shine	shone	shone
begin	began	begun	hang	hung	hung	shoot	shot	shot
bite	bit	bitten		(hanged)	(hanged)	show	showed	shown
blow	blew	blown	have	had	had	shut	shut	shut
break	broke	broken	hear	heard	heard	sing	sang	sung
bring	brought	brought	hide	hid	hidden	sit	sat	sat
build	built	built	hit	hit	hit	sleep	slept	slept
burn	burnt	burnt	hold	held	held	smell	smelt	smelt
	(burned)	(burned)	hurt	hurt	hurt		(smelled)	(smelled)
burst	burst	burst	keep	kept	kept	speak	spoke	spoken
buy	bought	bought	know	knew	known	spell	spelt	spelt
can	could	(been able to)	lay	laid	laid		(spelled)	(spelled)
catch	caught	caught	lead	led	led	spend	spent	spent
choose	chose	chosen	learn	learnt	learnt	split	split	split
come	came	come		(learned)	(learned)	spread	spread	spread
cost	cost	cost	leave	left	left	spring	sprang	sprung
cut	cut	cut	lend	lent	lent	stand	stood	stood
deal	dealt	dealt	let	let	let	steal	stole	stolen
dig	dug	dug	lie	lay	lain	stick	stuck	stuck
do	did	done	light	lit	lit	sting	stung	stung
dream	dreamt	dreamt	lose	lost	lost	stink	stank	stunk
	(dreamed)	(dreamed)	make	made	made	strike	struck	struck
drink	drank	drunk	mean	meant	meant	swear	swore	sworn
drive	drove	driven	meet	met	met	sweep	swept	swept
eat	ate	eaten	pay	paid	paid	swim	swam	swum
fall	fell	fallen	put	put	put	take	took	taken
feed	fed	fed	read	read	read	teach	taught	taught
feel	felt	felt	ride	rode	ridden	tear	tore	torn
fight	fought	fought	ring	rang	rung	tell	told	told
find	found	found	rise	rose	risen	think	thought	thought
flee	fled	fled	run	ran	run	throw	threw	thrown
fly	flew	flown	say	said	said	understand	understood	understood
forbid	forbade	forbidden	see	saw	seen	wake	woke	woken
forget	forgot	forgotten	seek	sought	sought	wear	wore	worn
forgive	forgave	forgiven	sell	sold	sold	win	won	won
freeze	froze	frozen	send	sent	sent	write	wrote	written

American English–British English Guide

American English	British English	American English	British English	American English	British English
A		K		Grammar	
account	bill/account	kerosene	paraffin	She <u>just went</u> out./ She <u>has just gone</u> out.	She <u>has just gone</u> out.
band aid	sticking plaster	L	solicitor lost property	Hello, is <u>this</u> Ann? Do <u>you have</u> a car?/Have <u>you got</u> a car?	Hello, is <u>that</u> Ann? <u>Have you got</u> a car?
airplane	aeroplane				
antenna	aerial	M	post postman book motorbike film cinema		
anyplace, anywhere	anywhere				
apartment	flat	N	newsagent	Spelling	aluminum analyze center check color defense honor jewelry labor practice(n,v) realize theater tire trave(l)ler
area code	dialling code (phone)				
B		O	surgey single (ticket)	aluminium analyse centre cheque colour defence honour jewellery labour practice(n) practise(v) realise theatre tyre traveller	
bathrobe	dressing gown				
bathtub	bath	P	trousers tightis anorak car park overtake/pass road surface zebra crossing crisps state school handbag purse		
bill	banknote				
billion=thousand	billion=million million	pants, trousers pantyhose/nylons parka parking lot put through pass (vehicle, etc) pavement pedestrian crossing (potato) chips public school purse pocketbook	railway toilet return (ticket)		
million					
broil	grill	R	sack lunch sales clerk schedule Scotch tape shorts (underwear) sidewalk stand in line store, shop subway		
bureau	chest of drawers				
busy	engaged (phone)	S	packed lunch shop assistant timetable Sellotape pants pavement queue shop underground		
C					
cab	taxi	T	lorry, van fortnight		
call/phone	ring up/phone				
can	tin	V	holiday(s) hoover hoover waistcoat		
candy	sweets				
candy store	sweet shop	W	black or white		
check	bill (restaurant)				
closet	cupboard	with or without (milk/ cream in coffee)	black or white		
closet (hanging clothes)	wardrobe				
connect (telephone)	put through	Y	garden		
cookie	biscuit				
corn	sweetcorn, maize	Z	(pronounced "zed") nought postcode		
crazy	mad				
D		(pronounced "zee") zero zip code			
davenport/sofa	sofa				
delivery truck	van				
desk clerk	receptionist				
downtown	centre (city/business)				
drapes	curtains				
dresser	chest of drawers				
druggist	chemist				
drugstore/pharmacy	chemist's (shop)				
dungarees	jeans/overalls				
duplex	semi-detached				
E					
eggplant	aubergine				
elevator	lift				
eraser	rubber, eraser				
F					
fall	autumn				
faucet	tap				
first floor	ground floor				
flashlight	torch				
flat (tire)	flat tyre, puncture				
freeway/highway	motorway				
french fries	chips				
front desk (hotel)	reception				
G					
garbage/trash	rubbish				
garbage can	dustbin/bin				
gas	petrol				
gas station	petrol station				
grade	class				
I					
intermission	interval				
intersection	crossroads				
J					
janitor	caretaker/porter				
jello	jelly				
jump rope	skipping rope				

Word List

UNIT 1

large-scale (adj) /lɑːdʒ skel/
 admit (v) /ədmit/
 advisable (adj) /ədvaɪzəbəl/
 alternative (adj) /ɔːltɜːnətɪv/
 annoyed (adj) /ənɔɪd/
 annual (adj) /ænjʊəl/
 attic (n) /ætɪk/
 average (adj) /ævərɪdʒ/
 basement (n) /beɪsmənt/
 break down (phr v) /breɪk daʊn/
 break in(to) (phr v) /breɪk ɪn(tə)/
 break off /breɪk ɒf/
 Bronze Age (n) /brɒnz ædʒ/
 build on (phr v) /bɪld ɒn/
 build up (phr v) /bɪld ʌp/
 built in (adj) /bɪlt ɪn/
 caravan (n) /kærəvæn/
 centrally located (phr)
 central heating (n) /sentrəl hɪtɪŋ/
 chain (n) /tʃeɪn/
 chat (v) /tʃæt/
 chimney (n) /tʃɪmni/
 coast (n) /koʊst/
 comb (v) /koʊm/
 compartment (n) /kəmˈpɑːtmənt/
 complain (v) /kəmpleɪn/
 consist of (v) /kənˈsɪst əv/
 constantly (adv) /kɒnstəntli/
 cottage (n) /kɒtɪdʒ/
 couch potato (idm)
 courier (n) /kʊrɪə/
 craft (n) /krɑːft/
 decline (n) /dɪklaɪn/
 detached (adj) /dɪtætʃt/
 disturb (v) /dɪstɜːb/
 dust (v) /dʌst/
 eccentric (n) /ɪksentɪk/
 eco-friendly (adj) /ɪkoʊ-frendli/
 enquire (v) /ɪnkwəɪə/
 estate agent (n) /ɪstet edʒənt/
 family-sized (adj) /fæmli saɪzd/
 fence (n) /fens/
 fingerprint system (n) /fɪŋɡəˈprɪnt sɪstəm/
 fitted (adj) /fɪtɪd/
 flight of stairs (phr)
 flood (n) /flʌd/
 forward (v) /fɔːwəd/
 fully automated (phr)
 gear (n) /ɡɪə/
 grain (n) /ɡreɪn/
 ground floor (n) /ɡraʊnd flɔːr/
 grow out of (phr v) /ɡrəʊ aʊt əv/
 have in mind (exp)
 health warning (n) /helθ wɔːnɪŋ/
 high-tech (adj) /haɪ tek/
 hit the roof (idm)
 idyllic (adj) /ɪdɪlɪk/

industrial era (n) /ɪndʌstriəl ərə/
 initiate (v) /ɪnɪʃeɪt/
 innovate (v) /ɪneɪvət/
 instruction booklet (n) /ɪnstrʌkʃən bʊklət/
 iron (v) /aɪə/n/
 jacket potato (n) /dʒækɪt peɪteɪtəʊ/
 keep sb up (phr v) /ki:p ʌp/
 lawn (n) /lɔːn/
 leak (v) /li:k/
 lightweight (adj) /laɪtwet/
 look for (phr v) /lʊk fə/
 melt (v) /melt/
 mop (v) /mɒp/
 mow (v) /moʊ/
 network (n) /netwɜːk/
 obedience class (n) /əʊbɪdɪəns klɑːs/
 open fire (n) /oʊpən faɪə/
 operate (v) /ɒpəreɪt/
 option (n) /ɒpʃən/
 ordinary (adj) /ɔːdɪnri/
 own (v) /oʊn/
 passer-by (n) /pɑːsə baɪ/
 path (n) /pɑːθ/
 patio (n) /pætiəʊ/
 plumbing (n) /plʌmɪŋ/
 project (v) /prɒdʒekt/
 puddle (n) /pʌdʒl/
 racket (n) /rækɪt/
 recognise (v) /rekəɡnaɪz/
 reed (n) /ri:d/
 regret (v) /rɪɡret/
 removal company (n) /rɪmuʊvəl kʌmpəni/
 rent (v) /rent/
 request (v) /rɪkwest/
 residential (adj) /rezɪdɪnʃəl/
 rodent (n) /rəʊdɪnt/
 roomy (adj) /ruːmi/
 running waves (n) /rʌnɪŋ weɪvz/
 rural (adj) /rʊərəl/
 sample (n) /sæmpəl/
 sandbag (n) /sændbæg/
 services (n) /sɜːvɪsɪz/
 setting (n) /setɪŋ/
 skilled (adj) /skɪld/
 skyscraper (n) /skaɪskreɪpə/
 spacious (adj) /speɪʃəs/
 spectacular (adj) /spektækjələ/
 spiral (n) /spaɪərəl/
 straw (n) /strɔː/
 structural engineer (n) /strʌktʃərəl ɛndʒɪniə/
 suburb (n) /sʌbəˈbɜː/
 sweep (v) /swɪp/
 take part in (phr)
 terminal (n) /tɜːmɪnəl/
 terraced (adj) /terɪst/
 thatched (adj) /θætʃt/

thatching (n) /θætʃɪŋ/
 threshed (adj) /θreʃt/
 tiled (adj) /taɪld/
 too many cooks spoil the broth (idm)
 touch pad (n) /tʌtʃ pæd/
 trim (v) /trɪm/
 tyre (n) /taɪə/
 update (v) /ʌpdet/
 urgently (adv) /ɜːdʒəntli/
 vacuum (v) /vækjʊm/
 vary (v) /veəri/
 verandah (n) /vərəndə/
 warn (v) /wɔːn/
 washing-up (n) /wɒʃɪŋ ʌp/
 waterfront (n) /wɔːtəˈfrʌnt/
 wax (v) /wæks/
 weakness (n) /wi:knes/
 wheat (n) /wi:t/
 windmill (n) /wɪndmɪl/
 wireless (adj) /waɪəˈles/

UNIT 2

a rolling stone gathers no moss (idm)
 all its branches (phr)
 altogether (adv) /ɔːltəɡeðə/
 amusement arcade (n) /əˈmjuːzmənt ɑːˈkeɪd/
 ancient ruins (n) /eɪnʃənt ruːnz/
 And another thing! (phr)
 annually (adv) /ænjʊəli/
 apologise (v) /əˈpɒlədʒaɪz/
 applause (n) /əplɔːz/
 astounding (adj) /əˈstʌʊndɪŋ/
 available (adj) /əˈveɪləbəl/
 B&B /bɪ ɛnd bi/
 backpacking (n) /bækˈpækɪŋ/
 battle (n) /bætl/
 board (v) /bɔːd/
 botanical (adj) /bəˈtænɪkəl/
 buffet-style (adj) /bʌfɪt-staɪl/
 bustling (adj) /bʌslɪŋ/
 cabin (n) /kæbɪn/
 call back (phr v) /kɔːl bæk/
 call for (phr v) /kɔːl fə/
 call in (phr v) /kɔːl ɪn/
 call out on (phr v) /kɔːl aʊt ɒn/
 calm/peace before the storm (idm)
 carry out (phr v) /kæri aʊt/
 carving (n) /kɑːvɪŋ/
 cash bonus (n) /kæʃ baʊnəs/
 cast a cloud over (idm)
 chambermaid (n) /tʃembəˈmeɪd/
 charming (adj) /tʃɑːmɪŋ/
 check in (phr v) /tʃek ɪn/
 check out on (phr v) /tʃek aʊt ɒn/
 chorus (n) /kɔːrəs/

coach (n) /koʊtʃ/
 cobbled (adj) /kɒbld/
 colonial (adj) /kəˈləʊniəl/
 come rain or shine (idm)
 compensation (n) /kɒmpensəʃən/
 complimentary (adj) /kɒmplɪmentəri/
 contract (n) /kɒntrækt/
 counsellor (n) /kaʊnsələ/
 count (n) /kaʊnt/
 cuisine (n) /kwiːzɪn/
 date back to (phr v) /deɪt bæk tə/
 desert (n) /deɪzə/
 deserted (adj) /dɪzəˈtɪd/
 desk staff (n) /desk stɑːf/
 destination (n) /destɪneɪʃən/
 dip (n) /dɪp/
 display (n) /dɪspleɪ/
 diverse (adj) /daɪvɜːs/
 ecosystem (n) /ɪˈkəʊsɪstəm/
 emergency (n) /ɪˈmɜːdʒənsi/
 emperor (n) /emˈpərə/
 enormous (adj) /ɪnəˈmeɪs/
 Excuse me, could you help me, please? (phr)
 feature (v) /fi:tʃə/
 first aid certificate (phr)
 found (v) /faʊnd/
 gather (v) /ɡæðə/
 goggles (n) /ɡɒɡlɪz/
 gourmet (adj) /ɡʊəˈmeɪ/
 guest performer (n) /ɡest pəˈfɔːmə/
 guesthouse (n) /ɡesthaʊs/
 harmony (n) /hɑːˈmɒni/
 highlights (n) /haɪlaɪts/
 horsemanship (n) /hɔːˈsmənʃɪp/
 humidity (n) /hjuːmɪdɪti/
 hush (n) /hʌʃ/
 I think that's all I need. (phr)
 I'd like some information. (phr)
 I'd like to make a complaint. (phr)
 if you look like your passport photo, you're too ill (phr)
 imposing (adj) /ɪmˈpəʊzɪŋ/
 in a fog (idm)
 inconvenience (n) /ɪnkənˈvɪniəs/
 landscape (n) /lændskeɪp/
 laze (v) /leɪz/
 leap (v) /li:p/
 lifeguard (n) /laɪfɡɑːd/
 lightning never strikes in the same place twice (idm)
 limestone (n) /laɪmstəʊn/
 lined with (pp) /laɪnd wɪð/
 lukewarm (adj) /luːkwɔːm/
 make hay while the sun shines (idm)
 march (v) /mɑːtʃ/

marvel (v) /mɑːvəl/
 medieval (adj) /ˈmedieval/
 memorable (adj) /ˈmemərəbəl/
 mild (adj) /maɪld/
 mix up (n) /mɪks ʌp/
 natural wonders (n) /ˈnætʃərəl
 wʌndəˈz/
 naval (adj) /neɪvəl/
 on offer (exp)
 on site (exp)
 open air (adj) /ˈoʊpən ɛə/
 originally (adv) /əˈrɪdʒɪnəli/
 originate (v) /əˈrɪdʒɪneɪt/
 overcharged (adj) /ˈoʊvəʃɑːdʒd/
 overlook (v) /ˈoʊvəˈlʊk/
 package holiday (n) /ˈpeɪkɪdʒ
 hɒlɪdeɪ/
 participate (v) /pɑːˈtɪsɪpeɪt/
 phrase book (n) /ˈfreɪz bʊk/
 pillar (n) /ˈpɪlə/
 platform (n) /ˈplætfɔːm/
 promenade (n) /ˈprɒməneɪd/
 puncture (n) /ˈpʌŋktʃə/
 quaint (adj) /kwent/
 renowned (adj) /ˈrɪməʊnd/
 restore (v) /rɪˈstɔː/
 return ticket (n) /rɪˈtɜːn tɪkɪt/
 rugged (adj) /ˈrʌɡɪd/
 sample (v) /ˈsɑːmpəl/
 scattered (adj) /ˈskæteəd/
 secluded (adj) /ˈseɪkjʊdeɪd/
 shallow (adj) /ˈæləʊ/
 shoreline (n) /ˈʃɔːlaɪn/
 shower (n) /ˈʃaʊə/
 signal (v) /ˈsɪɡnəl/
 sleigh (n) /sleɪ/
 slope (n) /sloʊp/
 snow-capped (adj) /ˈsnəʊ kæpt/
 sombrero (n) /ˈsɒmbreərəʊ/
 some parts of it (phr)
 spare (adj) /speə/
 stable (n) /ˈsteɪbəl/
 stand (v) /stænd/
 street market (n) /ˈstriːt mɑːˈkɪt/
 street vendor (n) /ˈstriːt vɛndə/
 stretch (v) /stretʃ/
 stroll along (v) /ˈstroʊl əlɒŋ/
 structure (n) /ˈstrʌktʃə/
 stunt (n) /stʌnt/
 swamp (n) /swɒmp/
 swirl (v) /swɜːl/
 terrace (n) /ˈterɪs/
 the wise traveller leaves his
 heart at home (idm)
 tire (v) /taɪə/
 transform (v) /ˈtrɑːnsfɔːm/
 travel (v) /trævəl/
 travel broadens the mind (idm)
 trendy (adj) /ˈtrendi/

unspoilt (adj) /ˈʌnspɔɪlt/
 watchtower (n) /ˈwɒtʃtaʊə/
 weather the storm (idm)
 What seems to be the problem?
 (phr)
 What seems to be the trouble?
 (phr)
 What would you like to know?
 (phr)
 winding (adj) /ˈwaɪndɪŋ/
 wonder (n) /ˈwʌndə/

UNIT 3

acknowledge (v) /ˈæknɒlɪdʒ/
 adventurous (adj) /ˈædventʃərəs/
 against all odds (idm)
 appalling (adj) /əˈpɔɪlɪŋ/
 apprentice (n) /əˈprentɪs/
 arrogant (adj) /əˈrɛɡənt/
 assistance (n) /əˈsɪstəns/
 at first sight (exp)
 bald (adj) /bɔːld/
 bandleader (n) /ˈbændlɪdə/
 batter (v) /ˈbæteɪ/
 battle (n) /ˈbætl/
 battlements (n) /ˈbætlmɛnts/
 be appointed (v) /bi əˈpɔɪntɪd/
 be awarded (v) /bi əˈwɔːdɪd/
 be over the moon (idm)
 be the life of (idm)
 birthplace (n) /ˈbɜːθpleɪs/
 blow away (phr v) /ˈbləʊ əweɪ/
 bonnet (n) /ˈbɒnɪt/
 brave (adj) /breɪv/
 bray (v) /breɪ/
 bring about (phr v) /brɪŋ əbaʊt/
 bring out (phr v) /brɪŋ aʊt/
 bring sb round (phr v) /brɪŋ
 raʊnd/
 bring up (phr v) /brɪŋ ʌp/
 campaign (n) /ˈkæmpəɪn/
 carry on (phr v) /ˈkæri ɒn/
 carry out (phr v) /ˈkæri aʊt/
 carry sth off (phr v) /ˈkæri ɒf/
 catch my breath (exp)
 cheekbones (n) /ˈtʃɛkbəʊnz/
 chin (n) /tʃɪn/
 cloak (n) /kloʊk/
 compassionate (adj) /ˈkɒmpæʃənət/
 composition (n) /ˈkɒmpəzɪʃən/
 concerned (adj) /ˈkɒnsɜːnd/
 confident (adj) /ˈkɒnfɪdənt/
 convince (v) /kənˈvɪns/
 could you point them out to me?
 (phr)
 determination (n) /ˈdɪtɜːmɪneɪʃən/
 devastated (adj) /ˈdevəsteɪtɪd/
 devotion (n) /dɪˈvəʊʃən/

disgraceful (adj) /ˈdɪsɡreɪsfʊl/
 distress call (n) /ˈdɪstres kɔːl/
 easy-going (adj) /ˈiːzi ɡoʊɪŋ/
 eerie (adj) /ɪəri/
 embark (v) /ɪmˈbɑːk/
 emerge (v) /ɪˈmɜːdʒ/
 endure (v) /ɪnˈdʊə/
 establish (v) /ɪˈstæblɪʃ/
 eventually (adv) /ɪˈventʃuəli/
 eyebrows (n) /ˈaɪbraʊz/
 field (n) /fiːld/
 filthy (adj) /ˈfɪli/
 flea (n) /fleɪ/
 flexible (adj) /ˈfleksəbəl/
 forehead (n) /ˈfɒrɪd/
 free (v) /friː/
 front line (n) /ˈfrʌnt laɪn/
 get engaged (v) /get ɪnˈɡeɪdʒd/
 get stuck (v) /get stʌk/
 glance (v) /ɡlɑːns/
 governess (n) /ˈɡʌvənəs/
 graceful (adj) /ˈɡreɪsfʊl/
 graduation (n) /ˈɡrædʒʊeɪʃən/
 hailstones (n) /ˈheɪlstəʊnz/
 healthcare (n) /ˈhelθkeə/
 howl (v) /haʊl/
 hygiene (n) /ˈhaɪdʒɪn/
 I bet (phr)
 I can't imagine that (phr)
 I can't see who you mean (phr)
 I'm sorry I couldn't make it to
 the party (phr)
 impulsive (adj) /ɪmˈpʌlsɪv/
 in print (exp)
 in the making (exp)
 incline (v) /ɪnˈklaɪn/
 influential (adj) /ɪnˈfluɛnʃəl/
 insensitive (adj) /ɪnˈsensɪtɪv/
 irresponsible (adj) /ɪrˈsponsəbəl/
 It's a pity you missed it (phr)
 landowner (n) /ˈlændəʊnə/
 lane (n) /leɪn/
 legend (n) /ˈledʒənd/
 limited (adj) /lɪˈmɪtɪd/
 mean (adj) /miːn/
 military (adj) /ˈmɪlɪtri/
 moan (n) /moʊn/
 mow the lawn (phr)
 noble (adj) /ˈnoʊbəl/
 open-minded (adj) /ˈoʊpən
 maɪndɪd/
 opposed (adj) /əˈpəʊzd/
 optimistic (adj) /ˈɒptɪmɪstɪk/
 overnight (adv) /ˈoʊvəˈnaɪt/
 pace (n) /peɪs/
 pioneer (n) /ˈpaɪəniə/
 plump (adj) /plʌmp/
 pointed (adj) /ˈpɔɪntɪd/
 preoccupied (adj) /ˈpriːɒkjupaid/

public funds (n) /ˈpʌblɪk fʌndz/
 pursue (v) /pəˈsjuː/
 rat (n) /ræt/
 recover (v) /rɪˈkʌvə/
 reform (v) /rɪˈfɔːm/
 resume (v) /rɪˈzjuːm/
 retire (v) /rɪˈtaɪə/
 rip off (phr v) /rɪp ɒf/
 roar (v) /rɔː/
 ruined (adj) /ruːnd/
 rumbling (adj) /ˈrʌmblɪŋ/
 sanitation (n) /ˈsænɪtəʃən/
 sanitation practices (n) /ˈsænɪtəʃən
 præktsɪz/
 self-assured (adj) /self əˈʃʊəd/
 servant (n) /ˈsɜːvənt/
 set off (phr v) /set ɒf/
 shake (v) /ʃeɪk/
 shakily (adj) /ˈʃeɪkəli/
 sheet of ice (phr)
 shiver (v) /ˈʃɪvə/
 show up (phr v) /ʃəʊ ʌp/
 solitary (adj) /ˈsɒlɪtri/
 sprain (n) /spreɪn/
 spy (n) /spaɪ/
 stare (v) /steə/
 stern (adj) /stɜːn/
 stylish (adj) /ˈstɑɪlɪʃ/
 superintendent (n)
 /ˌsʊpərɪntendənt/
 survival rate (n) /səˈvaɪvəl reɪt/
 tear apart (phr v) /teə əˈpɑːt/
 tough (adj) /tʌf/
 tree house (n) /triː haʊs/
 tremendous (adj) /trɪˈmendəs/
 twilight years (exp)
 vain (adj) /veɪn/
 wealthy (adj) /ˈwelθi/
 well built (adj) /wel bɪlt/
 Where? I can't see who you
 mean (phr)
 wizard (n) /ˈwɪzəd/
 wound (n) /waʊnd/
 You certainly can't miss him!
 (phr)
 You do surprise me! (phr)

UNIT 4

acne (n) /æŋki/
 administer (v) /ədˈmɪnɪstə/
 ailment (n) /ˈaɪlmənt/
 alternative (adj) /ɔːltəˈnəɪtɪv/
 altogether (adv) /ɔːltəgeðə/
 appetite (n) /æˈpɪtaɪt/
 Are you taking any medicine at
 the moment? (phr)
 as right as rain (idm)
 assess (v) /əses/

cavity (n) /kævɪti/
 chest (n) /tʃest/
 chiropractor (n) /kaiəpræktə/
 coal mine (n) /kʊəl maɪn/
 compress (n) /kəmpres/
 consult (v) /kənʃʌlt/
 consume (v) /kənʃjuːm/
 consumption (n) /kənʃʌmpjən/
 conventional doctor (n)
 /kənvenʃənəl dɒktə/
 dentist (n) /dentɪst/
 dermatologist (n) /dɜːmətələdʒɪst/
 donation (n) /doʊneɪʃən/
 Early to bed and early to rise,
 makes a man healthy,
 wealthy and wise. (phr)
 ease (v) /iːz/
 equip (v) /ɪkwɪp/
 estimate (v) /estɪmeɪt/
 evil spirit (n) /ɪvəl spɪrɪt/
 expiration date (n) /ɪkspraɪʃən
 deɪt/
 extend (v) /ɪkstend/
 false hope (n) /fɔːls hoʊp/
 fee (n) /fiː/
 feel under the weather (idm)
 first aid training (phr)
 fitness level (n) /fɪtnɪs levl/
 flourish (v) /flaʊrɪʃ/
 found (v) /faʊnd/
 foundation (n) /faʊndəʃən/
 general practitioner (n) /dʒenrəl
 prækʃənə/
 get in shape (exp)
 Good for you. (exp)
 growth (n) /grəʊθ/
 guarantee (v) /gærənti/
 hay fever (n) /heɪ fiːvə/
 healer (n) /hiːlə/
 health insurance (n) /helθ
 ɪnʃʊərəns/
 Health is better than wealth
 (phr)
 highly respected (phr)
 hot fluids (n) /hɒt fluɪdz/
 hot spring (n) /hɒt sprɪŋ/
 I feel pretty good. (phr)
 I haven't seen you for ages.
 (phr)
 imitation (n) /ɪmɪteɪʃən/
 increasingly (adv) /ɪnkriːsɪŋli/
 indigestion (n) /ɪndɪdʒestʃən/
 industrial (adj) /ɪndʌstriəl/
 inflamed (adj) /ɪnflæmd/
 injection (n) /ɪndʒekʃən/
 junior cadet (n) /dʒuːniə kədet/
 keep their head (idm)
 Laughter is by definition,
 healthy. (phr)

look the picture of health (idm)
 lozenge (n) /lɒzɪndʒ/
 membership fee (n) /membəʃɪp fiː/
 mineral (n) /mɪnərəl/
 move away (phr v) /muːv əweɪ/
 nasal (adj) /neɪzəl/
 nightmare (n) /naɪtmə/
 nose bleed (n) /noʊz blɪd/
 offend (v) /əfend/
 opening hours (n) /oʊpənɪŋ aʊəz/
 optometrist (n) /ɒptometrɪst/
 originate (v) /ərɪdʒɪneɪt/
 postpone (v) /pəʊspəʊn/
 prescription (n) /prɪskrɪpʃən/
 pressure (n) /preʃə/
 Prevention is better than cure.
 (phr)
 psychologist (n) /saɪkələdʒɪst/
 queasy (adj) /kwetzi/
 rat race (idm)
 reflect (v) /rɪflekt/
 rely on (v) /rɪlaɪ ən/
 remedy (n) /remədi/
 restore (v) /rɪstɔː/
 runny (adj) /rʌni/
 scratch (n) /skræʃ/
 share (v) /ʃeə/
 sophisticated (adj) /səfɪstɪkətɪd/
 sprained (adj) /spreɪnd/
 stiff (adj) /stɪf/
 stock exchange (n) /stɒk
 ɪksʃeɪndʒ/
 surgeon (n) /sɜːdʒən/
 swallow (v) /swəloʊ/
 symptom (n) /sɪmptəm/
 tackle (v) /tækəl/
 temperature (n) /temprətʃə/
 There's nothing to worry about.
 (phr)
 turn up (phr v) /tɜːn ʌp/
 vet (n) /vet/
 via (prep.) /vaɪə/
 water-borne (adj) /wɔːtə bɔːn/
 What seems to be the problem?
 (phr)
 Why don't you come with me
 one day? (phr)
 word of mouth (idm)
 work wonders (phr)
 You look fantastic! (phr)
 You should try it! (phr)

UNIT 5

absorb (v) /əbzɔːb/
 accumulation (n) /ækjuːmjuleɪʃən/
 aerosol (n) /əəroʊsl/
 amphibian (n) /æmfɪbiən/
 atom (n) /ætəm/

barbarous (adj) /bæbəres/
 breakwater (n) /breɪkwɔːtə/
 breeding (adj) /brɪdɪŋ/
 change horses in midstream
 (idm)
 claw (n) /klɔː/
 commerce (n) /kɒmɜːs/
 condensation (n) /kɒndenseɪʃən/
 conservation (n) /kɒnsə'veɪʃən/
 convention (n) /kənvenʃən/
 convert (v) /kɒnvɜːt/
 crew (n) /kruː/
 crocodile tears (idm)
 crustacean (n) /krʌsteɪʃən/
 deforestation (n) /dɪfɔːresteɪʃən/
 delicate (adj) /dɪləkət/
 do out of (phr v) /duː əʊt əv/
 do up (phr v) /duː ʌp/
 do with (phr v) /duː wɪð/
 do without (phr v) /duː wɪðəʊt/
 draw back (phr v) /drɔː bæk/
 draw on (phr v) /drɔː ɒn/
 draw out (phr v) /drɔː əʊt/
 draw up (phr v) /drɔː ʌp/
 dreary (adj) /driəri/
 drought (n) /draʊt/
 eager beaver (idm)
 effort (n) /efərt/
 emission (n) /ɪmɪʃən/
 endangered (adj) /ɪndendʒə'd/
 evaporation (n) /ɪvəpəreɪʃən/
 exceed (v) /ɪksɪd/
 exhaust (adj) /ɪgzɔːst/
 extinction (n) /ɪkstɪŋkʃən/
 fate (n) /feɪt/
 forbidden (adj) /fə'bɪdən/
 fund (n) /fʌnd/
 generate (v) /dʒenəreɪt/
 greenhouse (adj) /grɪnhaʊs/
 harsh (adj) /hɑːʃ/
 Have you heard of us? (phr)
 hydrogen (n) /haɪdrədʒən/
 I doubt it. (phr)
 I'm sick and tired of city life.
 (phr)
 Ignorance is a form of
 environmental pollution.
 (phr)
 imported (adj) /ɪmpɔː'tɪd/
 impose (v) /ɪmpəʊz/
 install (v) /ɪnstɔːl/
 It's better to begin in the
 evening than not at all. (phr)
 journey (n) /dʒɜːni/
 let sleeping dogs lie (idm)
 let the cat out of the bag (idm)
 like a fish out of water (idm)
 limited (adj) /lɪmɪtɪd/
 lizard (n) /lɪzəd/

lynx (n) /lɪŋks/
 mammal (n) /mæməl/
 marsh (n) /mɑːʃ/
 masterpiece (n) /mæstə'piːs/
 merchant ship (n) /mɜːtʃənt ʃɪp/
 migratory (adj) /maɪgrətəri/
 mimic (v) /mɪmɪk/
 molecule (n) /mɒlɪkjʊl/
 mosquito (n) /mɒskɪtoʊ/
 nervous breakdown (n) /nɜːvəs
 breɪkdaʊn/
 noxious (adj) /nɒkʃəs/
 oil spill (n) /ɔɪl spɪl/
 oxygen (n) /ɒksɪdʒən/
 parch (v) /pɑːtʃ/
 passenger (n) /pæsɪndʒə/
 phantom (n) /fæntəm/
 plumage (n) /plʊmɪdʒ/
 prawn (n) /prɔːn/
 precipitation (n) /prɪsɪpɪteɪʃən/
 prefer (v) /prɪfə/
 raindrop (n) /reɪndrɒp/
 rare (adj) /reə/
 rarity (n) /reərɪti/
 recharge (v) /rɪtʃɜːdʒ/
 reflect (v) /rɪflekt/
 refuse (v) /rɪfjuːz/
 remote (adj) /rɪmoʊt/
 represent (v) /reprɪzent/
 resemble (v) /rɪzembəl/
 resource (n) /rɪsɔːs/
 run out (phr v) /rʌn əʊt/
 scheme (n) /skɪm/
 seal (n) /siːl/
 sewage (n) /suːɪdʒ/
 shed (n) /ʃed/
 shelter (n) /ʃeltə/
 shortage (n) /ʃɔːtɪdʒ/
 sick and tired (phr)
 solar (adj) /səʊlə/
 storage container (n) /stɔːrɪdʒ
 kəntənə/
 subscribe (v) /səbskraɪb/
 sunroom (n) /sʌnrʊm/
 swamp (n) /swɒmp/
 swan (n) /swɒn/
 tapestry (n) /tæpɪstri/
 tropical (adj) /trɒpɪkəl/
 vessel (n) /vesəl/
 voyage (n) /vɔɪdʒ/
 waste (n) /weɪst/
 wetland (n) /wetlənd/
 What exactly would you like me
 to do with it? (phr)
 What's this I hear about you
 moving to the country? (phr)
 Whatever you save is also
 earned. (phr)
 Would you like to join? (phr)

UNIT 6

agile (adj) /ædʒaɪl/
 apologetic (adj) /əpəˈlɒdʒetɪk/
 audience (n) /ˈɔːdiəns/
 ballad (n) /ˈbæləd/
 byte (n) /baɪt/
 Can you tell me a little bit about it? (phr)
 Can you tell me what the asking price is? (phr)
 cellar (n) /ˈseɪlə/
 coincidence (n) /ˈkɒɪnsɪdəns/
 compartment (n) /ˈkæmpɑːtmənt/
 cross (v) /krɒs/
 defuse (v) /dɪˈfjuːz/
 dinghy (n) /ˈdɪŋɡi/
 dodge (v) /dɒdʒ/
 floppy disc (n) /ˈflɒpi dɪsk/
 footwork (n) /ˈfʊtwɜːk/
 function (v) /ˈfʌŋkʃən/
 fuse (n) /fjuːz/
 give in (to) (phr v) /ɡɪv ɪn tə/
 give out (phr v) /ɡɪv aʊt/
 give up (phr v) /ɡɪv ʌp/
 go into (phr v) /ɡoʊ ɪntə/
 go off (phr v) /ɡoʊ ɒf/
 go under (phr v) /ɡoʊ ʌndə/
 hatch (n) /hætʃ/
 hesitation (n) /ˈhezɪtəʃən/
 high-tech (adj) /haɪ tek/
 I think it's a great idea. (phr)
 I'd appreciate that. (phr)
 I'm telephoning about the advertisement. (phr)
 I'm terribly sorry. (phr)
 invoice (n) /ɪnˈvɔːs/
 Is there a problem? (phr)
 Is there something I can do? (phr)
 jammed (adj) /dʒæmɪd/
 lab (n) /læb/
 lead (n) /led/
 Necessity is the mother of invention. (idm)
 negotiable (adj) /ˈnɪɡəʊjəbəl/
 oblige (v) /əˈblɪɡeɪz/
 obstacle (n) /ˈɒbstəkl̩/
 outperform (v) /aʊtpəˈfɔːm/
 panel (n) /pænəl/
 patent (v) /ˈpetənt/
 plain (adj) /pleɪn/
 portable (adj) /pɔːtəbəl/
 pressure (n) /ˈpreʃə/
 printout (n) /ˈprɪntaʊt/
 process (v) /ˈprəʊses/
 propeller (n) /ˈprəpələ/
 receipt (n) /rɪsɪt/
 record (v) /rɪkɔːd/

regulate (v) /ˈregjuleɪt/
 resignation (n) /ˈrezɪɡneɪʃən/
 result (n) /rɪzʌlt/
 run into (phr v) /rʌn ɪntə/
 sensor (n) /ˈsensə/
 smoothly (adv) /smuːðli/
 socket (n) /ˈsɒkɪt/
 source (n) /sɔːs/
 spanner (n) /ˈspænə/
 state-of-the-art (adj) /steɪt əv ðɪ ɑːt/
 steer (v) /stiə/
 tedious (adj) /ˈtiːdiəs/
 terrycloth (adj) /ˈterɪklɒθ/
 thermostat (n) /θɜːˈmæstæt/
 tilt (v) /tɪlt/
 to make matters worse (exp)
 tripod (n) /ˈtraɪpɒd/
 uneven (adj) /ʌnɪvən/
 vacate (v) /ˈveɪkeɪt/
 virus (n) /ˈvaɪərəs/
 What a coincidence running into you here! (phr)
 What a nice surprise! (phr)

UNIT 7

accessories (n) /ækseˈsɔːrɪz/
 advantage (n) /ədˈvɑːntɪdʒ/
 announcement (n) /əˈnəʊnsmənt/
 Any ideas? (phr)
 baggy (adj) /ˈbæɡi/
 bargain hunter (n) /ˈbɑːɡɪn haʊntə/
 belted (adj) /ˈbelɪd/
 blend (v) /blend/
 break (n) /breɪk/
 buckle (n) /ˈbʌkl̩/
 budget (n) /ˈbʌdʒɪt/
 bulletin board (n) /ˈbʊlɪtɪn bɔːrd/
 burn a hole in one's pocket (idm)
 By credit card, please. (phr)
 caretaker (n) /ˈkeəteɪkə/
 check (adj) /tʃek/
 convenient (adj) /kənˈviːniənt/
 craftsmanship (n) /ˈkrɑːftsmənʃɪp/
 customer (n) /ˈkʌstəmə/
 delivery (n) /dɪlɪvəri/
 denim (adj) /ˈdenɪm/
 distinct (adj) /dɪstɪŋkt/
 domed (adj) /doʊmɪd/
 Don't laugh! (phr)
 doubt (n) /daʊt/
 drop sb a line (exp)
 elderly (adj) /ˈeldəli/
 evaluate (v) /ɪˈvæljuːeɪt/
 exchange (v) /ɪksˈtʃeɪndʒ/
 exotic (adj) /ɪɡzɒtɪk/
 expire (v) /ɪkspaɪə/

fall apart (phr v) /fɔːl əpɑːt/
 fall behind (phr v) /fɔːl bɪhaɪnd/
 fall into (phr v) /fɔːl ɪntə/
 fall over (phr v) /fɔːl oʊvə/
 Fancy meeting you here! (phr)
 feel for (phr v) /fiːl fɔː/
 feel up to (phr v) /fiːl ʌp tə/
 fit in (phr v) /fɪt ɪn/
 fit like a glove (idm)
 fitting (n) /ˈfɪtɪŋ/
 floral (adj) /ˈflɔːrəl/
 fragrance (n) /ˈfreɪɡrəns/
 genuine (adj) /dʒenjuɪn/
 get stuck (v) /get stʌk/
 handle (n) /ˈhændl̩/
 Have I gone over my limit? (exp)
 heel (n) /hiːl/
 herbs (n) /hɜːzbz/
 hit below the belt (idm)
 How would you like to pay? (phr)

I could use a second opinion. (exp)

kilt (n) /kɪlt/
 leggings (n) /ˈlegɪŋz/
 limit (n) /lɪmɪt/
 lining (n) /ˈlaɪnɪŋ/
 lock (n) /lɒk/
 long-stemmed (adj) /lɒŋ stemd/
 loom (n) /luːm/
 lose one's shirt (idm)
 mystery (adj) /ˈmɪstəri/
 Never mind. (exp)
 No problem whatsoever. (phr)
 Oh, how embarrassing! (phr)
 overcharge (v) /oʊvəˈtʃɑːdʒ/
 overwhelm (v) /oʊvəˈweɪlm/
 pinstriped (adj) /ˈpɪnstreɪpt/
 plaid (adj n) /pleɪd/
 pleated (adj) /ˈpliːtɪd/
 polka-dot (adj) /ˈpɒlke dɒt/
 properly (adv) /ˈprɒpəli/
 prune (v) /pruːn/
 pyramid (n) /ˈpɪrəˈmɪd/
 qualification (n) /ˈkwɒlɪfɪkəʃən/
 query (n) /ˈkwɛəri/
 receipt (n) /rɪsɪt/
 reference (n) /ˈrefərəns/
 remedy (n) /ˈremədi/
 reserved (adj) /rɪˈzɜːvd/
 sample (v) /ˈsɑːmpəl/
 shorten (v) /ʃɔːtn̩/
 sleeveless (adj) /ˈsliːvləs/
 source (n) /sɔːs/
 specialise (v) /ˈspeʃəlaɪz/
 stain (n) /steɪn/
 stall (n) /stɔːl/
 step into sb's shoes (idm)
 stitching (n) /ˈstɪtʃɪŋ/

stock (n) /stɒk/
 strap (n) /stræp/
 striking (adj) /straɪkɪŋ/
 suspect (v) /səˈspekt/
 symptom (n) /ˈsɪmptəm/
 take your hat off to sb (idm)
 tartan (n) /ˈtɑːn/
 tear (v) /tiə/
 textile (n) /ˈtekstaɪl/
 tight (adj) /taɪt/
 tuxedo (n) /ˈtʌksɪdoʊ/
 vacancy (n) /ˈvækənsi/
 vaulted (adj) /ˈvɔːltɪd/
 waistcoat (n) /ˈwestkəʊt/
 We were meant to meet an hour ago. (phr)
 wonder (v) /ˈwʌndə/
 workshop (n) /ˈwɜːkʃɒp/
 You'll never believe it. (phr)

UNIT 8

accuse (v) /əˈkjuːz/
 additive (n) /əˈdɪtɪv/
 advise (v) /ədˈvaɪz/
 And to start? (phr)
 Appetite comes with eating. (phr)
 apricot (n) /əˈprɪkɒt/
 Are you ready to order, sir? (phr)
 aubergine (n) /ˈoʊbəˈʒɪn/
 banquet (n) /ˈbæŋkwɪt/
 beg (v) /beg/
 benefit (v) /ˈbenɪfɪt/
 bland (adj) /blænd/
 blazing (adj) /ˈbleɪzɪŋ/
 breathtaking (adj) /ˈbreθteɪkɪŋ/
 butter up (phr v) /ˈbʌtə ʌp/
 Caesar salad (n) /ˈsiːzəˈ sæləd/
 campaign (v) /ˈkæmpən/
 catering (adj) /ˈkætərɪŋ/
 cereal (n) /ˈsɛəriəl/
 chatter (n) /ˈtʃætə/
 chef (n) /ʃef/
 cholesterol (n) /ˈkɒləstərol/
 clot (v) /klɒt/
 clove (n) /kloʊv/
 command (v) /kəˈmænd/
 complex (adj) /ˈkɒmpleks/
 conventional (adj) /kənˈvenʃənəl/
 convince (v) /kənˈvɪns/
 coral (n) /kɒrəl/
 course (n) /kɔːs/
 courteous (adj) /ˈkɜːtiəs/
 crab (n) /kræb/
 curry (n) /ˈkʌri/
 dash (n) /dæʃ/
 deny (v) /dɪnaɪ/

dessert (n) /dɪzɜːt/
 destroy (v) /dɪstrɔɪ/
 development (n) /dɪvələpmənt/
 dilemma (n) /dɪləmə/
 dill (n) /dɪl/
 dough (n) /doʊ/
 eat like a horse (idm)
 establish (v) /ɪstæblɪʃ/
 excursion (n) /ɪkskɜːʃən/
 expect (v) /ɪkspekt/
 experience (n) /ɪkspɪəriəns/
 exquisite (adj) /ɪkskwɪzɪt/
 famine (n) /fæmɪn/
 feed (n) /fiːd/
 fetch (v) /fetʃ/
 force-feeding (n) /fɔːs ˈfiːdɪŋ/
 frequently (adv) /frɪkwəntli/
 fry (v) /fraɪ/
 genetically (adv) /dʒɪnetɪkli/
 get ahead (phr v) /get əˈhed/
 get around (phr v) /get əˈraʊnd/
 get away from (phr v) /get əˈweɪ frəm/
 get away with (phr v) /get əˈweɪ wɪð/
 get by (phr v) /get baɪ/
 get on with (phr v) /get ɒn wɪð/
 get over (phr v) /get əʊvə/
 glow (n) /ɡloʊ/
 grain (n) /ɡreɪn/
 grate (v) /ɡreɪt/
 grater (n) /ɡreɪtə/
 greasy (adj) /ɡreɪsi/
 grill (v) /ɡrɪl/
 handful (n) /hændfʊl/
 herb (n) /hɜːb/
 How long do you think it will be? (phr)
 I can't possibly eat it like this. (phr)
 I'll bring you one right away. (phr)
 immune system (n) /ɪmjʊn sɪstəm/
 increasingly (adv) /ɪnkrɪsɪŋli/
 individual (n) /ɪndɪvɪdʒʊəl/
 inform (v) /ɪnfɔːm/
 ingredient (n) /ɪnɡrɪdɪənt/
 intentionally (adv) /ɪntenʃənəli/
 interfere (v) /ɪntəˈfɪə/
 irritating (adj) /ɪrɪteɪŋ/
 jacket potato (n) /dʒækɪt ˈpəteɪtoʊ/
 knob (n) /nɒb/
 ledge (n) /ledʒ/
 lentil (n) /lentɪl/
 litre (n) /lɪtə/
 lump (n) /lʌmp/
 luxurious (adj) /lʌɡʒʊəriəs/
 margarine (n) /mɑːˈdʒərɪn/
 mineral water (n) /mɪnərəl wɔːtə/

modify (v) /mɒdɪfaɪ/
 mushroom (n) /mʌʃrʊm/
 mussel (n) /mʌsəl/
 naughty (adj) /nɔːti/
 not sb's cup of tea (idm)
 notice (n) /nəʊtɪs/
 nutritionist (n) /njuːtrɪʃənɪst/
 obvious (adj) /əˈbvɪəs/
 omelette (n) /əˈmɛlət/
 organic (adj) /ɔːˈɡænik/
 overhanging (adj) /əʊvəˈhæŋɡɪŋ/
 parasite (n) /pəˈræsəɪt/
 parsley (n) /pɑːsli/
 pickle (n) /pɪkəl/
 picturesque (adj) /pɪktʃəresk/
 pinch (n) /pɪntʃ/
 poach (v) /pəʊtʃ/
 poisonous (adj) /pɔɪzənəs/
 portion (n) /pɔːʃən/
 poultry (n) /ˈpəʊltri/
 prawn (n) /prɔːn/
 preservative (n) /prɪzəˈvətɪv/
 protein (n) /ˈprəʊtɪn/
 refuse (v) /rɪfjuːz/
 resistant (adj) /rɪzɪstənt/
 rind (n) /raɪnd/
 roast (v) /rəʊst/
 rolling pin (n) /ˈrəʊlɪŋ pɪn/
 rot (v) /rɒt/
 sample (v) /sæmpəl/
 scrambled (adj) /skræmbld/
 seascape (n) /ˈsiːskeɪp/
 secluded (adj) /sɪkluːdɪd/
 shipwreck (n) /ʃɪprek/
 shortage (n) /ʃɔːtɪdʒ/
 short-term (adj) /ʃɔːt tɜːm/
 sieve (v) /sɪv/
 skinless (adj) /skɪnləs/
 smoked salmon (n) /sməʊkt sæmən/
 sore (adj) /sɔː/
 sour (adj) /saʊə/
 spicy (adj) /spəsi/
 split (v) /splɪt/
 squid (n) /skwɪd/
 stale (adj) /steɪl/
 starter (n) /stɑːtə/
 starvation (n) /stɑːˈveɪʃən/
 steam (v) /stiːm/
 stir-fried (adj) /stɜːˈfraɪd/
 sugar-cane (n) /ʃʊɡə ˈkeɪn/
 taro-root (n) /tɑːroʊ rut/
 tasteless (adj) /teɪstləs/
 tasty (adj) /teɪsti/
 teaspoon (n) /tiːspun/
 texture (n) /tekstʃə/
 thread (v) /θred/
 threaten (v) /θretən/
 tin opener (n) /tɪn ˈəʊpənə/

to be the apple of sb's eye (idm)
 under-cooked (adj) /ʌndə ˈkʊkt/
 undernourished (adj) /ʌndəˈnaɪrɪʃt/
 unfamiliar (adj) /ʌnfəˈmɪliə/
 unique (adj) /juːnɪk/
 virus (n) /vaɪərəs/
 warn (v) /wɜːn/
 well-done (adj) /wel dʌn/
 What's in that? (phr)
 whisk (n) /ˈwɪsk/
 yam (n) /jæm/
 You are what you eat. (phr)

UNIT 9

ability (n) /əˈbɪlɪti/
 abolish (v) /əˈbɒlɪʃ/
 accurate (adj) /ækjʊrət/
 achieve (v) /ətʃɪv/
 adrenalin (n) /ədrenəlɪn/
 affair (n) /əˈfeə/
 agile (adj) /ædʒaɪl/
 appreciate (v) /əˈpreɪʃɪet/
 aquatics (n) /ækwætɪks/
 balanced (adj) /ˈbælənst/
 breeches (n) /ˈbrɪtʃɪz/
 bungee jumping (n) /ˈbʌndʒɪ dʒʌmpɪŋ/
 Can I help you? (phr)
 canteen (n) /kæntɪn/
 challenging (adj) /tʃælɪndʒɪŋ/
 championship (n) /tʃæmpɪənʃɪp/
 competitive (adj) /kəmpeɪtɪv/
 competitor (n) /kəmpeɪtə/
 compose (v) /kəmˈpəʊz/
 consequently (adv) /kɒnsɪkwentli/
 Count me in. (exp)
 countless (adj) /kaʊntləs/
 course (n) /kɔːs/
 curling (n) /kɜːlɪŋ/
 curriculum (n) /kəˈrɪkjʊləm/
 daring (adj) /deərɪŋ/
 deafening (adj) /defənɪŋ/
 demanding (adj) /dɪˈmɑːndɪŋ/
 demolition (n) /deməˈlɪʃən/
 deserted (adj) /dɪzɜːˈtɪd/
 disabled (adj) /dɪseɪbld/
 discount (n) /dɪskaʊnt/
 Do I need to take any ID with me? (phr)
 dwelling (n) /dwelɪŋ/
 educator (n) /edʒʊkətə/
 exhausting (adj) /ɪɡzɔːstɪŋ/
 extravaganza (n) /ɪkstrəˈvægənzə/
 facility (n) /fəˈsɪlɪti/
 fairly (adv) /feəli/
 fencing (n) /fensɪŋ/
 final (n) /faɪnəl/
 fishing (n) /fɪʃɪŋ/
 flame (n) /fleɪm/
 flying trapeze (n) /flaɪɪŋ treɪpɪz/
 focus (v) /foʊkəs/
 football (n) /fʊtbɔːl/
 frustration (n) /frʌstrəˈʃjən/
 funfair (n) /fʌnfeə/
 guide (n) /ɡaɪd/
 gymnast (n) /dʒɪmnæst/
 helmet (n) /helɪmt/
 highlight (n) /haɪlaɪt/
 hit back (phr v) /hɪt bæk/
 hit it off (phr v) /hɪt ɪt ɒf/
 hit on (phr v) /hɪt ɒn/
 hold against (phr v) /həʊld əɡenst/
 hold back (phr v) /həʊld bæk/
 hold on (phr v) /həʊld ɒn/
 hold up (phr v) /həʊld ʌp/
 hook (v) /hʊk/
 horse riding (n) /hɔːs raɪdɪŋ/
 I can't believe I just did that! (phr)
 ideal (n) /aɪdəl/
 I'll do that this afternoon. (phr)
 impressive (adj) /ɪmpresɪv/
 in comparison with (exp)
 increase (v) /ɪnkrɪs/
 indefinitely (adv) /ɪndefɪnɪtli/
 interlocking (adj) /ɪntəˈlɒkɪŋ/
 It's a bit scary. (phr)
 Just for the fun of it! (phr)
 Just the one day, I think. (phr)
 karate (n) /kəˈrɑːti/
 kayaking (n) /kaɪəkɪŋ/
 leisure (n) /leɪʒə/
 life jacket (n) /laɪf dʒækɪt/
 magnificent (adj) /mæɡnɪfɪsənt/
 mat (n) /mæt/
 morale (n) /məˈrɑːl/
 motto (n) /ˈmɒtoʊ/
 nerve-racking (adj) /nɜːv rækɪŋ/
 Never mind. (exp)
 officially (adv) /əˈfɪʃli/
 on solid ground (phr)
 opponent (n) /əˈpəʊnənt/
 pitch (n) /pɪtʃ/
 poolside (n) /ˈpuːlsaɪd/
 postpone (v) /pəʊspəʊn/
 precaution (n) /ˈpriːkəʊʃən/
 propose (v) /prəˈpəʊz/
 puncture (n) /ˈpʌŋktʃə/
 purity (n) /ˈpjʊərɪti/
 range (n) /reɪndʒ/
 referee (n) /ˈrefəri/
 removal (n) /rɪˈmuːvəl/
 represent (v) /reprɪzent/
 risky (adj) /rɪski/
 signal (v) /sɪɡnəl/
 skilful (adj) /skɪlfʊl/

skydiving (n) /skɑːdaɪvɪŋ/
 slope (n) /sloʊp/
 snowboarding (n) /snoʊbɔːrdɪŋ/
 Sounds like my kind of thing.
 (exp)
 special effects (n) /speʃəl ɪfɛkts/
 spectacle (n) /spektəkl̩/
 squash (n) /skwɒʃ/
 stadium (n) /stædɪəm/
 stage (v) /steɪdʒ/
 stress (v) /stres/
 supple (adj) /sʌpəl/
 talent (n) /tælənt/
 That's fine. (phr)
 thrill (n) /θrɪl/
 train (v) /treɪn/
 tribute (n) /trɪbjʊt/
 viewpoint (n) /vjuːpɔɪnt/
 weightlifting (n) /weɪtlɪftɪŋ/
 white water rafting (n) /ˈwaɪt
 wɔːtə ˈrɑːftɪŋ/
 windsurfing (n) /wɪndzɜːfɪŋ/
 workforce (n) /wɜːkˈfɔːs/
 yacht (n) /jɒt/
 You're unbelievable! (phr)

UNIT 10

acknowledgment (n)
 /æknɒlɪdʒmənt/
 advantage of (phr) /ædvəntɪdʒ/
 agony aunt (n) /æɡəni ʌnt/
 announcer (n) /əˈnəʊnsə/

apply (v) /əplai/
 arrant (adj) /ærənt/
 attend (v) /ətend/
 bankrupt (adj) /ˈbæŋkrʌpt/
 be bound to (phr)
 blackmail (v) /blækmeɪl/
 broaden (v) /brɔːdn̩/
 broadsheet (n) /brɔːdʃiːt/
 buttercup (n) /ˈbʌtəˈkʌp/
 Can you tell us what you saw?
 (phr)
 casual (adj) /kæʒuəl/
 category (n) /kætəɡɪri/
 catwalk (n) /kætˈwɔːk/
 choreography (n) /kɒrɪəɡrəfi/
 circulation (n) /sɜːˈkjʊleɪʃən/
 contributor (n) /kəntrɪbjʊtə/
 convert (v) /kənˈvɜːt/
 cordon off (phr v) /kɔːdˈɒn ɒf/
 coverage (n) /kʌvərɪdʒ/
 coward (n) /kəʊəd/
 crawl (v) /krɔːl/
 crèche (n) /kreʃ/
 debris (n) /deɪbri/
 debt (n) /det/
 destination (n) /destɪneɪʃən/
 dew (n) /djuː/
 disaster (n) /dɪzəstə/
 documentary (n) /dɒkjəməntri/
 editorial (n) /edɪtərɪəl/
 engineer (n) /endʒɪniə/
 expedition (n) /eksˈpɪdɪʃən/
 explosion (n) /kspləʊʒən/

eyewitness (n) /aɪwɪtnəs/
 foyer (n) /fɔːə/
 frequency (n) /frɪkwənsi/
 headline (n) /hedlaɪn/
 hear sth on the grapevine (idm)
 heel (n) /hiːl/
 inform (v) /ɪnfɔːm/
 judge (n) /dʒʌdʒ/
 keep sb/sth away from sb/sth
 (phr v) /kiːp əweɪ frəm/
 keep up with sb/sth (phr v) /kiːp
 ʌp wɪð/
 knock sb out (phr v) /nɒk aʊt/
 knock sth down (phr v) /nɒk
 daʊn/
 look after sb (phr v) /lʊk ɑːftə/
 look into sth (phr v) /lʊk ɪntə/
 managerial (adj) /mænɪdʒɪəriəl/
 matinee (n) /məˈtiːni/
 media (n) /miːdiə/
 no news is good news (phr)
 Nobody likes the man who
 brings bad news. (phr)
 notion (n) /nəʊʃən/
 Oh my goodness! (exp)
 Oh no! I don't believe it! (phr)
 orientated (adj) /ɔːrɪənteɪtɪd/
 overseas (adj) /əʊvəˈsɪz/
 panel (n) /pænəl/
 present (v) /prɪzent/
 profitable (adj) /prɒfɪtəbəl/
 promote (v) /prəməʊt/
 read between the lines (idm)

reliable (adj) /rɪˈlaɪəbəl/
 rubble (n) /rʌbəl/
 screen (v) /skriːn/
 seminar (n) /seminɑː/
 shadow (n) /ʃædəʊ/
 shoot up (phr v) /ʃuːt ʌp/
 short wave (n) /ʃɔːt weɪv/
 social class (n) /səʊʃl klɑːs/
 Some kind of explosion
 perhaps? (phr)
 stick (v) /stɪk/
 strike (n) /straɪk/
 subscriber (n) /səbskraɪbə/
 supermodel (n) /sʊpəˈmɒdəl/
 survivor (n) /səˈvaɪvə/
 tabloid (n) /tæblaɪd/
 The advertisement is the most
 truthful part of a newspaper.
 (phr)
 to cut a long story short (exp)
 training (n) /treɪnɪŋ/
 transistor (n) /trænzɪstə/
 tuberculosis (n) /tjuːbɜːˈkjʊləʊsɪs/
 tune (v) /tjuːn/
 underwriter (n) /ʌndəˈraɪtə/
 watch the world go by (phr)
 waterproof (adj) /wɔːtəˈpruːf/
 What for? (phr)
 You can say that again! (exp)
 You cheeky thing! (exp)

Word Formation

• Forming Nouns and Adjectives from Verbs

Some verbs form their nouns with the endings **-ion/-ation** and their adjectives with **-ive/-ative**.

impress impression impressive
inform information informative

NB: Nouns go before verbs as subjects or after verbs as objects. Adjectives normally go before nouns.

1 Fill in the correct form of the words in brackets.

- Sarah is not a very (act) person. She prefers reading to playing sports.
- Maria is a very (attract) girl. She could be a model.
- He had no (explain) for the missing files.
- She gave a (describe) of the thief to the police.
- I thought the lecture was very (inform).
- James has no sense of (direct). He could get lost in a shopping centre.
- This book has got an (imagine) storyline.
- His car is his most valuable (possess).
- Tina enjoys (create) pastimes like pottery and painting.
- The chairman of the company is under (investigate) for tax fraud.

• Forming Adjectives from Nouns and Adverbs from Adjectives

- Some common adjectives end in **-y**.
dirt – dirty, dust – dusty, etc
- Most adverbs are formed by adding **-ly** to adjectives.
quick – quickly, proper – properly
- Present participles and past participles can be used as adjectives.
bored – boring
Present participles (-ing) describe what or how somebody or something is and past participles (-ed) describe how people feel.

2 Fill in the correct form of the words in brackets.

- After I finished the gardening, my shoes were (filth).
- John argued (bitter) with his brother yesterday.
- Jane was (surprise) when she received a bouquet of flowers in her office.
- I felt very (guilt) about what I said to Tom.
- The doctor examined the baby (careful) and then prescribed medication for his cough.
- The children were having a great time sliding down the (snow) slopes.
- The book you gave me was so (interest) that I couldn't put it down.
- (fortunate), no one was hurt in the accident.
- After the cleaner left, the house was (spotless) clean.
- I couldn't see (clear) without my glasses.

• Forming Adjectives from Nouns and Verbs

Common endings for adjectives formed from nouns and verbs are:

-able enjoy – enjoyable	-ible sense – sensible
-al education – educational	-ic optimist – optimistic
-ant distance – distant	-ical psychology –
-ar circle – circular	psychological
-ate temper – temperate	-ious ambition – ambitious
-ial commerce – commercial	-ish self – selfish
-ent differ – different	-ous danger – dangerous

3 Fill in the correct form of the words in brackets.

- There was a (spectacle) fireworks display at the end of the concert.
- I enjoy sampling (tradition) dishes when I go abroad.
- We should encourage our children to explore their (art) abilities.
- Sonia wants to be a (fame) actress one day.

- 5 He has made (remark) progress at school this year.
- 6 You'd better take off your watch before diving into the sea, unless you're sure it is water (resist).
- 7 Mr Smith is the most (consider) teacher we've ever had. He's always there to answer our questions and help us with our problems.
- 8 You shouldn't be so (depend) on your parents at the age of thirty.
- 9 He spent all of his savings to buy a very expensive (convert) car.
- 10 The city centre is full of (history) buildings which attract a lot of tourists every year.
- 11 She became very (suspicion) of John when she heard him whispering on the phone late at night.
- 12 His behaviour is really (child), even though he is 25 years old.

• Adjectives ending in -ful and -less

Adjectives ending in **-ful** show that the person/thing being described has or displays that quality.

a beautiful woman (indicates beauty)

Adjectives ending in **-less** show that the person/thing being described doesn't have or display that quality.

a useless object (not useful)

4 Fill in the correct form of the words in brackets.

- 1 Tom is a very (success) businessman.
- 2 Tina was thrilled to hear the (delight) news.
- 3 Jim is a (care) driver; he will cause an accident one day.
- 4 We found our teacher's advice very (help).
- 5 It was very (thought) of you not to invite Tom to the party. You'd better call him and apologise.
- 6 I've got a (pain) bruise on my arm.

- 7 She was so shocked at the news that she was (speech).
- 8 Don't be afraid of the dog – he's (harm).
- 9 Unless he works harder, it is (doubt) that he'll get promoted this year.
- 10 Thousands of people were left (home) as a result of the tornado.

• Forming Adjectives with Negative Meaning

Negative adjectives are often formed with the prefix **un-** *able* – *unable* (not able).

Other prefixes commonly used to make negative forms are: **in-** (*inconsistent*); **dis-** (*disused*); **mis-** (*mistaken*); **anti** (*antiseptic*); **non-** (*non-stop*); **over-** (*overcrowded*)

NB: *mis-* is generally used in negative forms to mean that something has been done incorrectly or badly.

5 Fill in the correct form of the words in brackets.

- 1 My dog is very (obedient); he won't do anything I say.
- 2 John must be the (luckiest) person I know. Everything always goes wrong for him.
- 3 Mary is always late; she's so (reliable).
- 4 Spending hours on the Internet and not speaking to others is very (social) behaviour.
- 5 She got her dog from an animal shelter. He had been (treated) in the past, but he's happy with her.
- 6 The doctor told him that he was rather (weight) and should start a diet immediately.
- 7 He finally got a job after being (employed) for six months.
- 8 Please, put out your cigarette. This is a (smoking) area.
- 9 The buses are on strike today which is very (convenient).
- 10 The advertisers were criticised for giving (leading) information.

Many negative adjectives are formed by doubling the first letter of the word and placing an **i** before it, especially words beginning with **r**, **l** or **m** (*irreversible* = not reversible, *illogical* = not logical, *immoral* = not moral).

Root words beginning with **p** usually form negatives with the prefix **im** (*impatient* = not patient, *imperfect* = not perfect).

6 Fill in the correct form of the words in brackets.

- 1 It is (**responsible**) not to put out your campfire properly when you are camping in the woods.
- 2 Tom's handwriting is so bad that it is almost (**legible**).
- 3 I don't really want to go to the party, but it would be (**polite**) to refuse the invitation.
- 4 It is (**possible**) for unauthorised people to get past our new security system.
- 5 It is (**legal**) not to wear a seat belt when you are driving in Britain.
- 6 Nick's suggestion was well-meaning but (**practical**).
- 7 Bob is very (**mature**); he acts like a teenager at times, not a grown man of forty.
- 8 The seminar was a waste of time because a lot of the information was (**relevant**).

• Forming Nouns from Verbs

Some verbs form nouns which end in **-ance** or **-ence**.
accept – *acceptance*, *exist* – *existence*

7 Fill in the correct form of the words in brackets.

- 1 Helen gave an amazing (**perform**) in the play.
- 2 I wish I had more (**confide**) in my own abilities.
- 3 The twins are so alike it's hard to tell the (**differ**) between them.

- 4 The (**attend**) at last week's meeting was the highest ever recorded.
- 5 A TV appeal was launched after the little girls' (**disappear**).
- 6 This building looks like a hotel, but it's actually a private (**reside**).
- 7 Her last employer gave her such a good (**refer**), I don't think she will have a problem getting another job.
- 8 I haven't got a (**prefer**); you choose.

• Revision Box

8 Fill in the correct form of the words in brackets.

- 1 Tom's brother is a (**fame**) singer.
- 2 Simon never studies, so it is (**doubt**) that he will pass his exams.
- 3 Advertisements should not give (**leading**) information about a product.
- 4 We realised that we had been driving in the wrong (**direct**) for half an hour.
- 5 James felt very (**guilt**) about lying to his boss.
- 6 The video was so (**interest**) that I watched it twice.
- 7 The actress was wearing a (**spectacle**) dress at the awards ceremony.
- 8 It was very foggy, so we couldn't see (**clear**).
- 9 There is very little (**differ**) between the two shirts. They are almost identical.
- 10 You should take out travel (**insure**) in case anything goes wrong on your trip.
- 11 It is (**legal**) to park on double yellow lines in Britain.
- 12 The door is locked. It will be (**possible**) to open it without a key.
- 13 Daisy is good at painting. She has a lot of (**art**) talent.
- 14 Read the instructions (**careful**) so that you don't make any mistakes.
- 15 All restaurants in Britain have a (**smoking**) area.

9 Use the words in capitals to form a word that fits on the space in the same line.

A

In 1999, the U.S. Surgeon General stated that the number of 0) **overweight** American children had increased by an 1) 50 percent in just one generation. Children spend an 2) amount of time in front of the television, eating their 3) snacks. They keep themselves busy during 4) breaks by playing computer games. They need 5) to get up off the sofa and do some exercise. Parents should do different 6) with their children and show them that exercise can be 7) They should set goals for their children, such as cycling a certain 8) in a set time, and make small changes to their 9) routine, such as walking instead of taking the car or bus. They should also try to set a good example; they can't expect their kids to change their 10) if they won't make changes themselves.

WEIGHT
ALARM
INCREASE

FAVOUR
COMMERCE
ENCOURAGE

ACTIVE
ENJOY

DISTANT
DAY

BEHAVE

Couch Potato Kids



B

Feng Shui

Feng Shui (pronounced "phung schway") 0) **actually** means "wind water" and is part of an ancient Chinese philosophy of nature. It is a way of understanding the 1) between nature and ourselves so that we might live 2) within our environment. It follows the idea that our lives are deeply affected, not only by our physical environment, but also by our 3) surroundings. For example, if we surround ourselves with noise and 4), we will be 5), but if we surround ourselves with 6) objects and colours, we will enrich our lives and our environment. Making Feng Shui work 7) in your own home involves controlling the 8) in which positive energy ("chi") and negative energy ("sha") flow. This can cause you 9), as filling your home with positive energy could involve a change of 10), or even serious building work if it turns out that your doorways and windows are in the wrong positions.

ACTUAL

RELATION
PEACE

EMOTION
UGLY
MISERY
BEAUTY

SUCCESS
DIRECT

DIFFICULT
DECORATE



C

In 1957, a group of music 0) **professionals** in Los Angeles decided to create an 1) which would represent people who worked in the recording business. They wanted to celebrate the 2) achievements, not only of 3) and singers, but also of the people who work behind the scenes, such as producers and 4) This was the 5) of the GRAMMY awards. Almost half a century 6) , the awards ceremony has an annual audience of 7) two billion people, who tune in to see who will be judged the best in the worldwide music community. These days the GRAMMYs are a 8) live show and the most popular music awards show on television. Just about every 9) recording artist has appeared on this programme which will 10) entertain the public for many years to come.

PROFESSION
ORGANISE

ART
MUSIC

ENGINE
BEGIN
LATE

APPROXIMATE

SPECTACLE

FAME

PROBABLE

The GRAMMY Awards



D

The Open University

If you are looking for a flexible way to study, or a way to learn a new skill while still earning a 0) **living**, then the Open University may be the perfect 1) The Open University hosts a number of events each year which 2) you to meet with staff and find out what courses may be 3) for your needs. You can learn about the OU's study methods and get 4) on the availability of the subjects. The main study area is Europe, but Open University courses are 5) to students all around the world. An Open University degree is a 6) asset and meets with the 7) of thousands of employers all over Britain. In fact, many companies are more than happy to sponsor their 8) to study for an Open University 9) It is a great way to improve your 10) without putting your career on hold.

LIVE
SOLVE

ABLE
SUIT

INFORM

AVAIL

VALUE
APPROVE

EMPLOY
QUALIFY
EDUCATE



E

A new report has shown that there could be a huge 0) **reduction** in the number of deaths from cancer if people would 1) follow the strategies for the 2) of cancer described by 3) Quitting smoking, taking regular exercise, maintaining a 4) weight and having regular cancer screening could result in an 5) decrease, not only in the amount of people who die from cancer, but also in the number of people who develop the disease. This is 6) surprising news, as we all recognise that certain 7) can be 8) to our health. So why do health experts keep telling us the same things? Well, 9) , the message is still not getting through. Many people are still taking the same risks and making no effort to change their 10) habits. Isn't it time we started listening to the people who know best?

REDUCE
SIMPLE
PREVENT
RESEARCH

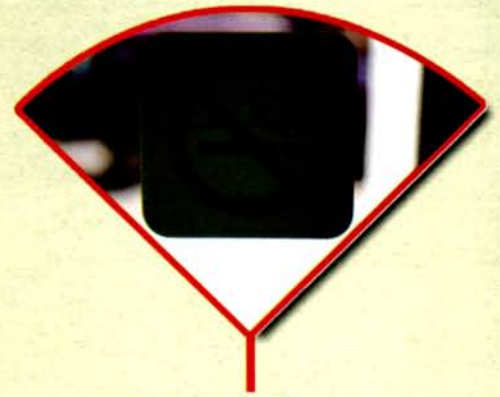
HEALTH

IMPRESS

HARD
BEHAVE
DANGER

APPARENT

DESTRUCT



**Cutting
Out
Cancer**

F

The Sweetest Thing

Sugar is the 0) **provider** of around 13 percent of the energy we get from food. It can be found in many plants, but the only 1) important sources of sugar are sugar beet and sugar cane. Sugar beet 2) takes place in temperate or cold countries. Sugar beet is grown 3) in Russia, Poland and Germany. Sugar cane is grown in 4) climates and provides more than half of the world's sugar supply. Among the countries with the largest sugar production are Brazil and Mexico. People are still uncertain about how 5) sugar is to our diet. Although it is used to 6) many foods, there are those who believe that sugar is 7) and that we should not add it to food products. For this reason, there has 8) been an increase in the sales of sugar-free foods. However, taken in 9) , sugar is a harmless and 10) part of our diet.

PROVIDE

COMMERCIAL

PRODUCE

EXTENSIVE

TROPIC

VALUE

SWEET
HEALTHY

RECENT

MODERATE
TASTE





Good as Gold

People all over the world have discovered the 0) **pleasure** of owning gold. It is a 1) mineral and, of course, an extremely valuable one. An 2) fact about gold is that it is also almost 3) to destroy. In fact, it is so strong, that the amount of gold which exists today is equal to all the gold which has been mined. It has 4) been used over and over again throughout the centuries. Gold makes great 5) , as it does not lose its shine. There are several minerals named "Fool's Gold", because only a 6) person would believe that they are gold! To tell the 7) , it is easy to see 8) , gold-coloured flakes in a piece of rock and think that you have struck it rich. Real, 9) gold specimens, on the other hand, can be a 10) investment, as the value of gold never seems to decrease.

**PLEASE
BEAUTY
INTEREST
POSSIBLE**

SIMPLE

JEWEL

**FOOL
TRUE
SHINE
NATURE**

PROFIT



Pet Perks

Recent research has shown that having a pet can 0) **strengthen** children's immune systems, and make them less 1) to have days off school with 2) than those without animals in the home. Researchers discovered that children of families who were cat or dog 3) had more health problems, but as they grew older, their immune systems were given a boost. These children attended an 4) average of nine days more school than children who didn't have pets. These 5) seem to support the "dirty hypothesis". This theory suggests that being too clean in early childhood can 6) the immune system. However, despite contributing to better school 7) , pets can also put children's health at risk. One of the most 8) problems is roundworm, which infects dogs and can cause stomach ache and even eye damage in children. Even so, three out of ten children questioned answered that they 9) share food with their pets, and a 10) 21% let their pets lick their fingers!

**STRENGTH
LIKE
ILL**

OWN

AMAZE

FIND

WEAK

**ATTEND
DANGER**

**HAPPY
SHOCK**





Do you tremble at the 0) **thought** of getting on a plane? Do you want to overcome your fear of flying? Don't worry. There are certain methods which can 1) you to forget your fear and take to the skies. 2) is the key, and there are many 3) exercises which can calm you down. However, it is 4) to remember that it is no use waiting until just before you board the plane. You should use these methods long before you arrive at the airport if you want them to be fully 5) Firstly, start replacing your 6) thoughts with positive and calm ones. If this doesn't stop the feelings of 7) , try breathing with the 8) part of your chest, inhaling and exhaling rhythmically. This leaves your body with no 9) but to calm down. Once you are 10) about using these techniques, your fear will simply disappear.

THINK

ABLE
RELAX
HELP
ESSENCE

EFFECT
NERVE
ANXIOUS
UP

CHOOSE
CONFIDENCE



Fear of Flying



The polar bear is a magnificent animal measuring around 1.6 m in 0) **height** and with an average 1) of 2.5 m from nose to tail. Adult males weigh between 300-800 kg but females are 2) smaller, weighing 150-300 kg and measuring 1.8 - 2 m in length. Their fur is 3) white, but it can appear yellowish, or even brown or grey. Polar bears are solitary creatures, with the 4) of mothers who are nursing their cubs. The bears may also come into 5) with one another over food. However, in 6) where bears meet each other, the smaller bear will 7) run away. A female bear with cubs, on the other hand, will charge much larger males, as she is 8) of her young or the food they are eating. Polar bears are thought to be 9) to humans, although humans and bears 10) come into contact as the human population in areas where the bears live is very low.

HIGH
LONG

CONSIDERABLE

GENERAL

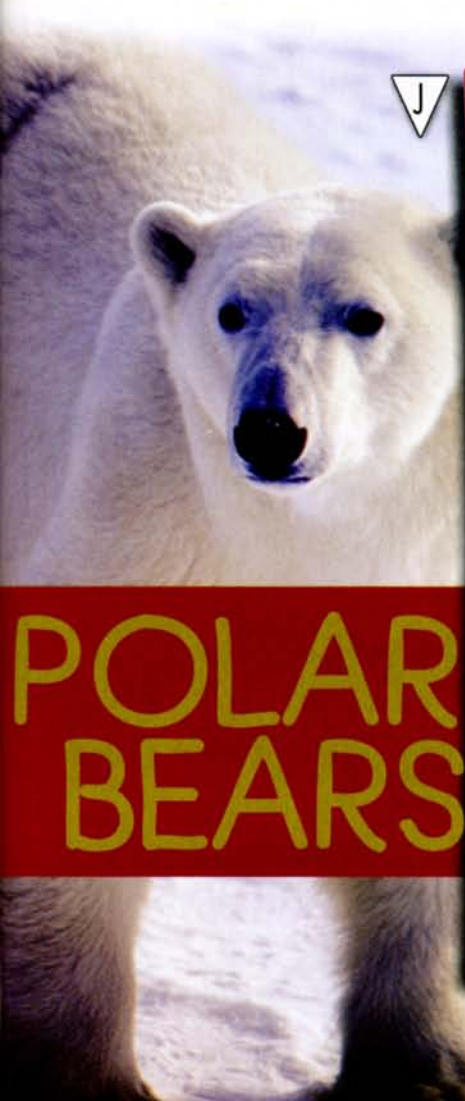
EXCEPT

COMPETE
SITUATE
USUAL

PROTECT

DANGER
RARE

POLAR BEARS





If you are setting up your own business, it can be 0) **tempting** to hire friends. After all, working with friends means fewer 1) and a much more 2) atmosphere in the workplace. Friends are also likely to work 3), put in longer hours, and want the business to be just as 4) as you do. However, employing friends can also be rather 5) What happens when one of your friends has a 6) idea about how you should run the business? What if one of your friends simply can't do the job? Firing them will 7) damage your friendship. How would you tell your friends if their 8) is not what you expect from your staff? Being an 9) and a friend is not easy. Perhaps it is better to hire 10) after all.

TEMPT
ARGUE
COMFORT
CHEAP

SUCCESS
DANGER
DIFFER

CERTAIN
BEHAVE

EMPLOY
STRANGE

Mixing Business and Pleasure



Looking for a job is a job in itself. It takes 0) **careful** planning and a lot of thought. First of all, it is important to think about your 1) You need to decide what kind of work appeals to you. What kind of 2) do you enjoy doing? What type of position do you want? What kind of 3) is right for you? When you have answered these questions, it is time to prepare your resume, cover letters and letters of 4) You will also need to ask people you have worked for in the past to write letters of 5) for you. Make sure that all of these documents look 6) Then, it is time to send your documents to companies and businesses where you would like to work. When you attend interviews, be sure to dress 7)

Smile and speak 8) to everyone you meet before and after your interview. Always write and thank the 9) for their time and reply to all letters of 10) or rejection you are sent. Finally, be optimistic. The perfect job could be just around the corner!

CARE

PERSON
ACTIVE

EMPLOY

INQUIRE

RECOMMEND
PROFESSION

APPROPRIATE
POLITE

INTERVIEW
ACCEPT

Just the Job





We all like to get away, but sometimes going abroad can be very 0) **expensive**. However, there are ways to cut costs and still have an 1) holiday. First of all, you can avoid paying travel agents' fees and book your holiday yourself. There are 2) bargains to be found on the Internet, from cheap 3) to great hotel deals, as recent price wars are making companies more and more 4) Also, some colleges and universities offer cheap rooms to 5) during the holidays. Check out schools in the area you plan to visit and save a fortune on 6) Staying in Youth Hostels is an 7) option. Of course, these are hardly 8), but they are certainly kinder to your wallet than the average hotel. Those who love the great outdoors can always take a tent and sleep under the stars. Remember, however, it is always 9) to book a campsite, as in many countries, it is 10) to camp in public places such as beaches and parks.

EXPENSE
ENJOY

WONDER
FLY

COMPETE
TRAVEL

ACCOMMODATE
ALTERNATE
LUXURY

ADVISE
LEGAL

Bargain Breaks



King of the Grill



Cooking on a barbecue is 0) **definitely** not as easy as it looks. You may have all the right 1), and you may be a great chef in the kitchen, but things are very 2) in the open air. When we think of barbecues, we think of 3) burgers, steaks and sausages – juicy, tender and grilled to 4) In reality, however, we always seem to end up putting out fires, dropping the meat through the grill onto the coals, and 5), serving meat which is burnt black on the outside and pink and 6) on the inside. The only thing that can equal our 7) at serving such terrible food is the worry that we may be poisoning our family and friends. Yet, despite the same 8) year after year, we dust off the barbecue every summer, full of 9) that this year, we will master the flames and cook a 10) meal on the barbecue.

DEFINITE

EQUIP
DIFFER

TASTE
PERFECT

EVENTUAL

COOKED
EMBARRASS

FAIL

CONFIDENT
SUCCESS

Word Formation

Complete the missing words.

Abstract noun	Person noun	Verb	Adjective	Adverb
act	actor/actress	act	.....	actively
art	.....	---	artistic	artistically
.....	attendant	attend	---	---
attraction	---	attract	.....	(un)attractively
bitterness	---	---	bitter	.....
care	carer	care	.....	carefully/carelessly
childhood	child	---	childish	.....
clarity	---	clear	(un)clear	.....
confidence	.....	confide	(in)confident/confidential	confidently/confidentially
consideration	---	consider	.....	considerably
convenience	---	---	.....	(in)conveniently
conversion	convert	convert	.....	---
creation	.....	create	creative	creatively
delight	---	delight	.....	delightfully
.....	dependent	depend	dependable/(in)dependent	dependably/(in)dependently
description	---	describe	.....	descriptively
.....	---	differ	(in)different	(in)differently
direction	director	direct	(in)direct	.....
.....	---	disappear	---	---
doubt	doubter	doubt	.....	doubtfully/doubtlessly
employment	...../employee	employ	(un)employed	---
.....	---	explain	explanatory	---
fame	---	---	.....	famously
fortune	---	---	.....	(un)fortunately
guidance	guide	guide	.....	---
guilt	---	---	guilty	.....
harm	---	harm	harmful/.....	harmfully/harmlessly
help	.....	help	(un)helpful/helpless	helpfully/helplessly
history	historian	---	historic/.....	historically
imagination	---	imagine	(un)imaginative/imaginary	.....
.....	informer	inform	informative	informatively
.....	---	insure	---	---
.....	investigator	investigate	investigative	---
lead	.....	lead	leading	---
legality	---	legalise	.....	(il)legally
luck	---	---	.....	(un)luckily
modesty	---	---	.....	(im)modestly
obedience	---	obey	.....	(dis)obediently
pain	---	pain	...../painless	painfully/painlessly
performance	.....	perform	---	---
politeness	---	---	.....	(im)politely
.....	possessor	possess	possessive	possessively
possibility	---	---	.....	(im)possibly
practicality/practice	---	practise	.....	(im)practically
.....	---	prefer	preferable	preferably
reference	.....	refer	---	---
relevance	---	---	(ir)relevant	(ir)relevantly
.....	---	rely	(un)reliable/reliant	reliably
remark	---	remark	.....	remarkably
residence	.....	reside	residential	residentially
resistance	resister	resist	.....	(ir)resistably
.....	---	---	(ir)responsible	(ir)responsibly
spectacle	.....	---	spectacular	spectacularly
speech	speaker	speak	.....	---
spot	spotter	spot	.....	spotlessly
.....	successor	succeed	(un)successful	(un)successfully
surprise	---	surprise	.....	surprisingly
suspicion	suspect	suspect	.....	suspiciously
.....	thinker	think	thoughtful/thoughtless	thoughtfully/thoughtlessly
tradition	---	---	traditional	.....
treatment	---	treat	---	---
.....	---	weigh	weighty	weightily

CLICK ON 4



Click on 4 is a modular secondary-level course for learners of the English language. The series combines active English learning with a variety of lively topics presented in themed units.

Key Features

- ◆ theme-based units from a wide variety of sources in five modules
- ◆ a variety of cross-cultural topics
- ◆ systematic development of all four language skills through realistic challenging tasks which encourage the learner's personal engagement
- ◆ lexical exercises practising and activating all essential vocabulary including collocations, idioms, phrasal verbs and word formation
- ◆ a variety of authentic stimulating reading and listening tasks
- ◆ realistic, stimulating dialogues featuring people in everyday situations
- ◆ grammar sections covering all major grammatical areas plus a Grammar Reference Section
- ◆ composition analysis and practice on all types of writing with full models
- ◆ a wide range of speaking activities
- ◆ intonation & pronunciation sections
- ◆ Culture Clips
- ◆ Literature pages

Components

Student's Book
Teacher's Book (interleaved)
Workbook (Student's)
Workbook (Teacher's overprinted)
Test Booklet
Class Cassettes/Audio CDs
Student's Cassette/Audio CD



Express Publishing

ISBN 1-84325-781-5



9 781843 257813