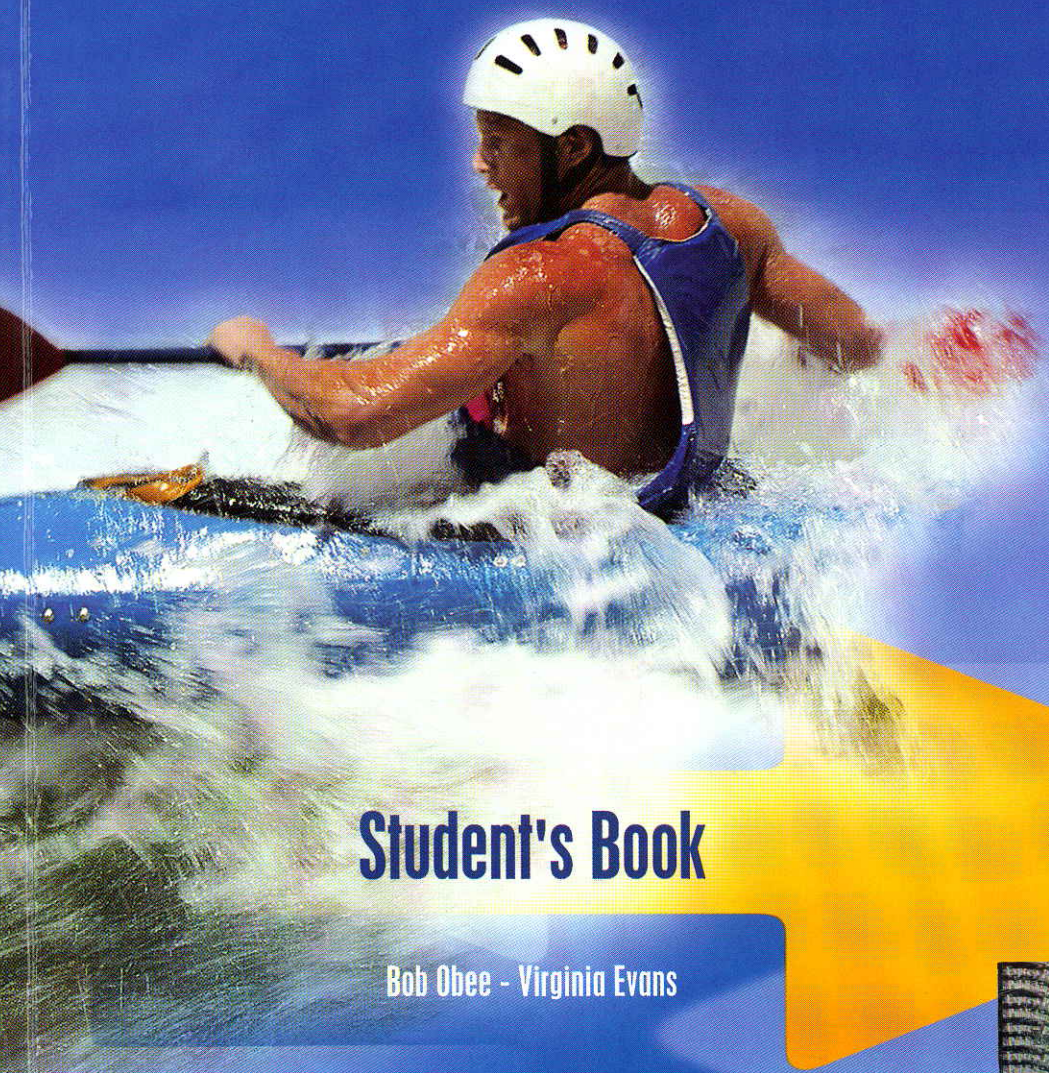
Upstream

UPPER INTERMEDIATE



Student's Book

Bob Obee - Virginia Evans

Express Publishing

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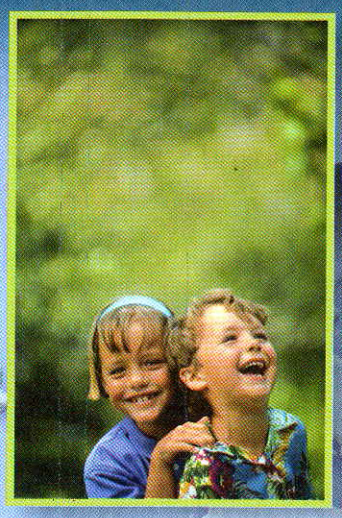
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Express Yourself





UNIT 1

Crossing barriers

UNIT 2

Moods & Feelings



MODULE 1 units 1-2

MODULE 1 units 1-2

Before you start ...

- What does the title of the module mean to you?
- How do you communicate with people?
- How is your mood affected by everyday situations?

Listen, read and talk about ...

- means of communication
- ways to communicate
- gestures
- moods & emotions
- character qualities
- physical sensations
- expressing feelings

Learn how to ...

- make suggestions
- make assumptions
- compare and contrast
- express preference
- express extreme feelings
- ask about feelings

Phrasal verbs

related to:

- communication
- feelings

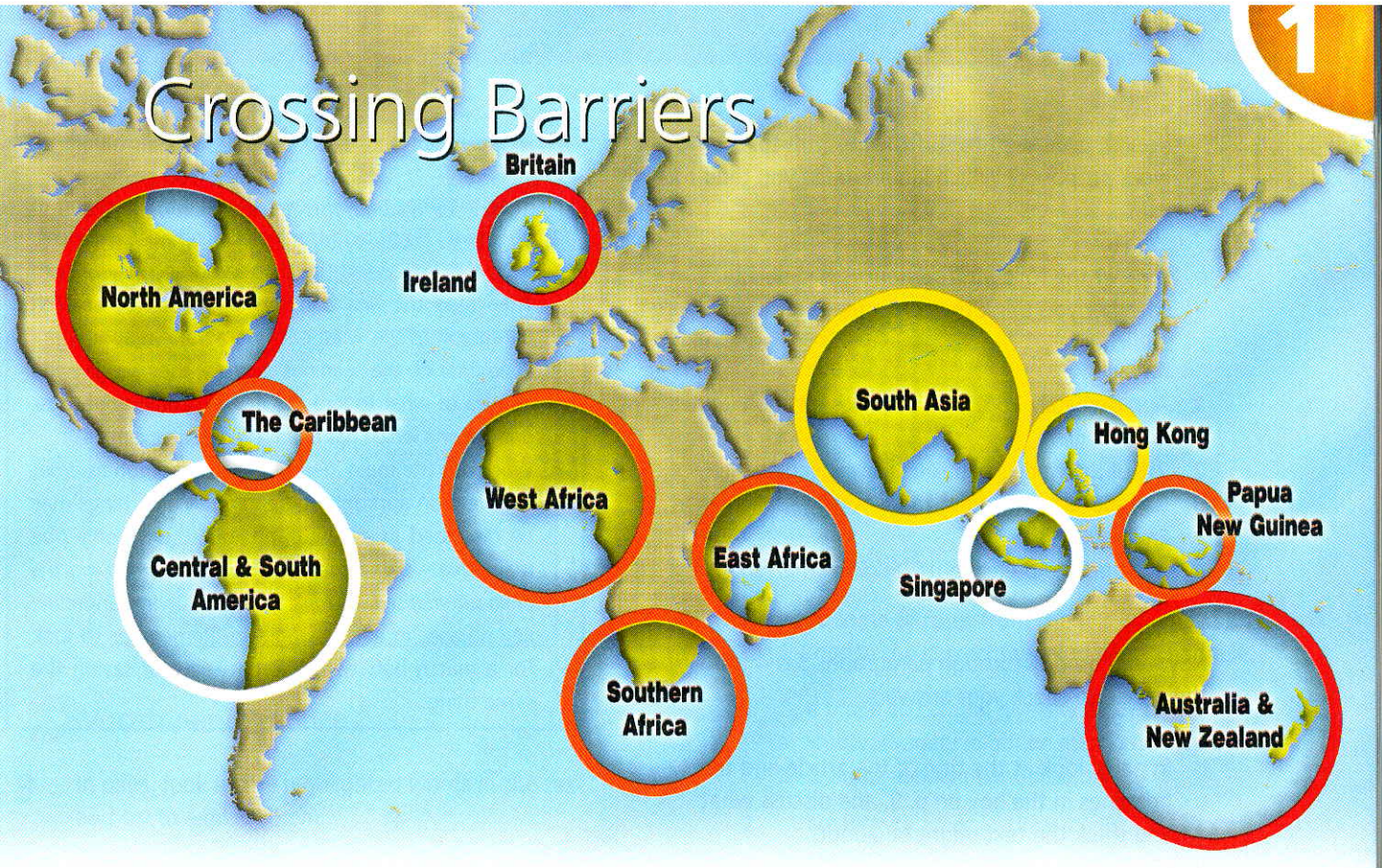
Practise ...

- articles & determiners
- too/enough
- partitives
- countable/uncountable nouns
- present simple/present continuous
- stative verbs
- used to/be/get used to

Write ...

- informal/semi-formal/ formal letters
- transactional letters

Crossing Barriers



Lead-in

1 Look at the map. What do you think the highlighted regions have in common: culture – religion – language – other?

2 a. Listen and fill in the missing words/phrases.

- A lot of [1] _____ are in English.
- [2] _____ and government negotiations are usually conducted in English.
- Many countries make a lot of money from British [3] _____ .
- Most of the world's best known [4] _____ come from the USA or the UK.
- The USA exports [5] _____ to the whole world.

b. Match the sentences in Ex. 2a to the topics below. Can you think of other factors which have encouraged the use of English around the world?

• the media [4] • tourism [ ] • the Internet [ ]
• international trade [ ] • world politics [ ]

3 a. Which of the following do you consider to be the most useful while studying English? Rank them, then compare your list to your partner's.

• dictionaries • songs • travel • pen friends
• reading magazines/books • radio programmes
• watching films • watching the news
• attending lessons

b. Make a list of five things you have had difficulty with in learning or communicating in English. Discuss them with your partner and comment on each other's problems.

Making Suggestions	Responding Positively
• Why don't you ...? • If I were you, I would ... • What about ...? • You should/ought to/might want to think about ... • Have you thought about ...?	• That's a good idea. • OK. Why not? • I think you're right. • I never thought of that.
	Responding Negatively • It's no good. • I don't know ... • I'm not really into ... • I don't know what good it would do ...

A: I've got a problem with phrasal verbs.
B: Why don't you use a dictionary?
A: I don't know what good it would do.

4 Paraphrase the quotations below. Which one do you agree with? Why?

'If we all spoke the same language, there would be fewer conflicts and wars.'

'Every time a language dies, the world loses a piece of its ability to survive.'

5 In your opinion, will English be more widely spoken in the future? Why (not)? Can you think of any aspects of life where English is or will be the only language used?

1 a. Do you ever need to surf the Internet for study/work purposes? Which language do you tend to use?

b. Look at the following sentences and decide whether you think they are true or false. Read and check.

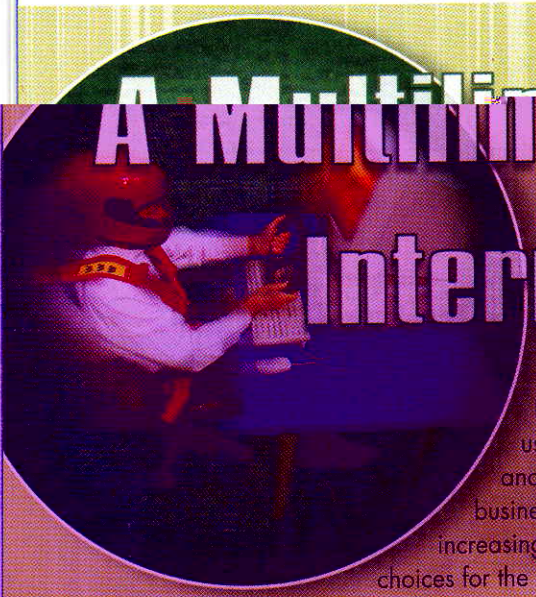
1 Approximately 75% of web pages on the Internet are in English.
2 7% of the world's population speak English well.
3 Chinese languages are more widely spoken than English.
4 Most people prefer to use English when shopping online.

Now read quickly through paragraphs 3 & 4 from the article to check your answers.

c. In pairs, look at the title of the article and the headings in the box on p. 9, and discuss what you think the text might be about.

STRATEGY POINT

- Read the title so you know what the text is going to be about. Then, read the list of headings/sentences.
- Skim the text. Read the first paragraph of the text. Then read the first and the last sentence of each paragraph to see what each paragraph is about.
- Read through the headings carefully; they will give you an idea of what to look for in each paragraph. Cross out the one which has been given as an example.
- Work out the main idea of each paragraph in order to give it an appropriate heading. Many things may be discussed in a paragraph, but there's only one main idea – e.g. *the main idea of a paragraph which is often summarised in a topic sentence.* Always underline key phrases in each paragraph. Remember to look for a match between different ways of saying the same thing.



A Multilingual Internet?

As both Asian and European markets use the Internet more and more to conduct business, there will be an increasing need for language choices for the different markets.

0 *B*

English is so often used on the Internet that it might make you think everyone in the world speaks English, or at least give you the impression that it is the world's most widely-spoken language. If this were true, it would, of course, bring benefits for worldwide communication and understanding, though it could also possibly become a threat to cultural diversity. English certainly seems to be everywhere, from films to pop music and TV, and from business to science and other fields.

1

Information **varies**, but suggests that about 75% of the pages on the Web are in English. Yet English is the mother tongue for only 5.4% of the world's population, while a further 7% of the world's population are proficient speakers of English. This means that only around 12% of the world's population can communicate well in English. This figure is nowhere near the total number of people speaking Chinese languages, which, at 20.7%, is much higher.

2

More and more people are accessing the Internet nowadays, including many companies wanting to conduct e-business. As a consequence, the position of English is beginning to change. Both Europe and Asia are growth areas, with businesses increasing their use of the Internet and people would apparently rather buy things online if they can order in their own language.

3

It has been predicted that by 2003 only one third of Internet users will be speakers of English. As a result, companies wanting to reach world markets are beginning to realise that they will have to translate their websites for their various customers.

4

However, creating a multilingual website is not an easy task. Companies wishing to translate their sites for different markets basically face both technical and linguistic problems. They are unable to use automated translation systems, which already exist in the market, simply because the quality is not good enough for professional use. Businesses all over the world are now faced with this huge challenge.

5

2 Read the article and choose the most suitable heading (A-I) for each paragraph (1-7). There is one extra heading which is not needed. Which words in each paragraph helped you decide? How have they been paraphrased in the headings?

A Smaller firms will benefit
B False impressions
C A challenge for translators
D Realising the need for variety
E Different cultures, different needs
F Surprising figures
G Time is needed
H Personal preferences
I Proficiency in English

Vocabulary Practice

3 In pairs, look at the highlighted words in the text and try to explain them.

Moreover, translating websites is only the beginning. Customers with questions or problems will need to discuss matters in their own language, for example, while prices will need to be in the local currency. Dates will also need to be in the right format to avoid confusion. Companies will need to adapt their advertising materials so as not to offend different cultures. They may also have to change their way of doing business to suit certain customers – in Japan, for example, as the Japanese do not tend to give their credit card details over the Web. There are also legal issues to take into consideration.

6 [ ]

Such vast changes will not happen overnight. It is impossible to say exactly how many texts there are on the Web as the number is changing all the time. One thing which is certain, however, is that a growth in the use of Internet is guaranteed. Companies doing e-business simply need time to translate their sites into the various languages necessary to do business. Meanwhile, more and more material in different languages is being added to the Web at a fast pace.

7 [ ]

While all this is happening, local companies, with few employees, doing e-business only in the language of their target market and who are aware of the cultural aspects of that market, will certainly be at an advantage. The problems of language and culture could well limit larger companies from expanding and so offer more opportunities to smaller businesses in poorer areas of the world.

4 Match the words. Make sentences using them.

A	B
mother	market
cultural	tongue
fast	diversity
access	business
target	the Internet
conduct	pace

My mother tongue is Polish.

Text Analysis

5 Here are some phrases from the text you have just read. Choose the correct meaning of each phrase.

1 … a threat to cultural diversity (lines 13-14)
   a cultural variety might be attacked
   b cultural variety might disappear

2 … are growth areas … (lines 29-30)
   a are increasing in size
   b are increasing their business activities

3 … this huge challenge (lines 44-45)
   a having to translate sites into different languages
   b having to improve the quality of existing systems

4 … translating websites is only the beginning (line 46)
   a there will be further problems to face
   b websites need to be translated first

5 … change their way of doing business (lines 52-53)
   a companies will need to change the products they sell
   b companies will need to change their approach to business

6 … could well limit larger companies … (lines 70-71)
   a larger companies will be limited by smaller companies
   b larger companies will be at a disadvantage

Discussion

6 Now scan the text, underline and note down the reasons why websites will need to become multilingual in the near future. Then, in pairs, discuss any other reasons you can think of for developing multilingual websites.

7 In pairs, discuss the following questions.

- How might a multilingual Internet help you in your studies/work?
- Can you think of any drawbacks to such a system?

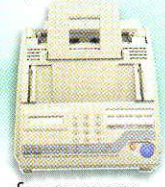
Means of communication

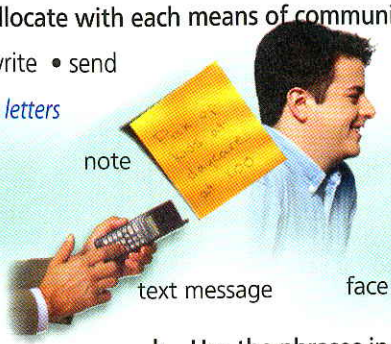
1 a. Look at the pictures. Which verbs in the list collocate with each means of communication?

• make • answer • address • communicate • write • send
• receive • talk *write/send/receive/answer/address letters*


letters


phone call


fax message


note

text message

face to face


email

b. What do you normally use these different means of communication to do? Discuss with a partner.

• apply for a job • book a table at a restaurant
• introduce somebody to somebody else
• make an official complaint • ask a favour
• invite someone to a party
• get somebody's attention • set up a meeting

A: I normally write a letter or an email to apply for a job.
B: Me too, but people can also send an application by fax.

c. What other means of communication can you think of?

d. Which means are: ***personal/impersonal, efficient/inefficient, economical/costly, formal/informal, reliable/unreliable, complicated/easy***? Give reasons.

I think sending a fax is efficient because you can send a copy of different documents fast.

Ways to communicate

2 a. Match the pictures to the verbs.

1 ☐ yell
2 ☐ weep
3 ☐ whisper
4 ☐ giggle
5 ☐ yawn
6 ☐ clap
7 ☐ whistle

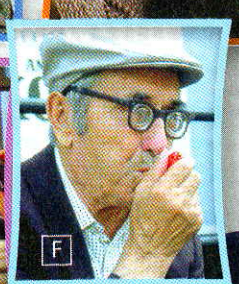

A


B


C


D


E


F


G

b. Use the phrases in the box to say what the situation is in each picture (A-G).

Useful language: Making Assumptions

- Judging from ... he may/could/might be ...
- I can't tell for sure / be certain, but it looks as if she ...
- She must be ...
- I don't think he could be ... because ...
- She can't possibly be ... because ...

Judging from *their happy faces, the people* ***might be*** *clapping their hands because they are enjoying a performance.*

Aspects of language

3 a. Fill in: ***first, accent, native, body, language, tongue, speech, talk.***

1 You can understand a lot about how a person is feeling by examining his ..... **language**.
2 Jack speaks four languages, but his ..... **language** is English.
3 Jane speaks French so well you'd think she was a ..... **speaker**.
4 It's difficult to understand someone who has a strong **regional** ..... .
5 The **official** ..... of The Netherlands is Dutch.
6 German is his **mother** ..... although he also speaks excellent French.
7 We made some **small** ..... about the weather and then went on to talk about the contract.
8 I didn't mean to offend you – it was just **a figure of** ..... .

b. Use four of the phrases from above to tell your partner about yourself.

My mother tongue is Portuguese.

Gestures

4 a. Match the gestures (1-6) to the phrases (a-f). Do they mean the same in your country?





a Hurry up!
b I don't believe it!
c I'm not sure.
d I've got no idea!
e Nice to meet you.
f Don't worry.

b. Which person is *calm*? *impatient*? *uncertain*? *pleased*? *disappointed*? Why are the people feeling like this?

The man in picture 1 seems to be impatient because he has been held up in traffic.

Words often confused

5 Choose the correct word to complete the sentences. Which sentence matches the picture?



1 They look so alike it's difficult to **(say/tell/speak/talk)** the difference between them.
2 Come on, **(say/tell/talk/speak)** your mind. I want your honest opinion.
3 It's a surprise, so don't **(say/tell/speak/talk)** a word.
4 He's such a chatterbox! He **(says/tells/speaks/talks)** non-stop.
5 She's terribly bossy. She loves **(saying/telling/speaking/talking)** people what to do.
6 I'm meeting Jim tonight to **(say/tell/speak/talk)** business.

Idioms and Fixed phrases

6 Fill the gaps with ***touch***, ***hold*** or ***contact***, then explain the phrases in bold.

1 I haven't been in a classroom for years, so **I'm a little out of** *touch* **with** recent methodology.
2 I need **to get** ..... **of** Laurie and tell her that tonight's class is cancelled.
3 Let's promise to write or call at least once a month so we don't **lose** ..... **with** each other.
4 The harbour master **lost** ..... **with** the ship.
5 Please ..... **the line** while I check to see if the doctor is in his office.
6 Journalists often **come into** ..... **with** famous people as part of their job.

Prepositions

Appendix 1

7 a. Fill in the gaps with the correct prepositions.

1 to hear *from* sb (sb's news); 2 to bump *into* sb; 3 to wave ..... sb; 4 connect ..... sb; 5 to glare ..... sb; 6 to smile ..... sb; 7 to chat ..... sb; 8 to shout ..... sb; 9 to whisper ..... sb; 10 to write a letter ..... sb; 11 to wink ..... sb; 12 to shake hands ..... sb; 13 to make an appointment ..... sb; 14 to communicate ..... sb; 15 to have a meeting ..... sb

b. Now make a chain story using items from Ex. 7a.

S1: I wanted to write a letter to my friend Jonathan the other day since I hadn't ***heard from*** *him for a long time.*
S2: So I went outside to buy some envelopes, and I ***bumped into*** *my neighbour Mrs West. etc*

Phrasal Verbs

Appendix 2

8 Use the verbs below in their correct form to complete the paragraph.

• run • cut • switch • get • hang (x2) • call • put

I tried to call him on his mobile several times, but he had 1) ..... it off, so I tried his office. His secretary told me to hold the line and she would try to 2) ..... me through. I had been 3) ..... on for about five minutes, when my card 4) ..... out and I got 5) ..... off. I went to a public phone box and tried again, but this time I just couldn't 6) ..... through to his company at all. I had given up, when my mobile phone rang. It was him! "Mark," I said, "at last." "Sorry, Fred," he said - "can I 7) ..... you back in five minutes?" Before I could say anything he just 8) ..... up. I'm still waiting to talk to him.

Listening – Part 1

1 a. **Before you listen, read questions 1-8 and underline the key words in each. Then think about:**

- how many people you will hear
- what kind of language you expect to hear
- what else you expect to hear

b. **Now listen and, for questions 1-8, choose the best answer (A, B or C). What key phrases helped you answer each question?**

STRATEGY POINT

- It is very important to read the questions before you listen. They contain valuable information about the situation, and also about what you should be listening for.
- Your understanding of the following things will be tested in this part:
  - general topic
  - speaker's feelings/emotions
  - speaker's attitude/opinion
  - speaker's purpose
- Listen once and note down any answers you can. Listen again and complete the answers.

1 **You'll hear a person talking about the organisation she works for. What service is she talking about?**
A medicine for the blind
B school for the blind
C books for the blind

2 **You hear a conversation in an office. Why has the man gone there?**
A to repair something
B to phone somebody
C to check the line

3 **You want to get connected to the Internet, and you call a helpline. What do you have to do?**
A Press '1'
B Press '2'
C Press '3'

4 **At the airport, you hear a man leaving a message on someone's answerphone. What does he want the person to do tomorrow?**
A collect the car from a garage
B meet him at the airport
C fix the car's brakes

5 **You are listening to a radio interview. How does the man being interviewed feel?**
A angry
B embarrassed
C uninterested

6 **You are listening to a news programme. What is the report about?**
A a new mobile phone company
B a new way to send text messages
C a new way to communicate quickly

7 **You hear a couple talking in a café. How does the man feel about what the woman is showing him?**
A He is convinced he needs it.
B He doesn't understand it.
C He thinks it's too expensive.

8 **You are listening to someone talking to a group of people. What is the man's purpose?**
A to persuade people to buy a product
B to reassure people that a product is safe
C to stop people from buying a product

Listening – Part 2

2 a. **You will listen to a report about the decline in the use of public phone boxes in the UK. Before you listen, discuss the following questions.**

1 Do you use public phone boxes? In what situations?
2 Paraphrase the sentences outside the boxes in Ex. 2b.
3 Look again at the incomplete sentences in Ex. 2b. With a partner, try to guess what kind of information is missing. For which item(s) is the missing information a *number*? For which is it a *colour*?

STRATEGY POINT

- Read through the ten items before you listen and try to guess what kind of information is missing.
- Bear in mind that the information you need to fill in the boxes will be heard 'word for word', but its context outside the boxes will be paraphrased in the recording.
- You will need between one and three words for each gap.
- Make sure that your answers fit grammatically.

b. **Now listen to the recording. For questions 1-10, complete the sentences with one to three words.**

The money BT makes from public telephones has decreased [1] .

After the invention of the telephone, it took only [2] for the first phone box to appear.

The first public phones were installed in [3] .

The phone box was initially referred to as a "public [4] ."

When they finally appeared on the streets, they were found in [5] kiosks.

Giles Gilbert Scott wanted to create a phone box that was part of the British [6] , just like the post box.

He intended phoneboxes to be coloured [7] .

Not only did telephone kiosks not disappear during the late 80s, but their number was [8] .

BT has already installed [9] Internet kiosks.

Collectors can buy a traditional British phone box for [10] .

c. British phone boxes are considered a symbol of British culture. What everyday objects are considered a symbol of the culture of your country?

Speaking – Part 2

Means of communication

Student A

3 a. Look at the two pictures showing different means of communication. Compare and contrast the two pictures, saying which you think is most efficient.

Useful language: Comparing & contrasting

- The main/greatest/most important/most significant difference between the pictures is that ...
- The most striking/obvious similarity is that ...
- In the first picture, ... whereas/while/but in the second one ...





Student B

b. Which of these means do you mostly use to communicate with your family/friends?

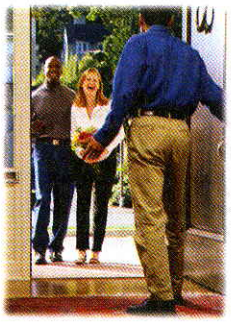
Useful language: Expressing preference

- I'd much rather ... than ...
- I don't like the idea of ..., so I would prefer to ...
- I'm not so keen on ..., so I would choose to ...

Happiness

Student B

c. Look at the two pictures below of people showing their happiness. Compare and contrast the two pictures, saying which of the two kinds of happiness is more important to you.





Student A

d. What other situations make you feel this way?

4 Listen to two candidates doing the speaking tasks above and compare their performance to that of your classmates.

Assess your classmates in terms of:

- grammar and vocabulary
- discourse management
- pronunciation • interactive communication

Everyday English

- Goodbye

5 In pairs, guess and say what the other speaker says.

a	Thanks, I will.	
b	You too.	*A: Enjoy your holiday.*
c	Sure, call me whenever.	*B: Thanks, I will.*
d	See you there.	

Reading – Part 2

1 a. Look at the poster below. What does it advertise? Have you ever attended such a performance?

b. Read the title and the introduction to the text. What are you going to read? What do you think a sign language theatre interpreter does?

c. In pairs, think of three questions you would like to ask about a theatre interpreter. Read the text quickly and see if your questions were answered.

2 Read the text. For questions 1-7, choose the most appropriate answer (A, B, C or D).

STRATEGY POINT

- Read the text quickly to get a general idea of what it is about.
- Look at the first part of the question, and underline key words. Don't read the options A-D yet. Find the part of the text the question refers to.
- Go through the choices and underline the key words.
- Choose the answer that best fits. Keep in mind that the information may be rephrased.
- Even if you think you know the correct answer, always check that the others are not appropriate.
- Check your answer against the text.

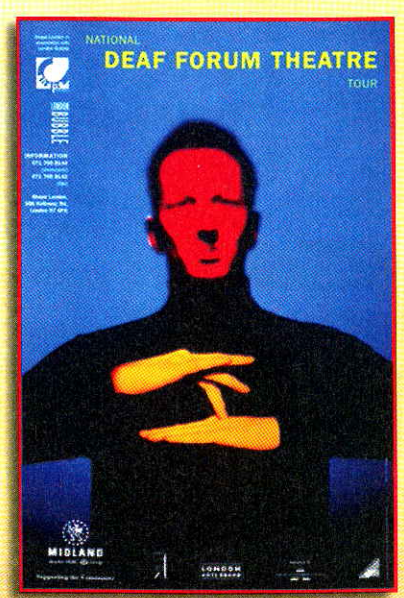
Theatre for the Deaf

There was a time when deaf people couldn't experience the joy of a theatrical performance. This is all changing, thanks to Sign Language theatre interpreters.

Deaf people should enjoy a play as much as the hearing **audience**. This is the thinking behind the Americans with Disabilities Act, which requires that theatres become accessible to deaf people. Theatre producers, on the other hand, are beginning to realise that such a feature makes their product attractive to a wider audience – with considerable financial rewards.

Interpreted theatre usually takes place as two or three performances in a theatre season. Preference for tickets is given to the deaf and their guests, but tickets are also sold to hearing people who are interested in seeing theatre interpreters at work.

It is a colossal project for the interpreters. Ian Cox works for SeeTheatre, a Chicago-based association of interpreters. He says, "for about a month we work with the support of a Sign Language consultant to translate and **rehearse** an entire play. The workload is immense. Consider that each actor in the play has about four weeks to rehearse his or her lines; we have to learn the whole play in as much time. And, when interpreting musicals, where timing, rhythm and harmonies must be practised, the workload doubles."



The most important technical aspect of theatre interpretation for the deaf is the location of the interpreter. Placement strategies can be categorised into three styles: **'placed'**, where interpreters are located outside the acting space and do not move; **'zoned'**, where interpreters are within the acting space, but usually move only during a change of scene or act; and, finally, **'shadowed'**, where interpreters move freely within the acting space, shadowing the movement of the actors for whom they are interpreting.

1 Theatre interpreters have become commonplace because
- A deaf people were avoiding the theatre.
- B theatres wanted to become more accessible.
- C a new law made their presence compulsory.
- D producers wanted a way to attract audiences.

2 Why do hearing people go to see interpreted performances?
- A They are the most popular performances of the season.
- B They are even better than standard performances.
- C They give a better understanding of the play.
- D They offer a chance to admire the work of interpreters.

The 'placed' style of interpreting in the theatre is by far the most common. The interpreters are side-by-side and face the audience (although some interpreters interact with each other as appropriate). The location of the interpreter is generally in one of three places: **stage right** or **stage left**, or on the **floor of the house**.

The 'zoned' style of interpreter placement is a happy medium between the 'placed' and 'shadowed' styles. Here, interpreters are placed side-by-side within the acting space. Usually, they change position on stage from **scene** to scene - or from **act** to act - in order to be within the same 'zone' as the majority of the action. Zone placement makes it easier for the deaf patron to see the interpreters and actors at the same time.

The 'shadowed' style of interpreting is the most inclusive style of interpreting for the theatre. It involves placing the interpreters directly within the action – nearly making them 'sign language actors'. The interpreters are 'blocked' into each scene, and literally shadow the actors. The advantage of this is clear: the interpreter is in such close proximity to the actor that the deaf patron need not make a decision about whom to watch – he or she can watch both at the same time. In the best of cases, the deaf patron mentally blends the interpreter with the actor, and forgets that the actor does not sign.

Theatre interpreters for the deaf are dedicated professionals who take great pride in their work. "Theatre," says Ian, "is the art of communicating beautiful ideas in interesting ways. Interpreted theatre, therefore, is an art in itself. Thankfully, instead of seeing us as 'additions', producers nowadays think of interpreters for the deaf as a new avenue to creativity."

3 The workload of theatre interpreters is so great because they have to
- A learn the lines of all the actors.
- B interpret in front of a consultant.
- C go to many of the rehearsals.
- D work in all parts of the production.

4 In which style(s) of interpreting do the interpreters change their position?
- A the 'zoned' style
- B the 'zoned' and the 'shadowed' styles
- C the 'placed' and the 'shadowed' styles
- D the 'shadowed' style

5 Why does the writer refer to the 'zoned' style as 'a happy medium'?
- A It combines elements from the two other styles.
- B It is mostly used in light-hearted plays.
- C It allows the interpreters to mix with the actors.
- D It makes the interpreter's job easier.

6 What does the word 'this' in line 74 refer to?
- A the advantages of the 'shadowed' style
- B the position of the interpreters
- C the action in a performance
- D the placement of the actors

7 What does Ian say about theatre producers in the last paragraph?
- A They appreciate the work of interpreters.
- B They think interpreters are expensive.
- C They see interpreters as a necessary evil.
- D They don't respect interpreters.

Vocabulary Practice

3 Explain the theatre-related words in bold.

Text Analysis

4 Look at the following phrases from the text and explain the underlined parts in your own words.

1 ... with <u>considerable financial rewards</u>. (lines 10-11)
2 ... placed side-by-side <u>within the acting space</u>. (lines 61-62)
3 ... the deaf patron <u>mentally blends the interpreter with the actor</u> ... (lines 78-79)

Discussion

5 a. Underline the parts of the article where Ian Cox speaks. What do you think the reporter asked him? What questions would you have asked him?

b. In what other situations are interpreters for the deaf used? Discuss in pairs.

Articles

Grammar Reference

1 Write ***the*** or ***a*** where necessary.

1 On — August 20th, 1887, *a* group of workers were sitting at *the* edge of ..... cornfield where they were having ..... lunch.
2 Sometimes you can see ..... sea from my bedroom window, but ..... atmosphere has to be very clear.
3 He owns ..... house by ..... Thames, which he bought three years ago for £300,000. Rumour has it that ..... house is haunted.
4 According to some doctors, ... people living in ..... cold climates are twice as likely to develop ..... arthritis as ..... people living in ..... warmer climates.
5 For ..... very long time ..... people believed that ..... Earth was ..... centre of ..... universe.

Note: Queen Elizabeth **BUT** the Queen

Determiners

Grammar Reference

2 a. **Put the determiners in the box under the appropriate heading. Some determiners can be used with more than one class of noun.**

• every • a few • a/an • many • each • either • less • any • both • fewer • enough • other • much • neither • little • several • a little • all • some • another

Singular Nouns	Plural Nouns	Uncountable Nouns
e.g. *message, call* *every*, ...	e.g. *voices, phones* *many*, ...	e.g. *information, proof* *any*, ...

b. **Rewrite each sentence using a different determiner without changing the meaning of the original sentence.**

1 All messages have to be recorded.
Every message has to be recorded.
2 Both girls seem unhappy.
3 Not as many students came this time.
4 Quite a few people called earlier.
5 I'll need some time to check my messages.
6 Each room has a phone.
7 Someone else asked for you after you left.

Too / Enough

Grammar Reference

3 **Complete the sentences in two ways using your own words. Use *too* or *enough*.**

1 I can't eat this food; *it's too salty. / it's not warm enough.*
2 I can't carry these suitcases by myself; .....
3 I'll never be able to buy my own yacht; .....
4 She won't pass the exam; .....

Partitives / Countable and Uncountable Nouns

Grammar Reference

4 a. **Match the partitives on the left with the uncountable nouns you could use them with. Then make sentences.**

a piece of	salt
a sum of	advice
a tablespoon of	money
a clap of	rain
a jar of	sunshine
a drop of	thunder
a ray of	honey

Let me give you a piece of advice: don't lend him the money, because he won't return it.

b. **Consulting a dictionary, say what the difference between the words in each pair is, then make sentences illustrating the difference.**

1 hair / hairs
2 work / works
3 damage / damages
4 people / peoples
5 wood / woods
6 content / contents

1 *'Hair' is what covers the top of your head, 'hairs' are the separate, countable strands growing from the skin.*
• *I had my hair cut yesterday.*
• *I found two hairs in my soup.*

Word Formation: forming abstract nouns

5 **Use the endings below to form nouns from the verbs given.**

• -ance • -ence • -ion • -ation

1 create *creation*
2 offend .....
3 form .....
4 defend .....
5 allow .....
6 inspect .....
7 resist .....
8 prefer .....
9 interpret .....
10 inform .....

English in Use – Part 3

6 **Complete the sentences using the word given. Use between two and five words.**

STRATEGY POINT

Read the whole sentence, then look at the key word. Think of the structure tested (e.g. passive, reported, etc). Use the given word to complete the second sentence. Use between two to five words in each gap.

1 I would prefer it if nobody answered my phone for me.
want I don't .... my phone for me.

2 She forgot everything I told her.
anything She ....I told her.

3 I didn't know anyone at the conference.
nobody There was .... at the conference.

4 Mark asked me the price of a fax.
much Mark asked me .... to buy a fax.

5 The operator asked him if he wanted any more information.
else The operator asked him if .... he wanted to ask.

English in Use – Part 2

7 **Fill each gap with one word. There is an example (0).**

STRATEGY POINT

- Read the text quickly once, without paying attention to the gaps.
- Read again carefully, trying to fill each gap. The missing words can be: adverbs, auxiliary verbs, prepositions, pronouns, conjunctions, etc. If you can't find the answer for a gap, move on to the next one and return later.
- When you've finished, read the text again to see if your answers are grammatically correct and make sense in the sentence and the text.

Text messages

Can you remember where you **0)** *were* when the first text message **1)** ..... sent in the UK? You can't? I'm not surprised. Nor **2)** ..... anyone else. But it's an unpredictable world, and nothing has been less predicted **3)** ..... the rise of text messaging. It came from nowhere to become **4)** ..... fastest growing phenomenon **5)** ..... recent times.

Over 2 million text messages are sent **6)** ..... hour in the UK. The mobile phone industry claims **7)** ..... 95% of them arrive within 10 seconds 'in normal circumstances'. Texting has opened up an entirely new area **8)** ..... communication that didn't exist before - brief messages for **9)** ..... there is a huge demand but which don't need the fuss of a written letter.

Texting has become a means **10)** ..... parents to maintain contact with **11)** ..... children, for grandparents to bond with grandchildren, for television to interact with the audience. It is a marketing tool of huge potential for companies which, for the first time, can build up profiles of individual users and target them **12)** ..... special offers.

Texting has not been successful simply because it enables you to communicate with others **13)** ..... phone without speaking, **14)** ..... because it is brief and no one expects **15)** ..... of the usual formalities. Its simplicity may ensure its long life.

English in Use – Part 4

8 **Most of the lines in the text below contain an unnecessary word. Find the unnecessary words and write them in the spaces. If you think a line is correct, put a tick (✓) on the line.**

STRATEGY POINT

Read the title and the text once. Read again. Look for grammatical mistakes (e.g. auxiliaries, pronouns, articles, etc). Remember the word **must be wrong** not just unnecessary. When you finish, read again to see if the text makes sense.

The Making of an Internet Enthusiast



A friend of mine, is a lawyer, had never used a computer in his life. But when he decided to work from home, he realised that he would need to get the one. He was being quite worried about it because he had no an idea about how to use them. I'm sure he would have been satisfied with a one very basic machine; but he decided that, if he was going to have a home office, he should have a 'good' computer. So as, he telephoned to order one, and they sold him the most powerful computer they had. After a few days past, he had a super-machine which he hadn't a clue what to do with that. But two months later, he has become the greatest Internet enthusiast I know him. He now uses words like 'log on' and 'IP address' like he's been using them all his life. He does everything 'online': pays for his bills, orders books and stationery, contacts his family in America and reads the news on BBC. The Internet has become part of his life.

0 *is*
00 ✓
1 .....
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12 .....
13 .....
14 .....
15 .....

REASON FOR WRITING

Letters are written for a variety of reasons. These include:

• giving information • requesting information • making complaints • making corrections • making suggestions • asking for permission • giving advice, etc.

Two or more of these reasons for writing could appear in the same letter. *(e.g. Write a letter thanking someone ... explaining that you have decided to ... and asking for their advice on ...)*

STYLE

The style of writing in your letter can be formal, semi-formal or informal, depending on the rubric and the target reader. You should make sure that you keep the same style throughout your letter.

LAYOUT

All letters should include the following:

- An appropriate greeting *(e.g. Dear John, Dear Sir, etc)*, followed by an introduction with your opening remarks *(e.g. How are you, etc)* and your reason for writing *(e.g. I thought I would write and tell you about my holidays, etc)*.
- A main body which contains the information requested by the rubric.
- A conclusion where you can summarise the main points and/or make reference to future action. You should include your closing remarks *(e.g. Write back soon, etc)*, followed by an appropriate ending *(e.g. Yours faithfully, John Smith, etc)*



Understanding the Rubric

1 **Read the rubric below and underline the key information. Then answer the questions that follow.**

This is part of a letter you have received from a penfriend.

> ... and I know that I really need to speak English better. The problem is, I haven't got time for extra lessons or regular study sessions. What else can I do to improve my English? Please write and tell me what you suggest.

Write your **letter** to your penfriend. Do not write any addresses.

1 What do you have to write?
2 Who is the target reader?
3 Does the style need to be formal or informal?
4 What is your reason for writing?
5 Which of the following could you include in the letter? Tick (✓).
- ☐ read books and magazines in English
- ☐ write letters/emails in English
- ☐ travel to an English-speaking country
- ☐ watch films in English without subtitles
- ☐ practise conversation with a friend
- ☐ have private lessons
- ☐ register in a language school

6 Can you think of other ways to improve your English?
7 For the points you ticked, suggest how you could arrange them into paragraphs. How many main body paragraphs will you need?
8 How could you end your letter?

Informal style

We usually write informal letters to friends and relatives we know well, or to people of our own age. Characteristics of informal style include:

- Short forms *(e.g. I'm, you're, it's, we'll, etc)*
- Simple/colloquial vocabulary *(e.g. really great, fun, you'd better, etc)*
- Use of the active, rather than the passive voice *(e.g. 'we should do something' instead of 'something should be done', etc)*
- Informal beginnings and endings *(e.g. Hi, how are you doing?, I'd better run, I'll see you on Saturday, etc)*

Analysing an informal letter

2 a. **Work in pairs. Read models A and B opposite, and say which one is appropriate. Think about whether:**

- the paragraphs are clearly organised
- the writer follows the instructions in the rubric
- the style is appropriate for the target reader

MODEL A

Dear Tim,

Hi – how are you? I'm good but I have exams this week at school. I write to answer your letter in which you ask for my advice.

There are a range of options you could choose from. But before I begin with those, I like to say it's a shame you can't take extra lessons. I had extra lessons when I wanted to improve my French and that it helped a lot, but that was also because of my teacher. She was the best! Anyway, you could listen to the English music more often.

Of course you shouldn't spend hours to listen to music. That's just a waste of time! Listening to songs in English is a good way to learn new vocabulary, and it's fun too! Furthermore, if I was you I'd read more in English. You can also have conversations with a friend in English, and then correct each other's mistakes. Be serious, though. I did it once and we just ended up laughing the whole time!

I recommend that you accept these advices on the matter.

Your sincerely,
Angela

MODEL B

Dear Dan,

Thanks for your last letter. I think it's great you want to brush up on your English and of course I'm only too glad to help. Here are a few things you can try.

First of all, it would be a good idea to start reading more in English. You probably won't have time to read novels but there are plenty of magazines that also help you improve your English. As you are so fond of nature, why don't you take out a subscription to *National Geographic*? You'll be amazed at how fast you pick things up when you actually like the subject.

Another suggestion is to watch films on DVD without the subtitles. That way you force yourself to listen to the language very carefully. For a film lover like you, that'll be learning while really having fun!

The best advice I can give you, though, is to get more English speaking pen-friends and email friends. That method really worked for me when I wanted to improve my Italian. Not only will you learn a lot of new phrases, but you'll also practise the language actively yourself.

I hope these ideas will help. And remember, practice makes perfect, so don't give up too easily! Write and let me know how you get on.

Yours,
Pam

b. **In pairs, answer the following questions about model A.**

1 What irrelevant information has the writer included in the main body?
2 Has the writer used the correct style? Give examples.
3 How could the paragraphs have been better organised?
4 What do you think the target reader's reaction will be? Why?
5 Correct the grammatical mistakes.

c. **Read model B and answer the questions.**

1 What style has the writer used? Give examples. Think about:
• short forms • colloquial language • phrasal verbs
2 Has the writer organised the points clearly into paragraphs? What is the topic of each paragraph?
3 Underline the topic sentences. Replace them with other appropriate ones.

Giving advice

Sometimes we need to give advice in letters. Depending on how formal the writing is, we can use the following phrases:

For giving advice

- Why not ...?
- Why don't you ...?
- You should ...
- It would be a good idea to / if ...
- Have you thought about / considered ...?
- If I were you, I would ...
- I think the best thing would be to / if ...
- One/Another suggestion is to ...

For showing the result

- This will/would mean that ...
- Then,/That way, ...
- If you do this, ...
- By doing this, ...
- The result of this would be ...

e.g. *Why not phone Mary and tell her how you feel? That way, at least you will be facing the problem.*

3 a. **Look at model B. Which phrases have been used to give advice?**

b. Imagine that you have to write a letter giving advice to a friend. Match your friend's problems (1-4) to your suggestions (A-D).

1 I can't seem to lose any weight.

2 I've never got enough money.

3 I'm so behind with my school work.

4 My cousin isn't speaking to me.

A Invite her out for a coffee
B Speak to your teachers
C Get a part-time job
D Join a gym

c. Now use the phrases from the theory box to make sentences giving advice. For each piece of advice, say what the result would be.

Why not join a gym? This would mean that you would lose weight and get fit at the same time.

Opening/Closing remarks

When writing an informal letter you can use:

- **Opening remarks**
  - a a thank you to the person for their last letter
  - b questions/wishes about recent events, the person's health, comments about their news, etc
  - c an apology for the delay in writing/replying
  - d the reason why you are writing
- **Closing remarks**
  - e the reason why you must end the letter
  - f greetings to the person's family/friends
  - g wishes/a promise (e.g. to write again soon)
  - h a request to the person to reply soon/ an invitation to visit, etc

4 a. Match sentences 1-8 to points a-h in the box above.

1 ☐ I'll write again when I've got more time.
2 ☐ Well, I'd better sign off now because I'm supposed to be meeting my friends at the cinema in half an hour.
3 ☐ Write and tell me how you get on at the party.
4 ☐ I hope you're well and truly over your cold by now.
5 ☐ I thought I'd take a few minutes to write to you with the information you asked for.
6 ☐ Say hello to your sister for me.
7 ☐ Sorry it's taken me so long to get back to you but I've been very busy with exams.
8 ☐ Thanks a lot for your lovely letter, which arrived last week.

b. Look back at model B in Ex. 2 and replace the opening and closing remarks with others from above.

Semi-formal style

We write semi-formal letters to people that we do not know very well. They are usually more polite than informal letters and are written in a neutral style. It is important, when writing this type of letter, to make sure that our writing is neither too formal nor too informal.

5 a. Look at these two extracts from letters of invitation and say whether each one is informal or semi-formal. Then fill in the gaps with the words/phrases given.

- contact me for further details • really cool
- an excellent opportunity • drop me a line
- promise me • hope to see you

A

It'll be 1) ..... if you can make it. Just think how great it will be to see all those old faces again! 2) ..... if you think there's a chance you'll come and I'll give you all the details. But 3) ..... you'll think seriously about it!!

B

We would all very much like to see you there. It is 4) ..... for us all to meet up again after so long. Please 5) ..... if you are planning to attend. We 6) ..... there.

b. Who do you think each of the letters is addressed to? Choose from the following:

- a bank manager • a close friend
- a former colleague • a person you've never met

c. Look through the following and say whether or not each one is appropriate for the letter extract B comes from. Give reasons.

1 Hi! Remember me? How are you doing?
2 I don't know if you will remember me but I was ...
3 We're planning a bit of a get-together and ...
4 We are in the process of organising a reunion.
5 All the action's going to be in the Civic Hall on ...
6 The reunion will be held in the Civic Hall on ...
7 Music has been organised and invitations have been sent out to ...
8 We've managed to get Paul Benyon to be the DJ for the night and we've invited loads of ...

6 **Match the sentences (1-6) to the types of letter they are taken from (a-d). Which of them are *semi-formal* and which are *informal*? Who do you think the target readers are?**

1 Well, anyway, my new mobile is fantastic and I wish I'd bought it sooner.
2 If it's not too much trouble, would you mind sending me a copy of the local bus timetable?
3 It sounds as if you might benefit from getting some more exercise.
4 Thanks a million for the CD that you sent – it's just perfect!
5 It looks like I might be going to France after all!
6 I really appreciate all the trouble you went to in order to make my stay more comfortable.

a Letter giving information
b Letter of request
c Letter giving advice
d Letter of thanks

Useful language

7 **a. Read the semi-formal sentences below and match them to the informal ones in the table, as in the example.**

A It would be a good idea if you phoned the secretary and asked her.
B Please accept my apologies for the damage to your jacket.
C I'm afraid I won't be able to come on Thursday night.
D Would it be all right if I stayed at your house next Friday night?
E Thank you very much for all your help at the reception.
F Please let me know if there are any changes to next week's programme.
G I was dissatisfied with the food.
H I think you might be mistaken about the price.

	INFORMAL	SEMI-FORMAL
1 asking for information	Please fill me in about any changes to next week's programme.	F *Please let me know if there are any changes to next week's programme.*
2 asking for permission	Can I stay at your house next Friday night?	....
3 expressing a complaint	I didn't like the food.	....
4 correcting information	You're wrong about the price.	....
5 making a suggestion	Why not phone the secretary and ask her?	....
6 refusing an invitation	I'm sorry, but I can't come on Thursday night.	....
7 thanking someone	Thanks a million for all your help at the reception.	....
8 apologising	I'm really sorry about the damage to your jacket.	....

b. Use the phrases above to write informal and semi-formal sentences of your own for each type of letter (1-8).

Informal: Please fill me in about next Tuesday's meeting.
Semi-formal: Please let me know about next Tuesday's meeting.

Formal style

We usually write formal letters to people we have not met.
Characteristics of formal style include:

- Long forms *(e.g. I am, you are, it is, we will, etc)*
- More sophisticated vocabulary *(e.g. remarkable, very enjoyable, I would advise you to … etc)*
- Use of the passive, rather than the active voice *(e.g. 'something should be done' instead of 'we should do something', etc)*
- Formal beginnings and endings *(e.g. Dear Sir/Madam, I look forward to hearing from you, Yours faithfully, etc)*

8 **a. Read the extracts below and say which is formal, which is semi-formal and which is informal. Then, for each one, discuss the reason for writing and the target reader. Underline the words and phrases that helped you find the answers.**

A … The main reason I'm writing is because I want to ask a favour. Can I borrow your guitar for a couple of days (if I promise to take very, very good care of it)? You see, we're having a bit of a get-together on the thirteenth and a few of us thought it would be a laugh if we brought our guitars along. Trouble is, mine's broken. Of course, if you need it yourself …

B … We really appreciate the effort that you put into the party and I'm sure that the success of the evening was largely thanks to you. I think everybody enjoyed themselves and it was a great opportunity for us all to meet up. So, thank you again for …

C … Not only did we have to wait twenty minutes to be seated but we were also told that the only table available was in the smoking section. As I had specifically booked a table in the non-smoking section, I found this to be totally unacceptable. In addition to this, we were …

Paraphrasing

b. Rewrite the following extract using more formal language. You can use the prompts to help you.

- suggest that • (to) help us
- not only … but (he) also
- has experience in this type of thing
- confident that • willing
- in addition to • has offered (to)
- join us • finish the work
- very quickly

… Tell you what, why don't we ask Marco if he'll give us a hand? He's got a car and he's done stuff like this before. I'm sure he'll be only too happy to help (especially if we offer him some money for petrol!). Apart from Marco, my brother says he'll come along. With four of us, we'll get the job done in no time…

Discuss & Write

9 Read the rubrics below and underline the key information. Then answer the questions that follow.

A Your penfriend has recently written to you saying that he/she is very unhappy with school and home life. You have decided to write a letter of advice, offering your support. Write your **letter**, making various suggestions and saying what results you expect if he/she follows your advice.

B Your best friend, Lee, moved to another town last year and recently wrote to you to ask what you have been doing. Write a **letter** of **reply** to Lee, saying what you have done lately and what plans you have for the near future.

C Last summer, you stayed with a British family for a month to help you to improve your English. The family recently wrote to you to ask how you are. In their letter, they also asked you whether you think your stay with them helped you with your studies. Write a suitable **letter** in reply.

1 What type of letter do you have to write?
2 Who is the target reader?
3 What information should you include in your opening paragraph?
4 Does the style need to be formal, informal or semi-formal?
5 What will you include in your main body paragraphs?
6 How will you begin and end your letter?

10 Using the information you have learned in this unit, write one of the letters above. You should write between 120 and 180 words.

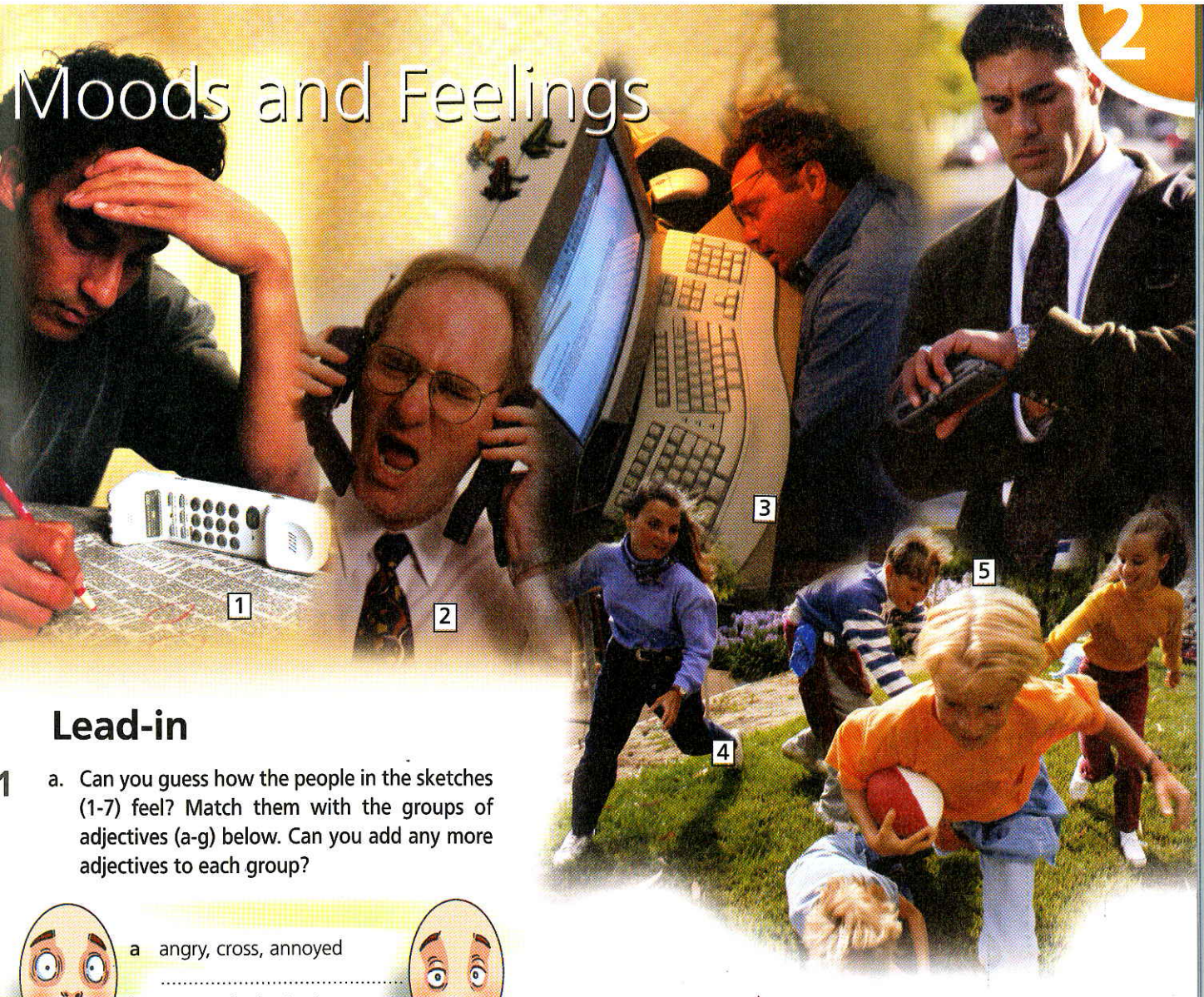
Dear Tony,

Hope you are well. We miss you a lot. Please sign off on your computer and come downstairs for lunch.

Mum

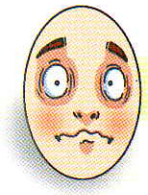
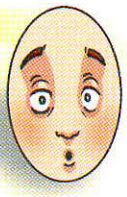


Moods and Feelings



Lead-in

1 a. Can you guess how the people in the sketches (1-7) feel? Match them with the groups of adjectives (a-g) below. Can you add any more adjectives to each group?

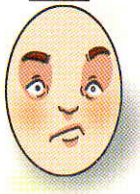
a angry, cross, annoyed .....

b surprised, shocked, amazed .....

1 f

c happy, glad, pleased, cheerful .....

7

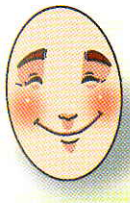
d tired, exhausted, sleepy .....

e stressed, worried, thoughtful .....

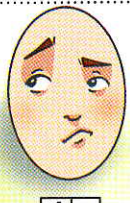
f afraid, frightened, scared .....

6

2




g sad, miserable, unhappy .....



3

5

4

b. Look at the pictures (1-5). How do you think these people feel? Use adjectives from Ex. 1a to make sentences, as in the example.

1 *The man in this picture looks rather sad and miserable.*

c. How do you feel about the following things? Act out exchanges, as in the example.

- cooking • travelling to work
- writing letters • shopping
- going to the cinema • exercising
- driving • tidying up

frustrating
relaxing
dull
enjoyable
boring
tiring
stressful

A: I find cooking really enjoyable.
B: Really? I don't. In fact, I find it quite stressful.

2 Paraphrase the following statements. Do you agree or disagree? Why (not)?

A day of sorrow is longer than a month of joy.

Where there is love there is happiness.

3 (a) Listen and write how each person feels.

Speaker 1 ..... Speaker 3 .....
Speaker 2 .....

b. Think of a situation and talk about how you felt to your partner.

1 Which of the following is most important to your personal happiness? Rank them in order of importance, then compare your list to your partner's.

• health • close family ties • marriage • hobbies • children • possessions • money • status • friendship • career • self image • other

2 a. Look at the title, the first and the last paragraph of the article and discuss the following:

1 What is the article about?
2 What do you expect to read?
3 What do you think Janet's steps to happiness will be? Make a list.

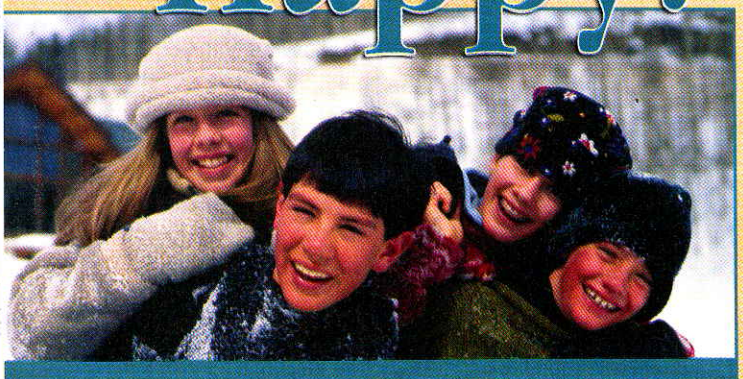
b. Skim the text and check if your guesses were correct.

c. Read the article and choose from the list A-I the paragraph which best fits each gap (1-7) in the article. There is one extra paragraph which you do not need to use. There is an example at the beginning (0). Which words helped you with your answers?

STRATEGY POINT

- Read the text. Think of what kind of information might be missing.
- Read the missing paragraphs and identify the main point in each.
- Cross out the one used in the example. Remember there is one extra paragraph you do not need to use.
- Match the topic of the missing paragraph with the paragraph before and after each gap. Look for clues such as reference words (he, there, it etc) or linking words before and after each gap.
- Check that your option fits the gap grammatically.
- Read the whole text and check whether it makes sense.

Happy?



Our **desire** for happiness has helped develop a multi-million pound industry focused on pleasure. Despite this, many of us still seem to be unhappy! Psychologist Janet Wells seems to know exactly why. Here we uncover her secrets of how to actually **achieve** that missing happiness.

0 G

These days, it is that particular group that feel quite comfortable talking **openly** about happiness or a lack of it. They generally believe that a state of happiness equals success and that without success we are nothing.

1

She actually began to slowly achieve **contentment** when she realised her attitude was changing. She began to understand that she herself had made life difficult as she tended to think in a particular way, for example, never admitting that she was wrong because that would undoubtedly make her seem weak and **vulnerable**. At the same time she criticised herself endlessly, certain that she did not deserve success and happiness.

2

The turning point in her life was when the knowledge she gained through her studies allowed her to face up to the fact that it was, in fact, possible to actually get rid of doubts and learn to be more contented with yourself and your life. This helped her to change many aspects of her life including her **outlook**, her relations with others and the choices she made.

3

If we do decide to change things, however, we then begin a journey that only we can map out. We can, however, according to Janet, learn from other people. What she understood from her research was that although people

A Change, of course, brings uncertainty and uncertainty can create fear. Most of us have a tendency to stay with what we know rather than choosing any form of change and so, as a result, we continue to be unhappy.

B She was, at one point, a definite pessimist. She believed that if you expected little in life then you would be able to avoid disappointment. Fortunately, in the 1970s she came to the realisation that if she continued thinking in that way, then how could she ever be happy?

C Janet herself has had to deal with those moments of both happiness and unhappiness in her own personal life. She admits to not being able to actually help people to be happy, but stresses that if you can prevent unhappiness then you have a good chance of being a contented individual.

D In thinking and worrying about what has happened in the past and anxiously planning the future, we can shut ourselves off from the possible happiness of what is ahead. As a result, the aspect of surprise and pleasure can be lost.

E In support of these findings she quotes the ancient Greek philosopher Epictetus who said, "It is not things in themselves that trouble us, but our opinion of those things." It is not what happens to us in life but the way we view it that actually leads to happiness or unhappiness.

F It seems that people nowadays are more willing to try to react differently to life's events. Janet is a fine example of this and has slowly found that changing her outlook has brought her a certain amount of happiness.

G In the past, people rarely discussed whether they were happy or not and kept their feelings to themselves. Back then, there was absolutely no advice to be had anywhere, whereas nowadays magazine articles giving advice on how to spend our time in the pursuit of total contentment bombard us from all sides. It would appear that unhappiness is now generally unacceptable, especially where the younger generation is concerned.

H She would, however, like to advise people that happiness is not a goal but rather an emotional response to whatever happens and that it is perfectly natural to feel sad at times. In order to help happiness develop and grow, there is a need to see ourselves as being acceptable to those around us and that we are indeed valuable members of society.

I What is more, fearing unhappiness, many people fail to recognise that there are losses that we can never get over completely, even though the pain might get less with time. Unhappiness is a completely rational response to certain losses.

can have similar **upbringings**, they often have very different ideas and responses to events in life.

4 [ ]

So, we create our own individual translations of things that happen in life and those same translations will make us decide how we feel about an event and what we need to do about it. It is not always possible to change what happens to us, but we can always change how we translate what happens to us.

5 [ ]

She admits that she would like to be able to bring that same level of contentment to others. Although it is something we each need to do for ourselves, as long as we really want to succeed, she believes we will be able to bring about change.

6 [ ]

In giving further advice, she says that if you always **criticise** yourself and **demand** too much of yourself, then simply stop doing it and be more of a friend to yourself! **Focus** on the present and what is going on around you right now.

7 [ ]

Generally speaking, she recommends living for now, giving yourself a little reward, not because you **deserve** it, but because it is a pleasant, positive thing to do to encourage positive thinking.

Vocabulary Practice

3 a. Explain the words in bold in the text.

b. Underline all the adjectives which describe feelings. Can you think of a synonym for each one? What are the nouns related to them?

Adjective: happy-joyful **Abstract noun:** happiness

Text Analysis

4 Look at the phrases taken from the text and explain the underlined parts in your own words.

1 ... magazine articles ... bombard us from all sides. (paragraph G)
2 ... allowed her to face up to the fact that ... (after gap 2)
3 ... we then begin a journey that only we can map out ... (after gap 3)
4 So, we create our own individual translations of things ... (after gap 4)

Discussion

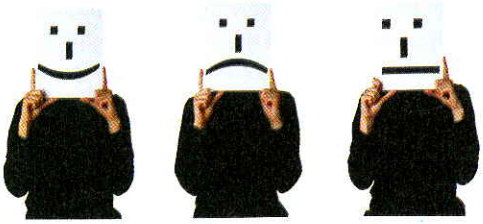
5 In pairs, discuss three of the main points the writer makes.

6 In pairs, discuss the following questions.

- What do you do to cheer yourself up?
- Are you an optimist or a pessimist? Give examples.

Moods and Emotions

1 a. Look at the list of adjectives below. Which are positive/negative?



• depressed • cheerful • generous • stressed
• frustrated • calm • glad • relaxed • joyful
• aggressive • happy • lonely • worried • angry
• nervous • sad • excited • furious • shy • tense
• lazy • optimistic • proud • terrible • funny

b. Rewrite the following sentences as many times as you can using the adjectives in the list to replace the words in bold.

1 Jack is in a **good/bad** mood today.
2 Maria feels/is feeling **sad/happy** today.

Physical Sensations

2 a. Match the feelings to the physical sensations, then make sentences, as in the example.

Feelings	Physical sensations
angry	butterflies in the stomach
frightened	heart pounding
excited	sweaty palms
hungry	rush of adrenaline
stressed	stomach rumbling
nervous	red face

I was so angry my face was red.

b. What feeling does someone in your country express when they: • clench their fist • frown • drum their fingers • lick their lips • raise their eyebrows • wrinkle their nose?

In my country people clench their fist to show they are angry.

Expressing feelings

3 a. Cross out the words in the box which don't go with the verb 'feel'.

FEEL

• fear • lonely • astonished
• stressed • sick • irritable • alive
• angry • offended • frustrated • hungry
• better • panic • strong • healthy
• obsessive

b. When do you usually feel like that? Discuss.

A: I always feel stressed when I have to take an exam. What about you?
B: I feel stressed when I go to the dentist's.

4 a. Listen to five people talking about different situations. Match each speaker with the way they feel.

A He's dreading a visit from his cousin.
B He's looking forward to his friend coming.
C He finds student life fascinating.
D He misses his friend.
E He likes having friends for dinner.

Speaker 1 ☐
Speaker 2 ☐
Speaker 3 ☐
Speaker 4 ☐
Speaker 5 ☐

b. In pairs, use verbs/phrases from above to talk about the times you experience similar feelings.

A: When do you dread something?
B: On school days, I dread waking up in the morning.

Extreme Adjectives

5 In pairs, use the adjectives from the list to act out short exchanges.

• furious • overjoyed • exhausted • delighted
• appalling • filthy • heart broken • fantastic
• huge • delicious • terrified

A: You must be tired.
B: Tired! I'm exhausted!



1 You must be pleased.
2 You must have been scared.
3 You look angry.
4 The food was bad.
5 She seems happy with her exam results.
6 Sarah seemed upset.

6 Underline the correct form of the adjective.

1 The music in that restaurant was quite **relaxed/relaxing**.
2 I was very **pleased/pleasing** that you decided to join us.
3 The children were very **depressed/depressing** when the field trip was cancelled.
4 I find horror films quite **terrified/terrifying**.

5 How **surprising/surprised** he's not home yet!
6 They were very **excited/exciting** when their team won the football match.

Idioms and fixed phrases

7 a. **What character qualities are these animals associated with? Look at the pictures and complete the idioms.**



1 as brave as a(n) *lion*
2 as wise as a(n) .....
3 as stubborn as a(n) .....
4 as cunning as a(n) .....
5 as quiet as a(n) .....
6 as sick as a(n) .....
7 as proud as a(n) .....
8 as slow as a(n) .....

b. **Now match the adjectives from above with their opposites below.**

• flexible • straightforward • modest
• foolish • quick • cowardly • noisy • healthy

c **How would you describe the people below using the idioms from Ex. 7a?**



- takes a long time to do something .....
- is intelligent and well informed .....
- has no fear and is ready to face danger .....
- does things behind people's backs .....
- is very arrogant .....

Words often confused

8 **Underline the correct item.**

1 Since I've moved out, I do **miss/lose** my parents.
2 He could feel his anger **growing/heating**.
3 It feels **strange/strangely** to be here.
4 I felt **as/like** a child again.
5 He finds it difficult to **express/tell** his feelings.
6 She is trying to hide her **true/authentic** feelings.
7 She always wants to **please/enjoy** other people.
8 I'm sorry I've **injured/hurt** your feelings.

Phrasal Verbs

Appendix 2

9 a. **Fill in *up* or *down* to complete the sentences. Then, explain the phrasal verbs in bold.**

1 She's been quite depressed recently. This holiday will really **cheer** her ..... .
2 **Calm** .....! Things aren't as bad as they seem!
3 Things are **easing** ..... a bit at work. I won't have to work so late from now on.
4 I don't like watching sad films. They always **get** me ..... .
5 You have been so stressed lately; you must relax and **loosen** ..... a bit or you will get ill.
6 Bob really **let** me ..... . I was counting on him to complete the project on time.
7 **Open** ..... a bit and tell me how you feel.
8 It's been such a tiring day, let's go to the cinema and **wind** ..... .

b. **Use phrasal verbs from above to decide what you would say to someone who:**

1 you are relying on
2 looks depressed
3 won't tell you what is wrong
4 seems to be overworking

Prepositions

Appendix 1

10 **Fill in: *for, at, of, in, about, to, by, with*. Then make sentences.**



1 afraid ..... sth;
2 amused ..... sth;
3 angry ..... sb;
4 annoyed ..... sb ..... sth;
5 anxious ..... sth;
6 ashamed ..... sb;
7 bored ..... sth/sb;
8 brilliant ..... sth;
9 close ..... sb;
10 delighted ..... sth;
11 disappointed..... sth/sb;
12 excited ..... sth;
13 faithful ..... sb;
14 friendly ..... sb;
15 frightened ..... sth;
16 furious ..... sb ..... sth;
17 grateful ..... sb ..... sth; **18** jealous ..... sb;
19 nervous ..... sth; **20** pleased ..... sb;
21 proud ..... sth; **22** rude ..... sb;
23 sensitive ..... sth; **24** upset ..... sth

Listening – Part 3

1 a. **You will hear five therapists talking about their work. Look at the descriptions of therapies (A-F), underline the key words and say what each one might involve. In pairs, make a list of words related to each one.**

EXAM STRATEGY

- Read the instructions carefully and underline the part that shows what the speakers have in common.
- Read the list A to F and underline the key words you have to listen for.
- Listen for clues in the form of related concepts and paraphrases to match each speaker to the prompts. Do not finalise your answers until you have listened to the whole extract.
- Remember that what you are listening to may contain distracting information.
- When you listen for the second time, check your answers carefully. Remember, there is an extra option you do not need to use.

b. **Listen and match the descriptions of different kinds of therapy (A-F) to the speakers (1-5). There is one extra therapy which you do not need to use.**

A dealing with your problems while listening to music
B relaxing and thinking about your emotions
C explaining your problems to your family
D working out your problems through films
E discussing problems in groups
F expressing feelings through drawings

Speaker 1 ☐ Speaker 4 ☐
Speaker 2 ☐ Speaker 5 ☐
Speaker 3 ☐

c. **Were your initial guesses correct? Which of the words you came up with did you actually hear on the recording?**

Listening – Part 4

2 a. **You will hear a radio interview about cats' body language. Before you listen answer the following questions.**

1 What is 'body language'?
2 Do you think people can guess what cats are thinking and feeling? Why (not)? In what ways?

b. **Listen to the radio interview and for questions (1-7) choose the best answer A, B, or C.**

EXAM STRATEGY

- Go through the questions and possible answers carefully.
- Try to predict what you are going to hear.
- Don't finalise your answers until you have listened to the recording twice. Remember you are listening for detail and a specific purpose.
- Always check your answers carefully.

1 **Roger believes that his work is**
A rather boring.
B natural.
C quite exciting.

2 **Roger says that**
A he understands exactly what cats are thinking.
B cats' body language can tell us how they feel.
C he is always surprised by the way cats behave.

3 **A cat shows how it feels by moving its**
A head.
B tail.
C paws.

4 **If a cat's tail is fluffed up and pointing down, the cat is**
A protecting itself.
B very angry.
C happy.

5 **When two cats are about to fight, the most aggressive one**
A will have its ears pointing forwards.
B will sound frightened.
C won't make a sound.

6 **Cats can understand if you are friendly to them by the way you**
A talk to them.
B touch them.
C look at them.

7 **Which of the following best describes the interviewer's attitude?**
A He doesn't like cats.
B He doesn't believe what Roger is saying.
C He is surprised.

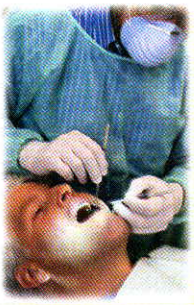
c. **In what ways do we use body language to express our feelings? Think of as many examples as you can and discuss in pairs.**

Speaking – Part 3

Stressful Situations

Students A & B

3 a. **Here are some pictures of common situations. Talk to each other about how stressful you think each one can be, then, choose the three that you think are the most stressful. It is not necessary to agree with each other.**






Speaking – Part 4

b. **In pairs, answer the following questions.**

Students A & B

1 What other activities/experiences in your life do you find stressful? Why?
2 What do you usually do to relax?

4 **Listen to two candidates doing the speaking tasks above and assess their performance in terms of:**

- grammar and vocabulary
- pronunciation
- interactive communication
- how far they've answered the questions.

Communication

- **Asking about and Expressing feelings**

5 a. **Read the dialogue. Underline the phrases used to ask/express how somebody feels.**

A: Are you alright? You seem upset.
B: Well, to be honest, I've been in a bad mood all day. And now, I've just found out I failed my driving test, so I'm really depressed.

b. **Use the phrases in the box to act out similar dialogues for the following situations.**

- Your friend has had his car stolen.
- Your friend has lost her purse.

Asking about feelings	Expressing feelings
• How are you ? • Are you (feeling) alright/ angry/upset/pleased/ OK ...? • Is everything alright? • What's wrong/the matter with you?	• Well, it's been a ... day • Actually, .../The thing is ... • To be honest ... I feel/I've been in a good/bad/etc mood all day ... • I'm sad/angry/glad about ...

Everyday English

- **Exclamations**

6 a. **Which adjective best describes how each person feels?**

• confused • grateful • disgusted • relieved
• impressed • annoyed



b. **Now, match the exclamations (1-6) with the sentences (a-f), as in the example.**

[a] Be quiet!
[b] That's disgusting!
[c 1] That's amazing!
[d] I don't know.
[e] Thank you!
[f] What a relief!

c. **In pairs, act out short exchanges using the exclamations in Ex. 6b.**

A: There's a big spider on the ceiling.
B: Yuk! That's disgusting.

Reading – Part 3

1 a. You are going to read an extract from *Sense and Sensibility* by Jane Austen. From the title of the novel, what do you think you are going to read about?

b. Read the short text about the author and the novel. In pairs, write down three questions you have about the text. Skim the text to see if your questions were answered.



Jane Austen (1775-1817), a famous English writer, wrote about the ordinary world of men and women as it was in the early 19th century, a place where love and romance were hindered by economics and human imperfection. Her heroines had distinct personalities and her characters were never completely good or completely evil but more complicated mixtures. Some of her most famous stories are *Pride and Prejudice* (1813), *Sense and Sensibility* (1811), *Mansfield Park* (1814) and *Emma* (1815).

In this extract from *Sense and Sensibility*, Mr Henry Dashwood has recently died and left all his money to his son from his first marriage, John. His second wife, Mrs Dashwood, and her three daughters are left without a permanent home and very little money. Mr John Dashwood is weak and his wife is selfish and they have little concern for the family's welfare.

Sense & Sensibility

No sooner was the funeral over, than Mrs John Dashwood, without sending any notice to her mother-in-law, arrived with her child and her servants. No one could dispute her right to come. [0 D] This thoughtless behaviour would have been highly unpleasing to any woman with ordinary feelings in Mrs Dashwood's situation. [1] Mrs John Dashwood had never been a favourite with any of her husband's family; but never before had she had the opportunity of showing them how inconsiderate and selfish she could act when the situation required it.

Mrs Dashwood was so deeply hurt by this impolite behaviour, and she hated her daughter-in-law so much for it, that, on her arrival, she wanted to leave the house forever. [2] Also, her love for her three children helped her change her mind and for their sakes she avoided a disagreement with their brother.

Elinor, the eldest daughter, possessed a great strength of understanding and coolness of judgement. [3] She was often able to

55

EXAM STRATEGY

- Read the text through and think of what kind of information is missing.
- Read the list of missing sentences. Cross out the one used in the example.
- Fit the sentences into the gaps.
- Remember to look for clues such as reference words (it, that, he)
- Check your answers and read the text through to see if it makes sense. Remember that there is one sentence you do not need to use.

2 a. Eight sentences have been removed from the text. Choose from the sentences (A-I) the one which fits each gap. There is one extra sentence which you do not need to use. There is an example at the beginning (0).

b. How have the underlined words/phrases helped you decide?

A But she had already shown that she was as romantic as Marianne, without having her sense.

B However, her eldest girl made her think about how inappropriate that would seem.

C But in Mrs Dashwood's mind, with her strong sense of honour and her generous nature, the offence made her feel absolutely disgusted.

D After all, the house was her husband's from the moment of his father's death.

E Elinor, too, was suffering; but still she could struggle, she could make an effort.

F These qualities enabled her to give advice to her mother even though she was only nineteen.

G The two women encouraged each other to continually express how they felt.

H Elinor had an excellent heart; her nature was affectionate and her feelings were strong; but she knew how to control them.

I Mr John Dashwood did not have the strong feelings of the rest of the family.

influence Mrs Dashwood, whose enthusiastic nature sometimes led to hasty decisions. [4] It was a knowledge which her mother had yet to learn; and which one of her sisters was determined never to be taught.

Marianne's abilities were, in many respects, the same as Elinor's. She was sensible and clever but her sorrows and her joys had no limits. She was generous, likeable, interesting and everything but careful. The similarity between her and her mother was striking.

Elinor was concerned about her sister's strong emotions. But Mrs Dashwood valued and cherished Marianne's sensibility, so like her own. [5] The pain of grief which overpowered them at first was willingly renewed and created again and again. They let themselves be overwhelmed by their sorrow and were determined never to be comforted in the future. [6] She could talk with her brother, welcome her sister-in-law on her arrival and treat her politely. She also tried to convince her mother to do the same and encourage her to show similar self-control.

Margaret, the other sister, was a good-humoured, agreeable girl. [7] So, at thirteen, she was not likely to equal her sisters later in life.

Vocabulary Practice

3 a. Match the words in columns A and B to form collocations. Then make sentences using them.

A	B
hasty	behaviour
strong	humoured
thoughtless	emotions
good	control
self	decisions

b. Who or what do the following words refer to?

- them (line 11) • their (line 19) • her (line 32)
- them (line 37)

c. Explain the highlighted words.

4 a. Underline the adjectives the writer uses to describe each character. In pairs, use them to describe their personalities.

b. In pairs, find words in the text that describe or indicate how Elinor, Marianne and their mother feel.

Text Analysis

5 What do the underlined phrases mean? Choose A or B.

1 Mrs John Dashwood had never been a favourite with any of her husbands' family. (lines 8-9)
   A They never thought she would succeed in life.
   B They had always disliked her.

2 Elinor ... possessed a great strength of understanding and coolness of judgement. (lines 20-22)
   A She rarely panicked.
   B She was strict with people.

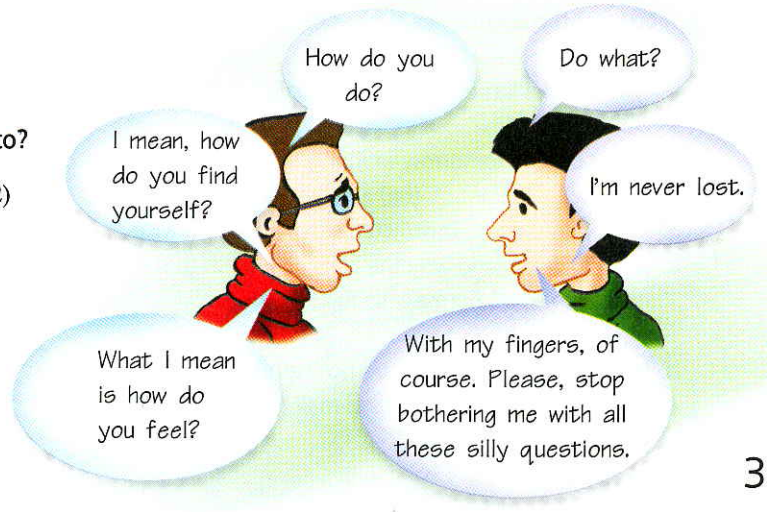
3 They ... were determined never to be comforted in the future. (lines 38-40)
   A They refused to suffer any more hardships.
   B They were convinced they would never be happy.

4 Elinor had an excellent heart: ... (sentence H).
   A She was understanding and compassionate.
   B She had always been in good health.

Discussion

6 a. Which character do you sympathise with the most? Why?

b. Listen to the piece of music. What images related to the extract come to mind?



Present Simple and Present Continuous

Grammar Reference

1 Circle the correct option for each sentence. What is each tense used for?

1 The boys **play / are playing** football in the garden at the moment.
2 Water is **freezing / freezes** at 0°C.
3 Jack **visits / is visiting** his sister next weekend.
4 She **catches / is catching** the 9 o'clock train every morning.
5 Bill **is looking / looks** very tired these days.
6 She (is) always **interrupting / interrupts** me.

2 Put the verbs in brackets into the correct tense.

1 I ..... **(try)** to get the TV to work. Can you help me?
2 He always ..... **(do)** his best at school.
3 They ..... **(argue)** all the time.
4 Joy can't come to the phone right now; she..... ..... **(have)** a shower.
5 We ..... **(not/play)** football every day.
6 ..... **(you/trust)** your doctor?
7 They ..... **(leave)** this time tomorrow.
8 She ..... **(not/get)** to work before 9 am every day.

State Verbs

Grammar Reference

3 a. Put the verbs in brackets in the present simple or present continuous, then, explain the changes in meaning.

1 Jamie ..... **(think)** about buying a new car.
2 I ..... **(think)** the play starts at eight o'clock.
3 I'm sure this yoghurt has gone off; it .... **(not/taste)** good.
4 The chef ..... **(taste)** the soup to see if it needs more salt.
5 I ..... **(see)** what you mean. I'll check my figures again.
6 Andrea ..... **(see)** the bank manager at 10 o'clock tomorrow morning.
7 Tina ..... **(be)** a very stubborn girl; she ..... **(not/listen)** to anybody's advice.
8 I can't understand why she ..... **(be)** so stubborn; she's normally so flexible.

b. Choose five verbs that are not normally used in the present continuous and make sentences using them.

Used to/Be/Get used to

Grammar Reference

4 a. Which sentence refers to: *a past habit? a past state? a current situation? a current changing situation?*

a We **used to live** in Scotland.
b I **am used to feeling** lonely.
c I **am getting used to living** in London.
d I **used to bite** my nails.

b. Complete the sentences using ***used to + infinitive*** or ***be/get used to + ing form*** and the verbs in brackets.

1 It's taken me some time, but slowly, I .... **(wake up)** at 6 am every morning.
2 She ..... **(play)** tennis every Saturday before she hurt her wrist.
3 John and Mary ..... **(go out)** with friends every evening before they had their baby.
4 They ..... **(eat)** fatty foods every day, but now they've cut down.

c. Write five sentences about things you are used to doing.

d. Look at the following situations. Think of things you might have to get used to in each case.

- the beginning of the school year
- moving to a different town
- a new summer job
- going on a strict diet

At the beginning of the school year I'll have to get used to getting up early in the morning.

English in Use – Part 3

5 Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Use between two and five words.

1 Noel is not usually in a bad mood.
like It is ..... in a bad mood.
2 Amy would rather not go out to dinner with us.
feel Amy ..... out to dinner with us.
3 The movie star is always recognised wherever she goes.
avoid The movie star can't .... wherever she goes.
4 Mary often criticises people.
tendency Mary ..... people.
5 She can't stand him playing the guitar that loud.
complaining She .... playing the guitar that loud.
6 He usually sleeps until noon.
used He ..... noon.
7 Chris had not expected to find learning Spanish so interesting.
in Chris is more .... he had expected.

Word formation – Forming adjectives

6 Fill in the correct adjectives in each case. Use: *-ing, -ive, -able, -y, -ed.*

Verb	Adjective	Verb	Adjective
comfort	.....	relieve	.....
trust	.....	press	.....
irritate	.....	care	.....
protect	.....	scare	.....
bore	.....	satisfy	.....

English in Use – Part 5

STRATEGY POINT

- Read through the title and the whole text to understand what it is about.
- Decide what part of speech you need in each gap. Remember, you may have to use the word in the plural form, or the negative form. Think of possible prefixes and suffixes.
- Read the text again to see whether it makes sense.

7 Use the word given in capitals to form a word that fits in the space in the same line.

The secret of being happy

I've spent years studying **0)** *happiness* and one of the most **1)** ..... conclusions is that there is hardly any correlation between the circumstances of people's lives and how happy they are. A moment's **2)** ..... should make this obvious. We all know people who have a **3)** ..... easy life, yet are always **4)** ....., and others who have suffered great hardships but remain **5)** ..... happy.

The first secret is gratitude. **6)** ..... people cannot be happy. We have a **7)** ..... to think that being unhappy leads people to complain. It is truer to say that finding cause for **8)** ..... leads to people becoming unhappy.

The second secret is the **9)** ..... that happiness is a by-product of **10)** ..... that give our lives meaning.

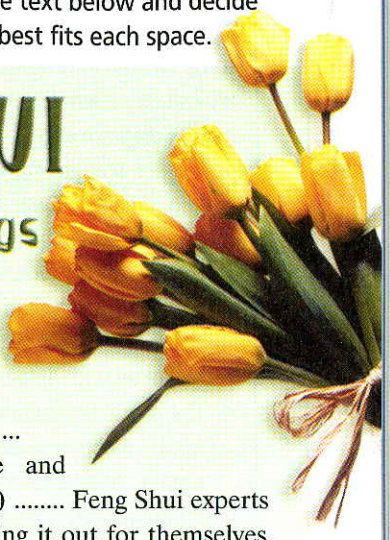
HAPPY
SIGNIFY
REFLECT
RELATE
MISERY
ESSENTIAL
GRATEFUL
TEND
COMPLAIN
REALISE
ACTIVE

English in Use – Part 1

STRATEGY POINT

- Read the title to get a general idea of what the text is going to be about.
- Read the text once to get the general idea.
- Read again. Pay close attention to the words before and after each gap.
- Look at the choices you have. Choose the best one.
- Read again to see whether it makes sense.

8 For questions 1-15, read the text below and decide which answer A, B, C or D best fits each space.



FENG SHUI

Positive Feelings Chinese style

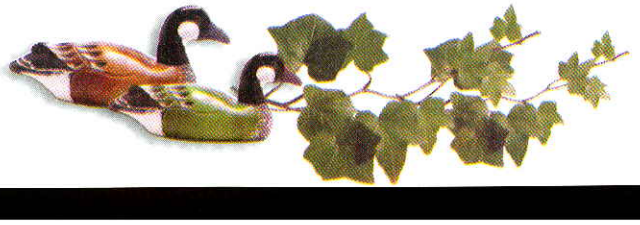
Recently, the Feng Shui business has been **0)** *booming* as more and more people **1)** ..... an interest in Asian culture and lifestyles. Whether people are **2)** ..... Feng Shui experts or simply buying books and trying it out for themselves, there is no **3)** ..... that, in the West, in the last few years the idea of Feng Shui has really **4)** ..... off.

So what exactly is Feng Shui? Well, it is a Chinese art form that is concerned **5)** ..... the way you arrange the rooms and the furniture in your house. It is believed that organising these things correctly will **6)** ..... you happiness and good luck.

In the UK there are currently about 300 Feng Shui consultants. They will **7)** ..... to your house or office and give you advice **8)** ..... on your lifestyle and date of birth. According to one such expert, I **9)** ..... install an aquarium with six black and one red goldfish in my living room in order **10)** ..... absorb bad vibes. He also told me to **11)** ..... attention to one of my windows. He advised me to put plants on the window sill to **12)** ..... the loss of positive energy. The real 'weak spot' in my house, however, was the cooker. He reassured me that hanging some dried vegetables above it would solve the **13)** ..... .

Whether you **14)** ..... in the power of Feng Shui or not, it is certainly having a major impact on the **15)** ..... thousands of people organise their homes.

0	A starting	B booming	C opening	D enriching
1	A take	B do	C make	D give
2	A requesting	B asking	C consulting	D advising
3	A worry	B fear	C problem	D doubt
4	A taken	B driven	C made	D started
5	A in	B of	C with	D through
6	A carry	B bring	C make	D give
7	A call	B come	C visit	D look
8	A based	B put	C held	D carried
9	A ought	B need	C must	D have
10	A for	B as	C that	D to
11	A give	B have	C pay	D put
12	A keep	B delay	C finish	D prevent
13	A fault	B error	C problem	D mistake
14	A believe	B accept	C agree	D rely
15	A point	B manner	C style	D way



Writing: Transactional Letters (1)

Transactional letters are usually written in response to some written information (e.g. an advertisement, a letter, an invitation, a note, etc) as well as visual prompts (e.g. a map, a diagram etc).

- Letters should start with an appropriate greeting (e.g. Dear Sir, Dear Mrs Brown, etc), followed by an introduction which gives the opening remarks and the reason for writing.
- The main body is divided into separate paragraphs, which each deal with a separate topic. Ideas should be linked with appropriate linking words and phrases.
- The conclusion summarises the points in the main body and/or makes reference to future action, and includes closing remarks followed by an appropriate ending (e.g. Yours sincerely, + your full name)

It is important to include all the factual information given in the rubric using our own words, and to use a style (informal, semi-formal or formal) that is appropriate to the target reader.

Understanding the Rubric 1

1 **Read the rubric, underline the key words/phrases and answer the questions.**

Your class is organising a surprise 40th birthday party for your English teacher, Mr Smith. As class prefect, you have been asked to invite his wife to the party and to ask her for her advice on what to buy Mr Smith as a gift. Read your notes and use the information to write a letter to Mrs Smith.

Notes

- invite Mrs Smith on behalf of Year 10 & explain that party is surprise
- give details – 10th May, 5pm, school gym, buffet
- guests – class, head, English Dept. staff
- ask about gift – book? watch? jumper? other?

1 Who is the target reader?
2 What style of writing would be most appropriate?
3 What is your reason for writing?
4 What information should you include in the introduction?
5 How many main body paragraphs will you write? How can you rephrase the information?
6 How could you end the letter?

Analysing a letter of invitation

2 **a. Read the model and choose appropriate topic sentences from the list below to replace those in bold. What made you decide on these sentences? Why are the other two inappropriate?**

- Could you help us to decide what present to buy?
- We haven't got a clue what to buy him for a gift.
- I don't need to tell you when the party is.
- We are holding the party after lessons on 10th May.

Dear Mrs Smith,

I am writing on behalf of Mr Smith's Year 10 English class. As you know, your husband will soon be celebrating his 40th birthday, and we have decided to throw a party for him. We would be very pleased if you could attend. It would be lovely to meet you and your presence would add to the surprise.

1) The party will take place after school on 10th May. It will be held in the school gym and it starts at 5pm. There will be a buffet and the guests will include Year 10 English students, the staff of the English Department and the Headmaster.

2) I would like to ask your advice regarding a suitable gift. We cannot decide whether to buy a book, a watch or a jumper. Perhaps you could tell us which you think he would prefer. On the other hand, you may have a better idea. Any suggestions would be more than welcome.

If you have any questions, please do not hesitate to contact me. I look forward to seeing you at the party.

Yours sincerely,
Maggie Simpson
Maggie Simpson

b. Answer the following questions.

1 Has all the information from the rubric been included?
2 Which linking words/phrases have been used? Can you suggest alternatives?
3 Has the writer used an appropriate style? What is it? Give examples.
4 What do you think the target reader's reaction will be? Give reasons.

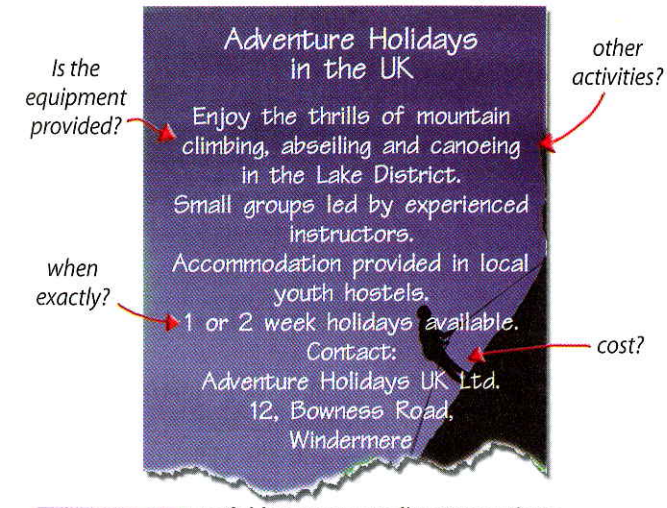
c. Choose an appropriate alternative beginning and ending to replace the highlighted sections.

a How are you? We love your husband, so we're throwing him a party.
b As a student in Mr Smith's English class, I have been asked to inform you about a birthday party we plan to hold for him.
c I hope to see you at the party. I am sure it will be a very enjoyable event.
d Well, I think that's all for now. See you there!

Requesting information – Indirect questions

3 a. Read the advertisements and the notes. Then use the useful language below to help you rewrite the notes as indirect questions.





Useful language: Indirect questions

- Could you tell me ... / Could you let me know ...
- I am interested in finding out ...
- I would appreciate it if you could let me know...
- I would like to know ..
- I would be grateful if you could tell me...

Could you tell me whether accommodation is available nearby?

b. In pairs rephrase the indirect questions.

Could you tell me if there is a hostel close to Stanley Park?

Apologising

4 a. Read the extract below and answer the questions.

> We're really sorry for the trouble we have put you to. It was completely our fault. We confused the dates. It was a silly mistake, so please don't be cross. I promise we will do our best to make it up to you. Have a free dinner – we're paying.

1 What type of letter is the extract taken from?
2 What is the purpose of this letter?
3 What part of the letter is it?
4 How does the writer propose to resolve the situation?

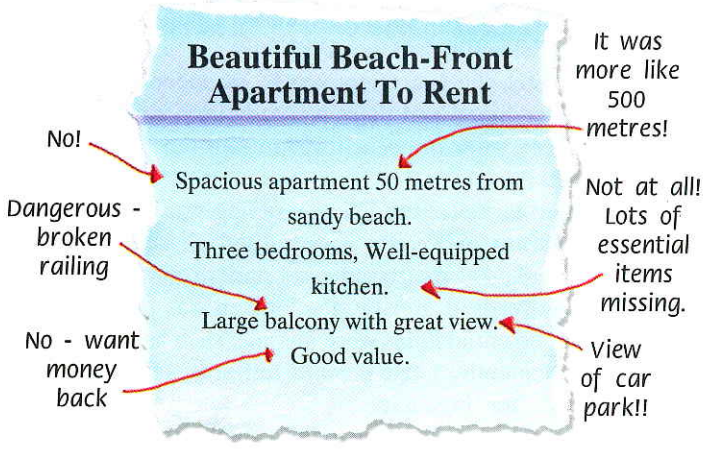
b. Rewrite the text in formal style, using the notes below.

- take/full responsibility
- Please/accept/sincere apologies/inconvenience caused
- hope/forgive/regrettable error
- assure/do our utmost/compensate
- Please/accept/complimentary meal voucher/used at your convenience
- confusion/caused/misunderstanding/between departments

Understanding the Rubric 2

5 Read the rubric, underline the key words/phrases and answer the questions.

You and a group of your friends rented the holiday apartment in the advertisement below for a week. However, there were a number of problems and you left after just three days. You have decided to write a letter of complaint to the agency you rented the apartment from. Read the advertisement and the notes you have made. Then write your letter to the agency, saying why you are dissatisfied and telling them what action you want taken.



1 Who is going to read the letter?
2 What type of letter are you going to write?
3 What opening/closing remarks could you write?
4 What tone are you going to use? Why?

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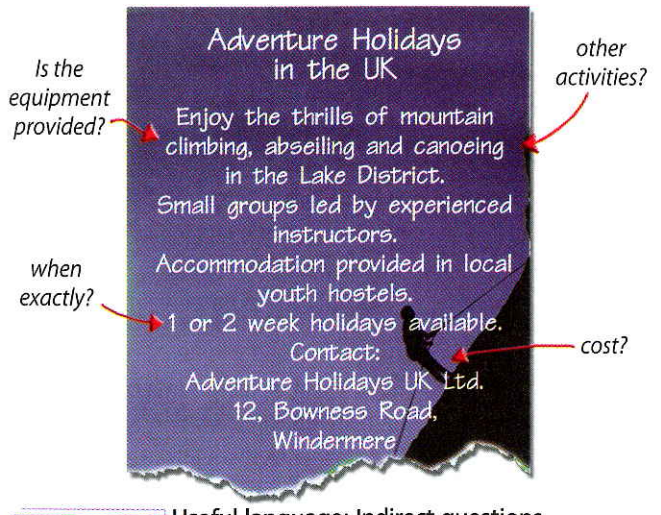
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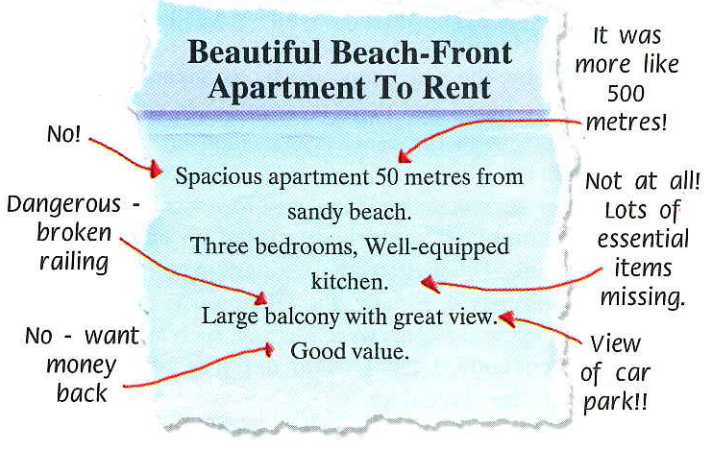
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1 Who is going to read the letter?
2 What type of letter are you going to write?
3 What opening/closing remarks could you write?
4 What tone are you going to use? Why?

Analysing a letter of complaint

6 Read the two models and choose the one which is appropriate. Have all the points in the rubric been covered? How has the information been rephrased?

MODEL A

Dear Sir,

I want to tell you how angry and disgusted I am with the holiday apartment I rented from you on 15th August. I think you've got a real cheek advertising it as 'beautiful' because it was the ugliest apartment I've ever seen in my life.

For a start, you lied when you said it was spacious. There wasn't room to swing a cat inside. The rooms were also very dirty. I spent the first day of my holiday cleaning them.

Next, you said the kitchen was well-equipped. Not at all! Lots of essential items were missing. After three days, I'd had enough and went home.

I'm sure you can tell I am really angry. You have ruined my summer by spoiling my holiday. I demand you give me some of my money back and you should say sorry, too. If you don't you'll be in big trouble. Hurry up and reply to this letter.

Yours sincerely,
Helen Hunt
Helen Hunt

MODEL B

Dear Sir,

I am writing **to complain about** the holiday apartment I rented from you on 15th August. I believe your advertisement was **misleading** in a number of ways.

Firstly, the apartment was by no means spacious. The rooms were cramped and there was very little storage space. Also, the distance from the beach was in fact ten times farther than you claimed.

Furthermore, the balcony railing was broken. This was **quite dangerous** and could have caused an accident. In addition, it overlooked an unattractive car park in contrast to the 'great view' you advertised. Finally, the kitchen was poorly equipped and a lot of essential items were missing, such as plates and saucepans. Consequently, **I felt I could not stay** any longer and returned home after three days.

As you can imagine, **I am quite disappointed. I feel I am entitled to** a partial refund in addition to an apology **for the inconvenience caused. I look forward to receiving a prompt reply.**

Yours faithfully,
Sandra Folkestone
Sandra Folkestone

7 Read model A again and find examples of the following:

- excessively strong language
- aggressive tone
- overly informal/colloquial/ idiomatic language
- irrelevant information
- phrases taken word for word from the prompts
- points not covered in the rubric

8 Replace the phrases in bold in model B with ones from below to change the tone of the letter from mild to strong.

- I am extremely upset
- I insist that this matter be dealt with promptly
- to express my extreme dissatisfaction with
- extremely hazardous
- I refused to remain
- I demand
- for the annoyance and discomfort I suffered
- totally inaccurate

9 Read the following sentences and identify the tone used in each one. Then, rewrite the sentences, using a different tone.

1 I demand a full refund at once, or I shall be forced to take the matter further.
2 I am writing in connection with a faulty appliance which I recently purchased from your store.
3 I am writing to express my total dissatisfaction with the appalling service I received from your staff.
4 I wish to make a serious complaint regarding your inefficient staff.
5 I would appreciate it if you could look into this matter as soon as possible.
6 I would like to complain about the poor quality of service I recently received from your company.

Discuss & Write

10 Read the rubrics and underline the key words. Then answer the questions that follow for each one.

A You work for a mail order company and have received a letter from a customer who is unhappy about the delay in the delivery of a camera he ordered. Read the extract from his letter and the notes you made, and write a letter of apology. Give an explanation and details of what you will do to rectify the situation.

will be sent Express Delivery tomorrow

I must insist that you supply my goods as soon as possible. I would also like a satisfactory explanation as to why there has been such a long delay as well as an apology for the inconvenience caused.

damaged on arrival - we had to wait for the next delivery from suppliers

very sorry - good customer

offer free carry case and 3 films as compensation

B You are arranging an anniversary party for your parents. You have seen the advertisement below for The Claremont Hotel, which seems suitable, but you need some more information. Use the notes you have made to write to the manager, giving the details of the event and asking for further information.

Notes

Sat. 20th April
8pm-12pm
150 guests

The Claremont
3 Star Hotel

120 rooms 10 suites
Excellent conference facilities and 3 function rooms suitable for parties of 50 to 300 guests.
A la carte restaurant

price list?

disco?

menu?

C You want to improve your English and have seen the following advertisement on your school notice board. Read the advertisement and the notes you made, and write a letter giving the details requested and asking for more information.

Private English Lessons

Experienced English teacher offers lessons for learners of all ages and levels.
Reasonable rates.
Please contact Mr Thompson and provide details of:
- your age and level of English
- your reason for learning
- language courses/exams taken so far

Notes

Where?
When?
How much?
Course books provided?
One-to-one or groups?

D You ordered a gift for a friend from a mail order company. When it arrived it was late and you were not happy with it. Read the advertisement and the notes you made. Then, write a letter to the company, explaining why you are not happy with the gift and asking for your money back.

Beautiful China Figures
The Perfect Gift From Memorable Moments

cracked



Are you looking for an ideal gift for a friend or loved one? Why not choose one of our beautiful china figures to give to someone special. Each figure comes on a wooden stand with a gold plaque where we will engrave your chosen message.

wrong message

Only £19.99.
Delivered within 10 days.

took 3 weeks – too late

yes

Money back guarantee. Order today!

E This is part of a letter you received from your pen friend. Look at the notes you made and write your letter in reply, giving your advice and the information your pen friend asked for.

> I've decided that I'd like to learn to play tennis. I know you've been playing for years so I wondered what advice you could give me – I really have no idea!

Notes

- join a club
- find a friend to give you some lessons
- borrow a book from the library
- buy a racquet & some balls (don't spend too much – about £50-£75 – you might not like it)
- trainers and a tracksuit are OK – you don't need special clothes

F You are going on a cycling holiday next weekend with two friends, Jane and Anne. Below is part of a letter Jane sent you with her suggestions for the trip. You have found some information about the area, including a map and an advertisement for the Queens Hotel. Read Jane's letter and the notes you made and, using the map and the advertisement, write a letter answering her questions and making your suggestions about where to stay.

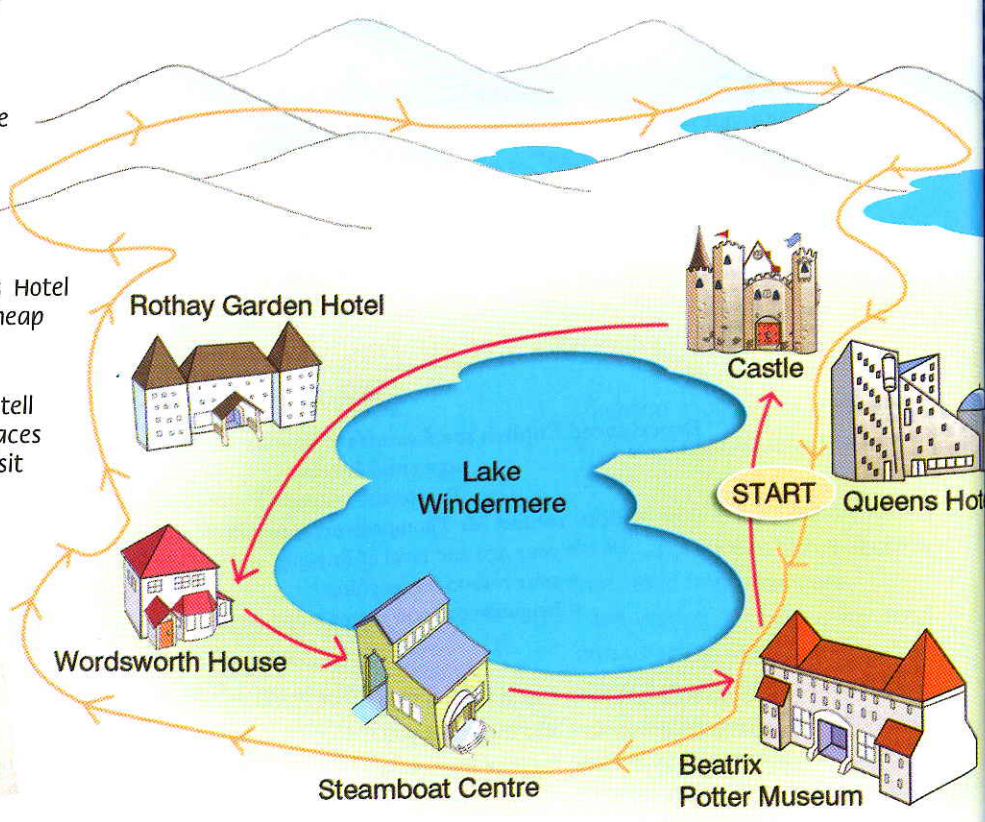
We could cycle round the northern lakes on Saturday. Anne thinks that the route might be too tiring, though. An easier option is to cycle round Lake Windermere, but I don't know what there is to see there and I don't know where we would stay. What do you think? Would it be better if we just went round Lake Windermere?

too far

I agree

Queens Hotel is cheap

Yes - tell her places to visit



The Queens Hotel

Small, family-run hotel with beautiful views of Lake Windermere.
Bed & breakfast. Home-cooked meals/bar snacks available lunchtime and evenings.
Reasonable rates.

1 What type of letter do you have to write?
2 Who is going to read the letter?
3 What style of writing should you use?
4 How will you address/sign the letter?
5 What opening remarks could you use?
6 How many main body paragraphs will you write?
7 What information will you include in each one?
8 What useful phrases could you use?
9 How could you paraphrase the information given in the rubric?
10 How will you end the letter?

11 Using the information you have learned in this unit, choose one of the writing tasks above and complete it. You should write between 120-180 words.

Self-Assessment Module 1

Vocabulary & Grammar

1 **Fill in the missing word.**

1 He ..... with a strong accent; it's not easy to understand him.
2 It's a secret, so don't ..... a word.
3 We are going on a cruise down ..... Seine this summer.
4 Let me give you a ..... of advice.
5 Don't talk to him. He isn't in a good ..... today.
6 I ..... to live in a flat, but now I live in a big house.
7 I can't reach the top shelf, it's ..... high.
8 What's John's number? I need to get in ..... with him urgently.
9 I tried to get him to ..... up and share his feelings with me, but he wasn't ready to talk about it.
10 ..... up or we'll be late.
11 Jane bumped ..... an old school friend in town yesterday.
12 I'm sorry, Mr Smith isn't in at the moment. Can you ..... back later?
13 I haven't seen Steve since he moved to Madrid. I really ..... him.
14 If the line is busy, you should hang ..... and try again later.
15 I really can't ..... the difference between the twins.
16 I'm sorry. I didn't mean to ..... your feelings.
17 Mobile phones must be switched ..... on aeroplanes.
18 Sarah speaks three languages, but her ..... language is English.
19 I haven't heard ..... Kim for about a month.
20 I'm grateful ..... you for your help.

(10 marks)

2 **Circle the correct item.**

1 She leaned over and ..... quietly in his ear.
A clapped B wept C whispered D yawned

2 I always ..... hands with someone when I meet them for the first time.
A wave B shake C give D clap

3 Tom is as proud as a ..... .
A parrot B lion C peacock D fox

4 He was so angry his ..... was red.
A head B palm C face D heart

5 Sarah has been a bit depressed lately so we have bought her some flowers to ..... her up.
A calm B cheer C loosen D ease

6 She finds it difficult to ..... her feelings.
A say B express C tell D give

7 Peter is very annoyed ..... Paul so he isn't speaking to him.
A for B to C of D with

8 I don't feel well. I think I will make an appointment ..... the doctor today.
A at B to C with D for

9 I've been trying to get ..... to the bank all morning.
A at B with C through D in

10 I'm absolutely ..... ! I haven't slept all night.
A furious B exhausted C delighted D horrified

(10 marks)

Use of English

3 **Complete the second sentence using the word in bold. Use two to five words including the word given. Do not change the word given.**

1 Claire couldn't eat the soup as it was very hot.
too The soup ..... Claire to eat.
2 I asked her if she needed any more information.
else I asked her if ..... she needed to know.
3 Duncan does not usually lose his temper.
like It is ..... to lose his temper.
4 When I got up on stage I forgot everything I was going to say.
anything When I got up on stage ..... I was going to say.
5 Sam would rather not go to the cinema tonight.
feel Sam ..... to the cinema tonight.

(5 marks)

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

1 Before the ..... of the telephone, communicating over great distances was slow and difficult. **INVENT**
2 The ..... was sentenced to five years imprisonment. **DEFEND**
3 She couldn't believe that the strange ..... in the mirror was hers. **REFLECT**
4 ..... is more than a feeling, it is a state of mind. **HAPPY**
5 Children's safety is of the utmost ..... . **IMPORT**

(5 marks)

5 Read the sentences. If a sentence is correct, put a tick (✓). If it has a word that should not be there, write this word on the line.

1 I haven't got a mobile phone, but I think I will get the one. .....
2 After a few days later, I felt much better. .....
3 Text messaging has become a part of life for many people. .....
4 She is the happiest person I know her. .....
5 Rumour has it that Jenny is going to get married. .....

(5 marks)

Communication

6 Choose the correct response.

1 Why don't we go to the cinema?
A Thank you. B OK.

2 Have you thought about using a dictionary?
A That's a good idea. B It could be.

3 Say hello to your parents for me.
A Me, too. B Thanks, I will.

4 Can I call you later?
A Not really. B Sure.

5 Are you alright?
A Not really. B I'm happy.

(5 marks)

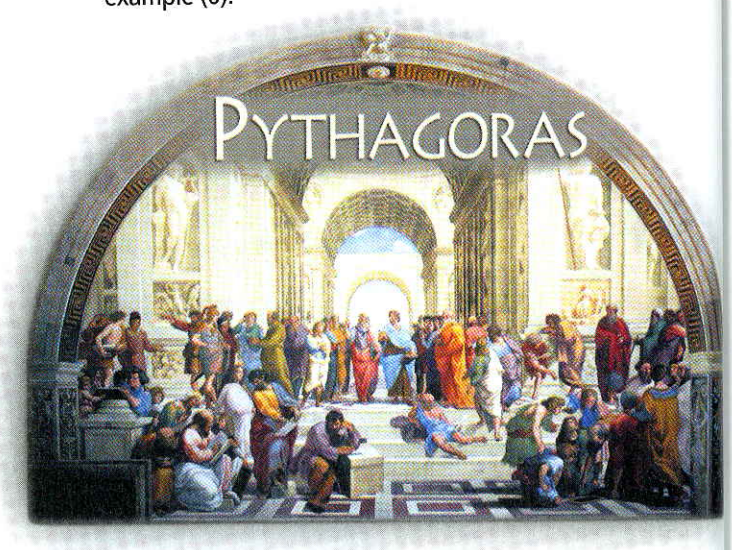
7 Complete the dialogue.

A: Is **1)** .....? You seem fed up.
B: Well, **2)** ..... hectic day and now I've got to work late.
A: That's a pity. But I'm staying late, too. How **3)** ..... going out together afterwards?
B: I **4)** ..... . I feel tired already.
A: Go on. It'll cheer you up.
B: OK. **5)** .....? Where are we going?

(5 marks)

Reading

8 You are going to read an article about a famous mathematician. Seven sentences have been removed. Choose from the sentences (A-H) the one which fits each gap. There is one sentence you do not need to use. The first sentence has been chosen for you, as an example (0).



Pythagoras is often described as a very important mathematician, yet we know little about his achievements. Many Greek mathematicians wrote books about their work, but we have nothing written by Pythagoras. What we do know is that he was the leader of a society which was half scientific and half religious. [0][E] We are not sure if the information we have about him is fact or legend.

We believe that Pythagoras was born on the Greek island of Samos. His father was a merchant, and as a child, Pythagoras travelled with him selling their goods. We also know that Pythagoras was well educated. He learned music and poetry and had three philosophers to teach him. [1][ ] Thales advised Pythagoras to travel to Egypt to learn more about mathematics and astronomy.

So, in 535 BC, Pythagoras travelled to Egypt, where he visited many temples and took part in discussions with priests. [2] For example, the Egyptian priests refused to eat beans and wear animal skins, as did Pythagoras later in his life.

In 525 BC, the King of Persia invaded Egypt. Pythagoras was taken prisoner and was transported to Babylon. It was here, taught by the Babylonians, that he reached perfection in arithmetic and music. [3]

In Samos he founded a school which was called *The Semicircle*. It seems that the people of Samos did not appreciate the teaching methods of Pythagoras and they treated him rudely and improperly. Furthermore, the Samians wanted to involve Pythagoras in local politics against his will. [4]

Pythagoras knew that all the philosophers before him had ended their days in a foreign country. So it was in Italy that he founded a religious and philosophical society. The members were called mathematikoi, they had no personal possessions and were vegetarians. This society contributed a great deal to the understanding of mathematics.

Pythagoras believed that numbers rule the universe and that numbers are present in all things. He also connected mathematics to music and recognised the healing power of music. [5] Another of his beliefs was that there are three types of men: those who love wisdom, those who love honour and those who love gain.

[6] Today we remember him best for his famous geometry theorem, known as the Pythagorean theorem.

(18 marks)

A Pythagoras was a mathematician, an astronomer and a philosopher.
B Both men and women were allowed to be members, and many women Pythagoreans became philosophers.
C We do not know when Pythagoras was set free, but we know that in 520 BC he left Babylon and returned to Samos, his birthplace.
D Two of these philosophers Thales and Anaximander, introduced him to mathematics.
E It was a secret society, and today Pythagoras is still a mysterious figure.
F Many of the customs he learnt in Egypt he came to adopt.
G For these reasons he went to Italy.
H He used it as a kind of therapy to help those who were ill.

Listening

9 You will hear people talking in eight different situations. For questions 1-8, choose the best answer (A, B or C).

1 You hear a man talking to some people. What is the purpose of his talk?
A To show people how to work faster
B To welcome new employees
C To convince people to join his company

2 You hear two people talking in an office. What happened to the man?
A He was on holiday.
B He has been working from home.
C He had an accident.

3 You are listening to a weather report on the radio. What will the weather be like tomorrow?
A Rainy all over the country
B Dry but very cold in the south
C Mostly sunny with occasional rain

4 You hear a man talking on the radio. How does he feel?
A puzzled B angry C sad

5 You hear a man and a woman talking. Where are they?
A In a library
B In a bookshop
C In a computer shop

6 You are at a lecture. When is it taking place?
A During the fourth week of the course
B During the first week of the course
C During the last week of the course

7 You hear this announcement on the radio. What is happening on the M6?
A No traffic is allowed on it.
B Traffic is heavily congested.
C There have been several accidents.

8 You hear this conversation between a man and a woman. Why has the man gone to see the woman?
A To ask for advice about his career
B To tell her about his wife's problem
C To get help with a health problem

(12 marks)

Speaking

10 **Answer the following questions.**

1 How long have you been studying English?
2 How do you think you will use your English in the future?
3 Do you speak any other languages?

11 a. **Look at the following two pictures. They show different situations in which people are tired. Compare and contrast the two pictures, saying which person you think is more stressed.** Student A



b. **What part of your routine do you find the most tiring?** Student B

c. **Look at the following two pictures, showing different situations in which people are talking. Compare and contrast the two pictures, saying how you imagine each conversation will end.** Student B



d. **Who is the person you feel most comfortable discussing a problem with? Why?** Student A

(10 marks)

Writing

12 You are in charge of arranging the entertainment for this year's graduation party at your college. You have written to a well-known singer who used to attend your college, inviting her to perform at the party. She has agreed and she has written to you asking for more information.
Read her letter, on which you have written some notes, then write a **reply** to her.

I would be very pleased to perform at the Grizedale College graduation party. I haven't been back there since my own graduation. The only dates I have available though, are 7th or (14th June.) I hope one of these evenings is suitable. (Where) exactly will the party be held and (how many) people do you think will come? I also need to know how long you want me to sing for and whether there will be any other entertainment. Are there any tutors still there from when I was a student? If so, I would like to see them again.

The Great Hall on campus → Where
8 pm → 14th June
about 200 → how many
give details → how long you want me to sing for and whether there
tell her → Are there any tutors still there from when I was a student? If so, I would like to see them again.

Write your letter in 120-180 words.

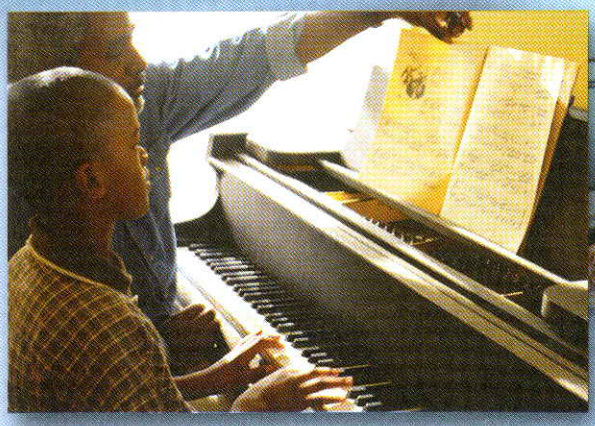
(15 marks)
(Total = 100 marks)

Progress Update

How do you rate your progress? Tick (✓) the box that applies to you.

	Excellent ****	Good ***	OK **	Could do better *
Vocabulary & Grammar				
Listening				
Speaking				
Reading				
Writing				
Communication				

Day in, Day Out





MODULE 2 units 3-4

UNIT 3

Making a Living

UNIT 4

Make yourself at Home



MODULE 2 units 3-4

Before you start ...

- What does the title of the module mean to you?
- What career are you after?
- What would the ideal house be for you?

Listen, read and talk about ...

- types of jobs
- skills & qualities
- money
- places at work
- work conditions
- types of houses
- rooms, appliances & furniture
- renting a home
- household chores

Learn how to ...

- encourage someone
- demand explanations
- ask for & give advice
- avoid giving a direct answer
- rent a home
- leave out parts while speaking
- make a complaint

Phrasal verbs

related to:

- money
- household chores

Practise ...

- -ing form or infinitive
- reported speech
- special introductory verbs
- present perfect/present perfect continuous

Write ...

- reports
- letters of application
- letters/reports/essays making suggestions



Making a Living

Lead-in

1 a. Where does each person work?

A nurse works in a hospital or clinic.

b. How is the title related to the pictures?

c. Work in pairs to make up dialogues or monologues based on the pictures.

2 a. Which of the jobs: are done **indoors/outdoors**? require **qualifications**? have **career prospects?** offer **perks and bonuses**? are **well paid/ poorly-paid**? need **the most training**? is **the hardest**? have **flexible hours**? need **a degree**?

b. Which of the jobs do you personally find: **rewarding**? **dead-end**? **secure**? **repetitive**? **creative**? **stressful**? Use the table below to discuss in pairs.

Express opinions	Agreeing
I think ...; I believe ...; In my opinion ...; To my mind ...; To me ...	I couldn't agree more ...; I quite agree with you ...; That's true...; I partly agree ...
Asking for opinion	**Disagreeing**
What do you think about ...?; What's your opinion ...?; Don't you agree ...?	I don't think so ...; I don't agree ...; I (don't) feel ...; Perhaps you're right, but on the other hand ....; That's not quite the way I see it ...; I see what you mean, but ...

A: I think a job as a medical researcher is very rewarding.
B: I couldn't agree more; they do really important and useful work.

3 a. Listen to three people talking about their jobs and write which jobs they are talking about. How do you know?

Speaker A: .....
Speaker B: .....
Speaker C: .....

b. Think of a job and talk about it without telling anyone what the job is. The class have to guess which job you have chosen. Talk about:

- what you do
- salary
- qualities
- reasons you like/dislike it

4 Paraphrase the quotations. Which do you agree with? Why? Why not? Discuss in pairs.

'I'd rather be a happy dustman than an unhappy millionaire.'

'It doesn't matter what job you do. It's how you do it.'

1 a. Which of the following people could help you most in choosing a career? Why?

• parents • teachers • friends • relatives

To me, the people who could help me most in choosing a career would be my teachers because ...

b. Which of the following is the most important to you when deciding on a career? Rank them, then compare your list to your partner's.

- long-term career prospects
- personal satisfaction
- well-paid
- opportunity to travel
- using your initiative
- chance to meet a lot of people

c. Do you believe that obtaining a good job today is easier or more difficult than in your parents' day? Why?

2 a. Look at the title of the article and read the headings A-I in the box. What do you think the article is going to be about?

A	Rethinking the way we teach them
B	What young people don't want
C	See the world through their eyes
D	A secure future
E	Tomorrow's working person
F	The role of the modern careers advisor
G	Need to support
H	The old attitude
I	Positive outlook, unclear plans

Why don't you get a proper job?

She wants to be a singer; you think she should go for a long-term career with job security and eventually retire with a good pension. But a new report suggests that in fact she's the practical one. Why do parents make terrible careers advisers?

0 /

Today's 14 and 15-year-olds are ambitious. They are optimistic about their prospects, but their career ideas are rather vague. Although 80% of them have no intention of following in their parents' footsteps, 69% still turn to their parents for advice. They look at their working future in a different way to their parents.

1

A job for life is not in their vocabulary; neither is a dead-end but secure job that is boring but pays the bills. Almost half the boys surveyed expected that their hobbies would lead them into the right sort of job, while most girls seemed determined to avoid traditionally female careers such as nursing.

2

In the past, this might have counted as bad news. Certainly when I was 15, my guidance counsellors were horrified at my plans to become a writer. I'm glad I didn't change my plans to suit them. Even so, their faith in rigid career paths was well-founded. In those days, that was the way to get ahead.

3

But the world has changed. The global economy is not kind to yesterday's diligent and dependable worker. The future belongs to quick-thinking people who are resourceful, ambitious and can take the initiative. This means that a 14-year-old who sees her working future as a kind of adventure, to be made up as she goes along, is not necessarily being unrealistic.

4

However, she has to have the training and guidance to help her develop the right skills for today's market; not the rigid preparation for a workplace that disappeared twenty years ago. Many young people are very aware of

b. Skim the text and highlight the sentences that summarise the main idea of each paragraph. Which words in each paragraph express the same idea as the headings A-I?

3 a. Now choose from the list (A-I) the heading which best fits each paragraph. There is one heading you do not need to use. There is one example (0).

b. In pairs, write a summary sentence for each paragraph. Then, think of another title for the text.

Vocabulary Practice

4 a. Explain the meaning of the highlighted words.

Tip The first or last sentence of each paragraph tells you what the paragraph is about.

the pitfalls of the flexible workplace; they understand that redundancy, downsizing and freelancing are all part of modern working life, but no one is telling them how they might be able to turn the new rules of the employment game to their advantage. This is what they need to know if they are to make a life for themselves.

5	

So what is to be done? A good first step would be to change the way in which schools prepare young people for adult life. The education system is becoming less flexible and more obsessed with traditional skills at just the time that the employment market is going in the opposite direction.

6	

Accurate, up-to-date information on new jobs and qualifications can help guidance counsellors to help their students. Young people need solid information on the sort of training they need to pursue the career of their dreams. Also, a little bit of encouragement can go a long way. If nothing else, a bit of optimism from an adult can serve as an antidote to the constant criticism of teenagers in the press.

7	

What, then, can we as parents do to help them? The best thing is to forget all the advice that your parents gave you, and step into your teenager's shoes. Once you've done that, it's easier to see how important it is that they learn how to be independent, resourceful and resilient. Give them the courage to follow their dreams - however odd they might sound right now. In a world that offers economic security to almost no one, imagination is a terrible thing to waste.

b. Read the text and find the adjectives which describe qualities a worker could have. Which are negative ones?

c. Match the words. Then, in pairs make sentences using them.

A	B
pay	the initiative
follow	your plans
change	ahead
take	your dreams
get	into sb's shoes
step	the bills

Text Analysis

5 Look at these phrases from the passage and explain the underlined parts in your own words.

1 A job for life is <u>not in their vocabulary.</u> (line 12)
2 ... a <u>dead-end</u> but secure job which pays the bills. (line 13)
3 ... my guidance counsellors were <u>horrified</u> at my plans ... (lines 19-20)
4 The global economy is <u>not kind to</u> yesterday's dilligent ... worker. (lines 24-25)
5 ... if they are <u>to make a life for themselves.</u> (line 40)
6 a bit of optimism... can <u>serve as an antidote</u> to the constant criticism ... (lines 53-55)
7 ... <u>step into your teenager's shoes</u>. (line 57)

Discussion

6 Who does the writer address in the text? What words/phrases help you determine this?

7 In pairs, discuss the following questions.

- Are you sure/unsure about your career path?
- Are you optimistic/pessimistic about your prospects? Why?
- Do you want to be self-employed or work as an employee? Why?

8 Role-play: Read the first paragraph. Then work in groups of three to act out a dialogue between the teenager and her parents. The teenager insists on becoming a singer, the parents are trying to make her change her mind.

Skills and Qualities

1 Look at the pictures. Which of the qualities in the list are necessary for these jobs? Discuss in pairs, as in the example.

• patient • physically strong • emotionally strong
• intelligent • caring • calm • honest • punctual
• decisive • hardworking • persuasive • courageous
• cheerful • persistent • alert • quick-thinking



A: I think a taxi driver needs to/should be cheerful because they work with the public. What do you think?
B: I agree. I think they also need to be intelligent because they need to remember all the street names.

2 a. Make a list of part-time summer jobs. Compare your list with your partner's.

b. Work in pairs. You are looking for a part-time summer job. Use the table below to act out dialogues, as in the example.

Encouraging	Responding Positively
• You would be great as a ... • This would be ideal for you! • I can just see/ imagine you as a ... • You'd love all the ... • Think of all the ... you'd ...! • You'd make a great ...!	• You might be right actually. • I hadn't thought of that. • You might have a point. • I see what you mean. • That's certainly a possibility.
	Responding Negatively • It's not my kind of thing at all. • I don't think I could cope. • I couldn't possibly think of ... • I'm not really into that kind of thing ... • No, that's not for me.

A: Look! They're looking for a camp leader. This would be ideal for you!
B: It's not my kind of thing at all! ...

3 a. You will hear five people talking about why they chose their particular job. Listen and match the speakers (1-5) to their reasons (A-F). There is one reason you do not need to use.

A	love working with children	Speaker 1 ☐
B	always wanted to help people	Speaker 2 ☐
C	like being alone	Speaker 3 ☐
D	always loved animals	Speaker 4 ☐
E	good at languages	Speaker 5 ☐
F	enjoy travelling	

b. Think of a job you would like to do and tell your partner about it. Think about:

- what you're good at
- what you like/enjoy doing
- importance (or not) of money

Earning Money

4 a. The words in the list are used to describe forms of money. Which are countable *(C)*? Which are uncountable *(U)*?

• wage • salary • pay • savings • pension
• interest • cash • pocket-money

b. Choose a word from the list above to complete the sentences below.

1 He earns a lot of ..... on the money he has invested.
2 How much ..... does she give the children?
3 Both parents need to be ..... earners nowadays.
4 What I really want to know is what will be in my ..... packet every month.
5 Will you pay in ..... or by credit card?
6 Most of my monthly ..... goes on paying the bills.
7 In my country both men and women get their ..... at 60.
8 Paying for the car to be repaired has really eaten into his ..... .

c. Use four words/phrases from Ex. 4b to talk about earning money.

I spend most of my pocket money on CDs.

5 In pairs, write down as many jobs as you can think of which exist in each place. Which can be part-time/full-time? Which require secretarial, managerial, organisational, language, telephone, driving, mathematical, communication skills?



department store: shop assistant, ...
A shop assistant should have communication skills because she deals with customers.

Words often confused

6 Underline the correct word.

1 I think you should choose a caring **(occupation/work/trade/profession)** like nursing or counselling.
2 He was forced to **(sack/dismiss/fire/resign)** after his speech against the government.
3 My **(employee/employer/worker/trainee)** is a very generous man; he gives us all a big present at Christmas.
4 The pilot is always very polite to the **(crew/staff/personnel/team)** on the plane.
5 This is John Barnes, one of the **(colleagues/candidates/partners/customers)** for the job in the Marketing Department.
6 I hear there's a **(vacancy/post/niche/situation)** in Dolan's furniture factory. Why don't you apply?
7 Yes, I get a free three-course dinner every evening! It's one of the **(perks/pensions/permits/promotions)** of being a waiter.

Idioms and Fixed Phrases

7 In pairs, match the phrases to make complete sentences.

A	B
1 I really *can't afford*	a of time and money.
2 You shouldn't have *spent* so much	b you an absolute fortune.
3 It really isn't *worth*	c by selling the pictures that she paints.
4 You must have *paid*	d to go out again this week.
5 They must have *bought*	e using up our savings.
6 I bet it *cost*	f when they sold their house.
7 It really was *a waste*	g on the holiday.
8 We were *overcharged*	h it with the money they inherited.
9 She makes a *living*	i for it on credit.
10 They *made a lot of money*	j for the taxi fare.

Phrasal Verbs

Appendix 2

8 Explain the phrasal verbs in bold.

1 There's nothing in our bank account. We've **run out of** money.
2 John's been **putting** money **by** for his holiday all year; he's saved over £500!
3 I had to **take out** a loan to buy my new car. I'll pay back the money I borrowed over three years.
4 Doing this course is really **eating into** my savings! Every week I have to pay £50.
5 If you leave your job, what are we going to **live on**?
6 We're spending too much money every week! We'll have to **cut down on** luxuries.

Prepositions

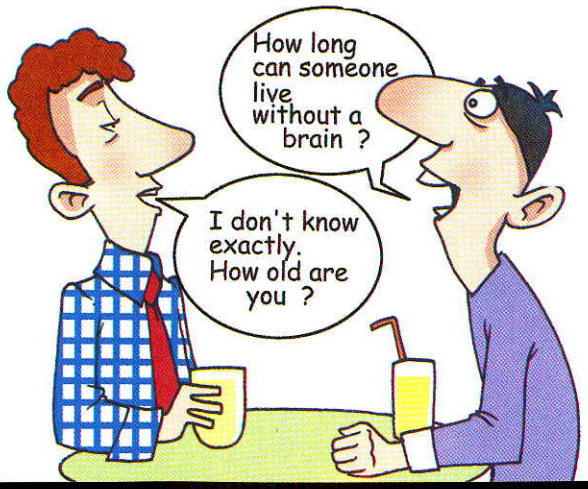
Appendix 1

9 Fill in the blanks with the appropriate preposition. Then, make sentences related to work.

• of • from • to • for • by • in • at • on • with

1 to congratulate sb *on* sth; 2 to retire ..... a job; 3 to apply ..... a position; 4 specialise ..... sth; 5 deal ..... sth; 6 to have experience .....; 7 to be impressed ..... sb/sth; 8 to be interested ..... sth; 9 to be experienced ..... sth; 10 to be qualified ..... noun/-ing; 11 to be suitable .....; 12 to be responsible ..... sth; 13 skilled ..... noun/-ing; 14 good ..... sth; 15 to fill ..... an application

*My colleagues congratulated me **on** my promotion.*



Listening – Part 1

1 a. You will hear people talking in eight different situations. Before you listen, underline the key words in the questions and possible answers. What information do they give you? How much can you guess about the situation?

b. For questions 1-8, listen and choose the best answer (A, B or C). Compare your answers with your partner's. What key words/phrases helped you decide?

1 You overhear a conversation in your place of work. Which of the following is true?
- A The woman is the owner of the company.
- B The woman is the man's secretary.
- C The man is the woman's closest colleague.

2 You are listening to a news report. According to the news report, British employees
- A like their jobs to have variety.
- B are reluctant to have children.
- C don't like fixed schedules.

3 You hear an advertisement on the radio. The advertisement's purpose is to
- A get more young people to learn music.
- B attract musicians to a type of holiday.
- C recruit various young musicians.

4 You are listening to a live radio broadcast. What is the occasion?
- A It will be New Year in a few minutes.
- B Chelsea FC have won a match.
- C London has a new mayor.

5 You hear a woman talking on her mobile phone. How does she feel?
- A confused and upset
- B stressed and angry
- C disappointed and sad

6 You are listening to a speech. Where is it being given?
- A at a meeting
- B at a ceremony
- C at a company party

7 You are present at a job interview. What is the girl's level of education?
- A High school graduate
- B Degree holder
- C Post-graduate degree holder

8 You hear two of your neighbours talking. What does the woman think of working from home?
- A It can be irritating.
- B It has made her less social.
- C It has some advantages.

Listening – Part 2

2 a. You will listen to a radio programme in which a Human Resources expert talks about the perfect job interview. Before you listen, go through the task and think about what kind of information is missing. In pairs, try to rephrase the information outside each box (1-10).

b. Now listen and, for questions 1-10, complete the sentences with one to three words.

Today's [1] _____ is extremely competitive.

If possible, visit the [2] _____ before your interview.

Finding out about the company will boost your [3] _____ .

Use your [4] _____ to prepare your questions and answers.

It's helpful to [5] _____ the things you want to ask.

Being late for an interview gives a [6] _____ .

Remember that [7] _____ may be delayed.

On entering the building, be [8] _____ to everybody.

Candidates usually [9] _____ at the end of the interview.

Don't ask the interviewer questions about his /her [10] _____ .

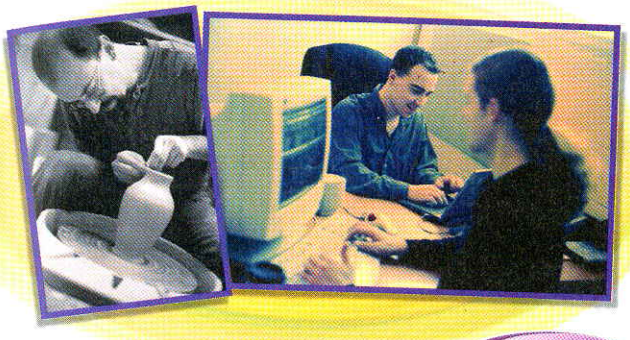
c. In pairs, think of other tips for a perfect job interview.

Speaking – Part 2

Creativity at Work

Student A

3 a. Look at the two pictures showing people at work. Compare and contrast the two pictures, saying which person you think gets the most satisfaction out of his job.



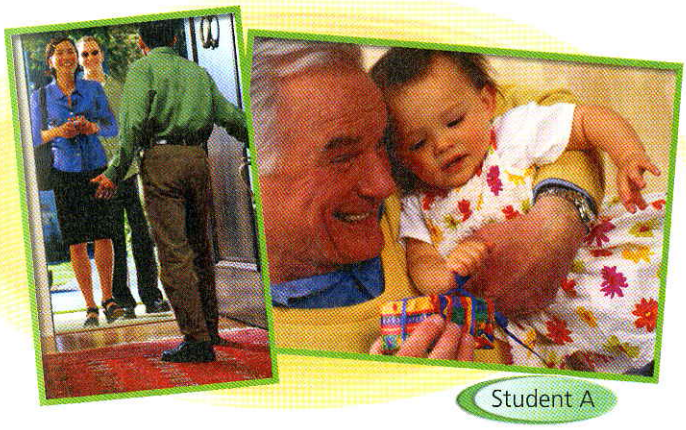
Student B

b. If you could do either job, which would you choose? Why?

Memorable Moments

Student B

c. Look at the two pictures showing different memorable moments. Compare and contrast the two pictures, saying which person is likely to remember the moment for the longest time.



Student A

d. Which person feels the greatest sense of personal achievement?

4 Listen to two candidates doing the speaking tasks above and compare their performance to that of your classmates.

Assess your classmates in terms of:

- grammar and vocabulary
- discourse management
- pronunciation
- interactive communication

Communication

- Demanding explanations

5 a. Read the dialogue and underline the phrases used to demand an explanation. How are the people related? What seems to be the problem?

A: I don't really understand why you always come in late.
B: Well ... you see ... the bus is never on time ...
A: Do you really expect me to believe that?
B: Well, to be honest, I just can't get up in the morning.

b. Use the phrases in the box to act out similar dialogues for the following situations.

Demanding Explanations	Giving Explanations
• Can you tell me/explain why ...? • I don't really understand why ... • Why is it that ...?	• Well ... you see ... • To be honest ...

- your colleague is always using your computer
- your assistant hasn't finished a report on time
- your colleague's mobile phone keeps ringing all the time

- Asking for & Giving Advice

6 Use the useful language in the box to ask for and give advice on the following situations, as in the example.

Asking for Advice	Giving Advice
• What do you think I should do if ... • I'm having a problem deciding what to ... • What should I ...? • I really don't know what to do about ... • Any ideas/suggestions what/how I could ...	• If I were you/in your shoes, I'd/wouldn't ... • You'd better ... • You should/shouldn't ... • I don't think you should ... • Whatever you do, don't ... • Here's what I'd do. I'd ... • I suggest you ...

- want to buy car but haven't saved enough money
- don't get paid well enough
- have to start work very early in the morning

A: I want to buy a new car, but I haven't saved enough money. What should I do?
B: If I were you, I'd get a loan.

Everyday English

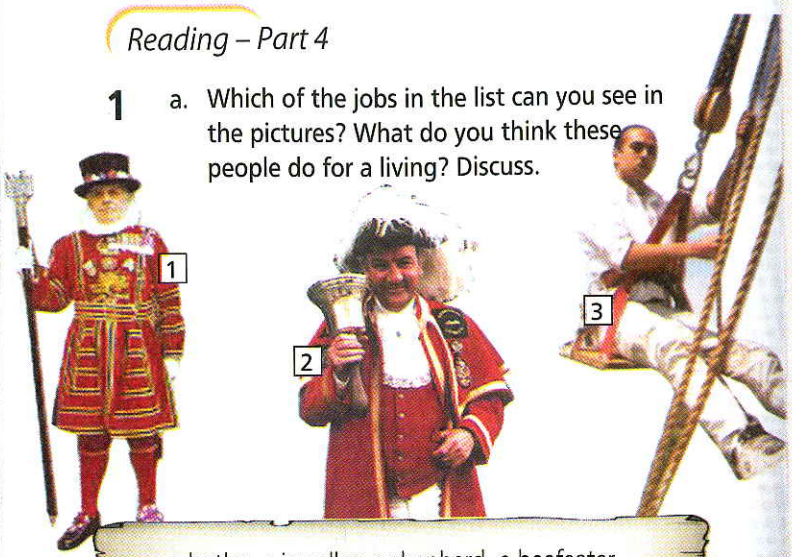
- Money matters

7 In pairs guess and say what the other speaker says.

a Congratulations! — *A: I got a pay rise!*
b Sorry, I'm broke. — *B: Congratulations!*
c Sorry, we don't accept credit cards.
d Have you nothing smaller?

Reading – Part 4

1 a. Which of the jobs in the list can you see in the pictures? What do you think these people do for a living? Discuss.



• butler • jeweller • shepherd • beefeater
• milkman • chimney sweep • security guard
• steeplejack • town crier • stockbroker



A: I think the man in the first picture is a Beefeater.
B: Yes, I saw one when I was in London. They guard the Tower of London and give people information about the history of the place.

b. How do you think the pictures are related to the text? In pairs, choose a job and think about:
• working hours • holiday • clothing
• responsibilities at work. Skim the text and see if your guesses were correct.

2 a. Read question 0. Quickly read text A and find the relevant part. How has the question been paraphrased?

b. Read questions (1-14) and underline the key words in each question. How can you rephrase these key words?

c. Now, read the text and answer questions 1- 14.

Great BRITISH Jobs

We talked to some people who are still managing to make a living doing traditional jobs in today's hi-tech Britain

A SHAUN HARRISON - BUTLER

Modern butlers combine the roles of cook, cleaner, waiter, gardener, driver and household manager and they have to be polite, respectful, and well-organised. "We do everything from paying the bills to picking up the children, organising parties and getting the washing machine repaired." says Shaun Harrison, 32, who works for a family in the Oxfordshire countryside. "During the week I'm in jeans and a shirt, busy looking after the household and the gardens. At weekends, when the family arrives, I put on a suit and take on the role of a traditional butler. I get four weeks holiday a year and I have to take it when it suits my employer."

B MARK THOMPSON - STEEPLEJACK

Mark Thompson is **self-employed** and carries out a range of building, repair and maintenance jobs to the outside of tall structures such as church spires, monuments,

Which person/people ... (A-F)

- dresses more formally at weekends? 0 *A*
- wear special clothes in their jobs? 1 ..... 2 .....
- works at night? 3 .....
- needed to undergo formal training? 4 .....
- particularly like the sociable part of their jobs? 5 ..... 6 .....
- has been doing his job since he was a child? 7 .....
- rarely has contact with people? 8 .....
- travel because of their job? 9 ..... 10 .....
- live and work in the same place? 11 ..... 12 .....
- say you have to be fit to do their jobs? 13 ..... 14 .....

industrial chimneys and high rise buildings. It takes from 2-6 years to **train** as a professional steeplejack and Mark has been doing it for the last 15 years. "The one thing you must have for this job is a head for heights," he says. "I like working outdoors, but it can be very dangerous carrying equipment and trying to keep your balance when the weather's bad. It gets really windy up there, so you've got be quite fearless!" Also make sure you take plenty of exercise so as to be strong enough. Mark travels all over the country and often works away from home for **extended** periods. "I often have to work a lot of unsociable hours such as weekends and evenings to get the job done, but I get a great feeling when I finish and I know that because of me beautiful buildings will continue to **grace** the skyline for a good few years."

C PETER MOORE - TOWN CRIER

The job of Town Crier can be traced back as far as the Battle of Hastings in 1066 when the news was passed on to the general public by individuals employed by the king. "Basically, a Town Crier was a kind of talking newspaper, but today a lot of my work is **ceremonial** or **promotional,**" says Peter. "I wear a traditional costume and carry a bell and shout the familiar call of *Oyez Oyez*[1] to get people's attention. I work for the British Tourist Authority and I preside at festivals, shows and parades as well as at London's tourist attractions. I also get to travel all over the world doing different promotions at department stores and hotels." Peter has been doing this job for more than 25 years and to him it is more than a job; it is a way of life. "I'm keeping a much-loved tradition alive. If you ever need to find me, just follow the sound of my **booming** voice." In his job he has met lots of celebrities including MPs and members of the Royal Family, but his proudest **boast** is that he has never lost his voice.

D RICK BOOTH - MILKMAN

Rick Booth, 36, is one of a decreasing number of milkmen still working in Britain.

He arrives at the dairy around 11.00pm to load up his milk float and it takes him about five hours to **complete his round**. He leaves the milk on the doorstep and collects the empty bottles left there by the householders. By the morning, Rick's hands are sore and blistered. "Picking up and carrying **crates** all night is really hard on your hands," he admits. It also **strains** his knees and back. "I'm always bending down and lifting so you have to be in good shape to do this job." Sore knees and backs aren't the only pains milkmen have to suffer. Angry pets are another problem. "Some dogs get you when your back is turned," Rick laughs. The other problem is the unsociable hours. "When the moon is up and everybody is asleep, your body tells you it's bedtime. But you have to **go against nature** and stay awake. Also, I hardly ever see any of my customers, so I do feel rather **isolated**."

E TED COX - CHIMNEY SWEEP

"Central heating and gas fires haven't done away with us sweeps yet," says Ted Cox, 64, who was just seven years old when his father, also a sweep, first put him up a chimney where he had to climb up and sweep out the soot. "In fact," he says, "increasing concerns over carbon monoxide poisoning from **faulty** electric and gas fires has increased the demand for chimney sweeps lately. Sweeps don't just clean chimneys, you know. They also keep them free from **obstructions**, like cobwebs, birds' nests and leaves to ensure proper **ventilation**." Ted says to be a good sweep, you also need to be a good listener. "When I make house calls, I usually end up staying for a cup of tea and a chat, which I really enjoy. It's no use being a sweep if you don't like tea!" he says laughing.

F MILES REED - YEOMAN OF THE GUARD

"You have to be **on your guard** at all times for **bomb scares** or robbery attempts", says Miles Reed, 58, a Yeoman of the Guard at the Tower of London otherwise known as a 'Beefeater'. "We're not just a tourist attraction, you know!" he adds proudly. Miles' day starts around 9 o'clock in the morning when the first visitors arrive. He spends most of the day giving guided tours of the Tower of London, answering questions on its history and posing for photographs with tourists in his traditional red and gold uniform. His shift usually ends at around 5.45 when the Tower closes to visitors. Miles doesn't have far to go after work because all 'Beefeaters' and their families have accommodation in the Tower grounds. "What I enjoy most about the job is meeting and talking to the tourists," admits Miles. "There must be pictures of me in photo albums all over the world."

([1]Oyez Oyez, roughly translated, means listen listen.)

Text Analysis

3 What does each person mean by the following?

a "... I have to take it when it suits my employer." (line 12)
b "The one thing you must have for this job is a head for heights." (lines 18-19)
c "I'm keeping a much-loved tradition alive." (lines 41-42)
d "... is really hard on your hands!" (line 53)
e "... to be a good sweep, you also need to be a good listener." (lines 71-72)

4 Explain the words in bold.

Discussion

5 What qualities does each person mention related to their work? How far do you agree with these? Discuss.

6 Discuss the following.

- Why do you think these jobs are in danger of disappearing?
- Which traditional jobs in your country are in danger of disappearing? Why is this happening?

7 Role-play: Choose a person from the text, take roles and interview him.

-ing form or Infinitive

Grammar Reference

1 Complete each sentence with an appropriate *infinitive* or *-ing form*.

1 I can't afford not ..... a job at the moment.
2 Do you mind us ..... you while you work?
3 Have you considered ..... house?
4 I hate it when the phone keeps ..... .
5 Our boss has threatened ..... him before.
6 He persuaded everyone ..... overtime.
7 We chose ..... the dinner party at Mark's.
8 The job will involve you ..... some time abroad.
9 She encouraged me ..... for the promotion.
10 They have delayed ..... a decision.

2 Complete each sentence with an *infinitive* or *-ing form*. How does the meaning of the verb change?

1 a I'd like ..... **(work)** as a secretary.
b I like ..... **(work)** as a secretary.
2 a He didn't remember ..... **(call)** for a technician so the computer was still broken.
b That's strange I don't remember ..... **(call)** for a technician.
3 a I'll get it done even if it means ..... **(stay up)** late.
b I'm sure she didn't mean you ..... **(stay up)** late to get it done.
4 a He stopped ..... **(buy)** a newspaper on his way home.
b He stopped ..... **(buy)** a newspaper.
5 a Could you try ..... **(send)** this fax before two o'clock? It's urgent.
b Why don't you try ..... **(send)** her an e-mail at home? She'll get it quickly.

3 Rewrite the sentences using the words in brackets.

1 It's too expensive to eat there. **(We can't afford ...)**
2 Everyone laughed when she tripped over the cable. **(They couldn't help ...)**
3 He's not the kind of person who would buy expensive clothes. **(He avoids ...)**
4 I left my wallet at home. **(I didn't remember ...)**
5 We'll be happy to see you next month. **(We are looking ...)**

4 Use the words to make sentences related to work using an *infinitive* or *-ing form*.

• finish • choose • offer • hate • prefer • can't stand • try • stop • pleased • difficult

I haven't finished typing the report yet.

Reported Speech

Grammar Reference

5 Read the examples, then answer the questions.

CAN YOU HELP ME?
THIS DOESN'T WORK.
SWITCH IT OFF.

Larry asked if I could help him.
Larry said that it didn't work.
Larry told me to switch it off.

1 How do the tenses change?
2 How do the pronouns change?
3 Which reporting verbs are used?
4 What other changes do you notice?

6 Choose an appropriate verb from the list to report what Sheila said to Steve.

• invite • explain • complain • suggest • threaten • ask • offer • insist • remind • admit

1 I made the mistake.
2 Let me help you.
3 This is how the machine works.
4 Will you come with us?
5 I'll leave if things don't improve.
6 I really don't like this.
7 What's the new boss like?
8 You must work on Saturdays.
9 Don't forget your briefcase.
10 Why don't you use this computer?



Note!

He suggested	going that we go that we went	out.

7 In pairs, take roles and act out a dialogue entitled "The misunderstanding". Use as many reporting verbs as possible.

A: Harry, what are you doing there?
*B: I thought you **suggested** that I move your desk close to the window.*
*A: Me? Never! I **asked** you to move the plants close to the window. etc*

English in Use – Part 3

8 Complete the sentences using the word given. **Use between two and five words.** Do not change the word in bold.

1 "Do not be late, Bob!" Lyn said.
not Lyn ..... late.

2 "I wish you had asked me if you could use my computer," Mark said to Allen.
without Mark criticised Allen for having .... him.

3 I don't think we need to listen to your side of the story.
point There's .... your side of the story.

4 "Do you know what the time is, Tim?" Ann asked.
what Ann asked Tim .... it was.

5 She didn't get many people to sign up for the job.
succeed She .... many people to sign up for the job.

6 At the end of his speech, Mr Smith showed some slides.
finished Mr Smith .... some slides.

7 "Why didn't I try this bread before?" wondered Betty.
tried Betty wondered .... that bread before.

8 "You stole my idea for the project, Liz," said Sarah.
accused Sarah .... idea for the project.

9 "Shall I help you file these documents?" Lyn said to me.
offered Lyn .... the documents.

10 The manager said he was sorry he had to cancel the meeting.
apologised The manager .... the meeting.

Word Formation: Forming negative adjectives

9 Make negative adjectives using the prefixes: *dis-; -il; im-; ir-; in-; un-*.

1 ..... satisfied; 2 ..... convenient;
3 ..... personal; 4 ..... legal;
5 ..... agreeable; 6 ..... direct;
7 ..... mature; 8 ..... polite;
9 ..... honest; 10 ..... logical;
11 ..... regular; 12 ..... relevant;
13 ..... sure; 14 ..... reliable

English in Use – Part 2

10 Read the text and fill in the word which fits best. Use only **one** word. There is one example (0).

I'm the boss!

The idea of being your (0) *own* boss is very attractive. No more working for (1) ..... else; no more orders; no prospect of being sacked or made redundant, and time off (2) ..... you feel like it. These benefits are, broadly speaking, true. Working for (3) ..... means being in charge of your own destiny. If you succeed, then the sky's the limit for your ambitions.

(4) ..... , self-employment can be extremely hard work and comes without the certainty of a regular income or benefits (5) ..... as sick leave and pension arrangements. The hours are usually (6) ..... longer – especially with the mountain of paperwork to get through – and (7) ..... times it can be a lonely, thankless task.

Taking leave, at (8) ..... in the early stages when you are unlikely to have any staff to cover, will be impossible (9) ..... losing money. There are (10) ..... the financial risks. Thousands of young firms (11) ..... started out with such promise go bankrupt every year, (12) ..... swallowed up their owners' life savings and put (13) ..... into years of debt. So, if you see (14) ..... as an automatic route to an easier life, perhaps you (15) ..... think again.

English in Use – Part 5

11 Read the text below and look carefully at each line. Some lines are correct and some have a word which should not be there. If a line is correct put a tick (✓) by it. If it has a word which should not be there, write the word at the end of the line. There are two examples (0) and (00).

e-mail

E-mail has totally revolutionised the way I work, as I imagine it	0	✓
has for millions of the other people in busy offices all around	00	*the*
the world. I can still remember back having to type and print	1	.....
faxes and constantly being behind with all my correspondence.	2	.....
We wasted of so much time then making sure that someone had	3	.....
received something and people knew something was happening us.	4	.....
Nowadays, all that has changed and at the click of a button you can	5	.....
send to hundreds of colleagues the same message. The cost savings	6	.....
are enormous too: we used to spend in a fortune on stamps and	7	.....
paying for courier and phone bills. Now we can send documents	8	.....
of a hundred pages to the other side of the world in seconds. The	9	.....
only downside of this is that you can't avoid from getting back to	10	.....
people because they now expect for an immediate answer. You	11	.....
cannot, for example, apologise them for being out of the office	12	.....
because they know that you can read to your messages anywhere.	13	.....
We are no longer able to blame a delay on the postman and so I find	14	.....
that I have to deal with things and manage of my correspondence a	15	.....
lot more efficiently.		

Reports

Reports are usually written for a person in authority *(e.g. a teacher, manager, group leader, etc)*. They normally contain some **description** *(e.g. Say what the conditions in your school are like ...)* and often include our **suggestions** or **recommendations** for future action *(e.g. ... and suggest how you think the situation could be improved)*.

Information is presented in separate sections. Each section has an appropriate heading to help the reader easily identify what the report contains.

- Reports usually begin with the following information in the top left-hand corner.

  To: ...
  From: ...
  Subject: ...
  Date: ...

  } (The exact information depends on the rubric).

  The first paragraph is usually a short section entitled **Purpose** or **Introduction**.
  It is important that we mention the reason for writing and prepare the reader for the information that we will include in the main body.

- The main body is divided into sections, each of which starts with a heading. We should link our ideas with appropriate linking words and phrases. We need to use short sentences to make the information easy to understand.

- Reports end with a final section, often entitled **Conclusion**, in which we can:
  - summarise the points in the main body
  - make a recommendation for future action
  - offer a personal opinion

Present tenses and formal writing are normally used in reports.

Understanding the Rubric 1

1 **Read the rubric below and underline the key words. Then answer the questions that follow.**

The college where you study English has decided to make some changes. The Dean has asked you as a student representative, to write a report on the conditions in the classrooms and to suggest ways in which the situation could be improved for students and staff.

Write your **report**.

1 Who is the target reader?
2 What information do you have to include in your report?
3 Which of the following headings could you use in your report? (Tick ✔)

First Things First ☐ Beginning ☐ Purpose ☐
What I Like About The School ☐
Classroom Conditions ☐
What Can We Do About It? ☐
Suggested Improvements ☐
Last But Not Least ☐ Conclusion ☐

Analysing a report

2 **a. Read the model and insert the appropriate headings from Ex. 1.3.**

To: Timothy Taylor, Dean
From: Tonia Washington
Subject: Suggested improvements to classrooms
Date: 8th May 20...

1) .....

The purpose of this report is to comment on conditions in the college and to make recommendations for possible improvements.

2) .....

Although conditions are generally good, there are one or two problems. Firstly, in large classes, there is not much desk space. Secondly, the classrooms tend to be dark, especially in the winter months. Finally, during video lessons, some of us find it difficult to see the screen properly.

3) .....

There are a number of changes that could be made in order to improve the situation. To begin with, I would strongly suggest that the number of students per class be kept to below ten. In this way, we would avoid the overcrowding that sometimes exists. Also, special care needs to be taken as far as lighting is concerned. Last, if the college invested in a larger television, it would mean that all of the students would be able to get the maximum benefit out of the video lessons.

4) .....

To sum up, while most of us are satisfied with the conditions, I feel that the above improvements would make things even better. If these suggestions were carried out, both teachers and students would have a more comfortable environment for studying and teaching.

b. Look back at the model and find answers to the following questions.

1 What information does each section contain?
2 What phrases does the writer use to make recommendations?

c. What problems and recommended solutions are mentioned in the main body of the model?

Linking Words and Phrases

In reports, ideas should be linked using linking words and phrases. Examples of these include:

To list points

Firstly / In the first place / To begin with ... ; Secondly / Then / Furthermore ... ; Finally / Last ... ; etc

To make concessions

Although ... ; while ... ; despite the fact that ... ; etc

To add emphasis

especially ... ; in particular ... ; particularly; etc

To express your opinion

I feel ... ; I believe ... ; I am convinced ... ; I am confident ... ; etc

To make suggestions/recommendations

I (would) (strongly) suggest / recommend ... ; If we (did this / were to do this) ... ; One solution / suggestion would be to ... ; It would be a good idea to ... ; etc

To express cause and effect

By (doing this), we could / would ... ; (Doing this) would (solve the problem, etc) ... ; In this way, we could ... ; ... in order to ... ; ... so that ... ; (This) would mean that ... ; As a result ... ; etc

3 Go through the model in Ex. 2a and identify the linking words/phrases used. Then suggest alternatives.

4 Use appropriate linking words/phrases from the theory box above to complete the sentences.

1 ..... working in such a closed environment isn't healthy. Secondly, ... we have complained, nothing has been done about it.
2 We should get more computers in the office. ...., everyone could have access. ....., the work would get done more quickly.
3 ..... we increase our office hours .... provide better customer service.
4 Firstly, I feel .....change the current curriculum. ..... , students should be given an extra free period during exams.
5 I believe we should hire additional part-time staff, ... during the busy summer season. ..... be able to get the orders out on time.
6 Finally, it is ..... important to understand the importance of the Internet in the job market today. .... the results of this survey will help us improve our working conditions.

5 Use the prompts below to write complete sentences.



1 One / the main problems / learning English / get / enough / listening and speaking practice
2 Secondly, / lot / difficult things / learn, / especially / grammar
3 One solution / watch TV / listen / radio
4 This / mean / hear the way / language / spoken
5 As a result, / soon develop / thorough knowledge / the language
6 Furthermore, if / study regularly / slowly build / knowledge

6 Read the rubric, underline the key words and answer the questions.

The school where you work as a teacher is planning to produce a brochure to be distributed to the public. The headmaster has asked you to write a report, suggesting which aspects of life at the school should be represented in the brochure and which photographs should be used.

Write your **report**. You should write between 120 and 180 words.

1 Who is the target reader?
2 Which aspects of school life could you write about?
3 Which linking words and phrases could you include?
4 Which of the following section headings could you use?

Other Schools in the Area ☐
Conclusion ☐ Lesson Timetable ☐
Exam Successes ☐ Purpose ☐
A Detailed History of the School ☐
School Activities ☐
Classrooms ☐ Other ☐

7 Read the two models (A & B) and say which is not appropriate, giving reasons. Think about: layout – grammar – style (formal - informal) – points not covered

MODEL A

Dear Mr Howell,

I'm writing you this report to tell you all about what I think is a brilliant idea for the brochure that you want to write. First of all, let me say what a nice idea it is. It is a really good school and I have been very happy here. In fact, I'll be sorry to leave.

Other Schools in the Area

There's no school like Riverbank English School! It's the best in the area and all the kids are really happy. Some of the other schools in the town are just rubbish!

Detailed History of the School

The school started in 1987, I think. It has just got better and better since then, with nice lessons, nice classrooms and the nicest teachers.

Well, I'd better go now. Thanks for your time and good luck with the brochure!

Yours sincerely,

Ruth Larson

MODEL B

To: John Howell
From: Ruth Larson
Subject: School Brochure
Date: 1st August 20...

Purpose

The purpose of this report is to make recommendations regarding which aspects of life at the school should be represented in the proposed brochure.

Classrooms

Firstly, one suggestion would be to include some information about the classrooms. It would be a good idea to include some photographs taken during a lesson. This would give a good impression of the conditions in the school.

School Activities

Secondly, I think it would be useful to mention something about the different activities and projects that we take part in. We could, for example, include an article about the Internet Project and feature photographs of the video room. In this way we could show the public that there is more to learning English than classroom work.

Exam Successes

Finally, we could include a section about the results from recent examinations in order to show how successful the school has been. We could illustrate this with photographs taken at last year's prize-giving ceremony.

Conclusion

To sum up, I believe that if we include some of the suggestions above, we will be able to create a very attractive and informative brochure. As a result, the public will have a very clear idea of the work that we do here.

8 Look back at the *good* model and

- say what information is contained in each section
- underline the linking words/phrases & suggest alternatives
- highlight words/phrases which are formal

Letters of Application

We write letters of application when we want to apply for a job or a course of study. It is important to include only the information that is relevant, and to use a suitable style, formal or semi-formal.

- The first paragraph mentions the **reason for writing**. It can also include **the name of the job/course you are applying for** and **where you saw it advertised**.
- The main body paragraphs can include:
  - what you are doing now
  - what work experience you have
  - your academic qualifications
  - the personal qualities which make you suitable for the job or course

  What you write in the main body depends on what is written in the rubric. You should link your ideas with appropriate linking words and phrases.
- In your final paragraph, you can:
  - summarise the points in the main body
  - thank the person for considering your application
  - ask the person to consider you for the job/course
  - mention the possibility of further communication

Present tenses are normally used but some past tenses can be used to describe your past experience, *(e.g. I **finished** school in 2003 and **joined** a computer course, where I **obtained** a diploma in Information Technology.)*

You may also use future constructions, *(e.g. I **intend to** continue my studies in London and **I will soon be starting** voluntary work in order to ...)*

Understanding the Rubric 2

9 Read the rubric below, paying careful attention to the underlined words and phrases. Then answer the questions that follow.

You have seen the following advertisement for a summer job and have decided to apply.

> **Taylor and Partners**
>
> We need students to work in our offices during the summer months. The work will involve basic office duties in our London branch and anyone who is a full-time student can apply. We are looking for people with initiative, so write and tell us about yourself. We'll be interested to read about any experience which you have had but most of all we want you to tell us about your personality.

Write your **letter of application**. You should write between 120 and 180 words.

1 Who is the target reader?
2 What information should you include in the introduction?
3 How many main body paragraphs will you need? What should they contain?
4 Which of the following beginnings and endings are appropriate? Give reasons.

A
```
Dear Sir/Madam,
    I thought I'd drop you a line about
the advertisement for the summer
position advertised in the Derby Times.
```

B Dear Sir/Madam,

I am writing about the job. I am a student and I think I have all the right qualifications and a lot of experience.

C Well, thanks for giving me the chance to apply for this. I'm sure it'll be great fun working in your London branch.

Yours,
Jim Smith

D I think I'm the right person for the job. Call me if you like.

Yours faithfully,
James Smith

Analysing a letter of application

10 a. Read the model and find:

1 where the job was advertised
2 what the writer is doing now
3 future plans
4 a reference to past work experience
5 details about the writer's personality
6 a reference to further communication

Dear Sir/Madam,

1 I am writing in response to your advertisement in yesterday's Student News. I would be grateful if you would consider my application for the vacancy in your London office.

2 I am a sixteen-year-old high school student and am very interested in this position. When I leave school, I plan to study business administration and this would be a perfect opportunity for me to gain some experience.

3 Although I have no formal work experience, I have often helped out in the family business, where I have been responsible for duties such as filing and taking telephone messages.

4 As far as my personality is concerned, I would describe myself as industrious and motivated. I am a sociable person and I enjoy working with others as part of a team. I also believe that I am capable of working alone and able to use my own initiative.

5 If you wish me to attend an interview, I am available at any time. Thank you for considering my application. I look forward to hearing from you.

Yours faithfully,
Dora Collier
Dora Collier

b. Suggest an alternative beginning and ending for this letter.

11 a. Read the model again and find formal words/phrases which mean the same as the informal ones given in the table, as in the example.

Informal Style	Formal Style
to answer	in response to
think about	.....
job	.....
chance	.....
I haven't got any	.....
done things like	.....
answering the phone	.....
as for what I'm really like,	.....
can	.....
If you want	.....
free	.....
can't wait to hear	.....

b. Now use the formal words and phrases to make sentences that you could use in your own letter of application.

Error Correction

12 a. The model below is not a suitable letter of application. Correct the underlined mistakes. Think about:

- unnecessary word
- missing word
- language too informal
- wrong word order
- gerund/ infinitive mistake
- wrong tense
- punctuation problem
- wrong preposition
- incorrect salutation

Dear Sir/Madam,

I write this letter to apply for the job I saw advertised somewhere.

I have always wanted doing this job ever since I was little boy. I always like to watch films on TV and dream that one day I will work at an office. It sounds really cool and I'm sure that you are a great boss! There is and another reason why I want this job it is because when I leave school I want to be a manager, and it would be good experience for me. I would also like to know how much is the salary in order to plan my holidays for the summer. Please let me know if I get the job. I can't wait!

Yours truly,

Bill

b. The letter above has other problems, apart from the underlined mistakes. Read it again and say if the writer effectively:

1 mentions the reason for writing ✗
2 says where he saw the job advertised ✗
3 mentions the type of job he is applying for.....
4 separates his writing into paragraphs .....
5 includes only relevant information .....
6 says what he is doing now .....
7 mentions relevant experience .....
8 mentions his academic qualifications .....
9 refers to his personal qualities .....
10 links his ideas with appropriate linking words and phrases .....
11 summarises the points in the main body .....
12 thanks the person for considering his application .....
13 asks the person to consider him for the job/course .....
14 mentions the possibility of further communication .....
15 uses appropriate language .....

Discuss & Write

13 Look at the writing tasks below, underline the key words and, for each one, answer the questions that follow.

A You have a weekend job working in a shop. The manager wants to make the shop more profitable and has asked you to write a report making some suggestions.

Write your **report** for the manager.

B You have seen the following announcement for a part-time job.

James & Mills Co 13, Apple Street Manchester

Do you have free time in the evenings?
We are looking for sensible and mature young people to work part-time in our Accounts Department. You do not need any experience but we need you to be honest and reliable.
Write and tell us a little about yourself and why you think you would be suitable for the job.

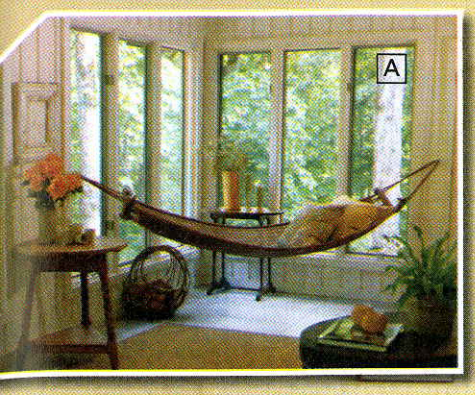
Write your **letter of application**.

1 What do you have to write?
2 Who is the target reader? What style is appropriate?
3 What would be a suitable way to begin?
4 Will you use section headings? If so, suggest suitable ones.
5 What information should you include in the main body?
6 Which linking words and phrases could you use?
7 How could you end your piece of writing?

14 Using the information you have learned in this unit, write one of the tasks above. You should write between 120 and 180 words.



"Mr Smith, why are you late for work this morning?"
"I got married, sir."
"Well, see it doesn't happen again."





C

Make Yourself at Home

Lead-in

1 a. In which room(s) can you see each of the following? What other items can you see?

- potted plants • light fittings • a fireplace
- French windows • a mirror • a three-piece suite
- a carpet • a coffee table • draped curtains
- ornaments • a wooden floor

b. In pairs, use the adjectives to talk about the rooms above.

- bare • spacious • cosy • traditional
- comfortable • airy • impersonal • rustic
- stylish • modern • lived-in • crowded

A: Room C looks bare to me. There's not much furniture, just a sofa and a coffee table ...
B: It also looks impersonal, don't you think?

2 a. What kind of person do you think each of these rooms belongs to? Tell your partner.

I think the room in picture A belongs to an artistic person. It's a beautiful room ...

b. Listen and match the speakers to the houses in the pictures. Which words helped you decide?

1 Pamela .....
2 Harry .....
3 Sarah .....

c. What does each person do for a living?

3 Would you like to live in any one of the following? Why/why not? Discuss in pairs.

- an isolated cottage in the countryside
- a penthouse on the top floor of a skyscraper
- a houseboat
- a caravan (mobile home)
- an underground house

A: I'd like to live in a penthouse on the top floor of a skyscraper so that I could enjoy the view of the city.
B: Yes, I think it would be great to be above all the other buildings.

4 a. Paraphrase the following quotations. Which one do you agree with the most? Why? Discuss.

A man travels the world over in search of what he needs and returns home to find it.

A house is no home unless it contains food and fire for the mind as well as the body.

A house is made of walls and beams. A home is built with love and dreams.

b. If you could change three things about your home, what would they be? Why?

Tip To do this task successfully you need to find the links between the sentences and the text before and after each gap.

1 a. Look at the title and the picture. What do you think the article is about?

b. Read the introduction to the article. Why do you think the couple decided to live underground? Read the first paragraph quickly and check.

c. Would you ever consider living underground? What would the advantages/ disadvantages be? Think about:

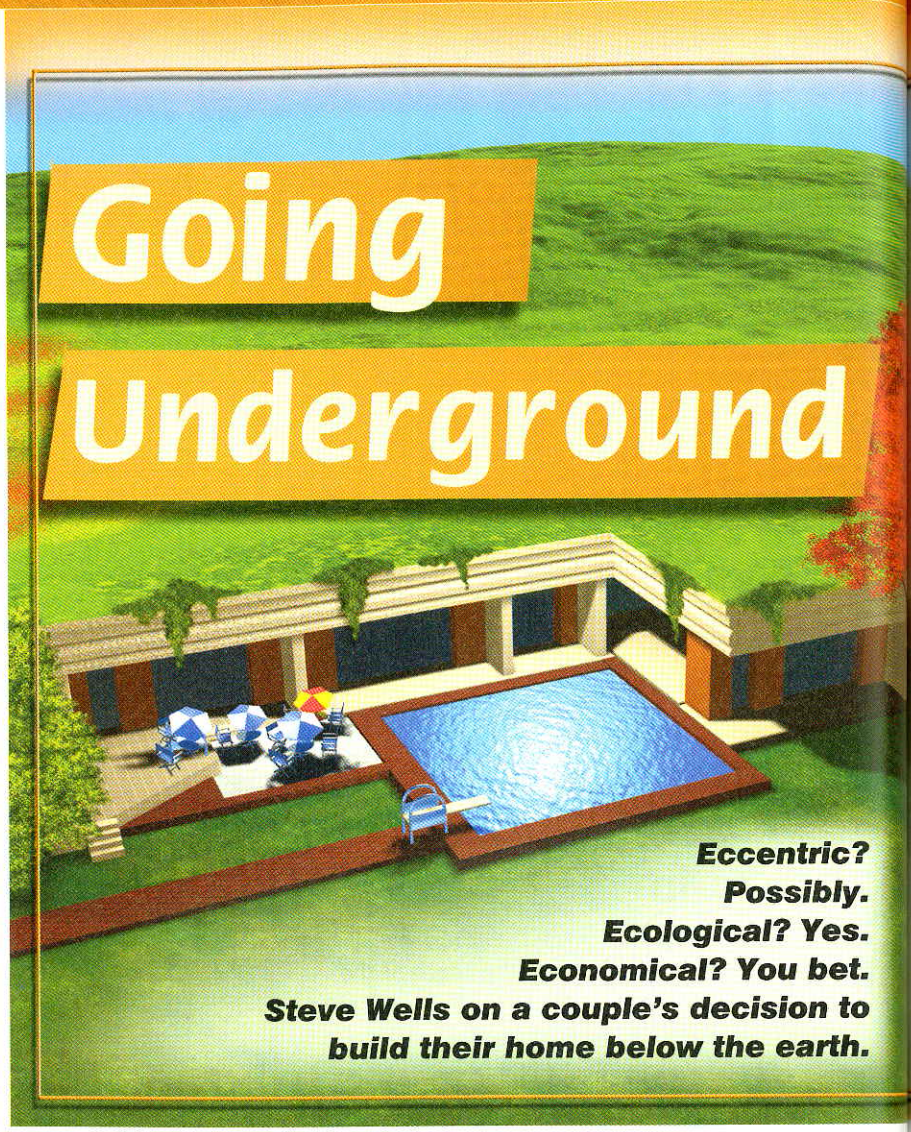
- noise • light
- building costs • space
- neighbours
- maintenance • heating
- views • safety • bills

A: I would think living underground might be less noisy.
B: Yes, but it could also be extremely dark, don't you agree?

2 a. Look at the text. Eight sentences have been removed. Read the first paragraph, then look at the underlined words in sentence I. What do they show?

b. Now read the article and choose from the sentences (A-I) the one which fits each gap. There is one sentence which you do not need to use.

c. Underline the words both in the text and the sentences which helped you decide on your choices. Compare your answers to your partner's.



A Society is going to have to look at energy usage, and underground homes can be space-saving in a crowded country.
B The light coming in through them should create interesting lighting effects in the central living area - and reduce the need for artificial light.
C A considerable amount of money is saved on energy and maintenance bills, and earth-sheltered homes are free from most forms of noise and have a low fire risk.
D Also, some people find it difficult to cope psychologically with living in an earth-sheltered dwelling, but this usually applies only to deep structures.
E They can make use of steep slopes and can have attractive wide glass fronts.
F The first time the couple climbed down a dangerous old iron ladder to inspect the inside of the reservoir, they expected to descend into metres of mud and water.
G The couple have since used a special drill to cut three large square holes in the roof, which will soon support three glass pyramids.
H Because an earth-sheltered home is so effectively insulated, there is virtually no loss of heating and, therefore, significantly reduced heating bills.
I A few months later, along with his wife, Sarah, he is about to become one of the few Brits who live below the earth.

Timothy Scott was leisurely leafing through a local newspaper when he saw a small advert for a "concrete reservoir for sale". [0 /] The couple, known locally as 'the moles', have decided to go underground not just because they want one of the most unusual homes in Britain, but for good ecological reasons too.

[1] Instead, they found a sweet-smelling 10m by 20m space, 4m high. The massive concrete roof, and the earth above it, was supported by eight large original brick pillars.

'We knew immediately that it would make a wonderful home,' says Timothy. [2] These will be the main source of light and heat for the house. Natural light will spread through glass walls to the three bedrooms, two bathrooms and kitchen off the central area.

'We expect virtually no heating bills,' Timothy says. 'The surrounding earth and the inside of the walls should provide an ample storage area for the solar energy we gain through the pyramids during the day. [3] We estimate that this will cut our electricity bills by at least a third.'

The couple's belief in the benefits of living underground is genuine. Living underground, which is quite common in America, in parts of Spain and in China, has many advantages for families. [4] What's more, they are naturally protected from wind and draughts. Earth sheltering also provides greater security and at the same time a building that will last a good 500 years. There are fewer than a dozen earth-sheltered homes in Britain, which makes their inhabitants into pioneers of a sort.

Building this way is also compatible with the new conservationist methods. [5] To avoid living in 'shoe boxes' and to keep agricultural land green, there is really only one way of building: underground. 'In 100 years' time, or less,' says Timothy, 'I believe that large numbers of people will be living in earth-sheltered homes in Britain.'

Earth-sheltered homes don't have to be like Timothy's reservoir. [6] A patio is also possible, as long as there is enough space in front of a house.

However, according to Peter Carpentier, secretary of the British Earth Sheltering Association, who lives in his own underground home, there are a few disadvantages. For instance, because there are so few earth-sheltered homes in the UK, it is usually hard, although not impossible, to get planning permission. [7] When a lot of excavation is needed, building costs can be higher than for conventional homes, although savings can be made in other ways.

Vocabulary Practice

3 a. Match the highlighted words in the text to their synonyms below.

- expenses • almost • gigantic
- more than enough • residents • unhurriedly
- calculate approximately • practices

b. Which words or phrases in the text describe the materials used for this kind of building?

Text Analysis

4 a. Look at these two phrases from the article. What is the meaning of the word 'good' in each sentence?

- ... not just because they want one of the most unusual homes in Britain, but for good ecological reasons too. (lines 4-6)
- ... a building that will last a good 500 years. (line 28)

b. Look at the following phrases from the article and explain them in your own words.

- The couple's belief in the benefits of living underground is genuine. (lines 22-23)
- Building this way is also compatible with the new conservationist methods. (lines 31-32)

5 What advantages/disadvantages of living underground does the article mention? List them, then talk to the class about the pros and cons of living underground.

6 The article states that "Society is going to have to look at energy usage ..." (sentence A). What ways are there to save energy in our homes? Think about:

- alternative energy sources • recycling • insulation

Discussion

7 In pairs, discuss the following.

- Could earth-sheltered houses be the homes of the future? Why (not)?
- What other types of houses might people have in the future?

8 In pairs, take roles and act out a dialogue between Timothy and Sarah, while they are viewing the house for sale.

Types of Houses

1 a. Look at these types of houses. Which would you find in a suburban, urban or rural area?

- cottage • bungalow • flat • bedsit
- council house • maisonette
- terraced house • hotel suite
- houseboat • mansion • studio
- semi-detached • detached • villa
- penthouse • farmhouse

Cottages are usually found in rural areas.

b. What kind of home do you live in? Where is it located?

2 a. Tick (✓) the rooms/areas which your house has, then describe it to your partner.

cellar	☐	landing	☐
guest room	☐	front garden	☐
larder	☐	patio	☐
bedroom	☐	swimming pool	☐
yard	☐	loft	☐
hall	☐	games room	☐
living room	☐	dining room	☐
back garden	☐	utility room	☐
kitchen	☐	terrace	☐
garage	☐	porch	☐
attic	☐	drive	☐
shed	☐	study	☐
balcony	☐	roof garden	☐

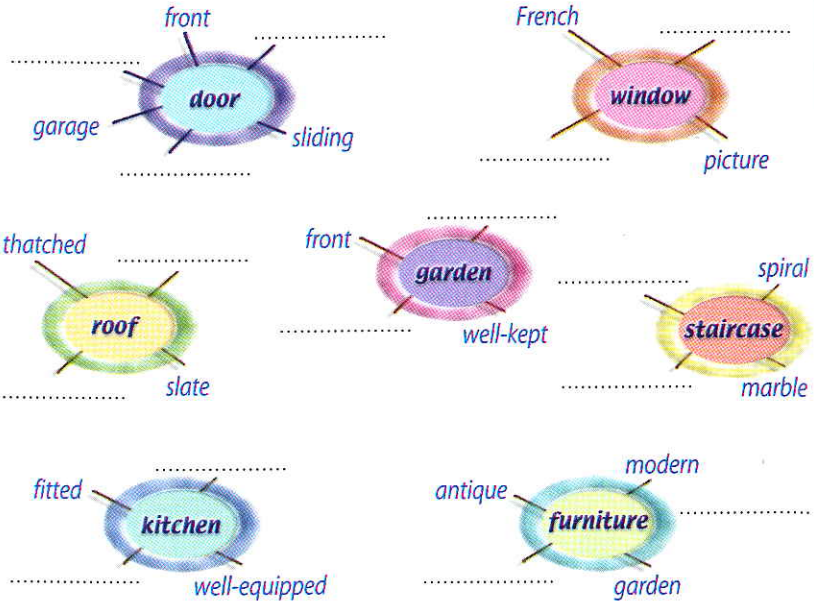
b. Which rooms/areas would you like your house to have? Use the useful language to discuss in pairs.

A: My house has ... . It would be nice if we had a shed – then I would be able to keep my bike there instead of leaving it outside. How about you?
B: My house has ..., but I would love it if it had ... etc

Useful language: Expressing wishes

- It would be nice/great/wonderful if ...
- I would love it if ...
- I've always wanted a(n) ...
- My dream is to have a ...
- I wish we had ...
- Having a(n) ... would make things so much nicer/easier/more convenient ...

3 Think of as many adjectives as you can to make collocations to complete the spidergrams. Which of these features are there in your house? Tell your partner.



You enter the house through a large wooden front door.

Renting a house/flat

4 a. Work in pairs. Imagine that you and your friend are going to study in England and are looking for a place to rent. Decide on the kind of place you would like by ticking the boxes below. You can add more features of your own.

spacious ☐ cosy ☐ in a fashionable district ☐ stylish ☐
traditional ☐ fully-equipped ☐ fully-furnished ☐ affordable ☐
easily accessible ☐ peaceful ☐ isolated ☐ in the city centre ☐
easy to maintain ☐ cheap ☐ modern decor ☐
in the countryside ☐ other.....

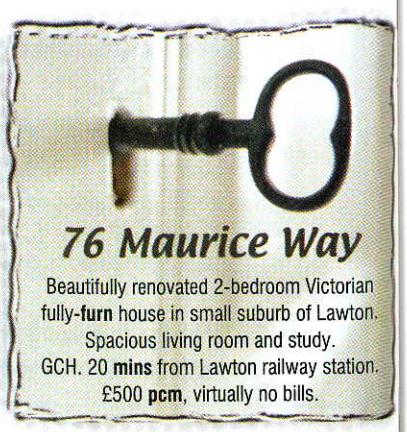
A: I think we should rent somewhere spacious. I don't want to feel cramped.
B: You're right. We should rent somewhere stylish, as well.

b. Read the advertisements and explain the words/ phrases in bold. Then, in pairs, decide which is the best for you.



23 Brompton Road

Superb 2-bedroom FF flat of two-storey house in the heart of desirable West End district. Modern design with kitchen-diner and utility room £150 p/w plus bills.



76 Maurice Way

Beautifully renovated 2-bedroom Victorian fully-**furn** house in small suburb of Lawton. Spacious living room and study. GCH. 20 **mins** from Lawton railway station. £500 **pcm**, virtually no bills.

household chores in FY '23 do you do? How often

Listening & Speaking

Listening – Part 3

1 a. You will hear five people giving their views on sharing a house. Before you listen, look at the six headings (A-F) listed in the box and underline the key words. What do you expect each speaker to talk about?

b. For questions (1-5), choose which of the headings in the list (A-F) the people are talking about. There is one extra letter which you do not need to use.

A	Appreciating one's own space	Speaker 1 ☐
B	Managing household chores	Speaker 2 ☐
C	Finding a way to afford a house	Speaker 3 ☐
D	Adapting to someone else's lifestyle	Speaker 4 ☐
E	Finding the right flatmate	Speaker 5 ☐
F	A difficult person to live with	

c. Which qualities should the person you share a house with have?

Listening – Part 4

2 a. You will listen to someone being interviewed about some unusual English homes. Before you listen, look at the statements (1-7) listed in Ex. 2b below and underline the key words. In pairs think of synonyms/opposites for the key words.

b. Now listen to the recording and decide whether each of the following statements is true *(T)* or false *(F)* according to what you hear.

1 Scott-Betnick led a lonely life. ☐
2 Scott-Betnick had every room in his house painted pink. ☐
3 Whitaker Wright invested a lot of money in his house. ☐
4 The ballroom of Witley Park is still in use. ☐
5 Only rich people have eccentric houses. ☐
6 Eagle Rock is built entirely from glass. ☐
7 Alexander Wortley chose his home according to his political beliefs. ☐

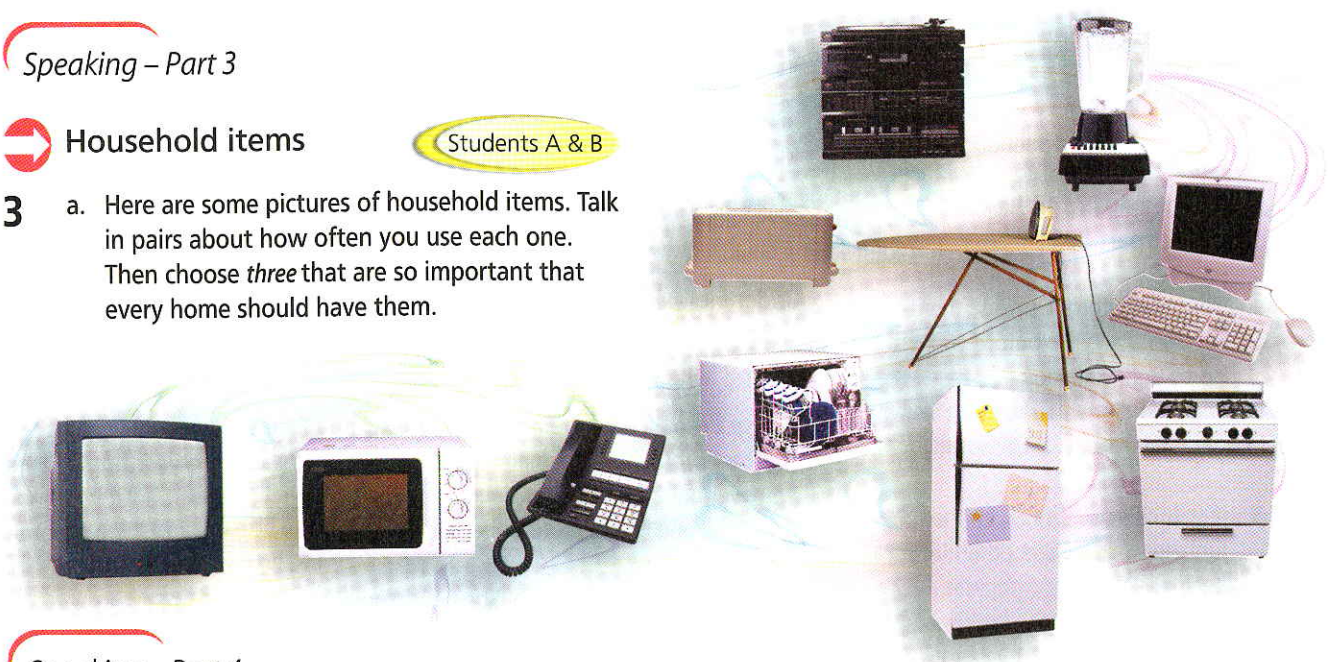
c. Which of the places mentioned would you like to live in?

Speaking – Part 3

Household items

Students A & B

3 a. Here are some pictures of household items. Talk in pairs about how often you use each one. Then choose *three* that are so important that every home should have them.



Speaking – Part 4

Students A & B

b. Discuss the following:

1 What do you think life would be like without modern appliances?
2 Has modern technology improved our lifestyle? In what ways?

4 Listen to two students doing Parts 3 and 4 and assess them in terms of:

- grammar and vocabulary •discourse management • pronunciation • interactive communication

Communication

• Making a complaint

5 a. **Look at the phrases in the list. In pairs decide which are used for mild complaints and which for strong.**

- There seems to be something wrong with ...
- I want it repaired as soon as possible
- that's not good enough
- I'd like to bring something to your attention
- Can you do something about it?
- What are you going to do about it?
- that's unacceptable
- I have a problem that demands your immediate attention

b. **Use phrases from above to complete the dialogues between landlords and tenants.**

- A: 1) ..... if I may.
  B: Sure. What is it?
  A: I've got a problem in my flat. The bathroom tap is leaking.
  B: I see.
  A: 2) ....., please?
  B: I'll see what I can do.
  A: OK, thanks.

- A: Could I have a word with you, please?
  B: Certainly. What is it?
  A: The radiator in my bedroom isn't working and 3) ..... .
  B: I'll have to get back to you on that.
  A: Well, I'm sorry, but 4) ..... .
  B: Alright. I'll come and take a look at it now.
  A: That's more like it. Thank you.

c. **In pairs, act out similar dialogues using the prompts.**

- broken lock on front door
- loose tiles in bathroom
- leaking roof
- cracked window



• Avoiding giving a direct answer

6 a. **Read the exchange. Who is trying to avoid giving a direct answer?**

A: When can I have your rent?
B: I'll have to get back to you about that.

b. **In pairs, imagine you are in the following situations. Use the sentences in the box to avoid giving a direct answer.**

- You want to know when some repair work will be completed.
- You want to know the cost of having double-glazing fitted.
- Someone you don't know very well wants to move in with you.

Useful language: Avoiding giving a direct answer

- I'll have to get back to you on/about that.
- I can't give you an answer right now.
- I'd rather not say.
- I can't say for certain.
- I'm not in a position to answer that.
- I'll have to think about it.
- I'll let you know.
- It's out of my hands.
- I'll see what I can do.
- I'm a bit busy at the moment.

Everyday English

• Omissions

7 a. **In conversation, speakers often leave out parts of a sentence. In pairs, write out the complete sentences, as in the example.**

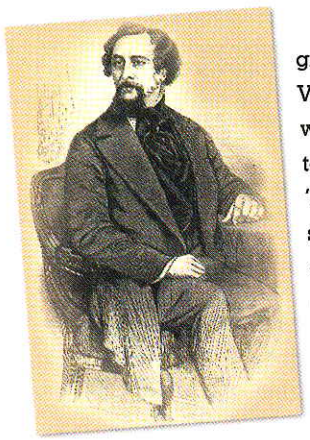
1 Fancy something to eat?
Do you fancy something to eat?
2 Any news yet? .....
3 Miss you. .....
4 Got the time? .....
5 Been waiting long? .....
6 Better be going. .....
7 Need a hand? .....
8 Time for bed. .....

b. **Now match these responses to the questions/ statements above.**

- [ ] a Sorry, no.
- [ ] b This early?
- [ ] c Already?
- [ ] d Ages.
- [ ] e I'll manage.
- [ ] f Nothing.
- [1] g Why not?
- [ ] h Me, too.

Reading – Part 2

1 You will read an extract from Charles Dickens' *Great Expectations*. Before you read the extract, read the text below and answer the questions.



Charles Dickens (1812-1870) is the greatest English novelist of the Victorian period. *Great Expectations*, written between 1860-1861, is a rags-to-riches story of a poor boy, Philip 'Pip' Pirrip (the narrator), who suddenly comes into a fortune and is sent to London to be educated as a gentleman. Despite his good nature, Pip becomes a snob and is corrupted by his good fortune. He is impressed by the wrong people for the wrong reasons, and he loses touch with his honest, hard-working friends. The story ends with Pip losing his wealth and position in society.

Mr Wemmick is a humble, honest hard-working employee at Mr Jagger's law firm, which handles Pip's affairs. In this extract Pip has been invited to supper and to meet the Aged Parent at Mr Wemmick's house. He has not yet, it seems, become a corrupt snob ...

Other works by Charles Dickens: *Oliver Twist* (1837-39), *Nicholas Nickelby* (1838-39), *David Copperfield* (1849-50).

1 What do you think is the moral of *Great Expectations*?
2 Why has Dickens given his novel this title?

2 a. Look quickly at questions 1 to 7 in Ex. 3. What do you think Mr Wemmick's house looks like?

b. Skim the extract and check your answers.

3 Read the text and for questions 1-7, choose the correct answer (A, B, C or D). Which parts of the text helped you decide on your answers?

1 What is Pip's first impression of Wemmick's house?
A He is impressed by the garden.
B He thinks the house is ridiculous.
C He finds the house too small.
D He really likes the house.

2 Why had Wemmick built a bridge?
A For decorative reasons
B To defend his home
C To impress Pip
D To feel safe from burglars

—Mr Wemmick's— "Castle"

Wemmick's house was a little wooden cottage in the middle of a large garden. The top of the house had been built and painted like a battery loaded with guns. I said I really liked it.

I think Wemmick's house was the tiniest I had ever seen. It had very few windows, and the door was almost too small to get in.

'Look,' said Wemmick, 'after I have crossed this bridge, I raise it so that nobody can enter the Castle.'

The 'bridge' was a plank, and it crossed a gap about four feet wide and two deep. But I enjoyed seeing the smile on Wemmick's face and the pride with which he hoisted his bridge. The gun on the roof of the house, he told me, was fired every night at nine o'clock. I later heard it. Admittedly, it made an impressive sound.

'At the back,' he said, 'there are fowls and rabbits. I've also got my own little vegetable garden, and I grow cucumbers. Wait until supper and you'll see for yourself what kind of salad I can make. If the Castle is ever attacked, I will be able to hold out for quite a while,' he said with a smile, but at the same time seriously.

He led me to a little leafy shelter which was only a few metres away, but the path that led to it was so winding that it took us quite a while to get there. It was here that our glasses were set out. Our drink of punch was cooling in an ornamental pond, on whose bank the shelter was built. The pond had a small 'island' in the middle, where Wemmick had built a fountain.

'I am my own engineer, my own carpenter, my own plumber and my own gardener. I am my own Jack of all

3 How did Pip react to the pond and the fountain?
A He told Wemmick he liked them.
B He decided to say nothing.
C He thought they were too eccentric.
D He admired Wemmick for his taste.

4 How did Pip feel about meeting Wemmick's relative?
A He agreed with enthusiasm.
B He tried to say no.
C He felt extremely embarrassed.
D He didn't really want to.

5 Wemmick's 'collection of curiosities'
A included many items obtained illegally.
B was a mix of interesting small items.

Trades,' said Wemmick, acknowledging my compliments. 'Well, it's a good thing, you know. It pleases the Aged Parent. You wouldn't mind being introduced to him, would you? It wouldn't bother you?'

I felt that I could only agree. Inside, we found a very old man in a flannel coat sitting by a fire. He was clean, cheerful and well cared for, but almost completely deaf. We paid our respects and made some small conversation. Then, Wemmick showed me his collection of curiosities. They were mostly to do with being on the wrong side of the law: a pen with which a famous forgery had been committed, a couple of distinguished razors, some locks of hair, several manuscript confessions written from prison. These were nicely spread out among small items of porcelain and glass and various little things made by Wemmick himself. They were all in that room of the Castle that served not only as the sitting room, but, judging from a saucepan on the hob, as the kitchen too.

We returned to the garden to drink our punch. Wemmick told me that it had taken him many years to bring his property to this state of perfection.

'Is it your own, Mr. Wemmick?'

'Oh yes, I have got a hold of it a bit at a time. I have absolute ownership now.'

'Do you indeed? I hope Mr. Jaggers admires it?'

'Never seen it,' said Wemmick, 'never heard of it. No; the office is one thing, and private life is another. When I go to the office, I leave the Castle behind me, and when I come into the Castle, I leave the office behind me. If you don't mind, I'd like you to do the same. I don't want to talk about my home in a professional manner.'

C was of very high value.
D only had things made by Wemmick.

6 What do we understand about Wemmick's home life?
A He has to try hard to keep people from invading it.
B It is more important to him than his career.
C He rarely allows work to interfere with it.
D It has taken him many years to separate it from his work.

7 What is the writer trying to do in this extract?
A Show us that Pip is a good-natured person
B Narrate Pip's visit to Wemmick's house
C Introduce the Aged Parent into the plot
D Show us that Pip doesn't have good manners

Vocabulary Practice

4 a. Match the highlighted words in the passage with their synonyms below.

• context • with many plants • raised
• with many twists and turns • decorative
• curls • survive

b. Read the text again and underline the words/phrases the author uses to describe Wemmick's house. Use the words/phrases to talk about Wemmick's house.

Text Analysis

5 The following phrases are taken from the passage. Explain them in your own words.

1 '... you'll see for yourself what kind of salad I can make.' (lines 18-19)
2 'I am my own Jack of all Trades...' (lines 30-31)
3 '... to bring his property to this state of perfection.' (lines 51-52)
4 'When I go to the office, I leave the Castle behind me ...' (line 59)

6 Look at this sentence from the text. Why has the writer placed the word 'bridge' in quotation marks?

The 'bridge' was a plank, and it crossed a gap about four feet wide and two deep. (lines 10-11)

7 Look at these two statements and find evidence in the extract to support them.

Mr Wemmick is house-proud.

He refers to his cottage as 'the Castle' ...

Pip feels a little uncomfortable.

Discussion

8 In pairs, discuss the following.

- What makes you feel proud of your home?
- Have you ever done any home improvements? What were they? Were you pleased with the results? Why (not)?

Did you Know...

- Dickens created 989 individual characters during his career.
- Dickens published *Great Expectations* in his weekly magazine *All the Year Round*.

Present Perfect

Grammar Reference

1 Match Speaker A to Speaker B.

A	B
1 The living room looks nice.	a Oh, yes. My dad's fixed it.
2 What's the matter?	b I've told the landlord about it.
3 It smells great in here!	c I've put it in the washing machine.
4 That broken window is dangerous.	d I've tidied up.
5 Is your cooker working now?	e We've run out.
6 I can't find my blue shirt.	f I've cut myself.
7 Where's the cat?	g I've made something special for tonight.
8 There's no milk left.	h I've taken her to the vet.

2 a. Compare the sentences. How do they differ in meaning?

I've done lots of things since yesterday.
I did lots of things yesterday.

b. Which of the time words below would you use with the past simple and which with the present perfect? Use them to make your own sentences.

• already • ago • last year • for months
• for ages • during last summer's holidays
• yet • since 1996 • several times
• over the past few weeks • lately
• before • recently

3 Put the verbs in brackets into the present perfect or the past simple, giving reasons for your choice.

a A: I've never been to Germany. Have you?
B: Yes, I 1) ..... (be) there once, but that 2) ..... (be) a long time ago.

b A: I 1) ..... (see) that film before.
B: Really. When 2) ..... (be) that?

c A: She still 1) ..... (not/call) me back.
B: That's strange. What time 2) ..... (you/leave) the message?

d A: Pete 1) ..... (go) out,I'm afraid.
B: How long is it since he 2) ..... (leave)?

e A: 1) ..... (you/find) your keys yet?
B: No, and I 2) ..... (look) everywhere.
A: 3) ..... (you/try) your coat pockets?
B: Yes, I 4) ..... (look) there first.

4 In pairs, use the prompts to ask and answer questions. Use the present perfect or the past simple as appropriate.

1 ever/be/Germany?
A: Have you ever been to Germany?
B: No, I haven't. / Yes, I went there two years ago.
2 see/film/Al Pacino?
3 ever/fail/exam?
4 ever/be/bungee-jumping?
5 read/good books/lately?

5 You haven't seen these people for some time. What might you say to them? Complete the sentences.

1 A child who is now taller. "You've *grown*."
2 A friend who looks thinner. "You've ... ."
3 A friend whose hair is different. "You've ... ."
4 A friend you expected hours ago. "You've ... ."
5 A friend who says another friend has left town. "Where has ...?"

Present Perfect Continuous

Grammar Reference

6 In pairs, use the prompts below and appropriate time expressions to ask and answer questions, as in the example.

How long ...

- use/personal computer?
- use/a mobile phone?
- live/your current address?
- know/your next door neighbours?
- be/since/redecorated?

A: How long have you been using a personal computer?
B: For about 10 - 12 years, I think.

English in Use – Part 3

7 Rewrite the sentences using the word in bold. Use between two and five words.

1 My house is too small to have a big party.
not My house ..... to have a big party.
2 We have not sat in the garden since last summer.
last The ..... in the garden was last summer.
3 My sister came to visit a month ago.
since It ..... my sister came to visit.
4 The last time he called me was a month ago.
heard I ..... him for a month.
5 I have not got an answer yet.
still I ..... an answer.

6 I have only been to Paris once before.
time This is only the .... to Paris.

7 He has always found decorating easy.
good He has always .... decorating.

8 This is the strangest music I have ever heard!
strange I have .... music before!

9 My shed is not big enough to store my bike.
small My shed .... my bike.

10 The same students are sharing the flat this year.
changed The students sharing the flat .... last year.

Word formation: adjective endings (1)

8 Use the endings in the list, and make any other necessary changes to form adjectives from the nouns and verbs.

• -able • -ical • -ant • -ent • -ive • -en • -ous • -ful • -ible

1 fashion *fashionable*
2 reluctance
3 imagine
4 economy
5 independence
6 resistance
7 absence
8 create
9 history
10 wood
11 courage
12 wonder
13 horror
14 gold
15 prestige
16 care
17 possibility
18 duration

English in Use – Part 5

9 Fill the gaps in the text with words formed from the words in capitals. There is an example at the beginning (0).

Saving Space

Particularly in teenagers' rooms, lack of **0)** *storage* space is always a problem. Before you approach an interior **1)** ..... (they don't come cheap), see if any of the following **2)** ..... can make your teenager's living quarters a little more **3)** ..... .

If **4)** ..... small objects are cluttering the room, place shoe organisers inside wardrobes. Use them **5)** ..... to put away scarves, socks, **6)** ....., hair accessories and anything else you need to store. **7)** ..... hanging space can be created by placing hooks on doors. For storing **8)** ....., use wide boxes that can slide under a bed.

9) ....., use your walls! Shelves installed onto a wall are great for extra space. Items that **10)** ..... clutter a tabletop such as keys and paperwork can be secured on a cork bulletin board.

STORE
DESIGN
SUGGEST
SPACE
VARY
WISE
JEWEL
ADD
CLOTH
FINAL
NORMAL



English in Use – Part 1

10 Choose the right word (A, B, C or D) to fill each gap.

Living Above The Shop

Have you ever **0)** *considered* applying for a job where you can live on the premises? While 'living above the shop' **1)** ..... sound good because you don't have to commute, such a situation has its pros and **2)** ..... . Bernadette Gillow, who lives and works at Ightham Mote, a medieval National Trust property, admits that it can be difficult **3)** ..... times. "It takes some getting **4)** ..... to. As you come in with your supermarket bags on your day off, you walk through showrooms to get to your **5)** ..... . I once found a little old lady on my sofa. No **6)** ..... how many "PRIVATE" **7)** ..... you have on the door, if it opens, people will open it." However, she's generally happy. When she **8)** ..... the job as manager, the whole family - her husband and two children - moved in. Renting out their **9)** ..... home, they have settled in and now **10)** ..... from using the grounds on summer evenings after the visitors have gone. "You feel a wonderful **11)** ..... of history here," she says. "Although it is **12)** ..... a general management job, I'm responsible for the **13)** ..... to day running of the property: the house and garden, the shop and tearoom, the **14)** ..... and the financial administration. It does give us an opportunity to completely absorb the scenery and the property. It's a gorgeous place to be and it's a great privilege. **15)** ..... the drawbacks, I wouldn't like to go back to the way we lived before."

0	**A** considered	**B** thought	**C** supposed	**D** assumed
1	**A** should	**B** might	**C** will	**D** would
2	**A** downs	**B** fors	**C** backs	**D** cons
3	**A** for	**B** at	**C** in	**D** on
4	**A** used	**B** felt	**C** known	**D** lived
5	**A** rooms	**B** parts	**C** quarters	**D** sections
6	**A** point	**B** matter	**C** question	**D** doubt
7	**A** directions	**B** labels	**C** messages	**D** signs
8	**A** took	**B** received	**C** agreed	**D** reached
9	**A** final	**B** early	**C** last	**D** previous
10	**A** reward	**B** benefit	**C** enjoy	**D** love
11	**A** idea	**B** sense	**C** touch	**D** tone
12	**A** basically	**B** truly	**C** wholly	**D** completely
13	**A** night	**B** day	**C** week	**D** evening
14	**A** men	**B** people	**C** staff	**D** members
15	**A** Spite	**B** Although	**C** However	**D** Despite

In many types of writing *(e.g. letters, reports, articles, compositions, etc)*, we often have to make suggestions/recommendations or give advice.

In such pieces of writing we always present the problem, then in separate paragraphs we write our suggestions supported by reasons/ possible results.

Remember the following:

- **Relevance** – always have a clear understanding of the problem so that the suggestions/recommendations/advice are practical.
- **Target reader and style** – the style used should always be appropriate to the reader(s) and the type of writing.
- **Organisation**
  - The introduction should mention the problem(s)/cause(s)/effect(s).
  - The main body should contain suggestion(s)/recommendation(s)/ advice in separate paragraphs and the expected results of each suggestion.
  - The conclusion should summarise points mentioned in the main body, encourage the reader(s) to take action, etc.
- **Linking** – a variety of constructions should be used, *e.g. – One solution is to … – If I were you, I would … – Steps/measures should be taken to … – (Joining a gym) would also help to … – By (joining a gym) you could/would, etc*

Conditional and hypothetical sentences are also useful while we write our suggestions, *e.g.*

– *If we/the government were to …* – *This would/could/might help to …*

Understanding the Rubric 1

1 **Read the rubric below and underline the key information. Then answer the questions that follow.**

You recently went to an exhibition entitled 'Ideal Homes'. You enjoyed the exhibition and you have some suggestions on how to make the next one even better. Read the advertisement for the exhibition you attended and the notes you made. Then write a letter to the organisers, giving your opinion on what you saw and making your suggestions.

Ideal Homes Exhibition

Come and see the latest in designs for modern living.
There's so much to see and do including:

- Over 300 living room ideas
- A range of styles from top designers
- Environmentally-friendly ideas

The date this year is:
Fri. 16th. - Sun 18th. May

Entrance fee £16.00

Great! What about kitchens and dining rooms? Bathroom ideas?

Too expensive for most people

Fantastic, but no mention of gardens!

Not long enough! Should be at least a week!

1 What do you have to write?
2 Who is the target reader?
3 Does the style need to be formal or informal? Give reasons.
4 Should you mention the things that you liked about the exhibition?
5 Which suggestions should you include in the main body? How could you arrange them into paragraphs?
6 How could you begin and end your letter?

Analysing a letter making suggestions

2 **a. Read the model and replace the words and phrases in bold with the following:**

- in addition • truly • useful
- to begin with • lastly
- despite the fact that
- congratulate you on the success of
- put forward

Dear Sir/Madam,

I am writing to **1) say how much I enjoyed** the recent Ideal Homes Exhibition and to **2) make** one or two suggestions for next year.

3) Firstly, the ideas for living rooms were **4) really** impressive. Perhaps in future years we could see a similar emphasis placed on other rooms in the house. One suggestion would be to feature more ideas for bathrooms, and I am sure many of your visitors would welcome inspiring ideas for kitchens and dining rooms.

Secondly, **5) although** the ideas for protecting the environment were very well presented, I think it would be a good idea to include a feature about gardens. In this way, people would be able to design their outdoor areas in a way which actually benefits the environment.

6) Finally, I recommend that you extend the duration of the exhibition and reduce the cost of the tickets. If you were to remain open for a minimum of one week, more people would be able to visit it. **7) What is more**, if it was cheaper, then this would attract more visitors.

I hope that you find the above suggestions **8) helpful** and I look forward to attending next year.

Yours faithfully,
Emma Brown
Emma Brown

b. Find examples in the model where the writer:

1 says positive things about the exhibition.
2 makes suggestions.
3 says what the result of these suggestions would be.
4 rephrases the information from the reading input in her own words.

Has the writer included all the notes she has made?

Useful Language

3 a. Study the useful language in the box and find examples in the model in Ex. 2a.

Useful language: Making Suggestions/ Recommendations

- I suggest/recommend + *gerund/that*
- I think it would be a good idea + *to infinitive/if*
- Perhaps we/you could + *bare infinitive*
- If + *simple past*
- If we/you were to + *bare infinitive*
- One/Another suggestion/idea would be/is + *to infinitive*

b. Using the prompts given below, write full sentences, as in the example.

1 suggest / hold / festival / three times a year
I suggest that you hold the festival three times a year.
2 I think / good idea / ask / principal / give / prizes
3 Perhaps / have / party / school hall
4 If / bought / new computer / work / better
5 If / were / move / desks / have more space
6 Another suggestion / sell tickets / students / parents

4 Imagine that you have been asked to suggest improvements to your school or college. Match the suggestions (1-6) to the expected results (a-f). Then use appropriate language from the useful language in the box to make sentences, as in the examples.

Suggestions	Expected results
[1 d] organise more excursions	a help people with the language
[2] advertise in the newspapers	b reduce crowding in class
[3] change the lights in reception	c attract more students
[4] start an English club	d break up the term
[5] employ one more teacher	e classes more fun
[6] use more video/DVD lessons	f brighter for visitors

Useful language: Expressing the results of suggestions

- This would mean that/lead to/result in …
- As a result, …
- The result/effect of this would be to/that …
- In this way, we/you/people/etc would (be able to) …
- If … , it/you/we/people/etc could/would/might/etc

I think it would be a good idea to organise more excursions. The effect of this would be to break up the term.
OR
If we were to organise more excursions, it would break up the term.

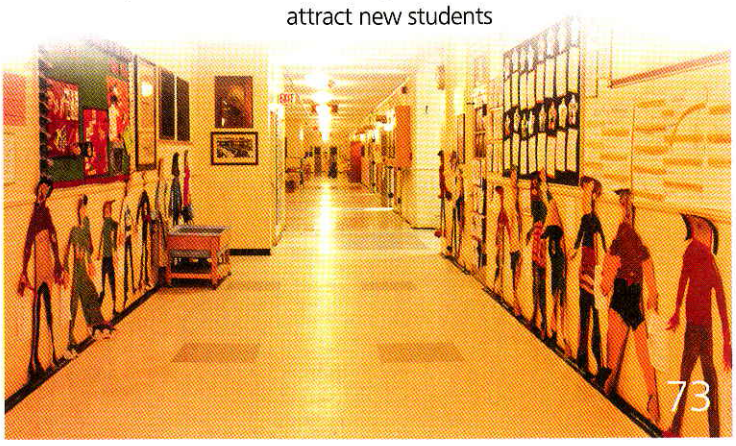
5 a. Read the paragraph below and choose the most appropriate words/phrases in bold. Where could you read this extract?

*Another difficulty that was mentioned in the report was that visitors to the school were having problems **1) finding/to find** parking places, causing parents to worry about their children's safety when dropping them off for school. One **2) way/solution** to solve this problem **3) must/would** be to enlarge the existing car park. This **4) should/could** easily be done by knocking down the fence to the right of the school and **5) using/to use** the neighbouring land for parking. If we **6) had/were** to do this, there **7) would/had** be much more space and students and visitors **8) would be able to/might** come and go safely.*

b. Underline the sentences in the paragraph above which: *make a suggestion; highlight a problem; mention the expected result.*

6 Use the prompts below to write a similar paragraph to the one in Ex 5a.

Problem:	Student numbers are falling – school may have to close
Suggestion:	Advertise what school offers – local newspaper, radio, posters
Expected result:	More people know about the school – attract new students



Style

Sometimes it is not appropriate to write formally. A letter to a friend, for example, or an article for a teenager's magazine, asks for use of less formal language. Phrases which could be used for less formal writing include:

To give advice/make suggestions

- Why don't you/we …
- We/You could …
- If I were you, I'd …
- I think it would be a good idea to …
- Why not …

To express the results of suggestions

- Then you/we might/could …
- This would mean that …
- You might find that …
- That way, …
- You never know, you might …

7 **The following are too formal for the situation in which each was written. Re-write each one in a less formal style. Use expressions from above and make any other necessary changes.**

1 If it was my decision, I would attend the party. After all, there is a distinct possibility that you might meet new friends.
2 One suggestion would be for you to try to learn a foreign language. If you were to do this, it would help you to obtain a better career.
3 I recommend that you join a gym. As a result, you will get fit and probably start to feel more positive.
4 I think it would be a good idea if you were to telephone him. This would result in an opportunity to discuss this matter for a second time.

Brainstorming

8 **Imagine that you are in the following situations. What advice/recommendations/suggestions are appropriate? Should they be expressed in formal or informal language? In pairs, using the words and phrases you have learned in this unit, decide what you will write in each case.**

A Your best friend has written to you asking for your advice because he is bored with his room and desperately wants to make some changes.

informal – It would be a good idea to paint your room a brighter colour.

B You have been asked to write a magazine article giving advice to foreigners who are considering coming to live in your country.

C Your teacher has asked you to write an essay saying how you think we should deal with the problem of homelessness in your town.

D You belong to a sports club and the secretary has asked you to write a report, saying what improvements could be made to the club's facilities.

Understanding the Rubric 2

9 **Read the rubric, underline the key words and answer the questions.**

You are a member of a local youth club that may have to close due to lack of funds. The youth leader has asked the club members to write an article suggesting ways of raising money to keep the youth club open. Suitable articles will be printed in the club's next newsletter.

Write your **article**. You should write between 120 and 180 words.

1 Who are the target readers? How formal does your writing need to be?
2 What do you have to write?
3 Which of the following suggestions could you make (✓)?
- ☐ Buy new equipment
- ☐ Increase the monthly charge to members
- ☐ Ask the local council for help
- ☐ Open a new youth club somewhere else
- ☐ Approach local companies for sponsorship
- ☐ Move to cheaper premises

4 For each of the suggestions that you ticked above, say what the expected result would be.
5 What useful language could you use to introduce the suggestions and results?

10 a. Work in pairs. Read models A and B below, and say which one is a poor answer to the rubric in Ex. 9. Think about whether:

- the title is suitable • the introduction catches the reader's attention • the writer follows the instructions in the rubric
- the style is appropriate for the target reader • the writer paraphrases the rubric • the suggestions are suitable

MODEL A

IS THE NORTH FIELDS YOUTH CLUB GOING TO CLOSE DUE TO LACK OF FUNDS?

In the present financial climate, many clubs and businesses are struggling to survive. Sports clubs, too, are facing difficulties due to lack of funds.

The main problem seems to be the rent that we pay for the club. It's over £500 a month and that's just too much really. What about moving to cheaper premises – has anyone thought of that?

The youth leader has asked the club members to write an article suggesting ways of raising money to keep the youth club open.

I know that the club's not perfect but we could buy some new equipment and maybe even decorate it to make it nicer for all of us.

I really like going to the club and I know that most of the others do as well, so come on – let's see if we can do something to save it!

MODEL B

HELP SAVE OUR YOUTH CLUB

As most of you know, our club is facing a financial crisis. The question is: what are we going to do about it? The suggestions below may or may not work, but one thing is for sure – if we don't act now, we'll lose our club, and that is something that nobody wants.

First of all, I think it would be a good idea to approach the local council for help. If we could persuade the council to make a financial contribution, we would be able to keep going.

Secondly, we could apply to local companies for sponsorship. This would mean that we would offer them free advertising in return for a small donation. As a result, the club could stay open.

Finally, if all that fails, one obvious solution is to increase the fees that we pay for membership of the club. I suggest that each of us pays £5 per month. Then, for a very small amount of money, we would be able to continue enjoying all the activities that the club offers.

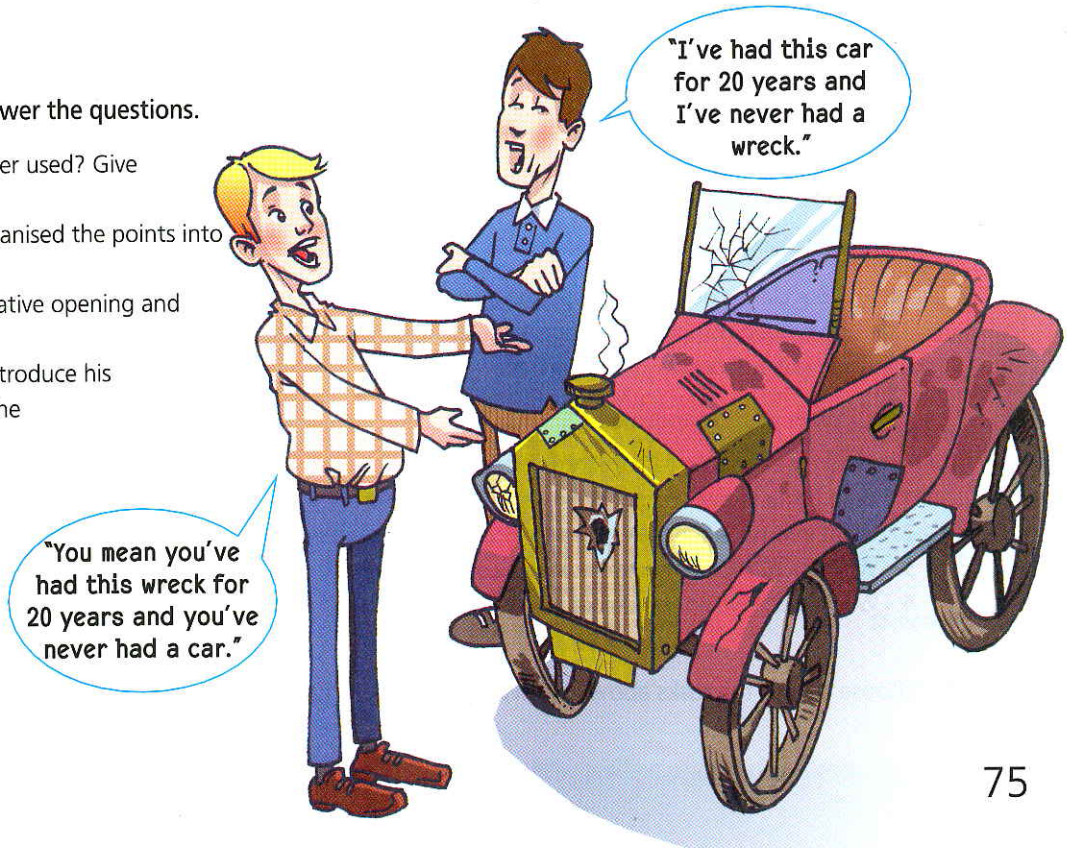
A meeting to discuss all the suggestions has been arranged on 4th March. Please try to be there – it might be our last chance!

b. Answer the following questions about model A.

1 Has the writer mentioned ways of raising money?
2 What irrelevant information has the writer included in the main body?
3 Only one paragraph in the model is suitable. Which is it and how could it be improved?
4 What do you think the target reader's reaction will be? Why?

c. Read model B and answer the questions.

1 What style has the writer used? Give examples.
2 How has the writer organised the points into paragraphs?
3 Suggest suitable alternative opening and closing paragraphs.
4 How does the writer introduce his suggestions? Replace the phrases with other appropriate ones.
5 How does the writer introduce the expected result for each suggestion he makes? What other phrases can he use?



Discuss & Write

11 Look at each of the rubrics below. Underline the key words and, for each one, answer the questions that follow.

A This is part of a letter you have received from a pen friend.

> My cousin and I are planning to visit your country at the end of July for a short holiday. I'd like your advice about the best way for us to make the most of our five or six days there – where to go, what to see and do, and so on. Please write and tell me what you suggest.

Write your **letter** to your pen friend.

B Your college has decided to replace its small snack bar with a larger self-service cafeteria. The college magazine has invited its readers to suggest which dishes they think should be included on the menu, as well as other changes which would make the place more inviting to students. Write an article for the magazine, making your suggestions and giving reasons for your choices.

Write your **article**.

C You are going on a one-day trip to London as part of a group of young people. The person organising the trip, Mrs Jones, has sent you a list of interesting places your group may like to visit during your trip. Read the extract from the list and the notes you made and using the information, write a **letter** to Mrs Jones suggesting which places you think you should visit.



Notes
- Thank Mrs Jones - good variety of places to visit
- Tower of London, Madame Tussaud's } definitely, yes - fun/interesting
- Buckingham Palace, Westminster Abbey } no - not enough time
- Shops: great idea, especially Harrods

D Your class is going to take part in a student exchange programme next month. Your teacher has asked each student to write a composition suggesting activities which their foreign exchange student can do in their free time in your neighbourhood.

Write your **composition**.

1 Who is the target reader? What style is appropriate?
2 What information do you need to include?
3 What suggestions/recommendations could you make?
4 What results would you expect from these suggestions?
5 What phrases could you use to introduce these suggestions and results?
6 How could you begin/end your piece of writing?

12 Choose two of the tasks above and write each one in 120 to 180 words.

Self-Assessment Module 2

Vocabulary & Grammar

1 **Fill in the missing word.**

1 At the age of 65, he ..... from work.
2 She specializes ..... the history of the Tudor period.
3 The offices are in the city ..... .
4 Jake's quick ..... saved the little girl from drowning.
5 My parents used to give me pocket- ..... every week when I was young.
6 I don't make a lot of money so I can't ..... a Mercedes Benz.
7 The taxi ..... knew a shortcut to the airport, so luckily we didn't miss our flight.
8 The waiter cleared ..... the plates and asked us if we were interested in a dessert.
9 She ..... a living by working for an insurance company.
10 Margaret has a lot of experience ..... teaching young learners.
11 You really ought to cut ..... on your sugar intake if you want to lose weight.
12 I haven't seen my parents ..... Christmas.
13 The weather has gone from bad to worse over the ..... few days.
14 The flat is fully ..... so you don't have to buy any furniture.
15 Please wash ..... after you finish having your dinner.
16 I can't ..... people telling me lies.
17 Make yourself ..... home.
18 If you ..... money by, you save it so that you can use it later.
19 There's definitely no ..... like home.
20 Could you go to the supermarket, please? I've run ..... of sugar.

(10 marks)

2 **Circle the correct item.**

1 He's called her ten times already and insists on speaking to her. He's very ..... .
A patient B persuasive C persistent D punctual

2 The government has decided to increase the ..... of civil servants.
A wage B salary C money D interests

3 The company has more than one owner; there's Mr Peters and his two ..... .
A colleagues C employees
B personnel D partners

4 All of their vegetables are home-..... .
A grown B made C done D fixed

5 How ..... have you been working here?
A far B many C much D long

6 The new shopping centre is easily ..... to nearly everyone in the town.
A accessible B affordable C kept D equipped

7 As soon as he saw I wasn't joking, the importance of the matter ..... home to him.
A arrived B reached C got D came

8 The cottage has got a thatched ..... .
A garden B door C window D roof

9 Mark has ..... been to Spain for his holidays.
A last B ago C recently D before

10 "Where can he have gone?" he ..... .
A suggested B wondered C explained D begged

(10 marks)

Use of English

3 **Complete the second sentence using the word in bold. Use two to five words including the word given. Do not change the word given.**

1 I'm not sure it's worth waiting for the rest of the group.
point There's .... the rest of the group.

2 "How come I didn't try another shop instead of this one?" Helen wondered.
tried Helen wondered .... another shop instead of that one.

3 The teacher said he was sorry he was late for the lesson.
apologised The teacher .... the lesson.

4 He was the kindest person I had ever come across!
kind I had .... person before!

5 Their office was too small to have a meeting with ten staff.
not Their office .... have a meeting with ten staff.

(5 marks)

4 **Fill in the correct word derived from the word in bold.**

1 She felt miserable and ..... with her new job. **SATISFIED**
2 The manager asked her ..... questions about her qualifications. **VARY**
3 To his disappointment, Tim realised that his language skills were ..... to the job. **RELEVANT**
4 The interior ..... she hired was full of bright ideas. **DESIGN**
5 Ben's car was old and ..... so, he decided to buy a new one. **RELIABLE**

(5 marks)

5 **Read the sentences. If a sentence is correct, put a tick (✓). If it has a word that should not be there, write this word on the line.**

1 He could still remember back having to walk to school. .....
2 They had to send each member a personal copy of the report. .....
3 He couldn't avoid from hitting the tree as the road was so narrow. .....
4 She expected for an immediate answer from the company. .....
5 The boss wasted of so much money on advertising. .....

(5 marks)

Communication

6 **Complete the dialogue.**

A: Any **1)** ..... how I could make some extra money?
B: Here's what **2)** ..... . I'd find a part time job for the summer.
A: Hmm ... I hadn't **3)** ..... that.
B: Look at this ad here. They're looking for a babysitter. **4)** ..... ideal for you.
A: Oh, no! That's **5)** ..... me.

(5 marks)

7 **Circle the correct response.**

1 A: Better be going.
B: **a** This early?
b Sorry, no.
2 A: Come on, Bob. Time for bed.
B: **a** Already?
b No, I'm not.
3 A: When will you have my TV set ready?
B: **a** I'd rather not say.
b I can't say for certain.
4 A: There seems to be something wrong with the back door.
B: **a** Sure. What's wrong?
b Really? What is it?
5 A: I don't know what to do about Sam.
B: **a** You'd better talk to him.
b You might have a point.

(5 marks)

Reading

8 **You are going to read an article about conserving energy in the home. For questions 1-7, choose the correct answer A, B, C or D.**

1 **The amount of energy consumed by residential buildings is**
A 45 million tons.
B 27% more than that consumed by industry.
C mainly responsible for global warming.
D going to be reduced by 2010.

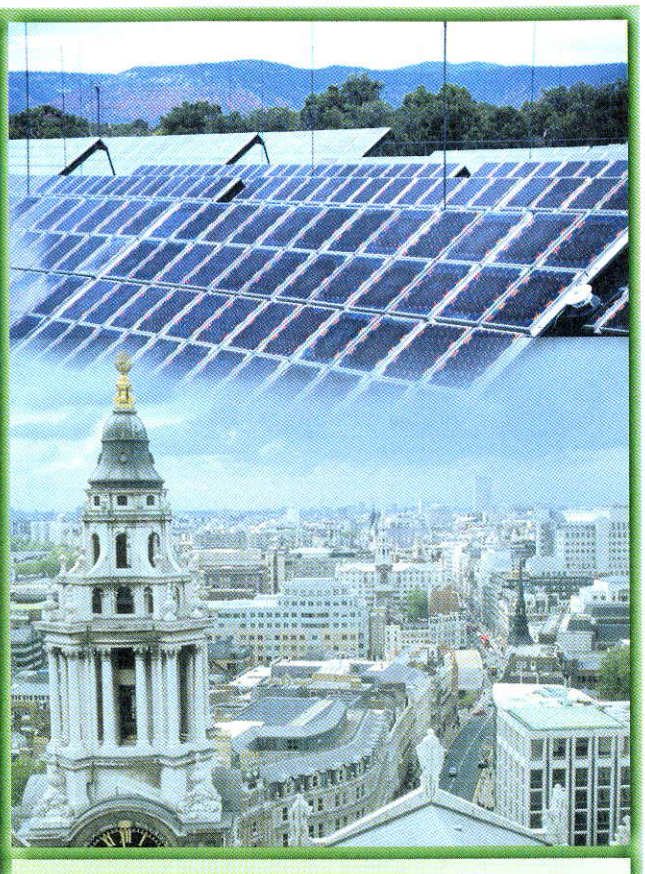
2 **People making the laws had previously focused on**
A Europe.
B residential buildings.
C industry and transport.
D private houses.

3 **Blocking up draughts**
A is easy.
B is expensive.
C requires planning.
D is energy saving.

4 **It is recommended that loft insulation is**
A 100mm thick.
B 200-300mm thick.
C made of cellulose.
D fireproof.

5 **According to the writer, we should use light bulbs which are**
A conventional.
B efficient.
C standard.
D high energy.

Make Your Home Greener



Residential buildings are responsible for consuming 27% of the total amount of energy consumed within Europe and are the biggest source of global warming in the world. This is a fact that has, until recently, been overlooked by law-makers trying to reduce greenhouse gas emissions, who have concentrated their efforts on industry and transport. The EU has now issued a new directive which intends to cut carbon dioxide emissions from buildings by 45 million tons before 2010. This means that each of us can now save the planet from the comfort of our own homes.

The first things we can do are simple and easy. We can block up draughts, switch off unnecessary lights and make sure taps are not left running. The next step requires more planning and some expense, but as well as saving energy, we will also save on bills.

Many homes have loft insulation, but it is rarely enough. Most insulation is 100mm thick, but to be truly effective the recommended thickness is 200-300mm. Full insulation can have a dramatic effect on energy consumption. It can save up to 25 percent on your heating bills. A variety of materials are available, but one of the most environmentally friendly is cellulose in the form of compressed recycled newsprint which has been fireproofed.

We should use energy efficient light bulbs. These are usually expensive to buy but consume less than half the energy of standard bulbs. Also, these bulbs last much longer than conventional light bulbs reducing the consumption of resources.

Thermal solar panels are very efficient. They are capable of providing all the hot water you need even in Britain's climate. Photovoltaic panels can be fitted as solar roof tiles or solar windows and are now capable of generating about half of an average home's electricity needs. A large conservatory with lots of glass panels on the south side of a building will tap light and warmth and reduce the need for lighting.

We can install a 'grey' water recycling system. At present water used to flush the toilets is of the same drinkable quality that comes out of the taps. This is an unnecessary waste of energy used in water purification. A grey water recycling system cleans water that has been used for washing and sends it through the toilet system reducing the use of clean drinking water.

New buildings can incorporate much more energy saving features in their design. They can have a timber structure, extensive insulation, electronic environmental controls, triple glazing, a non-polluting heating system and a turf roof. However, it is how we deal with our present homes that will determine housing's contribution to global warming. It's down to each and every one of us, so get insulating!

6 Which sort of panels can produce electricity?

A solar panels
B glass panels
C photovoltaic panels
D thermal solar panels

7 How can individuals reduce global warming?

A By buying a new environmentally friendly house.
B By designing new buildings with energy saving features.
C By insulating new buildings.
D By making changes in our current homes.

(14 marks)

Listening

9 **You will hear part of an interview about a new kind of employment agreement called 'personal hours contract'. For questions 1-10, complete the sentences with one to three words.**

A personal hours contract is a special [1] _____ that you have with your employer.

The system offers the greatest possible degree of [2] _____ .

It all started when small companies thought of the system in order to get [3] _____ to work for them.

They devised the new system as an [4] _____ to more money.

Employees gladly swap high salaries in order to have more [5] _____ over their routine.

People who work at home can't cheat the company because their [6] _____ is measured.

Anne says that the new system has created a more relaxed [7] _____ in the workplace.

Some people don't accept a personal hours contract because they like to have a [8] _____ in their jobs.

Others are not offered a personal hours contract at all because they lack the [9] _____ which they would need.

People working from home have to be disciplined, have clear targets and be skilled at [10] _____ .

(10 marks)

Speaking

Students A & B

10 **Work in pairs. Below are some photographs of *parts of a house*. Talk to each other about the usefulness of each one. Then choose two of them which, in your opinion, are NOT absolutely necessary for a modern home.**



Students A & B

11 **Discuss the following questions together.**

1 What are the advantages of owning your home rather than renting one?
2 What do you miss most about your home when you're away?
3 Where in your home do you feel most comfortable?

(10 marks)

Writing

12 You are working on a summer camp for visiting students. It starts next week.

The group leader has asked you to write a report about interesting places the students can visit in the area during their stay. You should include at least two places that are not simply for tourists.

Write your **report** in 120-180 words.

(21 marks)

(Total = 100 marks)

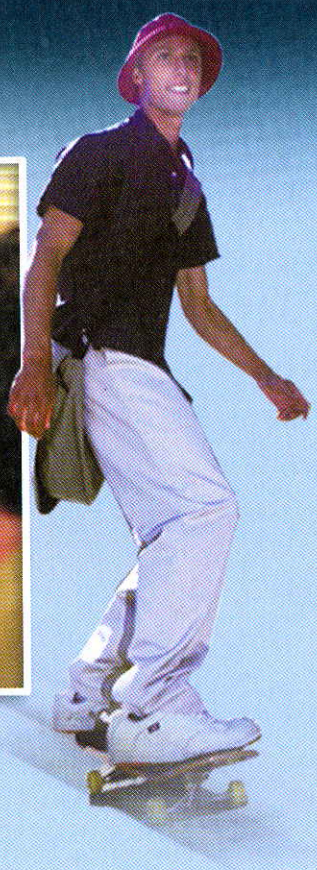
Progress Update

How do you rate your progress? Tick (✓) the box that applies to you.

	Excellent ****	Good ***	OK **	Could do better *
Vocabulary & Grammar				
Listening				
Speaking				
Reading				
Writing				
Communication				

Lifestyles





MODULE 3 units 5-6

UNIT 6

Modern Living

UNIT 5

Going Places

MODULE 3 units 5-6

Before you start ...

- How is the title of the module related to the units?
- Are you a fashion victim? Give reasons.
- What is your favourite type of holiday?

Listen, read and talk about ...

- appearance & character
- modern trends & fads
- media
- fame
- lifestyles/families
- types of holidays
- travel & travellers
- holiday objects & souvenirs
- signs
- holiday experiences & complaints
- types of roads

Learn how to ...

- ask for personal views
- express likes/dislikes
- give reasons
- spread news/react to news
- complain-criticise-apologise
- compliment
- interrupt & encourage response

Phrasal verbs

related to:

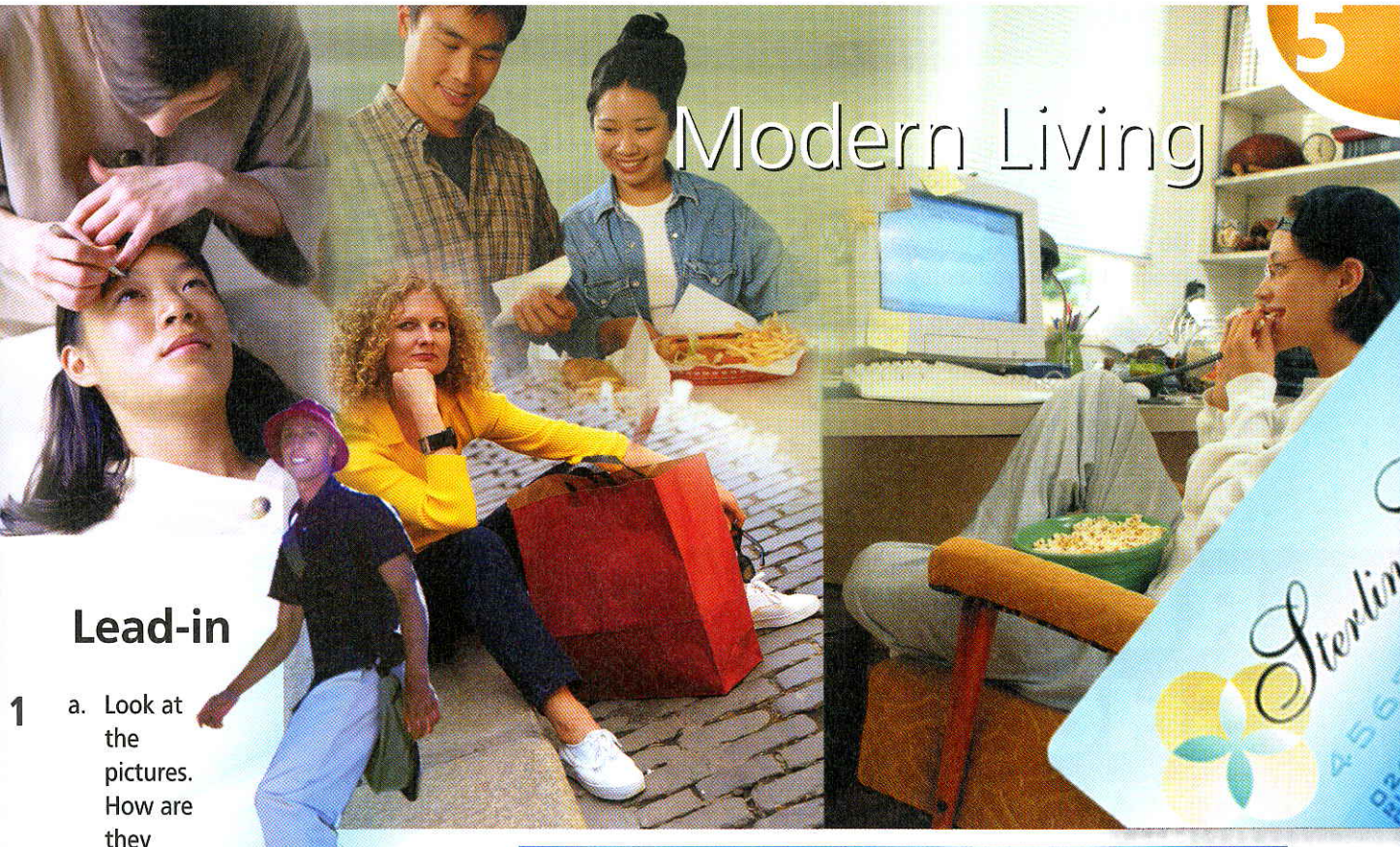
- fashion
- travel

Write ...

- articles, letters, compositions about pros & cons of an issue
- narratives (1)

Practise ...

- adjectives/adverbs
- order of adjectives
- comparisons
- modal verbs



5

Modern Living

Lead-in

1 a. Look at the pictures. How are they related to the title?

b. Which of these modern trends and fads are related to the pictures?

- soap operas
- fast food restaurants
- reality shows
- keeping fit
- shopping centres
- celebrity gossip
- designer labels
- plastic surgery
- chain stores
- beauty treatments
- budget airlines
- credit cards
- text messaging
- muzak
- junk mail
- graffiti

2 a. Are any of these trends *particularly popular, rather unpopular, more or less unknown* in your country?

b. Which of the trends do you feel *positive, negative, indifferent* about? Use the useful language box on the right to discuss in pairs.

A: How do you feel about soap operas?
B: I'm not very keen on them. What annoys me the most is that they show a very unrealistic way of life.

Asking for personal views

- What do you think of ...?
- What's your opinion of ...?
- How do you feel about ...?
- How do you like ...?

Expressing likes

- I kind of like ...
- I really like/love ...
- I'm really/very fond of/ keen on/ interested in ...
- I find ... really interesting/ fascinating/ exciting.

Expressing dislikes

- I (absolutely) hate/ detest/loathe/can't bear/can't stand ...
- I'm not (very) keen on/ interested in ...
- I don't fancy ...
- I find ... rather boring/dull/etc.

Explaining what you like about sth

- What I like most is ...
- I really like the way ...

Explaining what you don't like about sth

- What bothers/annoys me the most is ...
- What gets to me is ...

Expressing indifference

- It doesn''t bother me either way.
- It doesn't concern me.
- I don't care.
- It's OK/alright I suppose.
- I don't have an opinion on it.

3 You are going to hear three people giving their opinions on three of the modern trends from Ex. 1b. Which trends are they talking about?

A: ..... B: ..... C: .....

4 Paraphrase the quotations below. Do you agree or disagree? Why (not)? Discuss in pairs.

"If you're not in fashion you're nobody." (Lord Chesterfield)

"It's only the modern that ever becomes old-fashioned." (Oscar Wilde)

5 In your opinion, which aspect(s) of modern living would a person from the previous century find most difficult to *get used to*? Why?

Reading – Part 4

1 a. Do you spend much time watching TV? What programmes do you *mostly/never* watch? Why?

- soaps • quiz shows • reality shows
- documentaries • films • cartoons
- sitcoms • news broadcasts • chat shows
- drama series • sport • music videos

b. Which reality shows are you familiar with in your country? Do you enjoy watching any of them? Why (not)?

2 a. In your opinion, why are reality shows popular? Read the first paragraph of the article and find out.

b. Look at the subheadings. In pairs try to guess what each reality show is about. Scan the text and check your answers.

REALITY SHOW FEVER

The attraction of the genre is hard to explain. But perhaps it could be that reality TV seems to tell stories of "ordinary" people with real lives, real emotions – people like us. And often , thankfully, people unlike us. Whether



A I'm a celebrity – get me out of here!

ITV's show scored its highest ratings last night as almost 7 million viewers **tuned in**. The stress of spending nearly a week in close contact with other minor celebrities in almost constant rain in the Australian jungle is beginning to show, with comedienne Rhona Cameron falling out with almost all the fellow participants.

Ratings rose to just over 8 million after 10 pm as more viewers tuned in to see Uri Geller being chosen to take the daily **challenge** of eating worms! In this show viewers vote to send someone home every three days.



B Big Brother

Big Brother is a new series in which ten volunteers spend up to two months in a house in an environment where every single activity is monitored on camera. Their lives are **screened** 24 hours a day, seven days a week on the web, every weekday on Channel 4, with a finale each Friday where one or two participants, chosen by their housemates, are ceremoniously thrown out of the game if they lose viewers' votes. Their lives and personal moments become the property of all!

The Big Brother formula includes camera work, video, **chat-rooms** to discuss the latest issues and **updates** through phones and e-mail. It is set to become the most **intense** live experience ever seen on the web.



C Fame Academy

In this particular show the contestants sing in order to be allowed to stay in a mansion which is heavily guarded, working 17-hour days. The luxurious residence **hosts** the BBC's new multi-million pound show Fame Academy which is the latest in a wave of talent shows that has flooded our screens in the last eighteen months. The show **features** a group of hopeful popstars under the watchful eye of TV cameras around the clock. Viewers vote for one contestant to remain in the academy, while two other contestants then choose which one of the remaining contestants is **shown the door**.



D Survivor

Survivor brings us reality TV with some particularly weird contestants, one of whom was caught **smuggling** meat onto the island in his clothing! In fact, out of the sixteen people marooned on the South Sea island competing to win the prize money, there wasn't one you would feel completely safe sitting next to!

The programme is actually all the better for it. Unless there is a sudden **wave** against reality TV, it should be a great hit. With **swooping** helicopter shots and time-lapse photography, the millions spent on the series is evident. The large budget, however, might not be to its advantage as the glossiness detracts from what should be a **down-to-earth** show about life on a desert island.

3 a. Read the questions 1-12 and underline the key word(s) in each one. In pairs, try to paraphrase them. Then, try to guess the answers to the questions.

b. Read the text and answer the questions 1-12. Choose from the shows (A-F). There is an example at the beginning (0). Were your guesses correct?

Tip Remember that the texts contain similarities. Keep in mind the key words in the questions.

it is delighting or sympathising in the pain of others, everyone loves watching a tragedy played out, don't they? We review the top six tabloid headline grabbing shows here.

E American Idol

This show is the US version of the huge British TV hit, Pop Idol. Simon Cowell, in his role as judge, has been up to his old tricks with contestants, fellow judges and the show's presenters. Mr **Nasty** is a hit with viewers after delighting and horrifying the American public with his ironic sense of humour.

Nine out of the ten finalists have now been chosen, leaving Cowell, Randy Jackson and Paula Abdul to make the final choice for the tenth place by selecting one of the twenty-one unsuccessful contestants. A **spokeswoman** for ITV said American Idol underlined the global appeal of big entertainment events combining the drama of live performance with interactive participation.

F Popstars

Popstars returns to television screens tonight, aiming to bring fame to another group of **potential** stars. Tonight's new Popstars show will begin the process of narrowing down more than 10,000 hopeful youngsters in order to create a boy-band and girl-band of ten members each. Viewers will then vote for five to leave each group, leaving two bands that will **race** to reach number one in the charts.

The show should produce huge profits through the usual **formula** of tears, tempers and endless put-downs from judges working in show business. The producers will be taking a share of telephone call charges from viewers' votes and are sure to make even more money through the sale of singles and albums as well as merchandising.

In which show(s)

do some contestants seem to be particularly strange?	0 *D*
do contestants have to do disgusting things?	1 .....
are there two sets of winners?	2 .....
is one contestant now unpopular with the others?	3 .....
do contestants sometimes break the rules?	4 .....
is money made directly from the public?	5 .....
can contestants be watched 24 hours a day?	6 ..... 7 .....
do contestants live in style?	8 .....
do experts comment on individual performances?	9 ..... 10 .....
does one of the judges make sarcastic comments?	11 .....
is the style perhaps unsuitable for this kind of show?	12 .....

Vocabulary Practice

4 a. Explain the meaning of the words in bold.

b. Read the text and underline the words and phrases which are related to TV. Then, put them under the headings: *noun – verb – phrase*

5 a. Find words in the text that mean:

1 sb famous (A)
2 people who share a house (B)
3 sb who takes part in a competition (C)
4 obvious, clear (D)
5 goods linked to a TV show (F)

b. Find the adjectives in paragraph E. What nouns are they followed by? In pairs, think of at least one more noun they could go with.

Discussion

6 a. How is the following statement related to the text?

"In the future, everyone will be famous for fifteen minutes." *Andy Warhol*

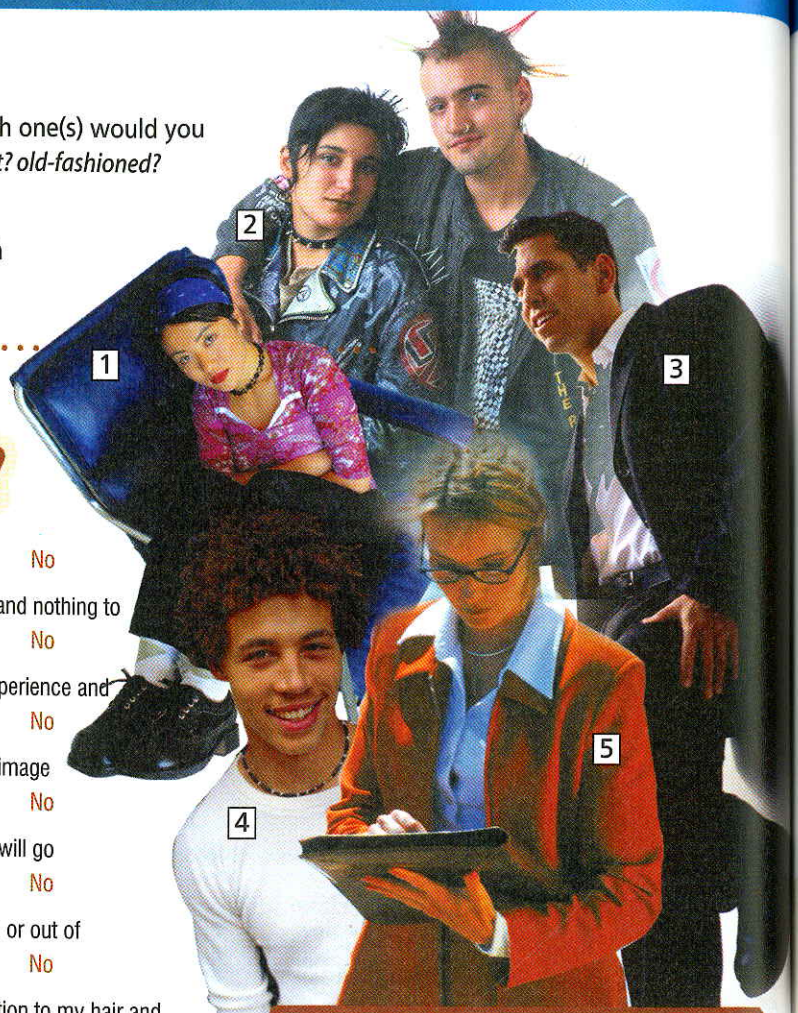
b. Would you ever consider participating in a reality show? Why (not)?

c. In pairs try to come up with an idea for a new reality show. Decide on the theme, setting, rules, contestants, prize. Also think of a logo.

Style

1 Look at the people in the pictures 1 to 5. Which one(s) would you describe as a *fashion victim? trendy? scruffy? smart? old-fashioned? casually dressed? unconventional? well-dressed?*

2 a. Read the quiz and circle YES or NO for each question.



Who are you?

1 Looking good is important to me. Yes No

2 I don't suffer from the "wardrobe full of clothes and nothing to wear" syndrome. Yes No

3 Shopping for clothing is a relaxing, enjoyable experience and I always shop in advance. Yes No

4 I wear interesting accessories that enhance my image and that I enjoy wearing. Yes No

5 I only buy something if I love it and know that it will go with other things in my wardrobe. Yes No

6 I never wear anything that is too big or too small or out of date. Yes No

7 I care how I look from top to bottom. I pay attention to my hair and my shoes. Yes No

8 I know what colours I look best in and wear those colours exclusively. Yes No

9 I know what styles flatter my body type and never settle for anything less. Yes No

10 I always look professional and well put together at work. Yes No

11 I have a good "business casual" wardrobe - separate from my weekend clothing. Yes No

12 People often tell me how nice I look. Yes No

13 I only buy good quality clothing. Yes No

14 I know who some of the best designers are and how to find their clothing at prices I can afford. Yes No

15 I always choose a wardrobe that suits my personality and that reflects who I am at a deeper level. Yes No

10 - 15: Congratulations! You're a style guru! You've discovered how to look your best with the least amount of time, energy and worry. You know the latest trends and how to make a fashion statement without becoming a fashion victim! You maintain a classic wardrobe and you are always well-dressed. You are definitely an inspiration to others!

5 - 10: Good! Your life doesn't revolve around fashion but you're aware of it and always look good. You have your own style and prefer to wear what you feel good in rather than what the magazines say. You can be cool and trendy at times, but you prefer to be carefree and casual. Be careful of becoming boring and predictable, though.

0 - 5: Oh dear! You're really not very aware of fashion at all and to be honest you don't care either. You are rather conventional and will never be a trend-setter. You could try to be more flexible in your attitude and wear an eye-catching colour occasionally. Others may treat you differently, because you're not fashion conscious. Don't worry though – it's their problem, not yours.

b. Count the number of YES answers and check your results. How far do you agree with the description of your style?

c. Do the test with your partner. Try to predict his/her answers to see how well you know his/her style.



3 a. Look at pictures 1 to 5 again and, in pairs, discuss their style. You can use ideas from Exs.1 and 2 as well as your own ideas.

A: I think the man in picture 3 is well-dressed and he looks cool.
B: That's true. He is not a fashion victim that's for sure.

b. In pairs, describe each other's style based on your appearances.

Media – Fame

4 a. What sort of information do you expect to find in the following newspaper sections? In which would you expect to find gossip about celebrities?

• arts • society • classified ads • business • opinion • international news • obituaries • national news • lifestyle • sport • employment • travel

b. Read the following newspaper excerpts and decide which sections they belong to.

A ... Will Mike Blackshaw be the one who will put a stop to the various problems that have arisen in the last six months and bring the club back into the top five ...

B ... Marissa Johns and Simon Bevan actually began their much discussed relationship at a nightclub in Venice last year during filming ...

5 Think of an interesting piece of news you heard/ read about, and tell your partner about it. Study the useful language box and act out dialogues, as in the example.

Giving news	Reacting to news
• You'll never guess who ...	• No, really?
• Well, I've heard that ...	• I don't believe it!
• Guess what! ...	• How interesting!
• I've just heard the most interesting/ exciting news!	• It doesn't surprise me!
• Have you heard ...?	• Well, you can never tell!
	• You're joking!
	• Never!/Wow!?
	• You're pulling my leg!

A: You'll never guess who is giving a concert here next month!
B: Who?
A: U2!
B: No, really?



Words often confused

6 Cross out the wrong words. Replace them with the correct word.

1 current, latest, ~~changed~~, hair style *changing*
2 magazine, model, show, shot fashion
3 follow, begin, sit, start a trend

Idioms & Fixed Phrases

7 Choose the correct item, then explain what they mean.

1 She dressed in bright colours so as to be ***the centre of*** **piece/attention/one/focus**.
2 Scandal tends to ***hit*** the **roof/road/headlines/ newspaper** on a daily basis.
3 Most people these days demand better quality products and so will choose **brand/code/first/ business** ***names***.
4 My ***first*** **view/impression/look/sight** of the new soap opera was that it was rather boring.
5 There are some styles that seem to last for ever, while others are simply **long-lived/well-lived/ short-lived/ quick-lived** ***trends***.
6 Some film stars will do anything to be ***in the public*** **service/light/eye/interest**.

Phrasal Verbs

Appendix 2

8 Explain the phrasal verbs in bold.

1 I didn't exactly **take to** the new style of uniform we had to wear at the bank. I found it rather dull.
2 Having had the same hairstyle for years, she decided she'd **gone off** it and needed a change.
3 I find it almost impossible to **keep up with** the latest fashions as they tend to be too expensive.
4 The mini-skirt **is out** this summer, but the military look **is** definitely **in**.
5 Lynne used to love jazz but she's not really **into it** any more.
6 They were **taken aback** by the news of the tragedy.

Prepositions

Appendix 1

9 Fill in the blanks with the appropriate preposition. Then, make sentences about modern living.

1 to be addicted ..... sth; **2** crowded .....; **3** popular .....; **4** famous ..... sth; **5** to gossip ..... sth; **6** to appeal ..... sb; **7** .....fashion

Listening – Part 1

1 a. You will hear people talking in eight different situations. Before you listen, read through questions 1-8. What information do the questions and the possible answers give you?

b. Listen and choose the best answer A, B or C for the questions 1-8. Which words/phrases helped you decide?

1 Listen to this teenager talking about her favourite TV programme. What does she particularly like about it?
A the mystery and suspense
B the fact that it stars her favourite actor
C the inside story of the lives of the rich

2 You hear these two women having a conversation on a bus. Where are they going in the evening after work?
A the cinema B the bank
C a local restaurant

3 Listen to this man talking to the receptionist in a health club. What programme has he finally chosen to follow?
A keep-fit B swimming
C weightlifting

4 You hear someone famous being interviewed on the radio. Why is she off to Milan?
A to attend a photo session
B to play a part in a film
C to take part in a fashion show

5 You overhear this conversation in a café. What has one of the girls just bought?
A a pair of gloves B a pair of glasses
C a pair of jeans

6 Listen to this TV programme on teenage attitudes to advertising. What is David's general reaction?
A we could survive without it
B advertising is a necessary evil
C we always rely on recommendations from others

7 Listen to this man talking to a colleague in the office. What line of work is he in?
A the food industry
B the fashion industry
C the entertainment business

8 You hear a teenager chatting to an old friend. What is his opinion of the local shopping centre?
A it's excellent B it's not trendy
C it's the in place

Listening – Part 2

2 a. You will hear an interview with a journalist on the role of women in modern Japan. Before you listen, try to decide whether the following are true or not. Then, compare your answers with a classmate.

- Women may be put on display before or on their wedding day.
- Women are obliged to learn the tea ceremony.
- Men are expected to babysit.
- Men have to cook lunch for the children.



b. Go through the notes and try to predict what information is missing. Now listen and for questions 1-10, complete the notes.

Modern Japanese women are generally obliged to follow customs and [1] _____ .

[2] _____ is an acceptable age for marriage these days.

There are times when [3] _____ are paid to find out information about possible partners.

Many new brides will already have been trained in the art of making tea and [4] _____ .

Some young women, however, are trained in these traditions at [5] _____ .

Some Japanese wives might be expected to [6] _____ on public transport for their husbands.

Japanese children have a [7] _____ brought to school by their mothers.

Babysitters are not usually needed by married people in Japan because couples do not [8] _____ .

One top female politician lost the opportunity to help change conditions for women because she was [9] _____ .

The Japanese generally show great [10] _____ towards others.

c. How similar is the role of women in your country to that of women in modern Japan?

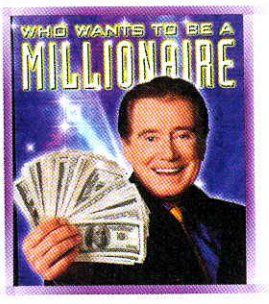
Speaking – Part 2

TV programmes

Student A

3 a. Look at the two pictures showing different types of TV programmes. Compare and contrast the two pictures, saying which is more popular with young people and why.





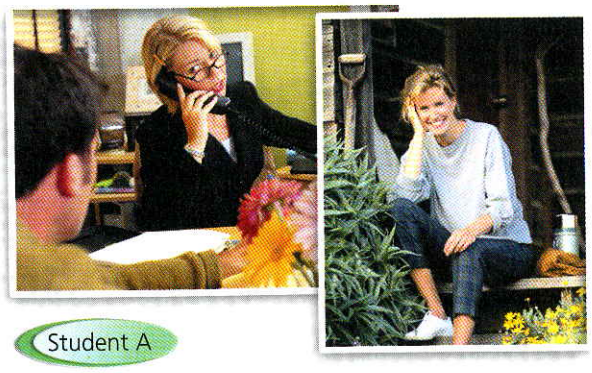
Student B

b. Which of the two programmes do you most like to watch?

Lifestyles

Student B

c. Look at the two pictures showing different lifestyles. Compare and contrast the two pictures, saying which way of life you think would be more satisfying.



Student A

d. Which picture is closer to your ideal lifestyle?

4 Listen to two candidates doing the speaking tasks above. Which of the following things does each do?

	A	B
• uses a variety of language to express their opinion/feelings	.....	.....
• hesitates too much	.....	.....
• uses a range of/different linking words	.....	.....
• answers only the first part of the question	.....	.....
• describes the pictures in detail rather than compares them	.....	.....
• uses description/paraphrase to avoid unknown vocabulary	.....	.....

Communication

• Making and Responding to Suggestions

5 a. Read the dialogue and underline the phrases used to make and respond to suggestions. Which ones are used to respond positively/ negatively? Give alternatives.

A: Would you like to go to the cinema tonight?
B: Well, I'm not in the mood for watching a film.
A: Tell you what, we could always go to that new Thai restaurant in town.
B: That sounds like a good idea to me.

b. Use the phrases in the box to act out similar dialogues. You can use the prompts below as well as your own ideas.

- go to a concert / go to the theatre
- go to a new club / go to a café
- watch a video / play a board game

Making suggestions	Responding positively
• Let's ..., shall we? • Why don't we ...? • Do you want to ...? • Would you like to ...?	• That's a very good/great idea! / What a good idea! • That sounds like a good idea to me. • Sure, why not? • That's fine by me.
Giving alternatives	**Responding negatively**
• Otherwise, we could ... instead. • Tell you something/ what, we could always ... • OK, how about ...	• Not really/No, thanks. I don't feel like ... • Well, I'm not in the mood for ... • That doesn't sound like a good idea (to me). • Well, I'm not that keen on ... • I'm not sure if I feel up to that.

Everyday English

• Complimenting

6 In pairs guess and say what the other speaker says.

1 It really suits you!
2 You look great in it!
3 Wow! You look fantastic!
4 I didn't recognise you!
5 Gosh! That's really good!

1 *A: How do you like my new top?*
B: It really suits you!

Reading – Part 3

1 a. Do you remember any famous fairy tale lines? Can you guess which fairy tales the following lines come from?

- Little Red Riding Hood
- Snow White
- Ali Baba and the Forty Thieves

1 "Mirror, mirror on the wall, who's the fairest of them all?"
2 "Open Sesame!"
3 "What big teeth you have grandmother!"

b. Look at the two pictures and the title of the text. How are they related?

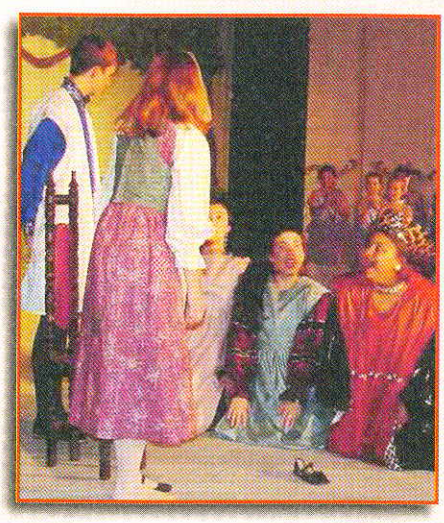
2 How much do you know about pantomime? Read the sentences (a-d) and, in pairs, decide which items are true. Read quickly to check your answers.

a The art of pantomime is well-known in Britain.
b Pantomime is also called 'mime' for short.
c Pantomime is a tradition associated with Christmas.
d A pantomime is a comic play based on a true story.

3 Read the text and quickly underline the sentence or words that best sum up the main idea of each paragraph.

4 Read the article about pantomime. Seven paragraphs have been removed from it. Choose the most suitable paragraph from the list (A-I) for each part (1-7) of the article. There is one extra paragraph which you do not need to use. There is an example at the beginning (0).

The Magic of Pantomime



The Christmas season in the UK would be nothing without the traditional 'Panto'. These funny musical plays date back to the Middle Ages and are based on a **combination** of Italian comedy and British Music Hall.

0 [/]

Pantomime has become big business in the UK. Large theatres are in competition with each other for the best fairy stories as well as star performers who will help bring in large crowds to cover expenses.

1 [ ]

Over the years, it has combined many different features of theatre and so, in **adapting**, has managed to avoid extinction of a kind. The novelty aspect too has always been important to its survival.

2 [ ]

To be described as traditional, a pantomime needs to have a strong story line and include all the important **elements** of 'good' battling against 'evil', with the good guy always being the winner. Even today, the pantomime 'baddie' is always the first to come on stage from the dark side, followed by his competitor, the 'goodie' from the right side.

3 [ ]

This form of comedy takes its name from a **device** that was carried by a pantomime character and used as both a weapon and a magic wand. It made a loud 'slapping' noise when used, for example by the star comedian, in order to create a more theatrical effect when hitting fellow actors.

4 [ ]

Pantomime now had its first real star. The elements of comedy, song and slapstick that have become the basic **ingredients** of successful pantomime had been established.

A Despite the general competition from other forms of entertainment, traditional pantomime has survived and a visit to a show may be a child's first experience of live theatre. If that experience is magical enough, it may leave a lasting **impression**. In a world where children are surrounded by computer games, videos and television, a visit to a pantomime could well change their view of theatre.

B The most famous of those pantomime clowns was Joseph Grimaldi, making his first appearance in 1800. He had such an effect on his audiences that they would leave the theatre singing his songs.

C Pantomime has been tried abroad. It has **proved** popular in countries such as Canada, Australia and South Africa. In America, however, this very British form of entertainment has been somewhat less successful.

D The other element of pantomime during the first and second world wars was, in contrast, the role of the 'principal' boy traditionally played by a girl. By the 1950s, famous male actors began playing the part followed by pop stars until finally ladies began, once again, to return to the role. Pantomime has always tended to adapt to the times by taking on the 'popular' stars of the day as well as other famous groups of performers.

E Traditional pantomime, in order to remain popular, had to keep up-to-date with events and new **trends**. In doing so, it remains one of the most popular forms of entertainment in the country.

F Song and dance are also important to support the traditional **plot**, with influences from Italian comedy and characters performing various situations to delight audiences. These comic chases and situations have come to be known as 'Slapstick' comedy.

G Grimaldi also succeeded in setting up another tradition. The tradition of cross-dressing, where men play female roles and women play male roles. This comes from the early days of theatre, when it was not acceptable for women to become actresses.

H Pantomimes can often run for six to eight weeks. This obviously means they provide much-needed profits for theatres up and down the country.

I Comedians, singers and dancers perform in hilariously **exaggerated** ways. The shows are mostly aimed at children and are based on popular fairy stories and folk legends. The most popular stories tend to be Cinderella, Snow White, Sleeping Beauty and Aladdin.

5

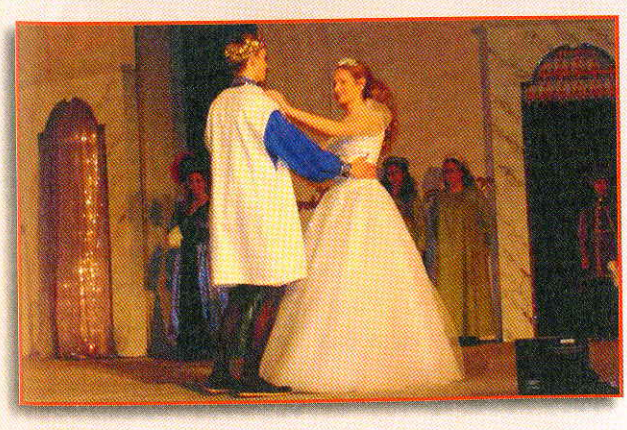
Another example of this role reversal is the all-important pantomime dame, a comic old lady, played by a male actor, which was a role created during the Victorian **era**. Audiences love seeing their favourite comedian playing the part. The dame is warm and comic, but never plays dirty tricks. Often the costumes are used to good effect by copying different fashions in an exaggerated way.

6

Pantomime could not survive, of course, without one particular **chorus** of dancers. Today, for reasons of economy, the average group can number between six or eight dancers. Some have as few as two or four professional dancers with 'extra' youngsters known as 'babes'.

7

It is hoped that this unique tradition will continue long into the future, with actors shouting, "Oh no it's not!" and children in the audience responding "Oh yes it is!" as loudly as ever.



Vocabulary Practice

5 a. Explain the words in bold.

b. Match the words. Then make sentences.

A	B
folk	effect
big	actors
star	impression
live	legends
lasting	business
fellow	reversal
role	theatre
theatrical	performers

Text Analysis

6 Look at these two sentences taken from the text and say what is the meaning of 'theatre' in each.

- "... it has combined many different features of theatre ..." (lines 10-11)
- "... they would leave the theatre singing his songs ..." (paragraph B)

Discussion

7 a. Is there any similar traditional form of entertainment in your country? Do you enjoy it? Why (not)? Discuss in pairs.

b. In pairs act out a scene from a pantomime. The class guess which story it is from.

Adjectives – Adverbs

Grammar Reference

1 **Underline the correct item, then mark the sentences *T* (true) or *F* (false).**

Well, another **1) bright/brightly**, sunny day had arrived and Daniella waited **2) hopefully/hopeful** near the front door looking out of the window for any sign of the **3) local/ locally** postman. All of a **4) sudden/ suddenly**, she heard the snap of the letterbox. She ran **5) fast/fastly** to see what had been delivered. She tore the envelope open **6) impatient/impatiently** ... she could not believe it! She had actually been accepted into the *Fame Academy*!

1 Adjectives are typically used with nouns. .....
2 Adjectives can't be used after verbs. .....
3 Adverbs are mainly used after verbs. .....
4 All adverbs end in -ly. .....

2 **Fill in the correct form of the adverbs.**

• hard/hardly • high/highly • late/lately • deep/deeply

1 a The channel can ..... keep up with production costs.
b She works ..... to meet her deadlines.
2 a The helicopter couldn't fly too ..... because of the weather.
b The play is ..... recommended by most critics, so it must be good.
3 a Due to traffic problems, they arrived ..... at the art exhibition.
b There has been a lot of talk about crash diets ..... .
4 a Miners often work ..... underground.
b Jane's ideas have always been ..... influenced by fashion and trends.

3 **Complete the sentences using the adjectives in the list in the correct adverbial form.**

• friendly • lovely • silly • lively

1 He behaved ..... towards us.
2 She had decorated the room ..... .
3 I can't stand it when TV presenters talk ..... .
4 The match started ..... .

4 **Put the adjectives into the correct order.**

1 He creates some of the most **exciting/expensive/ original** designs.
2 The end wall of the building was covered in **old/ black/ugly** graffiti.
3 I can't believe you actually sat for one hour through that **boring/old/social** documentary.
4 We had lunch in a **small/old/cosy** café in town.

Comparisons

Grammar Reference

5 a. **Fill in the blanks, as in the examples.**

1 She's amazing! *The older* **(old)** she gets, *the more beautiful* **(beautiful)** she becomes.
2 Sending e-mails isn't ..... **(convenient)** ..... text messaging.
3 ..... and ..... **(many)** people are taking up gymnastics these days.
4 Buying a house in this area is twice ..... **(expensive)** ..... it used to be.
5 ..... **(much)** you go to keep fit classes, ... **(good)** the results will be.

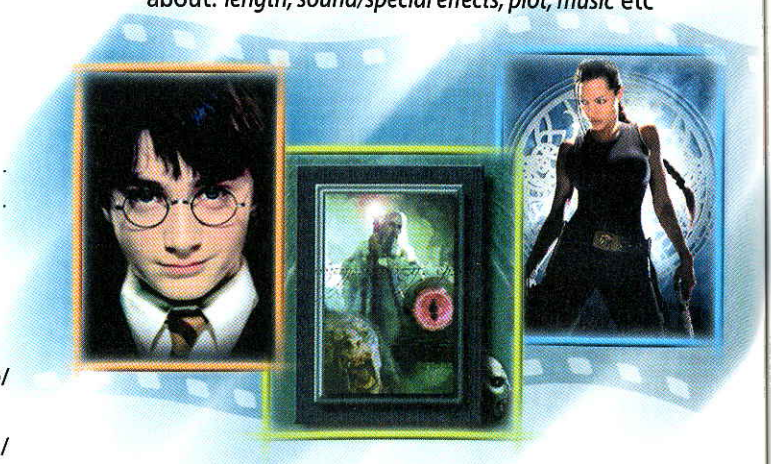
b. **Look around the class. Make two assumptions about people who you think do something twice as *much/frequently/regularly* or half as *often/quickly* etc as you. Tell the class your and assumptions find out if you were right.**

I bet Tom goes to the gym half as often as I do.

6 **In pairs, complete the sentences using *so* or *such (a)*, as well as your own ideas.**

1 ..... famous that he can't go anywhere without being followed by paparazzi.
2 ..... well known story/film that everyone has heard of it.
3 ..... good reviews that I'm dying to see it.

7 **In pairs, compare the three films in the pictures or any other films you have seen recently. Think about: *length, sound/special effects, plot, music* etc**



***Tomb Raider** is longer than **Harry Potter**.*
***Star Wars** has the best special effects of all.*

English in Use – Part 3

8 Rewrite the sentences using the word given. Use between two and five words.

1 The food people eat today is not as good as it used to be.
eat People do not .... they used to.

2 Computers are half the price they were a few years ago.
as Computers used to be .... they are now.

3 Cutting down on food is harder than I thought.
not Cutting down on food is ..... I thought.

4 Getting fit will take longer than you think.
get You won't be able to .... you think.

5 He looks just like he did four years ago.
same He looks exactly .... four years ago.

6 He couldn't concentrate on the film because of the noise.
so It was .... couldn't concentrate on the film.

7 The advertisements were so long that they took up more time than the actual programme!
such They were .... they took up more time than the actual programme.

Word Formation: adjectives

9 Use suffixes from the list to form the correct adjective. In pairs, think of other adjectives formed with these suffixes.

• -al • -ial • -an • -ean • -ish

1 child .....; 2 convention .....; 3 office .....; 4 America .....; 5 emotion .....; 6 Europe .....

English in Use – Part 2

10 Read the text and fill in the word which fits best. Use only **one** word.



Simply Entertainment?

Many youngsters **0)** *these* days easily devote more time to the box than they **1)** ..... to any other form of entertainment. Each year children read less and **2)** ..... and watch television more and more. In fact, a typical child sits through an average of about four hours of TV viewing **3)** ..... day. They spend more time on this form of entertainment **4)** ..... they spend talking to parents, playing with friends, attending school or reading books.

According to a recent study, sixty-two percent **5)** ..... television programmes contain scenes of violence. It would be logical then to assume that watching a steady flow of violent images on screen cannot **6)** ..... seen simply as entertainment. The bright colours, quick movements and sudden flashes will always capture a child's attention and there are certainly very **7)** ..... children who find television totally uninteresting.

If we listen to the experts, it seems **8)** ..... viewing large amounts of TV violence does not necessarily cause a child to act in a violent **9)** ..... , but can lead to the view that violence **10)** ..... acceptable in everyday life, as well **11)** ..... possibly creating a fear of being attacked on the streets.

With governments finally **12)** ..... measures to improve the quality of children's TV, parents must now become aware that **13)** ..... many hours of viewing can have serious effects **14)** ..... a child's behaviour and attitude. Obviously, turning off the set **15)** ..... be the best solution in the end.

English in Use – Part 5

11 Read the text below and look carefully at each line. If a line is correct put a tick (✓) by it. If it has a word which should not be there, write the word at the end of the line.

I don't feel like eating!

Anorexia usually occurs in teenage girls. People with the illness	0	✓
are far extremely frightened of gaining weight and believe they	00	*far*
are fat even though they are not, in fact, very thin. Anorexia is	1	.....
not just a problem with the food or weight, it is an attempt to	2	.....
use those two aspects to deal with emotional problems. The	3	.....
reason why people get anorexia is not been known. They may	4	.....
believe they would be the happier and more successful if they	5	.....
were even thin. They want everything in their lives to be perfect.	6	.....
People who have this disorder they are usually good students,	7	.....
involved in many activities. They blame themselves if their lives are	8	.....
not perfect. The treatment of the illness is hardly difficult and	9	.....
takes time. Patients must want to be change and must have the	10	.....
support of family and friends. The most important thing they can	11	.....
do to help a person with anorexia is to love them. People with	12	.....
anorexia seem feel safe, secure and comfortable with their illness.	13	.....
Their biggest fear is gaining weight, which can be seen as a loss of	14	.....
whole control. They may actually deny they have a problem at all.	15	.....

Writing: For-and-Against Writing

When we write about the pros and cons of an issue, we consider a topic from opposing points of view, **outlining the advantages and disadvantages**.

- In the first paragraph we introduce the topic. In articles and compositions, we may use any of the following techniques to make the beginning more interesting to the reader:
  - a reference to an imaginary scene or situation
  - addressing the reader directly
  - a rhetorical question
  - a quotation
- The main body usually consists of two paragraphs. One presents the points **for** the issue, along with our justifications or examples. The other presents the points **against** the issue with supporting sentences.
- In the final paragraph we give our opinion and/or a balanced summary of the topic. To make the ending of the composition more effective, we can use one of the following techniques:
  - state a personal opinion
  - give the reader something to consider
  - use a quotation or rhetorical question
- Do not include opinion words (*I believe, I think,* etc) in the introduction or the main body of compositions, reports and articles.
- Pros and cons can be found in articles, compositions, reports or letters. The style of writing is usually semi-formal or formal.

Understanding the Rubric

1 **Read the rubric below, then answer the questions that follow.**

Your class has been doing a project on the role of computers in modern society. As part of this project, your teacher has asked you to write a composition with the following title:
Computers have both positive and negative effects on our lives.

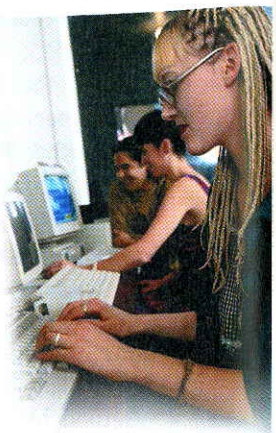
1 Who is going to read your composition?
2 Which style of writing will you use?
- ☐ very informal
- ☐ quite formal
- ☐ chatty and colloquial

3 Which of the following points could be included in your essay? Tick (✓). Which points are pros and which are cons? Can you add any other ideas?
- ☐ make people dependent on them
- ☐ save space
- ☐ save time
- ☐ can provide entertainment
- ☐ can make mistakes
- ☐ are a source of information

Analysing a discursive composition

2 a. **Read the model and fill in the gaps with the appropriate linkers from the list.**

• such as • In addition • Another negative effect
• To begin with • On the one hand • As a result
• On the other hand • All things considered • Finally



Can you imagine life without computers? Whether in the office, school or at home, computers have become an indispensable part of our everyday existence. Yet, have the changes they brought about really been for the better?

1) ....., **the benefits of computers cannot be denied. 2)** ....., **they save valuable time and space. Time-consuming tasks, 3)** ..... **checking bank accounts, can now be done in a matter of minutes and large amounts of information are economically stored on tiny disks. 4)** ...., **with immediate access to the Internet, they allow us to explore the world from the comfort of our homes. 5)** ....., **we can always keep up-to-date with global and current issues. 6)** ...., **computers provide entertainment, for instance in the form of amusing games.**

7) ....., **there are also disadvantages with the computer age. Computer technology may progress rapidly, but machines still make mistakes. It is not uncommon for computers to suddenly crash, deleting whole files of essential information. 8)** .... **of computers is that people easily become dependent on them. How often do we hear of youngsters spending all their free time in front of the computer, isolating themselves from other people their age?**

9) ..... , **it seems to me that computers are admirable tools that improve the quality of life, but only when used sensibly. No matter how advanced a machine is, it can never replace a human being.**

b. **Look back at the model and answer the following questions.**

1 What are the topic sentences in the main body paragraphs? Underline them and suggest other appropriate ones.
2 What are the supporting sentences?
3 What technique is used to start/end the essay?

c. Now replace the beginning and ending with the best option from the ones below.

Beginnings

A Imagine computers organising every aspect of our lives.

B Do you feel threatened by computers?

Endings

A What does the future hold for us?

B As Elbert Hubbard once said, "One machine can do the work of 50 ordinary men. No machine can do the work of an extraordinary man".

d. What is the writer's opinion on the topic? Is it clearly stated? How far do you agree with his points?

Linking

In a discursive composition, ideas should be linked with appropriate linking words and phrases. Examples of these include:

To list and add points:
Firstly/In the first place/To start/begin with ...;
Secondly/In addition/Furthermore/Moreover/Besides ...;
Thirdly/Finally/Last; Last but not least; etc

To introduce or list advantages:
The first/main/most important advantage of ...;
One/ Another/An additional advantage of ...;
One point of view in favour of ...; It is often suggested/ believed/argued that ...;
Some/Many people suggest/feel/argue that ...; etc

To introduce or list disadvantages:
The main/most important disadvantage/drawback of ...;
One/Another/An additional disadvantage/negative effect of ...;
One point/argument against; etc

To introduce examples/reasons/results:
For example/instance; such as; like; in particular; therefore; for this reason; because; as; since; as a result; etc

To show contrast:
On the other hand; However; still; but; Nonetheless; Nevertheless; Although; Even though; Despite/ In spite of (the fact that); etc

To introduce a conclusion:
In conclusion; To conclude/sum up; All in all; Finally; Last; All things considered; Taking everything into account/ consideration; etc

3 Underline the correct linking word/ phrase.

1 One point of view **against/in favour of** paying in cash is that you know exactly what you spend.
2 **Even though/Nonetheless** a large number of people have no real need for them, more and more people are buying mobile phones.
3 Many people **feel/are against** that hypermarkets make their lives easier.
4 **Despite/Besides**, older people have a lot to offer to society.
5 **For example/Such as**, you can have everything delivered to your home without waiting in endless queues.

4 Look back at the model in Ex. 2a and replace all the linking words with alternatives from the box.

Main Body Paragraphs

5 a. Match each argument about advertising to its corresponding justification. Which points are 'for' and which are 'against'?

Arguments

1 ☐ creates jobs
2 ☐ can make people dissatisfied with what they already have
3 ☐ increases the wealth of a country
4 ☐ causes people to place too much importance on material goods



Justifications

a tax paid on goods sold can be used for essential services in society
b many people are willing to work long hours so they can afford the goods on offer
c children of poorer parents feel inferior when they cannot buy the same things as their classmates
d the unemployment problem is reduced, which is an important advantage for a country's economy

b. Now use linking words/phrases to complete the main body paragraphs below with the arguments and justifications from Ex. 5a.

1 There are certain arguments in favour of advertising.
.....
.....
.....

2 However, some people feel that advertising also has its drawbacks.
.....
.....
.....

6 Think of an appropriate topic sentence for each set of supporting sentences. Each set deals with a different topic.

A

For example, customers are able to visit the online store without having to leave their house. An additional advantage of electronic shopping is that goods are delivered to our door.

B

The main disadvantage of mobile phones is that they are expensive to use. Another point against them is that they might be harmful to our health.

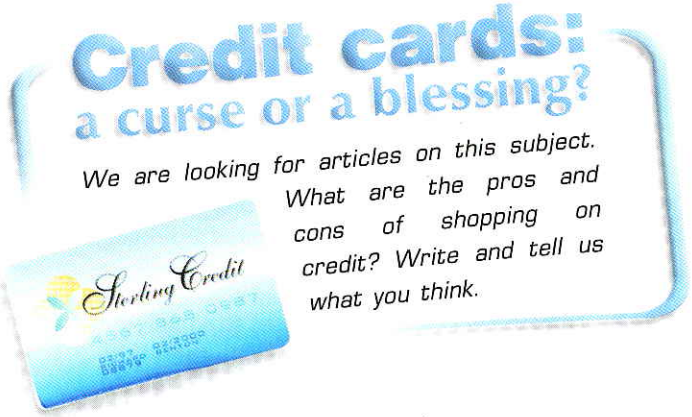
7 Read these topic sentences, then, in pairs, think of appropriate supporting sentences.

1 It is suggested that budget airlines have many advantages.
2 However, there are certain disadvantages to receiving junk mail.
3 The main disadvantage of fast food is that it is bad for your health.
4 One point in favour of graffiti is that it allows people to express their artistic ability.

Understanding the Rubric 2

8 Read the rubric below and underline the key information. Then answer the questions that follow.

You have seen this announcement in an English language magazine for teenagers.



1 Who are your target readers?
2 What style of writing should you use? Why?
3 In pairs, think of points for and against credit cards.

Points in favour of credit cards	Points against credit cards
•	•
•	•

9 a. Read the two models (A & B). Which is the good model? Why? Tick (✓).

- ☐ the style is fairly formal; no short forms are used
- ☐ the paragraphs are well developed
- ☐ there are clear topic sentences for each paragraph
- ☐ there are supporting sentences for each point presented
- ☐ the writer's opinion is only expressed in the last paragraph
- ☐ a variety of linking words are used
- ☐ the writer has used an interesting beginning and ending

MODEL A

Statistics show that more and more people are shopping on credit. In my view, credit cards have many advantages, but we shouldn't forget that there are some bad points, too.

Using credit cards makes our lives easier in many ways. Credit cards are international and can be used all over the world, wherever you see the logo on your card. I even used mine in Africa once! I believe that the best thing about them is that you can buy whatever you want over the phone or online. But you need to check your receipts against your monthly statement because they always make mistakes. Some credit cards offer extras such as discount vouchers or air miles, which is great. The only bad thing is that it's so easy to over-use your credit card. I've been in debt more than once. But if you're careful there's no problem.

So, for most people shopping on credit is a blessing.

MODEL B

"Just put it on my credit card!" It seems there are very few people nowadays who do not use this phrase when shopping. Along with the Internet, mobile phones and electronic mail, credit cards have become an essential aspect of modern living. But have they actually made our lives better?

There is no doubt that shopping on credit has its advantages. Firstly, there is no longer a need to carry much cash with you. As a result, you reduce the risk of losing your money or having it stolen. An additional advantage of credit cards is that they are convenient. In particular, people with little time to spare appreciate the fact that they can order products or services without leaving their homes.

However, the most important drawback of credit cards is that they can easily be misused. For example, many people spend more than they ought to and consequently find themselves in debt. Another disadvantage is the risk of falling behind with payments. This often results in an increase in the amount of interest you have to pay.

All in all, I think that credit cards are a welcome, practical tool, though not free from risks. If we bear those risks in mind, credit cards can indeed be a blessing.

b. **Look at this list of things you should avoid in a for and against essay. How many of these can you find in model A? Tick (✓).**

- ☐ opinion in the first paragraph
- ☐ personal example(s)
- ☐ short forms
- ☐ one sentence paragraphs
- ☐ blind use of statistics
- ☐ overgeneralisation
- ☐ badly laid out composition

c. **Now rewrite the beginning and ending of model A in an appropriate way.**

d. **Look at the ending of Model B again. Which of the following quotations could be used to end the model? Write another ending, using one of these quotations.**

To be clever enough to get all that money, one must be stupid enough to want it. (G.K. Chesterton)

If you can actually count your money, then you're not really a rich man. (J.P. Getty)

An ounce of prevention is worth a pound of cure. (Henry de Bracton)

Error Correction

10 **Read the rubric, then answer the questions that follow.**

An uncle of Ken, your British pen friend, is planning to visit your city. Ken has written to you, asking you to suggest a hotel in this city for his uncle.

You have found the following hotel. Using your notes below, write a letter to Ken, telling him about the good and bad points of this hotel.

1 Who is going to read the letter?
2 What style should you use for your letter?
3 How will you begin/end your letter?
4 Which points should you include in your letter? In which paragraphs?

11 **The model below contains many errors and weaknesses. Correct the underlined mistakes. Think about:**

- unnecessary word
- missing word
- language too formal
- wrong tense
- punctuation problem
- wrong preposition
- incorrect salutation
- wrong linking word
- point missing

Dear ken,

Hi – how have you been? In request to your letter I would hereby like to inform you about the hotel for your uncle. I find one, the Westin Hotel, but there are some good and bad points.

One of the main advantages about this hotel is that's it is comfortable and luxurious. Such as, there's a swimming pool and a sauna. Another point in favour to this hotel is that they have a good prices. There're even a special discount in april and may.

However, this hotel also has some drawbacks. The main point against it it is that the location is rather out of the way. As a result, your uncle will has to walk about fifteen minutes to the nearest bus station. Another disadvantage is that can be difficult to find rooms, so your uncle will have to book early.

All in all, although, I firmly believe the Westin Hotel is a good choice, and you can safely recommend it to your uncle. Inform him that he can to book directly (see number at the bottom), or if you want me to do it just let me know. I look forward to hearing from you again.

Yours sincerely,
Joe



Good points

- *luxurious → sauna & indoor swimming pool!*
- *good prices → discount in April and March*
- *excellent service → free tour from hotel*

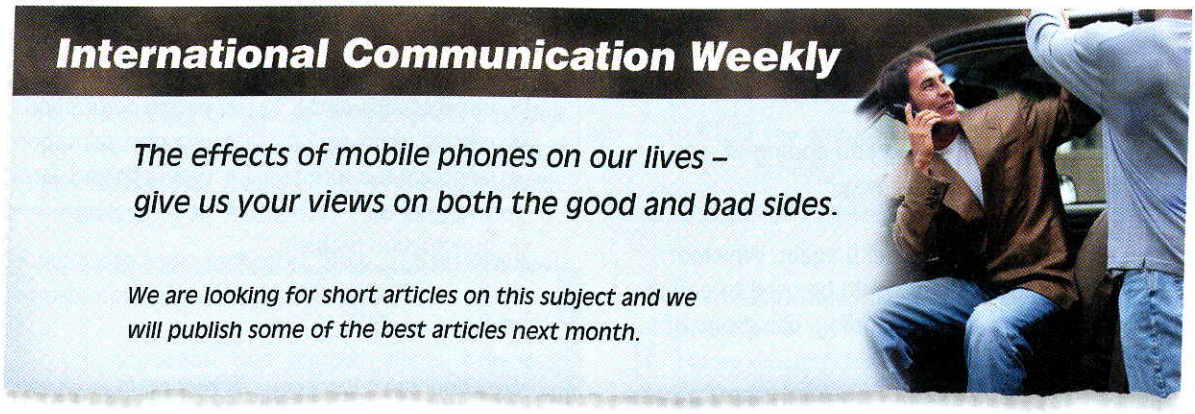
Bad points

- *location bit out of the way → quite far from bus station*
- *difficult to find rooms → need to book early*

Discuss & Write

12 Look at the writing tasks below, underline the key words and, for each one, answer the questions that follow.

A You have just seen the following advertisement:



Write your **article** for the magazine.

B You have had a class discussion on the following question:

What are the pros and cons of keeping fit?

Now your teacher has asked you to write a **composition** on this question, including your opinion.

C Hilda, your friend from Canada, is thinking of coming to your country in order to study. She has asked you to tell her what life is like for university students in your city. Using your notes below, write a **letter** to Hilda, informing her of the pros and cons.

Good points

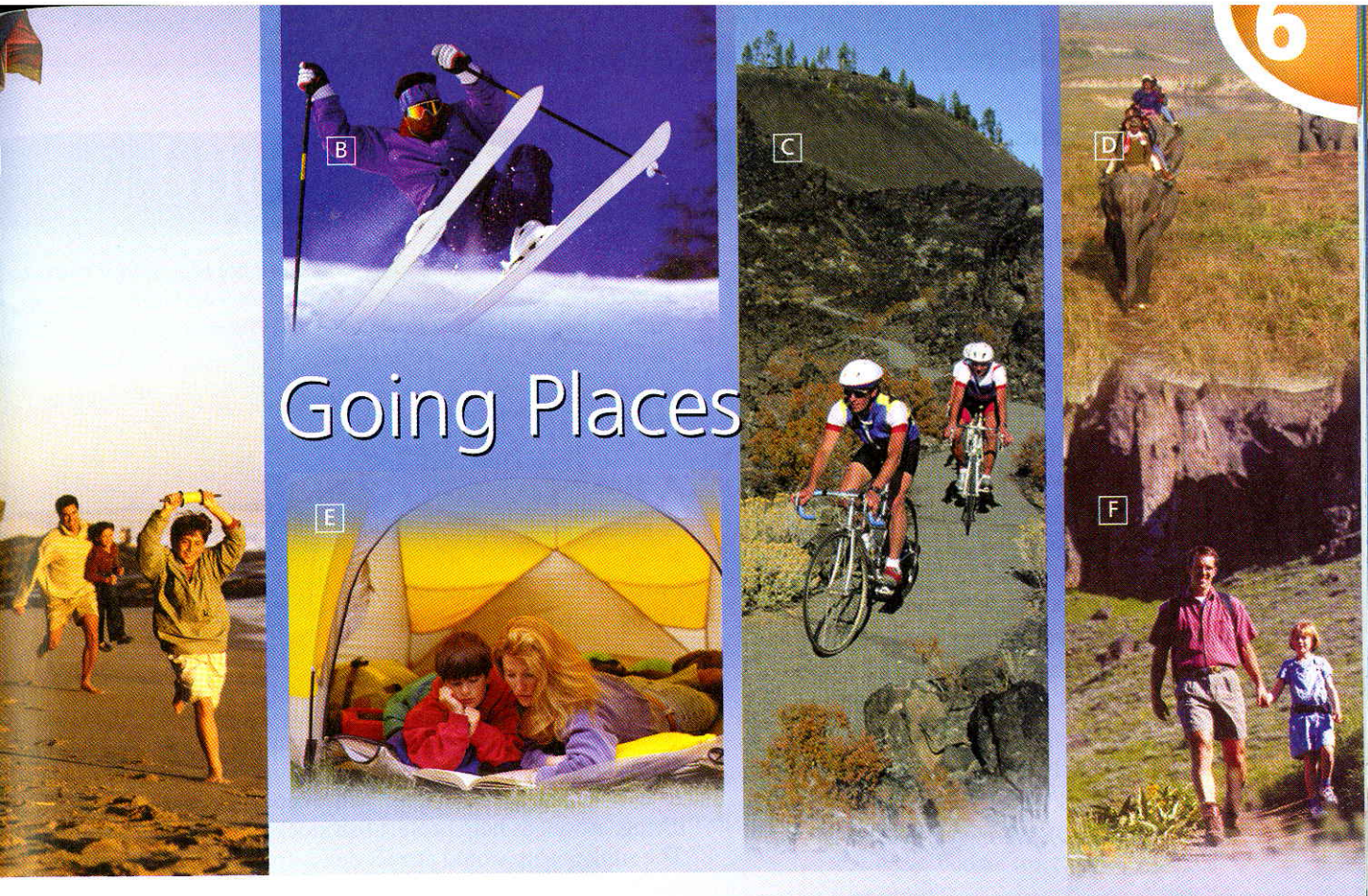
- *many facilities for students → wonderful student sports centre with special discounts/Internet café*
- *social life → opportunity to meet people from all over the world*

Bad points

- *life is expensive → student rents high*
- *lots of traffic → noisy, especially around university campus*

1 What do you have to write?
2 Who is the target reader? What style is appropriate?
3 What would be a suitable way to begin/end?
4 How many points will you include in the main body?
5 Which reasons/examples will you give for each of these points?
6 Which linking words and phrases could you use?

13 Using the information you have learned in this unit, write one of the tasks above. You should write between 120 and 180 words.



Lead-in

1 Name the types of holidays in each picture. Which one appeals to you most and why?

I enjoy going camping because I like to be close to nature.

2 You will hear three people talking about their holidays. Match the speakers to the holidays. Which words helped you decide?

Speaker 1	safari
Speaker 2	tropical island
Speaker 3	mountain village

3 a. Match the words to form compound nouns.

A	B
charter	project
eco-tourism	companion
travel	flight
holiday	romance
travelling	attraction
departure	cheques
seaside	brochure
remote	lounge
tourist	resort
traveller's	area

b. Use four of the compound nouns to make sentences about different aspects of holidays.

Charter flights are quite cheap.

c. Together with a partner, briefly discuss how you feel about holidays. Your partner can either:
- *interrupt* to express his/her opinion
- *encourage* you to say more

Use the useful language box.

Interrupting	Encouraging
• I'm sorry to interrupt, but ...	• Why do you think that?
• Could I just say something ...	• What makes you say that?
• If I could just add something to that ...	• Can you give me an example of what you mean?
• I see what you mean, but ...	• Could you be more specific?
• Yes, but ...	• I don't quite understand what you mean by ...

A: If you ask me, charter flights are cheap, but they're really inconvenient.
B: What makes you say that?
A: Well, the flight times are usually in the middle of the night.

4 Paraphrase the following statements. Which one do you agree with? Why? Discuss.

When we travel we learn about ourselves as well as the places we visit.

Home is where the heart is.

1 How can tourists behave responsibly in the places they visit? Discuss.

A: To me, they should not drop litter and make sure they leave the place exactly as they found it.
B: Yes, they should respect their surroundings and take good care of them.

2 a. Read the title of the article. Why does the writer describe the holidays as "guilt-free"? Skim the text and check.

b. Read questions 1-14 and underline the key words in each one. In pairs try to paraphrase them, then try to guess the answers to the questions.

c. Read the text and answer the questions 1-14. Choose from the texts (A-D). Were your guesses correct?

In which area(s):

- do local people and travel companies agree? 0 *B*
- will a new plan spoil the view from a well-known spot? 1.....
- can you see something used for a different purpose? 2.....
- can you live as the natives do? 3.....
- was the project set up because of a financial crisis? 4.....
- has the government agreed to the plan? 5.....
- are there different opinions on what should be done? 6..... 7.....
- do the authorities want to encourage wealthier tourists? 8.....
- will future plans benefit a certain group of tourists? 9.....
- is the group looking for assistance with the project? 10.....
- will tourists have the opportunity to see wild animals? 11..... 12.....
- can you find a very easy-going atmosphere? 13.....
- are they trying to make life easier for tourists? 14.....

Guilt-free Holidays

Eco-tourism is becoming more and more popular, and it's easy to see why. Deprived areas make the most of their natural attractions, the environment benefits and travellers feel they are 'giving something back' to the places they visit. Perhaps the age of responsible tourism has arrived at last. Let's look at four very different eco-tourism projects from around the globe.



A Sinking a Warship

A group in England is planning to sink a retired warship in order to use it as an artificial diving reef. They plan to sink the ship off the Cornish coast and hope the project will generate ten million pounds a year for the local economy by attracting diving enthusiasts.

It is believed that the reef will encourage eco-tourism through diving, as well as help protect fish stocks and **marine life** in general. The sunken ship would attract divers from across Europe and there will be facilities for able-bodied and disabled divers.

The group is appealing to similar organisations in the hope that they will help them, not only financially but also by sharing their knowledge on such projects.

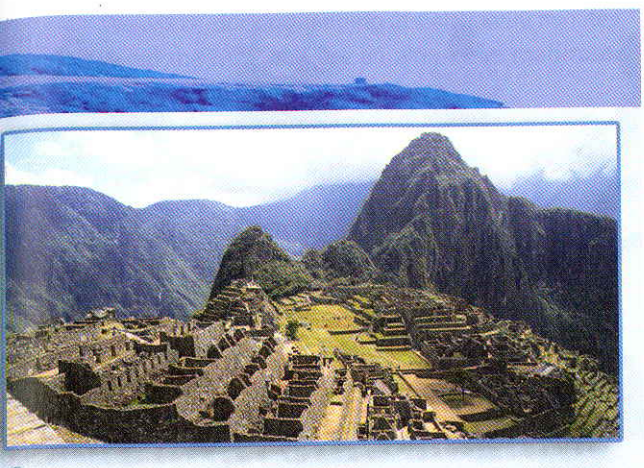
The scheme would be the first for Britain. Other countries including America and Australia already have artificial reefs created from redundant ships, and the response from diving enthusiasts has so far proved amazing.

B Hippies Go Home



Goa's Anjuna beach is a place which symbolises the carefree hippie lifestyle. It is a place where low budget tourists go when they have run out of money. At the weekly market, travellers try to sell their cameras, cassettes, guitars and even their clothes. However, it may soon all be over because the **local authorities** have announced that they want to discourage tourists who visit the area on **shoestring budgets**.

Local residents do not entirely agree. Although they would like to see better-off tourists in Goa, they do not think it wise to **turn away** the budget travellers. Tourist organisations want to concentrate on eco-tourism and plan to organise jungle safaris because they believe such projects will attract up-market travellers. Both the residents and the travel organisations feel that it is not sensible to **snub** the tourists they already have in an attempt to attract more wealthy visitors.



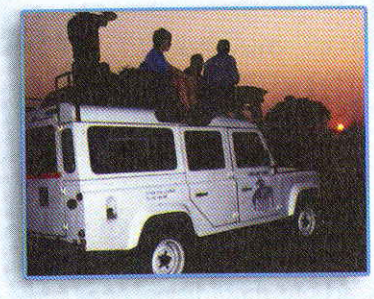
C Inca Cable Car

The Inca people built Machu Picchu high up in the mountains because the area was so **remote**. Now these pristine mountains will be changed forever by Swiss engineering. A Swiss company plans to build a cable car to lift visitors 500m up into the mountains. This means that travellers will no longer have to **trek** for days along the Inca Trail to sample the magic of Machu Picchu.

Opponents to the scheme argue that the cable car will be **visible** from the site's famous Sun Temple. There is also a wider concern that big business tourism will benefit from the scheme, while **local inhabitants** who earn little money from tourism will not.

UNESCO would like to see the development of eco-tourism rather than mass tourism in the area. The Peruvian government on the other hand supports the cable car scheme, saying that it will allow it to go ahead, and it will see that the character of Machu Picchu is preserved.

D African Village Experience



An eco-tourism project with a difference has just been **launched** in the South Luangwa National Park in Zambia. Tourists will be offered the chance to encounter a wide range of wildlife and a great deal more. This project was set up by the local villagers who were suffering from **a downturn in the national economy**. They decided to raise money themselves to cover the cost of educational and welfare projects.

Tourists will be invited to live the *African Village Experience*. The tours are led by English speaking villagers, and visitors can choose from activities such as meeting the local healer to taking part in cooking or farming. Visitors are also offered the option of staying the night in the village. What's more, they are encouraged to join in all the local traditions, such as using the left hand to eat with and eating in separate dining areas for males and females.

Vocabulary Practice

3 a. Find five words in the article which are geographical features. Are there any such features in your country? (e.g. *reef*)

b. Find words/phrases in the text which mean:

1 not natural (A) .....
2 to produce (A) .....
3 to put off (B) .....
4 to insult or ignore (B) .....
5 untouched, clean (C) .....
6 services provided to help with living conditions and financial problems (D) .....

c. Explain the meaning of the words and phrases in bold.

4 Find the opposites of the following words taken from the text.

1 sink (a ship) ≠ *raise*; 2 attract ≠ .....; 3 protect ≠ .....; 4 low-budget (tourists) ≠ .....; 5 preserve (character) ≠ .....; 6 sensible ≠ .....; 7 retired ≠ .....

Text Analysis

5 Look at the phrases taken from the text and explain what they mean in your own words.

1 "... the response from diving enthusiasts has so far proved amazing." (lines 19-20)
2 "... they would like to see better-off tourists in Goa ..." (lines 28-29)
3 "... it's not sensible to snub the tourists they already have ..." (line 34)
4 "... it will see that the character of Machu Picchu is preserved." (lines 53-54)
5 "Tourists will be invited to live the African Village Experience." (lines 67-68)

Discussion

6 a. Make a sentence summary for each part (A-D) of the text.

b. Do you think the projects will be successful? Why? Why not?

7 In pairs, name three of the most important historical sites/ buildings in your country. What do you know about them? Discuss.

Getting around

1 a. Put the verbs in bold into the correct boxes according to the stage of a journey they are associated with.

- We were **held up** in a traffic jam.
- There was no direct train so we had to **go via** Birmingham.
- We stopped to have a picnic **en-route**.
- I'll be at the station to **see you off**.
- We'll have to **get going** if we want to **reach** Bristol by 6pm.
- We **passed through** some lovely countryside on the way.
- We **boarded** the train in Paris and **got off** in London.
- We **set off** very early in the morning and **headed for** Rome.

beginning	during	end
.....	.....	.....
.....	.....	.....
.....	.....	.....
.....	.....	.....
	.....	

b. Use the verbs to complete the captain's log. Can you put a date on it?

1) ..... April, 19...

Set sail from Southampton this morning on our maiden voyage. Huge crowds were there to 2) ..... us 3) ..... . We will stop at Cherbourg, France 4) ..... . Hope to 5) ..... New York next week.

c. Use words from Ex. 1a to tell your partner about an exciting journey you remember well.

I'll always remember our first trip to Madrid. Some friends came to see us off ...

Holiday Objects

2 Imagine that you and your partner are going to Mexico and you have to share a suitcase. There is only enough room for five items from those in the pictures. In pairs, decide which five you will need to pack. Use phrases from the useful language box.



Persuading	Agreeing	Disagreeing
• Surely the most sensible thing would be ...	• You are probably right.	• It's no good/no use ...
• I really think it would be a pity if we didn't ...	• Let's do that!	• I can't see the/ any point in ...
• It's vital/important that ...	• That is a wonderful idea.	• No way!
• I really think we should ...	• We could always ...	

A: I really think we should take the camera with us.
B: That is a wonderful idea. I'm sure we'll want to take lots of pictures.

Signs

3 a. Where might you see these signs? What do they mean?



b. In pairs, act out short dialogues as in the example.

A: I'd like a double room, please.
B: I'm sorry. There are no vacancies. We're fully booked.

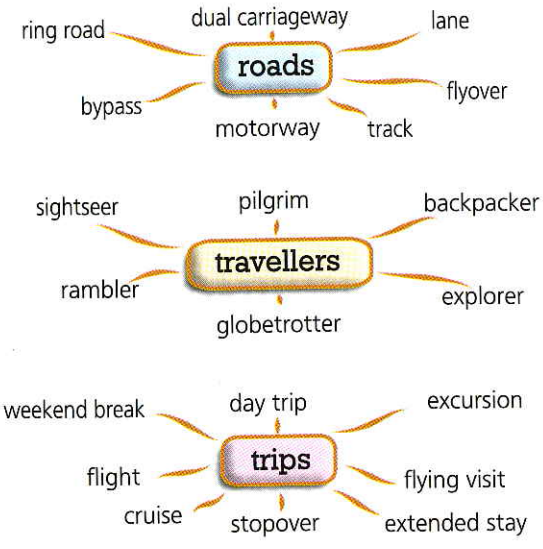
4 Read the announcements and underline the correct word. Listen and check. Where might you hear them?

1 All **passengers/customers** for flight KLM 726 to Amsterdam please proceed to Gate 8.
2 The train standing at **platform/station** 2 is the 13.17 service to London Euston.
3 Passengers are reminded to keep their **handbag/luggage** with them at all times.

4 We will be **docking/landing** at Calais in 30 minutes.
5 Avoid the M25 and use an alternative **road/route** or you could face very long delays.

Travel

5 **Choose a word from the spidergrams to complete each sentence (1-5). Use the remaining words to make sentences of your own.**



1 John seems to have visited every country on earth. He's a real ..... .
2 We couldn't stay long because we both had jobs to get back to. It was just a ..... .
3 ..... make journeys to holy places for religious reasons.
4 We couldn't get a direct flight back home. We had a ..... in Rome and changed planes.
5 ..... travel to places about which little is known to make new discoveries.

Describing Holiday Experiences

6 **a. Cross out the word that does not fit.**

1	calm, rough, open, dark	sea
2	seaside, luxurious, accommodation, family	hotel
3	local, national, friendly, interesting	people
4	soaking, crystal-clear, flowing, fresh	water
5	relaxing, package, booked, adventure	holiday
6	spectacular, various, breathtaking, beautiful	scenery

b. Use the other words to tell your partner about your last holiday.

A: I had a great holiday last year in Spain.
B: Really? Was it relaxing?
A: Yes, and the people were very friendly.

Phrasal Verbs

Appendix 2

7 **Fill in the correct particle, then explain the phrasal verbs.**

1 Call the hotel and tell them we will **check** ..... tomorrow before noon.
2 They **set** ..... for Bristol early in the morning.
3 The plane **took** ..... at 3pm and landed in Mexico at 9.30am.
4 Their car **broke** ..... on the way to Madrid.
5 John will **pick you** ..... from the station.
6 Can you **slow** .....? You're exceeding the speed limit.

Idioms & Fixed Phrases

8 **Underline the correct words, then explain the idioms. Are there any similar idioms in your language?**



1 I **lost my *nerve/heart*** in Russia. It's the most beautiful country I've ever visited.
2 I think **travel *broadens/expands* the mind.**
3 Come on, we'll be late if we don't ***hit/beat* the road** now.
4 We ***made/did* our way** through the old part of town, up to the castle.

Words often confused

9 **Underline the correct word.**

1 On the second day of our trip we went to see the **ruins/wrecks/remnants** of the ancient city.
2 The **outlook/sight/view** from our hotel window was absolutely breathtaking.
3 There was a two-hour **postponement/delay/interruption** to our flight, so we missed our appointment.
4 He went on a two-day **travel/trip/journey** to Moscow.
5 My travelling **colleague/partner/companion** and I thoroughly enjoyed the journey to the coast.
6 Would you like to see the travel **leaflets/pamphlets/brochures** I brought home with me?

Prepositions

Appendix 1

10 **Fill in: *by, in, at, for, on, off*, then use the phrases to talk about your last holiday.**

1 ..... bus/car/plane/coach/rail; 2 ..... foot; 3 ..... the road; 4 head ..... somewhere; 5 ..... the coast; 6 ..... the beaten track; 7 ..... the move; 8 ..... the heart of; 9 arrive ..... a city; 10 ..... a rush

Listening – Part 3

1 a. **Which of these opinions about travel do you agree or disagree with? Give reasons.**

1 The best time to travel is when all the holiday crowds have gone home.
2 It's better to travel independently than to go on a package holiday where everything is arranged for you.
3 It's better for young children to have holidays close to home.

b. **You will hear five people giving their opinions about travelling. Listen and match the speakers (1-5) to what they say (A-F). There is one extra sentence you do not need.**

A have some clothes in your flight bag
B travel abroad later in the year
C travel companies are less helpful than they should be
D organise your holiday yourself
E have a summer holiday in England
F a competition for a holiday is a good idea

Speaker 1 ☐ Speaker 4 ☐
Speaker 2 ☐ Speaker 5 ☐
Speaker 3 ☐

Listening – Part 4

2 a. **You will hear a person giving advice on how to plan a successful holiday. Before you listen, read the sentences 1-8 and underline the key words. What do you need to listen for?**

b. **Now listen, and decide if the statements (1-8) are true *(T)* or false *(F)*.**

1 Toiletry manufacturers make special lightweight travel products. .....
2 Inexpensive suitcases attract thieves. .....
3 Eating sweets is dangerous for children during take-off and landing. .....
4 Limit the number of toys your child takes abroad. .....
5 Taking addressed envelopes reminds you to contact all your friends. .....
6 Shop for things which will actually fit in your suitcase. .....
7 At the airport, you may be asked about certain items in your luggage. .....
8 Taking care of small details is important. .....

c. **Do you agree with this advice? Discuss in pairs.**

Speaking – Part 3

Buying Souvenirs

Students A & B

3 **Look at these souvenirs that are sold in different countries. Discuss with your partner which two you would buy and which two you would definitely not buy. Give reasons.**



Speaking – Part 4

Students A & B

4 **Discuss the following questions.**

1 Which souvenirs are popular in your country? Which would you suggest a tourist should buy and why?
2 Why is it important for someone to take holidays?
3 Where do you prefer spending your holidays: in your country or abroad? Why?

5 **Listen to two candidates doing the above speaking tasks and assess them in terms of:**

- grammar & vocabulary
- discourse management
- pronunciation
- interactive communication

Communication

- Complaining – Criticising – Apologising

6 a. **Read the dialogue and underline the phrases used to complain, apologise and criticise. What is the relationship between the people? What is the problem?**

A: I'm sorry to say that I am very disappointed with my hotel room.
B: What exactly is the problem, sir?
A: You didn't mention in the brochure that the hotel is built next to a railway line and that trains pass all night. I'm really fed up with the noise!
B: Oh dear, I don't know what to say. I'm so sorry.

b. **What other problems may people experience on holiday? Use the phrases in the box to act out similar dialogues in the following situations.**

- You arrive at your destination in Spain, but your luggage has gone to France.
- The quality of the food in your hotel is very poor.
- You asked the hotel receptionist to give you a wake-up call for an excursion. She didn't and you missed the excursion.

Complaining

- I'm afraid I've got a complaint ...
- I'm sorry to say that I am very disappointed with ...
- I'm afraid to say I have a number of complaints about ...
- Look, I'm sorry to trouble you, but I wonder if you could ...
- There's something I'd like to talk to you about. It's just that you promised to ...

Criticising

- I've had enough of ...
- I'm fed up with ...
- It's about time you did ... isn't it?
- It's all your fault that ...
- You could at least have ...
- You shouldn't have ...
- Why couldn't you ...

Apologising

- Oh, I'm ever so sorry!
- Oh dear! I don't know what to say.
- Oh dear! I'm terribly sorry about that. I'll see to it as soon as possible.
- Gosh, you're right. I forgot all about it. I'm sorry!
- I'm so sorry! I'll make sure it doesn't happen again.

c. **Look at the pictures. What do you think the people are saying? In pairs act out dialogues.**

- Asking for an Opinion – Complimenting – Thanking

7 a. **Read the dialogue. Where do you think it takes place?**

A: So, what do you think?
B: I love the way you've decorated the room. It looks fantastic!
A: Thanks for saying so.

b. **Use the useful language to act out similar dialogues for the following situations.**

A friend of yours has invited you to stay with her at her summer house. While you are there she

- shows you around the house and asks what you think of it.
- cooks you a special meal.
- takes you on a tour of the local area.

Asking for an opinion

- So, what do you think?
- Do you like ...?
- How do you like my ...?

Thanking

- Thanks, I'm glad you like it.
- Thanks for saying so.
- You're so kind.

Complimenting

- Well, that looks really nice.
- It's really beautiful.
- Mmmm, that smells superb.
- I think it's brilliant.
- That's absolutely delicious!
- Ahh yes, it's wonderful.
- What a great idea!
- It looks fantastic!

Everyday English

- Holiday matters

8 **In pairs act out short dialogues using the sentences below. The class guess where each dialogue takes place.**

a But I didn't order fish!
b Do you need a hand?
c Is that a single or return?
d I don't have anything under that name here.
e Aisle or window seat?
f Is that to take away?
g We've only got them in a 38.

A: Here you are madam, enjoy your meal.
B: But I didn't order fish!

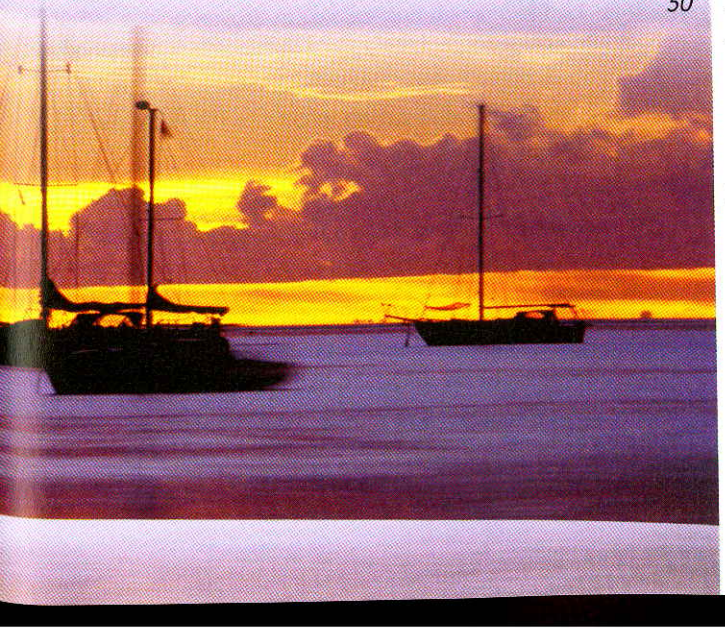


Reading: Literature Corner

3 Read the extract. Eight sentences have been removed from it. Choose from the sentences A-I the one which fits each gap (1-7). There is one extra sentence which you do not need to use.

A I wandered round to the kitchen but it was locked, and on a bench outside it, a native boy was sleeping.
B The beauty of the island becomes clearer as you approach, and its lovely peaks become more distinct – but it keeps its secret as you sail by.
C Wellington is trim and neat and English; it reminds you of a seaport town on the South Coast.
D It is a noisy, cheerful, animated crowd.
E Even here is something sad and terrible.
F After all, I hadn't seen him for fifteen years, and it was nine since he died.
G The boats in the quay are trim and neat.
H Then the wind dropped, and the sea was calm and blue.
I You may imagine it was guarded by Polynesian knights.

Tahiti is a lofty green island with deep silent valleys. There is a mystery in their depths, down which murmur and splash cool streams and you feel that in those shadowy places life has not changed for centuries. [5] But the feeling of sadness is short-lived, and serves only to add to the enjoyment of the moment. For Tahiti is smiling and friendly. Nothing can be more calming than entering the harbour at Papeete. [6] The little town along the bay is white and charming, and the flowers of the flamboyant trees, planted along the streets, blazed scarlet against the flaming blue of the sky. The crowd at the quay as the steamer draws alongside is gay and well-dressed. [7] It is a sea of brown faces. You have an impression of coloured movement against the flaming blue of the sky. Everything is done in a hurry, the unloading of the baggage, the examination at customs, and everyone seems to smile at you. It is very hot. The colour dazzles you.



Vocabulary Practice

4 a. In pairs, find the adjectives the writer uses to describe the words in the list.

- the islands • the sky • Wellington • the sea
- the clouds • the mountains • the boats
- the town • the people

the islands: *remote, sister, rocky, lofty*

b. Explain the highlighted words.

c. In pairs, highlight the words the writer uses to refer to the senses. Which sense does each word refer to? *streams murmur* (line 33) *hearing*

Text Analysis

5 What do the phrases mean? Choose A or B.

1 "... he painted the pictures on which his fame rests ..." (lines 4-5)
   A He painted his last pictures here.
   B He painted his most famous pictures here.
2 There seemed no chance of breakfast for some time ..." (lines 14-15)
   A We would be lucky if we had breakfast.
   B Breakfast would most probably be late.

6 What is meant by the following?

1 favourable circumstances (line 6)
2 to revive my interest (line 8)
3 to occupy my attention (lines 9-10)
4 the wind dropped (sentence H)
5 to meet your gaze (line 29)
6 an animated crowd (sentence D)
7 a sea of brown faces (line 44)

Discussion

7 Describe what your dream island would look like.

My dream island would have clean, white sand and a deep blue sea ...

8 In pairs discuss the following.

- Do you like travelling by sea? Why (not)?
- What kind of lifestyle do islanders have when the tourists have left? Describe the advantages/ disadvantages of living on an island.

9 Imagine you are in Tahiti. Write a postcard to a friend of yours.

Modal Verbs

Grammar Reference

• Obligation & Necessity

1 **Complete each sentence with an appropriate modal verb of *obligation* or *necessity*.**

1 You ..... get a visa when travelling between EU countries.
2 The cabin crew of an aeroplane ..... check the passengers have their seatbelts fastened before take-off.
3 First class travellers ..... worry about small, uncomfortable seats.
4 If you're travelling to an area with tropical diseases, you ..... have vaccinations.

2 **In pairs, write two answers to each question.**

What ...

1 ... **ought you to check** before going to the airport?
2 ... **do you have to do** when travelling abroad?
3 ... **mustn't** you take through customs?
4 ... **does an air steward have to check** before take-off?
5 ... **shouldn't you do** on the beach?

• Possibility & Impossibility

3 **What do the modals in bold mean? Discuss in pairs.**

1 You **shouldn't** have any trouble getting there.
2 It **can** take longer than you think.
3 He **must** be on the train somewhere.
4 It **may/might not** be such a nice place to live.
5 Someone **might/could** give you a lift if you ask.
6 He **should** be arriving there about now.
7 I **couldn't** ask her to lend me her car.
8 This **can't** be the place we're supposed to meet.

• Ability & Permission

4 a. **Fill in *can, can't* or *could*. Which express ability? Which express permission?**

1 ..... you really get me tickets, too?
2 The guide ..... not give us an answer.
3 ..... I have the key to my room, please?
4 The chef ..... cook you anything.
5 You ..... get flights much cheaper last year.
6 ..... we use the tennis court, please?
7 Anyone ..... join the travel club.
8 You ..... change your money here; you'll have to go to a bank.

b. **In pairs, think of questions to ask the following people using *can* or *could*.**

• air stewardess • tour guide • hotel receptionist

5 **In pairs, ask and answer the questions about your country.**

1 visa / travel / USA?
A: Do you have to have a visa to travel to the USA?
B: Yes, you do.
2 pets/allowed/public transport?
3 travel abroad/ID card/passport?
4 camp/allowed/beaches/public parks?
5 pay/visit museums?

English in Use – Part 3

6 **Complete the second sentence so that it has the same meaning as the first. Use between two and five words, including the word given. Do not change the word given.**

1 It is important that we reach Milan tomorrow morning.
arrive We really .... tomorrow morning.
2 You couldn't get in without showing ID before, but now you can.
show You .... ID to get in anymore.
3 I was told that advance booking wasn't necessary.
worry I was told that I .... about booking in advance.
4 Leaving without saying goodbye wouldn't be right.
ought I really think we .... we leave.
5 I think you're wrong to criticise the hotel staff.
not You .... the hotel staff.
6 They will make you pay if your luggage is overweight.
will You .... any overweight luggage.
7 It isn't easy for her to make friends.
difficulty She ..... friends.

8 You'd better not go out today if you've got a cold.
stay I think ..... if you've got a cold.

9 If I were you, I wouldn't buy an expensive camera.
worth In my opinion, ... an expensive camera.

10 He didn't succeed in reaching the top.
reach He .... the top.

Word Formation

7 **In pairs, write the abstract noun, concrete noun, adjective and adverb from the following verbs. Then write sentences using them.**

• admire • compete • correct
• enthuse • exhaust • expend
• organise • guide • invite
• produce • qualify • repeat

English in Use – Part 5

9 **Fill the gaps in the text below with words formed from the words in capitals. There is an example at the beginning (0).**



Most of the major French rivers are either too shallow or busy for **0)** *pleasure* boats – but that does not detract from the breathtaking beauty of the **1)** ..... . The river Loire flows through beautiful flat **2)** ..... which is excellent for cycling. Blois is an ideally **3)** ..... base, as it is a busy, but very pleasant **4)** ..... town. On one of my visits there, I found a note on my car from the police saying that, though flattered I had chosen to visit their town, I had parked **5)** ..... and could I park more **6)** ..... next time. The château at Blois has an incredibly **7)** ..... staircase thought to have been designed by Leonardo da Vinci. From here it is a flat 10-mile cycle ride to the château of Chambord, renowned for its **8)** ..... skyline, which has been likened to an overcrowded chessboard. Also worth visiting is the **9)** ..... château at Chaumont with its surprisingly modern 19th-century interior.

PLEASE
SURROUND
COUNTRY
SITUATE
BUSTLE
LEGAL
CARE
STYLE
FORGET
NEIGHBOUR

English in Use – Part 1

8 **Choose the right word to fill in each gap (A, B, C or D).**

HOLIDAY COMPLAINTS

There are too many people in Britain today who are **0)** *ready* to complain rather than enjoy their holidays and who **1)** ..... the word about how easy it is to **2)** ..... money back from the travel industry which appears to have become paralysed with fear over bad **3)** ..... .

I recently heard a middle-aged woman protesting bitterly that she had had to pay for the **4)** ..... of a golf cart during an all-inclusive golfing holiday in Jamaica and demanded back all the money spent on the cart **5)** ..... with more for the 'distress' she had been **6)** ..... . A friend of mine recently **7)** ..... a group of young lads deciding, before they even **8)** ..... the aircraft, what they were going to complain about to get a **9)** ..... on the cost of their holiday and which high-value item would be 'lost' during the **10)** ..... .

Last month a Manchester man led a 'mutiny' of 200 passengers on a **11)** ..... ship because, he said, the bingo prize was not big enough. This week I heard details of a honeymoon **12)** ..... who were sent a big bouquet of flowers by the tour operator and then complained that it was too big and **13)** ..... them from moving freely about their hotel room. These types, who we have all met in airport **14)** ..... , just make the **15)** ..... of us suffer, when they lie and fool tour operators into handing cash back.

0	A used	B accustomed	C ready	D fit
1	A give	B spread	C pass	D tell
2	A get	B take	C ask	D award
3	A review	B publicity	C media	D reputation
4	A loan	B rent	C let	D hire
5	A plus	B together	C as	D extra
6	A caused	B suffered	C done	D made
7	A listened	B overheard	C remarked	D suspected
8	A took	B landed	C boarded	D caught
9	A deposit	B guarantee	C refund	D cut
10	A travel	B ride	C excursion	D trip
11	A ferry	B tour	C cruise	D cargo
12	A pair	B couple	C duo	D double
13	A harmed	B prevented	C limited	D reduced
14	A lounges	B spaces	C halls	D sitting-rooms
15	A others	B rest	C else	D left

Writing: Narratives (1)

Narratives are written either in the first person (I/we) or in the third person (he/she/they). They may be accounts of real events that happened to us or somebody else, or imaginary stories. These can be humourous stories, spy stories, detective stories, fairy tales, etc. Before we start writing the story, we should decide on the **plot line** – that is, the events which make up the story.

A narrative should consist of:

- an **introduction** in which the scene is set – that is, when and where the story took place, who the people in the story were and what happened first.
- a **main body** of two or more paragraphs where the story is developed describing the events, usually in chronological order. One of the events should be the **climax event** – that is, the event where interest, suspense and feelings reach their peak.
- a **conclusion** which includes what happened at the end of the story, as well as people's feelings, final comments or reactions. A **twist** – that is, a surprising ending – makes a long-lasting impression on the reader.

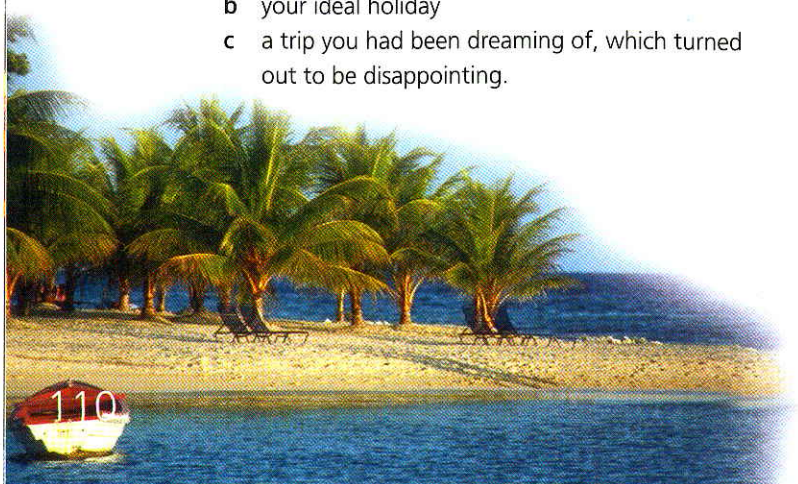
A narrative may also have a **catchy title** in order to attract the reader's attention, especially if it is for a magazine, newspaper, etc.

Understanding the Rubric 1

1 a. **Read the rubric and underline the key words. Then, answer the questions.**

Your local newspaper is holding a short story competition and you have decided to enter. Your story should start with *"The day of my holiday arrived, but I wasn't looking forward to it."* Write your **story** for the competition in 120 – 180 words.

1 Who is going to read your story?
2 Who should the story be about?
   a your best friend b yourself
3 What should your story be about?
   a a trip you didn't feel excited about at first
   b your ideal holiday
   c a trip you had been dreaming of, which turned out to be disappointing.



b. **Read the story and put the paragraphs in the correct order. Then, answer the questions that follow.**

A Lucky Mistake

[A] After I had checked in, I made my way slowly to the departure gate. As I was waiting to board the plane, I kept thinking about my ideal holiday destination: Jamaica, with its long, sandy beaches and crystal clear water.

[B] So there I was, lying on the beach, enjoying the music and sampling the marvellous food of Jamaica! As for Aunt Rosa, I suppose she just had to live without me!

[C] The day of my holiday arrived, but I wasn't looking forward to it. I had little money and had only been able to afford to stay with my Aunt Rosa in Spain. So, I wasn't really thrilled as I knew exactly what it was going to be like: lots of noisy cousins, and Aunt Rosa begging me to take her for a ride.

[D] As soon as the plane took off, I fell fast asleep and only woke to the sound of the announcement: "Ladies and gentlemen, please fasten your seatbelts, as we will shortly be landing in Kingston." I froze in my seat. Was I dreaming? Kingston? Jamaica? I had boarded the wrong plane!

[E] Immediately after the plane had landed, I explained the situation to the authorities. It seems there were also three other passengers heading for Spain. Apparently it had been the airline's fault, since the flight numbers for Spain and Jamaica were exactly the same! Therefore, with no flight back to London for a week, the airline had no choice but to pay for our stay!

1 Which tenses have been used? What does each verb describe (actions, events, feelings, etc)?
2 Underline the adjectives used and say which have a positive or a negative meaning.
3 Circle the adverbs used and decide which show manner, time or degree.
4 Which words show the sequence of events?
5 Which words/clauses describe the writer's feelings/moods?
6 Which is the climax event? Underline it.

c. **Put the events in chronological order.**

[a] I checked in and waited to board the plane.
[b] I explained the problem to the authorities.
[c] I spent a week in Jamaica.
[d] The airline agreed to pay for my stay in Jamaica.
[e] The plane took off.

[f] I wasn't looking forward to going on holiday.
[g] The pilot announced that we were landing in Kingston.
[h] I fell asleep.
[i] I realised I was on the wrong plane.

Time Words & Phrases

To show the sequence of events in a story we can use linking words such as:

when – while – as soon as – after – before – at that moment – by the time – first – next – soon – then – eventually – meanwhile – after a while – suddenly – at first – finally – as

2 a. **Read the extract below and underline the time words and phrases.**

As soon as the taxi pulled up outside the hotel, we knew we had made a terrible mistake. When we had booked our holiday, the travel agent said that the hotel *Mirage* was a 4-star hotel in the centre of town. This was an old rundown building and we were miles from anywhere!

While we were waiting to check in, we heard one of the guests complaining that there was no hot water in the bathroom and her room was crawling with cockroaches! At that moment we both decided that we would only spend one night there and first thing in the morning we would look for another place to stay.

b. **Read the rest of the story and fill in appropriate time words and phrases from the box above.**

1) ..... it was our turn to check in but the hotel receptionist said she couldn't find our reservation. **2)** ..... we did not know what was wrong. **3)** ....., she asked to check our confirmation details. "You're in the wrong place," she said eventually. "This is *Le Mirage*. Your hotel is called *Mirage* and it's in the centre of town." She called a taxi for us and 25 minutes later we arrived at a beautiful, luxurious hotel.

4) ..... we had checked in and the porter had taken our luggage up to our suite overlooking the pool, we both breathed a sigh of relief. **5)** ..... our holiday was about to begin.

c. **Read the events in Ex. 1c and use appropriate time words and phrases from the box above to retell the story.**

Past Tenses

We can use various past tenses in a story:

- **past simple,** to describe actions which started and ended in the past, or actions which happened one after the other in the past.
- **past continuous,** to set the scene or to describe events/actions in progress at a certain time in the past.
- **past perfect,** for actions which happened before other past actions, or to give the background of the story.

3 **Read the extract and put the verbs in brackets into the correct tense: past simple, past continuous or past perfect simple.**

The Smiths' problems 1) ..... (begin) when they 2) ..... (arrive) at the airport. They 3) ..... (stand) in the queue to check in, when they 4) ..... (hear) that their plane had been delayed. They would have to wait around at the airport for another four hours! They 5) ..... (decide) to do some shopping in the airport shops, but ten minutes later all the shops 6) ..... (start) closing. Apparently, the shops 7) ..... (shut) at 9:00pm.

They 8) ..... (find) a newsagent that was open and they 9) ..... (buy) some magazines and a few sweets to eat on the plane. The airline representative 10) ..... (give) them food coupons to use at the airport cafeteria, but when they 11) ..... (get) there it 12) ..... (be) so full that they couldn't find a seat. They 13) ..... (think) they might treat themselves to a meal in the expensive restaurant near the first class lounge. Unfortunately, when the bill 14) ..... (come), they 15) ..... (realise) that they 16) ..... (change) most of their money into US dollars and they couldn't pay it!

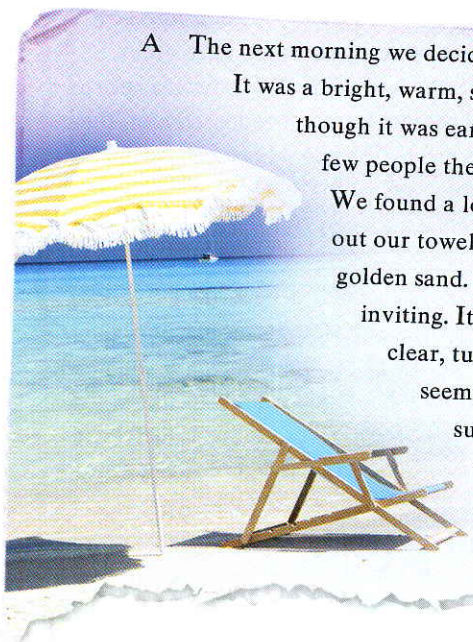


Adjectives, Adverbs & Verbs

To make a narrative more interesting to the reader, we should relate the characters' moods and feelings. We can do this by:

- using a **variety of adjectives and adverbs** such as *wonderful, fascinating, horrible, depressed, etc* instead of simplistic ones such as *good, nice, bad*.
- using a variety of verbs such as *whisper, scream, sigh, exclaim* etc.

4 a. Read the two paragraphs below and compare them, saying which is more interesting to the reader and why.



A The next morning we decided to go to the beach. It was a bright, warm, sunny day and even though it was early, there were quite a few people there already. We found a lovely spot and spread out our towels on the warm, golden sand. The sea looked very inviting. It was a beautiful, clear, turquoise blue and it seemed to sparkle in the sunlight. We spent the whole morning sunbathing and swimming.

B Julie sat in the café in the nice fishing village. She was watching people getting off the big cruise ship. Her nice face lit up and she smiled as she saw her nice 80-year-old grandmother walking towards her wearing a nice dress. She hugged Julie, sat down opposite her and gave a small sigh of joy. After the bad time she had had getting there, she felt very lucky to finally be on the island with her nice granddaughter.

b. Use the adjectives in the list below to make paragraph B more interesting to read.

• delightful • pleasant • tiny • enormous • horrible
• colourful • beautiful • wonderful

5 The paragraph below has no adverbs. Improve the writing style by placing the adverbs from the list in suitable places in the underlined parts.

• gratefully • anxiously • carefully • suddenly
• quickly • absolutely

We had been sightseeing all day and we were exhausted. We were on our way back to our hotel when I realised that my purse was missing. I remembered that the last time I had used it was at the café where we had stopped for a drink. We made our way back to the café and went over to the table we had been sitting at. We checked to see if it had fallen on the floor, but it wasn't there. We asked to see the manager and we explained that my purse was missing. He asked us to describe what it looked like and what was inside it. He listened, then went back into his office and came out carrying my purse. We thanked him and he offered us coffee and dessert on the house.

Techniques to begin and/or end your story

An interesting beginning is important in order to catch the reader's attention and make them want to continue reading. An interesting ending will make them feel satisfied.

We can start our story by:

- using the senses to set the scene and describe the weather, atmosphere, surroundings or people's actions to create mystery and suspense.
  e.g. A strange sensation came over me as I walked along the cold, dim corridor. Suddenly, a delicate glow appeared at the end and my heart began pounding quickly.

We can start or end our story by:

- using direct speech: *e.g. "Watch out! That branch is about to fall!" shouted Greg urgently.*
- asking a rhetorical question (a question that doesn't expect an answer): *e.g. Have you ever had the feeling that you were being watched?*
- referring to feelings/moods: *e.g. Vivian was so nervous that, just as she was about to deliver her speech, she froze and stared blankly at the audience.*
- addressing the reader directly: *e.g. I'm sure you would have done the same thing in my place.*

We can end our story by:

- describing people's reactions to/feelings about the events developed in the main body: *e.g. It had definitely been a horrifying experience and I was lucky to be alive in the end.*

6 Match the beginnings of the stories to the endings and say which techniques have been used in each one.

Beginnings

1 It was an extremely hot August night and Paul was lying in bed. As he tossed and turned he could hear the strange sounds of the unfamiliar city in the distance. He got up, walked to the window and looked out. "What am I doing here?" he asked himself.

2 Have you ever had one of those days where no matter what you do everything seems to go wrong? Well, I had one of those days last year.

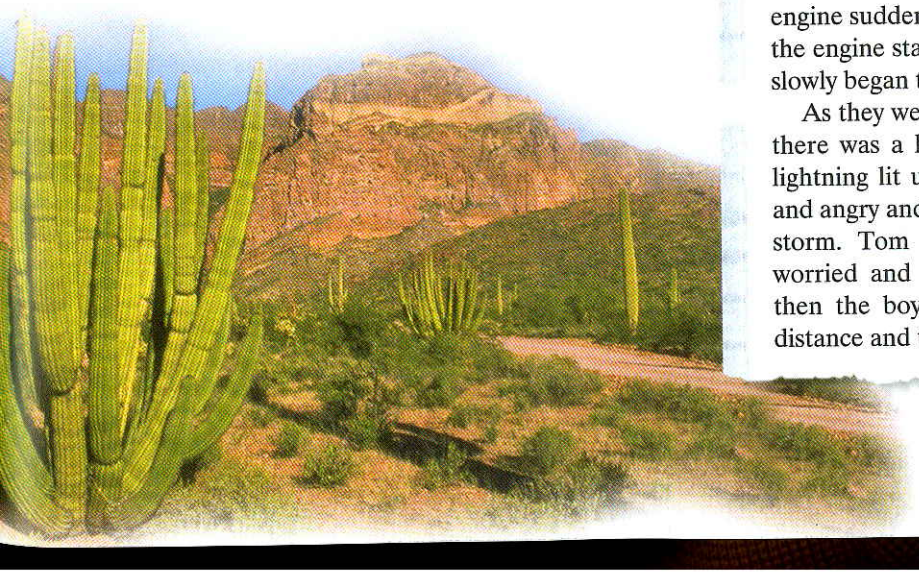
3 Dark clouds were gathering outside and the wind was howling. As the hotel guests gathered in the lobby, their faces looking extremely worried, Andrew looked at his wife and said, "Don't worry, darling. Everything will be alright."

Endings

A No matter how many times I go over that day in my mind, I am amazed at how the events just fell into place. But I suppose that's life, isn't it?

B Stepping carefully over the broken pieces of glass, Andrew and his wife followed the others out of the hotel. They were all tired, hungry and still in shock, but they were very happy to be alive!

C As the jeep rolled across the vast desert, Paul looked back at the walled city, now only a small dot on the horizon. With a deep sigh of relief he said, "I'm so glad it's all over!"



Understanding the Rubric 2

7 Read the following rubrics and suggest suitable beginnings and endings for each task, applying appropriate techniques.

A You have been asked to write a story for your school magazine. The story must **begin** with these words: *"As soon as I opened my suitcase, I realised that something was wrong."*

B A travel magazine has decided to publish a collection of travel stories written by their readers. All stories must **end** with these words: *"As the plane took off, they both hoped that the rest of their holiday would be less stressful."*

8 a. Read the rubric and the two models that follow and decide which one best answers the question.

Your teacher has asked you to write a short story beginning with the words: *"It was a beautiful sunny morning and Tom had the day off work."*

MODEL A

Caught in a Storm

It was a beautiful sunny morning and Tom had the day off work. He thought it would be a good idea to visit his cousins, Bob and Paul, who had recently rented a summer cottage near the seaside. He threw a towel and a pair of swimming trunks into his travel bag and set off on his motorbike.

When he arrived the boys were pleased to see him. "We've rented a speedboat to go water-skiing," they said. "Do you want to come with us?" Tom wasn't sure because he had never been water-skiing before. "Don't worry, we'll teach you how to do it," promised the boys. After a while, Tom managed to stand on the skis without falling into the sea. They were having so much fun that they didn't notice the dark clouds in the sky.

It was about six o'clock in the afternoon when Paul called to Tom. "This is your last run, Tom," he shouted. "It's getting dark and it's time we went back." While they were pulling Tom along, the engine suddenly stopped. The boys tried hard to get the engine started, but they couldn't. Then the boat slowly began to drift out to sea.

As they were sitting there wondering what to do, there was a loud crash of thunder and a flash of lightning lit up the evening sky. The sea was dark and angry and it looked as if there was going to be a storm. Tom noticed that Paul and Bob looked worried and that made him feel frightened. Just then the boys saw a lifeboat approaching in the distance and they breathed a sigh of relief!

MODEL B

A Storm

Tom had the day off work. He decided to visit his cousins, Bob and Paul, for the day. They had rented a cottage near the sea. Tom put some things in a bag and left.

When he got there, the boys asked him to go water-skiing with them. Tom didn't know how to water-ski, but they said they would show him. After some time Tom could ski. They were having a good time. They didn't see the dark clouds in the sky.

About six o'clock in the afternoon it was nearly dark. Paul told Tom that they should go back. They were pulling Tom along when the engine stopped. They tried to start it again, but they couldn't.

They were sitting there thinking what to do and there was loud thunder. It looked like there was going to be a storm. Paul and Bob looked worried. Tom felt frightened, too. Then the boys saw a lifeboat and they felt happy.

b. Compare and contrast the two models in terms of:

- title
- interesting beginning & ending
- use of adjectives & adverbs
- time words/phrases
- use of direct speech
- variety of vocabulary
- use of past tenses

c. Look at model B again. In pairs, suggest a different beginning and a different ending to improve its writing style.

Punctuation

9 **In pairs, punctuate the sentences.**

1 it is a long way isnt it paul said
2 i dont know how to do it do you
3 gosh its fantastic she exclaimed
4 i dont believe this is happening
5 what are you doing in my room bob said

Discuss & Write

10 **a. Look at the following writing tasks, underline the key words, and for each one, answer the questions that follow.**

A Your teacher has asked you to write a story **ending** with these words:
"He was far, far away at last."

B A popular teen magazine has asked its readers to submit short stories about travelling and you have decided to send in a story. Your **story** must **begin** with these words:
"We felt surprised as the train pulled into the empty station."

C Your school magazine is holding a short story competition and you have decided to enter. Your story must **begin** with these words:
"I will never forget my first camping holiday."

1 Do you have to write a first- or a third- person narrative?
2 Who is going to read the story?
3 Where and when will your story take place?
4 Who are the main characters in your story?
5 What are the main events in your story?
6 How can you end your story?
7 Can you think of a catchy title?

b. Choose one or more of the tasks and write your answer(s) in 120-180 words.

Checklist

Before handing in your piece of writing, check the following.

- **content**
  - Is the story line interesting?
  - Is it well-developed?
  - Is the beginning/ending interesting?
  - Is there a climax event? What is it?
- **organisation**
  - Are the events organised in paragraphs?
  - Are the sentences/paragraphs well-linked together?
- **accuracy**
  - Are there any errors in spelling, punctuation, grammar, etc?
- **range**
  - Have you used a range of vocabulary & grammar?

Self-Assessment Module 3

Vocabulary & Grammar

1 **Fill in the missing word.**

1 Mary has always been the ..... of attention at parties.
2 Helen offered to ..... me up from the airport.
3 Chocolate is popular ..... youngsters.
4 As I ..... my way through the bazaar, I noticed a wonderful aroma of spices in the air.
5 Jim likes to ..... up with current affairs by reading different newspapers.
6 The quiet little village is ..... the west coast of Ireland.
7 The older she gets, ... more difficult she becomes.
8 They were taken ..... by the news of the accident.
9 He goes to work ..... foot as it's only two blocks away from his house.
10 Jane was late for her appointment after being held ..... in a traffic jam.
11 You had better ..... going if you want to catch the train on time.
12 She smiled and said hello in a very warm and friendly ..... .
13 Lyn had to take a taxi because her car broke ..... in the middle of the street.
14 Coca Cola is one of the most famous brand ..... in the world.
15 This shirt ..... the trousers nicely.
16 He is addicted ..... video games.
17 Do you ..... to go so soon? I was hoping you'd stay for dinner.
18 Red Square is in the ..... of Moscow.
19 I couldn't believe how the children took ..... the new babysitter.
20 It's getting late, we'd better ..... the road now.

(10 marks)

2 **Circle the correct item.**

1 It's a film about a famous ..... who discovered an island no one had ever travelled to before .
A pilgrim B sightseer C explorer D backpacker

2 Our boss is very .....; she's always calm and relaxed.
A self-centred C down-to-earth
B easy-going D level-headed

3 I picked up a great travel ..... about Russia at the travel agent's.
A leaflet B pamphlet C brochure D prospectus

4 The cruise was cancelled due to the ..... sea.
A calm B rough C open D dark

5 Ann loves to ..... every new fashion.
A start B follow C sit D pass

6 What was your first ..... of the new Maths teacher? Was she nice?
A look B view C impression D sight

7 The road was blocked so we had to take an alternative ..... via Arlington Avenue.
A road B route C street D lane

8 Mrs Smith was a rather old-fashioned woman with ..... beliefs.
A conventional C imaginative
B adventurous D immature

9 The minister was in the public ..... after the scandal was exposed.
A eye B service C interest D light

10 Bill is on a business ..... to Mexico.
A travel B trip C journey D voyage

(10 marks)

Use of English

3 **Complete the second sentence using the word in bold. Use two to five words including the word given. Do not change the word given.**

1 She couldn't concentrate on her work because of the noise.
so It was .... couldn't concentrate on her work.
2 It's easy for Sam to speak in public.
difficulty Sam has ..... speaking in public.
3 They will ask to see your passport at the airport.
show You will .... your passport at the airport.
4 Getting cheap tickets to London is harder than I thought.
not Getting cheap tickets to London .... I thought.
5 You'd better take an aspirin if you've got headache.
you I think ..... if you've got headache.

(5 marks)

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

1 Why does he insist on being so ..... in front of visitors? **CHILD**
2 The local authorities organised a week of ..... events. **CULTURE**
3 She grew up in luxurious ..... and never had to worry about a thing. **SURROUND**
4 They tiptoed ..... across the hall so as not to wake the others. **CARE**
5 The environmental ..... was established in 1984. **ORGANISE**

(5 marks)

5 Read the sentences. If a sentence is correct, put a tick (✓). If it has a word that should not be there, write this word on the line.

1 The cause of this strange disease is not been known. .....
2 I think the film must have been shot in Ireland. .....
3 The idea is that money will make you the happier and more successful. .....
4 She goes to the cinema twice as more often as most people I know. .....
5 The film got such very good reviews that it became a great success. .....

(5 marks)

Communication

6 Complete the dialogue.

A: Why 1) ..... get tickets for the concert tonight?
B: To 2) ....., I don't fancy it. I'm 3) ..... mood for live music.
A: OK, how 4) ..... to the theatre?
B: That 5) ..... a good idea to me.

(5 marks)

7 Circle the correct response.

1 A: Guess what? Jim is in town.
B: **a** I kind of like it.
b No, really?
2 A: I'm sorry to trouble you, but I wonder if you could do something about that noise.
B: **a** It's about time you did something, isn't it?
b I'm terribly sorry about that! I'll see to it as soon as possible.
3 A: It's all your fault that we're late!
B: **a** What exactly is the problem?
b I'm so sorry!
4 A: That's absolutely delicious!
B: **a** Thanks, I'm glad you like it.
b Well, I don't believe it.
5 A: How do you like it?
B: **a** Thanks for saying so.
b I think it's brilliant.

(5 marks)

Mapping the Past and the Present

When Jeremy Dale started to study cartography, he discovered that there was more to maps than he had realised.

Maps are so common today that many of us recognise the shape of familiar countries like Africa, Italy or the USA. And most of us could quite easily draw the outline of our country with some degree of accuracy. But this was not always the case. In order to become so familiar with the world we live in, it has taken thousands of brave explorers.

0	*H*

I have been fascinated by maps for as long as I can remember. Even as a young child, I would spend hours turning the pages of our worn-out old atlas of the world. So when my local college announced that it was running a cartography course, I decided to revive an old interest.

1	

Ptolemy understood the problem of representing the earth, which is a sphere, on a flat surface. This is difficult but extremely important. Imagine, for instance, if you saw a map of your country which was the wrong shape, or only half as big as it should be.

2	

The invention of the printing press in 1450 meant that maps could be widely distributed and everyone would have the same copy. Until this point, each map would have been hand made – and as a result, no two were

Reading

8 You are going to read a magazine article about cartography, the study of maps. Seven paragraphs have been removed from the article. Choose from the paragraphs A-H the one which fits each gap (1-6). There is one extra paragraph which you do not need to use. There is an example at the beginning (0).

exactly the same. By this time, more people could read, so they were more likely to buy maps.

3 [ ]

Obviously by the nineteenth century, we knew so much more about population, education, crime, disease and other things that this information could now be included in specially designed maps. In an interesting use of mapping, a famous 1855 map of London marked the sites where people had died from cholera.

4 [ ]

0 The first lesson was interesting, then, but the second one was absolutely fascinating, as it focused on the way some maps distort the truth. Did you know, for example, that many maps over the years have shown certain countries to be much bigger or smaller than they 5 are in reality?

5 [ ]

You can easily see how people could get the wrong idea from maps, believing that one country is very advanced, with tremendous road systems, extensive rail networks and huge modern cities. The country next door, 0 however, would have none of these things marked on the map – even if it was more advanced!

6 [ ]

Which goes to show that with maps, as with most things, you should look very carefully 5 and not believe all you see. As for me, I'm very much looking forward to lesson three. I'll let you know what I find out.

A Around the same time as Ptolemy, the Roman Empire found that maps were extremely useful. Places as far apart as England and North Africa could not easily have been controlled from Rome without the use of maps. But for the really interesting time in map-making history, we move forward to the Middle Ages.

B And in case you are tempted to think that these were tricks that mapmakers got up to in the past, think again. Many satellite maps are retouched with colour to show green vegetation or blue rivers. The time of day and the time of year plays a part, too. Think about it. If you make a map in winter, there will be a lot more snow in certain areas, and a lot less in others.

C Thanks to the accuracy of this map, it soon became clear that a large number of deaths had happened very close to one particular water pump. This not only led directly to the closing of the pump, but also to an understanding of how the disease is spread by water.

D The first lesson was amazing. The course started with a brief history. We were told about the earliest maps, one of which is from Babylonia and was made on a clay tablet about 4,500 years ago. Then, around 2,000 years ago, the Alexandrian astronomer Ptolemy changed the way we thought about the world.

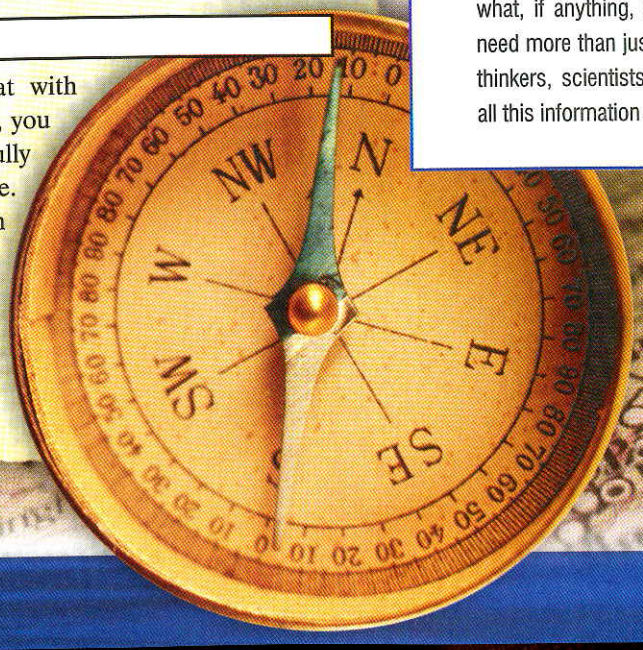
E Maps can be made in stone, in the sand, even in the earth. Early maps were made on animal skins. Very often, there were colourful pictures on them to make them look more attractive.

F In some cases, this is accidental but in others, it has been done on purpose. What happens is that the country which produces the map shows their own land to be much bigger than it is, while neighbouring countries are shown to be small and unimportant.

G Even more people bought maps after the discovery of America in 1492. In fact, new lands were being discovered all the time and our knowledge of the world grew rapidly. Africa and Asia, as well as the Americas, now began to interest people, and maps satisfied our curiosity about the world.

H Imagine, for example, setting out on a sea voyage not knowing what, if anything, you would find. But to make a map, you need more than just bravery. It has taken the world's greatest thinkers, scientists, mathematicians and geographers to put all this information together and make sense of it.

(18 marks)



Listening

9 You will hear five people talking about problems they faced while travelling.For questions 1-5, match the events (A-F) to the people talking about them. There is one extra letter which you do not need to use.

A He was forgetful.
B He made a wrong decision.
C He got to the wrong place.
D He was treated badly.
E He didn't take safety precautions.
F He was involved in a frightening incident.

Speaker 1 ☐
Speaker 2 ☐
Speaker 3 ☐
Speaker 4 ☐
Speaker 5 ☐

(10 marks)

Speaking

10 Answer the following questions.

1 How do you usually travel to work / school?
2 What do you like most about the place you live?
3 What does your neighbourhood look like?
4 Can you tell us a few things about your family?

Student A

11 a. Look at the following two pictures showing different hobbies. Compare and contrast the two pictures, saying which hobby you think is more rewarding.



Student B

b. What do you do in your leisure time?

c. Look at the following two pictures showing people with unconventional appearances. Compare and contrast the two pictures, saying why you think each person has chosen their style.

Student B



Student A

d. Is it right to judge people from their appearance?

(10 marks)

Writing

12 You have decided to enter a short story competition. The competition rules say that the story must begin with the following sentence:

He stepped out of the shadows and walked towards me.

Write your **story** for the competition in 120-180 words.

(17 marks)
(Total = 100 marks)

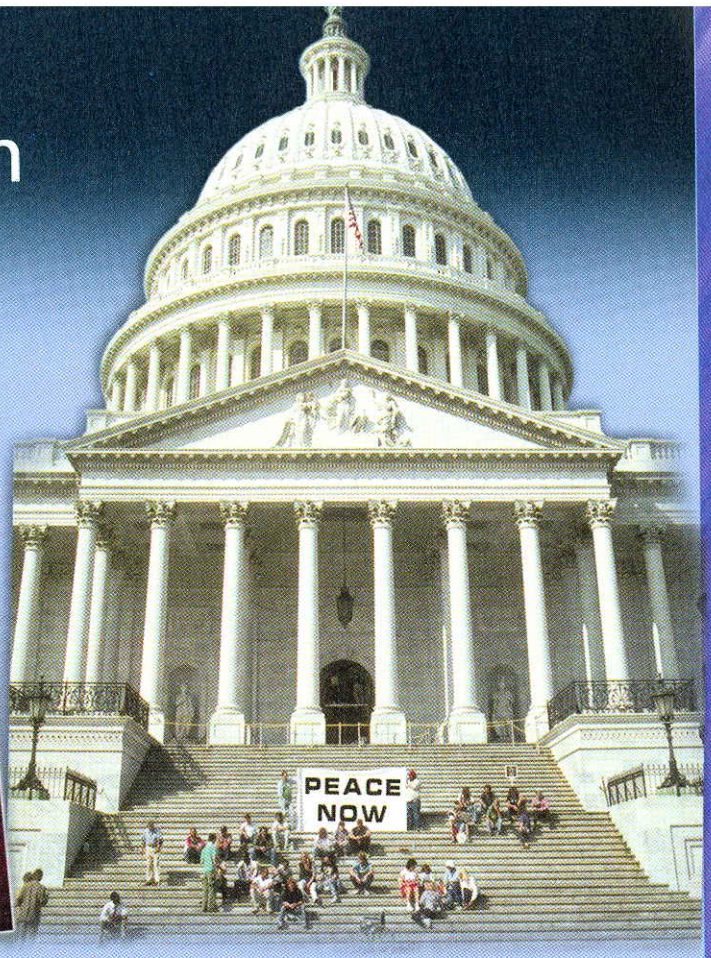
Progress Update

How do you rate your progress? Tick (✓) the box that applies to you.

	Excellent ****	Good ***	OK **	Could do better *
Vocabulary & Grammar				
Listening				
Speaking				
Reading				
Writing				
Communication				

Live and Learn





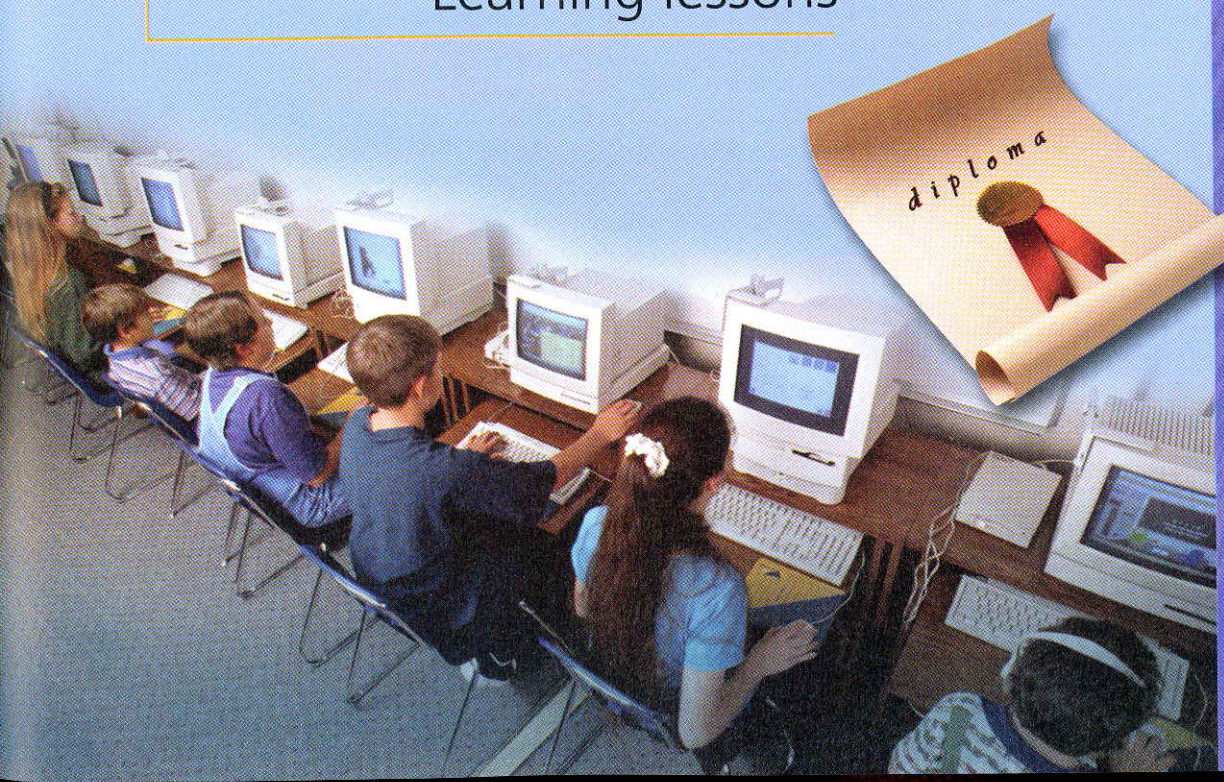
MODULE 4 units 7-8

UNIT 7

History

UNIT 8

Learning lessons



MODULE 4 units 7-8

Before you start ...

- What does the title of the module mean to you?
- Why should we study history?
- How important is education?

Listen, read and talk about ...

- famous people
- war & peace
- control & power
- news & mysteries of history
- protest
- education systems
- places in a school
- types of school
- exams & qualifications

Learn how to ...

- ask for confirmation & respond
- express uncertainty
- narrate personal experiences
- start a conversation
- express surprise/disbelief/ sympathy
- congratulate & console
- react to news

Phrasal verbs

related to:

- news & media
- education & learning

Write ...

- narratives (2)
- articles/letters expressing your opinion

Practise ...

- past tenses
- past modals
- the passive
- causative form

History



Lead-in

1 a. Look at the pictures of people from world history as well as the verbs in the list. Tell your partner what they are famous for.

• fight • compose • elect • invent • reign • discover
• campaign • conquer • rule • claim • assassinate

Christopher Columbus is famous for discovering America.

b. Use verbs from the list above, as well as the useful language, to ask and answer, as in the example.

Asking for confirmation	
• Wasn't it … who …?	• … was the one who …, wasn't he?
• It was … who …, wasn't it?	• …, didn't he?
Responding Positively	**Responding Negatively**
• Yes, that's right.	• I've no idea.
• Yes, I think it/he was/did.	• I haven't a clue.
Responding with Uncertainty	• I couldn't tell you.
• Oh, I'm not sure.	• No way! It was … who …
• Oh, it/he might have been.	• Not at all! That was … (name).
• Oh, I can't remember.	• No, it wasn't.

A: Wasn't it Galileo who first claimed that the earth moved around the sun?
B: Yes, that's right.

2 a. You are going to listen to three people talking about different historical figures. Listen and write who they are. What helped you guess?

Speaker 1 .....
Speaker 2 .....
Speaker 3 .....

b. Think about a historical figure and talk about them to your class. The class guess who the person is. Talk about:

- when and where they lived
- what they did / are known for
- how they died
- any other important information

c. In your opinion, which present-day figure(s) will eventually become part of history on account of their exceptional contribution? Give reasons.

3 Paraphrase the following quotations. Do you agree or disagree? Why (not)? Discuss.

The history of mankind is its character. (Goethe)

The only thing we learn from history is that we learn nothing from history. (Hegel)

1 a. Look at the quotation at the beginning of the text. What do you think it means? Discuss.

b. How is the quotation related to the title of the article? What do you think the text is going to be about? Read the first and the last paragraph and try to guess. Skim the text to see if your guesses were correct.

c. In pairs, guess if the following sentences are *T* (true) or *F* (false). Read quickly and check.

1 America was granted independence on 4th July, 1776. .....

2 Columbus wasn't the first European to come to America. .....

3 Columbus' voyages were of great importance to Europe. .....

2 Now, read the text carefully and, for questions 1-7, choose the correct answer A, B, C or D. Underline the parts of the text which helped you decide.

1 America was not actually free from British rule until
- A July 1776.
- B November 1782.
- C February 1783.
- D September 1783.

2 One thing that is definitely true is that
- A Christopher Columbus didn't know he had found a new land.
- B the Native Americans had always been in America.
- C the Vikings were the first to discover America.
- D Amerigo Vespucci was the first explorer to travel to America.

3 People believe things that are not true because historical facts
- A are always from unreliable sources.
- B are written down.
- C are not complicated.
- D are not simple.

History Lessons

*"History is the **version** of past events that people have decided to agree upon."*
Napoleon Bonaparte



Think of three historical figures. What do you know about them? Where did you get your information from? The chances are that you either read it somewhere or someone who read it somewhere told you about it. Did you ever think about who wrote down these facts? How can you be sure that they are true? The thing is, many historical "truths" are historical myths.

Let's take some examples. In America, 4th July is **Independence** Day, the most important holiday in the American calendar, which the Americans celebrate with parades and fireworks. It was on 4th July, 1776 that Congress **approved** the Declaration of Independence. It was a good start. However, the **struggle** continued for another seven years after this, with some of the most **brutal** fighting in the whole war, as King George III was not willing to **grant** America total independence, which was the only arrangement that the American **leaders** would accept. So the fighting continued. The first **draft** of a **Treaty** of Peace was signed in November 1782 and in February 1783 the King officially announced that the war would soon be over. This led to the signing of the Treaty of Paris on 3rd September that same year.

Think about the discovery of America. What's the first name that comes to mind? More than likely it's Christopher Columbus. Was America really discovered by him? He had set out to reach Asia and that's where he thought he was when he came to America. But there were many people there before him. The first ones were certainly the Native Americans, thousands of years before 1492. Where had they come from? Even the Vikings had made a number of expeditions, with Leif Eriksson landing there in around 1000 AD. Perhaps Amerigo Vespucci was the discoverer of America. After all, unlike Columbus before him, he was the first

4 Columbus is credited with the discovery of America because
- A the fact that he travelled there is true.
- B this historical myth happens to be completely true.
- C his voyage there had important consequences for 15th-century Europe.
- D he wrote the history of New World explorations.

5 If native people had written the history of the New World, then history would have been
- A accurate.
- B complete.
- C objective.
- D different.

6 What the writer means by "that is not the whole story", (lines 62-63) is that
- A history should always be written by the losers.
- B the writing of history depends on many factors.
- C the history of the discovery of the New World was never finished.
- D history should not be written by the winners.

7 What might be a suitable alternative title for this text?
- A There's no history, only biography.
- B History is deception.
- C History: lies, lies, lies!
- D The pen is mightier than the sword.

fifteenth-century explorer to realise where he was, or rather, where he definitely wasn't. So, maybe the word "re-discover" is more **accurate** when it comes to Columbus, if history is to give him any credit at all.

Everyone believes such historical "facts" because, like you, they got them from what they thought was a reliable source. But how can such things be written down in the first place? One of the reasons must be that history is seldom "cut and dried". The events are often complicated and messy. The achieving of American independence was a lengthy affair. **Presumably** 4th July was chosen as the date to celebrate because it was seen as more significant than the date of the **actual** end of the war. Another reason is that such myths always contain a grain of truth. Columbus was not the first person to travel to America, but he was the first fifteenth-century explorer to go there. His "re-discovery" was, from a historical point of view, extremely significant for Europe since his **voyages** opened up large-scale commerce between Europe and America.

History has traditionally been written by the winners. If the **conquered** indigenous peoples had written the history of the discovery of the New World, it would most probably have been very different, but not necessarily **objective**: the point of view of the conquered can be just as **biased** as the point of view of the **conqueror**. But that is not the whole story. The writing of history depends not only on the "side" the writer is on, but also on the culture and attitudes of the **era** it is written in.

History is always **subjective**. So, remember: when you read history, take it with a pinch of salt.

3 What happened on these dates?

• 1776 • 1782 • 1783 • 1492 • 1000 AD
• 3rd September • 15th century

Vocabulary Practice

4 a. Replace the highlighted parts of the text with words and phrases from the list below.

• straightforward • occurs to you • in fact
• tend to • have a critical attitude
• did not want to • acknowledge his contribution
• some truth • very likely

b. Explain the words in bold.

Text Analysis

5 *"History is always subjective."* Explain in your own words what the writer means. Give examples from the text to support your answer. Do you agree with the writer?

Discussion

6 In pairs, discuss the following questions.

- Do you like reading history? Why (not)? Do you think it is important to know what happened in the past? Why (not)?
- Is there a country or civilisation whose history you find particularly interesting, exciting and rewarding to read? Discuss in pairs and give some examples.



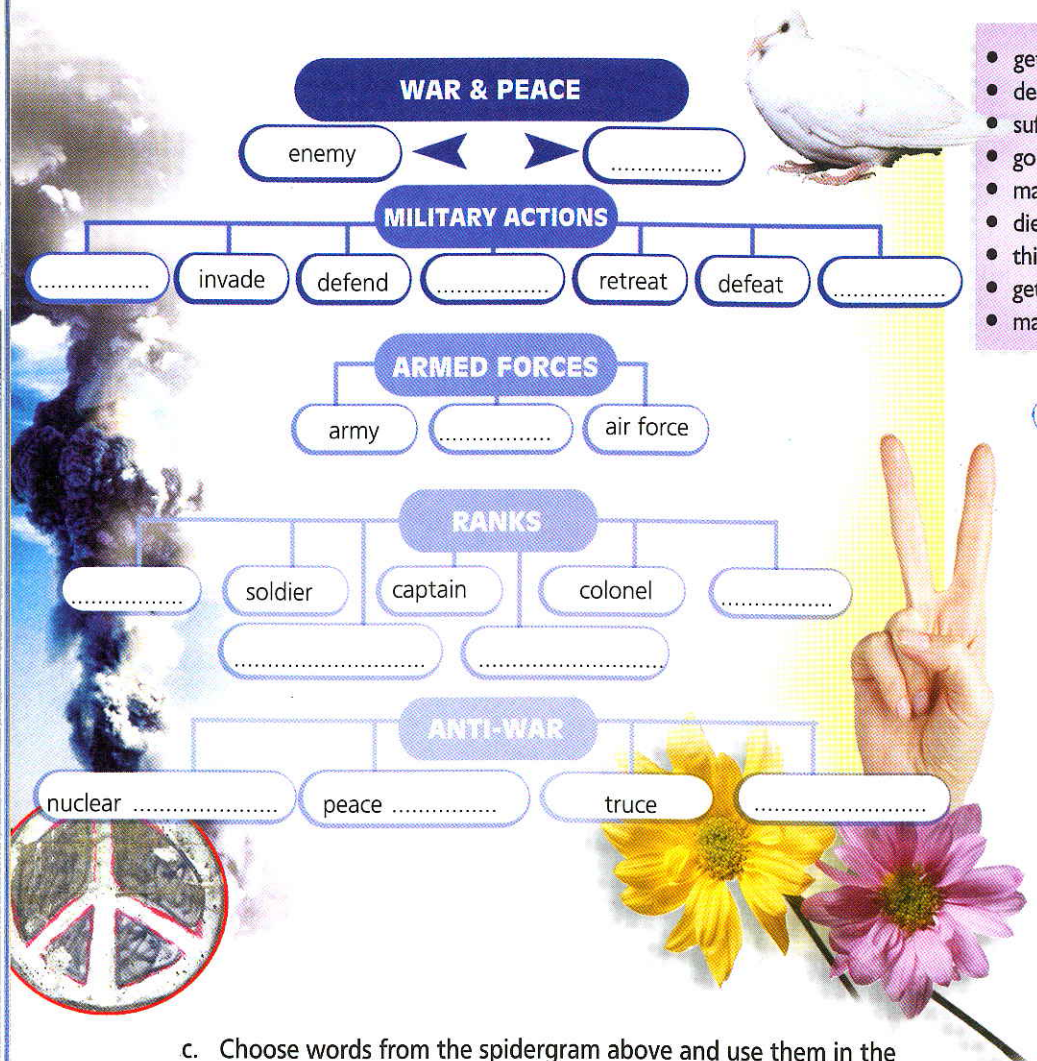
War & Peace

1 a. In pairs, make a list of at least ten words related to the idea of war. Then compare your list to those of your classmates.

fight, battle etc.

b. Look at the list of words given and together with the words in your list, arrange them in the spidergram below.

• navy • private • surrender • attack • disarmament • ally • pacifist • conquer • general • major • admiral • treaty



c. Choose words from the spidergram above and use them in the correct form to complete the sentences below.

1 International nuclear ..... will be the first step towards world peace.
2 The definitive end to many wars has been marked by a peace ..... .
3 Napoleon was forced to ..... from Moscow in 1812, due to the bitter cold of the Russian winter.
4 The exhausted soldiers ..... their position bravely, but in the end they were defeated by the enemy.
5 The Romans ..... Britain in 55 BC, but they didn't conquer it until many years later.

d. In pairs, choose six words and make your own sentences.

Taking Control

2 a. You are going to listen to a conversation between a young woman and her father. Look at the picture and the list of words and expressions below. Can you guess what their conversation will be about?



- get the right to vote
- demonstration
- suffragette
- go on hunger strike
- make a point
- die for the cause
- things get out of control
- get enough attention
- make history

b. Now listen to the conversation and mark the statements below as true *(T)* or false *(F)*.

		T	F
1	Women got the right to vote easily.	.....	.....
2	Tina's grandmother was a suffragette.	.....	.....
3	Suffragettes suffered a lot.	.....	.....
4	In 1918 in England, all women had the right to vote.	.....	.....
5	In America, women earned the right to vote before women in England.	.....	.....

c. Use the words and expressions in Ex. 2a, as well as your answers in Ex. 2b, to ask and answer questions, as in the examples.

A: When did women get the right to vote in England?
B: I think they got it in 1918.
A: Why did suffragettes go on demonstrations?
B: Because they wanted to get attention.

d. At what age do people have the right to vote in your country?

3 Look at the different uses of the word "control". Then use the expressions in the correct form to complete the sentences.

control ♦ have (no) control over sth ♦ be in control of sth ♦ get out of control ♦ lose control of sth ♦ sth (a situation) is under control ♦ sth (a situation) is beyond one's control ♦ take control of sth

1 Strikers caused a bit of trouble here earlier, but everything is ..... now.
2 It was a really peaceful demonstration. Then suddenly, it ..... .
3 Yes, I know. It's a large group of children. But I'm completely ....., so don't worry.
4 It was terrible! He suddenly ..... the car. He later discovered that the steering had gone.
5 When the pilot said that he felt ill, the co-pilot immediately ..... the plane.
6 By the time the fire fighters arrived, the forest fire was ..... .
7 Nowadays, it seems that parents ..... less ..... their children than in the past.

Words often confused

4 Underline the correct item.

1 Tom has always been interested in **classical/classic** studies; he's an expert on ancient Greek mythology.
2 Napoleon's army was **defeated/arrested** by the British and the Prussians at Waterloo on June 18th, 1815.
3 July 4th, 1776 was a **historic/historical** day for America.
4 The general decided to **invade/attack** the enemy camp at night so as to have the advantage.
5 The Conservatives had been in **power/strength** for over ten years before the Labour Party was elected again.

5 Fill in *time* or *times*.

1 It felt just like old ..... .
2 I just feel tired all the ..... .
3 It's the worst natural disaster of modern ..... .
4 I think he's the greatest musician of all ..... .
5 They used to go there from ..... to ..... .
6 I felt like crying at ..... during the film.
7 He got three ..... the number of votes.
8 The company hasn't moved with the ..... .

6 Match the adjectives to the nouns.

1 pure, sheer, good, bad
2 little, slight, fifty-fifty, good
3 pure, sheer, unfortunate



Idioms & Fixed Phrases

7 Underline the correct item.

1 She belongs to a very ancient family; she can ***trace her/pass into*** **history** back to the Norman Conquest.
2 A large number of historical events have taken place in the Tower of London over the centuries; it's ***recorded/steeped in*** **history**.
3 Neil Armstrong ***is/made*** **history** on 20th July, 1969 when he became the first man to walk on the moon.
4 When Enrico Fermi split the atom in 1934 (without realising it), he **changed the *course/route of* history**.
5 ***During/Throughout*** **history** it seems that the reasons for war are essentially the same; history repeats itself.

Phrasal Verbs

Appendix 2

8 Replace the phrases in bold with the phrasal verbs in the list in the correct form.

• take over • carry out • blow up • go off
• bring about • back out • beat up

1 The war memorial was **destroyed by an explosion**.
2 The prisoner was **hit and kicked many times** by the enemy soldiers.
3 The bomb **exploded** in the town centre.
4 The soldiers claimed they were **acting in accordance with** orders.
5 The government had agreed to help the refugees, but when they realised how expensive it would be, they **decided not to**.
6 The revolution did not **cause** any major political changes.
7 During the military coup, the army **gained control of** the parliament building.

Prepositions

Appendix 1

9 Fill in ***of, for, by*** or ***in***, then make sentences about historical figures from your country using the phrases.

1 involved .....; **2** to fight ..... sth; **3** to believe ..... sth; **4** to die ..... a disease; **5** ..... luck/chance/accident

Listening & Speaking

Listening – Part 1

1 a. Read through the questions below and underline the important words. What information do you have to listen for? (What …? Who …? How many …? When …? etc)

b. You will hear people talking in eight different situations. For questions 1-8, choose the best answer (A, B or C).

1 You hear a History student talking. When did Germany and Andorra sign the peace treaty?
- A before World War Two
- B during World War Two
- C at the end of World War One

2 You hear a boy talking to his mother. What does he say about Caligula?
- A He had a good sense of humour.
- B He was a serious person.
- C He was definitely mad.

3 You are listening to a radio programme. How many days did Julius Caesar add to the year 46 BC?
- A 1 day
- B 66 days
- C 67 days

4 You hear a tour guide talking. What does he say about King Ludwig?
- A He admired Wagner.
- B He didn't know Wagner at all.
- C He was unfamiliar with Wagner's music.

Listening – Part 2

2 a. You will hear two students talking about mysteries of history. First, read the notes below and try to work out the kind of information you will need to listen for.



b. Now listen, and for questions 1-10, complete the missing information by writing a word or a short phrase in each box.

The Mysteries of History (Historical events without [1])

The mystery of the *Marie Celeste*.

Year: [2] The empty ship was found in the Atlantic Ocean.

People who had been on board

- Crew: 7
- Captain

Speaking – Part 2

Education

Student A

3 a. Look at the two pictures showing different ways of learning. Compare and contrast them saying which way you think is more effective.





Student B

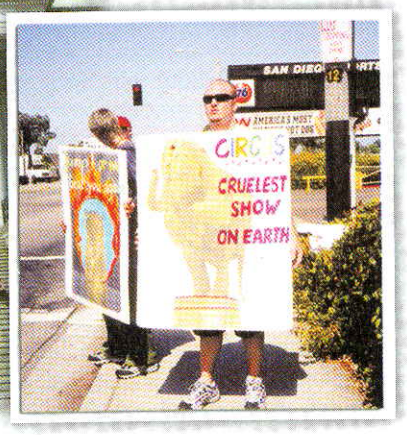
b. Do you think there are subjects which should not be taught at school? Which ones and why (not)?

Protesting

Student B

c. Look at the two pictures showing different ways of protesting. Compare and contrast the pictures saying which is likely to be heard and/or have some effect.





Student A

d. Have you ever taken part in a demonstration or protest? What was the reason? Did it have any effect?

4 Listen to two candidates doing the speaking task. Compare and contrast their performances and assess them in terms of personal response to the pictures (how they feel about what is shown in the pictures, how they relate the pictures to personal experiences).

Communication

- Narrating personal experiences

5 a. Read the two dialogues below and say in what ways they are similar/different.

1 A: You'll never guess who I just saw in the bank! George Clooney!
B: George Clooney. Yeah, right!
A: No, really. He was changing dollars at the foreign exchange.
B: You're not serious, are you?

2 A: Wait till you hear what happened to me in the supermarket yesterday! I got to the checkout and discovered that I had no money!
B: No money! How embarrassing! What did you do?
A: I had to leave everything and rush to the bank. They kept my shopping for me, though.
B: That was nice of them.

b. Use the phrases in the box to act out similar dialogues in the situations below.

Starting the conversation	
• Listen to this …	• You'll never guess/believe …
• Wait till you hear …	• Do you know …?
Expressing surprise/disbelief	**Expressing sympathy**
• That's incredible/amazing/ unbelievable!	• How awful/ terrible/ embarrassing!
• I don't believe it!	**Commenting**
• You're not serious, are you?	• That was lucky!
• You can't be serious!	• That was nice (of him, her, etc)
• Yeah, right!	• Oh, no / I hate that!

- Your best friend is getting married and moving to Australia.
- You took a friend out for dinner, but you didn't have enough money to pay the bill.
- The bank machine took your card and you had no money for the weekend.

Everyday English

- Luck

6 Can you guess what the other speaker says?

1 We're in luck!
2 I can't believe your luck!
3 Better luck next time!
4 Oh, you lucky thing!
5 Hard luck!
6 Just my luck!

A: We're in luck!
B: Why? Is it open?

Reading – Part 1

1 a. Look at the picture, the title, the quotation and the list of words. What do you think the text is about?

- air shows
- watch aerial stunts
- promote flying
- take flying lessons
- record-breaking stunts
- organise cross-country air races
- form women pilots' organisation
- crashes
- celebrity
- transatlantic crossing record
- final flight
- mystery
- bottom of the sea

b. In pairs, think of three questions you would like to ask about Amelia. Read the text quickly and see if your questions are answered.

2 a. Read the first sentence of each paragraph. What is each paragraph about? Can you match the sentences to the headings A to I?

b. Now read the text and choose from the list (A-I) the sentence which best summarises each part (1-7) of the article. Were your guesses correct?

A A flying start
B A chance of a lifetime
C A mysterious disappearance
D A strong partnership
E The uncertainty continues
F A risky business
G A shining example
H A change of direction
I An unusual beginning



Where are you?

"... decide whether or not the goal is worth the risks involved. If it is, stop worrying."

Amelia Earhart

0 I

Possibly the most famous female pilot ever, Amelia Earhart was born in 1897 in Kansas, USA. Amelia had a difficult and unsettled childhood. Her family travelled **a great deal** so her father could find work. Although she often missed school, Amelia was nevertheless considered to be very bright **academically**. She enjoyed reading and poetry, as well as sports, especially basketball and tennis.

1

After graduating from high school, instead of going to college, Amelia decided to study nursing. During the First World War, she worked as a military nurse in Canada. When the war ended, she became a social worker back in America and taught English to **immigrants**. In her free time, Amelia enjoyed going to air shows and watching **aerial stunts**, which were very popular during the 1920s. Her fascination with flying began when, at one of these shows, she took a ten-minute plane ride, and from that moment on she knew she had to learn to fly.

2

Amelia took on several odd jobs to pay for the flying lessons and, after a year, she had saved enough money to buy her own plane. In 1922, she began taking part in record-breaking attempts and stunts

and **promoting** flying for women. She organised **cross-country** air **races** for women pilots and formed a now famous women pilots' organisation, called the "Ninety-Nines".

3

During this time it is reported that Amelia had many crashes. In those days planes were very unreliable and most of her accidents were probably the result of **engine failure**. However, Amelia's first instructor and close friend, Anita Snook, later admitted that she had had her doubts about Amelia's skills as a pilot and her ability to take on the **death defying feats** and the long distance flights she became famous for.

4

Flying was still only a hobby for Amelia, who continued to teach, until one day she received an invitation to be the first woman ever to make the flight across the Atlantic from Canada to Britain. Amelia made the flight in 1928 and, although she was only a passenger and two men flew the plane, it made her a celebrity. She also met her future husband, George Putman, a publisher, who arranged the flight and organised all the publicity.

5

In 1932 Amelia and George, who were now married, decided Amelia should make the Atlantic crossing from America to Britain alone. She broke several records on this flight; she became the first woman to fly the Atlantic solo, the only person to have flown it twice and she established a new **transatlantic** crossing **record** of 13 hours and 30 minutes. **Understandably**, she became even more famous as a result, earning respect for women pilots all over the world by proving that women could fly just as well as men, if not better.

6

In June 1937, Amelia took her final flight. Together with Fred Noonan, her navigator, she set out from Miami, Florida in an attempt to fly around the world. From Miami, they successfully flew to South America, from there to Africa and then across the Sahara Desert to Thailand, Singapore, Java and Australia. However, somewhere between New Guinea and Howland Island, their next **port of call**, Amelia's plane disappeared. The last message the **coast guard** received from Amelia said that she couldn't see the island **due to** bad weather and that fuel was **running out**. She never arrived. The US Navy searched for days, but there was no sign of the plane. No wreckage or bodies were ever found.

7

Mystery still surrounds the disappearance of Amelia Earhart. There have been many theories about what happened to her. Some say that Amelia was a spy for the American government and had been sent on a **secret mission** and was captured. Others believe she spent the rest of her life living on a desert island, while others think that she deliberately crashed her plane into the Pacific. No one knows the truth, although the most likely explanation is that Amelia ran out of fuel and crashed into the sea and that she and her plane are still **lying** somewhere **off** Howland Island, at the **bottom of the sea**.

Vocabulary Practice

3 a. Read the article again and find words which mean.

- changeable (line 2)
- clever (line 5)
- not to be trusted (line 23)
- famous person (line 33)
- arrested (line 59)
- on purpose (line 61)

b. Explain the words and phrases in bold.

Speaking

4 Make notes about Amelia's life in the correct chronological order, then talk about her. Can you suggest another title for the article?

5 Take roles and act out dialogues between:

- Amelia & George Putman when they first meet. (para 4)
- Amelia & George when they decide on her transatlantic crossing. (paras 4-5)
- Amelia & Fred Noonan while flying from Miami to South America. (para 6)

Discussion

6 Which of the following adjectives best describe Amelia? Justify your answers.

• optimistic • stubborn
• courageous • determined
• daring • easy-going • rebellious
• patient

7 Name two women who featured in your country's history and talk about them in terms of:

- when they lived
- what they are known for

8 Role-play: Choose a paragraph and act out an interview between a reporter and Amelia.

Past forms

Grammar Reference

1 **Put the verbs in the correct past form.**

Smallpox ... that's history now!

Edward Jenner (1749 – 1823) **1)** ..... **(make)** a discovery that **2)** ..... **(change)** the course of history. Many people **3)** ..... **(die)** from smallpox in eighteenth-century England, and for a long time, Jenner **4)** ..... **(try)** to find a cure. Jenner **5)** ..... **(live)** in the country, and he **6)** ..... **(notice)** that the local milkmaids never **7)** ..... **(catch)** smallpox. After experimentation, Jenner **8)** ..... **(conclude)** that this was because they all **9)** ..... **(suffer)** from cowpox at least once in their life and therefore, **10)** ..... **(become)** immune to smallpox. Based on these observations, Jenner **11)** ..... **(develop)** the method of "vaccination" and in 1798 he **12)** ..... **(publish)** his findings. In 1853, vaccination **13)** ..... **(be)** compulsory in Britain and in 1980 it was declared by the World Health Assembly that smallpox **14)** ..... **(be/eradicated)** throughout the world.

2 **You are telling someone about a party that took place last night. Look at the example, then make a new sentence to match each given sentence. You have to use all four words in the box in each sentence.**

Paul	leave	Tina	arrive

1 Paul wanted to see Tina, but didn't know she was already there.
Paul left** without knowing that **Tina** had already **arrived.
2 Paul wanted to avoid Tina.
3 Paul was keen to see Tina.
4 Tina was just in time to catch Paul.
5 Tina just missed Paul.
6 Paul bumped into Tina on the doorstep.

Past Modals

Grammar Reference

3 **Use the phrases (a – h) to rephrase the sentences (1 – 8).**

a It's a pity
b I am sure
c I expected them
d I'm not sure
e It was wrong
f I'm almost certain
g There's a chance
h It's unlikely

1 They **must have won** the lottery or something.
2 They **should have arrived** by now.
3 They **can't have received** my message.
4 They **shouldn't have mentioned** the surprise.
5 They **might not have known** how to get here.
6 They **could have been** lucky and got in.
7 They **couldn't have known** we were coming.
8 They **should have come** with us. It's lovely here.

I'm almost certain they have won the lottery or something.

4 **Rephrase the following sentences in as many ways as possible.**

1 There's no reply; perhaps she wrote down the wrong number.
There's no reply; she .....
2 It's freezing! It was silly of me not to bring any warm clothes!
It's freezing! I .....
3 It's possible that I left my glasses at work.
I .....
4 It's likely that Richard has borrowed the car.
Richard .....
5 It's terrible that I didn't remember her birthday!
I .....

5 **Fill in the gaps with *needn't have* or *didn't need to* and the correct form of the verb in brackets.**

1 Rachel, you ..... **(do)** all the work; you should have let me help you!
2 Bertha ..... **(make)** dessert as John had already bought a big cake, so she didn't.
3 The boys ..... **(lie)** about the broken window; we wouldn't have punished them anyway.
4 Susan ..... **(take)** a taxi home; Frank offered to give her a lift.

6 **In pairs, act out exchanges.**

1 John didn't come to the party. **(must)**
A: Did you hear that John didn't come to the party?
B: Oh, he must have had something better to do.
2 Tony was driving a BMW yesterday. **(can't)**
3 Ann bought a really expensive designer outfit. **(may)**
4 Kathryn wasn't accepted at Oxford. **(should)**
5 Lydia had a hard time finding a flat. **(could)**

7 **Make sentences using appropriate past modals.**

Bill looks pale.

John missed his flight.

Tina didn't turn up at the meeting.

He must have been working all night.

Word Formation: Verbs

8 Form verbs using: *-ise, -en* or *en-*. Use the verbs to form sentences.

1 rich .....; 2 deaf .....;
3 terror .....; 4 close .....;
5 character .....; 6 sympathy .....; 7 memory .....;
8 rage .....

English in Use – Part 3

9 Complete the sentences using the word given. Use between two and five words. Do not change the word given.

1 It was wrong of you to put the blame on Nina.
not You .... the blame on Nina.

2 When I got home, the kids were already in bed.
time The kids had gone to bed ..... home.

3 This project will need a lot of care.
have This project .... carefully.

4 I don't think she recognised me.
have She .... me.

5 Mary failed to impress them.
succeed Mary .... them.

6 How did she find out about the competition?
known How .... the competition?

7 I suppose they have been delayed somewhere.
could They .... somewhere.

8 Leaving without saying goodbye would not be right.
to I think we ....we leave.

9 Glen last wrote to him a month ago.
heard He .... for a month.

10 I wish Bill had let us know he wasn't coming!
let Bill .... he wasn't coming!

English in Use – Part 2

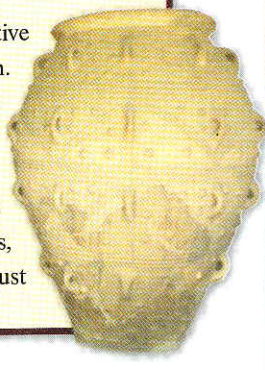
10 Read the text and fill in the word that best fits each gap. Use only one word.

ARCHAEOLOGY: THE BARE BONES?

If we want to find **0)** out what happened in the past, we **1)** ..... read history books. Another **2)** ..... to learn about the past is archaeology: the study of the past through the things people have left **3)** ..... . The written word and archaeological remains are very different from **4)** ..... other, of course, but is one more reliable than the other? You might **5)** ..... tempted to say that something written down is **6)** ..... dependable than a pile of old bones, say, or weapons from a prehistoric period. But stop a minute and think: is this really the case?

On an archaeological dig, excavation involves uncovering artefacts and structures that have been buried for a **7)** ..... time. Things literally "come to light". Modern scientific techniques enable archaeologists **8)** ..... get detailed information on what they have discovered, like **9)** ..... different foods have been cooked in a clay pot, for example, **10)** ..... the sex, age and size of a human skeleton.

It is probably almost impossible to be completely objective **11)** ..... writing history, whatever period one is writing in. Reading history, therefore, and doing historical research, is also a process of uncovering: the objective truth **12)** ..... to be separated from the subjective falsehood. **13)** ..... archaeological remains and historical documents need to be interpreted: neither can be taken at face value. The **14)** ..... is, the evidence from a clay pot or a pile of bones may be just **15)** ..... reliable as a written historical account.



English in Use – Part 4

11 Read the text below and look carefully at each line. If a line is correct, put a tick (✓) by it. If it has a word which should not be there, write the word at the end of the line.

Strange Coincidences

It is very amazing how many coincidences there are between the	0	*very*
lives and deaths of the two assassinated American presidents,	00	✓
Abraham Lincoln and John F. Kennedy. A hundred of years	1	.....
exactly separate the following events: Abraham Lincoln was	2	.....
elected it to Congress in 1846 while John F. Kennedy was	3	.....
elected in 1946. Lincoln became the president in 1860, Kennedy	4	.....
in 1960. So what, you may think – a few of dates correspond. It is	5	.....
an one interesting idea, but you don't think it is too amazing.	6	.....
Well, just wait. It gets more better. Both presidents were	7	.....
particularly involved in civil rights. And what is about the fact that	8	.....
they were both advised on the day they got shot not to go to the	9	.....
theatre, in the case of the former, and Dallas, in the case of the	10	.....
latter? That is not all, both of presidents were shot on a Friday,	11	.....
and both in the head while were sitting beside their wives!	12	.....
Lincoln died in 1865 while his successor, named Andrew Johnson,	13	.....
passed far away in 1875. Kennedy died in 1963, his successor,	14	.....
called by Johnson, in 1973. Here's the final part of the puzzle:	15	.....
both assassins were in turn assassinated before their trials.		

Techniques in Narration

When we write a story, we can use **flashback narration**. This is when the story starts in the middle and then earlier events are introduced using the Past Perfect. The story continues using normal past tenses, leading the readers to the point where it began, then goes on to the end of the story.

In a narrative we can also use the following techniques:

- **description of people:**
  When describing someone's **physical appearance**, start with the general features (**height, build, age**) and move on to more specific ones such as hair, eyes, nose etc. A description of the clothes the person is wearing can also be added.
- **description of places/buildings/scenes**
  When describing a **place**, start by describing its **location** followed by a vivid description of its **interior** (rooms, furniture etc) or **exterior** (what it is made of). A **variety of adjectives** or reference to the **senses** (sight, hearing, taste and touch) can also be included.
- **participles at the beginning of sentences** (e.g. *'Exhausted, he went home.'* instead of *'He was exhausted so he went home.'*)
- **a variety of verbs** (e.g. *'screamed' instead of 'said'*)
- **similes** (e.g. *He felt so relieved that he cried* ***like a baby.***)

Understanding the Rubric 1

1 a. **Read the rubric below, paying careful attention to the underlined phrases. Then answer the questions that follow.**

A popular magazine is holding a short story competition and you have decided to enter. Your story must end with the following words:

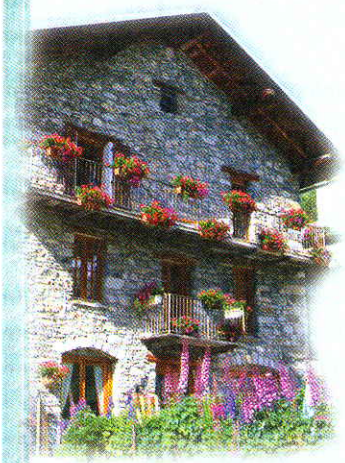
He knew, as he walked away, that he would never return.

1 Who is going to read your story?
2 Is the story told in the first or third person?
3 Think of answers to these questions about the main character in your story:
   - What is his name?
   - Where did he walk away from? Why?
   - How did he feel?
4 Which of the following should your story contain? Tick (✓).
   - ☐ verbs in present and present perfect tenses
   - ☐ a variety of past tenses
   - ☐ an explanation of why he "would never return"
   - ☐ a variety of complex characters
   - ☐ an interesting and believable plot
   - ☐ the given last sentence

Analysing a Story

b. **Read the model and put the paragraphs in the correct order. Does the story fit the ending given in the rubric?**

No Looking Back



☐A *It had all started when he had entered a short story competition in his favourite magazine. He hadn't thought his story was very good, so he was extremely surprised when it won first prize. The prize was a holiday in the French countryside.*

☐B *John picked up the cardboard box full of his belongings and left his office. He knew, as he walked away, that he would never return.*

☐C *As soon as he returned to England, John started writing a novel. He worked late every night for two years, writing page after page. When the book was finished he sent it to a publisher. The novel became a best seller, and John became very wealthy. He bought himself a lovely stone house in France and told his boss that he was leaving the company.*

1 ☐D *John emptied the drawers of his desk and put the contents into a large cardboard box. He felt a little sad to be leaving this office. After all, he had spent eight hours a day here for the last ten years. Now he was leaving his job, and his country.*

☐E *The cottage he had stayed in was beautiful. It was a small white building with carved wooden shutters on the windows and a heavy old wooden door with pink roses around it. John loved the place from the first moment he saw it. He decided that one day, he would buy a house just like this, and live in France for the rest of his life.*

c. **Underline the adjectives used to describe the cottage. Which are related to size/opinion/material/colour?**

d. Now put these events from the story in the order in which they happened. Where does the writer choose to begin?

- ☐ John won first prize in a short story competition.
- ☐ John started writing a novel.
- ☐ John put his belongings in a cardboard box.
- ☐ John went on holiday to the French countryside.
- ☐ John left his office.
- ☐ John's novel became a best seller.

Flashback

2 Read the following plot line (listed in chronological order) for a story entitled *Home At Last* and choose an event to begin with so you can tell the story as a flashback. Then tell the story, using appropriate past tenses.

- Margaret decided to leave her small village / go to big city
- she found a cheap flat/only thing she could afford / dark, filthy
- she started looking for a job / no results
- soon she got behind with rent / landlady gave last warning
- one night half asleep half awake / someone tried break in
- packed her bags and went back home / promised never to leave hometown again

Adjectives/Adverbs

3 a. The following adjectives/adverbs can be used instead of the simplistic ones in the table to describe people/ places. Put them in the correct box, then say which can be used for people, which for places and which for both.

• handsome • rather • massive • extremely
• nasty • enormous • tiny • disgusting • lovely
• miniature • superb • amazingly • wonderful
• hideous • evil • huge • attractive • wicked
• short • fabulous • terrible • absolutely
• pleasant • microscopic • charming

big	
small	
beautiful	
ugly	
very	
good/nice	
bad	

b. Now replace the words in bold in the following paragraphs with suitable words from the boxes above.

MODEL A

Michael closed the door behind him and looked at himself in the **1) small** mirror on the wall. His **2) beautiful** face seemed paler than usual and all of a sudden he felt **3) very** tired. He thought of all the **4) bad** things that had happened that day. It was clear to him now that he didn't belong in this **5) big 6) ugly** city.

MODEL B

It was a **1) nice** sunny morning when we set off on our journey. The sky looked **2) very** blue with only a few **3) small** clouds on the distant horizon. The ship we travelled on was **4) big** and had **5) good** cabins. We must have been halfway there when I was roused from my nap by a **6) bad** scream. It took me a while to come to my senses, but then I saw a **7) small** woman in front of me, looking **8) very** scared.

c. In pairs, talk about what could have happened before and after each of these extracts.

Feelings

4 a. Read the speech bubbles. How do the speakers feel? Match the adjectives (1- 6) to what the speakers say (A-F).



1	worried	3	curious	5	excited
2	amazed	4	annoyed	6	anxious

b. Now, with the help of the adjectives and the speech bubbles, make sentences, as in the example.

She was curious to find out what had happened.

5 Put the words and expressions describing feelings in the correct box. Some fit in more than one category. Then use them to make sentences.

• scared stiff • delighted • miserable • thrilled
• downhearted • pleased • overjoyed • entertained
• frightened • moody • terrified • over the moon
• desperate • elated

amused
happy
sad
excited
scared

When she saw the black figure in front of her, she was scared stiff.

Verbs

6 a. Read the paragraph, then replace the verbs in bold with verbs in the list in the correct form.

• groan • mumble • stare • scream
• peer • whisper

"Watch out!" I **1) said** at the top of my voice, but it was already too late. Jim and I both stood there **2) looking** at the cyclist flying off his bike and hitting the enormous hole in the road. "Is he hurt?" Jim **3) said** quietly, trembling with fear. "I don't know," I **4) said** softly. At that moment the young man slowly lifted his head and **5) looked** at us in confusion. "What happened?" he **6) said** in pain. "Where am I?"

b. Can you suggest a beginning/ending to the story?

Participles

7 Join the sentences using present or past participles, as in the example.

1 Tracy was crying. She ran into her mother's loving arms.
Crying, Tracy ran into her mother's loving arms.
2 He was fascinated. He walked towards the bright light.
3 She was terrified. She hid under the bed.
4 He left the restaurant. He met an old school friend.
5 Sheila felt cold. She closed the window.
6 Dave was disgusted. Dave paid his bill and left the restaurant.
7 Tom was very brave. He entered the haunted house alone.
8 He clung to the side of the cliff. He waited for daylight to come.
9 We shivered with cold. We finally reached the shore.
10 They didn't want to wake their parents. They crept down the stairs.

Similes

8 a. Match column A to column B to complete the similes, as in the example.

A	B
1 as quick as	a a sheet
2 as fresh as	b a baby
3 as pleased as	c a flash
4 as right as	d a daisy
5 to run like	e a sieve
6 as white as	f punch
7 to cry like	g the wind
8 to have a memory like	h rain

b. Now use the similes to write sentences, as in the example.

As quick as a flash, she skied down the slope.



Understanding the Rubric 2

9 a. Read the following rubric and answer the questions.

The editor of a student magazine has invited readers to send in a story. The story must begin with the following sentence:

"I can't believe this is happening," I thought, as I saw Jane walk into the restaurant.

The best story wins a free meal at a restaurant of your choice.

Write your **story** for the magazine.

1 Who is telling the story?
2 Where does the story take place?
3 Who could Jane be?
4 What age could they be?
5 How do you think they know each other?

b. Read the two models (A & B), then answer the questions 1 to 16.

MODEL A

"I can't believe this is happening," I thought, as I saw Jane walk into the restaurant. She hadn't changed at all. She was still tall and beautiful, with wavy blonde hair and bright green eyes. I smiled and thought of how my life had changed since we had last met.

It had all started when I noticed her at a party. I had followed her to the buffet and started talking to her about the food. "You seem very interested in food," she laughed. "Well, I'm a great cook," I told her. It was a lie, but I had to find an excuse to see her again. "Why don't I cook you dinner sometime?"

The dinner party was extremely embarrassing. I ordered food from a nearby restaurant and pretended that I had cooked it. She offered to wash up and found the delivery boxes in the kitchen. She laughed at me and I felt awful. Angry with myself, I decided then and there to learn how to cook.

I never saw Jane after our terrible dinner date. I started a cookery course and found that I was good at it after all. I went on to train to be a chef. I worked hard and saved up until I was able to open my own restaurant.

Now she had walked into my restaurant. Feeling as pleased as punch, I pretended I was a waiter and walked to her table. "Ready to order, madam?" I asked.

MODEL B

I can't believe this is happening to me, I said to myself when Jane Harris was coming into the restaurant. It was a long time since we saw each other, but she didn't look very different. She is still very nice and tall.

Some weeks ago I met her at a party. We talked about food, we both liked food and I told her I was a chef. That was a lie. I wasn't a chef but I wanted to see her again so I told her to come to my house for dinner. It was very bad. I couldn't cook so I ordered take-away and told her I had cooked it. She believed me. When she went into the kitchen to wash the dishes, she found the empty boxes. She wasn't angry, she only laughed at me, but I was shaking like a leaf. I then decided to learn to cook. And now she's here. I never thought I would see her again, but I learnt to cook. I was very good. I became a chef and now I have my own restaurant *Escargots*. It's very famous and my speciality is chicken and apple casserole. I have lots of wealthy customers and I have even won a few awards.

But I never expected to see Jane here. It was a bit of a shock, but now I will cook her the best meal she ever had.

Which model:

1 opens with the sentence as given in the rubric? ☐
2 contains both present and past tenses? ☐
3 has a variety of adjectives and adverbs? ☐
4 uses past tenses correctly? ☐
5 contains simplistic and repetitive use of verbs and adjectives? ☐
6 has used a simile correctly? ☐
7 includes direct speech? ☐
8 jumps back and forward in time in a confusing way? ☐
9 has a clear flashback section leading the reader back to the distant past? ☐
10 includes irrelevant personal facts? ☐
11 describes the character's feelings? ☐
12 has serious errors in tenses? ☐
13 has a different beginning from the one given in the rubric? ☐
14 has a simile that doesn't fit the context? ☐
15 makes no reference to the character's feelings at all? ☐
16 does not have well-organised paragraphs? ☐

c. In pairs, suggest ways of improving the weak model, then think of another ending. Compare your ending to another pair's. Which do you prefer?

d. In pairs, look at the good model and list the events in the order they really happened. Where does the story begin? Which events happened before this point? Which events happened afterwards?



Discuss & Write

10 Read the following rubrics, underline the key words and, for each one, answer the questions that follow.

A You have been invited to write a short story for an international magazine for young people. The story must **end** with the words:

He knew he could never tell anyone, because they would never believe him.

Write your **story**.

B A local radio station is running a short story competition. The competition rules say that the story must **begin or end** with the following sentence:

Six months of hard work had finally paid off.

Write your **story**.

C A magazine is offering a prize for the best short story with the title: *The Disaster.* You decide to enter the competition.

Write your **story**.

D You have decided to enter a short story competition. The competition rules say that the story must **begin** with the following words:

I couldn't believe the moment had finally arrived.

Write your **story**.

1 Who is going to read your story?
2 Will your story be narrated in the first or third person?
3 Who is the main character? How old is he/she?
4 How many people are involved?
5 Where/When could your story take place?
6 What could your story be about?
7 What happened exactly?
8 What tenses will you use most?
9 Where could you use a flashback in your story?
10 How could the character(s) feel at the end of the story?

11 Using the information you have learned in this unit, write any of the stories above. You should write between 120 -180 words.

Checklist

When you have finished writing your story, check the following:

- you have used the sentence given in the rubric in the correct position
- the plot is easy to follow
- you have used the appropriate tenses
- your paragraphs are clear and well organised
- you have used adjectives and adverbs to make the story more interesting to the reader
- your story begins/ends in an interesting way
- there are no spelling mistakes

A As well as this, talented musicians will also be able to exchange the music they produce in much the same way.
B In comparison to the past, video interviews will become a normal part of project work in schools, allowing pupils to produce mini-documentaries.
C For many years, the word has had much the same meaning.
D In the future, however, it is actually the role of teachers that will change.
E Therefore, will the classroom be replaced by pupils all working remotely or from home?
F Without a doubt, the teacher has always been the focus in the classroom and the main source of knowledge.
G Even so, the classrooms of today would basically still be recognisable to a visitor from, let's say, Victorian times!
H As a result of the introduction of state-of- the-art training materials, even gymnastics classes will change to include on-screen programs where pupils can actually compete with each other.
I Consequently, pupils will be able to work on the same project together, for example, sharing opinions and finding solutions, without the need for boards at the front of their classrooms.



Vocabulary Practice

3 a. Read the text and find all the words related to education. Categorise them into nouns, adjectives and verbs.

b. Explain the highlighted words in the text.

Text Analysis

4 Choose the best definition to explain these phrases from the text.

1 ... main means of presentation ... (lines 15-16)
   a the most widely-used way of giving a prize
   b the most widely-used way of showing something
2 ... access to online materials ... (line 20)
   a ability to use information on the Internet
   b ability to use too much information on the Internet
3 ... three-dimensional views of cities ... (line 29)
   a three different views of each of the cities
   b views that seem real and natural rather than flat
4 ... face-to-face discussion ... (lines 49-50)
   a talk to others directly
   b complain to others directly
5 ... the introduction of state-of-the-art training materials ... (sentence H)
   a to start using the best educational technology available
   b to start using the best sports equipment available

Discussion

5 a. Make a list of the writer's predictions about schools in the future. Do you agree with these predictions? Why (not)? Discuss in pairs.

b. In pairs, suggest another title for the text, then draw a picture which would match your prediction of the future classroom.

6 Imagine that a wealthy person from your local area has offered to cover the cost of three important changes at your school. In pairs, discuss which three changes you would like to see and why.

Education

1 a. Listen to a teacher comparing British and American education and complete the chart about the American system.

USA	Age
1)	5
elementary school	6-11
2) ..... high school	12/13 - 15
senior high school	3) .....
• university • 4) ..... • other training institution	18+

b. How similar/different is the education system in your country? Discuss in pairs.

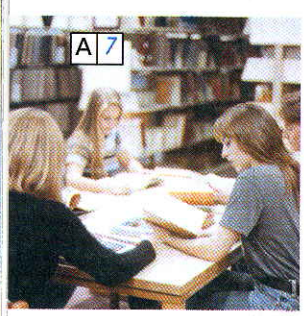
c. The following words/phrases are related to school/university. When do they first play a part in someone's education? Check your answers with your partner's.

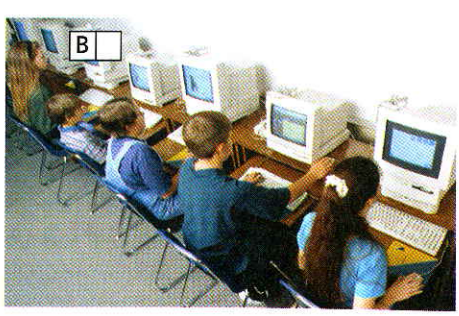
• optional subjects • revision • school reports • projects • lectures • careers counselling • exams • seminars • climbing frame • tutorials• science experiments • sandpit • thesis • colouring • the alphabet • detention • foreign languages • modelling clay • toy bricks

Optional subjects are taken by students at high school.

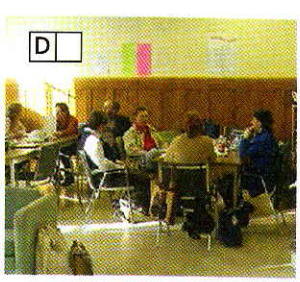
Places in a school

2 a. Match the places to the pictures. Which ones does/did your school have? What other places can/could you find in your school?

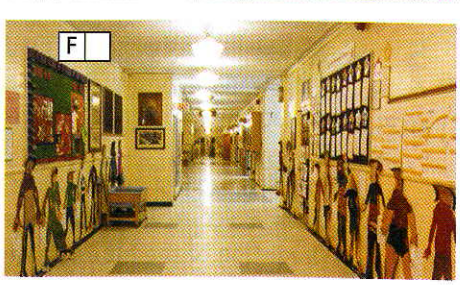

A 7

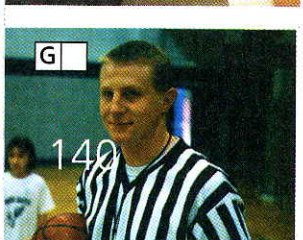

B


C


D


E


F


G


H

1 computer lab
2 gymnasium
3 corridor
4 canteen
5 music room
6 science lab
7 library
8 staff room

b. Use the prompts below to say how each place (1-8) is used. How often do/did you use these places?

- research on the Internet/learn to use different software
- have PE lessons/do gymnastics/play indoor sports
- have lunch/socialise with friends
- have coffee breaks/spend free periods/attend meetings
- spend breaks/play games/socialise with friends
- exhibit artwork/keep lockers/display notices
- read books/study
- have music lessons/practise musical instruments
- learn about Biology/Chemistry/Physics/do experiments

A library is used for reading books.

Types of schools

3 a. Underline the correct word.

1 Tom went to **boarding/grammar** school, so he only came home during the holidays.
2 I want my children to go to a **single sex/ comprehensive** school because I think it's better for boys and girls to learn separately.
3 Most children go to **state/public** school where education is free.
4 My parents couldn't afford to send me to a **grammar/private** school when I was young.
5 Eton and Harrow are famous **state/public** schools.

b. What types of schools are there in your country?

Exams & Qualifications

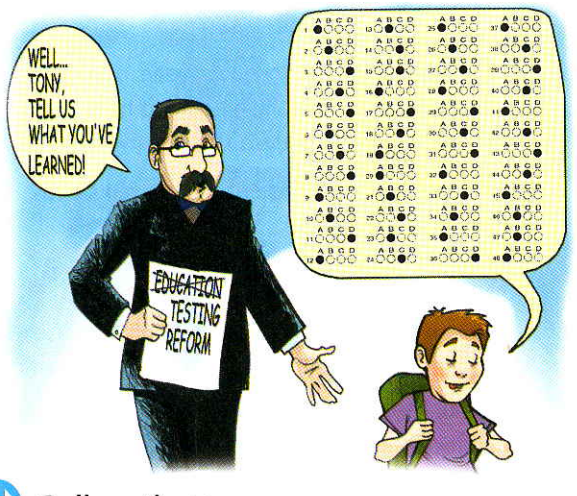
4 a. Look at the abbreviations below. What do you think the letters stand for?

• GCSE • NVQ • 'A' Level • HND • BA/BSc
• MA/MSc • PhD

b. At what age do you think students might obtain these qualifications? What are the nearest equivalents in your country?

5 Fill in: ***fail; pass; take; sit; resit*** in the correct form.

1 I always revise thoroughly before I have to ..... an exam.
2 He's ..... his driving test next week.
3 Pat ..... her exams with flying colours.
4 I'm not surprised he ..... his exams, he didn't revise at all.
5 If she doesn't get high enough marks in her exams, she will ..... them in September.



Collocations

6 Match the verbs to the nouns, then make sentences using the collocations.

1	attend, go to, take, miss, hold, dismiss	grade
2	run, offer, do, take, enrol on, pass, fail	class
3	achieve, get, receive	course

Words often confused

7 Underline the correct words.

1 The course is designed to **develop/promote** special study skills.
2 The institute only **keeps/holds** evening classes.
3 She has been **accepted/admitted** at York University.
4 I'm afraid you can't **hold/keep** a private conversation here.
5 He retired at the end of a thirty-year teaching **post/career**.
6 Apply for a **fee/grant** if you want to go to university.

Phrasal Verbs

Appendix 2

8 Fill each gap with the correct particle, then explain the phrasal verbs.

• over • up • behind • off • out

1 Juliet was new to the class and had to do extra work to **catch** ..... with the others.
2 If you miss school for more than a couple of days, you are in danger of **falling** ..... with your work.
3 I need to **go** ..... my History notes because we've got a test on Monday.
4 If you don't pay attention, how do you expect to **keep** ..... with the lesson?
5 **Look** ..... the word in the dictionary if you're not sure what it means.
6 We had to **put** ..... our Biology field trip because the weather was so bad.
7 Simon was **told** ..... severely when his parents saw his school report.
8 We couldn't **work** ..... what had gone wrong with our science experiment, so in the end we had to start again.

Idioms & Fixed phrases

9 Underline the correct word in each of the sentences below. What do the phrases mean? Are there similar idioms in your language?

1 Claire learnt the poem **by** ***heart/mind*** before the presentation.
2 If you want to **make the** ***grade/result*** you'll have to study very hard.
3 I'm going to ***learn/teach*** that boy **a lesson** he won't forget.
4 Jacob is **in a** ***lesson/class*** **of his own**; his work is always excellent.
5 Sarah is very studious. She's always **got** her ***eyes/nose*** **in a book**.
6 In primary school everyone called me **the teacher's** ***love/pet*** because I always got good grades.

Prepositions

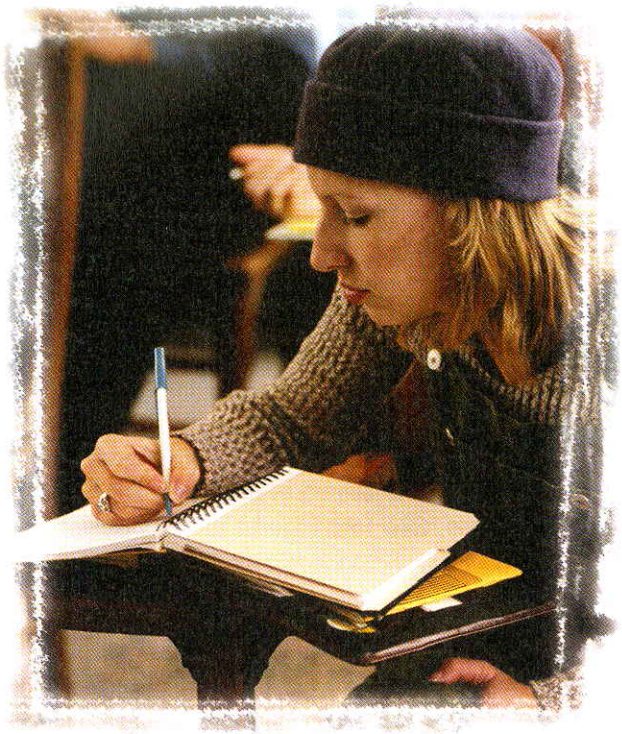
Appendix 1

10 Fill in: ***in, for, of***, then make sentences about education.

1 to prepare ...../revise ...../study ..... an exam; 2 to be top ..... the class; 3 to specialise ..... sth

Listening – Part 3

1 a. You will hear five people talking about exams. Before you listen, look at the six phrases (A-F) listed below. What do you expect each speaker to talk about?



b. For speakers 1-5, choose which of the subjects (A-F) the people are talking about. There is one extra subject which you do not need to use.

A Lack of confidence
B Working too hard
C Pressure to do well from a parent
D A new kind of exam
E A new way of marking
F A surprising result

Speaker 1 ☐
Speaker 2 ☐
Speaker 3 ☐
Speaker 4 ☐
Speaker 5 ☐

c. Can you relate to any of the speakers? Who? How? Tell the class about it.

Listening – Part 4

2 a. You will listen to a radio interview about the problem of truancy. Before you listen, discuss the following.

1 In your opinion, what are the reasons students stay away from school? Think about:
• boredom • influence of friends
• problems at school • family problems

2 What problems can truancy cause a student?

3 Look at the questions 1 to 7 below, underline the key words and try to predict the right answer.

b. Listen to the interview and for questions 1-7 choose the correct answer (A, B or C).

1 Dr Greenway implies that some children who play truant
A do so in order to earn money.
B behave badly in public.
C are never punished.

2 Why do some parents take their children on holiday during term time?
A Because it's peak season
B To spend time together as a family
C To save money

3 Why is it difficult for schools to convince students to attend regularly?
A Parents set a bad example for them.
B There is no good reason to attend.
C Some teachers behave irresponsibly.

4 What is the government's contribution to combating truancy?
A They have been trying for years.
B They are only just beginning to help.
C Their help has arrived too late.

5 Why are the government having talks with travel agents?
A To convince them to offer parents cheap holidays
B To make sure that children don't play truant
C To get help from them in combating truancy

6 What are the aims of 'behaviour improvement projects'?
A To teach parents to be more responsible
B To teach students the lessons they have missed
C To teach students to take school more seriously

7 What does Dr Greenway say about the law against truancy?
A The law is not strict enough.
B Parents are not often prosecuted.
C Many parents face criminal charges.

c. Which of the following things do you think would be most effective in combating truancy? Rank them, then compare your list to your partner's.

☐ more interesting lessons
☐ police involvement
☐ more responsible parenting
☐ strict punishment
☐ teaching students to respect school

Speaking – Part 3

Studying abroad

Students A & B

3 Work in pairs. Here are some pictures of things a person might take with him when studying abroad for a year. First, talk to each other about how important each item is to you when you are away from home. Then choose three items that you wouldn't leave home without.



Speaking – Part 4

Students A & B

4 Discuss three of the following questions.

1 What are the reasons people go away to study?
2 What problems can someone who is studying abroad face?
3 Would you like to study in a foreign country? Why (not)?

5 Listen to two candidates doing the speaking tasks above and assess them in terms of:

- grammar accuracy
- pronunciation
- interactivity

Communication

- Congratulating – Consoling

6 a. Read the dialogues and underline the phrases used for congratulating and consoling. What is the situation in each dialogue?

1 A: What's the matter, Tom? You look a bit upset.
B: Yeah, I am upset, actually. I just got a 'C' in my Physics exam.
A: Never mind. It's not as bad as you think. It's still a passing grade.
B: I suppose.

2 A: Georgia? Are you free after class?
B: Yes, I am. Why?
A: Well, I got my driving licence yesterday, and I thought we could go out for a bite to eat.
B: Oh my goodness! Congratulations! I'm so happy for you!

b. Use the useful language in the box to act out similar dialogues for the situations (1-4).

Congratulating	Consoling
• Congratulations!	• That's too bad/a pity/a shame.
• Well done!	• Don't let it get you down.
• Brilliant!/Excellent!/ Super!	• Never mind.
• I'm (really) happy for you!	• Don't worry.
• Good for you!	• You'll be fine/OK/alright.
• That's great/wonderful/ fantastic news!	• I'm so sorry.
	• It's not as bad as it seems/ you think.

1 A friend has passed her exams.
2 Your brother has crashed his car.
3 Your sister got accepted to study medicine abroad.
4 A friend has lost his job.

Everyday English

- Reacting

7 Look at sentences 1 to 8. Then choose phrases from the list and in pairs act out short exchanges reacting positively or negatively.

• OK. • Never mind. • Not at all. • Go ahead.
• Pity • Why not • I'd love to. • Yes, actually.
• You'd better not. • Let's not. • Poor. • Quite well.
• Reasonable. • I'd rather not. • Terribly

1 I won't be able to make it.
2 Shall we go?
3 Do you mind?
4 How did it go?
5 Are you coming then?
6 What are my chances?
7 Can I try?
8 I tried really hard.

A: I won't be able to make it.
B: Pity.

Reading – Part 2

1 a. You will read an extract from Thomas Hughes' *Tom Brown's Schooldays*. Before you read the extract, read the information about the author and the novel, and answer the questions.



Thomas Hughes (1822-1896), a famous British novelist, is remembered mainly for his novel *Tom Brown's Schooldays* (1857). The novel is set at Rugby School where Hughes himself was educated.

Conditions were tough. Corporal punishment was acceptable and bullying became an everyday part of life with less capable boys being made fun of and clever ones treated unfairly. In this extract, Tom is slowly transformed from a quiet, innocent young boy, to a noisy and rather badly-behaved one ...

Other works by Thomas Hughes are: *Tom Brown at Oxford, A Layman's faith,* etc

1 What do you think 'tough conditions' might have included?
2 Does bullying exist in schools in your country?

b. What actions can be described as bullying? In pairs, make a list, then read the text quickly and check if your guesses were correct.

2 a. Look at questions 1-7. Underline the main points in the questions, then quickly read the text and find the parts of the text which include the answers.

b. Read the text again and for questions 1-7, choose the correct answer (A, B, C or D).

1 What was the main problem with the fourth form?
A There were too many students.
B The level of teaching was poor.
C It had a mixture of ages and abilities.
D Latin and Greek were difficult to teach.

2 What did the teacher try to do on many occasions?
A move certain students to another level
B make fun of Tom Brown
C help those students who were unhappy
D point out students' mistakes

3 What was the writer's opinion of East and Tom Brown?
A They were serious students.
B They were hopeless students.
C They were always having fun.
D They were typical, naughty boys.

4 The clever boys always seemed to
A recognize their talents.
B play fairly with others.
C have a difficult time.
D dislike progressing quickly.

5 What had Tom been like at the end of the third form?
A manageable
B well-behaved
C very strong
D very steady

6 During the second monthly examination, Tom
A really cared about the results.
B was worried all the way through.
C realised that the teacher was in a bad mood.
D whispered so as not to disturb the others.

7 What happened to the clever boy?
A He translated the passage well.
B He became confused.
C He became silent.
D He surprised the Doctor.

Tom Brown's SCHOOLDAYS

The fourth form, in which Tom found himself at the beginning of the next half-year, was the largest form in the lower school and numbered upwards of forty boys. Young gentlemen of all ages from nine to fifteen were to be found there, expending their energy on the Latin and Greek texts that were ***handed out*** *daily. Having to teach this form must have been difficult work for the unfortunate master as it was the most unhappily constituted class in the school. Here were the weaker boys, who, for the life of them, could never learn the necessary grammar for them to move to a higher form. They were the objects of amusement and terror to the* ***youngsters****, who were daily pointing out their mistakes and laughing at them in the lesson, and getting kicked by them for doing so in play-hours. There were no less than three unhappy*

fellows whom the Doctor and the ***master*** *of the form were always* ***endeavouring*** *to promote into the upper school, but whose efforts resisted the most well-meant pushes. Then came the mass of the form, boys of eleven and twelve, the most mischievous and reckless age of British youth, of whom East and Tom Brown were fair* ***specimens.*** *As full of tricks as monkeys, they were always making fun of their master, one another, and their lessons and trying to get them to be steady or serious for half an hour together was simply hopeless. The remainder of the form consisted of clever young boys of nine or ten, who were going up the school at the rate of a form a half year, all boys' hands and wits against them in their progress. It would have been one man's work to see that the talented youngsters had fair play and as the master had other things to do, these boys were forever being shoved, their books stolen or written on, their jackets whitened and in general, their lives made difficult for them.*

Tom had come up from the third with a good character, but the ***temptations*** *of the fourth soon proved too strong for him, and he rapidly fell away, and became as unmanageable as the rest. For some weeks he succeeded in maintaining the appearance of steadiness and was looked upon favourably by his new form master, whose eyes were soon opened to Tom's true character.*

The only occasions which the pupils really cared about were the monthly examinations when the Doctor came round to examine their form, for one long, awful hour in the work which they had done in the preceding month. Tom's second monthly examination came round and the boys waited anxiously for it to begin. Tom never lifted his eyes from his book but could feel the Doctor's mood as he whispered to the master. At last the whispering ceased, and the name called out was not Brown. The boy who was called up to be examined first was a clever, merry boy and a great favourite of the Doctor, who asked him to translate a Latin passage. On common occasions the boy could have translated the passage well enough, but now his head was gone and he made some terrible mistakes. A ***shudder*** *ran through the whole form and the Doctor's* ***wrath*** *fairly boiled over. He made three steps up to the boy, and gave him a good box on the ear. The blow was not a hard one, but the boy was so taken by surprise that he fell back over the bench onto the floor behind. There was a dead silence over the whole school. Never before and never again while Tom was at school did the Doctor strike a boy in a lesson. The* ***provocation*** *must have been great.*

Vocabulary Practice

3 a. Match the highlighted words in the passage with their synonyms below. Then, explain the words in bold.

• irresponsible • naughty • previous • quickly • unlucky • stopped • advance

b. Find all the words/phrases in the text related to education. Which of them are not used today?

Text Analysis

c. The following phrases are taken from the passage. Explain them in your own words.

- ... the most unhappily constituted class ... (lines 9-10)
- They were the object of amusement and terror to the youngsters ... (lines 13-14)
- ... as full of tricks as monkeys ... (line 25)
- ... simply hopeless ... (lines 28-29)
- ... would have been one man's work to see that (lines 33-34)
- ... temptations proved too strong ... (lines 40-41)
- ... was looked upon favourably ... (lines 44-45)
- ... a shudder ran through the form... (lines 63-64)
- ... a dead silence ... (line 69)

Discussion

4 a. Choose four adjectives to describe the possible feelings of the boy who was examined.

b. Discuss in pairs what you think might have happened afterwards.

c. How might a student react to such punishment nowadays?

d. Describe a typical exam day at your school.

5 a. How do you think bullying can affect a child's behaviour? What can be done about it?

b. Is corporal punishment allowed at schools in your country? Why (not)? Do you think there are any occasions when it might be acceptable?

The Passive

Grammar Reference

1 a. **Compare the sentences. How do they differ?**

Students take exams twice a year.
Exams are taken by students twice a year.

b. **Rewrite the sentences in the passive. Omit the agent where possible.**

1 The Minister of Education will visit the school next week.
2 Charles Dickens wrote *David Copperfield*.
3 Students must wear school uniforms at all times.
4 Have the examiners announced the results yet?
5 The school publishes the newsletter every month.
6 I don't like people teasing me.
7 Someone has broken this window.
8 The police will make an arrest soon.

c. **Think of a passive action that could be done by the following people and make a sentence.**

• a traffic warden • a nurse • a judge • a teacher
• a mechanic • a gardener • a waiter

John was given a parking ticket.

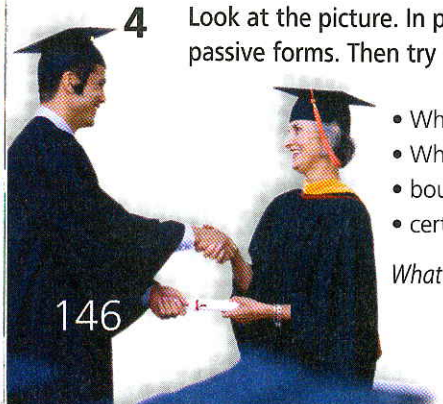
2 **Fill in the gaps with *by* or *with*.**

1 The exam hall was filled ..... nervous students.
2 The school was badly damaged ..... the fire.
3 The new gym was opened ..... the mayor.
4 The new school uniform was designed ..... Jeff Banks.
5 The classroom walls were covered ..... the student's artwork.

3 **Rewrite the following sentences using personal and impersonal passive structures.**

1 They think she is talented.
She is thought to be talented.
It is thought that she is talented.
2 People once believed that the Earth was flat.
3 They fear that all passengers were killed.
4 They understood that the plan had failed.
5 They know she was telling the truth.
6 People expect he will go to university.

4 **Look at the picture. In pairs, form questions using passive forms. Then try to answer them.**



• What/called?
• Who/invited?
• bought/rented?
• certificate called?
• How often/held?
• presented with?
• speeches made?

What is this ceremony called?

Causative Form

Grammar Reference

5 a. **How are the two sentences similar/different in meaning and structure?**

I had my essay marked.
My essay was marked by the teacher.

b. **Write full sentences about yourself, as in the example.**

1 check your teeth
2 test your eyes
3 cut your hair
4 repair your car
5 shorten your trousers

I have my teeth checked by the dentist.

6 **Rewrite the sentences in the causative form.**

1 The gardener will mow the lawn on Saturday.
2 I prefer paying someone to clean my house.
3 I will ask Mum to check my homework.
4 The caterers have arranged the food for our party.
5 The teacher is marking my essay.
6 Jane had asked her secretary to make the appointment.

English in Use – Part 3

7 **Rewrite the sentences using the word in bold. Use between two and five words. Do not change the word given.**

1 The professor was ill so they cancelled the lecture.
owing The lecture .... the professor being ill.
2 They estimate that a year at university costs the average student about £7,000.
estimated A year at university .... the average student about £7,000.
3 It's not worth trying to persuade him.
point There .... to persuade him.
4 The two pictures look exactly the same to me.
tell I can't .... the two pictures.
5 She is always recognised wherever she goes.
avoid She can't .... wherever she goes.
6 A technician is coming to fix the network on Wednesday.
fixed We are going to .... on Wednesday.
7 He is interested in finding out what the fees are.
like He .... what the fees are.

8 She gets research done very efficiently.
efficient She is very .... research.

9 My workload made it impossible for me to go on holiday.
prevented I .... on holiday because of my workload.

Word Formation: -ing/-ed ending

8 a. What's the difference between:

The performance was exciting.
We were excited by the performance.

b. Use the verbs to make sentences using an -ing or -ed ending.

• amuse • fascinate • bore
• thrill • tire • embarrass

English in Use – Part 5

9 Use the word given in capitals to form a word that fits in the space on that line. There is an example at the beginning (0).

The Work of a Librarian

As Head Librarian I have a lot of **0)** responsibility. As well as managing a staff of eight **1)** ....., I also supervise all the **2)** ..... of the library. — RESPONSIBLE, PERSON, OPERATE

This year we have had a large increase in the number of **3)** ..... students. Due to the extra demand for library time this has created, we've **4)** ..... our hours. I have also been accepted into the Institute for Learning and Teaching. I see this as **5)** ..... of my role in supporting learning and as **6)** ..... of the teaching role that I have within the library. — MEDICINE, EXTEND, RECOGNISE, ACKNOWLEDGE

I enjoy the **7)** ..... the job provides, though times are hard **8)** ..... . The budget we have to buy books has remained static for the past three years, yet book prices have not and **9)** ..... to magazines and periodicals rise. This leaves me with a number of difficult **10)** ..... to make. — VARY, FINANCE, SUBSCRIBE, DECIDE

English in Use – Part 1

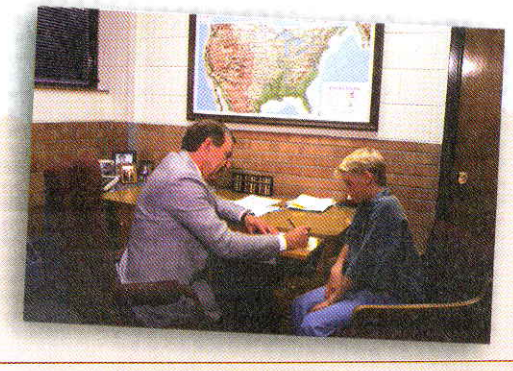
10 Choose the right word to fill each gap (A, B, C or D).

Valuable Lessons

When adults praise a child **0)** *for* trying, despite unacceptable work, they teach that **1)** ..... is more important than results. I once took **2)** ..... a class in the middle of a term from a teacher who was a **3)** ..... marker. After I had returned a batch of marked papers, one boy complained **4)** ..... receiving a 'C'. "I'm **5)** ..... to getting 'As'" he said. When I explained that his essay was badly **6)** ....., he asked: "What about the pictures? Our other teacher gave extra **7)** ..... for effort."

Real life seldom **8)** ..... those who try but don't get results. And it's a rare boss who tolerates an employee who insists that he **9)** ..... his best. Unmerited praise may keep children from **10)** ..... their own true capabilities.

Years ago, my best friend was a naturally **11)** ..... musician. Her family saw every effort as 'brilliant' but she hated practising and often did badly at recitals. After one particularly embarrassing performance, her mother said, "You were wonderful, but that piano needs tuning and the audience was so noisy, it's no **12)** ..... you forgot the second movement" Had this girl **13)** ..... criticism, she might have realised her dreams of a concert career. As it was, her playing got gradually worse, she lost **14)** ..... and eventually **15)** ..... out of music school.



0	A for	B on	C by	D through
1	A try	B attempt	C trial	D effort
2	A up	B over	C out	D down
3	A light	B giving	C generous	D tender
4	A about	B for	C with	D by
5	A familiar	B used	C adapted	D keen
6	A expressed	B fixed	C made	D organised
7	A marks	B grades	C notes	D scores
8	A awards	B merits	C rewards	D grants
9	A made	B did	C put	D went
10	A realising	B succeeding	C gaining	D meeting
11	A worthy	B deserved	C capable	D gifted
12	A doubt	B shame	C wonder	D joke
13	A explained	B offered	C given	D received
14	A interest	B energy	C motive	D attention
15	A fell	B went	C passed	D dropped

Opinion articles or letters are written when we want to express our personal opinion on a particular topic. They can be articles for publication, compositions for a class assignment, letters to the press/authorities, or letters to a friend. They should include relevant information to support our opinion, and use an appropriate style depending on who is going to read the piece of writing.

In the **first paragraph** we should introduce the topic and state our opinion clearly. If we write a letter giving our opinion, start the introduction by giving the reason for writing.

The **main body** consists of two or more paragraphs each presenting a separate viewpoint supported by reasons/examples. We can also write a separate paragraph which states the opposing viewpoint.

The **final paragraph** summarises/restates our opinion using different words.

Understanding the Rubric 1

1 Read the rubric, underline the key words and answer the questions.

Your town has recently been given a large youth development grant from the government to improve the recreational facilities for young people in your town. The money could be spent on *either* a new sports centre *or* a new entertainment complex. Write a letter to the editor of your local newspaper, giving your opinion on how the money should be spent and why.

1 What do you have to write?
2 Who is the target reader?
3 What style should you use? Why?
4 What is your opinion on the topic?
5 Which of the following points are relevant to the question?
   a ☐ Sports facilities in schools are limited.
   b ☐ The town's cinema is old.
   c ☐ Young people have few free-time activities.
   d ☐ The grant is a large amount of money.
   e ☐ There is no sports centre at present.
6 How would you support each of the points you chose from above?
7 What information should you include in your introduction?
8 How could you end your letter?

Analysing an opinion letter

2 a. Read the model and choose the correct topic sentences from the ones below.

A On the other hand, a sports centre also has its disadvantages.
B What is more, playing a sport can build character.
C To start with, it will provide many new jobs.
D Firstly, there are very few sports facilities in our town.
E However, an entertainment complex would also be a good addition to our town.
F Furthermore, I could suggest an excellent location.

Dear Sir/Madam,

I am writing with regard to the youth development grant our town was recently awarded. I am of the opinion that the money should be spent on a new sports centre for a number of reasons.

[1] If a sports centre were built, more young people would have the opportunity to play sports. Moreover, it would provide youngsters with a pleasant and positive pastime. As it is, they have very few options open to them. In addition, it would give them access to better facilities than are currently available in schools.

[2] Positive qualities, such as team spirit, fair play and friendly competition are developed. This is something we should encourage in our young people.

[3] In particular, a modern cinema is a facility sorely lacking in our area. Nevertheless, I feel helping our youth stay healthy and fit is more important.

To sum up, I believe building a sports centre is the best use for the grant money, as it would be most beneficial for young people in our town. I hope that the town council agrees and starts work as soon as possible.

Yours faithfully,

Clive Dunn

b. Has the writer mentioned all the points in the rubric?

c. Suggest an alternative conclusion for the model.

Planning your paragraphs

3 a. Complete the plan with the questions below.

a What can you say in support of your opinion?
b What do you hope the reader(s) will do?
c What is the opposing viewpoint?
d What is your opinion?
e What is the reason/justification for this?

plan

Dear Sir/Madam,

Introduction

(Para 1) • *What is your reason for writing?*
• .....

Main Body

(Para 2) • .....
• *What would the consequences/results be?*
(Para 3) • *What else can you say in support of your opinion?*
• .....
(Para 4) • .....
• *Why does this not change your opinion?*

Conclusion

(Para 5) • *What is your opinion (again)?*
• .....

Yours faithfully,
(your full name)

b. Does the model in Ex. 2a follow the paragraph plan above?

Linking

4 a. Use the words/phrases below to complete the table, as in the example.

• to begin with • whilst • nevertheless
• furthermore • to start with • therefore
• on the other hand • for instance • in addition
• because • then • all in all • lastly • in this way
• what is more • this would mean that • such as
• firstly • consequently • finally • as a result
• however • to sum up • also • for example
• moreover • since • all things considered

To list points: *to begin with* .....
To add more points: .....
To give examples/reasons: .....
To introduce the opposing viewpoint: .....
To conclude: .....

b. Underline the linking words/phrases in the model in Ex. 2a, then replace these with items from the table.

5 a. Look at the two extracts from letters of opinion below and fill in the gaps with the words/phrases in the list.

• That way • In my opinion • Firstly • I think
• There's no point • As a result

A 1) ..... *the first thing to do is get your CV up to date.* 2) ..... *if you see a job you like the look of you can apply straight away.* 3) ..... *in sitting around and doing nothing.*

B 4) ....., *the town council should take immediate action.* 5) ....., *a recycling scheme should be introduced.* 6) ..... *many items such as glass, paper and aluminium could be reused.*



b. Do you think the target reader of each extract is:

- a friend of yours?
- the editor of a magazine?
- a close relative?
- newspaper readers?
- your teacher?

Style

6 a. **Match the informal phrases/sentences (1-5) to the formal ones (a-e).**

INFORMAL

[1] I like this idea a lot.
[2] I'm writing about ...
[3] I don't like what they've put forward at all.
[4] I don't agree with the council's plan.
[5] You can see that ...

FORMAL

a I am writing in connection with ...
b I am totally in favour of this idea.
c I wish to express my disapproval of this proposal.
d Obviously, ...
e I strongly disagree with the plan proposed by the town council.

b. **Now read the short extracts and replace the underlined phrases with formal ones from above.**

I am writing with regard to a letter in your magazine about the town council's plans to build a new motorway in our area. I don't like what they've put forward at all.

You can see that it is a disastrous plan. First of all, we would lose all greenery in the area.

I'm writing about the government's plan to ban cars from the city centre. I like this idea a lot.

Expressing opinions

7 a. **Use the phrases in the box to make full sentences, as in the example.**

Stating your Opinion	
• In my opinion/view, ...	• To my mind, ...
• I think/believe/am of the opinion that ...	• My opinion/feelings on the matter is/are ...
• It seems/appears to me (that) ...	• It is my considered opinion that ...
Agreeing	**Disagreeing**
• I (strongly) agree with ...	• I (strongly) disagree with ...
• I am in favour of ...	• I am (totally) opposed to/ against ...

1 ban cars/city centre (agree)
I am strongly in favour of banning cars from the city centre.
2 town council/introduce/recycling scheme (agree)
3 close the zoo (disagree)
4 abolish school uniforms (disagree)
5 free public transport (agree)

b. **Make sentences to match the viewpoints from above to the reasons/examples below.**

Justifying Opinion	
• This would mean ...	• If ..., the result would be ...
• By doing this, we	• The reason is that ...
• In this way ...	• Then, ...

[ ] a students feel pressure to be fashionable
[1] b less pollution
[ ] c children not be able to learn about wildlife
[ ] d fewer cars on streets
[ ] e conserve valuable resources

1b This would mean that there would be less pollution.

Understanding the Rubric 2

8 **Read the rubric, underline the key words and answer the questions.**

Your class has had a discussion about the role of education in today's world. Now your teacher has asked you to write a composition giving your opinion on the following statement:

Earning money is more important than getting a good education.



1 What type of writing is it?
2 Who is the target reader?
3 What style of writing is appropriate? Why?
4 Do you agree or disagree with the statement?
5 In pairs, write two topic sentences to present your opinion.
6 In pairs, think of appropriate supporting sentences for the topic sentences you have written.

Analysing a composition

9 a. Read the two models and say which one is appropriate.

MODEL A



Many people today believe that getting a well-paid job is essential, while finishing school or university is not. I strongly disagree with this view for a number of reasons.

First of all, education is the key to development. Doctors, scientists and teachers use their education to advance society. Without them, there would be no cures for diseases and no progress in technology.

What is more, a good education can help to achieve economic success. Businesses would not be successful without educated people to run them. Success and financial reward go hand in hand. As a result, highly trained people are often also better paid people.

Of course, there are people who argue that an education is not necessary in order to make lots of money. It is true that some highly paid jobs do not require a high level of education, but they are rare. What is more, a good education offers more rewards than just the ability to make money.

All in all, I believe that although money is important in life, it should not be given more emphasis than education. After all, with education comes knowledge and without this individuals and societies cannot advance.

MODEL B

I don't agree with this opinion.

Earning money is important, that's true. I often work in the summer myself to make some extra money. Going to school is more important, though, I think. We can't do without a school diploma or university degree if we want to lead good lives. But you need lots of money too. Some people say that you can be rich without having a proper education. They believe that money opens doors for you and all you have to do is know the tricks. But you'd better not take them seriously. Besides, education ensures us that science progresses. It is essential for the development of a country in general.

In my opinion, nothing beats education. It is better to be clever and poor than rich and stupid.

b. Which model:

- has well developed paragraphs?
- introduces the topic clearly?
- uses a variety of linking words/phrases?
- uses topic sentences to introduce paragraphs?
- has appropriate supporting sentences?
- gives examples to support arguments?
- uses simple language patterns?
- restates the writer's opinion?
- uses everyday English?

c. Underline the topic sentences in model A and suggest alternatives.

d. Choose a more suitable alternative beginning and ending for model B from those below.

1 Overall, while earning money is important for a good standard of living, it is not the most important thing in life. I believe education is priceless.

2 To sum up, a degree or diploma is useful but it doesn't guarantee a good wage. Many rich and successful people made their fortunes through hard work alone, which proves an education is not always necessary to become rich.

3 In my view, a poorly educated person is destined to be financially poor because he lacks the basic ingredient for success which is knowledge.

4 I strongly disagree with the statement. I feel that in this age of information, education is the most valuable thing you can possess.

Giving opposing views

10 a. Use the useful language in the box to rewrite the prompts (1-6) as full topic sentences.

• On the other hand, ... • Alternatively, ... • It can/could be argued that ... • However, .. • Nonetheless, ...	• The opposing view is ... • The opposite viewpoint ... • In contrast, ... • The conflicting view is ...

1 a number of disadvantages / to have / own car
However, there are a number of disadvantages to having your own car.
2 some drawbacks / to be / own boss
3 many people think / boys and girls / be educated separately

4 some benefits / to have / zoos
5 a number of arguments / against working mothers
6 a lot of people / mobile phones / useful

b. In pairs, think of appropriate supporting sentences for each topic sentence you have written.

Error Correction

11 The model below has a number of mistakes in it. Underline them, then correct them. Think about:

- wrong prepositions
- missing words
- unnecessary words
- punctuation errors
- wrong tenses
- inappropriate linkers
- overly informal language
- paragraphing

Lots people believe that school uniforms are not necessary and students should be able to wear what they like to school. I don't agree with this view. School uniforms is very important in a number of ways, I feel.

To start with, I think school uniforms are giving students a sense of identity. Wearing the same clothes as everyone else introduces a sense of belonging.

Without, those students would lose some of their unity and the student body would break out into small groups related to what clothes they wear. There is and more, wearing the same clothes breaks down the barriers between children from different economic backgrounds.

It's difficult to tell who comes from a rich or a poor family when everyone is dressing the same. On the other hand, some people feel that uniform limits personal freedom to express yourself through the image you present to others. Nevertheless, many schools have a choice of uniforms, so teenagers can still express themselves in a small way.

All in all I, am strongly in favour of school uniforms. I believe they play a valuable part in school life.



Discuss & Write

12 Read the rubrics, underline the key words and answer the questions for each one.

A The following statement was recently printed in a local newspaper.

English is the only foreign language worth learning.

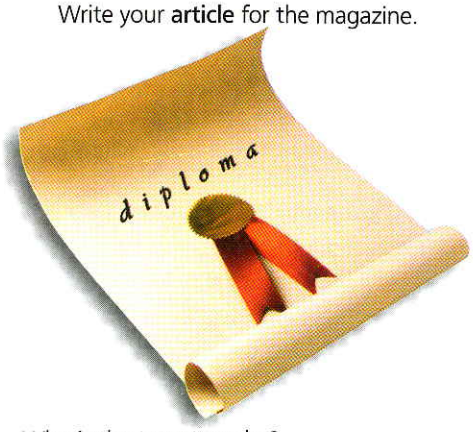
Your teacher has now asked you to write a composition giving your opinion on this subject.

B You recently read a newspaper article asking readers what the general public can do to help reduce the crime rate in your town. Write a letter to the editor of the newspaper, giving your opinion and making your suggestions.

C Your have seen this announcement in your college magazine.

> "Continuing your education beyond high school is essential if you want to get a good job."
>
> **What do *you* think?**
>
> Write us an article giving your opinion and explaining why you agree or disagree with the comment. The best articles will be printed in the next edition of the magazine.

Write your **article** for the magazine.



1 Who is the target reader?
2 What type of writing is it?
3 What is the topic?
4 What style of writing is appropriate?
5 What is your opinion on the subject?
6 What are your reasons/ suggestions?
7 What is the opposing viewpoint?

13 Using the information you have learned in this unit, and your answers to the questions above, write any of the tasks above. You should write between 120 and 180 words.

Self-Assessment Module 4

Vocabulary & Grammar

1 **Fill in the missing word.**

1 It's not right to put the blame ..... me when you know that it is Anne who made the mistake.
2 You ..... be really hurt by his appalling behaviour.
3 The concert hall was opened ..... the Duke himself!
4 Although his family is wealthy he chose to attend his local state ..... instead of a private one.
5 I have to go ..... my notes in order to spot all the mistakes I have made.
6 Due to the poor grades he got, he has to ..... the exam in September.
7 The workers went ..... strike a week ago, asking for an immediate pay rise.
8 She is ..... her hair cut tomorrow.
9 There were riots in the streets, but now police have the situation ..... control.
10 I don't think he was rude. He was only trying to ..... a point about discipline in class.
11 Paul was told ..... by his teacher for cheating.
12 He needs to ..... classes in research techniques twice a week.
13 John has a great ..... of humour.
14 They are preparing to ..... a very important exam next week.
15 She is thought to ..... left the country.
16 She is trying to learn her speech ..... heart.
17 We still can't work ..... what we have done wrong!
18 The sports hall was filled ..... famous athletes.
19 She recently found out that the Blythes trace their history ..... to Gotham in the 13th century.
20 I will definitely support a cause I believe ..... .

(10 marks)

2 **Circle the correct item.**

1 Parents receive a school ..... on their child's progress at the end of every year.
A report B test C assessment D statement

2 The good weather makes the resort ideal for travelling, ... sports and picnics.
A outdoor B outside C indoor D inside

3 After he lost his job, he decided to look for a teaching ..... abroad.
A post B place C profession D work

4 The President, who signed a peace ..... with a number of countries in 1994, is enjoying the full support of his people.
A treaty B agreement C union D truce

5 Tony has been ..... at Manchester University.
A accepted B promoted C appointed D passed

6 We need a bit of ..... to win.
A chance B luck C fortune D accident

7 Language can change the ..... of history and affect the behaviour of people.
A route B way C course D direction

8 I met an old friend and it really felt like old .....
A times B periods C years D ages

9 As soon as he recovers, he will be able to carry ..... his public duties.
A up B on C forward D out

10 It was not merely ..... chance that I got straight A's. It was through hard work.
A off B from C by D in

(10 marks)

Use of English

3 **Complete the second sentence using the word in bold. Use two to five words including the word given. Do not change the word given.**

1 It's not worth calling him; he won't answer the phone.
point There ..... him; he won't answer the phone.

2 The last time Susan wrote to John was two months ago.
heard John ..... for two months.

3 The teacher expects the students to be at the meeting point on time.
expected The students ..... at the meeting point on time.

4 I'm sure Mary has won first prize.
must Mary ..... first prize.

5 They are going to pay someone to decorate their house next week.
decorated They are going ..... next week.

(5 marks)

4 **Fill in the correct word derived from the word in bold.**

1 I think the film was very ..... and I highly recommend it. **AMUSE**
2 Ann is ..... by the unusual artwork that is exhibited in the National Museum. **FASCINATE**
3 Which are the qualities that ..... him? **CHARACTER**
4 Please ..... all the documents required. **CLOSE**
5 The best way to ..... your vocabulary, is to read works of literature. **RICH**

(5 marks)

5 **Read the sentences. If a sentence is correct, put a tick (✓). If it has a word that should not be there, write this word on the line.**

1 I will always remember my first day at the school. .....
2 A one strange coincidence happened the other day. .....
3 My mother's lost cousin suffered from amnesia after an accident. .....
4 The new hospital ward was opened by the Prime Minister. .....
5 The most biggest sports centre was built in the city centre. .....

(5 marks)

Communication

6 **Complete the dialogue by underlining the appropriate phrase.**

1 A: Carla, I can't make it to your party. I have an exam and I need to study. I'm awfully sorry!
B: **Don't worry/You'll be fine**! We'll have another party soon!
2 A: Hi, Lynn. Could you please tell the boss that I will not be coming to work today. I think I'm coming down with flu.
B: Poor thing! **I am so sorry/Well done**! Get well soon!
3 A: I heard the good news. You got promoted! **Congratulations/Yeah right**!
B: Oh, thank you very much!
4 A: I am having my tonsils removed next week! I'm so scared!
B: **I am sure you will be fine/That's a pity**.
5 A: I decided to give up smoking!
B: **Good for you/It's not as bad as it seems**! You are doing yourself a great favour.

(5 marks)

7 **Choose the best five phrases to complete the dialogue.**

- You'll never believe
- nice of him • pulling my leg
- I hate that! • amazing
- wait till you hear • right
- was lucky

A: **1)** ..... where I am moving to next month! Australia!
B: Are you **2)** .....?
A: No, really! **3)** ..... the rest. I got a job offer from a multinational firm there.
B: That's **4)** .....!
A: Yeah. John told me he is willing to put me up for a couple of weeks.
B: That's **5)** ..... .

(5 marks)

Reading

8 **You are going to read a magazine article about prehistoric cave paintings. Choose the most suitable heading from the list A-H for each part (1-6) of the article. There is one extra heading which you do not need to use. There is an example at the beginning (0).**



A Famous prehistoric cave paintings
B Paintings of the universe?
C Picturing the minds of wizards
D The purpose of the paintings
E Forever a mystery
F Turning a cave into a gallery
G Inside the artist's mind
H Technique and style

PRETTY AS A PREHISTORIC PICTURE!

Cave paintings are the oldest pictures ever found. Many were painted more than 25,000 years ago by 'stone age' cave dwellers using sticks, sharp stones or their fingers. For 'paint' they used charcoal, coloured earth and vegetable dyes.

0 F

Imagine the scene. In around 25,000 BC a tribe living in southern Europe chased some wild animals out of a cave and took up residence inside. In the depths of the dark cave that was their home, by the light of candles made from animal fat, some members of the tribe painted on the ceiling and walls using sticks dipped in a mixture of dirt, rock and fat. They were creating the earliest surviving paintings produced by mankind.

1

Such works occur not only in this one cave, but also in over one hundred and thirty caves discovered to date. The most well-known paintings, thought to be around 17,000 years old, have been discovered in the caves of Lascaux in southern France, and at Altamira in northern Spain which are believed to be at least 10,000 years old. The oldest cave paintings discovered to date are in the hills near Verona, Italy, believed to be 25,000 years old.

2

What did these early artists draw and what inspired them to do it? They depicted what probably mattered most to them: the animals their tribe hunted, including bison, deer, wild boars and horses. Some scholars suggest the paintings functioned as a 'how-to' guide to hunting. No one believes these paintings were just wall decorations. In fact, at Altamira, traces of human habitation exist in only one painted room. This separation of living quarters from the painted areas suggests that the paintings served a ritual function, either to ensure a good hunt or to promote the fertility of the animals the tribe hunted.

3

More surprising is the quality of many drawings: the proportions are correct, the poses lifelike, and the outlines are firm and vigorous. Figures are occasionally shaded to suggest the roundness of the animal, spotted to show the texture of its pelt and even drawn on a natural protrusion of the rock surface to give its form more fullness. In contrast to the animals, the few human images are small, roughly drawn stick figures, sometimes carrying spears or bows.

4

French scholar Chantal Jegues-Wolkiewiez has a controversial theory about the purpose of the Lascaux cave paintings. She claims that many of the pictures in the cave correspond to the constellations as they appeared 17,000 years ago during the last Ice Age. In other words, she believes Lascaux is a prehistoric map of the sky. Her theory is controversial because this would mean that people had an understanding of the stars 10,000 years earlier than is currently thought. Her theory is supported by the fact that on the night of the summer solstice, the setting sun shines directly onto the paintings in the cave. This means that this Ice Age art gallery was specially chosen to offer an amazing show once a year.

5

Other archaeologists have suggested that the pictures serve a more spiritual or religious purpose and that they show the actions of magical men, or shamen, in altered states of consciousness. They claim the pictures contain shapes that resemble those experienced in trances during healing dances by modern African tribesmen.

6

The fact is, we don't know for sure why these prehistoric paintings were created, and it is likely we never will. Those who study cave painting still don't know how the earliest people believed the world worked, what they hoped for, what they thought controlled life, and what they thought happened after death. Whatever their function, the cave paintings are important today for the simple fact that they exist. Hunger, cold, wild animals and even darkness did not stop humans from picking up 'brushes' and celebrating their world.

(15 marks)

Listening

9 You will hear a conversation between two students discussing the subject of local history. For questions 1-7, choose the most appropriate answer (A, B or C).

1 What does local history study?
- A The history of small towns or villages
- B How events are affected by their location
- C How history is seen in different places

2 How is local history different from conventional history?
- A The place is more important than what happened.
- B What happened is as important as who did it.
- C Local history isn't interested in events.

3 Local history
- A deals exclusively with places.
- B takes an interest in everyday life.
- C can be influenced by centres of power.

4 Conventional historians
- A rarely write about working conditions.
- B focus more on events in public life.
- C do not examine how ordinary people lived.

5 Interest in the lives of ordinary people
- A has risen in the last decades.
- B continues to be relatively low.
- C has to do mostly with public lives.

6 What is the aim of local history?
- A To look at the larger picture of history.
- B To teach us about the details of history.
- C To help us understand the significance of people.

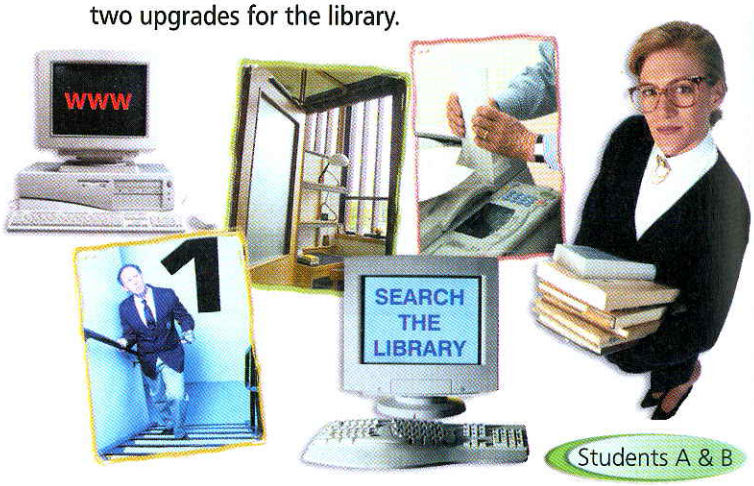
7 At the end of the conversation, the man
- A is unconvinced by the woman.
- B is even more confused than before.
- C is considering joining the course.

(14 marks)

Speaking

Students A & B

10 Work in pairs. Your local library has been given an amount of money to spend on upgrades. Below are photographs of possible upgrades for the library. Talk to each other about how each upgrade could help the members. Then decide on two upgrades for the library.



Students A & B

11 Discuss the following questions.

1 Do you think conventional books will ever be replaced by electronic books?
2 Do you enjoy reading? What kind of books do you like most? Why?
3 What is the last book you read? How did you like it?

(10 marks)

Writing

12 You have had a class discussion on the following statement:

Apart from basic arithmetic, a lot of what is taught in Maths is a waste of time.

Now your teacher has asked you to write a composition, giving your opinion on this statement.
Write your composition in 120-180 words.

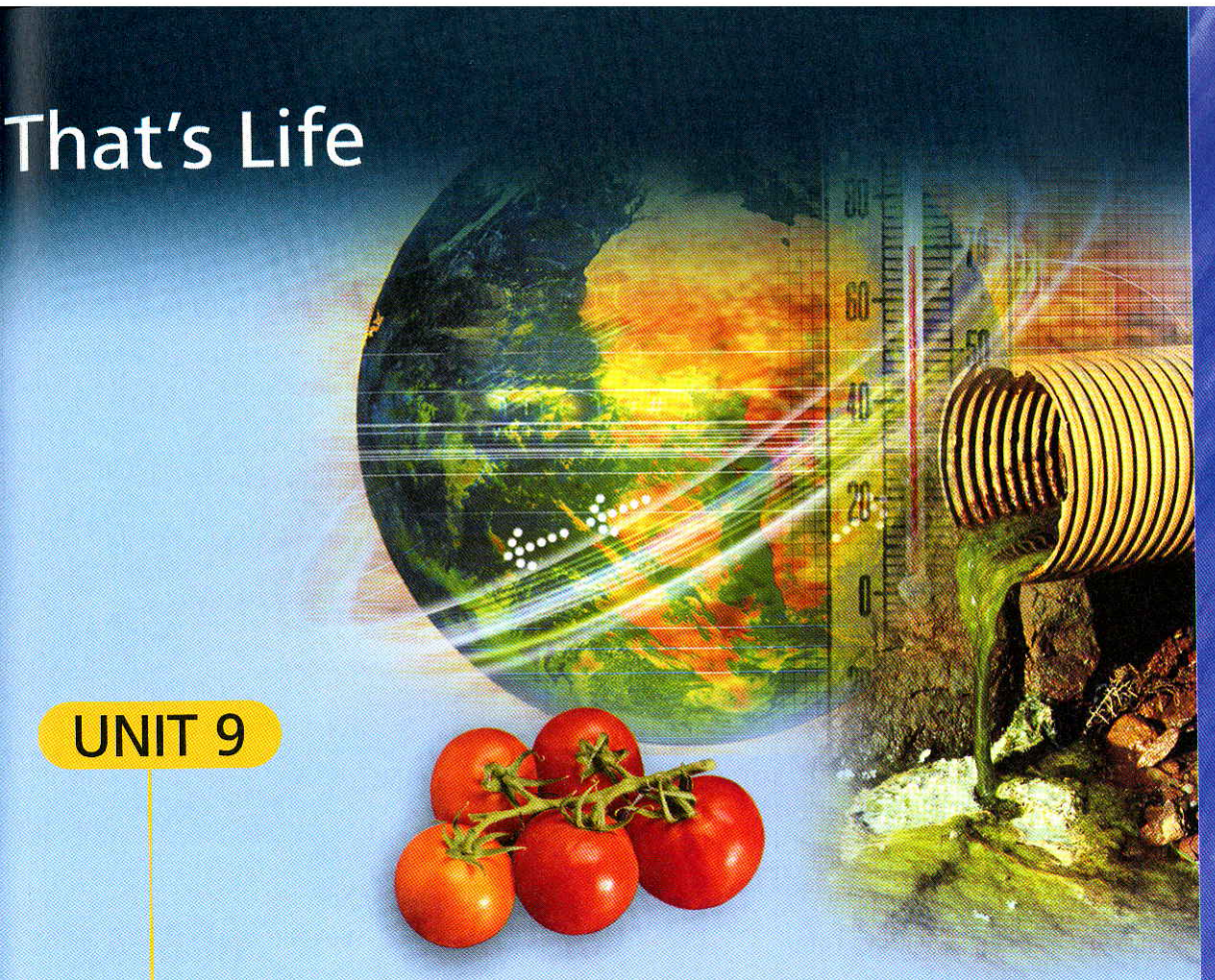
(16 marks)
(Total = 100 marks)

Progress Update

How do you rate your progress? Tick (✓) the box that applies to you.

	Excellent ****	Good ***	OK **	Could do better *
Vocabulary & Grammar				
Listening				
Speaking				
Reading				
Writing				
Communication				

That's Life



MODULE 5 units 9-10

UNIT 9

Planet Issues

UNIT 10

The Cycle of Life



MODULE 5 units 9-10

Before you start ...

- How do you think the title of the module is related to the units?
- Are you environmentally friendly? In which sense?
- How healthy is your lifestyle?

Listen, read and talk about ...

- the environment
- environmental problems
- seeds & plants
- animals
- food & drink
- stages of life
- health
- healthy eating
- eating habits

Learn how to ...

- ask indirect questions
- express ignorance/ uncertainty
- express concern
- express frustration
- give/reject/accept advice

Phrasal verbs

related to:

- the environment
- food

Practise ...

- future forms
- conditionals
- mixed conditionals
- wishes
- relatives/relative clauses
- clauses of purpose
- clauses of concession
- question tags

Write ...

- reviews
- narratives, articles, letters, compositions

Planet Issues



Lead-in

1 a. Match the items in column A to those in column B.

A	B
overuse of	foods
climate	scheme
urban	warming
global	waste
genetically modified (GM)	development
toxic	power
solar/wind	pesticides
recycling	change

b. In pairs, find out how much you know about the above. Use the language in the box to act out exchanges, as in the example.

Asking (indirect) questions	
• Can you tell me what ...? • Do you know anything about ...?	• Do you have any idea what ...?
Expressing ignorance/uncertainty	
• I haven't the faintest idea! • I haven't got a clue! • I'm afraid I don't know.	• I'm not sure but I think it has to do with ... • I might be wrong but I think it is ...

A: Do you have any idea what urban development is ?
B: I haven't the faintest idea!

c. Which two phrases in Ex. 1a refer to solutions to environmental problems?

2 Rank the environmental issues in order of seriousness. In pairs, compare your lists and justify your opinions.

A: I believe that urban development is the issue we need to deal with first because cities are becoming overcrowded.
B: Do you think so? What worries me most is GM foods because they're very dangerous for our health.

3 a. You are going to hear three people taking part in a survey about recycling. Mark the statements as Yes (✓) or No (✗) for each speaker.

		1	2	3
A	We recycle most of our household waste.			
B	Recycling is too expensive and time consuming.			
C	Governments should introduce laws about recycling.			
D	Recycling is the most important way of saving the environment.			

b. Which speaker do you agree with most?

4 Paraphrase the quotations below. Do you agree? Why? Why not? Discuss.

"The only thing we have to fear on this planet is man." Carl Jung

"If you poison the environment, the environment will poison you." Tony Follari

Reading

1 a. Look at the title of the text. What do you think it means? Look at the pictures and describe what Antarctica is like.

b. How could the following be related to Antarctica? Discuss in pairs.

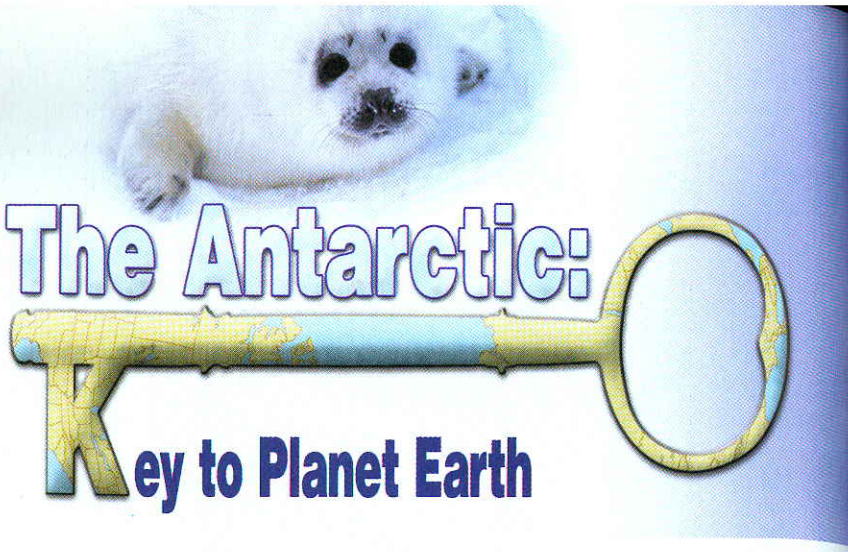
- scientists • expeditions
- global change • fossils
- climate change • sea level
- environmental awareness
- fishing

A: Scientists from many countries live and work in Antarctica.
B: Yes, that's true. They study sea level changes.

2 a. Who do you think may be living in Antarctica? What might they be doing there? Discuss in pairs, then read the second paragraph and find out.

b. Read the sentences (A-H) taken from the text, paying special attention to the underlined parts. What information do you expect to read before each sentence?

c. Now read the newspaper article and choose the most suitable sentence from the list (A-H) for each part (1-6) of the article. There is one extra sentence which you do not need to use. There is an example at the beginning (0). Were your guesses correct?



The Antarctic: Key to Planet Earth

The first people to reach the South Pole - in modern times, anyway - were Roald Amundsen and the Norwegian Antarctic **expedition**, in December 1911. [0][G] Explorers had been trying to reach the Antarctic for over a hundred years because it represented the ultimate challenge: the coldest and windiest continent in the world.

Nowadays, scientists from over 27 countries work in the Antarctic all year round and there is even a small amount of tourism in the summer months. The Antarctic still represents a challenge, but a challenge of a different sort. Since the 1960s, people have come to realise that the Antarctic holds the key to the history of our planet: past, present and future.

Antarctica has **preserved** valuable evidence of the natural history of our planet. Evidence from fossils shows how life **evolved** during geological time. The Antarctic has a crucial role to play in helping us understand global change. Analysing **sediment** from its different lakes makes it possible to collect information on climate change over the last 10,000 years. [1][ ] The 4 km thick ice sheet is a frozen record of the last 500,000 years. Bubbles in the ice contain atmospheric gases. Frozen into the ice is evidence of levels of global pollution by industry, agriculture and atomic bombs.

The Antarctic provides valuable information about what is **currently** happening to the ozone layer and about global warming. Scientists are also discovering that the ice

A It is also illegal to leave anything like this on land (or ice) in Antarctica, so all waste must be taken away on board ship and disposed of elsewhere.

B This is why the Antarctic is now one of the most controlled regions of the world, in terms of regulations concerning pollution.

C These may include playing football, skiing for recreation and diving beneath the sea.

D It is also possible that future studies of a lake covered by 3.7 km of ice might reveal bacteria over half a million years old.

E An example of this is what is called 'marine litter'which includes hooks and nets left in the ocean and which can cause harm to fish, birds and seals.

F It is also a lesson because the regulations in force there show us what can be done for the environment,



sheet may contribute to changes in sea level. What happens in Antarctica affects the world's climate and the world's oceans. [2]

Up until the 1960s, some species of whale and seal were driven almost to extinction by human activities in Antarctica. However, due to greater environmental awareness, all plants and animals in Antarctica are now protected by regulation. There is a special **regulation** to protect the six species of seal which **breed** in the Antarctic.

Fishing in the Antarctic regions is also strictly controlled. The control is based on the 'ecosystem approach'. [3] **Commercial fishing** is strictly limited and severe measures aim to minimise illegal fishing. At the moment, there is international concern over the environmental impact of fishing in the seas of the Antarctic. [4]

There are also strict measures to control marine pollution. It is illegal to dump into the sea any kind of toxic chemicals, oil, plastics, rubbish or sewage. [5]

Antarctica provides information on the past, present and future of our planet, and controls major issues in the rest of the world, like sea level. In this sense, it is a **warning** because it tells us what we have done wrong as regards the ozone layer and global warming, for instance. [6] It is up to us to listen and act, before it is too late.

and what must be done for the environment.

G They beat the British by one month.

H This is an approach which takes account of the whole of the food chain which means that it assesses the numbers of seals and seabirds as well as fish, squid and krill (a creature like a shrimp).

3 a. Look at the numbers. Find what they refer to in the text.

• 500,000 • 1911 • 1960s • 27
• 10,000 • 4 • 3.7

b. In pairs, think of a title to replace the title of the article.

Vocabulary Practice

4 a. Explain the meaning of the words and phrases in bold.

b. Match the words on the left to the words on the right. Then, choose five phrases to make sentences.

A	B
all year	warming
come	limited
global	pollution
crucial	level
ozone	measures
ultimate	challenge
strictly	role
marine	issues
major	impact
sea	layer
drive	to extinction
severe	round
environmental	to realise

c. Replace the highlighted words and phrases in the text with synonymous ones from the list below.

• be one of the causes of • considers
• has all the answers regarding • kind
• were ahead of • damage

Discussion

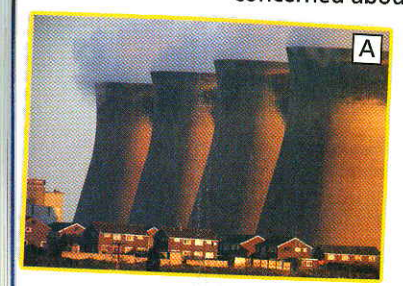
5 a. Read the article again and list the reasons why the Antarctic is the key to Planet Earth. Use your list to give a short speech to the class.

b. Imagine you are a scientist in Antarctica. Describe a typical day in your life there.

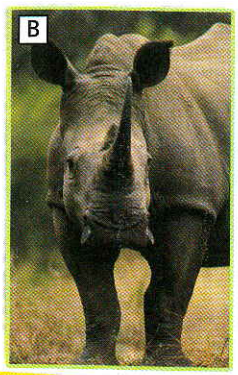
c. Imagine you are Roald Amundsen. Write two short diary entries – one about the first day you reached the South Pole and another while you explore the Antarctic.

Green Issues

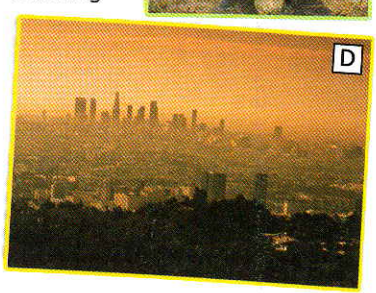
1 a. Which environmental problems can you see in the pictures? Which one are you most concerned about?



- air/water pollution
- nuclear power
- deforestation
- endangered species
- rubbish
- global warming







b. You will hear five people expressing their views on environmental problems. For speakers 1-5, choose which of the problems they are most anxious about. Use the letters only once. There is one extra letter which you do not need to use.

A	acid rain	Speaker 1 ☐
B	dioxins	Speaker 2 ☐
C	global warming	Speaker 3 ☐
D	carbon dioxide	Speaker 4 ☐
E	fossil fuels	Speaker 5 ☐
F	nuclear power	

2 a. Use the words/phrases in the list to complete the sentences.

- laws • ecosystem • aware • reserve
- packaging • warnings • habitat • farming
- bank • energy forms • protection

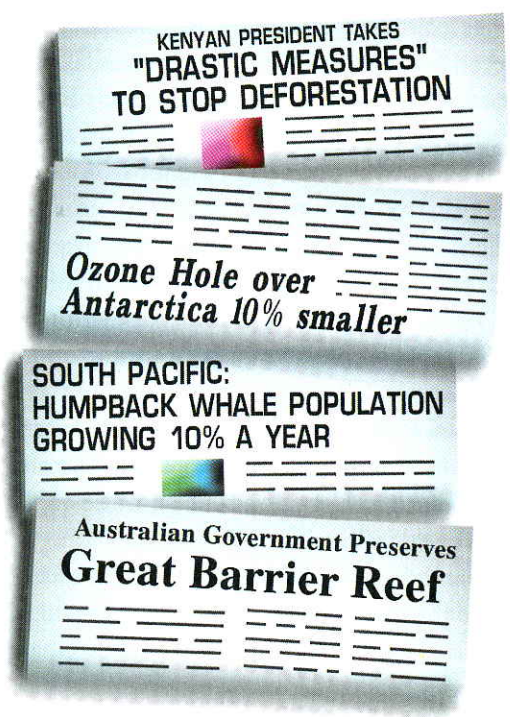
1 If everyone was **environmentally** ....., the world would be a better place to live in.
2 A lot of companies have made great effort and now put their products in **biodegradable** ..... .
3 **Organic** ..... is becoming more and more popular because people know that the fruit and vegetables are free from chemicals.
4 Many countries are choosing to use **alternative** ..... because they know that fossil fuels are not infinite.
5 If there is not a **balanced** ....., many plants and animals will eventually die.
6 She believes in recycling: she makes a weekly trip to the **bottle** ..... .
7 **Animal** ..... is an important part of the work of the World Wildlife Fund.
8 The main point of a **wildlife** ..... is that animals live in their **natural** ..... .
9 Governments bring in **water consumption** ..... during a period of drought.
10 Unfortunately, people haven't been listening carefully enough to **anti-pollution** ..... .

b. What would you be willing to do to help the environment? Discuss.

A: I think we should all buy environmentally safe household cleaners.
B: That's a very good idea.

It's good news!

3 Look at the newspaper headlines and, in pairs, discuss what each report is about.



A: The first report is probably about how the Kenyan president has passed strict laws to stop people cutting down trees.
B: Yes ... perhaps he's also created special forest reserves or something like that ...

Words often confused

4 Underline the correct item.

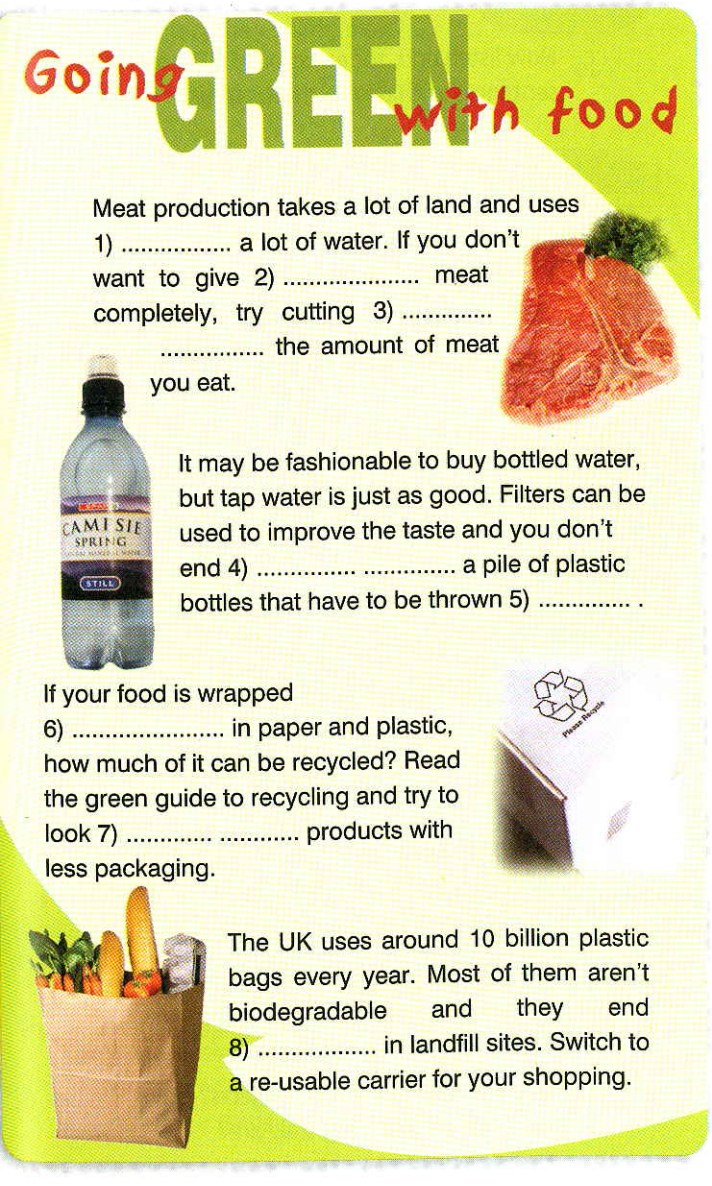
1 An international agreement has been reached to halt the **devastation/destruction** of the ozone layer.
2 Deforestation is causing great **disaster/damage** to many of the world's rainforests.
3 If global warming continues, we will suffer the **effects/consequences**.

4 Overpopulation is posing a threat to the earth's **resources/sources**.
5 Many charitable organisations contribute towards **starvation/famine** relief.
6 Most of the **rubbish/residue** collected from the city is dumped in landfill sites.
7 Toxic **waste/sewage** is responsible for polluting many rivers.
8 Exhaust fumes continue to **pollute/contaminate** the air, causing serious breathing problems.
9 We were told to **deposit/discard** our empty bottles in the recycling bin.
10 There has been a **decline/lowering** in the demand for GM foods.
11 The government is looking at ways of protecting the country's **physical/natural** resources.
12 The minister for the environment has devised a **scheme/schedule** to reduce pollution.

Phrasal Verbs

Appendix 2

5 a. Fill in the correct particles, then explain the phrasal verbs.



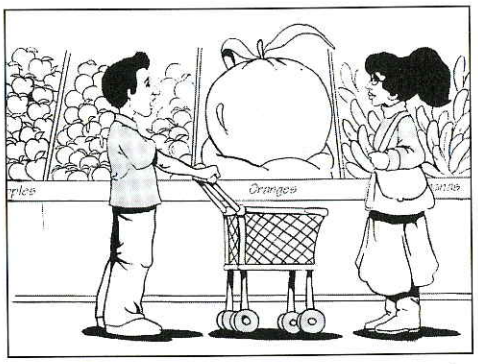
b. What would you do to help? To make the world greener,

1 name something you could **give up**.
2 name something you could **cut down on**.
3 name something you shouldn't **throw away**.

Idioms & Fixed Phrases

6 a. Match the words. Which phrase can be used to complete the caption?

A	B
take	engineered
toxic	supply
energy	effect
short	waste
environmentally	a difference
genetically	extinction
make	crisis
face	friendly



"There are no labels. How are we supposed to know which fruit has been .....?"

b. Use phrases from Ex. 6a to complete the sentences below.

1 Tonnes of ..... is produced every year by factories.
2 The new law regarding hunting will .... next month.
3 Because of pollution of their habitat, many animal species ..... .
4 Food is in ..... in many developing countries.
5 Most ..... goods are expensive.

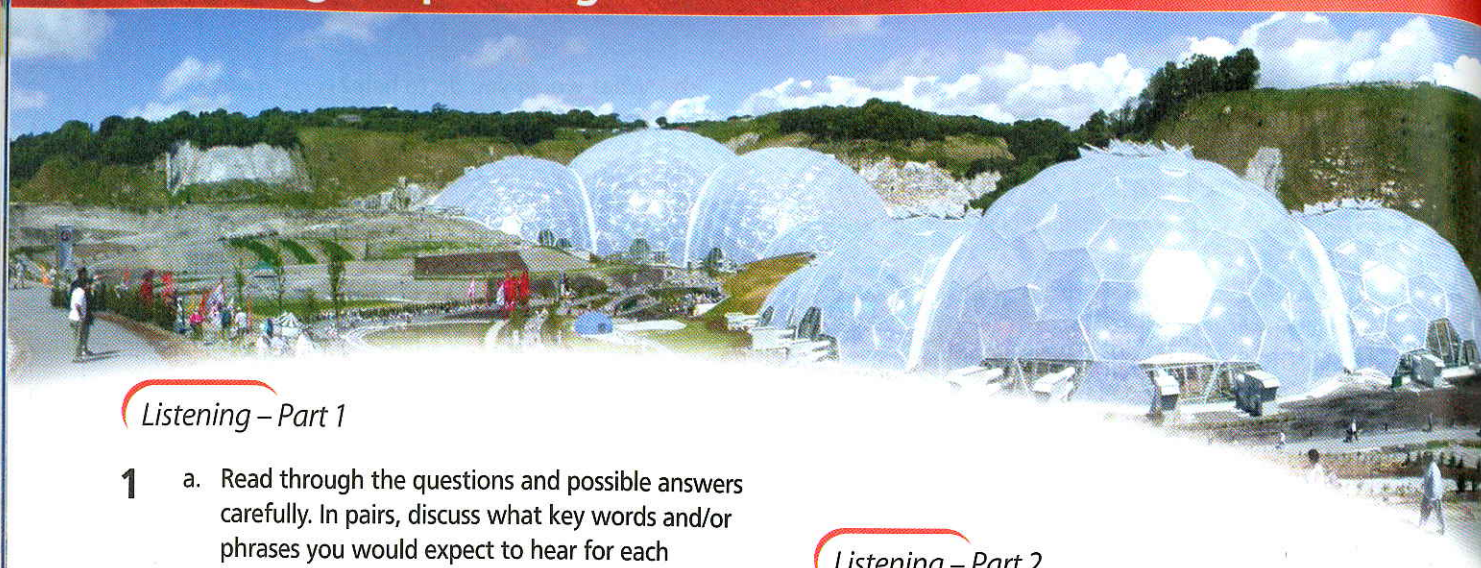
Prepositions

Appendix 1

7 Fill in: ***of, under, in, to, by*** or ***from***. Then, make sentences related to the environment.

1 to dispose ..... (sth); 2 ..... the wild; 3 ..... control; 4 affected ..... (sth/sb); 5 lack ..... (sth); 6 harmful .....; 7 ..... threat; 8 to suffer ..... sth; 9 ..... danger; 10 ..... captivity

Listening & Speaking



Listening – Part 1

1 a. Read through the questions and possible answers carefully. In pairs, discuss what key words and/or phrases you would expect to hear for each question (A, B or C).

b. You will hear people talking in eight different situations. For questions 1-8, listen and choose the best answer, A, B or C.

1 You are listening to part of a radio broadcast. What is the main purpose of the broadcast?
A to advertise a tourist spot
B to show the economic benefits of whale watching
C to encourage the protection of whales

2 You hear part of an interview at a demonstration. Who is being interviewed?
A a protester B a shopkeeper C a motorist

3 You hear a couple talking about a newspaper report. How does the man feel?
A angry B sympathetic C confused

4 A woman is making a phone call. Where is she phoning?
A a printing company B the town hall
C a shopping centre

5 A man is phoning his local radio station. What does he intend to do?
A have the old factory closed down
B reduce the number of flats being built
C ask the council to build a school

6 Listen to a couple talking about rubbish disposal. How often is the rubbish collected?
A twice a week B once a week
C every day

7 Listen to two people discussing a project. What role does the man have?
A He's a schoolteacher.
B He's a competition organiser.
C He's a parent.

8 You hear a man speaking about planting trees. How does he feel about the results?
A suspicious B amazed C disappointed

Listening – Part 2

2 a. You will hear an interview with Peter Felps, who is talking about his job as a botanist on the Eden Project. Look at the picture and say what you think this project is.

b. The following are names of 'biomes' at Eden. Why do you think they have got these names?

• Mediterranean • Tropical

c. Now listen and, for questions 1-10, complete the sentences with one to three words.

Peter works with a variety of plants on a [1] _____ .

The Eden Project could be described as a [2] _____ .

It wouldn't be possible to see everything [3] _____ .

A 'biome' is a [4] _____ .

In order to have a humid atmosphere they use [5] _____ .

Rainforests have a 60-inch [6] _____ every year.

In cases of emergency, visitors can go to the cool room in [7] _____ .

The atmosphere in the Mediterranean biome is [8] _____ .

The Eden Project is a [9] _____ called the Eden Trust.

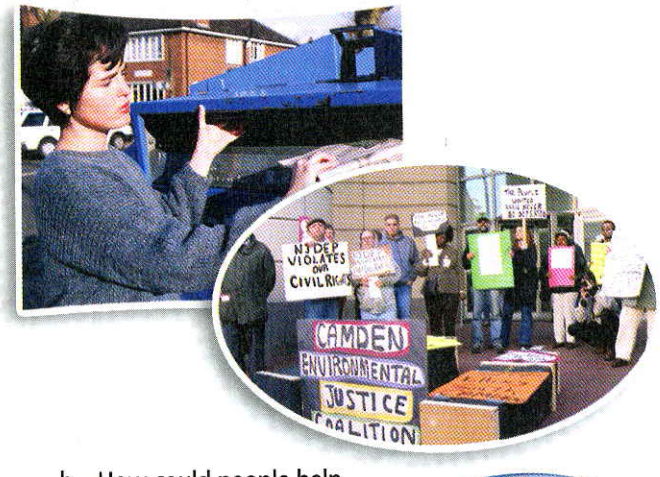
No more than [10] _____ of the plants in Eden have been lost.

d. Have you heard of similar projects? How important do you think they are?

Speaking – Part 2

Making a difference

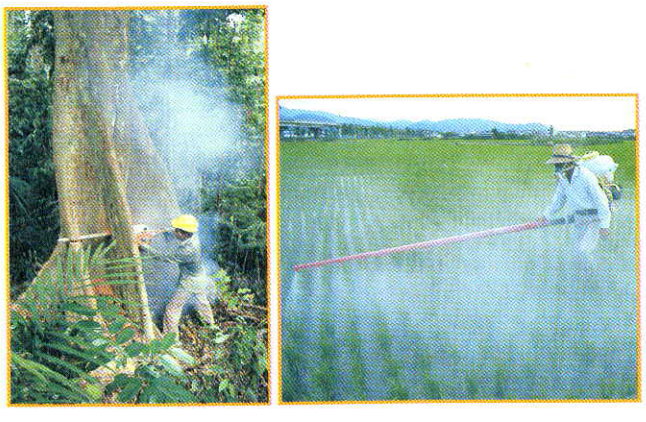
3 a. Look at the two pictures showing different ways of helping the environment. Compare and contrast the two pictures, saying which way you think is more effective and why. Student A



b. How could people help protect the environment? Student B

Environmental damage

c. Look at the two pictures showing people harming the environment. Compare and contrast the pictures, saying which one causes more damage. Student B



d. In what other ways do people harm the environment? Student A

4 Listen to two candidates doing the speaking tasks above and compare and contrast their performances according to the points in the list.

- repeats ideas and language .....
- covers all points in the question .....
- talks about one picture more than the other .....
- uses natural hesitation .....
- uses a range of vocabulary .....

Communication

- Expressing concern

5 a. Read the dialogue. Which phrases express concern?

A: I heard the other day that there's still a huge market for animal fur.
B: Oh, it's just horrible! And what's the point? You can buy fantastic imitation fur these days.
A: Mmmm. Does it worry you?
B: Yes, it does. The very thought of it makes me sick.
A: Well, maybe people will get some sense, before it's too late.

b. Use the phrases in the box to act out similar dialogues on the following situations.

Introducing a topic	Expressing fear and anxiety
• I heard the other day that ... • Somebody mentioned to me that ... • I read somewhere recently that ... • Did you know that ...?	• Oh, it's just horrible! • But that's so irresponsible! • Oh, it's just ridiculous! • Oh, it's so cruel!
Asking about feelings	**Expressing negative feelings**
• Does it worry you? • Do you worry about it? • Does it depress you? • Does it get you down?	• The very thought of it makes me sick. • I can't bear to think about it. • I hate to think about it. • It doesn't bear thinking about.
Expressing hope	
• Well, maybe people will get some sense/see sense before it's too late/ in the end. • Well, maybe all is not lost yet. • Well, maybe we can do something before it's too late.	

- people in big cities use private cars to commute / public transport is good these days
- businesses use paper that is not recycled / easy to get recycled paper nowadays
- cosmetics companies use animal testing / many non-animal tests could be used instead

Everyday English

- Expressing frustration

6 In pairs guess and say what the other speaker says.

- What's the point?
- Why bother?
- So what?
- That'll make it worse.
- What a shame!

A: I think we should all complain about the new road they're going to build.
B: What's the point? They won't stop building it.

Reading – Part 2

1 a. Look at the pictures and the title of the text. How do you think the pictures are related to the text? Discuss in pairs.

b. Read the first and the last paragraphs. Can you guess what the text is about?

2 Look at the list of words below. Which ones do you expect to find in the text? Scan the text and check if your guesses were correct.

- extinction • preserve • conserve
- technology • plants • museum
- botanist • sea • storage
- future • dried, frozen and stored

3 a. You are going to read an article about a famous conservation project. For questions 1-7, choose the answer (A,B,C or D) which you think fits best according to the text. Underline the parts in the text which helped you decide. Compare your answers to your partner's.

1 What do scientists believe will happen by 2050?
- A All plant life will be altered.
- B 450 types of plants will be in danger of becoming extinct.
- C Part of the world's plant life will face extinction.
- D Environmental factors will affect only 450 plant species.

2 Where can the Millennium Seed Bank be found?
- A outside Sussex
- B outside London



Save Our Seeds

Over the past four hundred years, four hundred and fifty types of plants and trees around the world have become **extinct** as a result of the combined effects of global warming, population growth, deforestation, flooding and the fact that deserts are **advancing** in some regions at a rate of nearly four miles a year. Scientists **estimate** a quarter of the world's remaining 270,000 plant species will be **under threat** of extinction by 2050.

In 1997, in an attempt to try to prevent the loss of such precious resources, volunteers all over Britain began collecting seeds from Britain's 1,400 species of wild plants, three hundred of which are already facing extinction. The seeds collected are now **housed** in the Millennium Seed Bank, which opened its doors in 2000. Run by the Royal Botanical Gardens department of the famous Kew Gardens in London, the bank is located in Sussex, about thirty-five miles outside of the capital.

The bank is expected to become the world's biggest seed bank and, apart from **preserving** almost all the plant life in Britain, it also aims to have saved the seeds of more than 24,000 species of plant life, almost a tenth of the world's flowering plants, in the next twenty years. If they are successful, the Millennium Seed Bank Project will be one of the largest international conservation projects ever undertaken.

In order to achieve this aim, the Millennium Seed Bank has a team of scientists who travel to remote corners of the world to find and collect seeds. They work together with local botanists and also help them to **set up** their own seed banks by training local scientists. They also spend a great deal of time **negotiating** with governments to allow them to collect the seeds and bring them back to Britain for storage in the Millennium Seed Bank.

When these seeds arrive at the seed bank, they are **sorted**, separated by hand from their pods, cleaned and dried and then X-rayed to make sure that they haven't been damaged in any way that might stop them from growing into healthy plants. Finally, they are placed in ordinary glass jars and stored in three underground vaults at temperatures of –20ºC. Most plant species have seeds that can be dried, frozen and stored for years and still grow into healthy plants. However, the seeds of some species cannot be dried, so they can't be stored in seed banks in the usual way. These seeds include many rainforest tree species and plants that grow underwater.

Roger Smith, head of the Millennium Seed Bank, explains that scientists at the bank are already working on finding new ways of storing those seeds that cannot survive the drying and freezing process, and also on how to **regenerate** the seeds when they become extinct in their natural habitats. "At the moment, all we're doing is preserving these plants for the future. We won't have managed to **conserve** any species until we find the way to successfully

C in the Royal Botanical Gardens
D in the Kew Gardens

3 The main objective of the Millennium Seed Bank is to
A save the seeds of thousands of the world's plants.
B protect all flowering plants in the world.
C start a new international project in the next few years.
D undertake a larger conservation project soon.

4 The Millennium Seed Bank carries out its work by
A training foreign governments to plant seeds.
B travelling around the world with botanists from other countries.
C helping other international seed banks.
D collecting international seeds and returning them to Britain for storage.



regenerate them and grow new plants from them," points out Smith. "But at least this way, when the technology becomes available, and it will, we won't have lost everything."

As well as preserving seeds for the future, the seed bank also receives 2000 requests **per year** for seeds from universities, governments and conservationist organisations for use in various types of research – for example, to find cures for diseases, to grow food in the **developing world** and to help in projects that **restore** the natural habitats of endangered animal species so they can be **released** back into the wild. Dr Hugh Pritchard, head of research at the Millennium Seed Bank, says: "While it's true that many of the plants we preserve at the bank aren't useful at the moment, that doesn't mean they won't become useful in the future. Something like thirty per cent of the medicines we use today are based on products or chemicals which have been **extracted** from plants. So it's easy to see why we need to preserve the **diversity** of the earth's plant life for the future."



5 The methods used in storing the seeds show that
A all seeds can be preserved for many years.
B some species cannot be stored by regular means.
C some of the plant species develop into healthy plants.
D some seeds are damaged when X-rayed.

6 The Millennium Seed Bank is trying to
A reproduce new plants from the seeds.
B reduce the storage lives of some seeds.
C destroy the seeds that cannot be frozen.
D plant the seeds that have a short storage life.

7 Why is this project important, according to Dr Pritchard?
A It's useful to medical research.
B It's useful in technological research.
C It helps governments in developing countries.
D It helps animal habitats.

b. Where could you find a text like this?

Vocabulary Practice

4 a. What do the highlighted words and phrases in the text refer to?

b. Explain the words in bold. Then, use them in sentences.

Discussion

5 In pairs, discuss the following questions.

- Do you believe the Millennium Seed Bank Project is important? Why? Why not?
- Do you know of any endangered species in your country? What is being/could be done to protect them?

6 Make a list of what the Seed Bank does, then present the topic to the class.

7 You work for the Millennium Seed Bank and you are preparing a poster to promote the project. In pairs, decide what your poster will show.

Future forms

Grammar Reference

1 **Identify the future forms and match them to the correct descriptions. Then make true sentences about yourself using the future forms.**

1 Is this the petition against this new factory? **I'll sign** it.
2 Linda **is going to** become a vegetarian. She's been thinking about it for a long time.
3 By the end of this month, the recycling project **will have been running** for five years.
4 I'm sure the government **will take** the issue of GM foods seriously.
5 In 100 years people **will be living** in underwater cities.
6 By the end of the week, **we'll have finished** our survey on endangered species.

a making a prediction about the future
b future action which has already been decided/planned
c action in progress at a stated future time
d on-the-spot decision
e action which will be finished before a stated future time
f emphasis on duration of action up to a certain future time

2 **Rewrite the following sentences in as many ways as possible, using the phrases in the list below.**

• be to • be bound to/be certain to/be sure to be • be about to/be on the point/verge of

1 The company's new scheme will undoubtedly be profitable.
The company's new scheme is bound/sure to be profitable.
2 The Prime Minister will deliver a speech on Monday.
3 The city will certainly introduce a new recycling project.
4 The corporation will shortly face bankruptcy due to the toxic waste scandal.
5 The volunteers will certainly clean up the river within the next six months.

3 **Express your hopes for and fears about the future.**

I'm afraid that there will be serious nuclear accidents in the future.

Conditionals

Grammar Reference

4 **Underline the correct item.**

1 Poachers should be stopped **unless/or else** more animals will become extinct.
2 He will help us with the project **on condition that/ in case** we do the research.
3 **Supposing/Providing** you saw somebody throwing litter on the pavement what would you do?
4 **But for/Provided** the students' help, the dolphin wouldn't have been saved.

5 **Complete the following sentences using your own ideas.**

1 There might be cleaner air ...
2 If there wasn't any pollution at all, ...
3 But for her help, ...
4 If the factory hadn't dumped waste into the sea, ...
5 There wouldn't be so many endangered species ...
6 If we try to protect the environment, ...

6 **In pairs, act out exchanges, as in the example.**

1 I'd love to know the date of the "Save our Trees" rally!
If I hear any more about it, I'll let you know. / If I had known, I would have brought you the leaflet.
2 I went to the Greenpeace demonstration yesterday.
3 I've just sent a cheque to WWF.
4 Will you be able to come to the Organic Gardening exhibition with us?

Mixed Conditionals

Grammar Reference

7 **Match the beginnings in column A to the endings in column B. Suggest different endings to each beginning.**

A	B
1 If the company was more careful,	a you wouldn't have thrown the rubbish on the road.
2 If she had known about the protest,	b the whole forest would be burnt to the ground today.
3 If you were more environmentally aware,	c it wouldn't have polluted the rivers with toxic waste.
4 If the forest fire hadn't been put out,	d she would be here with us today.

Wishes

Grammar Reference

8 **Make wishes, as in the examples.**

1 Many animal species are becoming extinct.
I wish / If only people would stop hunting them.
2 Too many trees are being cut down.
3 The ozone layer is badly damaged.
4 Cities are choked with smog.
5 There's often litter on the beaches.
6 Factories dump their waste into rivers and seas.
7 Animals are treated badly in zoos.

Word Formation: prefixes

9 Form words using the prefixes in the box and the words in the list. How does the meaning change when you add the prefix?

• over- • under- • out- • in-

• sleep • weigh • populated • put
• protective • react • time • use
• developed • estimate • come

English in Use – Part 3

10 Complete the sentences using the word given. Use two to five words. Do not change the word in bold.

1 It is certain that organic foods will appear in local supermarkets.
bound Organic foods .... in local supermarkets.

2 If Kate doesn't work harder, she will never get promoted.
does Kate will never get promoted .... more work.

3 The WWF spokesman is getting ready to start his speech!
about The WWF .... his speech!

4 If you don't do something now to help the environment, things will only get worse.
unless Things will only get worse .... to help the environment now.

5 They'll certainly oppose the scheme.
bound They .... the scheme.

6 He forgot everything he had learnt.
anything He .... he had learnt.

7 The idea will probably be popular.
likely The idea .... popular.

8 People believe motor racing is dangerous.
supposed Motor racing .... dangerous.

9 My father was sixty when he retired from work.
age My father retired ..... sixty.

10 You can borrow it, but only if you are careful with it.
as You can borrow it ..... careful with it.

English in Use – Part 2

11 Read the text and fill in the word which fits best. Use only one word. There is one example (0).

For Birds, For People, Forever

Since it was founded 0) in 1889 in London, the Royal Society for the Protection of Birds 1) ..... grown into Europe's largest wildlife conservation charity, with more 2) ..... a million members. It has offices across 3) ..... UK and its activities include a huge 4) ..... of issues.

Originally set 5) ..... to protect the Crested Grebe, whose numbers had 6) ..... reduced due to demand for its feathers for hats 7) ..... the late 19th century, the RSPB has spent most of 8) ..... 104-year history buying land for nature reserves. In 9) ..... way, it has prevented the extinction of rare species, as 10) ..... as increasing public awareness of the dangers faced by bird life in Britain and Europe. The RSPB has 11) ..... managed to have very important laws passed by Parliament 12) ..... ensure the conservation of birds in Britain. The success of societies 13) ..... as the RSPB proves that there are indeed many people out 14) ..... who do care about the world around 15) ..... .

The Society's achievements clearly show that 16) ..... has become one of the most influential conservation organisations in Europe.

English in Use – Part 4

12 Read the text below and look carefully at each line. If a line is correct, put a tick (✓) by it. If it has a word which should not be there, write the word at the end of the line.

A habitat in your own back yard!

Creating a habitat for wildlife is so simple you can do it in your	0	✓
own back yard. All you need to start them are a few things to	00	*them*
supply the wildlife with, such like shelter, water and food.	1	.....
This can be achieved by choosing the proper trees and shrubs	2	.....
for your area that they will provide birds and mammals with	3	.....
both food and shelter. Many of birds and animals also	4	.....
depend on flowers for nectar, so be sure to have a wide	5	.....
variety of flowers. The type of plants you use will depend on	6	.....
the each type of wildlife in your area and what food sources	7	.....
they need. As for the water you will be need, digging a small	8	.....
hole in the ground and filling it with water is sufficient for	9	.....
the most wildlife. You can also put up a birdbath, which	10	.....
you can be bought at most garden shops. Butterflies like being	11	.....
around mud holes, so make a mess in a corner if you like.	12	.....
Don't feel you need a large back yard so to make sure wildlife	13	.....
visit. Even if the balcony of a city apartment can become a	14	.....
wildlife habitat, so long as well there is enough food, shelter	15	.....
and water for the animals and plants.		

Reviews are brief accounts of books, films, plays, CDs, etc. Their purpose is to inform readers and viewers, while also giving opinions and recommendations about whether or not they should buy a CD, read a book, watch a film, etc.

Reviews should include:

- an **introduction** which gives facts and background information concerning the book, CD, etc (i.e. the title, the name of the artist/author, type, etc)
- a **main body**, usually made up of two paragraphs: one describing the main features of the subject (e.g. the plot), and another including general comments and opinion (e.g. the acting, musical style, etc)
- a **conclusion** which includes a recommendation of the book, CD, play, etc, supported by reasons

Reviews are normally found in newspapers, magazines or as parts of a letter. The style used depends on the publication and the intended reader; therefore, it can be either formal or semi-formal. **Present tenses** are normally used, as well as a variety of **adjectives** to make the review more interesting to the reader.

Understanding the Rubric 1

1 **a. Read the rubric and underline the key words, then answer the questions.**

Your school newspaper has asked students to submit reviews of films that they have recently seen which are related to the environment. Write your review, giving a brief summary of the plot and saying why you think it might interest other people.

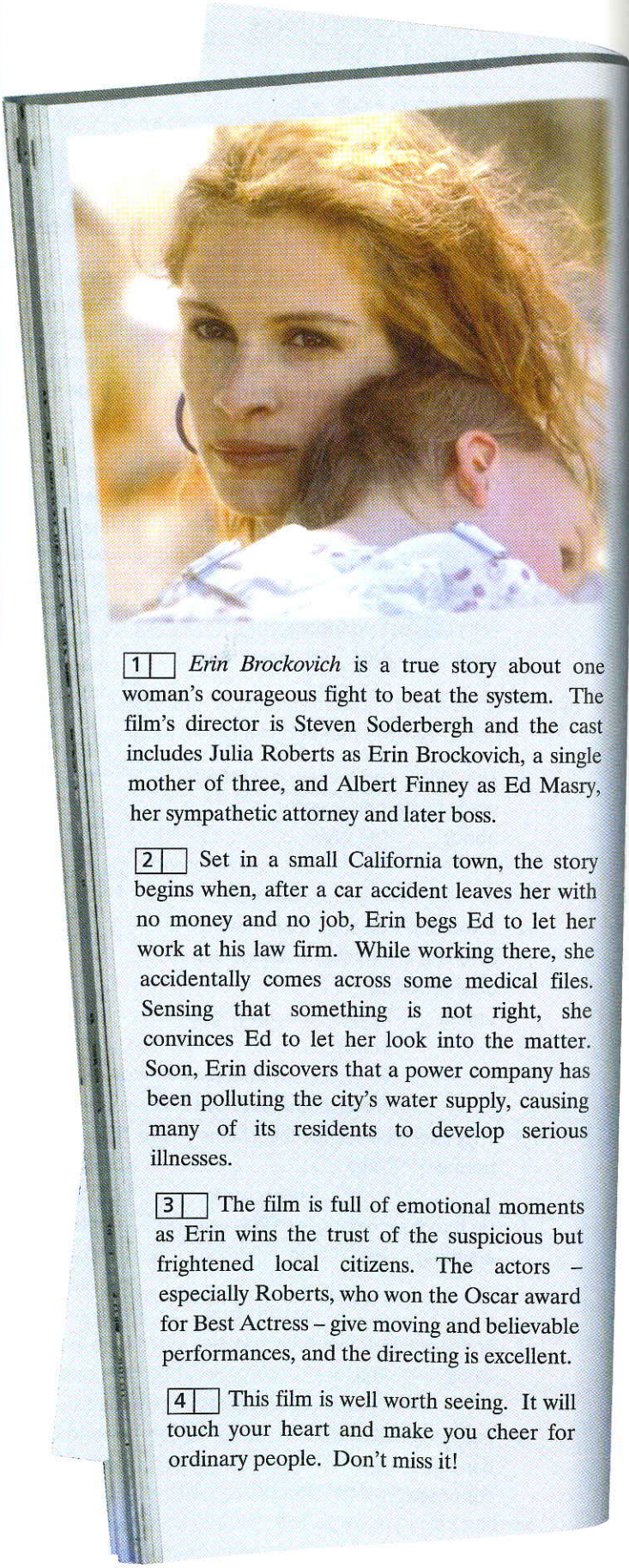
1 Who is going to read the review?

2 Which of the following should you include?
- the end of the story
- recommendation
- the main points of the plot
- type of film / name of director
- when and where you saw the film
- main characters / names of actors
- awards the film has won (if any)

3 Which tenses should you use?

b. Read the model and match the paragraphs to the topics.

a recommendation
b general comments
c main points of the plot
d background information



1 *Erin Brockovich* is a true story about one woman's courageous fight to beat the system. The film's director is Steven Soderbergh and the cast includes Julia Roberts as Erin Brockovich, a single mother of three, and Albert Finney as Ed Masry, her sympathetic attorney and later boss.

2 Set in a small California town, the story begins when, after a car accident leaves her with no money and no job, Erin begs Ed to let her work at his law firm. While working there, she accidentally comes across some medical files. Sensing that something is not right, she convinces Ed to let her look into the matter. Soon, Erin discovers that a power company has been polluting the city's water supply, causing many of its residents to develop serious illnesses.

3 The film is full of emotional moments as Erin wins the trust of the suspicious but frightened local citizens. The actors – especially Roberts, who won the Oscar award for Best Actress – give moving and believable performances, and the directing is excellent.

4 This film is well worth seeing. It will touch your heart and make you cheer for ordinary people. Don't miss it!

c. **Answer the questions.**

1 Does the writer give a detailed account of the story, or a brief summary?
2 What background information does the writer give?
3 Is this a positive or a negative review? What phrases does the writer use to recommend or not recommend the film?
4 Does he/she reveal the end of the story?
5 Has the writer used:
- passive voice?
- variety of adjectives?
- colloquial expressions?
- complex sentences?
- abbreviations?

Useful Language

2 **Choose phrases from the box to make sentences based on the model in Ex. 1.**

Erin Brockovich *is set in a small town in California.*

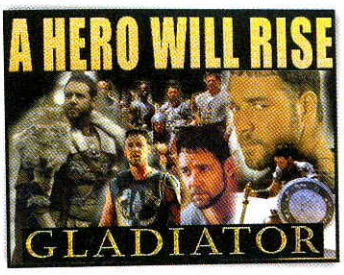
Useful Language: Vocabulary / Phrases / Expressions

Background
- The film/story is set in …
- This well-written/informative/ fascinating book …
- This original first novel …
- The film/book tells the story of …
- The book/novel was written by …
- The film is directed by …
- This work is based on …
- It is a comedy/horror film/love story.

Main points of the plot:
- The plot focuses on …
- The story begins/concerns/is about …
- The plot has an unexpected twist …
- The film reaches a dramatic climax …
- The plot is(absolutely) thrilling/ (rather) boring.

General comments and opinion:
- It is rather confusing/long/slow/boring.
- The cast is excellent/weak/awful/unconvincing.
- The script is dull/clever/exciting.
- It has a tragic/surprising/dramatic end.
- It is beautifully/poorly/badly written.
- It doesn't come across as …
- The arrangements are simple/effective/ complicated.
- rich/dull sound
- catchy tune
- features a variety of musical instruments
- powerful/weak voice
- musically satisfying

3 **Underline the correct word/phrase.**



1 The film *Gladiator* had a **cast/script** of thousands.
2 Mel Gibson plays one of the main **characters/ actors** in the film.
3 *Elizabeth* is an outstanding film **based on/set in** the life of Queen Elizabeth I.
4 Many famous actors and musicians attended the film's **special effects/premiere**.
5 Most of the film was rather boring but it did have an interesting **twist/script** at the end.
6 *Chicago* is one of the best films I've seen in a long time. It's sure to be a **box office hit/highly entertaining read**.
7 The *Harry Potter* books are so well-**written/acted** that even my husband enjoys reading them.
8 Nicole Kidman **tells the story/plays the part** of Virginia Woolf in the film *The Hours*.
9 Robert De Niro got very good reviews for his **role/plot** in the film *Raging Bull*.
10 The story has such a **dull/tragic** end that you'll leave the cinema in tears.

4 a. **Which of the following nouns refer to films only?**

• script • screenplay • acting • scenery • plot
• sound effects • story • cast • end
• role • character • special effects

b. **Which of these adjectives can be used to describe the nouns above?**



• dull • excellent
• terrible • moving
• superb • awful
• fantastic • fascinating
• touching • dreadful • thrilling • hilarious
• entertaining • amusing • starring • tragic
• dramatic • spectacular

c. **In pairs, make up sentences about a film you have both watched.**

Star Wars *has got spectacular special effects.*

5 Match the sets of adjectives (1-6) to the nouns (a-f), then use the collocations to make sentences.

1 d	black-and-white / animated / silent	a	hit
2	big / box-office / smash	b	novel
3	unexpected / ironic / dramatic	c	CD
4	gripping / best-selling / fast-paced	d	film
5	instrumental / cover / live	e	twist
6	debut / solo / chart-topping	f	version

Charlie Chaplin starred in black-and-white films.

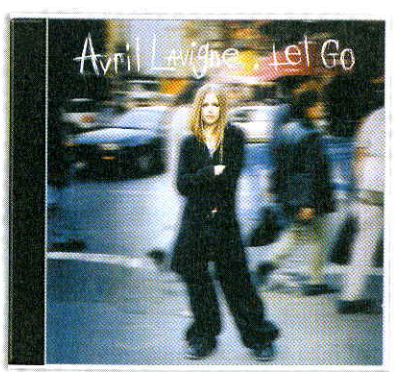
Useful language: Recommendations

- Don't miss it.
- It is well worth seeing.
- It will change the way you see …
- I wouldn't recommend it because …
- It's bound to be a box-office hit.
- I highly/thoroughly/strongly recommend it.
- Wait until it comes out on video.
- It is a highly entertaining read.
- It's a bore to read.
- It's certainly at the top of my list.
- Fans will no doubt be thrilled with this.
- It's a must!
- Don't bother with this one.
- I definitely recommend that you add this CD to your collection!

6 a. Which of the phrases in the list above are positive and which are negative?

b. Which can be used for a film, book, CD or all three?

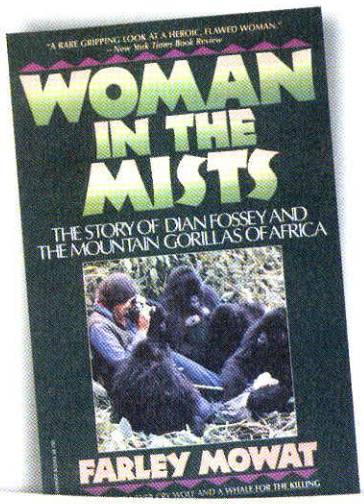
c. Use appropriate sentences to recommend to your partner a recent film/book/CD which you enjoyed.



Let Go is a must. I definitely recommend that you add this CD to your collection.

Analysing a book review

7 a. Read the book review and put the paragraphs into the correct order. What is each paragraph about? How does the writer recommend the book? Suggest an alternative recommendation.



WOMAN IN THE MISTS

A The book relates how Fossey, a zoologist, moves to the Varunga mountains to study gorillas. After months of hard work, she is finally accepted into their group, playing, wrestling and even hugging these animals. Soon, however, Fossey's world is threatened as poachers start to hunt and kill her beloved friends.

B I highly recommend *Woman in the Mists*. It is beautifully written and will leave the reader with a better understanding of this truly remarkable woman.

C The drama-filled story is gripping from beginning to end. It is full of touching moments as Fossey struggles to save these often misunderstood but affectionate animals. Mowat's admiration for Fossey shows clearly in the book's description of her love for the gorillas and her deep respect for the natural environment in which she lived.

D *Woman in the Mists*, by Farley Mowat, is an inspiring story that takes place in the Varunga Mountains in Rwanda, Africa. This wonderfully written book is the biography of Dian Fossey, an intelligent and determined woman who devoted her life to protecting the wild mountain gorillas.

Understanding the Rubric 2

8 a. Read the rubric and underline the key words. What information should you include in your review? What style should you use? Why?

> The editor of the newspaper you work for has asked you to write a review of a CD you like. Write your review, including a description of some of the tracks and saying why you recommend it to your readers.

b. Compare and contrast the two models. Which model:

- uses a variety of adjectives?
- is informal in style (e.g. uses short sentences, contractions, colloquial language)?
- doesn't give reasons for its recommendation?
- uses simple linking devices?
- doesn't have paragraphs?

MODEL A

Sting: *Brand New Day*

Brand New Day, by Sting, is a brilliant CD which is by far one of his best. There are ten tracks to enjoy, each one better than the last. And although the main theme of the CD is love, each song tells its own different story.

The CD's title track and first single, *Brand New Day*, is an upbeat song about never giving up on love. The arrangements are simple and effective. The rich sound of *Desert Rose* promises to be the second single from the CD and is full of surprises. The minute-long introduction is sung in Arabic by Cheb Mami and the song, with its Middle Eastern influences and Sting's powerful voice, is unlike anything he has ever done before. *After the Rain Has Fallen* is an energetic song that tells a fairy-tale story of love. You'll be humming this catchy tune long after you first hear it! *The End of The Game* features a variety of musical instruments from loud drums to calming keyboard and violins.

Once again, Sting will fascinate audiences from all over the world with his powerful voice and catchy tunes. I definitely recommend that you add this CD to your collection. It is a must!



MODEL B

Sting: *Brand New Day*

Sting's latest CD, *Brand New Day,* is really great. There are ten tracks on it and even though the main theme is about love, the songs tell a different story. The title track, *Brand New Day*, is also the name of the first single. This song is really good and the way it's put together is really interesting. *Desert Rose* is the second single from the CD and it's also great. The beginning of the song is sung in Arabic and then you hear Sting's voice. I really liked this song! The song *After the Rain Has Fallen*, is another song that I loved. *The End of the Game* has a lot of different instruments like drums, keyboards and violins. Sting is a man who has played almost everywhere in the world. If I were you, I'd go out and buy this CD today!

c. In pairs, divide model B into paragraphs, then suggest another conclusion. In which type of publication could you read such a review?

9 Read the extract from a negative review and change it into a positive review by replacing the underlined words with the words in the list. Then, suggest an appropriate recommendation.

• catchy • strong • hard • beautiful • simple • effective

> The CD's title track, *A Beautiful Day*, is a miserable song about life and hope. The arrangements are complicated and dull. The monotonous tune of *Elevation*, as well as the weak lyrics of *Wild Honey*, make these two songs very easy to forget.

Discuss & Write

10 Look at the rubrics below, underline the key words and, for each one, answer the questions that follow.

A A magazine has asked its readers to send in reviews of their favourite films.

Write your **review** for the magazine, mentioning the main points of the plot and including general comments about the acting and directing as well as your recommendation.

B Your teacher has asked you to write a review of a book you have recently read, to be published in the school newspaper.

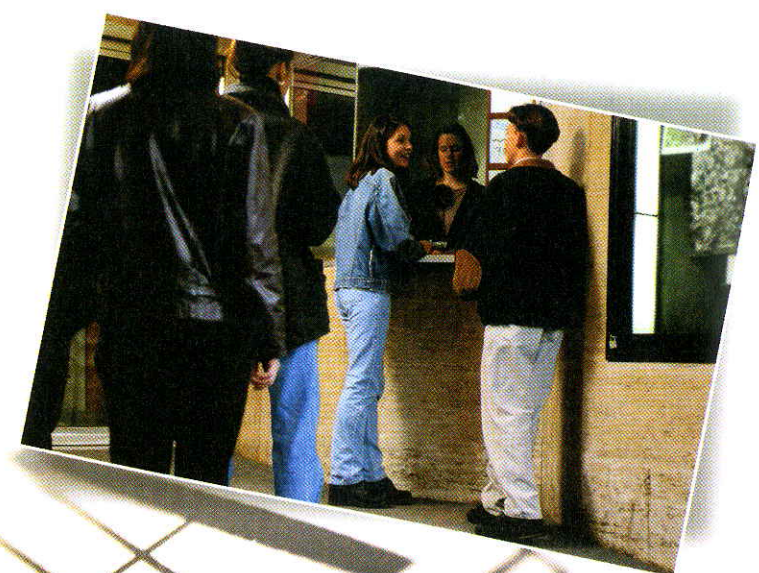
Write your **review** for the newspaper, giving brief details of the plot and saying whether you recommend it or not.

C You work for Music Vibes Magazine and your editor has asked you to write a review of a CD that has just come out.

Write your **review** for the magazine, giving brief details about the CD and saying whether you recommend it or not.

1 What type of review do you have to write?
2 Who is the target reader? What style is appropriate?
3 What information should you include in the introduction and main body?
4 How would you start each review?
5 What language would you use to recommend/not recommend the film/book/CD?

11 Using the information you have learned in this unit, and your answers to the questions above, write any of the tasks above. You should write between 120 and 180 words.







The Cycle of Life

1 Look at the pictures and the title of the article. How are they related?

2 a. In pairs, decide which of the health issues suggested by in the photographs you think help us to live longer.

b. Skim the text and see which of them are mentioned in it.

3 Read the text again and choose the answer you think fits best for each question (1-7). Justify your answers.



Living for a **Century**

The good news is that we can all expect to live both longer and healthier lives than any other generation in history. How well we age, however, is basically up to us!

The 20th century will probably be largely remembered for having the highest increase in life expectancy in recorded history. The average lifespan for men and women has now almost doubled. What's more, this seems to be a continuing trend.

Not only are we living longer, but we are also living a far healthier lifestyle. With record numbers of fit, healthy people reaching the age of 90 and over, it is becoming clear that negative predictions of a greying population, troubled by increasing numbers of diseases as well as huge medical bills, have been exaggerated.

Our view of what old age actually means has changed dramatically. Many of today's pensioners, compared to the elderly in days gone by, tend to enjoy a quality of life without stress, travelling here, there and everywhere, learning new skills, taking up different sports, starting businesses and actively looking forward to each new day. Our actual opinion of what is old and what is not old tends to change with the passing of time as well as higher levels of longevity.

We can see that there are many different aspects affecting the ageing process, including lifestyle, attitude, social circumstances and diet. Studies carried out on mice, for example, have shown that intake of fewer calories allowed mice to live up to 40% longer than those who ate as much as they wanted. In human years this is equal to 30 or 40 more years of life. The mice also stayed energetic longer, had better memories and lower levels of cancer. Japanese people living on the island of Okinawa, in fact, consume 20 percent fewer calories than the rest of the population of Japan and, as a result, have the highest population of centenarians anywhere in the world!

The challenge the rest of us now face is how to delay the ageing process. There are, in fact, two different aspects to ageing that we need to be aware of, the one involving the natural passing of time and the other involving the natural, physical ageing of the body. While we have no control over our chronological age, we can, up to a point, do a lot to slow down biological ageing by taking the following advice.

1 ✓ Be optimistic.
2 ✓ Give up smoking.
3 ✓ Learn how to relax.
4 ✓ Have a sense of humour.
5 ✓ Do yoga to help posture.
6 ✓ Have a 30-minute walk each day.
7 ✓ Learn new skills to keep the mind active.
8 ✓ Have access to good medical facilities.
9 ✓ Avoid stress in order to improve health generally.
10 ✓ Mix with a variety of people of different ages.
11 ✓ Use suitable creams to protect the skin in summer.
12 ✓ Have at least five pieces of fruit and vegetables per day.
13 ✓ Improve diet by eating smaller portions, especially at night.

1 According to the writer, life in old age is improving because
- A older people are in better health.
- B record numbers attend fitness classes.
- C the number of diseases is decreasing.
- D people pay more for medical treatment.

2 The writer feels the increase in life expectancy
- A is something that will continue.
- B was completely predictable.
- C is a worrying trend.
- D has been exaggerated.

3 Nowadays, older people
- A tend to be more stressed.
- B worry about the quality of life.
- C stay active much longer.
- D take life as it comes.

4 Research has shown that
- A mice live 40% longer if they stay energetic.
- B eating fewer calories can help us live longer.
- C intake of calories helps older people live longer.
- D mice remembered more when they ate what they wanted.

5 Which of the following aspects of ageing can be controlled?
- A the passing of time
- B our biological age
- C our chronological age
- D our mental age

6 The writer feels it is wrong
- A to go out in the sun.
- B for older people to socialise with youngsters.
- C for older people to do anything other than walking.
- D to finish the day with a heavy meal.

7 Which phrase best sums up the writer's view of growing old?
- A It's not age but attitude.
- B You're as old as time.
- C Act your age at all times.
- D Come to terms with it.

Vocabulary Practice

4 a. Match the words, then in pairs, write sentences using them.

1	medical	a	population
2	healthier	b	expectancy
3	greying	c	number
4	life	d	bills
5	ageing	e	process
6	record	f	circumstances
7	social	g	lifestyle

Most pensioners can't afford to pay huge ***medical bills.***

b. Choose the correct meaning for each word, then explain the highlighted words in the text.

1	**largely** (line 1)	a	hugely	b	mostly
2	**average** (line 3)	a	typical	b	statistical
3	**greying** (line 10)	a	darkening	b	ageing
4	**exaggerated** (line 12)	a	overstated	b	overdone
5	**actively** (line 18)	a	aggressively	b	eagerly

Text Analysis

5 Look at the list of suggestions (1-13) the writer makes, and match one example from the list to each of the following aspects.

habit *2*; activity .....; attitude .....; intellect .....; nutrition .....; sociability .....

Discussion

6 a. In pairs, discuss any bad habits you have which could possibly affect your health. Decide which you would be prepared to change, giving reasons.

b. What are the advantages for old people if they live with their families?

7 Now write five sentences giving advice on what to do and what not to do in order to live a longer and healthier life.

Be sure to eat at least five pieces of fruit each day.



Healthy Lifestyle

1 a. Rank the following in order of importance from 1-8. Then, compare your list to your partner's.

- ☐ eating plenty of fruit/vegetables
- ☐ eating red meat
- ☐ drinking lots of water
- ☐ exercising regularly
- ☐ sleeping eight hours a day
- ☐ keeping to a healthy weight
- ☐ having check-ups regularly
- ☐ taking vitamin pills

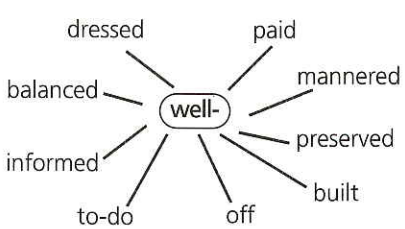
b. In pairs, discuss what is most important for a healthy lifestyle.

A: For me, the most important part of a healthy lifestyle is eating plenty of fruit and vegetables.
B: You are absolutely right. Fruit and vegetables contain lots of vitamins.

c. What do you do to keep fit and healthy?

I eat lots of vegetables and go to aerobics classes three times a week.

2 Use the spidergram to complete the cartoon, then make sentences using the rest of the words.





Healthy Eating

3 a. Look at the table below showing the nutritional value of certain foods. In pairs, talk about the diets of:

- an athlete
- a student
- an old person
- a person who's on a diet

Give reasons for your choices saying which are *high energy, high/rich/low in protein/carbohydrates*, etc.

	energy (Kcal)	protein (g)	carbohydrates (g)	fat (g)	calcium (mg)	vitamin C (mg)
honey	64	0	17	0	1.2	0.1
1 apple	81	0.3	21	0.5	10	8
milk	150	8	11	8	291	2
orange juice	94	1.4	22	0,4	23	104
fish	50	6	0	3	92	0
pasta	99	3	20	0.5	5	0
cornflakes	111	2.3	25	0.1	1	15.1
pizza	181	10	20	7	65	1.6
white rice	103	2	22	0.2	8	1
roast chicken	277	42	0	11	22	0
chocolate chip cookie	78	0.9	9	4.5	6.2	0

* All values calculated per normal serving.

A: I think pasta should be part of an athlete's diet because it's a high energy food and it's high in carbohydrates and low in fat.
B: You're right. I think athletes should also eat chicken and fish as they are high in protein.

b. Now make true sentences about your eating habits.

I	don't really never often always sometimes rarely only	like eat can't stand don't mind love enjoy	spicy food sweets savoury snacks greasy foods creamy sauces junk food fizzy drinks fruit & salads dairy products	all the time when on a diet at work at school on holiday on a daily basis

I don't really eat dairy products on a daily basis.

c. How health conscious are you? Which of the following do you like eating? How often do you eat them? How do you like to eat them: *raw? fried? baked? roast? grilled?*

• vegetables • potatoes • fish • chicken • steak

Words often confused

4 Underline the correct words.

1 Would you mind if I asked for a second **plate/dish/helping/course** of cheesecake? It's delicious.
2 Could I please have the **instructions/recipe/prescription/receipt** for the spinach pie?
3 I found the pizza I was looking for in the **freezing/cold/icy/frozen** foods section at my local supermarket.
4 Whenever we go out to dinner we always choose fish for our main **starter/course/appetiser/dessert**.
5 She hates drinking **gassy/flat/sparkling/bubbly** water, especially after a meal.
6 The **wound/injury/pain/ache** was so deep that it needed three stitches.
7 She was told it would take weeks to **heal/cure/recover/mend** from the accident.

Idioms & Fixed Phrases

5 a. Match the sentences, then explain the words in italics. Which of these idioms/phrases are the same in your language?

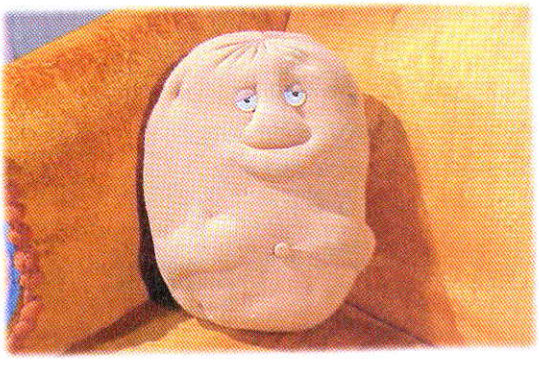
A

1 ☐ The city centre *comes to life*
2 ☐ Cheese *goes bad* if
3 ☐ She's just *killing time* until
4 ☐ You'll have *the time of your life* if
5 ☐ A *couch potato* spends
6 ☐ *Having a sweet tooth* is to

B

a it's not kept in the fridge.
b you visit us in the summer.
c blame for her being overweight.
d most of their time watching TV.
e her taxi arrives.
f after midnight.

b. Which idiom is illustrated in the picture? In pairs, use the idiom to write a caption. Compare your caption with another pair's. Which do you like best?



Phrasal Verbs

Appendix 2

6 a. Fill in with an appropriate particle, then explain the phrasal verbs in bold.

• out • over • with • up • off • on • without



1 Peter can't **do** ..... coffee in the morning.
2 Paul decided to **take** ..... a hobby as he had a lot of free time.
3 Her blue dress no longer fits, as she's **put** ..... so much weight.
4 It took Christine two weeks to **get** ..... her knee injury.
5 She refused to **put up** ..... such rude behaviour.
6 Something in the fridge is **giving** ..... a strange smell.
7 She was advised to **cut** ..... fat from her diet.
8 You should **keep** ..... chocolate for a while.
9 I could **do** ..... a nice cup of tea right now.
10 Chris loves pasta; I think he could **live** ..... spaghetti!

b. Choose one phrasal verb and draw a picture about it. The class try to guess what phrasal verb it suggests.

Prepositions

Appendix 1

7 a. Fill in: ***in, out, under, on, to, from, with***, then make sentences using them.

1 ..... good shape; 2 ..... of date; 3 to be ..... pressure; 4 to be addicted ..... sth; 5 to go ..... a diet; 6 to be allergic ..... sth; 7 to recover ..... sth; 8 keep ..... a healthy weight; 9 to cope .....; 10 ..... time ..... time

b. Fill in: ***for, at, of, with, under.***

1 You look very young ..... your age.
2 She can't drive a car; she's ..... age.
3 He has grown wiser ..... age.
4 John is just three years ..... age.
5 Mozart was a prodigy; ..... the age of six he was composing music.
6 I haven't seen him ..... ages.

Listening – Part 3

1 a. **You will hear five people talking about how various aspects of our lifestyle will change in the next 50 years. Before you listen, discuss the following.**

1 How have the following things changed our lives in the last 10-20 years? What do you think life was like without them?
- the Internet
- mobile phones
- cheap air travel
- satellite / cable TV

2 What other things can you think of that have changed our lives?

3 Look at the headings (A-F) listed below. In pairs, predict what the speakers might say about each topic.

b. **For questions 1-5, choose which of the headings (A-F) the people are talking about. There is one extra subject which you do not need to use.**

A	Communications	Speaker 1	☐
B	The Economy	Speaker 2	☐
C	Travel	Speaker 3	☐
D	Health	Speaker 4	☐
E	Entertainment	Speaker 5	☐
F	Shopping		

c. **Which of the above predictions do you think will come true and which will not? In pairs, make your predictions about the things discussed in the recording.**

Listening – Part 4

2 a. **You will listen to part of an interview with the press officer of the National Fitness Association, in which he gives advice on how to join the right gym. Before you listen, answer the questions.**

1 The following words and phrases are heard in the recording. In what context do you expect to hear them?



- show off your muscles
- aerobics • facilities
- yoga classes • lockers
- lose weight
- encouragement
- monthly cost • personal trainer • contract • life membership

2 Look at questions 2, 4, 5 and 7. What questions do you expect the interviewer to ask?

b. **Now listen to the recording and choose the most appropriate answer to each question (A, B or C).**

1 **Why is it advisable to research gyms in your area before you join?**
- A Some gyms have too much of a social scene.
- B Different gyms suit people with different needs.
- C It's impossible to lose weight in the wrong gym.

2 **Mark warns that joining a gym which is unsuitable for you**
- A will make you want to give up.
- B might prove embarrassing.
- C could end up being expensive.

3 **According to Mark, when should you visit a gym for the first time?**
- A When it's at its busiest
- B On any weekday
- C At a relatively quiet time

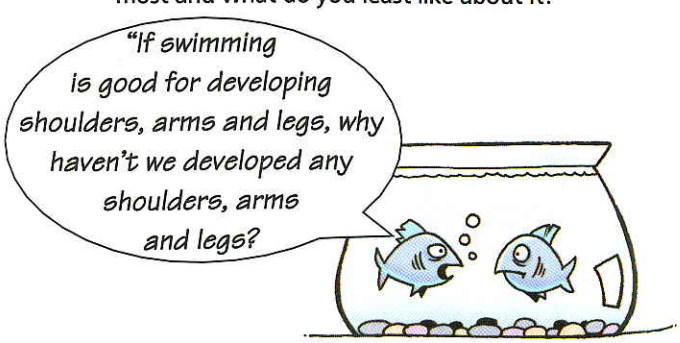
4 **Apart from the standard monthly cost of being a member, you should find out**
- A whether personal trainers are compulsory.
- B whether there are any hidden costs.
- C whether the changing rooms are expensive.

5 **If the gym asks you to sign a contract, you should**
- A be suspicious of that gym.
- B study it closely on your own.
- C see what happens if you leave.

6 **Why does Mark say that life memberships are not good?**
- A You might decide to live elsewhere.
- B The gym might move far away from you.
- C You might change your mind about exercise.

7 **Mark says that doing research before joining is worth it because**
- A it can make a difference to the overall cost.
- B it will encourage you to start exercising.
- C the right gym can improve your quality of life.

c. **Do you go to a gym? If so, what do you enjoy the most and what do you least like about it?**



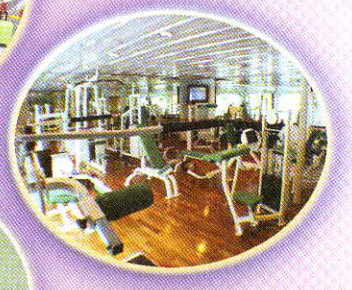
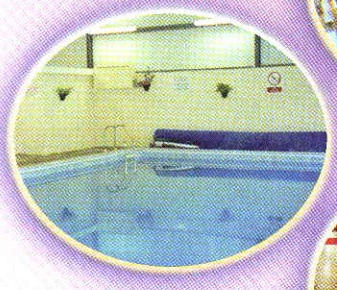
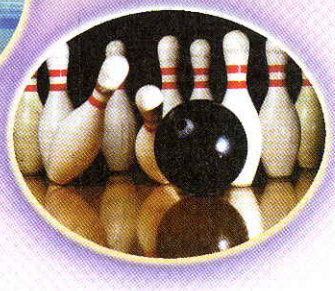
Speaking – Part 3

A new leisure centre

Students A & B

3 Work in pairs. A new leisure centre is opening in your area and they are currently deciding on what facilities to include. The photographs show some facilities from other centres.
First, talk to each other about how useful each facility would be for the clients. Then discuss which four the leisure centre should choose.



Speaking – Part 4

Students A & B

4 Discuss the following questions together.

1 What is your favourite way to relax?
2 What hobbies are popular in your country?
3 Do you believe people spend too much time working these days?
4 How important is having a social life to you?

5 Listen to two candidates doing the speaking tasks in Exs 3 and 4 and compare their performance to that of your classmates. Assess your classmates in terms of:

- grammar and vocabulary
- how successfully they perform the task
- pronunciation
- interactive communication

Communication

- Giving, Accepting & Rejecting Advice

6 Read the dialogue and underline the phrase used to give advice. Does speaker A accept or reject the advice?

A: Helen, I was wondering if you could help me out. I just can't manage everything I have to do!
B: What you really need to do is organise your day so that you can rest at some point.
A: That's all very well for you to say, but I have no spare time whatsoever!

7 Use the language and the prompts below, as well as your own ideas, to act out dialogues similar to the one above.

Giving advice	Accepting advice
• What you (really) need to do is ... • You could ... • Why don't you ...? • Have you thought of ...? • Have you tried ...? • The best thing you can do is ...	• What / That's a good idea! • That might work. • It might be a good idea. • I think I'll take your advice.
	Rejecting advice • That's easier said than done! • That's all very well for you to say, but ... • I don't think so.

PROBLEMS	ADVICE
• stiff after work	• join a gym
• noisy neighbours	• talk to them about it
• terrible headaches	• try alternative medicine
• backache	• have a massage

Everyday English

8 In pairs, guess and say what the other speaker says.

1 It's a matter of life and death!
2 This is the life!
3 Life goes on.
4 Life is hard.
5 Not on your life!

A: Is it important?
B: It's a matter of life and death!

Reading – Part 3

1 You will read an extract from Louisa May Alcott's *Little Women*. Read the text about the author and the novel and answer the questions.



Louisa May Alcott (1832-1888) was one of the most prolific American writers of the 19th century. She is best known for her children's books, especially the classic *Little Women* (1868). In this semi-autobiographical novel, Alcott tells the story of the March family. While the father is away in the Civil War, the four March sisters, Meg, Jo, Beth and Amy, and their mother, work hard to maintain a happy and peaceful home. In this extract, the four girls have just been taught a valuable lesson ...

Other works by Louisa May Alcott: *An Old-Fashioned Girl* (1870); *Aunt Jo's Scrap Bag* (1872–82); *Little Men* (1871); *Eight Cousins* (1875); *Rose in Bloom* (1876); *Jo's Boys* (1886).

1 How is family life affected when one parent is away? What additional responsibilities does the mother have if the father is away? How is family life affected especially when the father is a soldier in a war?

2 What do you imagine life was like for four young girls in the 19th century? What were their obligations, and how did they spend their free time? Think about: homework – housework – social life

2 a. Read lines 1-12 of the extract and, in pairs, discuss what the girls' 'experiment' probably involved.

b. Now read the extract. Seven sentences have been removed. Choose from the sentences given (A-I) the one which fits each gap. There is one sentence which you do not need to use. There is an example at the beginning (0).

3 What helped you insert each missing sentence? Discuss in pairs.

Little Women

"Are you satisfied with your experiment, girls, or do you want another week of it?" she asked, as Beth nestled up to her and the rest turned toward her with brightening faces, as flowers turn toward the sun.

"I don't!" cried Jo confidently.

"Nor I," echoed the others.

"You think, then, that it is better to have a few duties and live a little for others, do you?"

"Being lazy and fooling around all day doesn't pay. [0] I [/] And I intend to do it right now." said Jo, shaking her head.

"[1] [ ] That's a useful skill, which no woman should be without," said Mrs March, laughing inaudibly at the recollection of Jo's dinner party, for she had met Miss Crocker and heard her account of it.

"Mother, did you go away and let everything be, just to see how we'd get on?" asked Meg. [2] [ ]

"Yes, I wanted you to see how the comfort of all depends on each doing her share faithfully. While Hannah and I did your work, you got on pretty well, though I don't think you were very happy or amiable. [3] [ ] Don't you feel that it is more pleasant to help one another, to have daily duties

A So I thought, as a little lesson, I would show you what happens when everyone thinks only of herself.
B She had had suspicions all day.
C I'll do my lessons every day, and not spend so much time with my music and dolls.
D I can and I will, though I'm not fond of sewing.
E Then I am quite satisfied with the experiment, and fancy that we shall not have to repeat it, only don't go to the other extreme and work like slaves.
F I shall take some up to her room, though she said we were not to think of her, for she'd take care of herself.
G Suppose you learn plain cooking.
H Work is wholesome, and there is plenty for everyone.
I I'm tired of it and I intend to go to work at something.

which make leisure sweet when it comes, and make our home comfortable and lovely to us all?"

"We do, Mother we do!" cried the girls.

"Then let me advise you to take up your little burdens again, for though they seem heavy sometimes, they are good for us, and lighten as we learn to carry them.

[4] It keeps us from boredom and mischief, is good for health and spirits, and gives us a sense of power and independence better than money or fashion."

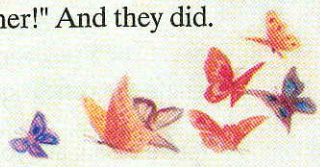
"We'll work like bees, and love it too, see if we don't," said Jo. "I'll learn plain cooking for my holiday task, and the dinner party I have will be a success."

"I'll make the set of shirts for father, instead of letting you do it, Mother. [5] That will be better than fussing over my own things, which are plenty nice enough as they are." said Meg.

"[6] I've been silly, and I ought to be studying, not playing," was Beth's resolution, while Amy followed their example by heroically declaring, "I shall learn to make buttonholes, and study my parts of speech."

"Very good! [7] Have regular hours for work and play, make each day both useful and pleasant, and prove that you understand the worth of time by employing it well. Then youth will be delightful, old age will bring few regrets, and life will become a beautiful success, in spite of poverty."

"We'll remember, Mother!" And they did.



Vocabulary Practice

4 a. Match the highlighted words with their meaning.

• memory • good-natured • using
• responsibilities • tasks • silently • complaining

b. Read the article again and find the similes used.

Text Analysis

5 The following phrases are taken from the passage. Explain the bold parts in your own words.

- "**Nor I,**" echoed the others. (line 7)
- ... to have daily duties which **make leisure sweet** when it comes ... (lines 25-26)
- ... and [they] **lighten** as we learn to **carry them**. (lines 31-32)
- "We'll work like bees, and love it too, **see if we don't,**" ... (lines 37-38)

6 a. The text about the author states that *Little Women* is semi-autobiographical. What does that mean? What can we assume about the plot of *Little Women*?

b. Which adjectives best describe Mrs March and her daughters? Justify your answers.

• kind • delicate • dynamic • passionate
• clever • gentle • charming

7 a. What is the style of writing? Do people talk like that today? Justify your answers by pointing out examples in the extract, then say how they would have been said today.

Extract: *"Mother, did you go away and let everything be, just to see how we'd get on?"*
Modern version: *"Mum, did you leave everything to us just to see how we'd get on?"*

b. How would you recommend this novel?

c. Can you think of a title for the extract?

Discussion

8 a. In pairs, think of a cover for this novel based on the extract. Think about:

• setting • people • clothes

b. Imagine you were a film producer and had decided to turn this novel into a film. In pairs, decide which actresses you would choose for each character. What would the setting be? Would you keep close to the novel or would you make a modern version of it?

9 How does the life of the average girl today differ from that described in the extract? Think in terms of:

• duties • leisure • ambitions

Defining / Non-defining Clauses

Grammar Reference

1 Fill in the correct relative then say whether it is defining *(D)* or non-defining *(N)*. Put commas where appropriate.

1 The restaurant ..... we had dinner served excellent food. .....
2 Lynne ..... lives next door is an actress. .....
3 That's the man ..... car was stolen last week. .....
4 Amanda ..... I knew at university was on television the other day. .....
5 The History Museum ..... opened in 1973 recently closed. .....
6 Paris ..... you can see the Eiffel Tower is the capital of France. .....
7 This book ..... I borrowed from the library last week is very interesting. .....
8 I usually go on holiday in August ..... the weather is nice and hot. .....

Clauses of Purpose

Grammar Reference

2 a. Join the sentences using the words in brackets.

1 Lucy went to the bank. She wanted to take out some money. **(in order to)**
2 He was very quiet. He didn't want to wake up the baby. **(to avoid)**
3 Let's take a packed lunch with us. We might get hungry. **(in case)**
4 We took a taxi. We didn't want to be late. **(so as not to)**
5 Rachel has hired more staff. She wants to expand her business. **(so that)**
6 You should wear sunscreen in summer. You won't get sunburnt. **(to prevent)**

b. John is going on holiday. Why is he taking the objects in the pictures? Make sentences using clauses of purpose.



He's taking a beach umbrella so that he can sit in the shade.

Clauses of Concession

Grammar Reference

3 Rephrase the sentences in as many ways as possible. Use: ***despite, however, although, even though.***

1 He was almost ninety, ***but*** he was still extremely fit.
Although he was almost ninety he was still extremely fit.
2 ***Despite*** the long coach journey, the elderly tourists were not at all tired.
3 She spent a long time in hospital. ***However***, she eventually recovered.
4 They were homeless, ***yet*** they refused to accept financial aid.

4 Use the prompts to act out exchanges, as in the example.

1 A: take up jogging / lose weight
B: tried it / gave up
*A: You should take up jogging **in order to** lose weight.*
B: I know ... I tried it once, but I gave up after a while.
2 A: eat fresh vegetables / increase vitamin intake
B: love salads/difficult to find when not at home
3 A: be more active / stay fit and healthy
B: want to take exercise / not easy / work late
4 A: reduce stress levels / become more relaxed
B: try to keep calm / face a lot of pressure every day

Question Tags

Grammar Reference

5 Underline the correct question tags.

1 You're Susan, **are you/aren't you**?
2 She works for her father, **doesn't she/does she**?
3 Don't eat too much, **won't you/will you**?
4 Let's go to the gym, **shall we/shan't we**?
5 I'm not late, **aren't I/am I**?
6 This is Chinese food, **isn't it/isn't this**?
7 Everyone is here, **isn't everyone/aren't they**?
8 He never dances, **does he/doesn't he**?

English in Use – Part 3

6 Rewrite the sentences using two to five words including the word in bold.

1 It is more than a month since I saw Steve.
for I ..... a month.
2 Jenny is as old as Peter.
same Peter ..... Jenny.

3 You should go on a diet.
were If .....
.....
go on a diet.

4 Ann does not often eat turkey.
unusual It .....
.....
eat turkey.

5 I am sorry I forgot your birthday.
remembered I .....
.....
your birthday.

6 All the friends went to Moscow except Mary.
exception With .....
.....
all the friends went to Moscow.

7 He wants to visit Poland instead of Spain.
rather He .....
.....
visit Spain.

8 "Whose is this car?" she asked.
to "Who .....
..... ?"
she asked.

9 It is a waste of time to ask for a pay rise.
point There is .....
.....
..... a pay rise.

10 I am sorry, I cannot give you a lift.
difficult I am sorry, but .....
.....
.....
to give you a lift.

Word Formation

7 **Form *nouns*, *adjectives* and *adverbs* from the following:**

• admit • apply • collect • create
• employ • promote • repeat

English in Use – Part 2

8 **Read the following text and think of the word that best fits each space. Use only one word in each space. There is an example at the beginning (0).**

Are We Over the Hill at 40?

Some say that life begins at 40, but scientists have discovered that 0) so does the process of mental decline. Psychologists in Reading have found that people start to slow 1) ..... mentally in their mid-forties. They tested routine abilities 2) ..... as time taken to remember names and faces, speed 3) ..... reaction to situations, and concentration on tasks 4) ..... decision making. The results clearly showed that in 5) ..... mid-forties people's mental faculties remained unchanged. However, it also showed that thinking speed starts to decline 6) ..... 45 and continues at a constant rate. People become slightly forgetful, and might 7) ..... a long time to recall someone's name. They are also unable to bring things to the front of 8) ..... mind quickly.

Nevertheless, experts agree that older people can rely 9) ..... their greater experience to compensate 10) ..... the slowdown in their mental functioning. In other words, they cannot process the information as quickly 11) ..... they did in the past, but they know the short cuts. After 12) ....., experience and wisdom are qualities 13) ..... do not decline with age. 14) ..... it better to come up with a quick decision 15) ..... a wise one?

English in Use – Part 5

9 **Read the text below and use the word given in capitals at the end of each line to form a word that fits in the space on the same line.**

Mood Food



With our 0) *increasingly* hectic pace of life, it is becoming more and more difficult to eat properly. 1) ..... snacks and fast food seem to have become the norm. This may be having a 2) ..... effect on people's waistlines, but did you know that it can also cause wild mood swings and 3) .....?

Food is an important part of the body-mind 4) ..... and as researchers point out, it is particularly our 5) ..... of sugary, fatty and carbohydrate-loaded foods that 6) ..... affect the way we feel. These foods trigger the body's production of so-called neurotransmitters, chemicals 7) ..... messages from one nerve cell to the other, which provides a seemingly 8) ..... improvement of mood. Thus a crunchy bar of chocolate or piece of sticky pastry may make you feel better, but 9) ..... this feeling is usually short-lived. The reason is simple. Though our blood sugar level initially peaks, it 10) ..... slumps again, and we are soon left feeling worse than before.

INCREASE
HURRY
NOTICE
DEPRESS
RELATE
TAKE
DRAMA
TRANSFER
MIRACLE
FORTUNATE
RAPID

Interpreting Rubrics

In order to complete a writing task successfully we need to interpret the rubric correctly and understand the task fully before we start writing. The rubric contains the following information:

- the type of task *e.g. report, letter, article* etc
- the reason for writing *e.g. to apply for the job, to give your opinion, to ask for information* etc
- the situation and target reader *e.g. a competition, a call for applications, your teacher, your friend, your local newspaper* etc
- the style of writing *e.g. formal for a report, informal for a friend* etc
- the subjects/topics to include *e.g. include details of..., suggesting ways to ...* etc

1 **Read the rubric, underline the key words and answer the questions.**

This is part of a letter you have received from a pen friend.

> Guess what – my family and I have decided to visit your country for a holiday this summer. Can you tell me a good place to visit and when is the best time to go? Also, do you have any advice about what sights we should see?

Write your letter to your pen friend, giving the relevant information and your advice.

1 What type of writing is it?
2 Who are you? Who are you writing to?
3 What style of writing should you use? Why?
4 How many subjects must you include?
5 How will you arrange these subjects into paragraphs?
6 What can your opening remarks be?
7 How could you end your letter?

2 **Read the model and answer the questions.**

Dear Alex,

Thanks for your letter. It was great to hear all your news. I'm so glad that you are going to visit Turkey this summer.

If you want to have an enjoyable holiday on the beach, I would recommend my favourite place, Bodrum. It's a lovely seaside resort on the west coast, and it is very popular with tourists. It has many reasonably-priced hotels and some beautiful beaches. The sea is very clean, and excellent for snorkelling and scuba diving.

The best time to visit is in spring or autumn. The weather is very nice from April to June and from September to November. I think it would be far too hot for you in the middle of the summer. Also, there are fewer tourists around then, so places will be less crowded.

There are many places of interest that you can visit. I recommend a trip to Ephesus. It's an ancient site full of beautiful classical ruins. You can also visit the medieval castle of St Peter. There are amazing views from there.

I hope that you have a great holiday. If you want to know anything else, just drop me a line.

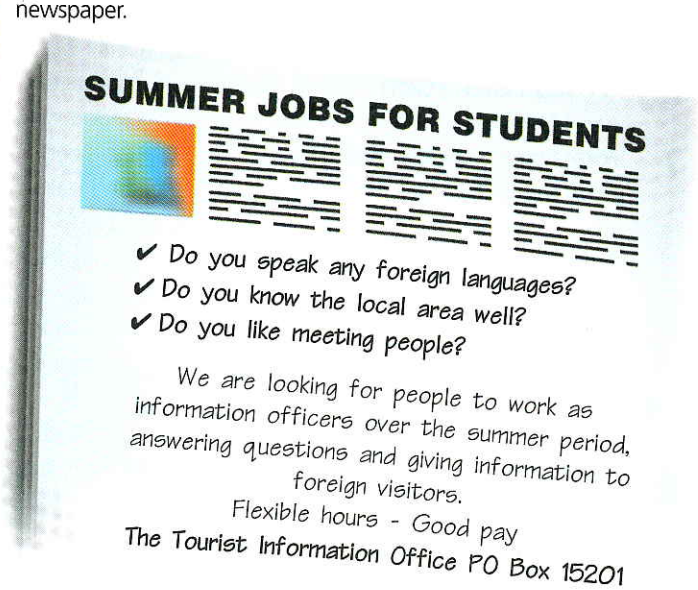
Best wishes,

Cemal

1 Has the writer covered all the points in the rubric?
2 What style has the writer used?
3 How has the writer rephrased the information in the rubric?
4 What topic sentences has he used? Can you think of other appropriate ones?
5 Suggest a suitable alternative introduction.
6 Suggest a suitable alternative conclusion.

3 **Read the rubric, underline the key words and answer the questions.**

You have just read the advertisement below in your local newspaper.



Write your letter of **application** to the tourist company. Say why you are interested in the job and when you will be available.

1 What style of writing should you use? Why?
2 Which of the following greetings/salutations are suitable for your letter?
   a Dear Sir/Madam, ... Yours sincerely, ...
   b Dear Manager, ... Yours sincerely, ...
   c Dear Sir/Madam, ... Yours faithfully, ...
3 Which of the following topics should you include in your letter?
   a your age
   b what languages you speak
   c your previous experience
   d hours you can work
   e where you live
   f where you saw the advertisement
   g your present occupation
   h your reason for applying for the job
4 How will you organise your writing into paragraphs?

4 Read models A and B and answer the questions.

1 Have all the relevant points in the rubric been covered? If not, what information is missing?
2 What style of writing has been used?
3 Which letter do you think will receive the most positive response? Why? Think about: register, style, content.
4 Look at Model B again and find examples of formal style.
5 Look at Model A again and find examples of:
   - short forms
   - colloquialisms/idioms
   - irrelevant information

MODEL A

Dear Sir/Madam,

I've just seen your ad in 'The Evening News' and I'm looking for a summer job. An information officer's job would be great for me.

I'm 19 and I'm a student at university. I'm studying German and French so I think this will come in handy for dealing with tourists. Also, I've been to Spain a couple of times so I know some Spanish. Well, enough to get by, anyway!

I did the same sort of thing last year as a tourist guide, so I've got loads of experience. I know the city well and I love working with people.

By the way, I hope you mean it when you say "good pay" – the tourist guide job paid peanuts.

Let me know if you think I would be OK for the job. You can call me at home on 201 576 5523.

Yours truly,

Janet

MODEL B

Dear Sir/Madam,

I am writing to apply for the position of information officer which was advertised in 'The Evening News'.

I am 19 years old and am studying German and French at university. I am in my third year and would like the opportunity to practise my language skills with foreigners. I also speak some Spanish. I would appreciate the valuable experience that working with tourists would give me, since I plan to follow a career in hotel management when I graduate.

I have always enjoyed working with people. Last summer, I worked as a guide for Freedom Holidays, which was interesting and enjoyable. This experience increased my knowledge of local history, tourist resorts and places of interest.

I am available for the whole of the summer period. I can be contacted by telephone on 201 576 5523 or at the above address. I hope you will consider my application.

Yours faithfully,
Janet Porter
Janet Porter

5 a. Read the rubric, underline the key words and say what information you must include in your letter.

You organise student social events at your college. Read the note from a student, Bob, and part of the college rules. Then write a letter to the Head of the college, asking permission to have a party and giving him some information about how it will be organised.

Can you ask Mr Cox (the new Head) if we can have an end-of-term party? We'd like to have a disco on 30th May in the main hall from 8pm-11.30pm. Melanie will sort out the food and drink and Vicki is doing the decorations. Tell him we will clean up properly afterwards.
Thanks,
Bob

College Rules
Parties may be held provided that:
- a written application is made to the Head giving full details at least 2 weeks before the proposed date.
- the room used is cleaned thoroughly afterwards.
- there is no noise after 12 pm.

b. **Answer the questions.**

1 What type of letter should you write?
2 How well do you know the person you are writing to?
3 How should you address the letter?
4 What style of writing would be appropriate?
5 What is your reason for writing?
6 What points should you include?
7 How many paragraphs should you write?
8 How should you close/sign the letter?

6 Read the models and, for each one, answer the following questions.

1 What style has the writer used? Is this appropriate? Why (not)?
2 How does the writer rephrase the point "ask (Mr Cox) if we can have an end-of-term party"?
3 What reference does the writer make to the college rules?
4 Do you think Mr Cox will grant the request after reading this letter? Why (not)?

MODEL A

Dear Mr Cox,

I am writing on behalf of the students to ask permission to hold a party at the college at the end of term.

We would be grateful if you would allow us to hold the party in the main hall on 30th May from 8pm to 11.30pm. We plan to have a disco and some refreshments. Melanie Clark is making the arrangements for the food and drink and Vicki Brown is organising the decorations.

In accordance with the college rules, we will make sure the hall is cleaned immediately after the party. Also, as the party will be over before midnight I can assure you that there will not be a problem about the noise.

I hope that this meets with your approval. If you have any questions please do not hesitate to ask.

Yours sincerely,
Emma Graham
Emma Graham

MODEL B

Dear Mr Cox,

The other students have asked me to write to you because we want an end-of-term party at the college.

Please can we have a party? It would be in the main hall on 30th May, with a disco and some food and drink. Melanie is in charge of the refreshments and Vicki is sorting out the decorations.

We promise to tidy up the hall after the party. Also, we won't make any noise after 12 pm like it says in the college rules.

It would be great if you would say yes. Let us know soon!.

Yours truly,
Emma

7 Underline the key words in the rubric and answer the questions.

You have been doing a class project on technology. Your teacher has now asked you to write a composition about the following statement:

Computers have changed our lives for the better.

You should state whether you agree or disagree with this statement, explaining your reasons clearly.

1 What type of composition is this?
2 How formal does your writing need to be? Why?
3 Do you agree or disagree with the statement?
4 Which of the following statements are true/false?
   a You should write mainly about people's lives.
   b You must include the disadvantages of computers.
   c You should divide your piece of writing into clear paragraphs.
   d Your composition should include your opinion.

8 a. Read the model. Is it appropriate as an answer? Think about: style; paragraphing; punctuation; spelling; content (e.g. irrelevant information, phrases not paraphrased)

The use of computers today is widespread: they have invaded every aspect of our lives. I think this is a good thing, though, because, our lives have changed for the better.

First of all, computers are extremely useful in education. Schools which give students access to computers offer great advantages to young learners. They are able to use the Internet to find out information on an unlimited range of subjects to help them with their studies. We have a number of computers in our school and we all find them helpful, especially when we have to do a project.

What is more, computer technology has also greatly improved industry. Most of our modern appliances and vehicles are designed and manufactured with the help of computerised systems and robots. Great technological advances have been made which make our lives easier.

However, there are people who argue that computers have brought few benefits to our lives. They think life is simplier and easier without computers. I think these people should move with the times and stop living in the past.

All in all, computers have made our lives better and it looks as if they will continue to affect the way we live whether we like it or not. So, we might as well accept it!

b. In pairs, find the linking words/phrases in the model, and then think of suitable alternatives.

9 a. Underline the key words in the rubric and answer the questions.

You work for a local tourist office and your manager is planning a new brochure about eating out in your town. He has asked you to write a report suggesting which restaurants should be included in the brochure. Describe three places and explain why you think they would be suitable for foreign visitors.

1 What type of writing is this? Why are you writing it?
2 Who is going to read the report?
3 What style of writing is appropriate?
4 What sub-headings can you use? Give reasons.

b. Read the model and answer the questions.

1 How does the report begin? How is it different from a letter?
2 What reason is given for visiting each place included in the report?
3 How does the report end?
4 In pairs, think of different sub-headings.
5 Think of another introduction and conclusion.

To: Mr James Scott (Manager)
From: Rose Williams (Office worker)
Subject: New brochure on eating out in Newtown
Date: 7th April 20...

Introduction
The aim of this report is to suggest restaurants which might appeal to foreign visitors, and should therefore be included in the proposed new brochure on eating out in Newtown.

The Leaping Fish
This cosy seafood restaurant offers a variety of dishes using fresh fish caught locally. It is ideal for families and serves home-cooked food. Visitors would have the chance to taste some of Newtown's traditional local dishes.

Yoko's Sushi Bar
This modern Japanese restaurant is a recent addition to the town's places to eat. It has a lively atmosphere and good food and would offer a visitor something out of the ordinary.

Chaplin's Restaurant
This high class restaurant offers a wide range of international dishes. Foreign visitors could enjoy their own favourite dish here or sample the traditional food of another country.

Conclusion
I feel that the places I have selected are representative of the variety of places to eat out that Newtown has to offer.

10 a. Read the rubric, underline the key words and answer the questions.

You have decided to enter a short story competition. The competition rules say that the story must **begin** with the following words:

Even though we had a map, we were completely lost.

Write your story for the competition (120-180 words).

1 Who is the target reader?
2 What style of writing should you use? Why?
3 What tenses will you use?
4 What could your story be about?
5 What elements make a good story?
   a a very complicated plot
   b suspense/drama
   c lots of characters
   d a variety of descriptive language
   e an interesting beginning
   f a slightly surprising ending
   g use of writing techniques
6 What sort of narrative should you write – first person or third person? Who might "we" refer to?

b. Read the models and say which one is not suitable and why. Think about:

- following the instructions in the rubric
- correct use of tenses
- correct punctuation/spelling
- appropriate use of vocabulary
- interesting plot
- variety of adjectives, etc

MODEL A

Even though we had a map, we were completely lost. My friend Jane and I stumbled through the thick undergrowth of the forest, looking around desperately for landmarks, but we didn't have a clue where we were. It would be dark soon and we were worried.

We had started out early that morning, full of happiness and excitement, enjoying a wonderful hike in the forest. Then, at about midday, we had decided to take a shortcut. We left the track, and couldn't find our way back.

Now the sun was going down, our feet were sore, our backs were aching and we felt terribly hungry. "I can't take much more of this!" Jane wailed, almost in tears, and I was also beginning to panic.

Then I heard a faint noise in the distance. As we hurried towards it, the sound grew clearer – traffic on a busy road! Stepping out of the trees, we realised we had been going round and round in circles, and the road had never been more than a few hundred metres away!

MODEL B

It was a very nice day. My brother Tom and I decided to go for a walk in the woods.

We set off in the morning. It was very hot. We soon get tired and we had sat down. The woods were very nice. We walked a bit more. We looked at the big trees and hear some nice birds, there were lots of flowers.

Where are we Tom, I said. I don't know, he requested.

Not long after then we didn't know which way is home. We turned back but all looked the same all around us. Even though we had a map, we were completely lost.

c. Now read model A again and answer the questions.

1 Underline the information in the first paragraph which tells the reader: who was involved – when/where the story took place.
2 How many different tenses/verb forms have been used?
3 Which words/phrases show the writer's feelings?
4 Circle the descriptive adjectives/adverbs/verbs. What difference do they make to the story?

Discuss & Write

11 Underline the key words in the rubrics and answer the questions for each one.

A You have just seen the following advertisement.



Write your **article** for the magazine.

B Your college magazine has invited you to suggest helpful tips for revising for exams. Write an **article** for the magazine giving your suggestions.

C You have been doing a class project about the environment. Your teacher has asked you to write a composition about the following statement:

Everybody can do something to help reduce pollution.

You should state whether you agree or disagree with this statement, explaining your reasons clearly.

Write your **composition**.

1 What do you have to write?
2 What is your reason for writing?
3 Who is the target reader?
4 What style is appropriate?
5 How many points must you include?

D Your friend had a birthday party last weekend. Another friend of yours was ill and was not able to go to the party. Write a letter to your friend, describing the party. Include details about the food, the guests and the music.
Write your **letter**.

E Your friend's parents are planning to visit your town/city. Your friend, Paula, has written to you asking you to suggest a good hotel where her parents can stay.

Using your notes below, write a letter to Paula telling her why you recommend the Ambassador Hotel. Remember to warn her about the possible bad points.

AMBASSADOR HOTEL		
	Good points	**Possible bad points**
1 HOTEL	modern, friendly	early check-out (8am)
2 LOCATION	near to the train station	could be noisy?
3 ROOMS	comfortable, clean, reasonable rates	no view
4 FACILITIES	restaurant, bar, lounge	no pool

6 How will you arrange these points into paragraphs?
7 How can you paraphrase the information in the rubric?
8 How could you begin/end your piece of writing?

Self-Assessment Module 5

Vocabulary & Grammar

1 **Fill in the missing word.**

1 Global ..... is a serious problem.
2 Chicken and fish are high ..... protein.
3 We should all ..... an effort to be more environmentally-friendly.
4 This is delicious. Can I please have a ..... helping?
5 All governments should impose ..... against illegal hunting.
6 That's the girl ..... sister is an actress.
7 I've got nothing to do. I'm just killing ..... .
8 I didn't recognise Ann. She's ..... on so much weight.
9 Deforestation needs to stop or ..... there will be no rainforests left.
10 The park will be closed ..... we do something now.
11 You eat too much red meat. You should try to ..... down.
12 Stop being such a ..... potato and do something.
13 Toxic ..... should be disposed of safely and cleanly.
14 Let's go to the cinema, ... we?
15 Most towns and cities operate recycling ..... .
16 ..... the bad weather, they decided to leave.
17 We can't ..... up with such rude behaviour.
18 The restaurant ..... we ate last night was a little expensive.
19 She is saving money in ..... to buy a car.
20 He handled the antiques carefully to ..... damaging them.

(10 marks)

2 **Circle the correct item.**

1 You shouldn't throw ..... old newspapers, you should recycle them.
A up B away C down D in

2 There is still no ..... for the common cold.
A heal B ache C treat D cure

3 The leopard is ..... danger of becoming extinct unless we take action.
A under B to C in D from

4 I could ..... with a bar of chocolate.
A do B make C have D eat

5 The ..... to the ozone layer is a serious problem that must be dealt with now.
A destruction C devastation
B disaster D damage

6 You must give me the ..... for this dessert. It's delicious.
A prescription B instructions C receipt D recipe

7 Exercise ..... all the difference.
A shows B gives C makes D does

8 The Siberian tiger is under ..... of extinction.
A fear B risk C danger D threat

9 When the new law ..... effect next month, we should see some major changes.
A takes B makes C comes D has

10 Elaine looks very young ..... her age.
A at B with C for D in

(10 marks)

Use of English

3 **Complete the second sentence using the word in bold. Use two to five words including the word given. Do not change the word given.**

1 If we don't leave now, we'll be late.
unless We'll be late ..... now.

2 He wants to go on holiday to France instead of Germany.
rather He ..... to France than Germany.

3 The local council will definitely agree to our proposal.
bound The local council ..... our proposal.

4 Sarah can't make it to the party.
difficult It's ..... to the party.

5 You can borrow my jacket if you promise to look after it.
as You can borrow my jacket ..... to look after it.

(5 marks)

4 **Fill in the correct word derived from the word in bold.**

1 Unless I set my alarm clock, I am sure to ..... . **SLEEP**
2 He sent his ..... off last month, but he hasn't heard anything yet. **APPLY**
3 Many cities today are .....; too many people live in them. **POPULATED**
4 It is often difficult to find ..... these days. **EMPLOY**
5 The developers ..... the strength of local opinion, so they were surprised. **ESTIMATED**

(5 marks)

5 **Read the sentences. If a sentence is correct, put a tick (✓). If it has a word that should not be there, write this word on the line.**

1 You should join an environmental group such like Greenpeace. .....
2 The RSPB has grown into Europe's largest wildlife charity. .....
3 How much food you need will depend on the many number of guests. .....
4 Even if small actions can make a big difference. .....
5 Soon, all supermarkets will sell a wide range of organic produce. .....

(5 marks)

Communication

6 **Circle the correct answer.**

1 A: I think we should write a letter to the local paper about the state of our beach.
B: **a** What's the point?
b What a shame.
2 A: Have you heard that they are building a road through the local woods?
B: **a** I don't think so.
b Oh, it's just horrible.
3 A: You could join an environmental group.
B: **a** That might be a good idea.
b Not on your life.
4 A: Does it worry you?
B: **a** The very thought of it makes me sick.
b I'm afraid I don't know.
5 A: Do you know anything about the demonstration?
B: **a** So what?
b I haven't got a clue.

(5 marks)

7 **Complete the dialogue.**

A: Did **1)** ..... you can still buy body parts from endangered species on the black market?
B: Oh, it's **2)** .....! I can't **3)** ..... .
A: You feel quite strongly about it, then.
B: Yes, I do. **4)** .....you?
A: Yes, but maybe **5)** ..... do something before it's too late.

(5 marks)

Reading

8 **You are going to read a magazine article about various animals that live in the rainforest. For questions 1-15, choose from the animals (A-D). There is an example at the beginning (0).**

Which animal:

- eats insects? **0** C
- is named after what it looks like? **1** .....
- has no need for camouflage? **2** .....
- is named after a part of its body? **3** .....
- is the largest of the four? **4** .....
- was named by the local people? **5** .....
- lives in the trees? **6** .....
- is preyed on by snakes? **7** .....
- lives for a short time? **8** .....
- doesn't have many predators? **9** .....
- can easily be seen? **10** .....
- belongs to the turtle family? **11** .....
- is harmful to people? **12** .....
- has six legs? **13** .....
- is usually about 3cm long? **14** .....
- has a special feature to attract food? **15** .....

A Matamata
B Long-horned beetle
C Poison-arrow frog
D Leaf toad

Creatures of the Canopy

In the depths of the tropical rainforest of French Guiana live some strange and wonderful animals rarely seen by humans.

A Matamata



This is a type of turtle which is about 50-70cm long. It lives in the tropical marshland and it is orange-brown or grey-brown in colour which helps it to blend in to its surroundings. It has a large body, a thick neck and a broad triangular-shaped head with a long thin snout. It feeds on fish which it attracts by wiggling a strange-looking piece of skin that hangs down from its neck. When a fish comes close enough, the matamata sucks up the fish and the water and swallows it in one big gulp. Its name was given to it by the south American Indians and it means 'I kill'.

B Long-horned beetle

Hard to distinguish from a piece of bark due to their brown and grey camouflage, these beetles are 2cm long. They have six jointed legs and two long antennae which is how they get their name because they look like horns. They live in trees and eat wood. The female lays her eggs in a dead branch and the strong teeth of the larvae burrow into the wood. When they are mature, they tunnel their way out. They usually live for about two years.



C Poison-arrow frog



Indians used the poison from certain frogs to tip their arrows. However, they didn't use the poison from this particular species despite its name. The toxins from this frog are not actually deadly, but they can cause an allergic reaction. It secretes its poison through its skin and it is strong enough to kill insects, which are what the frog preys on. It is quite small, only about 2cm and unlike most frogs it hasn't got webbed feet. It is brightly coloured with a black and yellow body and blue legs and it has shiny skin. This warns other animals that it is not good to eat so very few animals eat them. It lives on the floor of the rainforest and likes moist, shady places.

D Leaf toad



As its name suggests, this toad lives on leaves in the undergrowth of the rainforest. It has brown, yellow and orange patterned skin with a raised line down its back which looks exactly like the vein of a leaf. It positions itself in the centre of a large leaf and uses its amazing camouflage to hide from its predators which are snakes, birds and spiders. It can only usually be seen if it moves. They are usually 3-4cm long but can grow as big as 8cm.

(15 marks)

Listening

9 You will hear a news report about jellyfish. For questions 1-7, mark the statements as *T* (true) or *F* (false) .

1 Jellyfish are making it difficult for fish farmers to survive. .....
2 Jellyfish always swim in large groups. .....
3 Jellyfish sting salmon and kill them immediately. .....
4 Jellyfish have been around for many thousands of years. .....
5 The European Union is concerned about the situation. .....
6 Scientists don't know much about jellyfish. .....
7 The jellyfish problem in Denmark has been brought under control. .....

(14 marks)

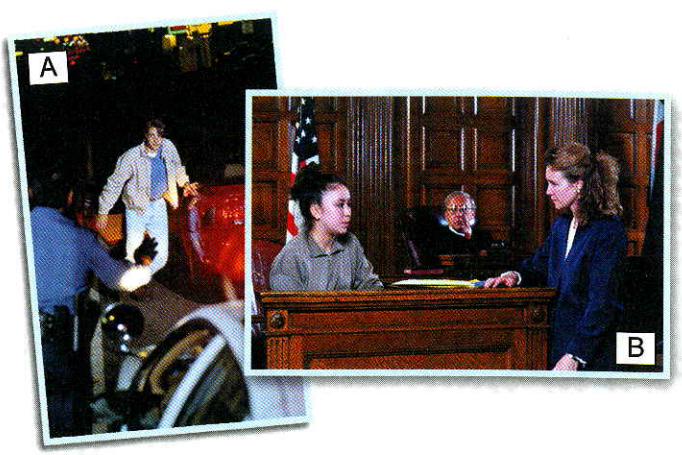
Speaking

10 Answer the following questions.

1 What is your favourite sport?
2 Do you enjoy travelling?
3 If you could live anywhere in the world, where would you choose?
4 How many hours per day do you study English?

11 a. Below are two photographs showing different functions of the law. Compare and contrast the two pictures, saying which situation is more stressful.

Student A

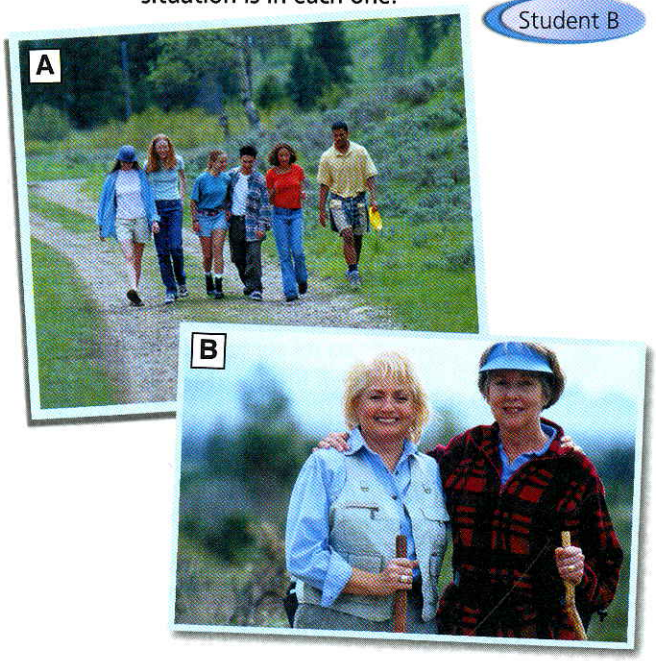


Student B

b. How strict do you think laws should be?

c. Below are two photographs showing friends together. Compare and contrast the two photographs, saying what you think the situation is in each one.

Student B



d. What makes a good friend?

Student A

(10 marks)

Writing

12 Your local bookshop is running a writing competition called 'The Big Read' asking people to write an article about their favourite book. Write an article about a book you enjoyed reading and explain why you would recommend it to other readers.

Write your **article** in 120-180 words.

(16 marks)

(Total = 100 marks)

Progress Update

How do you rate your progress? Tick (✓) the box that applies to you.

	Excellent ****	Good ***	OK **	Could do better *
Vocabulary & Grammar				
Listening				
Speaking				
Reading				
Writing				
Communication				

Grammar Reference Section

Irregular Verbs

Appendix 1

- Verbs, Adjectives, Nouns with Prepositions
- Prepositional Phrases

Appendix 2

- Phrasal Verbs

Further Practice Section

- Words often confused
- Multiple Choice Cloze
- Open Cloze
- Key Word Transformation
- Error Correction

Tapescripts

Word List

Grammar Reference

Unit 1

The indefinite article *a/an*

We use **a/an**:

- with nouns when referring to an unspecified thing; it means *any one*. *Bob has got **a** car and **a** bike. The car is green and the bike is blue.*
- with singular countable nouns when we want to say what somebody/something is or what someone's job is. *It is **a** cat. Mary is **an** engineer.*
- with the verb *have (got)*. *I have got **a** motorbike.*
- in certain expressions when we want to show how often we do something. *I go to the gym twice **a** week.*

We use **a**:

- before singular countable nouns which begin with a consonant sound *(**a** union, **a** house)*.

We use **an**:

- before singular countable nouns which begin with a vowel sound *(**an** hour, **an** army)*.

We don't use **a/an**:

- with uncountable or plural nouns. In these cases, we use **some** instead of **a/an**. *I need **some** coffee and sugar. I will buy **some** envelopes.*
- before an adjective if it is not followed by a noun. However, if the adjective is followed by a noun, we use **a** if the adjective begins with a consonant sound and **an** if the adjective begins with a vowel sound.
  *It is **a** construction. It is huge. It is **a** huge construction.*
  *This is Mary's house. It is impressive. It is **an** impressive house.*

The definite article *the*

We use **the**:

- with nouns when talking about something specific. *Bob has got a car and a bike. **The** car is green and **the** bike is blue.*
- with nouns that are unique *(**the** sun, **the** Earth, etc)*.
- with names of newspapers *(**the** Guardian)*, cinemas *(**the** Odeon)*, theatres *(**the** Empire)*, museums/art galleries *(**the** Louvre)*, ships *(**the** Marie Celeste)*, organisations *(**the** United Nations)*.
- with the names of rivers *(**the** Thames)*, groups of islands *(**the** Seychelles)*, 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)*, names or nouns with **of** *(**the** Houses of Parliament)*, in geographical terms such as ***the** Antarctic/Arctic/equator, **the** North of Ireland, **the** North/East/South/West*.
- with the names of musical instruments and dances *(**the** guitar, **the** salsa)*.
- with the names of families *(**the** Browns)* and nationalities ending in **-sh**, **-ch** or **-ese** *(**the** French)*. Other nationalities can be used with or without **the** *(**the** Egyptians/Egyptians)*.
- with titles *(**the** Queen, **the** President)* **BUT** not with titles including a proper name *(Queen Victoria)*.
- with adjectives/adverbs in the superlative form *(**the** best film I have ever seen)* **BUT** when **most** is followed by a noun, it doesn't take **the**. *Most people enjoy going to the cinema*
- with the words **day**, **morning**, **afternoon** and **evening**. *It was early in **the** morning when they left.*
  BUT: at night, at noon, at midnight, by day/night
- with historical periods/events *(**the** last Ice Age, **the** Vietnam war)*. **BUT: World War I**
- with the words **only**, **last** and **first** (used as adjectives). *She was **the** only one who didn't come.*
- with the words **station**, **cinema**, **theatre**, **library**, **shop**, **coast**, **sea(side)**, **beach**, **country(side)**, **city**, **jungle**, **world**, **ground**, **weather**. *Let's go to **the** cinema.*

We do not use **the**:

- with uncountable and plural nouns when talking about something in general. ***Planes** are a safe means of transport. **Tea** is a very popular drink.*
- with proper nouns. ***Ann** works as a librarian.*
- with the names of sports, games, activities, days, months, celebrations, colours, drinks and meals. *We had **dinner** with the Smiths on **Friday**.*
- with languages, unless they are followed by the word **language**. *Bob speaks **Polish**, **French** and **English** fluently.*
  BUT: *The French language is spoken in parts of Canada.*
- with the names of countries which don't include the word **State**, **Kingdom** or **Republic**. ***Germany**, **India**, **Australia***. **BUT** there are some exceptions: ***the Netherlands, the Gambia, the Vatican***.
- with the names of streets *(Oxford Street, Penny Lane)*. **BUT: *the M6, the A42***, squares *(Trafalgar Square)*, bridges *(London Bridge)* **BUT: *the Golden Gate Bridge***, parks *(Hyde Park)*, railway stations *(Euston, King's Cross)*, mountains *(Mount Everest)*, individual islands *(Crete)*, lakes *(Lake Baikal)* and continents *(Asia)*.
- with possessive adjectives or the possessive case. *That is **my pen**.*
- with the names of restaurants, shops, banks, hotels, etc which are named after the people who started them *(**Harrods, Mario's Restaurant**)*.
- with the words **bed**, **hospital**, **college**, **court**, **prison**, **school**, **university** when we refer to the purpose for which they exist. *The injured men had to be taken to **hospital**.* **BUT:** *We went to **the hospital** to visit Harry.*
- with the word **work** (= place of work). *I need to leave **work** by 10 o'clock.*
- with the words **home**, **mother**, **father**, etc when we talk about our own home/parents.
- with **by + means of transport** *(bus/ferry/train/car etc). We travelled to Paris **by train**.*
- with the names of illnesses. *He's got **chicken pox**.* **BUT:** *flu/**the flu**, measles/**the measles**, mumps/**the mumps***

Both/Neither

Both

- refers to two people, things or groups. It has a positive meaning and is followed by a plural verb. ***Both*** *Anne and Lynn study at university.*

Neither

- refers to two people, things or groups. It has a negative meaning and is followed by a singular verb in the affirmative. ***Neither*** *composition is descriptive enough.* **Neither of + plural noun phrase** can be followed by either a singular or plural verb in the affirmative. ***Neither of*** *the boys is/are good at school.*

All/Either/Another/Several/None/Whole

All

- refers to more than two people, things or groups. It is followed by a plural verb. ***All*** *of them are wonderful doctors.*
- can go after the verb *to be. They are* ***all*** *very unhappy about the whole situation.*
- after the auxiliary verb, but before the main verb. *They have* ***all*** *signed up.*
- can be followed by *day/morning/week/year. He has been reading a book* ***all*** *day.*
- **Both/All** can go a) after the verb *to be*, or b) after an auxiliary verb but before the main verb. *They are* ***all/both*** *exhausted.*

Either

- refers to two people, things or groups and is followed by a singular countable noun. *You may visit me on Saturday or Monday.* ***Either*** *day is fine by me.* However, the phrase structure **Either of + plural noun** can be followed by either a singular or plural verb. ***Either*** *shirt is fine.* ***Either of*** *the shirts is/are fine.*
- We can use **not ... either (of)** instead of **neither (of)**. **Either** can be used at the end of a negative sentence. *"I have never met Harry." "I have never met him* ***either****."*

Another

- means *additional, an extra one.* It is used with singular countable nouns. *Shall I give you* ***another*** *glass of water?*
- also means *different/besides this/these. I honestly don't want to buy this dress in black. Can you show me* ***another*** *one?*

Several

- is used to refer to an imprecise number of people or things that is not large but is greater than two. *I have to write* ***several*** *reports tonight.*

None

- **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 singers is/are American.*

Whole

- is used with singular countable nouns. We use **a/the/this/my etc + whole + noun**. **Whole** is not used with uncountable nouns. *He ate the* ***whole*** *cake. He ate all of the cake. He spent all of his money on CDs.* **NOT:** ~~*He spent the whole of his money on CDs.*~~

Some/Any/No

Some, **any** and **no** are used with uncountable nouns and plural countable nouns. e.g. *some tea, some tomatoes,* etc.

- **Some** and its compounds (somebody, someone, something, somewhere) are normally used in affirmative sentences. *There is* ***some*** *milk left in the bottle.*
- **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. *Has* ***anyone*** *talked to Bob today?* **Not any** is used in negative sentences. *There* ***isn't any*** *cheese in the fridge.* **Any** and its compounds can also be used with negative words such as **without**, **never**, **rarely**. *I have* ***never*** *talked to* ***anyone*** *like him before.*
- When **any** and its compounds are used in affirmative sentences, there is a difference in meaning. *We can go* ***anywhere*** *you like.* (it doesn't matter where)
  Anyone *could have done that.* (it doesn't matter who)
- **No** and its compounds are used instead of **not any** in negative sentences. *She said* ***nothing***. (= She didn't say anything.) *There was* ***nobody*** *in the room.* (= There wasn't anybody in the room.)
  Note: We use a singular verb with compounds of **some**, **any** and **no**. *There* ***is*** *nothing we can do.*

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. *She was carrying a glass in* ***each*** *hand.* ***Every*** *house in the village has a red front door.*

- 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.*
  Every *person in the room was talking* (= all together).
  We normally use **each** when we are thinking of people or things separately, one at a time.
  She spoke to ***each*** *person in turn* (= one at a time).
- We use **every** to show how often something happens. *The bus leaves* ***every*** *hour.*
- We use **every** but not **each** with words and expressions such as **almost**, **nearly**, **practically**, and **without exception**. *In winter, it snows almost* ***every*** *day.*

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. We have **a few** hours before we meet them. Shall we go and get something to eat?* **Few** means *hardly any, almost none* and can be used with **very** for emphasis. *There were **(very) few** people on the platform.*
- **A little** means *not much, but enough. There is **a little** tea left – would you like another cup?*
- **Little** means *hardly any, almost none* and can be used with **very** for emphasis. *There is **(very) little** butter left. I'll go and buy some.*
- **few/fewer/fewest**
- **little/less/least**

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 cinema? 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 people** in the room. Did you spend **much time** on the project?*
- **How much** and **how many** are used in questions and negations.
  How much + uncountable noun → amount
  How many + countable noun → number
  ***How much** sugar do you take?*
  ***How many** cats 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 work, because the workmen were making **too much** noise.*
- **Too many** is used with plural countable nouns. It has the same negative meaning as **too much**. *It was very crowded. There were **too many** people there.*
- We **use many/much/some/any/most/(a) few/(a) little/several/one/two,** etc + **of** followed by **the/that/this/these/those** and then a noun when talking about a specific group. ***Some of the houses** in my neighbourhood are very cheap* (houses in that neighbourhood).
  But: *Some houses are very cheap* (houses in general).

Countable – Uncountable Nouns

- **Countable** nouns are those that can be counted (*one box, two boxes,* etc). **Uncountable** nouns are those that cannot be counted (*water, bread,* etc). **Uncountable** nouns take a singular verb and are not used with **a/an**.

Groups of uncountable nouns include:

- mass nouns (*apple juice, butter, sugar*)
- subjects of study (*Chemistry, History, Maths*)
- sports (*football, rugby, cricket*)
- languages (*Italian, Japanese, Arabic*)
- diseases (*chicken pox, malaria, tuberculosis*)
- natural phenomena (*rain, snow, mist*)
- collective nouns (*luggage, money, furniture*)
- certain other nouns (*accommodation, anger, luck*)

Too/Enough

Too

- has a negative meaning. It shows that something is more than enough, necessary or wanted. It is used in the following patterns:
  a. **too + adjective/adverb + to-infinitive.**
  *The whole situation is **too** good to be true!*
  b. **too ... for somebody/something.**
  *This skirt is **too** small for me.*
  c. **too ... for somebody/something + to-infinitive.**
  *This composition is **too** complicated for me to write.*

Enough

- has a positive meaning. It shows that there is as much of something as is wanted or needed. It is used in the following patterns:
  a. **adjective/adverb + enough + to-infinitive**
  *I reckon she is old **enough** to look after herself.*
  BUT: *not + adjective/adverb + enough + to-infinitive (negative meaning)*
  *Unfortunately, he did not do well **enough** to pass the exam.*
  b. **enough + noun + to-infinitive**
  *There's **enough** time to hand in your projects, so don't worry.*

Unit 2

Present Simple and Present Continuous

We use the present simple for:

- facts and permanent states. *Frank **works** as a lawyer.*
- general truths and laws of nature. *Water **freezes** at 0°C.*
- habits and routines (with **always, usually,** etc). *She usually **goes** to the market on Mondays.*
- timetables and programmes (in the future). *His train **arrives** at six o'clock next Tuesday.*
- sporting commentaries, reviews and narrations.
  *Beckham **wins** the ball, **crosses** and Owen **scores**.*
- feelings and emotions. *I **love** Moscow. 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. *Mary **is doing** the washing up.*
- for temporary situations. *We **are decorating** the living room this week.*

- for fixed arrangements in the near future. *I'm **going** out with Tony tonight.*
- for currently changing and developing situations. *The air **is becoming** more and more polluted.*
- with adverbs such as **always** to express anger or irritation at a repeated action. *She **is** always **biting** her nails.*

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, feel, look, sound, seem, appear**, etc). *The material **feels** really hard.*
- verbs of perception (**know, believe, understand, realise, remember, forget**, etc). *I **know** where John is.*
- verbs which express feelings and emotions (**like, love, hate, enjoy, prefer, detest, desire, want**, etc). *Mary **enjoys** swimming.*
- some other verbs (**be, contain, include, belong, fit, need, matter, cost, own, want, owe, weigh, wish, have, keep**, etc) *That shirt he bought me **doesn't fit** very well.*

Some of these verbs can be used in continuous tenses, but with a difference in meaning.

Present Simple	Present Continuous
THINK *I **think** he's a very good lawyer.* (= believe)	*We **are thinking** about moving house.* (= are considering)
HAVE *He **has** a Porsche.* (= own, possess)	*I **am having** a great time.* (= am experiencing) *He **is having** a shower.* (= is taking) *We **are having** lunch.* (= are eating)
SEE *I can **see** the lighthouse from my house.* (= it is visible) *I **see** what he means.* (= understand)	*I'm **seeing** the dentist at ten o'clock.* (= am meeting)
TASTE *The cake **tastes** delicious.* (= it is, has the flavour of)	*Bill **is tasting** the soup to see if it needs more salt.* (= is testing)
SMELL *The pasta **smells** very good.* (= has the aroma)	*She **is smelling** the roses.* (= is sniffing)
APPEAR *He **appears** to know where he's going.* (= seems to)	*He **is appearing** in a play at the Rex.* (= is performing)
FIT *The shoes **fit** him perfectly.* (= are the right size)	*Tom **is fitting** a new lock on the front door.* (= is attaching)

Note:

- The verb **enjoy** can be used in continuous tenses to express a specific preference.
  *Bill really **enjoys** playing squash.* (general preference)
  BUT: *He's **enjoying** the party very much.* (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.
  *I **feel** very happy. = I am **feeling** very happy.*

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. *He **rarely walks** to work. He **hardly ever goes** to the opera.*
- However, adverbs of frequency are placed after the verb **to be** and after auxiliary verbs. *Jane **is often** late for work. I **have always** wanted to go to Cracow.*

Used to/Be used to/Get 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 difference in meaning.
  *I **used to** smoke a lot. (I don't smoke any more.) I smoked a lot when I was younger.*
  Note: We use past simple and **NOT used to** for actions which happened at a definite time in the past.
  Jane called me last night. **NOT:** ~~*Jane used to call me last night.*~~
- we use **be used to + noun/pronoun/-ing form**.
  *I **am** not **used to** loud noise. – I am not accustomed to loud noise. (present)*
  *Leo **is used to** working hard. – He is accustomed to working hard. (present)*
  *I **was used to** travelling a lot. – I was accustomed to travelling a lot. (past)*
- we use **get used to + noun/pronoun/-ing form**.
  *Mark **is getting used to** his new house. – He is becoming accustomed to his new house. (present)*
  *I had never lived in the countryside but I quickly **got used to** it. – I became accustomed to it. (past)*
  *He will soon **get used to** commuting by train. – He will become accustomed to commuting by train. (future)*

Unit 3

Infinitive

The **to-infinitive** is used:

- to express purpose. *He left early **to catch** the 8 o'clock train.*
- after certain verbs (agree, appear, decide, expect, hope, plan, promise, refuse, etc). *They expect **to start** building next Monday.*

- after **would like, would prefer, would love**, etc to express a specific preference. *I would prefer **to stay** in tonight.*
- 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 happy **to hear** that Bill got promoted.*
  Note: With adjectives that refer to character we can also use an impersonal construction. *It was kind of you **to let** me know.*
- after **too/enough**. *It is **too** cold **to go** out.*
- to talk about an unexpected event, usually with **only**. *I finally arrived at the airport **only to find** that my flight had been cancelled.*
- with **it + be + adjective/noun**. ***It wasn't easy to find** a new job.*
- after **be + first/second/next/last** etc. *He **was the last person to talk** to me.*
- 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. *She **explained how to use** the machine.*
  Note: why is followed by **subject + verb, NOT** an infinitive. *I wonder **why she didn't** come.*
- in the expressions **to tell you the truth, to be honest, to sum up, to begin with** etc. ***To tell you the truth**, I did it on my own.*
  Note: If two **to-infinitives** are linked by **and** or **or**, the **to** of the second infinitive can be omitted. *I would like **to go and see** for myself.*

The **infinitive without to** is used:

- after modal verbs. *Beth **can play** the piano well.*
- after the verbs **let, make, see, hear**, and **feel**. *They **made** him **leave** the room.* **BUT:** we use the **to-infinitive** after **be made, be heard, be seen**, etc (passive form). *He **was made to leave** the room.*
  Note: When **see, hear** and **watch** are followed by an **-ing form**, there is no change in the passive. *He **saw me reading** the letter. I **was seen reading** the letter.*
- after **had better** and **would rather**. *We **had better go** on foot.*
- **help** can be followed by either the **to-infinitive** or the **infinitive without to**. *She **helped** me **(to) fix** the door handle.*

-ing form

The **-ing form** is used:

- as a noun. ***Jogging** is good for your health.*
- after certain verbs: **admit, appreciate, avoid, continue, deny, fancy, go** (for activities), **imagine, mind, miss, quit, save, suggest, practise, consider, prevent**. *He **suggested going** out.*
- after **love, like, enjoy, prefer, dislike, hate** to express general preference. *Jamie **loves** listening to rock music.* **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. ***There is no point in talking** to her; she won't believe you.*
- after **spend, waste** or **lose** (time, money, etc). *He **spent** a lot of money **redecorating** his flat.*
- 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)*. *He **prefers watching TV to listening** to music.*
- after other prepositions. *He was thinking **of moving** house.*
- after the verbs **hear, listen to, notice, see, watch**, and **feel** to describe an incomplete action. *I **heard** Bill **talking** to Ann.* (I only heard part of the conversation.)
  BUT: we use the **infinitive without to** with **hear, listen to, notice, see, watch**, and **feel** to describe the complete action. *I **heard** Bill **tell** the story.* (I heard the whole story.)

Difference in meaning between the *to-infinitive* and *-ing form*

Some verbs can take either the **to-infinitive** or the **-ing form** with a change in meaning.

- **forget + to-infinitive** = not remember. *He **forgot to post** the letters.*
  forget + -ing form = not recall. *I'll never **forget travelling** around Japan.*
- **remember + to infinitive** = not forget. *Did you **remember to lock** the door?*
  remember + -ing form = recall. *I **remember seeing** Ann at the meeting.*
- **mean + to-infinitive** = intend to. *I'm sorry, I never **meant to hurt** your feelings.*
  mean + -ing form = involve. *If I lose my job, I'm afraid it will **mean moving** to a smaller flat.*
- **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 you have failed your exams.*
  regret + -ing form = feel sorry about. *I **regret losing** touch with my old school friends.*
- **try + to-infinitive** = do one's best, attempt. *She **tried to tell** you but you weren't listening.*
  try + -ing form = do something as an experiment. *Why don't you **try adding** some salt?*
- **stop + to-infinitive** = stop temporarily in order to do something else. *They **stopped to have** lunch.*
  stop + -ing form = finish doing something. *Will you **stop complaining** all the time?*

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 leave at 10 o'clock.***

Say - Tell

- **say + no personal object.** *He **said** he was very hungry.*
- **say + to + personal object.** *He **said to us** (that) he was very hungry.*
- **tell + personal object.** *He **told us** he was very hungry.*

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.
  John said, "I'm having my car repaired."
  *John said (that) **he** was having **his** car repaired.*
- 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: *Tim said, "I still **haven't called** them."*
Reported speech: *Tim said (that) he still **hasn't/hadn't called** them.*

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 flight leaves at 3 o'clock."	*He said (that) his flight left at 3 o'clock.*
Present Continuous → Past Continuous	
"I am playing tennis this afternoon."	*He said (that) he was playing tennis that afternoon.*
Present Perfect → Past Perfect	
"I have cleaned my room."	*He said (that) he had cleaned his room.*
Past Simple → Past Simple or Past Perfect	
"I paid £12 for the video."	*He said (that) he paid/had paid £12 for the video.*
Past Continuous → Past Continuous or Past Perfect Continuous	
"I was driving to York."	*He said that he was driving/ had been driving to York.*
Future (will) → Conditional (would)	
"I will tell you tomorrow."	*He said that he would tell me 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.
  *Sam **has (often) said**, "Politicians **are** all the same."*
  *Sam **has (often) said** (that) politicians **are** all the same.*
- 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, "Crete **is** an island."*
  *The teacher said (that) Crete **is/was** an island.*

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** time is it, please?"* (direct question)
  *He asked me **what** time it was.* (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 any apples left?" (direct question)
  *He asked me **if/whether** there were any apples left.* (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 when the next train to Leeds is, please?" (direct question)
  He asked me when the next train to Leeds was. (reported question)

Reported Orders

To report orders in reported speech, we use the introductory verbs **order** or **tell + sb + (not) to - infinitive**.
"Halt!" (direct order)
*He **ordered** them **to halt**.* (reported order)
"Stop arguing!" (direct order)
*She **told** us **to stop** arguing.* (reported order)

Reported Commands/Requests/ 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 lend you my car."*	*He agreed to lend me his car.*
*claim	*"I'm working on this."*	*He claimed to be working on it.*
*demand	*"I want to leave now."*	*He demanded to leave then.*
offer	*"Would you like me to help you?"*	*He offered to help me.*
*promise	*"I promise I'll call you.*	*He promised to call me.*
refuse	*"No, I won't do that."*	*He refused to do that.*
*threaten	*"Stop talking or I'll give you extra homework."*	*He threatened to give us extra homework if we didn't stop talking.*
+ sb + to-infinitive		
advise	*"You should try to get fit."*	*He advised me to try to get fit.*
allow	*"You can watch TV."*	*He allowed me to watch TV.*
ask	*"Please stop talking."*	*He asked me to stop talking.*
beg	*"Please, please, help me."*	*He begged me to help him.*
command	*"Cease fire!"*	*He commanded them to cease fire.*
encourage	*"You should come with us."*	*He encouraged me to go with them.*
forbid	*"You cannot play loud music at night."*	*He forbade me to play loud music at night.*
invite	*"Will you come to the party?"*	*He invited me to go to the party.*
order	*"Drop it!"*	*He ordered me to drop it.*
*remind	*"Don't forget to lock the door."*	*He reminded me to lock the door.*
*warn	*"Be careful with it."*	*He warned me to be careful with it.*
+ -ing form		
accuse sb of	*"She told Ann everything."*	*He accused her of telling everything to Ann.*
*admit (to)	*"Yes, I broke the vase."*	*He admitted to breaking/having broken the vase.*
apologise for	*"I'm sorry I am late."*	*He apologised for being late.*
*boast about/ of	*"I'm an excellent cook."*	*He boasted of being an excellent cook.*
*complain (to sb) of/about	*"I feel very tired."*	*He complained (to me) of feeling very tired.*
*deny	*"I didn't steal the car!"*	*He denied stealing/ having stolen the car.*
*insist on	*"I am going to take you out."*	*He insisted on taking me out.*
*suggest	*"Why don't we eat together tomorrow?"*	*He suggested eating together the next day.*
+ that clause		
explain	*"It is faster to go by train."*	*He explained that it was faster to go by train.*
inform sb	*"You failed the test."*	*He informed me that I had failed the test.*

* The verbs marked with an asterisk can also be followed by a that-clause in reported speech. *He claimed that he didn't have any idea.*

Note: to report negative commands and requests we usually use **not + to-infinitive**.
Direct: *Mum said, "**Don't touch** the socket!"*
Reported: *Mum told us **not to touch** the socket.*

- 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's a nice skirt," Ann said to me. "It suits you perfectly."*
  Reported: *Ann said that it was a nice skirt and added that it suited me perfectly.*

Unit 4

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 when it occurred is unimportant or unknown. *I **have washed** the dishes. Ann **has been** to Portugal 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 known** Bill for ten years.*
- a recently completed action. *I **have typed** the letters.*
- personal experiences or changes. *She **has put on** weight.*

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. *We **have been painting** the walls all morning.*
- for an action which started in the past and lasted for some time. It may still be continuing or has finished already with the result visible in the present. *He's tired because he **has been working** since 10 o'clock in the morning.*
- to express anger, irritation or annoyance. *He **has been reading** my newspaper without asking me.*
- for repeated actions in the past continuing to the present. *He has lost weight because he **has been going** to the gym every day after work.*

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 living** in Denver for the last ten years.*

Unit 5

Adjectives

- **Adjectives** describe nouns, go before nouns and have the same form in the singular and plural. *a huge tree/ huge trees*
- Adjectives can also be used alone after the verbs **be, look, smell, sound, feel, taste, seem, appear, become, get, stay**, etc. *He **is handsome**. It **smells good**.*
- There are two kinds of adjectives: **opinion adjectives** *(interesting, fantastic)* which show what a person thinks of somebody or something, and **fact adjectives** *(old, fat, short)* which give us factual information about size, age, colour,origin, material, etc.
- There are also **compound adjectives** which are formed with:
  a) present participles: *long-lasting journey*
  b) past participles: *broken-down car*
  c) cardinal numbers + nouns: *a three-day trip*
  NOT: ~~*a three-days trip*~~
  d) well, badly + past participle: *well-informed people*

Order of adjectives
- Opinion adjectives go before fact adjectives.
  a beautiful Italian girl
- When there are two or more fact adjectives in a sentence, they usually go in the following order:
  size – age – shape – colour – origin – material - used for/be about – noun
  a small, old, square, Chinese table
- We do not usually have a long list of adjectives before a single noun. A noun is usually described by one, two or three adjectives at the most.

Adverbs

- **Adverbs** usually describe verbs, adjectives, other adverbs or sentences.
- An adverb can be one word *(quickly)* or a phrase *(in the afternoon)*. Adverbs can describe **manner** (how), **place** (where), **time** (when), **frequency** (how often), **degree** (to what extent), etc.

Formation of adverbs

a. We usually form an adverb by adding **-ly** to the adjective. *extreme-extremely*
   BUT: ***elderly, cowardly, friendly, likely, deadly, lively, silly, ugly, lovely,*** etc are adjectives. We use the words **way/manner** to form their adverbs. *Bob had been very **friendly** to me. He greeted us **in a friendly way/manner**.*
b. Adjectives ending in **-le** drop the **e** and take **-y**. *simple-simply*
c. Adjectives ending in **consonant + y** drop the **y** and take **-ily**. *lucky-luckily*
d. Adjectives ending in **-l** take **-ly**. *actual-actually*

- The adverbs **loud(ly), cheap(ly), quick(ly), tight(ly), fair(ly),** and **slow(ly)** are often used without **-ly**. *She speaks **loud**.*
- Some adverbs have the same form as adjectives such as: **hard, fast, free, high, low, deep, early, late, long, near, straight, right, wrong**. Also **hourly, daily, weekly, monthly** and **yearly**.
  *He runs **fast**. (adverb)/He is a **fast** runner.(adjective)*
- The adverbs below have two forms, each with a different meaning: *They buried the treasure **deep** underground.* (= a long way down)
  *He is **deeply** depressed.* (= very)
  *The club members can use the sauna **free**.* (= without payment)
  *He was strolling in the corridors of the embassy **freely**.* (= without limit or restriction)
  *He put the cookies too **high** for the children to reach.* (= at/to a high level)
  *The film is **highly** recommended.* (= very much)
  *She returned home **late** in the evening.* (= not early)
  *She's made great progress **lately**.* (= recently)
  *Which of these three shirts do you like **most**?* (= superlative of much)
  *She was trying to explain to him that she's **mostly** interested in drama.* (= mainly)
  *My house is **near** work.* (= close)

*The accused **nearly** collapsed when he heard the verdict.* (= almost)
*She speaks French **pretty** well.* (= rather)
*Mary was **prettily** dressed for the party.* (= in a pretty way)
*He has been studying **hard** for the exams.* (= with a lot of effort)
***Hardly** anyone did well in the exams.* (= almost no one)
Note: *hardly* has a negative meaning and is often used with: any, anything, anyone anywhere and ever.

Order of adverbs

- Adverbs usually go after verbs but before adjectives, other adverbs and participles.
  *He walks **slowly**.* (manner)
  *The film was **absolutely** amusing.* (degree)
- Sometimes adverbs go before the main verb, eg. the adverbs of frequency (often, always, etc.)
  *He **often** plays tennis at weekends.*
- When there are two or more adverbs in the same sentence, they usually come in the following order: **manner – place – time**
  *The little child was playing **happily in the garden all day yesterday**.*
- If there is a verb of movement (go, come, leave, etc) in the sentence, then the adverbs come in the following order: **place – manner – time**
  *John went **to school on foot this morning**.*
- Adverbs of place and time can go at the end of the sentence.
  *I'll go shopping **tomorrow**.(time)*

Comparisons

As / Like

We use **like**:

- with nouns/pronouns/-ing form to express similarity.
  *She treats him **like a servant**. (He isn't a servant.)*
- with **feel, look, smell, taste**. *She **looks like** her sister.*

We use **as** to say what somebody or something really is. *He works **as a** waiter.*

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 thing of the same group. We often use **than** after a comparative and **the** before a superlative. *He is **older than** me. He's **the oldest** person in the room.*

Formation of comparatives and superlatives from adjectives and adverbs:

- with one-syllable adjectives, we add **-(e)r** to form the comparative and **-(e)st** to form the superlative.
  *close – close**r** – close**st***
  Note: for one syllable adjectives ending in **a vowel + a consonant**, we double the consonant.
  *big – big**ger** – big**gest***
- with two-syllable adjectives ending in **-ly, -y, -w**, we also add **-er / -est**. *narrow – narrow**er** – narrow**est***
  Note: for adjectives ending in **a consonant + y,** we replace the **-y** with an **-i**. *tiny – tin**ier** – tin**iest***
- 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 – hard**er** – hard**est***
- 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**. *This car is **as expensive as** that one.*
- **less + adjective + than** (expresses the difference between two people or things) The opposite is **more ... than**. *Ann is **less rich than** her sister.*
- **the least + adjective + of/in** (compares one person or thing to two or more people or things in the same group) The opposite is **the most ... of/in**. *She is **the least hard working** person in the company.*
- **much/a lot/far/a little/a bit/slightly + comparative** (expresses the degree of difference between two people or things) *Tony is **slightly younger than** Bob.*
- **comparative** and **comparative** (to show that something is increasing or decreasing) *It gets **colder and colder** every day.*
- **the + comparative ... , the + comparative** (shows that two things change together, or that one thing depends on another thing). ***The more** you talk, the **less** they listen.*
- **by far + the + superlative** (emphasises the difference between one person or thing and two or more people or things in the same group). *Last summer was **by far the best** summer I ever had.*

Present/Past Participles

We use **present participles** to describe something. *It was a **boring** meeting.* (How was the meeting? Boring.)

We use **past participles** to say how someone felt. *We were **bored**.* (How did we feel? Bored.)

Unit 6

Obligation/Duty/Necessity

Must: Expresses duty, strong obligation to do sth or that sth is essential. We generally use **must** when the speaker has decided that sth is necessary. *I **must** pay the rent today.*

Have to: Expresses strong necessity/obligation. We usually use **have to** when somebody other than the speaker has decided that sth is necessary. *The lawyer said we **have to** sign the papers urgently.*
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: Expresses duty, weak obligation. These are less emphatic than **must/have to**. *We **should** buy a new car soon.*

Need: It is necessary to. ***Need** I ask in writing?*
Note: Need can be used as a modal verb or as a main verb with no change in meaning. ***Need** I finish the essay today? (Do I need to finish the essay today?)*

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 **don't need to** iron the clothes – I will do it.*

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** smoke in hospitals.*

Logical Assumptions/Deductions

Must: Sure/Certain that sth is true.
Must is used in affirmative sentences and expresses positive logical beliefs. *You've been working all day, so you **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 Bill, since he's at work.*

Possibility

Can + present infinitive: General possibility, sth is theoretically possible. Not used for a specific situation. *For dessert you **can have** apple pie or ice cream.*

Could/May/Might + present infinitive: It is possible/likely, perhaps. Used to show sth is possible in a specific situation. *You should keep this ring, it **may be** valuable one day.*
Note: we can use **can/could/might** in questions **BUT NOT may**. *Do you think that you **can/could/might** work on this?*

Ability/Permission

Can: expresses ability in the present. *He **can** play football.*
Could: expresses ability in the past. *I **could** work until late when I was younger.*
Can/Could/May/Might ...?: we use the structures to ask permission to do something. **Could** and **may** are more polite than **can**. **Might** is formal.
***Can I** go out?* (informal)
***Could/May/Might** you help me with this essay?* (formal)

Unit 7

Past Simple

We use the past simple:

- for an action that occurred at a definite time (stated or implied) in the past. *He **posted** the invitations yesterday.*
- for actions that happened immediately after one another in the past. *She **locked** the door and **headed for** her car.*
- for habits or states which are now finished. *Mr Smith **worked** as a gardener when he was younger.*
  Note: **Used to** can also be used instead of the past simple for habits/repeated actions in the past.

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 swimming** when it started to rain.*
- for two or more simultaneous actions in the past. *Bill **was watching** TV in the living room while Tony **was having** a shower.*
- 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 8 o'clock yesterday I **was having** dinner with Mark.*
- to describe the atmosphere, setting etc and to give background information to a story. *The birds **were singing** and the sun **was shining** as we **were walking** towards the cabin.*

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 leaving out the verb *to be*. *He was riding his bike; he was whistling a tune. = He was riding his bike, whistling a tune.*

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. *Ann **had finished** cooking by six 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** his leg a month ago and he still couldn't walk properly.*
- for a general situation in the past. *Everything **had seemed** normal 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. *He **had been walking** for about an hour before he reached his destination.*
- for an action which lasted for some time in the past and whose result was visible in the past. *He **had been painting** and his clothes were covered in paint.*

The time expressions we use with the past perfect continuous are: *for, since, how long, before, until etc*

Time expressions to talk about the past:

ago (= back in time from now) is used with the past simple. *I did the ironing about an hour ago.*

since (= from a starting point in the past) is used with the present perfect (simple and continuous). *I haven't seen Bill since he moved to Rome.*

for (= over a period of time) is used with the present perfect (simple and continuous). *They've been listening to CDs for hours.*

already is used in statements and questions (to show surprise). *I have already spoken to Ann. Have you done your homework already?*

yet is used with the present perfect in questions and negations. *Have you finished your essay yet? I haven't finished cooking yet.*

Absence of necessity

Needn't + bare perfect infinitive: it was not necessary to do sth, but it was done. *You **needn't** have informed Mr. Jones. I had already done so.* (It was not necessary but you did it.)

Didn't need to/Didn't have to + infinitive : it was not necessary to do sth. An action did not happen in the past because we knew then that it was not necessary. *You didn't **need** to pay the bill.* (It wasn't necessary, so you didn't pay it.)

Possibility

Could/Might/Would + perfect infinitive: sth was possible, but it did not happen. *Yesterday you were driving like mad! You **could** have had an accident.* (but luckily you didn't)

Criticism

Could/Should/Might/Ought to + perfect infinitive: it would have been better if you had ... . *You **should** have asked for my help* (but you didn't).

Obligation

Must + perfect infinitive: assumption about an action in the past. *You **must** have already finished these exercises.*

Logical Assumptions

Must/Can't + perfect infinitive: positive (**must**) and negative (**can't**) logical assumptions about the past.
*You **must** have broken your leg! You **can't** have studied hard.*

Unit 8

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.)

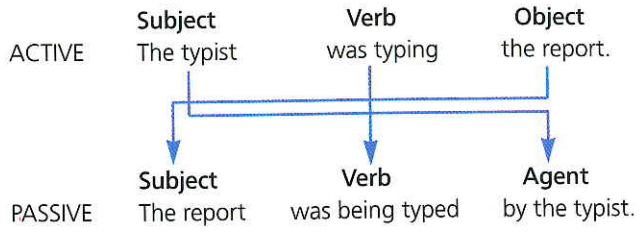
We use the passive:

- when the person or people who do the action are unknown, unimportant or obvious from the context. *Bill's car was stolen.* (We don't know who stole it.) *The office is being redecorated.* (It's unimportant who is doing it.) *The burglar has been arrested.* (It's obvious that the police arrested him.)
- 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. *The wedding ceremony will be held on October 15th.*
- 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. *Ten passengers were killed in the accident.*

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:** *Bill lives in a flat. (intransitive verb)* **no passive form:** ~~*A flat is lived in by Bill.*~~
  Note: some transitive verbs (*have, exist, seem, fit, suit, resemble, lack, etc*) cannot be changed into the passive. *Roy has a BMW.* **NOT:** ~~*A BMW is had by Roy.*~~
- 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. *He **got** injured when he was playing squash. (instead of He **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 cake was made **by** Lyn. It was made **with** fresh strawberries from the garden.*
- The agent can be omitted when the subject is *they, he, someone/somebody, people, one,* etc. *Somebody has watered the plants. = The plants have been watered.*
- 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 film was directed by Coppola.*
- 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.
  Bob gave the parcel to me. (active)
  I was given the parcel by Bob. (passive, more usual)
  The parcel was given to me by Bob. (passive, less usual)
- If in an active sentence a preposition follows a verb, then in the passive it is placed immediately after the verb. *A bee **stung** Ann **on** the leg. Ann was **stung on** the leg by a bee.*
- The verbs **hear, help, see** and **make** are followed by the bare infinitive in the active, but by the to-infinitive in the passive. *She **made** me clean my room. I **was made to clean** my room.*
- **Let** becomes **be allowed to** in the passive. *The teacher let the children play in the playground. The children **were allowed** to play in the playground.*
- 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 answered the letter yet? Has the letter been answered (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 film directed by?*

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. *Jackie **had her hair dyed.*** (She didn't dye it herself.)
- Questions and negations of the verb **have** are formed with **do/does** (present simple) or **did** (past simple). ***Did** you **have** your hair cut yesterday?*
- We also use **have something done** to talk about an unpleasant experience that somebody had. *Last night Neil **had** his car **stolen**.* (= His car was stolen.)
- We can use the verb **get** instead of **have** in informal conversation. *I'm going to **get** a new lock fitted.*
  Note: the word order is very important. **Tony had his bike repaired** and **Tony had repaired his bike** have very different meanings. In the first case, Tony arranged for someone else to do the repairs, whereas in the second case he carried out the repairs 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**.*

Unit 9

Future Simple

We use the future simple (**will + bare infinitive**) for:

- decisions made at the moment of speaking. *It's cold. **I'll close** the window.*

- 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. *He **will probably tell** you later.*
- promises, threats, warnings, requests, hopes and offers. ***Will** you **help** me tidy the room?*
- actions, events, situations which will definitely happen in the future and which we can't control. *Bob **will be** thirty years old in May.*

Be going to

We use ***be going to***:

- for plans, intentions or ambitions for the future. *He's **going to be** a lawyer when he finishes university.*
- actions we have already decided to do in the near future. *Steve **is going to** spend his holidays in Spain.*
- predictions based on what we can see or what we know, especially when there is evidence that something will happen. *Look at the dark clouds. 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 + verb -ing**):

- for actions which will be in progress at a stated future time. *This time next month, I'**ll be lying** on the beach.*
- for actions which will definitely happen in the future as the result of a routine or arrangement. *We **will be visiting** the Smiths at the weekend.*
- when we ask politely about someone's plans for the near future. ***Will** you **be finishing** the report soon?*

Future Perfect

- We use the **future perfect (will have + past particle)** for actions that will have finished before a stated time in the future. *We **will have moved** house by the end of June.*

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

- We use the **future perfect continuous (will have been + verb -ing)** 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 May, John **will have been working** here **for** ten years.*

Time clauses when talking about the future:

When 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, we use the **present simple** or **present perfect, NOT future forms.**

***By the time** we **get** there the film will have ended.*
*(NOT: ~~**By the time** we **will get** there~~ ...)*

We also use the **present simple** and **present perfect, NOT future forms,** after words and expressions such as **unless, if, suppose/supposing, in case,** etc. *Take a raincoat **in case** it **rains** later. (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 going** skiing?*
- **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** he **will pass** his exams.*

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**
***If/When** you **mix** black and white paint, you **get** grey.*		

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**
***If** I **finish** work early tonight, I **will/might**/etc **go** out with Tony.*		

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 come **unless** Bill **gives** me a lift.* (= **If** Bill **does not give** me a lift, ...)

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 **was** or **were** for **I, he, she, it,** 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
If I knew *how to do it,* ***I would help.*** ***If*** *Bill* ***was working*** *today,* ***we would see*** *him.* ***If I were*** *you,* ***I would tell*** *her the truth.*		

- **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
If they had asked *me,* ***I would have helped.*** ***If I hadn't been working*** *today,* ***we would have gone*** *to the beach.*		

Mixed Conditionals

We can form mixed conditionals, if the context permits it, by combining an if-clause from one type with a main clause from another.

If-clause	Main Clause
Type 2 *If he* ***came*** *back late last night,*	Type 1 *he* ***won't be*** *on time for work today.*
Type 2 *If you* ***were*** *polite,*	Type 3 *you* ***wouldn't have talked*** *to him like that.*
Type 3 *If he* ***hadn't missed*** *the bus,*	Type 2 *he* ***would be*** *here now.*

Wishes

- We can use **wish /if only** to express a wish.

Verb Tense		Use
+ past simple/ past continuous	*I wish I* ***was*** *on holiday now. (but I'm not) If only I* ***were going*** *with them. (but I'm not)*	*to say that we would like something to be different about a present situation*
+ past perfect	*I wish I* ***had passed*** *the exams. (but I didn't)* *If only she* ***hadn't lied*** *to me. (but she did)*	*to express regret about something which happened or didn't happen in the past*
+ subject + would + bare inf.	*I wish* ***you would stop*** *talking.* *If only* ***it would stop*** *snowing.*	*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 I* ***were/was*** *on holiday now.*

The Unreal Past

The **past simple** can be used to refer to the **present** when we talk about imaginary, unreal or impossible situations which are contrary to facts in the present.

The **past perfect** can be used to refer to imaginary, unreal or impossible situations which are contrary to facts in the past. The past simple is used with:

- **type 2 Conditionals** – ***If*** *he* ***had*** *money, he would move house.*
- **suppose/supposing** – ***Suppose/Supposing*** *he* ***lied to*** *you, what would you do?*
- **wish/if only** – *I* ***wish/If only*** *I* ***had*** *more space.*
- **would rather (present)** – *I'****d rather*** *you* ***left*** *now.*
- **as if/as though** – *Ronald acts* ***as if/as though*** *he* ***owned*** *the place.*
- **it's (about/high) time** – ***It's (about/high) time*** *you* ***went*** *to bed.*

The past perfect is used with:

- **type 3 Conditionals** – ***If*** *he* ***hadn't been*** *so rude, he wouldn't have been punished.*
- **suppose/supposing** – ***Suppose/Supposing*** *you* ***had been*** *in a position to help, would you have done so?*
- **wish/if only** – *I* ***wish/If only I hadn't lied.***
- **would rather (past)** – *I'****d rather*** *you* ***had not told*** *the truth.*
- **as if/as though** – *He spoke about Strauss* ***as though/as if*** *he* ***had been*** *a personal friend.*

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 ask*** *for help.*

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 now.*
- **would rather + perfect bare infinitive** → past
  I went out last night but ***I'd rather have stayed*** *in.*
- **would rather + bare infinitive + than + bare infinitive**
  Since it's such a beautiful day, ***I'd rather go*** *to the park* ***than watch*** *TV.*

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 *Ann* ***worked*** *with you.*
- **would rather + past perfect** → past
  I'd rather *we* ***had left*** *earlier, then we wouldn't have been caught in the rush hour traffic.*

Unit 10

Relative Clauses

Relative clauses are introduced with either a **relative pronoun** or a **relative adverb**.

Relative pronouns

We use:

i. **who(m)/that** to refer to people.
ii. **which/that** to refer to things.
iii. **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. *He's the man **(who)** I am working for.*
- **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 girl **to whom** Bill got engaged.*
- **Who, which** and **that** are not omitted when they are the subject of a relative clause. *The man **who** owns that shop is my cousin.*
- **Whose** is never omitted. *That's the man **whose** daughter got married to my neighbour.*

Relative adverbs

We use:

i. **when/that** to refer to a time (and can be omitted) *That was the year **(when/that)** we moved to Madrid.*
ii. **where** to refer to a place. *The hotel **where** we spent our summer holidays is closing down.*
iii. **why** to give a reason, usually after the word **reason** (**why** can be omitted). That's *the reason **(why)** he left town*

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 man **who** bought our car lives next door.*

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 man, who was very impatient, left before the doctor came in.*

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 supermarket **to buy** some food.*
- **in order to/so as to + infinitive** (formal) – *The manager requested that everyone work overtime **in order to finish** the project on time.*
- **so that + can/will** (present/future reference) – *Take my number **so that you can call** me if you need any help.*
- **so that + could/would** (past reference) – *He left at 3 o'clock **so that he would be** at the station in plenty of time.*
- **in case + present tense** (present or future reference) – *Take an umbrella **in case** it **rains**.*
- **in case + past tense** (past reference) – *She **had packed** some warm clothes **in case** it **was** cold there.*
  Note: **in case** is never used with **will** or **would**.
- **for + noun** (expresses the purpose of an action) – *They went to Mario's **for a snack**.*
- **for + -ing form** (expresses the purpose of something or its function) – *Scissors are used **for cutting** paper.*
- **with a view to + -ing form** – *The Browns rented the old cottage **with a view to spending** their holidays there.*

We can express **negative purpose** using:

- **in order not to/so as not to + infinitive** – *He made a list of the guests **so as not to forget** anyone.*
- **prevent + noun/pronoun (+from) + -ing form** – *Bad weather **prevented the ship from departing**.*

Clauses of Result

Clauses of result are used to express result. They are introduced with the following words/phrases:

as a result, therefore, consequently/as a consequence, so, so/such ... that, etc

- **as a result/therefore/consequently/as a consequence -**
  *The mayor had a serious accident and, **as a result/therefore/consequently/as a consequence** the opening of the new local sports centre was cancelled.*
  *The mayor had a serious accident. **As a result/therefore/consequently/as a consequence** the opening of the new local sports centre was cancelled.*
- **so -** *I was tired, **so** I went to bed early.*
- **such a/an + adjective + singular countable noun -**
  *John is **such a good boy** that everybody loves him.*
- **such + adjective + plural/uncountable noun -**
  *They were **such hospitable people** that I will never forget them.*
  *It was **such heavy luggage** that I couldn't lift it.*
- **such a lot of + plural/uncountable noun**
  *He has got **such a lot of books** that he has to buy a new bookcase.*
  *There was **such a lot of information** that I couldn't keep up with it.*
- **so + adjective/adverb**
  *He felt **so embarrassed** that he left without saying goodbye.*
  *The little boy ran **so fast** that nobody was able to catch him.*
- **so much/little + uncountable noun**
  so many/few + plural noun
  *There was **so much noise** that I couldn't hear him.*
  *I've got so **little money** that I can't buy him a present.*

*There were so **many customers** in the shop that they had to queue.*
*He made **so few mistakes** that he will pass the exam.*

Concession

Clauses of concession are used to express a contrast. They are introduced with the following words/phrases:

but, although/even though/though, in spite of/despite, however, while/whereas, yet, nevertheless, on the other hand

- **but**
  *It was hot **but** he was wearing a coat.*
- **although/even though/though + clause**
  Even though is more emphatic than **although**. **Though** is informal and is often used in everyday speech. It can also be put at the end of a sentence.
  ***Although/Even though/Though** it was hot, he felt cold.*
  *He felt cold **although/even though/though** it was hot.*
  *It was hot. He felt cold, **though**.*
- **in spite of/despite + noun/-ing form**
  ***In spite of/Despite his qualifications**, he couldn't find a job.*
  *He couldn't find a job **in spite of/despite (his)** qualifications.*
- **in spite of/despite + the fact that + clause**
  ***In spite of/Despite the fact that he had qualifications**, he couldn't get a job.*
- **however/nevertheless**
  A comma is always used after *however/nevertheless*.
  *She left early. **However/Nevertheless**, she missed her appointment.*
- **while/whereas**
  *She is short, **while/whereas** her brother is tall.*
- **yet (formal)/still**
  *It was December, **yet** it was quite warm.*
  *My car is old. **Still**, it is in very good condition.*
- **on the other hand**
  *Buses aren't comfortable to travel in. **On the other hand,** cars are ...*

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 a positive interrogative tag.
  *He works as a clerk, **doesn't he**?*
  *She couldn't answer the question, **could she**?*

Note:

- **Let's** has the tag **shall we?** – ***Let's** go out, **shall we**?*
- **Let me/him** has the tag **will you/won't you?** – *You'll **let me** borrow your car, **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** a bike, **hasn't he**? **He had** dinner with Ann, **didn't he**?*
- **This/That is** has the tag **isn't it?** – ***This** shop is very expensive, **isn't it**?*
- **I am** has the tag **aren't I?** – ***I am** late, **aren't I**?*
- A **negative imperative** has the question tag **will you?** – ***Don't** forget to post this, **will you**?*

Rules for Punctuation

Capital Letters

A capital letter is used:

- to begin a sentence. *This is a book.*
- for days of the week, months and public holidays. *Monday, January, New Year, etc*
- for names of people and places. *This is Bill Blake and he's from Surrey, England.*
- for people's titles. *Mr and Mrs Parker; Dr Brown; Professor Harris, etc*
- for nationalities and languages. *They are Spanish. He's fluent in Greek and Russian.*

  Note: The personal pronoun **I** is always a capital letter. *Bob and I are working late tonight.*

Full Stop (.)

A full stop is used:

- to end a sentence that is not a question or an exclamation. *We're having a great time here in Barbados. We wish you were here.*

Comma (,)

A comma is used:

- to separate words in a list. *I need sugar, milk, flour and eggs.*
- 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. *Ron, who is a singer, lives in Canada.*
- after certain linking words/phrases (e.g. in addition to this, moreover, for example, however, in conclusion, etc). *Moreover, Lyn is very impatient.*
- when if-clauses begin sentences. *If you have any questions, don't hesitate to ask.*

  Note: no comma is used, however, when the if-clause follows the main clause.
- to separate question tags from the rest of the sentence. *Mr Jones is your new neighbour, isn't he?*

Question Mark (?)

A question mark is used:

- to end a direct question. *Who is he?*

Exclamation Mark (!)

An exclamation mark is used:

- to end an exclamatory sentence, i.e. a sentence showing admiration, surprise, joy, anger, etc. *What lovely weather! How rude!*

Quotation Marks (' ' or " ")

Quotation marks are used:

- in direct speech to report the exact words someone said. *'The train leaves at 11:45am,' said Tony. "What's your name?" he asked her.*

Colon (:)

A colon is used:

- to introduce a list. *There were three of us in the room: my brother, my friend Steve and me.*

Brackets ( )

Brackets are used:

- to separate extra information from the rest of the sentence. *The most popular newspapers (i.e. The Guardian, The Observer, The Times, etc) can be found almost anywhere in the world.*

Apostrophe (')

An apostrophe is used:

- in short forms to show that one or more letters or numbers have been left out. *I'm* (= I am) *telling you ... He left for Spain in the winter of '01.* (=2001)
- before or after the possessive -s to show ownership or the relationship between people.
  Bob's wife, my sister's daughter (singular noun + 's)
  my grandparents' cottage (plural noun + ')
  men's suits (irregular plural + 's)

Irregular Verbs

Infinitive	Past	Past Participle
be	was	been
bear	bore	born(e)
beat	beat	beaten
become	became	become
begin	began	begun
bite	bit	bitten
blow	blew	blown
break	broke	broken
bring	brought	brought
build	built	built
burn	burnt (burned)	burnt (burned)
burst	burst	burst
buy	bought	bought
can	could	(been able to)
catch	caught	caught
choose	chose	chosen
come	came	come
cost	cost	cost
cut	cut	cut
deal	dealt	dealt
dig	dug	dug
do	did	done
dream	dreamt (dreamed)	dreamt (dreamed)
drink	drank	drunk
drive	drove	driven
eat	ate	eaten
fall	fell	fallen
feed	fed	fed
feel	felt	felt
fight	fought	fought
find	found	found
flee	fled	fled
fly	flew	flown
forbid	forbade	forbidden
forget	forgot	forgotten
forgive	forgave	forgiven
freeze	froze	frozen
get	got	got
give	gave	given
go	went	gone
grow	grew	grown
hang	hung (hanged)	hung (hanged)
have	had	had
hear	heard	heard
hide	hid	hidden
hit	hit	hit
hold	held	held
hurt	hurt	hurt
keep	kept	kept
know	knew	known
lay	laid	laid
lead	led	led
learn	learnt (learned)	learnt (learned)
leave	left	left
lend	lent	lent
let	let	let
lie	lay	lain
light	lit	lit
lose	lost	lost
make	made	made
mean	meant	meant
meet	met	met
pay	paid	paid
put	put	put
read	read	read
ride	rode	ridden
ring	rang	rung
rise	rose	risen
run	ran	run
say	said	said
see	saw	seen
seek	sought	sought
sell	sold	sold
send	sent	sent
set	set	set
sew	sewed	sewn
shake	shook	shaken
shine	shone	shone
shoot	shot	shot
show	showed	shown
shut	shut	shut
sing	sang	sung
sit	sat	sat
sleep	slept	slept
smell	smelt (smelled)	smelt (smelled)
speak	spoke	spoken
spell	spelt (spelled)	spelt (spelled)
spend	spent	spent
split	split	split
spread	spread	spread
spring	sprang	sprung
stand	stood	stood
steal	stole	stolen
stick	stuck	stuck
sting	stung	stung
stink	stank	stunk
strike	struck	struck
swear	swore	sworn
sweep	swept	swept
swim	swam	swum
take	took	taken
teach	taught	taught
tear	tore	torn
tell	told	told
think	thought	thought
throw	threw	thrown
understand	understood	understood
wake	woke	woken
wear	wore	worn
win	won	won
write	wrote	written

1 Appendix

A	absent from (adj) abstain from (v) according to (prep) account for (v) accuse sb of (v) accustomed to (adj) acquainted with (adj) addicted to (adj) (take) advantage of (n) advice on (n) affected by (adj) afraid of (adj) agree with sb on sth (v)	aim at (v) allergic to (adj) amazed at/by (adj) amount to (v) amused at/with/by (adj) angry at what sb does (adj) angry with sb about sth (adj) angry with sb for doing sth (adj) annoyed with sb about sth (adj) (in) answer to (n) anxious about sth (adj) apologise to sb for sth (v)	appeal to/against (v) apply (to sb) for sth (v) approve of (v) argue with sb about sth (v) arrest sb for sth (v) arrive at (a small place) (v) arrive in (a town) (v) ashamed of (adj) ask for (v) (but: **ask sb a question**) astonished at/by (adj) attend to (v) (un)aware of (adj)
B	bad at (adj) (but: He was very **bad to** me.) base on (v) beg for (v) begin with (v) believe in (v) belong to (v)	benefit from (v) bet on (v) beware of (v) (put the) blame on sb (n) blame sb for sth (v) blame sth on sb (v)	boast about/of (v) bored with/of (adj) borrow sth from sb (v) brilliant at (adj) bump into (v) busy with (adj)
C	capable of (adj) care about (v) care for sb (v) (= like) (take) care of (n) care for sth (v) (= like to do sth) careful of (adj) careless about/with (adj) cause of (n) certain of (adj) charge for (v) charge sb with (a crime) (v) chat with (v) cheque for (n) choice between/of (n) clever at (adj) (but: It was very **clever of** you to buy it.) close to (adj)	comment on (v) communicate with (v) compare with (v) (how people and things are alike and how they are different) compare to (v) (show the likeness between sb/sth and sb/sth else) comparison between (n) complain of (v) (= suffer from) complain to sb about sth (v) (= be annoyed at) compliment sb on (v) comply with (v) concentrate on (v) (have) confidence in sb (n) congratulate sb on sth (v) connection between (n) (but: **in connection with**)	connect to/with (v) conscious of (adj) consist of (v) contact between (n) (but: **in contact with**) content with (adj) contrary to (prep) contribute to (v) convert to/into (v) cope with (v) correspond to/with (v) crash into (v) crazy about (adj) crowded with (adj) cruel to (adj) cure for (n) curious about (adj)
D	date back to (v) date from (v) deal with (v) dear to (adj) decide on/against (v) decrease in (n) dedicate to (v) deficient in (adj) delay in (n) delight in (v) delighted with (adj) demand for (n) demand from (v)	depart from (v) departure from (n) depend on/upon (v) describe sb/sth to sb else (v) description of (n) die of/from (v) die in an accident (v) differ from (v) (have) difference between/of (n) different from (adj) difficulty in/with (n) disadvantage of (n) (but: **there's a disadvantage in doing sth**)	disagree with (v) disappointed with/about (adj) disapprove of (v) discourage from (v) discussion about/on (n) dismiss from (v) dispose of (v) dissatisfied with (adj) distinguish between (v) do well in (an exam) dream about (v) dream of (v) (= imagine) dressed in (adj)
E	eager for (adj) (put) effort into sth (n) emphasis on (n) engaged in sth (adj) engaged to sb (adj) enthusiastic about (adj) equal to (adj) escape from (v) example of (n) excellent at (adj) exception to (n)	(make an exception of sth/sb = treat sb/sth as a special case take exception to sth = object to sth) exchange sth for sth else (v) excited about (adj) exclaim at (v) excuse for (n) excuse sb for (v) expel from (v) experienced in (adj)	(have) experience in experiment on/with (v) expert at/in (sth/doing sth) (n) (= person skilled at) expert at/in/on (sth/doing sth) (adj) (= done with skill or involving great knowledge) expert with sth (n) (= good at using sth) expert on (n) (= person knowledgeable about a subject)

F	fail in (v) failure in (an exam) (n) faithful to (adj) familiar to sb (adj) (= known to sb) familiar with (adj) (= have knowledge of)	famous for (adj) fed up with (adj) fight for sth/with sb (v) fill sth with sth else (v) fill in (an application) (v) fond of (adj) forget about sth (v)	forgive sb for (v) friendly with/to (adj) frightened of (adj) full of (adj) furious with sb about/at sth (adj)
G	genius at (n) glance at (v) glare at (v) good at (adj) (but: He was very **good to** me.)	gossip about sth (v) gossip with sb (v) grateful to sb for sth (adj)	guilty of (adj) (but: He felt **guilty about** his crime.)
H	happen to (v) happy about/with (adj) harmful to (adj) head for (v)	hear about (v) (= be told) hear from (v) (= receive a letter/phone call) hear of (v) (= know that sth or sb exists)	hope for sth (v) (no) hope of (n) hopeless at (adj)
I	idea of (n) identical to (adj) ill with (adj) impressed by/with (adj) (make an) impression on sb (n) include in (v) increase in (n)	indifferent to (adj) information about/on (n) insist on (v) (have no) intention of (n) interest in (n) interested in (adj)	interfere with/in (v) invest in (v) invitation to (n) invite sb to (v) involve in (v) involved in (adj)
J	jealous of (adj)		
K	knock at/on (v) know about/of (v) keen on sth (adj)	keen to do sth (adj) keep to (a healthy/certain weight) kind to (adj)	key to (n) knowledge of (n)
L	lack in (v) lack of (n) laugh at (v)	lean on/against (v) lend sth to sb (v) listen to (v)	look at (v)
M	make an appointment with (v) married to (adj) mean to (adj)	(have a) meeting with (n) mention to (v) mistake sb for (v)	mix with (v)
N	name after (v) necessary for (adj) need for (n)	nervous about (adj) new to (adj) nice to (adj)	(take) (no) notice of (n)
O	obedient to (adj) object to (v) objection to (n)	obliged to sb for sth (adj) obvious to (adj) occur to (v)	operate on (v) opinion of/on (n)
P	part with (v) patient with (adj) persist in (v) (take a) photograph of (n) picture of (n) pity for (n) take pity on sb (phr) pleasant to (adj) pleased with (adj) (take) pleasure in (n)	(have the) pleasure of (n) point at/to (v) (im)polite to (adj) popular with (adj) praise sb for (v) prefer sth to sth else (v) prepare for (v) present sb with (v) prevent sb from (v) (take) pride in (n)	pride oneself on sth/on doing sth (v) prohibit sb from doing sth (v) prone to (adj) protect against/from (v) protection from (n) proud of (adj) provide sb with (v) punish sb for (v)
Q	quarrel about sth/with sb (v/n) qualified for (adj)	quick at (adj)	quotation from (n)

1 Appendix

R	ready for (adj) reason for (n) reason with (v) receive from (v) (keep) a record of (n) recover from (v) reduction in (n) refer to (v) (in/with) reference to (n) refrain from (v) regardless of (prep) related to (adj)	relationship between (n) (but: a **relationship with** sb) relevant to (adj) rely on (v) remind sb of/about (v) remove from (v) replace sth with sth else (v) reply to (n/v) report on (n/v) reputation for/of (n) respect for (n) respond to (v)	responsibility for (n) responsible for (adj) result from (v) (= be the consequence of) result in (v) (= cause) result of (n) retire from (v) revise for (v) rich in (adj) rise in (n) rude to (adj)
S	safe from (adj) same as (adj) satisfied with/by (adj) save sb from (v) scared of (adj) search for (v/n) (be) in search of (n) sensitive to (adj) sentence sb to (v) separate from (v) serious about (adj) shake hands with (v) shocked at/by (adj) short of (adj)	shout at (v) shy of (adj) sick of (adj) similar to (adj) skilled at/in (adj) smell of (n/v) smile at (v) solution to (n) sorry about (adj) (= feel sorry for sb) (but: I'm **sorry for** doing sth) specialise in (v) spend money on sth (v) spend time in/doing sth (v) stare at (v)	study for (v) subject to (adj/v) submit to (v) (but: **submit sth for** publication) subscribe to (v) succeed in (v) suffer from (v) suitable for (adj) superior to (adj) sure of/about (adj) surprised at/by (adj) suspect sb of (v) suspicious of (adj) sympathise with (v)
T	(have) taste in (n) taste of (v) terrible at (adj) terrified of (adj) thank sb for (v) thankful for (adj)	think about/of (v) threaten sb with sth (v) throw at (v) (in order to hit) throw to (v) (in order to catch) tire of (v) tired of (adj) (= fed up with)	(be) (at) the top of (the class) (n) translate from ... into (v) trend for (n) typical of (adj)
U	upset about (adj)		
W	wait for (v) warn sb against/about/of (v) waste (time/money) on (v) wave at/to sb (v)	weak in/at (adj) whisper to (v) wink at sb (v) wonder about (v)	worry about (v) worthy of (adj) write (a letter) to sb (v)

AT	a disadvantage a discount a distance a fraction of a glance a guess a loss	a profit all costs an advantage first hand least length odds with	one's request peace random sea short notice speed	the expense of the heart of the latest the time
BY	bus/car/plane/ coach/rail accident all means chance	coincidence degrees far law luck	means of nature now popular request surprise	virtue of
FOR	a change fear of sth good granted	hire life nothing once	sb's sake the first time the sake of	the time being sure
FROM	memory	now on	time to time	
IN	a rush advance agreement brief captivity case of charge comfort common	confidence danger debt detail disguise existence fact good shape jest	moderation name only no time particular place of principle progress public recession	return secret some respects the end the habit of the heart of the name of the wild vain
OFF	the beaten track	duty the record	the road	
ON	foot a bicycle a diet account of an island approval bail behalf of demand	duty good terms with impulse leave loan no account paper principle purpose	sale strike the agenda the brink of the contrary the increase the move the job	the point of the premises the road the trail of the whole your mind your own
OUT OF	breath control danger date	debt fashion practice	reach stock the ordinary water	time (music only) town use work
TO	one's face	one's surprise	this day	
UNDER	age arrest control	discussion orders pressure	repair the impression the weather	threat your breath

2 Appendix

Back

back out = (tr) decide not to do sth

Be

be in = at home
be into sth = to like sth a lot
be out = not at home

Beat

beat up = (tr) hit and kick sb many times

Blow

blow up = (tr) destroy by an explosion

Break

break down = 1) (int) (of machinery) stop working; 2) (int) (of a person) lose control of feelings; 3) (int) (of talks/negotiations/etc) fail; 4) (tr) separate under headings
break in = (int) enter by force or illegally
break into = 1) (tr) enter by force; 2) (tr) interrupt
break off = (tr) end a relationship/agreement
break out = (int) (of war, etc) begin suddenly
break through = (int) advance (in spite of opposition)
break to = (tr) tell (usu bad news) to sb in a kind way
break up = 1) (int) (of schools, etc) stop for holidays; 2) (int) end a relationship

Bring

bring about = (tr) cause to happen
bring back = (tr) cause to recall
bring down = (tr) cause to fall
bring forward = (tr) move sth to an earlier date or time
bring in = (tr) create profit/money
bring on = (tr) cause, usu sth unpleasant
bring out = (tr) put on the market
bring round = 1) (tr) cause to regain consciousness; 2) (tr) persuade; **bring over (to)**
bring up = 1) (tr) raise a child; 2) (tr) mention/introduce a subject

Call

call back = (tr) telephone again in return for a phone call

Calm

calm down = (int) become less upset

Carry

be carried away = be very excited
carry off = (tr) handle a difficult situation successfully
carry on (with) = (tr) continue with
carry out = 1) (tr) conduct an experiment; 2) (tr) act according to sth
carry through = (tr) complete successfully in spite of difficulty

Catch

catch up with = (tr) reach the same level, standard

Check

check in = (int) arrive at a hotel, be given the room key and fill in any necessary forms

Cheer

cheer up = 1) (tr) make more cheerful; 2) (int) become more cheerful

Clear

clear away = (tr) put away things you have used

Come

come across = (tr) find/meet by chance
come by = (tr) obtain
come down to = (tr) be passed on to sb by inheritance
come down with = (tr) become ill; **go down with**
come into = (tr) inherit
come off = (int) succeed
come out = 1) (int) (of flowers) begin to blossom; 2) (int) be published; 3) (int) (of stains) be able to be removed
come round = 1) (int) visit casually; 2) (int) recover consciousness
come to = (tr) amount to a total
come up = 1) (int) be mentioned; 2) (int) arise; occur
come up to = 1) (tr) approach; 2) (tr) equal; (of expectations) be up to
come up with = (tr) find (an answer, solution, etc)

Cut

cut across = (tr) take a shorter way
cut back (on) = (tr) reduce (expenses, production); **cut down on**
cut in = 1) (int) move suddenly in front of another car; 2) (int) interrupt
cut into = (tr) interrupt
cut off = 1) (tr) disconnect; 2) (tr) isolate (usu places)
cut out = (tr) omit
be cut out for/to be = be suited for (a profession)
cut up = (tr) cut into small pieces

Do

do away with = (tr) abolish
do down = (tr) speak badly of sb

do in = (tr) kill
do up = (tr) fasten; tie
do with = (tr) want
do without = (tr) live or continue without having sth/sb; live without

Ease

ease up = (int) reduce in degree, speed, intensity

Eat

eat into = (tr) use more than expected

End

end up = (int) finish up, result in

Fall

fall apart = (int) come to pieces
fall back on = (tr) turn to sb/sth for help when other plans have failed
fall behind with = (tr) fail to keep up with
fall for = 1) (tr) fall in love with sb; 2) (tr) be deceived
fall in = (int) collapse
fall in with = (tr) agree with
fall into = 1) (tr) be divided into (categories); 2) (tr) begin; enter a state
fall on = 1) (tr) attack; 2) (tr) eat hungrily
fall out with = (tr) quarrel
fall through = (int) fail to be completed

Get

get across = (tr) successfully communicate ideas
get along = (int) continue despite difficulties
get along with = (tr) be on friendly terms; **get on with**
get at = (int) mean
get away with = (tr) escape punishment for a wrongful, illegal act
get back = (tr) recover possession of
get down = 1) (tr) swallow with difficulty; 2) (tr) depress
get down to = (tr) start doing sth seriously
get on = 1) (tr) enter (bus, train, etc); 2) (int) make progress
get on with = (tr) be on good terms with
get out = (int) (of news) become known
get over = (tr) recover from
get round = (tr) persuade; **bring round**
get round to (tr) = find time to do sth
get through = 1) (tr) finish (a piece of work); 2) (tr) go on living through difficult times
get through to = (tr) reach by phone
get up = (int) rise from bed

Give

give away = 1) (tr) reveal; 2) (tr) give sth free of charge
give back = (tr) return
give in = (int) surrender; yield
give off = (tr) emit (smells, heat, fumes, etc)
give out = 1) (int) come to an end; 2) (tr) distribute
give up = 1) (tr) abandon an attempt/habit; 2) (tr) surrender

Go

go after = (tr) pursue
go ahead = (int) be allowed to happen
go away = (int) stop; cease
go back on = (tr) break a promise/agreement
go by = (tr) base one's ideas on
go down with = (tr) become ill
go for = 1) (tr) attack; 2) (tr) apply for (a job)
go in for = (tr) take part in (a competition)
go off = 1) (int) (of a bomb) explode; 2) (of an alarm) ring; 3) (int) (of food) spoil; 4) (tr) stop liking sth
go on = 1) (int) continue; **carry on**; 2) (int) happen
go out = (int) stop burning
go over = 1) (tr) examine details; **go through**; 2) (tr) repeat
go round = 1) (int) be enough for everyone to have a share; 2) (int) (news/disease) spread; circulate; **get round**
go through = 1) (tr) experience; 2) (int) (of a deal/arrangement) be completed with success; 3) (tr) discuss in detail
go up = (int) (of prices) rise
go with = (tr) match
go without = (tr) endure the lack of sth; **do without**

Hang

hang out = (tr) put clothes on the line to dry
hang up = 1) (tr) put sth in a high position; 2) (int) end a phone call
hang on = (int) wait for a short while

Hold

hold back = 1) (tr) control (tears, laughter); 2) (int) hesitate
hold in = (tr) restrain
hold off = (tr) keep at a distance
hold on = (int) wait (esp on the phone)
hold out = 1) (int) last; 2) (int) persist
hold to = 1) (tr) follow exactly; 2) keep to (a promise, etc)
hold up = 1) (tr) delay; 2) (tr) use violence in order to rob

Keep

keep after = (tr) continue to pursue
keep away (from) = (tr) stay away
keep back = (tr) conceal
keep down = (tr) cause to remain at a lower level
keep in = (tr) make sb stay indoors (as punishment)
keep off = (tr) stay away from; avoid
keep on = (int) continue despite difficulties
keep out = (tr) exclude sb/sth
keep up (with) = (tr) stay at the same level as sb/sth
keep up with = 1) (tr) continue to be informed; 2) (tr)

2 Appendix

change at the same rate

Let

let down = 1) (tr) (of clothes) lengthen (≠ **take up**); 2) (tr) disappoint
let in (to) = allow sb to enter a place
let off = (tr) not punish
let on = (int) reveal a secret
let out = 1) (tr) release; 2) (tr) (of clothes) make larger (≠ **take in**)
let up = (int) become less strong

Live

live on = (tr) have an amount of money to buy things

Look

look after = (tr) take care of
look back (on) = (tr) consider the past
look down on = (tr) despise (≠ **look up to**)
look for = (tr) search, try to find
look forward to = (tr) anticipate with pleasure
look in on sb = (tr) pay a short visit to
look into = (tr) investigate
look on = (int) observe
look out = (int) be careful
look out for = (tr) be alert in order to see/find sb/sth
look over = (tr) examine carefully; **go through**
look round = (tr) inspect a place
look through = (tr) look at quickly
look up = (tr) look for sth in an appropriate book/list

Loosen

loosen up = (int) become more relaxed

Make

be made for = suit exactly
make for = (tr) go towards
make out = 1) (tr) distinguish; 2) (tr) write out; fill in
make over = (tr) give possession of sth to sb else
make up = 1) (tr) invent; 2) (tr) put cosmetics on; 3) (int) reconcile
make up for = (tr) compensate
make up one's mind= decide

Open

open up = (int) relax and say exactly what sb feels or thinks

Pass

pass away = (int) die
pass off as = (tr) pretend to be sth/sb else successfully
pass out = (int) lose consciousness

Pay

pay back = 1) (tr) return money owed; 2) (tr) take revenge on sb
pay down = (tr) pay part of the price for sth and the rest over a period of time
pay for = (tr) receive punishment
pay off = (tr) pay sb to leave employment
pay up = (tr) pay (a debt) in full

Pick

pick sb up = (tr) go somewhere and take sb away (often in a car)

Pull

pull down = (tr) demolish
pull in = (int) (of trains) arrive (≠ **pull out**)
pull oneself together = bring one's feelings under control
pull through = (int) succeed despite difficulties
pull up = (int) stop

Put

put aside/by = (tr) save
put across = (tr) communicate successfully; **get across/over**
put away = 1) (tr) store; 2) (tr) put sb into prison/mental hospital
put back = (tr) place sth in the position it was in before
put down = 1) (tr) write down; **take down**; 2) (tr) suppress forcibly
put down to = (tr) attribute to
put forward = (tr) propose
put off = (tr) postpone
put on = 1) (tr) dress oneself in; 2) (tr) increase (in weight); 3) (tr) cause to take place (show/performance)
put out = 1) (tr) extinguish (fire, etc); 2) cause trouble; 3) (tr) take sth out of the house
be put out = be annoyed
put through = (tr) connect by phone
put up = 1) (tr) erect, build; 2) (tr) offer hospitality; 3) (tr) show in a public place
put up with = (tr) tolerate

Run

run across/into = (tr) meet/find by chance
run after = (tr) chase
run away with = (tr) steal
run down = 1) (tr) knock down (with a vehicle); **run over**; 2) (tr) speak badly of sb
run in = (tr) bring a new car engine into full use (by driving it slowly for a set period)
run off = (tr) make prints/copies
run out = (tr) have no more of sth left
run out of = (tr) no longer have a supply

run through = 1) (tr) use up; 2) (tr) rehearse, check or revise quickly
run up = (tr) accumulate
run up against = (tr) encounter (difficulties/opposition)

See

see about = (tr) deal with; **see to**
see off = (tr) accompany a traveller to his/her plane, train, etc
see out = (tr) accompany sb to the door/exit of a house/building
see over = (tr) inspect a place; **look round**
see through = (tr) not be deceived

Set

set aside = (tr) save for a special purpose
set in = (int) (of weather) start and seem likely to continue
set off = (int) start a journey
set out = 1) (int) begin a journey; 2) intend to do sth
set up = (tr) start a business

Slow

slow down = (tr) move more slowly/reduce speed

Stand

stand by = 1) (tr) support sb, esp in difficulties; 2) (int) be ready for action
stand for = 1) (tr) represent; 2) (tr) tolerate; **put up with**
stand in for = (tr) replace sb temporarily
stand out = (int) be noticeable
stand up = 1) (int) rise to one's feet; 2) (tr) fail to meet
stand up for = (tr) support
stand up to = (tr) resist

Switch

switch off = (tr) stop sth working (for electrical devices, engines, etc)
switch to = (tr) change sth

Take

take after = (tr) resemble
take away = (tr) remove
take back = (tr) apologise
take for = (tr) identify wrongly
take in = 1) (tr) give accommodation; 2) (tr) make clothes narrower (≠ **let out**); 3) (tr) fully understand
take off = 1) (tr) remove clothes (≠ **put on**); 2) (int) (of planes) leave the ground (≠ **come down**); 3) (tr) imitate 4) (tr) (of time) take time as a holiday
take on = 1) (tr) undertake work/responsibility; 2) (tr) employ
take out = 1) (tr) remove; 2) (tr) clean (mark, dirt); 3) (tr) arrange to get sth (e.g. a loan from a bank)
take over = (tr) gain control of sth
take to = 1) (tr) begin a habit; 2) (tr) like
take up = 1) (tr) begin a hobby, sport, job; 2) (tr) fill (time, space)
be taken aback = be strongly surprised
be taken in = be deceived

Tell

tell off = (tr) scold/speak to sb angrily

Throw

throw away = (tr) put sth useless (e.g.) in a rubbish container

Turn

turn away = (tr) refuse admittance
turn down = 1) (tr) refuse an offer; 2) (tr) reduce loudness (≠ **turn up**)
turn in = 1) (int) go to bed; 2) (tr) give to the police
turn off = (tr) switch off (≠ **turn on**)
turn out = 1) (tr) produce; 2) (int) prove to be
turn over = (int) turn to a new page; change the TV channel
turn to = 1) (tr) go to sb for help/advice; 2) (tr) begin (a way of life or doing sth)
turn up = 1) (int) arrive or appear (unexpectedly); 2) (int) (of an opportunity) arise

Use

use up = (tr) finish sth so that none of it is left

Wash

wash up = (tr) clean pans, plates, etc (using water and detergent)

Wind

wind down = (int) relax

Work

work out = (tr) try to understand

Wrap

wrap up = (tr) fold a piece of paper, cloth or other material round sth

Further Practice Section

Words often Confused

1 Read the sentences and circle the word in bold which completes each sentence correctly.

1 My mother used to **bring / take / show / visit** me to the zoo when I was a child.

2 They exchanged letters for fifty years, but they never **actually / genuinely / positively / truly** met in person.

3 He was under **deep / considerable / large / important** pressure to get the work done by the end of the day.

4 The main **activity / function / situation / occupation** of the careers officer is to help students get a good job.

5 The new shop has a huge collection of videos which cater for **several / both / all / every** tastes.

6 The new scheme provides greater **ways / reasons / methods / opportunities** for school-leavers to find work.

7 The increase in funds will **make / arrange / allow / let** the doctors to continue their important research.

8 Violent crime is becoming **completely / increasingly / totally / greatly** common in modern cities.

9 Many people believe that bullfighting is **violent / severe / heavy / cruel** and should be banned.

10 Local wildlife will **suffer / injure / fail / hurt** if the factory does not stop polluting the nearby river.

11 Some animals cannot adapt to living in a(n) **designed / manufactured / artificial / false** environment.

12 Many business executives **experience / have / create / bear** stress in their work.

13 There must be a **further / rather / better / more** way to spend your time!

14 Our food contains only **standard / daily / typical / natural** ingredients.

15 Opponents of censorship **pick / point / show / speak** out that television programmes are already regulated.

16 The old road is much longer, but it offers travellers some magnificent **territory / scenery / setting / land**.

17 It's a **single / unique / particular / only** kind of music; nothing like it has been heard before.

18 After four attempts, he **succeeded / managed / resulted / achieved** in passing his exam.

19 You have 30 minutes to complete the **task / attempt / effort / labour**.

20 It's a lovely old town with many narrow, **curling / winding / rolling / waving** streets.

21 He was running so quickly that I only caught a **glimpse / glance / look / catch** of him as he disappeared around the corner.

22 There is a spectacular **perspective / view / sight / outlook** of the city from the top of the hill.

23 **As well / More than / In addition to / Apart** its busy nightlife, Amsterdam also offers great shops and many interesting museums.

24 At **complete / big / maximum / high** tide, the sea often crashes over the harbour walls.

25 In spring, unlike August, the town still has many rooms to **charged / paid / let / borrowed** so it's an excellent time to visit.

26 This small seaside town is almost deserted in the winter, **although / otherwise / even / despite** there are a few people who live here permanently.

27 The weather is so good that hundreds of people visit the place all year **by / along / round / down**.

28 Thousands of **spectators / onlookers / observers / sightseers** make their way to the Eiffel Tower in Paris every year.

29 Visitors can see many fascinating relics in the museum **in / over / from / on** payment of a small charge at the entrance.

30 The architect's work was superb, but he charged an enormous **ticket / fee / fare / subscription**.

31 It was a lovely resort, **particularly / exactly / precisely / distinctly** at night when there was so much to do.

32 Most people have experienced a disastrous holiday at **one / a / any / the** time or another.

33 My noisy neighbours were to **criticise / fault / blame / accuse** for the fact that I could not sleep last night.

34 Stress can often **push / move / bring / turn** a small problem into a crisis.

35 A good teacher will always be aware of the **effects / needs / results / questions** of his or her students and consider these when planning lessons.

36 The two friends kept arguing on holiday because one wanted to lie on the beach all day while the **next / second / latter / other** wanted to visit old castles and museums.

37 At the party he tried to play both contemporary and older music in order to **satisfy / meet / agree / provide** all the guests.

38 His rudeness brought **up / across / to / off** the surface all the anger she had kept hidden inside her for months.

39 He had such charm that he could make **even / just / already / rather** the shyest of people feel at ease.

40 Everyone in our house has their **proper / single / own / only** hobbies and interests.

41 He does not like talking about work when he is **in / at / on / for** holiday.

42 After an increase in bad behaviour, the Headteacher decided the school needed a new **set / kit / mixture / pack** of rules.

43 What to watch on television often **raises / causes / leads / builds** arguments in our house.

44 The weather is so bad you could be **forgiven / defended / permitted / allowed** for thinking that it was winter.

45 **Although / Still / However / Despite** he passed his exam, he was very disappointed with his grade.

46 "It would **do / give / have / offer** you good to get away for a few days."

47 He said that getting his new job was due to good luck, because he just happened to be in the right place at the right **season / period / month / time**.

48 The new video shop has a wide range of titles to choose **among / with / from / out**.

49 The TV stations **chase / compete / oppose / pursue** for the largest number of viewers.

50 He has **neglected / declined / lessened / disposed** his studies and I doubt that he will pass the exam.

51 We could not afford a holiday **in spite / no matter / regardless of / even if** you got another, part-time job.

52 The hotel makes a **plentiful / broad / considerable / lasting** effort to ensure that guests enjoy their stay.

53 She believes that cruelty to animals has no place in the **current / new / present / modern** world.

54 Companies have not been **behind / slow / delayed / overdue** to see the benefits offered by the Internet.

55 I have decided to **take up / fill out / go through / pass by** your offer of some extra lessons.

56 The scheme is **partly / approximately / roughly / relatively** new, but people are already getting used to it.

57 The manager was very pleased because he could see that sales were increasing **ever since then / all the time / up until now / from then on**.

58 Talking to him is **as / same / like / both** talking to a brick wall!

59 I don't want to **pass / lack / miss / lose** the next episode of that programme.

60 Much of her talent for teaching **stands / belongs / bases / lies** in her ability to understand common fears and problems that her students experience.

61 This season ticket **grants / allows / helps / affords** you to use all of the gym's facilities at no further cost.

62 I like listening to the radio while **doing / running / making / cleaning** the housework.

63 He took the job as a way of **grasping / catching / gaining / raising** useful experience.

64 Nowadays you can access the Internet wherever you are in the **planet / world / earth / globe**.

65 If you visit Amsterdam, you are **safe / confident / definite / sure** to see people riding their bicycles.

66 Archaeologists found remains of a(n) **ancient / antique / old / past** city dating back several thousand years.

67 He wants to change his mobile phone **into / by / for / over** a new one with Internet access.

68 As times have **changed / turned / developed / differed**, so have attitudes towards the role of women in society.

69 Frozen foods are usually cheap, **however / despite / nevertheless / whereas** fresh produce can be quite expensive.

70 No matter how many great roles he plays in the future, he will always be **associated / relating / connecting / attached** with the one that made him famous.

71 Look at the words **over / above / upper / higher** and answer the following questions.

72 I'm not too **fond / keen / eager / pleased** on classical music.

73 London's famous black taxis are a common **look / appearance / sight / view** in the streets of the city.

74 Once you have **confirmed / consented / approved / agreed** on a price, make sure there are no hidden or extra charges.

75 Every person's DNA is different, **even / so / just / such** as no two fingerprints are the same.

76 His rude behaviour is not **acceptable / convenient / comfortable / receptive** in our school.

77 He managed to fit his bags in quite **simply / plainly / clearly / easily** even though there was limited space.

78 Tourists visiting the area are **informed / advised / noticed / suggested** not to drink the tapwater.

79 The sinking of the oil tanker resulted in a **greater / main / bigger / major** environmental disaster.

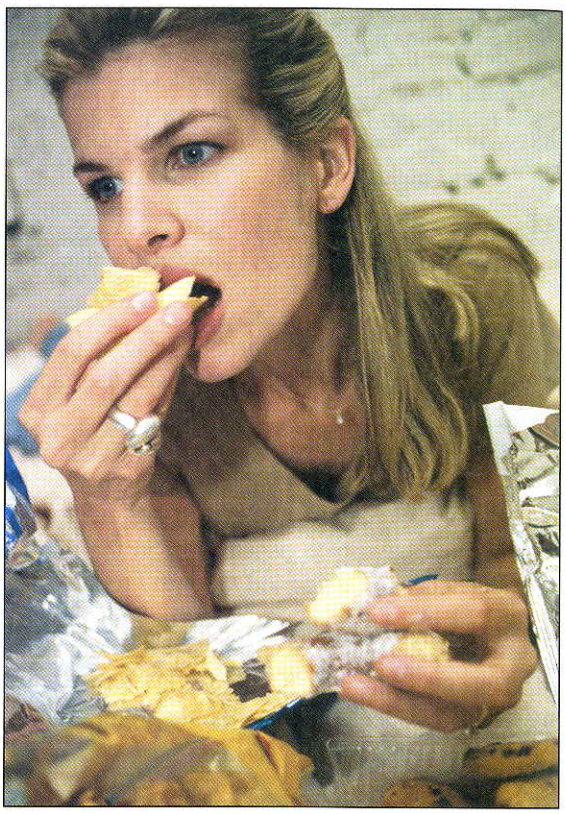
80 The theatre **watchers / spectators / crowd / audience** stood up and cheered at the end of the play.

Multiple Choice Cloze

2 Read the texts and decide which answer – A, B, C or D – best fits each space (1-15). There is an example at the beginning (0).

A

FRIDGE RAIDERS



People who frequently wake up in the 0) C of the night and are unable to 1) ..... a trip to the fridge may in fact be suffering from a 2) ..... medical complaint, say scientists. They have 3) ..... biochemical differences in people who cannot 4) ..... the urge to eat during the hours 5) ..... most of us are asleep.

Night Eating Syndrome, as it is called, is not a new phenomenon. In the 1950s, doctors found that 6) ..... one and two percent of people admitted to regularly raiding their fridges at night. The new findings 7) ..... existing evidence that the syndrome is a 8) ..... eating disorder. Symptoms include 9) ..... no appetite for breakfast and eating more than 10) ..... of the day's total food intake after 7pm. Sufferers are prone to stress and have a 11) ..... to crave foods which are 12) ..... in carbohydrates, such as cakes and crisps, 13) ..... though these are the 14) ..... nourishing. As a result, many of them are overweight.

According to doctors, there is a difference in the way that the bodies of people with Night Eating Syndrome 15) ..... to certain hormones connected with controlling stress.

0	A centre	B midpoint	C middle	D height
1	A avoid	B stop	C resist	D delay
2	A legal	B true	C genuine	D sincere
3	A invented	B discovered	C produced	D explored
4	A control	B guide	C command	D rule
5	A when	B which	C while	D where
6	A about	B between	C around	D roughly
7	A help	B assist	C aid	D support
8	A strong	B sensible	C serious	D strict
9	A keeping	B holding	C having	D owning
10	A some	B most	C part	D half
11	A trend	B tendency	C fashion	D habit
12	A plenty	B much	C lot	D high
13	A since	B yet	C despite	D even
14	A few	B least	C less	D little
15	A defend	B reply	C return	D react

B

The Montessori Method

From the moment we 0) B born, we start learning about the world 1) ..... us. We learn a great deal of things over a very 2) ..... period of time, and this forms the foundation 3) ..... all our future learning. 4) ..... to the age of six, we are extremely sensitive and we develop the important skills that will prepare us for 5) ..... life. Therefore, it is very important to have a good preschool programme 6) ..... helps us to develop hand-eye co-ordination and problem-solving abilities, as well as exposing us to a 7) ..... variety of stimuli and materials.

Maria Montessori developed 8) ..... a programme, which helps children to 9) ..... their intelligence and independence. The Montessori Method, as it is 10) ..... , combines practical activities, which stimulate the senses of touch and smell, with mathematical and language development activities. The children are completely 11) ..... to choose which activity to 12) ..... in and when, thus encouraging self-confidence and independence. This 13) ..... to teaching is very popular with 14) ..... parents of young children, as it involves learning which uses all the senses 15) ..... those important early years.

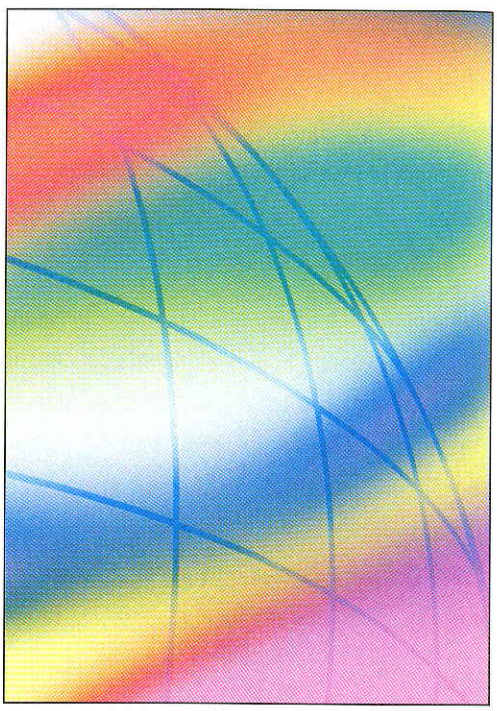


0	A	is	B	are	C	be	D	were
1	A	against	B	among	C	around	D	along
2	A	short	B	small	C	little	D	tiny
3	A	of	B	to	C	with	D	on
4	A	Above	B	Over	C	Near	D	Up
5	A	after	B	next	C	later	D	older
6	A	what	B	when	C	which	D	who
7	A	broad	B	far	C	rich	D	wide
8	A	so	B	such	C	quite	D	many
9	A	expand	B	increase	C	develop	D	improve
10	A	known	B	called	C	titled	D	branded
11	A	open	B	free	C	able	D	allowed
12	A	play	B	do	C	participate	D	take
13	A	way	B	system	C	approach	D	method
14	A	lots	B	many	C	much	D	plenty
15	A	during	B	while	C	at	D	for

C

Colour and Communication

Colour, although only a small **0)** B of our communication system, plays a large role. Whether you are designing Web **1)** ..... , buying clothes or decorating your kitchen, your **2)** ..... of colours sends a definite message to other people, and they will respond to it in a **3)** ..... way. Every colour has a different **4)** ..... on people, and the practice of correct colour selection is a delicate **5)** ..... . To further complicate matters, the effects of colours change, as times and fashions change.



Certain colours also mean different things in different cultures. For example, in the United States, blue is thought to be a relaxing colour. Tests reveal that the colour blue **6)** ..... blood pressure, calms viewers and gives them a sense of **7)** ..... . In Middle Eastern countries, however, blue is believed to be a protective colour and people **8)** ..... their front doors blue to ward off **9)** ..... spirits.

Colour communication is an essential part of how we see the world. In western societies, we know that a jester is comical and playful because he **10)** ..... in bright red, green, blue and yellow. The colour black, however, is **11)** ..... with boredom or evil, and white with purity and light. The colour orange is friendly, relaxing and peaceful, whereas **12)** ..... yellow is a happy colour. Research **13)** ..... that all human beings make a subconscious judgement about a person or item within the first 90 seconds of **14)** ..... it, and 62% to 90% of that assessment is **15)** ..... on colour alone.

0	A	portion	B	part	C	piece	D	factor
1	A	covers	B	papers	C	pages	D	sheets
2	A	choice	B	option	C	decision	D	pick
3	A	separate	B	certain	C	clear	D	obvious
4	A	idea	B	sense	C	force	D	effect
5	A	method	B	talent	C	art	D	ability
6	A	lowers	B	drops	C	sinks	D	lessens
7	A	caution	B	security	C	guarantee	D	defence
8	A	shade	B	decorate	C	coat	D	paint
9	A	mean	B	evil	C	cruel	D	wicked
10	A	outfits	B	clothes	C	dresses	D	wears
11	A	associated	B	matched	C	joined	D	grouped
12	A	strong	B	powerful	C	loud	D	bright
13	A	exhibits	B	displays	C	shows	D	uncovers
14	A	viewing	B	seeing	C	watching	D	looking
15	A	established	B	constructed	C	based	D	balanced

Open Cloze

3 Read the texts and think of the word which best fits each space (1-15). Use only ONE WORD for each space. There is an example at the beginning (0).

A

are you happy with your job?

Would you say that you are **0)** a happy worker, or usually depressed and low-spirited at work? Although many people work only because they have to, **1)** ..... are others who really love what they do.

Of course, a lot of employees believe that the best part **2)** ..... their job is the pay cheque. People **3)** ..... naturally hate their jobs if they feel that they are forced to **4)** ..... things which they're not very good **5)** ..... , or which they simply don't like doing. It is obvious that, **6)** ..... extreme cases, such people are in the wrong career. Most experts agree, however, that you should **7)** ..... measures to improve your present job situation **8)** ..... you think about a complete change of direction in search of the perfect job.

So, **9)** ..... do you know if you are in the right career? There are a number of points **10)** ..... should be taken into consideration. Firstly, **11)** ..... you use the skills and talents that **12)** ..... enjoy the most? Studies show that people who truly enjoy what they do **13)** ..... a living are more motivated to work hard, and they feel a greater sense of accomplishment. In other **14)** ..... , if you have a passion for what you do, your job will **15)** ..... you both professional and personal satisfaction.

B

African Bushmen

In their own language, Bushmen have no name for themselves as a race of people. In the past, they had **0)** no need to distinguish themselves from other people, since they were the only inhabitants of an area stretching **1)** ..... the Atlantic to the Indian Ocean. They have an ancient past, but there is no record of their history, **2)** ..... for their wonderful rock paintings of animals, dancers and hunters. Many of these are still clear and detailed, **3)** ..... after thousands of years of **4)** ..... exposed to the sun, wind and rain. There are a few more recent paintings **5)** ..... boats and horsemen, evidence of contact with **6)** ..... first European colonists arriving in Africa.

The colonists, **7)** ..... landed on the shores of Southern Africa about three hundred and fifty years **8)** ..... , called them simply "Bushmen". The little hunters were seen **9)** ..... a threat **10)** ..... farmers' livestock, and treated like wild animals. Huge **11)** ..... of them were killed, and the remaining Bushmen **12)** ..... driven from the land that **13)** ..... always been theirs.

There are only about eighty-five thousand Bushmen alive today, and **14)** ..... is worse, their culture is **15)** ..... danger of disappearing completely. The last connections with a way of life which remained unchanged for more than 10,000 years may soon be gone forever.

C

THE HOLIDAY OF A LIFETIME

Thinking of getting away from **0)** it all? Well, you need look no further! Take a trip to Maui, one of Hawaii's largest islands. You'll find a place which is **1)** ..... wonderful that it will make you want to stay **2)** ..... forever.

Enjoy the unbelievable beauty **3)** ..... makes this Hawaiian island so remarkable. With the wide range of activities Maui offers, there is something **4)** ..... suit everyone's tastes. You can just relax on one of the many secluded beaches while you **5)** ..... a good book. If you prefer, you can enjoy snorkelling and diving expeditions **6)** ..... you have the chance to explore underwater caves. Afterwards, why not set **7)** ..... on a breathtaking horseback ride **8)** ..... the white, sandy coast? If you're the adventurous **9)** ..... , you can hike through a truly extraordinary volcanic crater, **10)** ..... go on nature walks through lush rainforests. Among Maui's many natural attractions **11)** ..... its waterfalls, emptying into deep pools which are perfect **12)** ..... a tranquil swim.

The local people are very friendly and welcoming, and they take great pride **13)** ..... their history and land. If you stay on Maui long **14)** ..... , you are sure to share some of the deep love they **15)** ..... for their island home.

D

URBAN Fashion

There was a time, not long ago, **0)** *when* urban fashion didn't exist. Back then, 'fashion' meant expensive designer outfits which **1)** ..... the very rich could afford. Although the clothes were usually designed **2)** ..... men, they were made mainly for women, and **3)** ..... was very little interest **4)** ..... menswear.

Now all that has changed. Young people nowadays wear comfortable, practical and affordable clothes that have often **5)** ..... designed by somebody young. Taking new ideas **6)** ..... the streets, the fashion industry **7)** ..... now busily supplying trainers and 'hoodies' – that is, large comfortable sweatshirts – **8)** ..... both boys and girls in today's youth culture.

9) ..... started this trend was that surfers in California wanted comfortable clothing to wear on the beach. Sportswear manufacturers such as Stüssy and Quicksilver, for **10)** ..... , developed **11)** ..... 'surf look', which spread quickly throughout America and Europe. Then came the boom **12)** ..... extreme sports such as skateboarding and snowboarding, and the popularity **13)** ..... loose, warm, baggy clothing increased.

Of course, plenty of people happily wearing the latest sporty urban fashion never do **14)** ..... sport at all, just **15)** ..... most people who wear trainers never go near a sports centre. It doesn't matter, though – urban fashion has taken over the world!

E

MODERN LIVING

Over the last forty years, 0) one of the major changes in the way we live concerns 1) ..... we eat.

As 2) ..... as the fact that we have larger incomes, foreign travel 3) ..... encouraged us to experiment 4) ..... our cooking. As a result, ordinary people have developed a taste 5) ..... exotic flavours. Supermarkets, 6) ..... previously filled their shelves with only locally produced goods, now stock Caribbean vegetables, spices from India and 7) ..... Chinese beer!

There is also a trend towards eating 8) ..... healthily nowadays, so low-fat, low-calorie foodstuffs have become part of our weekly shopping basket. And vegetarianism is on 9) ..... rise, too. Government surveys predict that one in three of us 10) ..... be a vegetarian by the end of the present decade.

Strange as it may seem, 11) ..... , the fact that we now know more than ever before about what we 12) ..... eat has not actually made us any healthier. In 13) ..... , the latest surveys show that all of us are getting fatter and some, especially teenagers,are 14) ..... danger of becoming clinically obese. If this happens, we only have 15) ..... to blame.

F

Modern Mary Poppins

What 0) makes a modern young girl decide to become a live-in nanny, looking 1) ..... other people's children when the parents are both at work?

One great incentive is that high salaries are paid 2) ..... qualified staff, since demand is higher 3) ..... supply. As well as excellent accommodation, 4) ..... are other perks. Mobile phones, a car and luxurious holidays in exotic locations may all 5) ..... offered to attract a potential employee. To get all 6) ..... , you need to have completed a specialised two-year training course at a recognised college, and you have to provide references 7) ..... former employers and teachers.

The job also has its disadvantages, of 8) ..... . Live-in nannies do not work fixed hours and are often required to baby-sit without 9) ..... given any warning. This can prevent them 10) ..... enjoying a regular social life, and having to live in means less independence. In addition, it can 11) ..... a lonely job. Staying in a huge country cottage may sound appealing and glamourous, 12) ..... in reality such places are often remote and a nanny will be far 13) ..... from people her own age. Worst of 14) ..... , some fussy employer may ask her to 15) ..... a uniform so old-fashioned that she looks like Mary Poppins!

Key Word Transformation

4 Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. DO NOT CHANGE THE WORD GIVEN. You must use between two and five words, including the word given.

1 My sister is too short to be a fashion model.
not My sister ..... to be a fashion model.

2 Ann was the only one who didn't enjoy the performance.
apart Everyone ..... Ann.

14 She isn't repainting the kitchen until Monday.
being The kitchen ..... until Monday.

15 It wasn't easy for us to persuade him to come.
difficulty We ..... him to come.

27 He spent the whole morning studying.
but He ..... the whole morning.

28 Ann was determined to pay for lunch.
insisted Ann ..... for lunch.

29 Jill denied cheating in the exam.
had Jill said ..... the exam.

30 The plane was unable to take off because of thick fog.
prevented Thick fog ..... off.

31 John would rather not go swimming today.
feel John ..... swimming today.

32 Kim is not usually rude.
like It is ..... rude.

33 He couldn't drive safely because the roads were very icy.
too The roads were ..... drive safely.

34 He asked me how much I paid for my watch.
cost He wanted to know how ..... .

35 They should be here by noon.
arrived They ..... by noon.

36 Mary isn't allowed to stay out late.
let Mary's parents ..... out late.

37 The earthquake led to the house being demolished.
result The house had to ..... of the earthquake.

38 I can't lift this bag because it is so heavy.
me This bag ..... to lift.

39 I can't believe that is the best they can do!
better They must be able ..... that!

40 I'm certain he didn't write the report himself.
have He ..... the report himself.

41 "Have you seen my keys?" he asked.
seen He asked me ..... his keys.

42 They said that we had to learn Spanish.
made They ..... Spanish.

43 They are going to demolish the old factory tomorrow.
pulled The old factory is ..... tomorrow.

44 You must do exactly as she tells you.
carry You must ..... instructions exactly.

45 It wasn't fair to punish him.
deserve He ..... punished.

46 I'd rather you didn't play that music so loud.
mind Would you ..... that music so loud?

47 "Don't open the door, Sue!" said Mr Brown.
not Mr Brown ..... the door.

48 We should go home now.
time It ..... home.

49 You might feel thirsty, so take some water.
case Take some water ..... thirsty.

50 He turned round only after they called his name.
until He ..... they called his name.

51 If I had left a moment later, I'd have missed the bus.
in I left just ..... the bus.

52 He's proud of his children's achievements.
pride He ..... his children's achievements.

53 She has never cooked me a meal before.
time It's ..... cooked me a meal.

54 They seem to be having some problems.
seems It ..... some problems.

55 If I finish work early, I'll go to the party.
unless I won't go to the party .....
..... early.

56 She has such long hair that it takes her ages to dry it.
so Her .....
..... it takes her ages to dry it.

57 The cinema was practically empty.
hardly There .....
..... the cinema.

58 We've always admired our English teacher.
looked We .....
..... our English teacher.

59 She doesn't listen to anyone but Jane.
only Jane .....
..... listens to.

60 He regrets having lied to his parents.
wishes He .....
..... his parents the truth.

61 He described to us what his new flat was like.
description He gave .....
..... his new flat.

62 Brian is bound to pass his exams.
doubt There's .....
..... pass his exams.

63 The movie star is always recognised wherever she goes.
avoid The movie star .....
..... wherever she goes.

64 Several people came to visit her in hospital.
visitors She .....
..... was in hospital.

65 The only thing he didn't buy was milk.
apart He bought .....
..... milk.

66 The boy next door always delivers my groceries.
have I .....
..... by the boy next door.

67 I didn't buy the stereo, because it was so expensive.
such It was .....
..... I didn't buy it.

68 He finds it hard to work late at night.
easy It .....
..... to work late at night.

69 They discussed what to do at their annual meeting.
discussion They had .....
..... do at their annual meeting.

70 At the end of the lesson the teacher played us a song.
finished The teacher .....
..... us a song.

71 The match was held despite the bad weather.
took The match .....
..... weather was bad.

72 People say that surfing is difficult.
supposed Surfing .....
..... difficult.

73 She certainly won't be promoted.
chance She has .....
..... promoted.

74 He works near the new post office.
far The new post office .....
..... he works.

75 This suitcase is too small for all my clothes.
enough This suitcase .....
..... for all my clothes.

76 I found it difficult to concentrate on my work.
trouble I .....
..... my work.

77 She regrets not having gone to university.
wishes She .....
..... to university.

78 Could you look after my baby while I do the shopping?
care Would you mind .....
..... while I do the shopping?

79 Stephanie doesn't swim as well as Mary.
swimmer Mary .....
..... Stephanie.

80 It's not my fault you were late for work.
blame You can't .....
..... late for work.

Error Correction

5 Read the sentences below and write the word which should NOT be there in the space at the end of each line.

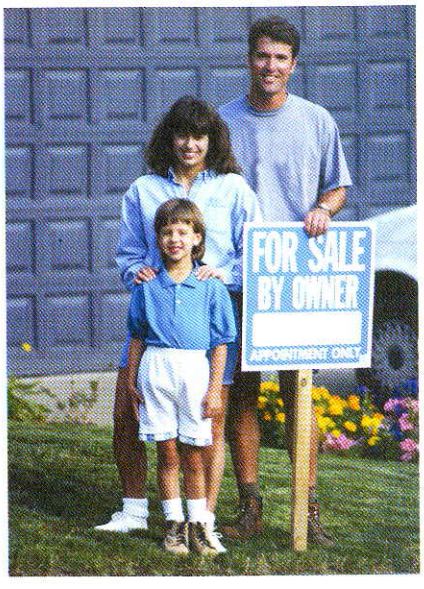
1	For as such a good cook, he doesn't make very good desserts.	1
2	If her photograph it gets chosen she'll win £100.	2
3	Helen did a so good job in her exams last week.	3
4	Tracy worked hard all morning to finish her research paper up on time.	4
5	A badly written article can affect on the image of an entire magazine.	5
6	He doesn't understand that why it's important to be at work on time.	6
7	Brett was very much angry when he found out Molly had lied to him.	7
8	Some children who eat such a lot of fast food that they become overweight at a young age.	8
9	The train to Reading is faster than by the bus.	9
10	By the way, I really like of your new hairstyle.	10
11	Tell him the news when you will see him.	11
12	Make sure you call me when you get to home.	12
13	I really like the vanilla ice cream, especially on top of apple pie.	13
14	If you feel that her decision it was unfair, then you should complain.	14
15	I told Mark he could join with us on our trip this weekend.	15
16	If you need to anything else, let me know.	16
17	I've never been visited to a foreign country.	17
18	I went for shopping with my sister yesterday.	18
19	I hope to go to university after I finish the school.	19
20	My French penfriend is staying with me while she is being here.	20
21	I'd like to order another of salad, please.	21
22	There weren't as many of people there as I had expected.	22
23	He never admits he is in wrong, even when he's made an obvious mistake.	23
24	Doctors say you should do some form of the exercise every day.	24
25	I'm trying to save up enough money for to buy a new car.	25
26	If the jacket doesn't fit properly, then you should return it back.	26
27	She wrote an article that it was published in the local newspaper.	27
28	I must go straight to home after my English lesson.	28
29	She phoned to say us how much she enjoyed our party last night.	29
30	I joined up a band because I really enjoy playing live music.	30
31	Mary told to Jim that his remarks had upset her.	31
32	After about an hour, the bread will be ready made to take out of the oven.	32
33	I asked my boss for half of an hour off work.	33
34	It's not worth to worrying about such an unimportant matter.	34
35	Why didn't you tell her about that we're having a party on Saturday?	35
36	I'm not sure what is to do for my brother's birthday.	36
37	There are lots of well-known artists and musicians who living in New York.	37
38	She's been teaching at that college for many of years.	38
39	He has been doing the same job for several years before now.	39
40	My telephone number is very easy to remember it.	40
41	I have tomorrow day off work, so I can go to the beach with you!	41
42	I don't think so that he will come.	42
43	My mother told to me that I must help her with the housework.	43
44	My friends asked if I would like to go on a bicycle trip with all them.	44
45	The meal which was so awful that we couldn't eat it.	45
46	Let's get something for to eat before we go to the cinema.	46
47	I missed getting my train because I woke up late.	47
48	I hardly couldn't see the screen very well because it was so far away.	48

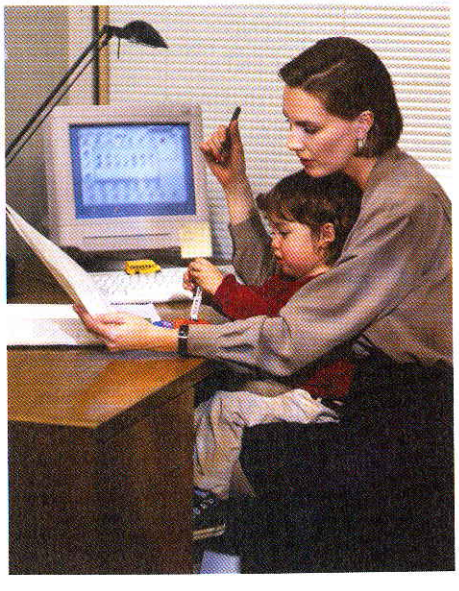
49	He left from the house without telling anyone where he was going.	49	
50	If there's anything I can do for you, please don't hesitate to ask it.	50	
51	You can't have any dessert until you will finish the rest of your meal.	51	
52	I took a book with me in case that I had to wait a long time.	52	
53	You won't have any difficulty to finding a job if you are suitably qualified.	53	
54	There are several of beautiful places in the area.	54	
55	Go down this road until you have get to the next corner, and then turn left.	55	
56	The office where I work at is not very far from the city centre.	56	
57	I must get home by six o'clock, so I had better to leave now.	57	
58	It isn't a good idea to walk through the park on your own self after midnight.	58	
59	Many of the travel agencies in town they offer very cheap flights at this time of year.	59	
60	Most schools they have computer labs where students can surf the Internet.	60	
61	"It's time for you went to bed," she told her children.	61	
62	It's much more fun to go on holiday with the friends than to travel alone.	62	
63	He was swam to the other side of the pool in less than three minutes.	63	
64	There were six short films shown at the party that we all enjoyed them.	64	
65	My teacher suggested that I bring up my painting to school.	65	
66	I want to have the report be ready next week.	66	
67	At the interview, the manager told me that I was the just right person for the job.	67	
68	I'd like to go and visit my sister in London about for two weeks.	68	
69	It's a bit of strange seeing you here after such a long time.	69	
70	Wherever you will go on holiday, make sure you take lots of pictures!	70	
71	He's been much the more relaxed since he came back from holiday.	71	
72	The book I have just finished reading which was so sad that I actually cried at the end.	72	
73	We've got plenty of apples enough, so we can make a pie.	73	
74	You must to do as you have been instructed.	74	
75	It's a too long way to walk to the nearest supermarket.	75	
76	The car he drives is the same like as the one we have got.	76	
77	I am like my job so much that I can't think of anywhere else I'd like to work.	77	
78	I asked her to come also with us to the cinema, but she didn't want to.	78	
79	I like to read books rather than watch on television.	79	
80	I realised I'd forgotten to bring my purse, so I had to return back home to get it.	80	
81	Please turn off the lights when you leave from the room.	81	
82	I don't think Emma's dress really suits for her.	82	
83	It is easy to do well at school as if you put your mind to it.	83	
84	The book that he had written by received excellent reviews in all the newspapers.	84	
85	I'm afraid I haven't got much of money to lend you.	85	
86	She insisted on that she would take the train to York.	86	
87	I'm very much tired, so I'm going to go to bed.	87	
88	I don't think so that you'll be able to find any shops open at this time.	88	
89	This film is just like as the one we saw last week.	89	
90	You should let me to know if you want any help with your project.	90	
91	Even though of the facts were obvious, she insisted on asking everyone for their opinion.	91	
92	I had to reserve for a table at the restaurant a week in advance.	92	
93	This computer manual is far too much complicated for me to understand.	93	
94	Rent in this city is very expensive, since that a lot of people want to live here.	94	
95	You'd better wear a scarf as well as a coat too.	95	
96	My holiday was not that long enough for me to do all I wanted.	96	
97	Where would you like to go for eat lunch?	97	
98	I went out with friends last night, and we had a such great time.	98	
99	My friend has recommended a perfect place to stay at when we go on holiday.	99	
100	I've never heard such a strange music before.	100	

6 Read the texts 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 (0 and 00).

A **SELLING YOUR HOUSE**

0 Why do some of people find it so difficult to sell their house, *of*
00 while other people manage to do this within hours of it going ✓
1 on the sale market? You might be surprised how little you .....
2 have to do to persuade someone to buy your house. .....
3 Always remember that the first impressions count. A well-kept .....
4 garden and a freshly painted door will to create a positive .....
5 atmosphere, while a full dustbin and many junk in the garden .....
6 will put possible buyers off it. Make sure the inside of the .....
7 house will gives the feeling of space, and don't leave your .....
8 clothes lying around. Hang up clothes, tidy away books and .....
9 newspapers, and never leave a pile of dirty plates in the sink. .....
10 Scent is such important, too. Avoid cooking fish or curry .....
11 before someone is views the house, but the aroma of fresh .....
12 coffee or newly baked bread does creates the right effect. .....
13 Also soft lighting with lamps will give a cosier atmosphere. .....
14 Touches like these are could be the difference between you .....
15 making a quick sale or no sale at all. Good luck! .....



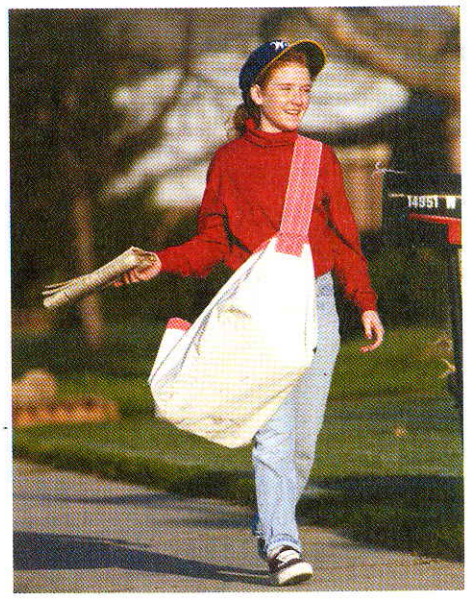


B **WORKING MUMS**

0 Gone are the days when the most women were housewives who *the*
00 stayed at home to raise their children and take care of their ✓
1 husbands. Nowadays, the more majority of them have joined the .....
2 workforce, trying to succeed both at home and at work. There are .....
3 certainly more opportunities for women who they are determined .....
4 to have successful careers. However, every experts claim that .....
5 pre-school children whose mothers work full-time are less likely .....
6 to do well in school. In addition, there is and an increase in the .....
7 amount of stress that these children have experience in later life. .....
8 Children whose mothers only work for part-time suffer the same .....
9 harmful effects, although not as dramatically. These findings .....
10 suggest it may not be a good idea for mothers of so young .....
11 children to take on some jobs. On the one other hand, some of .....
12 them have no choice, because going back to work is an economic .....
13 necessity for them. One possible solution it could be for more .....
14 companies to hire part-time workers, so that mothers can .....
15 successfully to raise a family and have a career at the same time. .....

C **MY FIRST JOB**

0 My first own official job was as a paper-girl for the *Weekly* *own*
00 *Globe* in England. I was not quite thirteen years old at the ✓
1 time. I remember the first morning I started work, having .....
2 to deliver about sixty newspapers to their various houses in .....
3 our neighbourhood. When I started at six o'clock in the .....
4 morning and finished at around 8:15, in time to dash off .....
5 to school, which was a twenty-minute walk from the home. .....
6 My father was so proud of my progress that he decided to .....
7 buy me a second-hand bicycle, which cut out my workload .....
8 in half. I learned a few of important lessons at the job, too. .....
9 The first lesson was punctuality. If their papers weren't .....
10 delivered on time, customers would telephone to the shop .....
11 and complain. Another lesson I learned concerned about .....
12 customer service. When regular customers were pleased .....
13 with my work, they gave to me generous tips and presents .....
14 at Christmas. Finally, I learned how to handle money, ...
15 something that it has been invaluable to me ever since. .....



Word Formation

7 Complete each sentence with the correct word derived from the word in capitals following the sentence.

1	A strong painkiller is the most ..... way of getting rid of a headache.	EFFECT
2	You should consider your options ..... before making a decision.	CARE
3	Many youth ..... offer summer enrichment programs.	ORGANISE
4	The mayor won by an overwhelming ..... in last week's elections.	MAJOR
5	The two countries have overcome many of their ..... differences.	CULTURE
6	Everyone should have basic ..... of first aid procedures.	KNOW
7	The ..... winner will spend two weeks in France.	COMPETE
8	Our ..... over the years has helped us build a good friendship.	CORRESPOND
9	It is our ..... to protect the environment.	OBLIGE
10	The ..... committee is organising a spring carnival.	ENTERTAIN
11	Education can help ..... your horizons.	BROAD
12	The sudden ..... of the travel agency left many people stranded abroad.	CLOSE
13	Recent statistics show that ..... is unfortunately on the rise again.	EMPLOY
14	A grant was given for the ..... of a new sports facility.	CONSTRUCT
15	He will be leaving ..... for a business trip overseas.	SHORT
16	The police made an ..... about the arrest this morning.	ANNOUNCE
17	A new ..... campaign started yesterday to promote recycling.	ADVERTISE
18	Unfortunately, she wasn't ..... and didn't get the job.	QUALIFY
19	It is his ..... to run for office next year.	INTEND
20	Scientists have ..... discovered another planet in our galaxy.	RECENT
21	The children were very ..... about their trip to the zoo.	ENTHUSIASM
22	Even though Simon was very ..... , he was not a happy man.	WEALTH
23	David Jenkins' ..... book has already become a best seller.	LATE
24	We need to find a ..... to our economic problems.	SOLVE
25	Jane's daughter had a sudden ..... spurt when she started school.	GROW
26	My mother's ..... has been a great help in my life.	ENCOURAGE
27	It is ..... very easy to find a taxi in this city.	NORMAL
28	Painting the exterior of the house improved its ..... immensely.	APPEAR
29	Travelling by train is far more ..... than travelling by bus.	COMFORT
30	The decision will ..... benefit both companies.	HOPE
31	Safety in the workplace has become an issue of great	IMPORT
32	It is ..... likely that we will see man land on Mars in the near future.	EXTREME
33	It is sad that so many older people are afraid and ..... in today's society.	LONE
34	Being very ..... , he graduated with top honours at a very young age.	AMBITION
35	As an international ..... , he gets to travel to many exotic places.	JOURNAL
36	Their ..... to sell the business after all these years was very difficult.	DECIDE
37	She is one of the most ..... paid actresses in the world.	HIGH
38	Jordan had an ..... successful career and became very famous.	INCREDIBLE
39	We watched the clown's antics with great	AMUSE
40	Some people consider it ..... to put a silver coin in your shoe.	LUCK
41	The children clapped ..... when their mother brought out the dessert.	HAPPY
42	His musical ..... became apparent when he was quite young.	ABLE
43	As far as she was ..... , the discussion was closed.	CONCERN
44	John's grades were poor at first, but showed some ..... by half term.	IMPROVE
45	The audience showed their ..... by booing the actors.	APPROVE
46	Many ..... countries now use the Euro as their official currency.	EUROPE
47	Her high-heeled shoes were quite ..... for the rocky road.	SUIT
48	His ..... as Hamlet was a huge success.	PERFORM
49	Their terrible ..... of the situation resulted in disaster.	JUDGE
50	Regular exercise and correct diet are essential for a ..... lifestyle.	HEALTH
51	His misleading statements lead to ..... among the voters.	CONFUSE
52	The firefighters moved into ..... as soon as the alarm sounded.	ACT

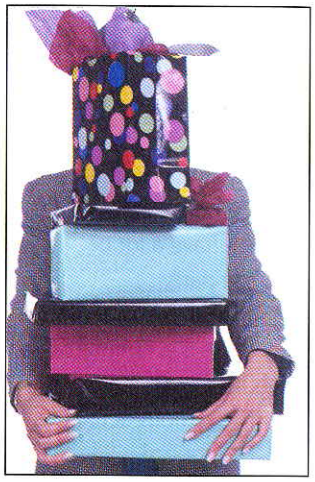
53	Despite years of research, it is still ..... what causes the disease.	CLEAR
54	Prices have increased sharply in ..... to rising production costs.	RELATE
55	There are ..... books written about diet and exercise.	COUNT
56	Sunscreen offers protection against the ..... effects of the sun's rays.	HARM
57	The presidents of both countries signed an important trade	AGREE
58	His ..... of music was not to my liking.	CHOOSE
59	Karl Lagerfeld is my favourite fashion	DESIGN
60	She doesn't have the right ..... to become a nurse.	QUALIFY
61	Computer databases give companies ..... business information.	VALUE
62	The office receives a ..... of parcels every day.	DELIVER
63	We have a lot of ..... in our choice of courses next year.	FREE
64	The party ..... were bright and colourful.	DECORATE
65	Some unusual stamps are ..... rare and expensive.	SPECIAL
66	There is a famous saying in business that the ..... is always right.	CUSTOM
67	Our travel ..... were cancelled at the last minute.	ARRANGE
68	The famous actor's visit was ..... and a great surprise.	EXPECT
69	The council ..... continued until the early hours of the morning.	MEET
70	There is a great ..... of flowers growing in our garden.	VARY
71	The company's Financial ..... proposed a plan to cut spending.	DIRECT
72	The ..... of Los Angeles have become used to the smog.	INHABIT
73	There have been ..... developments in technology in the last century.	IMPRESS
74	When the plant closed, the ..... of jobs created many problems.	LOSE
75	Many small businesses are sadly ..... to compete in today's markets.	ABLE
76	For your own safety, it is ..... to wear a seat belt at all times.	ADVICE
77	Much ..... is necessary before all diplomatic visits.	PREPARE
78	Many actors get ..... before performing on stage.	NERVE
79	Despite his nervousness he won the 100 metre race	EASY
80	This magazine has some very ..... suggestions about cookery.	USE
81	Nowadays, people ..... use credit cards to shop.	GENERAL
82	Exercise helps you lose weight, and has ..... health benefits.	ADDITION
83	He has a ..... to laugh loudly at the wrong time.	TEND
84	The clerk's attitude was not only ..... but also very rude.	HELP
85	We often wonder about the ..... of life on other planets.	EXIST
86	A lot of money was spent on the ..... of the space programme.	DEVELOP
87	It was ..... easy to learn how to ice skate.	AMAZE
88	It is a ..... short trip from here to Mark's house.	RELATIVE
89	The library is within walking ..... of the school.	DISTANT
90	Medical researchers had the subjects under ..... for many months.	OBSERVE
91	The ..... is sometimes difficult to find.	TRUE
92	The two girls had a strong and lasting	FRIEND
93	Progress in computer technology has been ..... fast.	BELIEVABLE
94	I'm sure the library has the ..... books you need.	REFER
95	Jack was ..... disappointed when he failed his driving test.	ENORMOUS
96	Getting accurate ..... is important to journalists.	INFORM
97	It is still ..... whether or not the Loch Ness monster really exists.	CERTAIN
98	The ..... of this fossil indicates the species is older than we thought.	DISCOVER
99	There are still many ..... areas on our planet.	EXPLORE
100	A new police ..... into the crime proved that he was innocent.	INVESTIGATE
101	There are some minor ..... between the latest model and the old one.	DIFFER
102	The flatmates had a terrible ..... about paying the bills.	ARGUE
103	The city is a major ..... centre, with thousands of factories of all sizes.	INDUSTRY
104	Local ..... are angry about the opening of a rubbish dump nearby.	RESIDE
105	We saw the most ..... sunset in Florida last year.	BEAUTY
106	It's ..... to expect to get your own way all the time.	REASON
107	Everyone has a ..... to keep our city clean.	RESPONSIBLE
108	There is a ..... that she will be studying abroad next year.	POSSIBLE

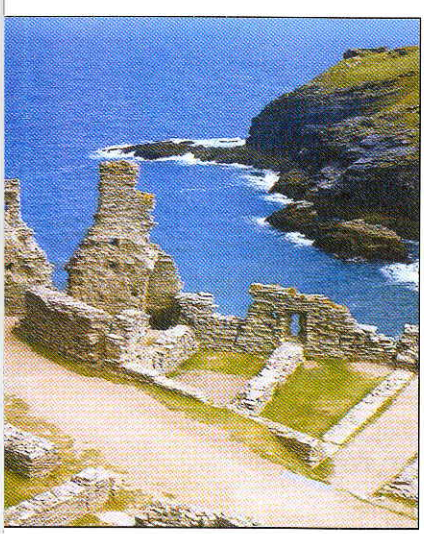
8 Read the texts and use the word given in capitals at the end of each line to form a word that fits in the space in the same line. There is an example at the beginning (0).

A **NECESSITY OR LUXURY?**

Today's higher salaries and 0) *greater* spending power have led to the problem of our buying things which are completely 1) ..... , simply for the sake of it. Now that more people have the 2) ..... means to do this, shopping has almost become a 3) ..... pastime. We pay a small fortune for clothes with 4) ..... labels, even though there are high quality, cheaper 5) ..... . We want 'timesaving' 6) ..... appliances, but in fact we usually have the 7) ..... to do the same chores just as quickly by hand. Let's get rid of these useless 8) ..... ! Take all your old clothes, children's toys and so on, and give them to a deserving charity 9) ..... . Ridding yourself of unwanted goods gives a sense of 10) ..... which is a joy to experience!

0 GREAT
1 NECESSARY
2 FINANCE
3 NATION
4 DESIGN
5 ALTERNATE
6 ELECTRIC
7 ABLE
8 POSSESS
9 ORGANISE
10 FREE





B **CORNWALL**

The 0) *beautiful* Cornish peninsula, on Britain's southwestern tip, is one of the country's most popular areas as far as 1) ..... is concerned.

Thousands of years ago, Cornwall was a centre of Celtic culture. The Romans tried without 2) ..... to conquer the region, and it managed to keep its 3) ..... way of life and its own language. One of the area's main tourist 4) ..... is the now ruined castle of Tintagel, where the 5) ..... King Arthur and his Knights of the Round Table are said to have lived. 6) ..... can still see the remains of the hall, which is 7) ..... intact.

Cornwall is also 8) ..... for its beaches on the English Channel, to the south-east, and its spectacular 9) ..... scenery on the Atlantic, or north-west side. The 10) ..... of a rich history and outstanding natural beauty make this area well worth visiting.

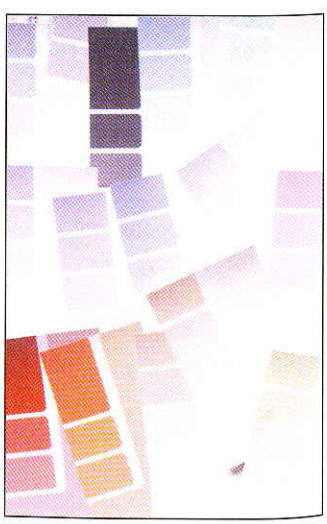
0 BEAUTY
1 TOURIST
2 SUCCEED
3 TRADITION
4 ATTRACT
5 LEGEND
6 VISIT
7 LARGE
8 FAME
9 COAST
10 COMBINE

C **MOODS AND COLOURS**

Does colour affect your 0) *behaviour*? You might think the connection is purely 1) ..... , but many experts insist that colour can influence our moods and 2) ..... .

So, if you plan to redecorate, think 3) ..... before making a 4) ..... about what paint to buy. The effect each colour has on you should be taken into 5) ..... , as the wrong one could make you depressed or 6) ..... instead of relaxed and comfortable. A cool, 7) ..... blue is best for bedrooms as it is calming and promotes sleep. Green, representing nature and 8) ..... , is ideal for living rooms, while red, the colour of energy and 9) ..... , is best for dining rooms. Another important piece of 10) ..... is to avoid yellow for the bedroom. If you are ill, it is likely to make you feel worse and slow your recovery.

0 BEHAVE
1 IMAGINE
2 FEEL
3 CARE
4 DECIDE
5 CONSIDER
6 REST
7 PEACE
8 SECURE
9 WARM
10 ADVISE



Tapescripts

UNIT 1

Tapescript for Exercise 2a (p. 7)

A: I have to agree with you, English is certainly a useful language to learn.

B: Yes. For one thing, so many websites are in English that it would be difficult to surf the net properly if you didn't know some English, anyway.

A: Mmmm ... It's not just that, though. If you think about world politics and international relations, you'll find that English is usually the language of peace talks and government negotiations. That's because it's the one language that people have in common, I suppose.

B: And just think about the tourist industry! English is definitely the most important language there. British holidaymakers spend a lot of money in many countries every year. They travel everywhere!

A: Yes, and most of them won't be able to speak the language of the country they are in. And what about film stars and people like that? Wouldn't you say that the majority of the world's best known celebrities are from the USA and the UK?

B: Oh, I'd say so, yes. Strange, isn't it? Though a lot of that is simply good publicity and advertising. And there's the business aspect too, of course: the whole world imports products and services from the USA.

A: I suppose that's true, yes ... [fade]

Tapescript for Exercise 1b (p. 12)

1 Here at C-Books, we believe that Braille literacy is every bit as important to the blind person as ink-print literacy is to the sighted person. If the blind are to compete on equal terms with their sighted peers, no blind person should be limited in choosing what they would like to read just because it is unavailable or very expensive. So it is our primary goal to help ensure that every blind person has access to whatever Braille publication they need.

2 ***Woman:*** Can I help you?
Man: Yeah, I'm here about the phones.
Woman: The phones?
Man: Yeah, I'm from Vector.
Woman: Oh! Oh! I'm sorry, yes, yes, it's ... Well we've had this problem, whenever we try to access an outside line, we press the button and ...
Man: Is it doing it now?
Woman: Yes, yes, well I think so, actually if you could come over here, I'll show you ... Pressing any of these - say line 9 ... here we go, line 9. Listen.
Man: Ah yes, ah yes, I see. Yes, okay. Yeah, I can see to that, no problem.

3 Welcome to the Anderson Communications 24 hour helpline. You are not being charged for this call. If you need help with setting up your Anderson On Line Internet connection, please press 1. If you wish to renew your Anderson On Line Internet connection, or to purchase a new subscription to Anderson On Line, please press 2. If you have forgotten your account details, your username or your password, press 3. For help with other issues, please hold.

4 Hi honey, it's me. Just calling to say that I've taken the Fiat to the garage and it should be okay to pick it up tomorrow, so could you? It's having new brake pads fitted, but apart from that it's in top shape. Off to Paris now, taking off at 3.30 this afternoon. I'm hoping that the job I've got to see to is quite straightforward, so I should be flying back tomorrow evening. Could be quite late, so I'll just grab a cab. See you then.

5 ***Interviewer:*** So what you're actually saying is that you will not be refunding people who have bought faulty consoles?
Man: We can ... Well, look, we can replace, and indeed, er, we will replace most, er, every faulty console that was sold due to this ... er ... due to this mistake, but if a customer wishes to be refunded, then obviously this is a different, er, this is a different issue. Because, I mean, I don't see how someone could want a switchboard console for their business and then suddenly not want a switchboard console.
Interviewer: Well, it's simple, they don't want it because it doesn't work.
Man: Yes, but as I said, er, as I said, we will replace all faulty consoles, but giving a refund is quite a different, er, a different issue, isn't it, we would give refunds if consoles were unsuitable, but that's not the case, the new consoles, the ones that will replace the faulty ones ... um. ..
Interviewer: Will be suitable?
Man: Will be... um, exactly, yes.
Interviewer: Hmmm...

6 In technology news today, telecommunications giant Wesley Corporation have presented the new 'touch and talk' mobile phone at the Frankfurt Technology Fair. The new Wesley model does everything a normal mobile phone does, but also has the amazing feature of functioning like a long-distance walkie-talkie. That means that, at the touch of just one button, you are instantly connected to another mobile of your choice and you can leave a short voice message. Wesley believe that the new feature is going to be appreciated by consumers who ...

7 ***Woman:*** Have you got automatic text completion on that?
Man: What's that?
Woman: Automatic text completion. Where words are actually written for you by the mini computer inside your mobile.
Man: No. I didn't know mobile phones did that. Does yours do it?
Woman: Yeah. Look. You're writing a message, right? So if you write H ... E ... L ... it automatically completes the word: Hello.
Man: Oh. What if it gets it wrong?
Woman: You delete the last letter, then it lets you write your own word.
Man: Fabulous. Can I have that on my phone, too?
Woman: Not really. You'd have to upgrade to the new model.
Man: And how much would that be?
Woman: Probably about a hundred quid.
Man: Pff! Forget it. I'll just type it, thanks.

8 Okay, listen everybody, please ... Can I have your attention for a moment, please? Right ... My name is Stephen Greenwalsh and I am the legal representative of SupraPhone ... I'd like to ... I'd like to give you a few facts about the installation of the new aerial, and hopefully dispel a few myths. The aerial about to be installed has been inspected and approved by scientists appointed by the Stewart Commission. Copies of the certificate of safety are available, in fact here's one of them, and could I possibly have this projected on the screen please, Bob, thank you ... As you can see, the aerial has been manufactured in compliance with the guidelines issued by the government and ...

Tapescript for Exercise 2b (p. 12)

The era of the telephone kiosk is coming to an end. BT – the British telephone company owner of the vast majority, has seen its profits from payphones fall by half since 1999. They've got thousands that don't make enough to cover their cleaning costs. Between 10,000 and 12,000 are disappearing this year, and, almost certainly, more will follow. Only one adult in nine still uses payphones with any frequency, most preferring the convenience of their own mobile phone.

The British public telephone kiosk was the first in the world. It was introduced in 1884, only eight years after the invention of the telephone itself by the Scotsman Alexander Graham Bell. The 'public call office', as it was known back then, was a typical Victorian invention, using new technology to make money from a society which was moving faster and faster, and had started relying on communications to a great degree.

At first, public call offices were placed in shops, with only a curtain separating their users from the general customers. The callers did not feel comfortable with their conversations being overheard, and shop opening hours were restricted, so the telephones soon moved outside on to the streets. They were housed in wooden kiosks.

In 1924, a large competition was held to design a new, standard public telephone kiosk. The winner was Giles Gilbert Scott, architect of Battersea power station and Liverpool Cathedral, and his design had a distinctly historic quality: a heavy shell of glass and cast iron, neo-classical columns at the corners, and a high, arching roof. It was just a phonebox; but it had hopes to establish itself as part of the British culture, like the British police helmet, postbox and double-decker bus, and all the other internationally successful symbols of Britishness which were manufactured between the mid-19th and mid-20th centuries. The only mistake Scott made was over the colour. He wanted his phoneboxes to be painted silver. "Pillar Box red" was chosen instead, because it was much more visible and dirt didn't look too bad on it.

Between the mid-80s and the end of the 90s, far from disappearing, British telephone kiosks actually doubled in number. The commercial pressures created by privatisation pushed BT's phoneboxes into brand new locations; meanwhile, other telephone companies began introducing their own kiosks. They started selling phonecards, phoneboxes became more reliable, and the spread of the mobile phone simply seemed to increase the demand for telephones generally.

But it was not to last. Nowadays, BT is hoping to use its remaining payphones as Internet kiosks. Since August, a thousand of these have been put up, with 27,000 more to come over the next five years. It is a brave idea, and one which will help the millions of Britons without computers or easy access to an Internet cafe. But it is quite rare to see the kiosks in use.

In a decade or so, it is possible to imagine that Britain will have no phoneboxes at all. There is already a hungry collectors' market for traditional British phoneboxes - they sell for more than £2,000 each. So the last kiosks may end up on the ground floors of Californian hotels. Then again, while mobile phones continue to crackle and cut out, cause health scares, and remain too expensive for some Britons, there will be at least a small need for phoneboxes. And for some people, the payphone will continue to have its own romantic and historical value.

Tapescript for Exercise 4 (p. 13)

Interlocutor: Now, Susan, I'd like you to compare and contrast these photographs, saying which means of communication you think is most efficient.

SA: Well, the most striking similarity between the pictures is that both people are involved in communication: the woman is sending an email to someone and the man has just received a letter from someone. Another similarity is that they both seem to be concentrating, and they both look quite pleased, too. The main difference between the pictures is the method of communication: you type an email on a computer, press the 'send' button, and it arrives almost immediately on the other person's computer, whereas you write a letter using a pen and paper, and it could take a week or two to arrive. Another big difference, of course, is that a letter is more personal than an email. A letter can be quite efficient, but it depends on the postal service. I suppose an email is more efficient than a letter because it is delivered almost immediately, even to somewhere very far away.

Interlocutor: Thank you. Keith, which of these means do you mostly use to communicate with your family and friends?

SB: Oh, I mostly use email because it's quick and easy and it's not expensive. I like receiving letters, but I don't like writing them!

Interlocutor: Now, Keith, I'd like you to compare and contrast photographs, saying which of the two kinds of happiness is more important to you.

SB: The most obvious similarity between the pictures is that they both show an event of some sort: in the first picture, the people are arriving at a friend's house for dinner or for a party, and in the second picture there's a sporting event. I think it's American football, and maybe one team is going to score a goal or has just scored a goal. I suppose the most important difference is the kind of event: one is more personal and probably involves fewer people, while the other is quite public and involves a large number of people. I think the kind of happiness in the first picture is more important to me because it involves friends. My friends are very important to me. This kind of happiness is more permanent, whereas the kind of happiness in the second picture is temporary, though I suppose it's important as well, in a different way.

Interlocutor: Thank you. Susan what other situations make you feel this way?

SA: Oh, walking in the mountains makes me feel very happy: sometimes it's nice to be far away from the crowd!

Interlocutor: Thank you.

UNIT 2

Tapescript for Exercise 3a (p. 23)

Speaker 1

... (sigh) Oh, I'm fed up. I've got nothing to do. All my friends have gone away for the weekend and I'm stuck here on my own. I can't afford to go out and I really should study, but I can't be bothered. There isn't even anything on TV ...

Speaker 2

... I can't believe I got the job. I thought the interview went badly. It's amazing. The job is perfect for me and the money is good, too. I'll be able to buy a new car and who knows maybe even move into a bigger flat. Things can't get much better! It's exactly what I've been dreaming about and it's actually happened. Fantastic!

Speaker 3

... I haven't got time to deal with that now. You've no idea how much stuff I have to do. I'm giving a presentation at three o' clock and my boss wants this report finished by tomorrow morning. I mustn't forget

to phone Mr Wilson either. I don't know how I'm going to manage it all. Not to mention, I need to pick up Jason from the airport tonight and the car's still in the garage. It's an absolute nightmare!

Tapescript for Exercise 4a (p. 26)

Speaker 1

I can't wait for you to get here. We've got so many things to catch up on and there's so much I want to show you. I know you'll just love it here and there's plenty of things going on at this time of year.

Speaker 2

The best thing about student life for me is the freedom you have to do different things, not just on a daily basis at college, but also during the exceptionally long holidays you get. It's a time in your life when you're free from most forms of responsibility and there's just so much fun to be had.

Speaker 3

It was different when you lived nearby and could call round every day. I used to love dropping in to see you, too. I know you've only moved to the other side of the city and it's not as if we can't see each other at all, but it's difficult to get there without a car. I wish I could just pop over the road like before when I want a quick chat with a friend.

Speaker 4

My aunt's coming to stay with my five-year-old cousin for three weeks and guess who's expected to keep him entertained? He's really cute and I love him but I just know he'll drive me mad every day. He can't sit still for five minutes and he thinks I'm his big playmate.

Speaker 5

Having friends round for dinner is one of my favourite things. Selecting and preparing the food can be as much fun as the evening itself and for me there's really nothing better than just sitting around with people you know well in the comfort of your own home.

Tapescript for Exercise 1b (p. 28)

Speaker 1

I have always found that bringing my patients together is very helpful. They realise that they are not alone and I think that it does wonders for their self confidence. They feel like they are helping others as well as themselves and they also gain hope from seeing how the other patients improve. Working in this way gives my patients a safe environment in which they can discuss their problems with others, and that, after all, is what therapy is all about.

Speaker 2

This type of therapy is based on the idea that people can visualise and create things from their thoughts and emotions. Patients who have problems putting their problems into words can often express themselves by painting or drawing. I find that it works especially well with children but it can be used with patients of any age. It is really a journey of self-discovery, as the patients relax and learn more about themselves from the pictures that they create.

Speaker 3

We live in a busy and stressful world and many of us have no time to think about how we feel. Avoiding our emotions though, only leads to bigger problems in the end. I think that the best thing I can do for my patients is to teach them how to relax and think about their lives. By letting themselves go and focusing on who they really are, my patients find that they feel more alive. This can help them deal with problems at work or at home and lets them really live life to the full.

Speaker 4

It may sound strange at first. Certainly when most people go to take in the latest blockbuster, they don't think of it as therapy. For many of my patients, though, it can lead to a real breakthrough. They find that they can really connect with the characters and plots and this can give them inspiration and hope when it comes to dealing with real life. Whatever problems my patients have, I find that I can almost always recommend something on the big screen that will help them to look at their life in a new way.

Speaker 5

The beauty of this form of therapy is that you can do it anywhere. On the way to work, in the gym, or at home. It can help us to relax, improve our mood and reduce stress. I call it the Mozart effect but of course the composer or performer doesn't really matter. The important thing is to find a piece that creates an emotional response in the patient. It's amazing what a great effect a simple, everyday activity like this can have.

Tapescript for Exercise 2b (p. 28)

Presenter: ... and our next guest on *You and Your Pets* today is Roger Taylor, author of the best-selling book *Understanding Your Cat*. So welcome to our show, Roger.
Roger: Thanks, it's great to be here.
Presenter: OK, first of all, how did you get into this field?
Roger: Well, when I was growing up we always had cats at home, and when I started studying animal psychology it seemed like the natural thing to focus on. It's never boring. It's fascinating work: everybody I speak to wants to be able to understand their pet better.
Presenter: Now, do you think we can really understand cats? I mean how can you ever know what is going on in their minds?
Roger: Well, I guess we can never be one hundred percent sure, but I think you would be surprised how many signals cats can send out.
Presenter: You mean with their body language?
Roger: Absolutely. But you have to be careful! If a cat moves its head, that just means it wants to look at you, or at something else. And it uses its paws to play and to wash itself. What you really have to look at is a cat's tail.
Presenter: And what about cats who sit with their tails wrapped around them?
Roger: Oh well that's good. It's usually a sign of a contented cat. If two cats are facing each other before a fight, though, this is a defensive position. The more aggressive cat will have its tail fluffed up and pointing down or straight out.
Presenter: Really? That's interesting. So what other body language do cats show?
Roger: Oh there are all sorts of things. If you can't tell what a cat is thinking from its tail then its ears will probably give it away.
Presenter: What do you mean?
Roger: Well again, if two cats are facing each other before a fight they will probably both growl and make frightening sounds, but if you really want to know what's going on then look at their ears.
Presenter: What should we be looking for there, then?
Roger: The defender's ears will lie down flat against its head for protection. The more aggressive cat will also flatten its ears but with a twist so that they are pointing slightly forward.
Presenter: What about times when they are not fighting?
Roger: Well if your cat is feeling confident or curious, its ears will be pointing upwards and slightly forward. This will let him hear as much as possible.
Presenter: So do you think cats can understand anything from our body language?
Roger: Oh I'm sure they can. Unlike dogs, who listen carefully to the tone of your voice, cats actually watch your eyes. One of the best tips I can give to your listeners is that when they see a cat looking at them

they should blink slowly. This sends a friendly message to the cat letting it know that you are not a threat. If you do this, you will often find that the cat will come over and let you stroke it.

Presenter: Someone once told me that you should never stare at a cat.

Roger: That's right. It sends a very negative message. When a cat wants to keep another cat away from its territory you will often see it staring at the intruder.

Presenter: Well, I'm afraid that's all we've got time for now. Who would have thought you could learn so much from just watching your pet. I mean ... even if you're not a cat lover, I'm sure you'll all look at cats differently from now on. Thank you so much for being with us.

Tapescript for Exercise 4 (p. 29)

Interlocutor: Now, I'd like you to talk about something together for about three minutes. I'm just going to listen. Here are some pictures of common situations. Talk to each other about how stressful you think each one can be, then choose the three that you think are the most stressful. It is not necessary to agree with each other.

SA: Hmmmm ... here's people moving house. I think that's pretty stressful, don't you?

SB: Well ... I'm not so sure. I think it's not so bad. You just have to pack everything up and move on to your next place. But I do think that going to the dentist is stressful.

SA: Oh, so do I! It's stressful because you have no control.

SB: That's right. And you don't know what's going to happen next. Look at this woman eating in the car: I think she's in a hurry.

SA: Yes. I think that's very stressful because you have no time to enjoy your food, and you'll probably get indigestion, too!

SB: Mmmm ... I don't mind that: I'm always eating in a hurry! I don't think it's very stressful. But look at this one. This poor boy sitting in an exam. Now exams are stressful, really stressful: sometimes you can get a blank and you just can't think of anything to write.

SA: Yes, I agree with you there. People can get very nervous, too, so they don't do their best. Exams are certainly stressful. What about these people here? What do you think they're doing?

SB: Mmmm ... I'm not sure. They seem to be in a hurry, don't they?

SA: Yes, they do. Maybe they're rushing to work. Maybe they're late. Do you think that's stressful?

SB: Yes, I think being late is stressful because you can't relax and you know that everyone is waiting for you.

SA: That's true. It can be terrible, especially when you're late for something important.

SB: Like an interview. Look at this picture here: here's someone in an interview. Do you think interviews are stressful?

SA: No, not particularly. I think they're quite exciting: a challenge!

SB: Oh, I hate interviews! I think they're stressful because you never know what question they're going to ask you next. Now ... this last picture: do you think it is a press conference?

SA: Yes ... I think it probably is. Now I think that would be very exciting, not stressful at all.

SB: Oh, I'd find it very stressful. I'd hate it!

SA: Do you think we can agree on the three most stressful situations?

SB: Probably. Mmmm ... didn't we agree on the dentist?

SA: Yes, and the exams ... oh, and the rushing around!

Interlocutor: What other experiences or activities do you find stressful, and why?

SA: Well, I work part time in a restaurant and when it's busy I get stressed. There are so many things to do, but you still have to be friendly and helpful with the customers. It can be very stressful. What about you?

SB: Erm ... well, I'm a student and sometimes we have to give presentations in front of the rest of the class. That can be very stressful. With all those people watching me I always think I'm going to say something stupid and make a fool of myself.

Interlocutor: What do you usually do to relax?

SA: Mmmm ... after I've been working hard, I find that the best way to relax is just to do nothing. I love to spend a lazy evening on the sofa watching a video or something on TV. How about you?

SB: Oh no. I get bored very quickly if I'm doing nothing. To relax, I love to go for a long run or for a swim. For me, getting some exercise is a great way to wind down.

Interlocutor: Thank you.

Self-Assessment Module 1

Tapescript for Exercise 9 (p. 41)

1 ***Man:*** ... and the reason I like loosely-defined deadlines is because I know that the work we do here cannot be rushed – in other words, you can't force someone to come up with a good ad just because you need one by lunchtime. My experience here has taught me that there are days when you will struggle to write a single sentence, and there are days when things will just flow from your pen with almost no effort. Anyway, I promised I'd keep this short, so, great to have you all aboard, and wish you a productive and enjoyable time here at Apple Advertising. I now hand you over to ...

2 ***Woman:*** Oh, hi Alan! Welcome back!
Man: Hello Susie.
Woman: It's good to see you. How are you feeling?
Man: Well, a little uncomfortable having to walk around with this thing on my neck, but basically okay.
Woman: That's good. So is that you back at work now?
Man: Pretty much. To tell you the truth, I missed this place. I was going mad being at home all day.
Woman: I bet you were. How are Julia and the children? Tara said they were in the car too when it happened.
Man: Oh, they're fine. I was the only one who was hurt, thankfully.
Woman: Yeah ... Anyway, good to see you back.
Man: Thanks, Susie.

3 ***Man:*** And here's a summary of tomorrow's weather. A bright start all over the country with frost mostly in the west, but scattered clouds will blow in from the north-west before noon, and there will probably be patchy rain over much of Scotland and Cumbria. Mostly dry with bright or sunny spells in central, south and south-east England, the odd mild shower in the south and south-west. Temperatures will range from 7 to 16 degrees Celsius, so it will feel less cold than of late, especially in the sunshine.

4 ***Man:*** [angrily] I can't for the life of me understand why kids do that sort of thing. I mean, what pleasure can anyone get by smashing a phonebox or slinging a rock at a street lamp? Look, I'm not one of those people who think that teenagers are the cause of every problem society faces. I used to be a teenager too, and I used to get up to all sorts of mischief – but even today, if you asked me 'why did you do that', I'd be able to tell you: there was fun to be had out of it. But this aggression, this vandalism, I just don't understand it. Where's the fun in breaking things?

5 ***Woman:*** So what's this new computerised search system like?
Man: Well, it's certainly easier to use than I thought it would be. I mean, I thought that you'd have to know loads of stuff about computers to use it, but it's quite user friendly.
Woman: So how do you search?

Man: There's nothing to it. Look. You just type in the title or the author of the book you're looking for, and ... there. It returns the book's code and the number of the shelf you'll find it on. It even tells you if it's on loan or reserved.
Woman: Clever!
Man: Isn't it?

6 *Woman:* ... and if you turn to page 4 of the booklet that I have just handed out, you will find an analytical outline of the course with exact times and locations for all seminars and tutorials, as well as deadlines for submission of essays. But, enough of the preliminaries, let's get on with our introductory discussion, which will focus on the definition of the term 'humanism'. When we use the term 'humanism', we refer to a variety of beliefs, methods and philosophies that focus on people and their everyday lives. It is a widely-used term in many disciplines ...

7 *Man:* There are long delays on the M6 heading south after a truck overturned and caught fire earlier this morning between junctions 12 and 13. Only one lane of that part of the motorway is currently in use. The truck driver was taken to hospital with minor injuries. Motorists are advised to avoid using this part of the M6, and Police have sign posted alternative routes in the area for that purpose.

8 *Woman:* How's Julie?
Man: Busy as ever. She's considering doing a project in Leeds.
Woman: I see. Does that mean you'll be moving?
Man: Oh, no. She'll only be there for five weeks or so, then she's back in her office.
Woman: She does get about, doesn't she?
Man: She loves it. Says it's the best part of her job.
Woman: Say hello from me, ok?
Man: Sure.
Woman: Now, shall we have a look at that shoulder of yours?
Man: Yeah. It's been giving me a little bit of pain again this week.
Woman: Hmm... does this hurt?
Man: No, not really. Ouch! That does!
Woman: Sorry.

UNIT 3

Tapescript for Exercise 3a (p. 45)

Speaker A

I deal with people when they're sitting down! I have to be cheerful, patient and ready to deal with the unexpected. I have to look well all the time. My salary is not very high but I get plenty of chance to travel and we also get cheaper air tickets of course. I like my job because the hours are always changing and I'm never in one place very long.

Speaker B

I deal with people of all ages, though I like working with children best. I have to be really kind, patient, caring and ready to listen. I also have to be very careful because a lot depends on it. My salary could be better but I love my job because I know I'm helping people when they need it most.

Speaker C

I deal with food and with people. I have to be able to work under stress and to be creative at the same time. I have to be very careful about hygiene. I've no complaints about my salary. I love my job because other people enjoy what I make. The hours can be anti-social, but I wouldn't do anything else!

Tapescript for Exercise 3a (p. 48)

1 *Male:* I know it's an unusual job ... but you'd be surprised how many of us there are! I suppose you just don't hear about us much ... we're so far from everyone ... I enjoy my own company ... and I do have a cat ... so being a lighthouse keeper is the ideal job for me ... it's not boring at all ... there's always plenty to do ... especially when the weather is bad ... and there's lots of time for reading and thinking ... I never get lonely ...

2 *Female:* When I was in school ... I was never any good at maths or science ... those kinds of subjects ... but I always got high marks in Spanish and French ... and Latin ... I thought about becoming a teacher ... but then I decided to learn Russian ... and I ended up doing an interpreters' course in Brussels ... I have three children now ... but I still do a lot of freelance interpreting ...

3 *Female:* Well ... I have two sisters and four brothers ... I'm the eldest ... so when we were younger, I used to help look after them ... bath them, put them to bed ... that kind of thing ... I always enjoyed it ... I never minded babysitting when mum and dad went out for the evening ... at first I thought about being a nanny ... but then I decided to become a primary teacher ...

4 *Female:* Yes ... it's what I always wanted to do ... even when I was very young ... the idea of seeing so many different places seemed wonderful! I knew I wanted to go all over the world ... I speak fluent French and German ... I was accepted for the training course and ... I've been an air-hostess for ten years now ... in the morning I might be in London ... and in the evening I could be in New York ... fantastic!

5 *Male:* I was lucky ... my family had plenty of money ... I had a happy childhood ... with everything I wanted ... but I used to see children from the poorer areas of town ... and the mothers who always looked so tired ... I knew I wanted to do something for these people ... when I got older ... so I decided to become a social worker ... it's not an easy job ... people don't always want your help ... but it's the only job for me ...

Tapescript for Exercise 1b (p. 50)

1 [Knock]
Woman: Come in.
Man: You wanted to see me?
Woman: Have a seat, Brian.
Man: Thank you.
[Pause, paper shuffling]
Woman: Ehm... I... I have been looking at your figures for the last trimester...
Man: Oh...
Woman: It's not very good.
Man: I know...
Woman: It's 50 percent below your target.
Man: 50 percent? Really?
Woman: Yes, I'm afraid so.
Man: I thought it was more like 40.
Woman: No, it's 50 percent.
Man: I... well...
Woman: What are you going to do about it?
Man: Well, you see, I meant to see you about it myself, I'm glad we're... I'm glad you called me in this morning. The thing is, you see, the market is just not moving.
Woman: It's up to us to make it move.
Man: I know, but I don't think anyone from the sales team achieved their targets last trimester.

Woman: I know that too, I'm seeing each and every one of you today. And tomorrow noon we're going to have a strategy meeting and I expect proposals from each sales executive. We're going to solve this.
Man: Alright. Alright, yes.

2 ***Newscaster:*** ... will be decided at a later date. And, finally, when it comes to employee perks, most people don't care for company cars or free gym memberships - they would rather have flexible working hours.

A survey of 4,000 people for the Department of Trade and Industry has found that nearly half would choose flexible hours as the benefit they would most look for in their next job. Not surprisingly, the preference is even stronger among those with children under the age of six. Only 10 per cent would prefer a company car and 7 per cent a free gym membership. One third said they would rather have the option of working flexibly than receive £1,000 a year more pay.

The DTI hopes the research will act as a wake-up call to employers, raising awareness of new family-friendly employment rights to be introduced on 6 April. The new regulations...

3 ***Woman:*** Are you a musician aged between 18 and 25? Now there is a unique opportunity for you to start being rewarded for the years of effort you have invested in learning your instrument. Astor Hospitality are looking for young pianists, guitarists, drummers, bassists, saxophonists and trumpet players to staff their in-house hotel bands across southern Europe. We offer free accommodation and meals, a choice of temporary or permanent contracts, various perks and benefits and, most importantly, the opportunity to meet and play with other musicians. So what are you waiting for? If you are a young musician, call us now on 0978 656900 and find out more.

4 ***Newscaster:*** We now go back to Steve Hench in London. Steve, how are things there?
[Crowd noise, rock music in background]
Steve Hench: [At the top of his voice, excited] Well, Bob, it's getting really crowded here in Trafalgar Square, I would say that at least five thousand people have arrived since eleven-thirty. It's all very spirited and cheerful, the crowd are really enjoying the concert and they are all singing and dancing together. Celebrities keep turning up, the mayor of London took his seat in the VIP box about ten minutes ago, and he was shortly after joined by the Chelsea FC chairman. It's now eight minutes to twelve, the weather is good, it's a bit cold but the sky is clear and the firework display scheduled for midnight is bound to be quite spectacular. Elton John is about to leave the stage now, and it's ...

5 ***Woman:*** [Stressed, a little angry] Good morning. I've no idea why there's nobody to pick up the phone at nine o'clock in the morning but when you lot do decide to get to work, could Vera or Dave look through the Hobson file, take out the last three orders we placed with them and fax the lot to ... hang on ... right ... 0036 227 298455. Please do this immediately when you get in, I'm already on the premises and I'm seeing them in thirty minutes. Oh, and, guys? If this goes wrong because you couldn't be bothered to turn up for work on time this morning, I give you my word that heads will roll.

6 ***Woman:*** Since 1991, the annual Optimas Awards have been a source of ideas, direction and inspiration for professionals in all fields of business. The Awards promote and celebrate success at solving some of the biggest business challenges of our time.
Optimas Award winners have helped open new markets around the world, reinvent administration, cut bureaucracy in business dealings, take health care to rural Britain and revitalise failing business units. Not surprisingly, Optimas Award winners have pushed their organisations to record profits, greater market share, higher stock value and better reputations. In short, they have produced business results.

But I think it is now time to announce this year's Optimas Award winner. Could I have the envelope, please...

7 ***Man:*** So, Helen, you are a C++ programmer?
Helen: That's right.
Man: Tell me a little bit about your experience.
Helen: Well, I got interested in programming while I was still at high school, but I first worked with the language when I went to university...
Man: Manchester, right?
Helen: That's right, Manchester University... I enjoyed working in C++ and I decided that I would do all my programming work in that language whenever the syllabus allowed it. Then, after graduation, I went to work for an IT company in the US for a year...
Man: What company was that?
Helen: Natfeed Communications.
Man: I see. Go on.
Helen: And then I returned to Britain. I thought I might do a postgraduate course, but I think I'd like to get a job more.
Man: I see.

8 ***Man:*** So, how are things now you're working from home?
Woman: Well, it's got its pros and its cons. I don't have to commute, which means I don't get stressed trying to get there every morning and I save money because I eat lunch at home. And, of course, I can make my own schedule.
Man: You lucky thing. I wish I could have a more flexible schedule. So what's the downside?
Woman: Well, neighbours and friends keep popping in for a cup of tea because they know I'm here all day. I don't think they believe I still have things to do. Sometimes I have to practically kick them out!
Man: Oh. I'm not keeping you from working right now, am I?
Woman: [laughs] No, no...

Tapescript for Exercise 2b (p. 50)

Presenter: For many of us, a job interview ranks as one of life's toughest challenges. Common responses to a call to interview range from mild apprehension to downright terror, and little wonder. Presenting ourselves to our best advantage in today's fiercely competitive job market is a daunting task to say the least. Human Resources Manager, Tim Foster, joins me today with advice and tips on how to shine at your interview and, hopefully, secure that job! Tim, welcome to the programme.
Tim: Thanks, John. Yes, job interviews certainly do present a challenge, but don't forget that they also provide you with the opportunity to find out more about the position you've applied for. To do that successfully, however, it pays to do some homework.
Presenter: Homework?
Tim: Yes. If you can, arrange to visit the company or organisation you're interested in joining at least a week prior to your interview to familiarise yourself with the environment, the type of work they do, and the kind of tasks you're likely to be assigned as an employee. Perhaps the company's promotional leaflets or brochures are available at the reception desk. If so, take them and read them. A little preparatory work will not only boost your self-confidence but also convince a prospective employer that your interest in the company's service or product is genuine.
Presenter: I see. So, what next?

Tim: Don't let your investigations go to waste. Use the information you've gathered both to prepare questions and anticipate those you're likely to be asked during the interview.
Presenter: I suppose it wouldn't be a bad idea to write them down either, would it?
Tim: Of course not, and doing so will certainly help you remember details or ideas you might otherwise forget.
Presenter: What about easing those pre-interview nerves?
Tim: Well, once again, it's all down to preparation. Be organised! Don't overlook what may appear to be the least significant details, such as deciding what to wear to the interview or how you intend to get there. Arriving late for your appointment will give a bad first impression, so always consider the possibility of traffic jams, delayed buses or trains and so on, and aim to arrive for your interview with plenty of time to spare.
Presenter: OK. Supposing we've made it to the interview without any serious hitches or last minute panics. What next?
Tim: Never forget that your conduct may be observed both before and after the interview. From the moment you walk into the building be polite and courteous to staff and fellow candidates alike. The person you wish good morning to in the reception area may be among the team of interviewers you'll meet later.
Presenter: Good point! So then, how about the interview itself?
Tim: Well, following the guidelines I've just mentioned should ensure that you enter the interview room feeling calm and focused. If you don't, at least smile! After all, this is an interview, not an interrogation. Listen carefully to the questions you are asked and try to answer clearly and succinctly. If you don't understand a question, ask the interviewer to repeat it or explain what he or she means, but avoid saying nothing at all at any cost.
Presenter: If you simply don't know the answer to a question, Tim, what then?
Tim: Then, say so, but always try to offer a reasonable alternative answer. Remember, you have a limited amount of time to convince the interviewer that you are the right person for the job. Don't waste it.
Presenter: Right. At which point in the interview is it appropriate to ask questions?
Tim: Most interviews conclude with the interviewer inviting the candidate to ask questions, and it would be unusual to have no queries at all. Having said that, if all your questions have been answered in the course of the interview, then say so. It goes without saying that you should never ask the interviewer personal questions about his or her private life. Believe it or not, it happens!
Presenter: Tim, thanks very much for your advice and good luck to all job hunters who are tuned to this programme. Now, on a slightly different subject, have you ever ... (fade)

Tapescript for Exercise 4 (p. 51)

Interlocutor: Look at the two pictures showing people at work. Compare and contrast the two pictures, saying which person you think gets the most satisfaction out of his job.

SA: Well ... In both situations the people are using their hands to work. In the first situation the potter is shaping the clay with his fingers and the young man in the second situation is typing information on the keyboard of his computer using his fingers.
However, errr ... that's where the similarity ends because the potter is creating a beautiful object using his ... imagination and clay, whereas the office employee is using technology in order to produce work.
Job satisfaction is a personal matter, but ... I'd say that the potter's work must be hugely satisfying because he is an artist.
For this reason, errr, I'd choose to be a potter because I feel this work offers a great sense of achievement.

Interlocutor: If you could do either job which would you choose? Why?

SB: I'm a big fan of technology actually so for me the best choice would be the job in the second situation. You can do creative work on computers too you know!

Interlocutor: Look at the two pictures showing different memorable moments. Compare and contrast the two pictures saying which person is likely to remember the moment for the longest time.

SB: The most obvious similarity is that errr... both pictures show people at home sharing time with family or friends. A common feature in the pictures is the great pleasure people experience in these situations.
The most ... noticeable difference appears to be the nature of the relationships in the pictures. They are both personal, but errr .... the second picture looks like a grandfather and granddaughter – a very close relationship, while in the first picture a man is opening the door to greet friends or relatives. The situations themselves are ... dissimilar in that in the first picture the man is opening the door to relatives or friends who may have come over for lunch or a surprise visit, but in the second picture it looks like it's the baby's first birthday. ... I can see the grandfather holding a brightly-wrapped gift.
Well, ... I think that the second picture is a more significant occasion than the first, because it's quite usual to invite people to our homes, whereas a grandchild's first birthday is very special and important. For this reason, I believe that the grandfather in the second picture is likely to get pleasure from remembering the moment for the longest time, and will treasure this memory.

Interlocutor: Which person feels the greater sense of personal achievement?

SA: Well, ... maybe the man in the first picture is celebrating some kind of success. He might have passed an exam ... or been promoted at work – so he could feel a sense of personal achievement. The grandfather errr... probably is experiencing personal satisfaction as he holds his grandchild in his arms. I'm sure he feels proud and loving towards his granddaughter. So, I think that the man in picture one feels the greatest errr... sense of personal achievement, because the grandfather is experiencing another kind of emotion, personal satisfaction.

Interlocutor: Thank you.

UNIT 4

Tapescript for Exercise 2b (p. 61)

Pamela Roberts

When I was young, we lived in a three-bedroomed semi-detached in the suburbs. It was nice, but my mum had this awful habit of never throwing anything away. So the place was always jam-packed full of all sorts of stuff: ornaments, lamps, clocks that didn't work anymore, books nobody would ever read and so on. So I've grown up to be quite the opposite. I like things to be neat and tidy and I like rooms to look spacious, not crowded or cluttered. I don't have any unnecessary furniture in my house and I love natural light. Rooms that are spacious and bright make me feel relaxed and free. Cluttered rooms make me feel depressed and claustrophobic. So if I'm not using something, it'll go in the bin or in the loft. Hey, what do you expect? I'm a newspaper editor, it's my job to get rid of irrelevant bits!

Harry Strong

Being an airline pilot, I travel a lot and I'm sometimes away from home for weeks at a time. So when I do come home I want to feel relaxed and comfortable. Home is where I rest and recharge my

batteries. Although I live in the city, I like to feel close to nature so I spend a lot of time in the garden. I also have a lot of potted plants in the house. My favourite room is the sun lounge because I can sit in there and look out of the picture windows onto the garden, whatever the weather. There's lots of light and a nice view and it is decorated in neutral colours so I feel totally at ease.

Sarah Conway

I like my house to feel warm, cosy and comfortable and to have that 'lived in' look. I like rich colours and solid furniture that is beautiful and will last forever. I have a good income as a solicitor and so I can afford the nicer things in life and I want my home to reflect this. I suppose my taste is traditional, but I just don't see what is so great about modern designs. They make a room seem cold and empty. I can't stand bare white walls and empty shelves. I like to have my favourite things around me, like ornaments and pictures and family photos.

Tapescript for Exercise 1b (p. 66)

Speaker 1

I thought it would be fun, you know – being with seven people with different interests and personalities and so on. But imagine us all trying to cook a meal or use the bathroom at the same time...chaos! The solution was to organise rotas for everything, and believe me, that can seriously interfere with your social life. I mean, you can't just drop everything and decide to go out if it's your turn to cook for everybody, can you?

Speaker 2

It's great having a place to yourself but London rents are far from cheap, as I discovered when I moved here six months ago. Still, I had a good feeling about Kate when she responded to my ad in the paper, and before I knew it she'd moved in! Things happen fast in this city and finding the right person to share with can be a bit of a lottery. I'm amazed we get on so well in such a small flat considering we were complete strangers when we first met!

Speaker 3

The Browns are lovely people and, having my own room, I do feel part of the family although I admit it took me a while to get used to their weekly routine, not to mention the British way of life. There was so much to remember: what time I had to collect the children from school, their likes and dislikes, organising things to do at the weekend... things like that. It's all part of my job, though, and they pay me a good salary.

Speaker 4

Inconsiderate is too kind a word to describe our Ralph! He's twenty-four and about as domesticated as a wolf. Mum complains that she didn't bring him up that way and wonders why he's such an ungrateful slob at his age. I could tell her! He talks about 'finding work' and 'wanting privacy and independence', but while she does everything for him except blow his nose, he's never going to clear off!

Speaker 5

You could say I'm a creature of habit. I mean, I'm accustomed to doing things a certain way...well, my way to be honest, and I doubt whether I'd adapt very well to having someone else hanging around. Not that I don't appreciate a bit of company once in a while; visitors are welcome to drop by - providing they aren't carrying a suitcase and all their worldly belongings!

Tapescript for Exercise 2b (p. 66)

Presenter: Britain has been the home of many famous eccentrics. With me here today is Heather Carey, author of The Homes of the Great British Eccentrics. Heather, thanks for coming in.

Heather: My pleasure, Bruce.

Presenter: Well, I had a look through the first few pages and, I must admit, I'm fascinated. I mean, all this wealth going into such unusual homes...

Heather: Yes, it is quite fascinating, isn't it? Being rich helps if you want to build your own fairytale castle so it is not surprising that some of the strangest buildings in Britain were built by wealthy people.

Presenter: Shall we talk about a few of them?

Heather: Sure. Let's start with Wellbeck Abbey. This was the home of Scott-Betnick, the fifth Duke of Portland. Although Wellbeck Abbey was huge, the Duke only lived in one room of the house and avoided all contact with other people. His meals were sent to him on a miniature railway train from the kitchen so that he would not have to see his servants. He spent most of his fortune building a second house under the first one. This has an 80-metre long library and the largest ballroom in England, with room for 2,000 guests, which is strange as he never had any.

Presenter: Unbelievable ...

Heather: And it gets even more unbelievable. When relatives visited the house after his death, they did not find a single piece of furniture in any of the rooms above ground, which were all painted pink. The one upstairs room in which he lived was full of hundreds of green boxes, each one containing a single brown wig.

Presenter: Out of this world. What about the one we were discussing earlier, Witley Park, was it?

Heather: That's right. Witley Park belonged to Whitaker Wright. He spent a fortune improving the house. One of these improvements was the building of an underwater ballroom. He added four artificial lakes to the grounds and, in the middle of one of them, he created a small island. Beneath this is a large ballroom built of iron and glass. Even today, those who are invited there can still watch the fish swimming past as they dance.

Presenter: I wonder if it's too much money that makes you want to do strange things with your house...

Heather: Well, actually, you do not have to be extremely wealthy to have an eccentric home. Take Eagle Rock in Sussex, for example. The house is shaped like a huge glass-and-steel bird. Ian Ritchie built the house in 1983. The 'body and wings' form the living accommodation, the 'head' is a loft, the 'beak' is a car porch and the 'tail' is a conservatory. And there is Alexander Wortley, who was an example of someone who expressed his ideas through his choice of home. He did not agree with paying taxes and so he chose to live in a small wooden box – 1 metre wide, 1.2 metres long and 1.5 metres high. The box was on wheels so he could travel with it. The only furniture inside was an old bus seat and some shelves. He lived in this unique mobile home for most of his life until he died, at the age of eighty.

Presenter: Incredible. Heather, thank you very much for joining me today. Heather's book, The Homes of Great British Eccentrics, is available from...

Tapescript for Exercise 4 (p. 66)

Interlocutor: Now, I'd like you to talk about something together for about three minutes. I'm just going to listen. Here are some pictures of household items. Talk to each other about how often you use each one. Then choose three that are so important that every home should have them.

SA: The cooker and the fridge are things I use every day and I think they are essential items in every home. What do you think?

SB: Erm ... We've got a microwave ... they're good.

SA: Yes, but you can cook more things on a traditional cooker. Don't you agree?

SB: Mmmm ... I don't know ... maybe ... Have you got a toaster?

SA: No. I don't think they are necessary, do you?

SB: No. ... We've got a computer. ... I like play games a lot. You?

SA: We haven't got a computer at home. I watch TV every day though and I often play CDs on my hi-fi. I don't think I could live without either of those. I think that every home should have some form of entertainment.
SB: Yeah ... Me too.
SA: Probably the TV is the most important of the three, then. What about the dishwasher? I think they are handy, but not absolutely essential. We manage without one.
SB: ... Us, too ... the telephone?
SA: I think the telephone should definitely be one of our choices. Everyone needs a phone at home.
SB: No. ... I use my mobile phone more.
SA: Alright, you could be right, but what about the iron and ironing board? Surely every home needs those? We've definitely got them.
SB: Erm ... yes ... but not really ... lots of clothes ... don't need to ironed
SA: Actually I think you're right. So we agree then. The TV, the fridge and the cooker are the three most important items that every home should have.
SB: ... Erm ... yes ... OK.

Interlocutor: What do you think life would be like without modern appliances?

SA: I think everything would take a lot longer. It would be difficult to keep food fresh without a fridge and cooking would be very difficult without a cooker. What do you think?
SB: Uh ... we'd be tired ...

Interlocutor: Which household chore do you dislike the most and why?

SA: I think modern appliances have made our lives easier by saving us time and work. We now have more free time to do more enjoyable things at home instead of housework such as using our CD players and computers. How about you?
SB: Oh ... Erm ... I agree with you.

Interlocutor: Thank you.

Self-Assessment Module 2

Tapescript for Exercise 9 (p. 80)

Presenter: With me in the studio to discuss the new trend called 'personal hours contracts' is Business consultant Anne Dudley. Anne, thanks for coming in.
Woman: Thank you, James.
Presenter: Now, what exactly is a 'personal hours contract'?
Woman: What it basically means is that you have an agreement with your employer to work a certain number of hours per year, but with maximum flexibility. In other words, these hours can be whenever you want them. For example, you could work twenty-four hours over Monday and Tuesday, take Wednesday and Thursday off, and work another eleven hours at home on Friday and Saturday.
Presenter: Why are businesses offering this option? I mean, what do they get out of it?
Woman: Well, companies want to attract high fliers - people who have very desirable skills and a lot of experience. Now, this is straightforward for large corporations who can pay these people very high salaries. But small businesses can't afford that. So they've come up with this alternative. They offer employees the chance to fit their jobs around their lives, rather than have to fit their lives around their jobs.
Presenter: So are these people - these high fliers, as you called them – willing to give up their fat salaries for more flexibility?
Woman: Absolutely. People are more than happy to make do with less money if they are going to have more control over their working lives.
Presenter: What about people who abuse the system? I mean, what if someone says they've been working at home when they haven't?
Woman: It's not really a problem. If people fool around with a personal hours agreement it becomes obvious very quickly. Businesses look at productivity. If you say you've worked 50 hours at home this month, then you have to submit the work. An experienced manager can easily tell whether what you submit really is 50 hours' worth of work or whether you put it all hastily together on a Sunday afternoon.
Presenter: So you've been using personal hours contracts in your company for a year now, is that right?
Woman: Yes.
Presenter: How successful has the system been?
Woman: Extremely. To begin with, we've attracted a couple of executives whom we would never have been able to afford otherwise. Secondly, all the people who chose a personal hours contract have produced considerably more and better-quality work than they previously did. And another thing, the atmosphere in the office is much more easy-going, because people are not as stressed as they were when they worked 9-5.
Presenter: Are there still people in your company who work 9-5?
Woman: Oh yes, quite a few. Some of them prefer to have a structured routine, so they didn't take our offer of a personal hours contract, and others - well - we didn't make them an offer.
Presenter: Why not?
Woman: Well, people who work on a personal hours contract, and especially people who work a lot of hours at home, need to have a certain set of extra skills. No one is supervising you, so you need to be self-motivated and comfortable working by yourself. You need to be disciplined, have set goals and good time management skills. If we feel that an employee hasn't got these skills, then we won't offer him a personal hours contract.

UNIT 5

Tapescript for Exercise 3 (p. 83)

Speaker A

Well, basically, you can find them on every high street corner. I mean they're a part of everyday life all over the world, aren't they? I like the convenience of them. For example, if I have a busy day, I can pop in, buy a burger or some fries and be back at work in ten minutes. I'm not sure, of course, about the nutritional value of what they serve, but it's certainly very tasty!

Speaker B

I think it's great that we can now get cheaper tickets. Companies have cut out all the extras such as in-flight meals and boarding cards that the regular ones offer and so the final cost is so much more reasonable. Personally, I am not interested in having fancy meals or more space or anything like that. All I need is to fly from A to B as cheaply as possible and that's it!

Speaker C

Some people find it rather artistic. They think it is a modern way for youngsters to express themselves. I find it all too messy and unattractive! Any spare wall space is being eaten up by this wave of so-called artistic talent! Basically it is destruction of property and vandalism. Why don't they learn to paint instead?

Tapescript for Exercise 1b (p. 88)

1 Teenager

Well, actually, I like it because it's one of the few programmes that has all the right elements. For one thing, it stars one of my favourite actors, Doug Kelly, who seems to have this amazing ability to create an exciting atmosphere. He always has me sitting on the edge of my seat! And of course it's great to get an idea of how wealthy people live, which is the main reason why I enjoy watching it really.

2 ***Helen:*** Morning, Claire, how are you finding your new job?
Claire: Fine, thanks.
Helen: Of course it'll take you time to get used to it. I remember it took me at least three months to feel comfortable there. I presume you've heard about the night out that we've organised?
Claire: Yes, have you decided on a day yet?
Helen: It was going to be tomorrow, but I've already planned to go to the cinema, so we're going on Wednesday after work. You know where the place is, don't you? It's just two doors down from the office so it's convenient for everybody.
Claire: Right. What's it like there?
Helen: It opened last week and they say the food is out of this world! You do like Chinese, don't you? Oops, ... nearly missed our stop! I have to pop into the bank so I'll see you later.
Claire: OK. Bye.

3 ***Man:*** Good morning, I'd like some information on some of the activities you offer.
Receptionist: Yes, of course. Is there anything you're particularly interested in?
Man: Well, I'm doing an awful lot of sitting, so I'm desperate to have some sort of total body exercise.
Receptionist: Well, we offer a variety of activities, but of course not all are suitable for you. For example, you can practice lifting weights, but then, as you mentioned, you're looking for a general workout rather than one that strengthens certain areas. I personally suggest the pool programme or the general fitness programme, which are both good for total body exercise.
Man: Mmmmmmm, I think I'll settle for the first one, as I love the water so it should be quite relaxing as well. So, ... when can I start and ...

4 ***Interviewer:*** Today in the studio we are delighted to welcome back one of our favourite stars who certainly has a passion for Italian style and culture. Theresa Banks, I hear you're off to Milan at the end of the week, is that true?
Theresa: Ah, well it's really supposed to be a secret, but I'm actually leaving the catwalk behind for a few months to take the lead role opposite actor Ally Welsh.
Interviewer: So no more photo sessions for a while, then.

5 ***Louise:*** What are you looking for?
Maggie: I know I put them in this bag somewhere ... I'm looking for ...
Louise: Put your glasses on and then you might get somewhere!
Maggie: Well that's what I'm looking for, my dear Louise!
Louise: And of course if you took your gloves off, you might be able to find your glasses!
Maggie: Here we are! Anyway, I just want to check the washing instructions on these new jeans. I hope they're not dry-clean only. I'm planning to wear them to the party on Saturday night.

6 ***Host:*** Well, we've had quite a number of reactions from the young ladies in our live audience on the theme of advertising, so now let's find out about the male side of things. Let me see ... what about this young man here?
David: I'm David and, whether we like it or not, I feel it's a necessary part of everyday life that keeps us in touch with the latest trends. After all, businesses probably wouldn't survive without it, despite the fact that we do often buy things based on what friends might recommend.
Host: Thank you, David. Now, what about this ...

7 Man

Maxwell called me into his office late last night to talk about the new chain he's planning to open in the Spring. Would you believe he's actually thinking of providing live entertainment in each location. It's bad enough that he wants employees to wear trendy uniforms, but, for goodness sake, we're in fast food not show business!

8 ***Teenager (male):*** Hi, where've you been ... haven't seen you for ages.
Friend (female): Well, the family moved down south about six months ago because Dad found a job down there, so I'm paying a quick visit to relatives before I start university in October. It's amazing how much has changed. I mean that shopping centre wasn't here six months ago ... it's incredible ... looks like the in place.
Teenager: You're joking of course! OK it's got everything you need, but I wouldn't be seen dead in a place like that!
Friend: So where do you guys hang out then?...

Tapescript for Exercise 2b (p. 88)

Interviewer: We welcome to the programme today Helen Wendall, who has just completed a series of articles on the lives of modern Japanese women for the magazine Women's Issues. Helen, welcome.
Journalist: Thank you, Cary.
Interviewer: Now, has anything changed for women in Japan in recent years?
Journalist: It would be wrong to say that things have changed a lot recently because the role of women in that country has basically followed old customs and traditions for generations. One of these traditions is, of course, to marry. The typical age for marriage these days being around 27.
Interviewer: So how can they be sure of finding the right partner at that age?
Journalist: Well, it is quite common for Japanese parents, for example, to pay detectives to check out possible partners in order to find out about the family background generally.
Interviewer: So, once they marry, Japanese women then settle happily into that lifetime role?
Journalist: Well, yes, but training courses before marriage are still popular. They tend to learn traditional arts such as the tea ceremony and flower arranging. For many Japanese women, to be the ideal housewife is a full-time job and some mothers even train their daughters at home.
Interviewer: So what does a typical Japanese housewife do that is so different from other housewives?
Journalist: Well, for example, some wives may be expected to reserve a seat on a train at one station ready for their husbands getting on at the next. All housewives and mothers will almost certainly be involved in the daily routine of washing the clothes and making a traditional lunch, which they then take to their children at school.
Interviewer: So what do women get in return for taking care of everyone?
Journalist: Well, basically, they are expected to give up any real hope of a career as the general focus is almost certainly on the organisation of the family and home. One thing they don't usually have to

organise, however, is babysitters as married couples in Japan do not tend to go out together.

Interviewer: And what about the rights of women ?

Journalist: Well, there was one particular woman who did actually manage to get a high position in politics, but because she was unmarried she was unable to continue her work supporting the rights of women.

Interviewer: Generally speaking, though, I think we are all aware of a strong tradition of respect amongst the Japanese, don't you think? And on that note I'm afraid we've run out of time, but I would just like to thank Helen very much for sharing her rich experiences with us today and hope that she ...

Tapescript for Exercise 4 (p. 89)

Interlocutor: Look at the two pictures showing different types of TV programmes. Compare and contrast the two pictures, saying why people tend to watch each one. Which is more popular with young people and why?

SA: Mmmmmmmm ... In the first photograph the news programme is ... of course, a formal situation. The person reading the news is errrrrrrrrr ... an experienced journalist. He is mmmmmm ... very formally dressed and serious. The errrrr ... background in this news programme shows a large type of mmm ... TV screen with a view of the city, perhaps ... or maybe they use it to show the weather ... errrrrr ... or events all over the world. News programmes show errrrrr ... the good and the bad things happening around the world, but they can errr ... sometimes be ... a little depressing. Now, errrrrrr ... the second photograph shows ... errrrrr ... I think it's a game show. The presenter looks happy he is holding a lot of money mmmmm ... that must be the prize. He is standing in front of errrrrrrrrr a big sign with the name of the show ... in lights. Probably the show is ... mmmmmm ... a competition between two families. Mmmmmm ... They have ... errrrr ... these types of programmes in many countries.

Interlocutor: Which of the two programmes do you most like to watch? Why?

SB: Well, personally, I enjoy both types of programmes for different reasons, but generally tend to watch game shows more than news programmes, especially if I need cheering up.

Interlocutor: Look at these two photographs showing very different lifestyles. Compare and contrast the pictures.

SB: Well, first of all, their lifestyles are very different and will be rewarding for a number of different reasons. Errr ... what I mean is....the lady in the first picture obviously enjoys a more hectic way of life. I imagine that every day is a busy, stressful day, with phones ringing, appointments, meetings and long hours. The lady in the second picture, on the other hand, seems much more relaxed and content with her choice of lifestyle. She's dressed much more casually and clearly anxiety is not a part of her daily life. So, ... her lifestyle is bound to include errr ... more peaceful activities such as gardening, painting or reading perhaps.

Interlocutor: Which picture is closer to your ideal lifestyle?

SA: I would like to have the lifestyle of the businesswoman because ... errrr it is much more satisfying because I am still young and I want to have some errrrr ... success. The lifestyle in the second photo is more relaxing and maybe I will prefer that when I'm older and I decide to stop ... eeeerrrr ... retire.

Interlocutor: Thank you.

UNIT 6

Tapescript for Exercise 2 (p. 99)

Speaker 1

It was just wonderful, and so quiet, we only counted a handful of holidaymakers while we were there. We spent our time relaxing, picnicking, and watching the wildlife. The cottage was really simple of course but comfortable. To tell you the truth, it was good to escape from the TV, the phone, the fax and the computer. Here are some photos of turtles nesting on the beach ...

Speaker 2

I'd recommend this type of holiday to anyone who wants to come home completely relaxed and ready to face the world again. The whole place was just so atmospheric, and it's seeped in history as you know. The food was lovely, actually grown in the gardens so everything that we were served was really fresh. And the scenery from the top was just breathtaking.

Speaker 3

When I went over the Rift Valley in a helicopter it took my breath away. I slept under the stars and breakfasted in the open air. I fell in love with the place. The amount of wildlife you see is amazing, I'll definitely go back.

Tapescript for Exercise 4 (p. 102)

1 All passengers for flight KLM 726 to Amsterdam please proceed to gate 8.
2 The train standing at platform 2 is the 13.17 service to London Euston.
3 Passengers are reminded to keep their luggage with them at all times.
4 We will be docking at Calais in 30 minutes.
5 Avoid the M25 and use an alternative route or you could face very long delays.

Tapescript for Exercise 1b (p. 104)

Speaker 1

Apart from people with children of school age, who have little choice when to take their holiday, I have very little sympathy for people who moan about delays. Why do they not use their imagination and go somewhere a little more interesting, and a little less crowded? And why do people choose to go on holiday in July and August? I take my annual holidays in October or November: right now, the weather is beautiful in the UK – you have to be crazy to want to go somewhere else. This way I enjoy the best of both worlds. Summer in sunny England and Autumn in sunny Spain.

Speaker 2

Why do people keep going on package holidays? Arrange it yourself and save lots of money. We've just come back from the Algarve. We drove there and back through France and Spain. It took 3 days to get there as we stopped off every 2 or 3 hours to have something to eat and drink or just to look around and swim in the sea. You get to see a heck of a lot more places too. We booked our hotel on the Internet and arranged car cover with a French version of the AA who only charged us £56 for total travel cover. So no waiting at airports, no coaches, no enforced walks, no taxis and no grumpy people. Take it from me: it was a fabulous holiday.

Speaker 3

I had a wonderful week's holiday in Ibiza that was only slightly spoiled by a coach drivers' strike. The holiday reps did everything they could to get us to the airport on time and didn't cope too badly considering the circumstances. The airline was awful though. They put us on to a different plane that had no food or drink on board. It went to the wrong airport so we were put on another plane – still without any refreshments – back to London. No apology either. And at Gatwick I had to wait for over two hours whilst the baggage handlers unloaded the plane, with no explanation for the delay. In fact, they only managed to do four other planes in that time. It would have helped if someone from the firm we flew with had been there to sort things out but then they were probably too busy guessing where their other planes were landing.

Speaker 4

No matter how careful you are and whatever precautions you take, there is always a chance that your luggage will be lost at an airport. If your appearance matters to you – and especially if you are travelling on business – it can take a lot of worry out of a journey if you carry everything you need for one night and one smart day in your hand luggage. There are always some things that people love to wear more than others, so it's best to make sure that the one thing you pick for your hand luggage is the one you would most hate to lose. That way if the rest are lost you can at least comfort yourself with the thought that your favourite is still with you. It has happened to me twice and each time having something smart to wear the next day saved my life.

Speaker 5

I had a barbecue in my back garden and invited some friends over to enjoy the heat in that well-known sunspot called London. I don't understand why people take small kids to places like Spain – a small child will be hard pressed to tell the difference between Majorca and Bournemouth in the summer, you don't have to change your currency and even having to put up with the problems of our rail system has to be better than flight delays at either end of the trip. If finding things to keep the kids occupied is your main holiday concern, take a bit more time and care in choosing your destination and a child-friendly way of getting there.

Tapescript for Exercise 2b (p. 104)

With summer just around the corner, our thoughts turn to holidays. I'd like to share with you a few tips to ensure that all goes smoothly.

First things first, we'll start with packing. Most toiletry manufacturers seem to make a special point of packaging their products in containers which are either large or heavy. One way to cut down on the weight in your bag is to buy some small bottles and pour into them just enough shampoo or shower gel for the holiday. Another idea is to collect samples of toiletries throughout the year, ready for when holiday time comes around.

What else needs to go in the suitcase? It's a good idea to take a few odds and ends with you such as an alarm clock, washing powder, and an adaptor plug for foreign sockets.

Still on the subject of packing, let's look at suitcases. To keep your cases safe, keep them simple! If you use very expensive designer suitcases you will invite theft. A simple case won't be noticed as much by thieves. Make sure your case is hard to open and has a tough strap around it too as this will further deter thieves.

Let's talk about the journey itself now. If you're flying with young children, a pocketful of sweets can save tears. Children's ears will be less affected by air pressure changes in the cabin of the aircraft during take-off and landing, if they suck a sweet. Another point about travelling with children is carrying all the toys they want to take with them. This can be a nightmare for parents because some children want to take every toy they possess away with them on holiday! You can get around this problem by giving them a small bag of their own and telling them they can take anything they like, as long as it fits in the bag. Remember, if your children have a happy holiday, then so will you.

Once you've reached your destination, and you've spent a few days seeing the sights and relaxing, you'll probably want to send a few postcards home to tell everyone about it. If you don't know your friends' addresses by heart, you can write out their addresses on self-adhesive labels before you leave home. Then, after you've written your postcards, just stick a label on the back and pop them in the post. The labels which remain will remind you of the friends you haven't sent a postcard to, and no one will be forgotten! One more idea is to send photographs instead of postcards. They're much more personal, and everyone at home will be able to see what you're up to.

Many of us enjoy shopping when we're away from home and often when we're on holiday we spot bargains or find souvenirs that we want to take back with us, but we don't have much room in our suitcase. The solution is to carry an extra fold-up bag in the bottom of your case, that way you'll have enough space to carry everything on your return journey. One more tip related to buying things: if you purchase something expensive, it's a good idea to keep the receipt with you at the airport when you're going home. That way, if you're questioned by customs officials about the item, you've got proof of purchase.Keeping receipts can save you a lot of time and trouble.

So, those are my tips for a happy and trouble-free holiday. Little things mean a lot, they can make or break a holiday. If you have some of your own holiday tips, I'd love to hear from you ...

Tapescript for Exercise 4 (p. 104)

Interlocutor: Now, I'd like you to talk about something together for about three minutes. I'm just going to listen. Here are some pictures of souvenirs that are sold in different countries. Talk to each other about which two you would buy and which two you would definitely not buy.

SA: Mmmm, the necklace is quite nice, but I don't think I'd buy it.
SB: I think it's quite pretty. I might buy it for my mother. The hats are great, though, aren't they? What are they called? Sombreros?
SA: Yes, but imagine trying to carry them home! You couldn't wear them on the plane. They're too big! Now, here's a nice little souvenir you could put in your rucksack.
SB: Yes, but it's a bit boring, isn't it. I don't think I'd buy it. The bowl is really pretty, though, and the chopsticks. I would buy that.
SA: I think I'd be worried it would break. They break very easily, you know. I would buy the fan instead because I love the colours and it's easy to transport. What do you call this? For candles?
SB: Mmmm ... a candlestick, I think.
SA: A candlestick! It's nice, but it's probably very heavy.
SB: Yes, it would be difficult to carry it! This mask looks interesting, doesn't it? Maybe it's from Africa.
SA: Mmmm ... I think it's lovely. I think I would buy that. The money belt is very ordinary, isn't it? You could buy that anywhere.
SB: Yes, it doesn't look like a souvenir to me. And you have a money belt before you go on holiday, anyway. What's this? It's like some kind of furniture.
SA: Yes. It's beautiful, but how on earth could you carry that?
SB: Well, you couldn't. And you couldn't take it on the plane, anyway!
SA: You'd have to send it by boat, and that would be very expensive! The next thing is furniture, too.
SB: Mmmm, it's smaller but still difficult to carry, I think.
SA: And the legs could break easily, too. Do you like this oil lamp?
SB: Yes, I think it's very pretty.
SA: But it could break very easily, too.
SB: Mmmm, you'd have to wrap it up very carefully in lots of paper.

SA: I'd still be worried, I think. Though it is very nice, I agree. I would definitely buy the fan and the mask, and I would definitely not buy the hats or the big piece of furniture. What about you?

SB: Mmmm, I'd definitely buy the sombreros and the bowl and chopsticks, and I would definitely not buy the big piece of furniture or the money belt.

Interlocutor: Thank you. What are popular souvenirs from your country? Which would you suggest a tourist should buy and why?

SA: Well, I come from Russia, and we have Russian dolls. Do you know them? You see one big doll, about this size, then you open it and there is another doll inside, and you open that one and there is a doll inside that, and so on. Sometimes you could have as many as ten dolls inside one doll. They are very popular as souvenirs, and I think a tourist should certainly buy them because they make great presents for people of all ages, but especially little girls!

SB: I've never seen them, but they sound lovely!

SA: We have nice china and pottery, too, but it is difficult to carry.

SB: I come from Switzerland, and we have lots of souvenirs. The most popular are cuckoo clocks. You know, a cuckoo is a bird, and it's in a place inside the clock. And every hour, you know, when it is nine o'clock, ten o'clock, the cuckoo pops out and goes: "Cuckoo!" If it is two o'clock, it says "Cuckoo!" twice, and so on.

SA: It must make a lot of noise at midnight! [laughter]

SB: Yes! People also like to buy Swiss Army knives. I think tourists should buy cuckoo clocks because everyone likes them. And the knives make great presents because nearly everyone can find them useful for something, especially people who go camping.

Interlocutor: Why is it important for people to take holidays?

SB: Mmmm, I think it's important to do something completely different once a year. I work in a bank, so I like to have a holiday in the open air, lots of walking and lots of swimming, that kind of thing. It helps me relax.

SA: Yes, it's very important to relax and have a good rest. No matter what you do, you need to relax. It's also good to meet different people and see different scenery.

Interlocutor: Where do you prefer spending your holidays: in your country or abroad?

SA: I like spending my holidays in my own country.

Interlocutor: Why?

SA: Well, Russia is such a big country that you can have any kind of scenery you like! We have places by the sea, places with woods and forests and lakes, everything! My family has a small house in the country, and I usually spend my holidays there.

SB: I like to travel abroad.

Interlocutor: Why?

SB: Because I enjoy seeing new places and meeting different people. I try to go to a different country each year. Sometimes I go on an organised walking holiday, and sometimes I just go on my own. You always meet people if you travel on your own.

Interlocutor: Thank you.

Self-Assessment Module 3

Tapescript for Exercise 9 (p. 118)

1 You know, I think it's absolutely infuriating. This cannot be legal! I book my flight three weeks in advance, I come to the airport, I'm told that I've got no seat on the plane! Have you ever heard anything more outrageous? Sure, they've offered me compensation. But what good does that do me? I won't be in London this morning, I won't make my appointment, I won't do my job. Airlines just don't care anymore. It's shameless. Now I have to call my boss and explain this. He'll go ballistic, I know he will.

2 From Corfu we took the ferry to Bari. The crossing was a bit rough, and Alan didn't feel very well. In fact, a lot of people didn't feel very well. Anyway, we got to Bari and then it was straight on the train to Milan. Now, that's what I call a long journey. I thought we'd save our money so we didn't get a berth, which was a bad, bad idea. When we got to Milan we were shattered. Sarah in particular had a migraine which stayed with her for three whole days.

3 The plane started rocking from side to side, quite violently, then we lost power, and the whole cabin was in darkness. Being a pilot I knew that what we were up against was an electrical failure, but I also knew that this didn't necessarily mean that the plane was in trouble. The back-up power generators had kicked in, making sure that the vital instruments continued to function. We made an emergency landing shortly afterwards, the passenger cabin still in total darkness. Everyone was safe, but very shaken.

4 I suppose it was my responsibility to make sure that the tank was full, but it completely slipped my mind. The warning light had come on, but nobody noticed. Anyway, the engine stopped. Just like that. It was the middle of the night, we were on a B-road somewhere in Cumbria, about 15 miles from the nearest petrol station. In the end, I had to call the AA on my mobile. They were there within the hour and they filled up the tank for me. Extremely embarrassing, though.

5 I had covered about 600 miles in a week, so I thought I'd give my legs a rest and stay put for the weekend. After a good night's sleep on Saturday I felt quite refreshed on Sunday morning, so I thought I'd cycle around the area for an hour or so – look around a bit, you know. About 5 miles down the road I came across a little shop, and I thought I'd get a bottle of water. That was it. When I came out of the shop my bike was gone. I had saved for six years to buy it – it was a £1,200 bike. Insurance didn't cover it because I hadn't locked it. Moral of the story? Lock your bike.

UNIT 7

Tapescript for Exercise 2a (p. 121)

Speaker 1

OK then ... here we go. This is very easy. She was Queen of Egypt and lover of Julius Caesar. She is said to have killed her two brothers because she wanted to rule alone. She became the wife of the Roman General Mark Anthony, and had three children with him. The couple committed suicide. Tradition has it that she killed herself by means of an asp, a small snake which was a symbol of divine royalty in Egypt. Shakespeare, Dryden and Shaw all wrote plays about her. Well? Who do you think it is?

Speaker 2

Right ... it's my turn ... Erm ... He was leader of the National Socialist party in Germany and, subsequently, Chancellor. He was known by the title of Der Führer. He wrote a book entitled Mein Kampf. He was an admirer of the composer Richard Wagner. He dreamed of forming an Aryan race. He committed suicide in 1945 when he realised that he had been defeated in World War Two. Can you guess who that was?

Speaker 3

Erm ... let me see ... Yes ... He was a lawyer, born in Gujarat in India. He became the leader of the Indian nationalist movement against British rule. He worked for over twenty years in South Africa, fighting the cause of Indians there. He said that nonviolence was the most

powerful weapon in the hands of mankind. He believed in pacifism, nonviolent protest, religious tolerance and the right to life. He was assassinated at the age of seventy-nine, a year after India gained her independence from Britain. So, any guesses?

Tapescript for Exercise 2b (p. 124)

F: What time are you going down to vote, tomorrow, Tina? I'm going around half past five. I can give you a lift if you like.
W: Oh ... it's only local elections. Besides, I don't know if I'll bother to vote. I've got a lot of things to do.
F: Don't say that. Your vote could make all the difference, you know. Don't forget that women didn't always have the right to vote. They had to fight hard for it. It isn't all that long ago, either: your grandmother remembers the suffragette demonstrations.
W: Really?
F: Yes. You should ask her about them sometime. Your great-grandmother was a suffragette ... she must have known these women were making history. She was there ... in 1913 I think it was ... the day of the first serious riot. Things really got out of control then.
W: Riot? Surely the suffragettes were all very polite ladies who tried to make their point by chaining themselves to railings?
F: Hmmm ... they did a lot more than that. They went to prison, they went on hunger strikes.
W: I see ... I suppose going to extremes was the only way to get enough attention.
F: Exactly. But nothing was more extreme than dying for the cause.
W: What do you mean?
F: Emily Davison, that was her name I think ... She threw herself under the King's horse on the racetrack.
W: That's terrible! I never knew that.
F: Well ...
W: When did women get the vote in England?
F: In 1918, women over the age of 30 were finally allowed to vote. And it wasn't until ten years later, in 1928, that the voting age for women was reduced to 21, in line with men.
W: How does that compare with somewhere like America? I suppose they were a long way ahead of us?
F: No, not really ... women got the vote there in 1920.
W: Mmmm ... I will cast my vote after all. What time did you say [fade]

Tapescript for Exercise 1b (p. 126)

1 The other day, I was reading about the Treaty of Versailles, you know, the peace treaty that ended World War One. Do you know that one country was actually left out of it? People forgot about Andorra, the tiny state in the Pyrenees beside Spain? I suppose because it's so small. Eventually Andorra did sign a peace treaty with Germany ending World War One, but not until it was fighting Germany in World War Two!

2 Our teacher was telling us about the Roman Emperor Caligula today. He did crazy things, and a lot of people think he was mad. He was bald on top, so he made a law, which said that people couldn't look down on him when he was passing by! Can you imagine? Another thing he did, he kept his horse inside the palace, decorated with jewels! I mean ... really ... he can't have taken anything very seriously. I think he just enjoyed a good joke! What do you think?

3 You know our year used to be three hundred and sixty-six days long, instead of three hundred and sixty-five? It doesn't sound much of a difference, does it? Just one day. But in fact, the year is connected with the sun and moon, and by the time of Julius Caesar, things were in a big mess! Midsummer's day was happening in August, instead of June. To sort all this out, Julius Caesar had to add sixty-seven days to one year: the year forty-six BC. So it was a really long year!

4 Now ladies and gentlemen, here we are at the castle of Neuschwanstein. This castle was built by King Ludwig the Second of Bavaria, towards the end of the nineteenth century. One of his hobbies was building castles. Ludwig thought very highly of Wagner, and he built Neuschwanstein because he wanted somewhere to stage Wagner's operas. Wagner wasn't very well known at that time. If this castle looks familiar to you, that's because it probably is: People say that Walt Disney modelled his fairy-tale castles on Neuschwanstein.

5 The topic is the Spanish Explorers. You've written an essay on this, so you've some idea what it's about, I hope. You should have a look at your history textbook, which has a good section on this, and go to the library and see what you can find there. Don't forget to look in the encyclopaedias. And there's the Internet, but remember to be very careful about what sites you use. Always note down your source. You could probably also use some details from the film on Columbus that we saw last week ...

6 I know what you're saying and I can't really argue ... the question of slavery was one of the main causes of the American Civil War. But I think that historians tend to put a lot of emphasis on the moral aspect ... you know, the North went to war with the South because slavery was wrong, slavery was cruel. Now, I'm only an amateur, but I tend to disagree with this interpretation. As far as I'm concerned, slavery was all to do with money. This was how the politicians saw it at the time. Slavery was big business, for the North as well as the South.

7 Did you know that in the Middle Ages people took animals to court, and actually put them on trial? Honest! Once, in France, some rats were taken to court for taking food that didn't belong to them! Can you imagine? The worst thing, though, is that the rats didn't appear in the courtroom because, as their lawyer said, they had been attacked by evil cats, on their way to court! He wanted money as a guarantee that the cats wouldn't attack the rats again, but he never got it. Now, why am I not surprised?

8 *A:* Well ... he must have been good at politics because he became very powerful.
B: That's true, but think of all the battles that he won! Isn't that what he's best known for? And he had to travel a long way for some of them: to places like Egypt and Russia.
A: I suppose you're right, though he didn't always win, did he?
B: No, not at all ... especially the last one.
A: Mmmm ... he was totally defeated, and he was forced to retreat with his troops, in the dreadful, harsh Russian winter ...

Tapescript for Exercise 2b (p. 126)

A: Hi there! Oh, I'm dying for a coffee!
B: Have you been working in the library?
A: No, we had an extra history lecture. A visiting lecturer from America. He talked about the mysteries in history, you know, events that happened in the past with no explanation.
B: Sounds okay.
A: Yes. Actually, it was very interesting. He talked mainly about the *Marie Celeste*.
B: Oh, I've heard of that. Wasn't it a ship where something strange happened? I can't remember any of the details.
A: Yes, that's right. It was in 1872. What happened is that the *Marie Celeste* was discovered sailing across the Atlantic Ocean, but there were no people on board! The ship was completely empty!
B: Spooky! How many people had been on board?

A: Ten people: seven crew, the captain and the captain's wife and daughter.
B: But what happened to them?
A: Well, that's the mystery! Nobody knows. The ship itself was in good condition, and there was plenty of food and water. There didn't seem to be any reason for leaving it, but of course it's clear they did leave. A small boat was missing, too.
B: Oh, it's obvious, then: they all left in the small boat.
A: Yes, but why?
B: Well ... I don't know.
A: The people who found the *Marie Celeste* had the impression that everyone had left in a great hurry. It was as if they had stopped whatever it was they were doing, and left. Just like that. They didn't tidy anything away or take any belongings with them. One explanation was given by a man called Fosdyke, who said he was the only survivor from the *Marie Celeste*. He claimed that he had been on board and had seen what happened. He said that the captain and some of the crew went swimming, and that the others who were watching fell into the sea, and that they were all eaten by sharks. Fosdyke fell into the sea, too, but managed to survive because he fell on top of a piece of wood.
B: Mmmmm ... doesn't sound very likely to me.
A: And do you know that Sir Arthur Conan Doyle ...
B: The man who wrote the Sherlock Holmes stories?
A: Yes. He wrote a story about the *Marie Celeste*. And it's really because of this that the *Marie Celeste* is one of the most famous mysteries of the sea. He put in a lot of extra details of course, which were not true.
B: Well, you know ... I think what must have happened is ... [fade]

Tapescript for Exercise 4 (p. 127)

Interlocutor: Now, I'd like each of you to talk on your own for about a minute. I'm going to give each of you two different photographs and I'd like you to talk about them. Jenny, here are your two photographs. They show different ways of learning. Please, let Martin have a look at them. ... Martin, I'll give you your photographs in a minute. Jenny, I'd like you to compare and contrast these pictures, saying which way you think is more effective. Remember, you only have a minute for this, so don't worry if I interrupt you. All right?

SA: Yes ... well ... the first picture shows a man handling some sort of ... some sort of snake, while a boy is watching and listening and taking notes on an exercise book. He might be asking the man questions about the snake, and noting down the man's replies. In the second picture, there's a group of students sitting at their desks in the classroom and a teacher standing in front of them. He seems to be explaining something to them and is about to write something on the whiteboard. I'd say that learning through experience is much more effective because ... because I think it's ... ehm ... more memorable. I mean, I know it works for me, because I remember everything that I learned in museum visits and during various field trips I've been on with my class ...

Interlocutor: Thank you. Martin, do you think there are subjects which shouldn't be taught at school? Which are they and why?

SB: Well, I think that difficult subjects such as ... erm ... economics ... erm ... medicine ... shouldn't be taught at school ... these subjects are for adults, not children ... they should be taught at university so that people can decide whether to study them or not ...

Interlocutor: Thank you. Now, Martin, here are your two photographs. They show different ways of protesting. Please, let Jenny have a look at them. I'd like you to compare and contrast these pictures, saying which is likely to be heard and have some effect. Remember, you only have a minute for this so don't worry if I interrupt you. All right?

SB: Well ... in the first picture I can see a building ... maybe that's a court house or ... erm ... a parliament building. There is a group of people sitting on the steps and they're holding a large ... erm ... banner ... which says PEACE NOW. In the second picture I can see two people standing on the street ... they're holding signs and they're protesting against circuses ... probably because of the animals ... I don't think that these people will be heard or have any effect because they're only two ... while the others ... who are many more, are more likely to make their opinions heard ...

Interlocutor: Thank you. Jenny, have you ever taken part in a demonstration or protest? Did it have any effect?

SA: Yes, I have taken part in a demonstration ... it was against the war in Iraq ... there were many people who took part in those demonstrations then ... I mean ... not only here but in cities all around the world. It didn't have any effect though ... the world leaders still made the war ...

Interlocutor: Thank you.

UNIT 8

Tapescript for Exercise 4a (p. 137)

STEPHEN ARNOLD, HEADMASTER.

What is education? A formal learning process dispensed by schools, colleges and universities, or the sum of the information we glean from our contact with the world around us? In today's discussion, a student, a university professor and a politician will all share their thoughts on the subject. If I may, I would like to begin by talking about students and their educational needs. A criticism that is levelled at my school is that highly intelligent, gifted children are given a raw deal. Are schools mostly concerned with helping less academically able children to achieve? Perhaps it is so. After all, it is true that the brightest children need little support and can cope easily. They are able to learn independently.

PAUL LLOYD, HIGH SCHOOL STUDENT

I do believe school is helping intelligent students to fullfil their potential, and I don't just mean academic potential. School does more for me than just that, and so it should. We spend so much time there. From five to sixteen years old we have no choice, school is compulsory, and most of us stay on after that because we know that education is good for us, it expands the mind. School offers children knowledge, and direction. It was in school that I had my first contact with computers. An experience that has been of enormous benefit to me. I don't believe that I have been given a raw deal because I am of above average intelligence. On the contrary, I believe that my academic and social experience at school will serve to steer me into the future, a future in which computer knowledge will be essential.

SARAH FORD, UNIVERSITY PROFESSOR

I believe that teachers are very good at delivering a range of skills and a body of knowledge to their students, this is clear from the results we get from across the board. All students are equally important and all students need to develop creative thinking. The research I did for my university department shows that three types of learning exist: shallow, when students are not engaged, and deeper when they are, and the deepest learning of all takes place when students are engaged and working together. An example of this profound learning is when information technology is used to prompt students through immersive experiences to explore and collect information. I think it will be the future of learning.

ALAN CRINKLY, GOVERNMENT MINISTER

We want learning to be deep and meaningful for our young people and if computers engage children, so much the better. I am a strong believer in developing childrens' interest in the learning process, wherever it may be. The important thing is for children to be involved. In fact I strongly approve of a development which forces students to think about the quality of the education they receive. This is necessary if our schools are to be the best the country can provide. Students must see themselves as participants in an educational process, to have a voice and to use it. Education should have two objectives: to supply the skills needed by the employment market and to enable each and every child; average or gifted, to develop his or her potential to the maximum.

Tapescript for Exercise 1a (p. 140)

The British and American school systems? Well, there are some similarities and some differences. In England, children start infant school which is part of primary school at the age of five. In America, this is the age they start what is called "pre-school". For many children, this is their first experience of school, and they do a lot of learning through play.

The next stage is the start of a more formal and traditional kind of learning. When they are eight, British children move into junior school, while American children go to elementary school at the age of six. You can see that the two systems are quite similar in their early stages. It's just the schools, really, that have different names.

The next stage is where the two systems become quite different. In England, children start secondary school when they are eleven years old. In America, children go to junior high school at the age of twelve or thirteen. Quite a big difference there.

British children go into the sixth form at the age of sixteen, and they stay there until they are eighteen. American children go to senior high school for the same two years. So that stage is pretty much the same.

And the final stage is not so different either. When they are eighteen, students from both countries who want to continue their education go on to third level. This could be university or college or some other kind of training institution.

Tapescript for Exercise 1b (p. 142)

Speaker 1

Perhaps we need to think about the way we examine students. It's all very well testing them on facts, but we also need to assess their ability to learn. This type of exam, or 'learning license', focuses on this, the ability to learn. We strongly believe that it will be more useful to students, employers and society in general. It shows which candidates are good at, say, engineering, but it also shows which can actually think like an engineer.

Speaker 2

Out of the corner of my eye I can see my dad's eyes blazing into my sister's tired face. I feel quite sorry for her, and I wish he wouldn't do this. The irony is he has nothing to worry about. She's studying for three A-levels, preparing for medical school, so what does he have to worry about? I know he's concerned about her future, but she's working hard, she's dedicated to her studies, she works nights and weekends to prepare for her exams, and I'm sure she'll be ready when the time comes.

Speaker 3

I couldn't stand seeing him like that. He had lost weight and he had great big black rings under his eyes. I know that he slept for three or four hours a day throughout May, but I'm pretty sure he didn't sleep at all during the last three or four days. Well, I'm glad it's over. I hope he gets accepted. I know he can do a million things with his life even if he doesn't get to university, but it's all that matters to him right now. I just wish he wasn't so hard on himself.

Speaker 4

I didn't think it had gone that well so imagine my surprise when I saw the grade. I was stunned. I've never thought of myself as a high flyer but scoring higher than anyone else really has given me confidence for my other subjects. I realise that next year things are going to be much tougher, but, you know, I feel that I can do this now; if you had asked me a couple of weeks ago I'd have told you that I had some reservations.

Speaker 5

It will be a revolution in assessment. Instead of correcting exam papers by hand, technology will be used to do the job. It's a much quicker process and it means we will be able to get the results out faster, which is important for the students. We feel it's a great achievement and hopefully in two years time forty percent of all exams will be marked electronically. Online tests and registration will follow, further reducing the amount of time-consuming paperwork associated with exams.

Tapescript for Exercise 2b (p. 142)

P: Good evening and welcome to the programme. This evening's guest is headmaster of East Crompton Comprehensive Dr. Charles Greenway, and we're going to be talking about truancy. Dr. Greenway, thanks for joining me this evening.

CG: Good evening, I'm pleased to be here.

P: Let's begin by defining the word truancy. What do we actually mean - a couple of missed lessons, a week's holiday during term time, or repeated absences from school with no explanation?

CG: It's a good question to begin with, Paul. Any absence that has not been authorised by the school is truancy. It doesn't matter if a child is being taken to Disneyland in Florida because it's cheaper in term time, going Christmas shopping with a parent, or just roaming around the neighbourhood with other children causing problems for the local residents. It's all truancy.

P: How widespread is the problem in the United Kingdom?

CG: Very, I'm afraid. As many as four million school days are lost every year through truancy, and about 1.7 million of those are lost because of children being taken on family holidays and excursions. Travel agents have special offers during term time, so it's a lot cheaper for a family to go away. This government wants to raise educational standards, but we can't do that if children miss school. Full attendance is a precondition for effective learning.

P: Did I hear correctly just then - almost half the days lost because of truancy are because of parents taking their children on holiday?

CG: Yes, exactly. It is quite shocking, isn't it? Imagine how incredibly difficult it is for us to convince children that missing school for no good reason is a bad thing when their own parents behave in such an irresponsible manner.

P: It must be. What are the government doing in view of this situation?

CG: Well, after years of campaigning by teachers all over the country, the government are finally beginning to understand that something has to be done. They are currently holding talks with the travel industry to encourage travel agents to give discounts to families who book their trips in the school holidays, and the police are now involved in picking up children on the streets. Social workers are also being recruited to work with the families of children who play truant. And, for our part, we're setting up behaviour improvement projects in the school to teach children discipline and respect for learning. But let me stress again that most of the responsibility for ensuring that a child is at school lies with the parents. Neglecting this responsibility is a criminal offence.

P: Do you mean parents could be prosecuted in a court of law if their children do not attend lessons?

CG: That's exactly what I mean, although this law is poorly enforced. It should, in my opinion, be better enforced. The future of our children matters. We owe it to them to give them the best education possible, and we can only do this if they are in school.

P: I agree with what you're saying, but don't you think it's a little harsh to prosecute parents of truant children?

CG: It may seem so to the average person, yes, but I would like to stress again that the future of this country is the schoolchildren of today. It is impossible for the schools to prepare them for life if the children are not at school, and parents simply must be on our side when it comes to stopping children playing truant.

P: I see your point. I think it's about the right time to take a few calls from our listeners. We've got William Peterson on the line. Good morning, Mr. Peterson?

Tapescript for Exercise 5 (p. 143)

Interlocutor: Now, I'd like you to talk about something together for about three minutes. I'm just going to listen. Here are some pictures of things a person might take with him when studying abroad for a year. First, talk to each other about how important each item is to you when you are away from home. Then choose three items that you wouldn't leave home without.

SA: Well, my laptop is certainly very important to me because I use it a lot. What about you?

SB: Yes, I agree. I have all kinds of information on mine. Mmmm, a chess set ... I don't know. I don't play chess, do you?

SA: Yes, I do, but it's not that important to me. This third picture ... I think it's a diary ...

SB: Yes, I think it is.

SA: Now that's very important. When I'm away from home, I like to write in my diary every day.

SB: Yes, it helps you remember what happened. Mmmm, a bicycle. I suppose that could be important.

SA: Yes, but it depends on where you're living. For example, if you're in the middle of London, definitely not!

SB: No! What about a guitar?

SA: Well, I don't play the guitar.

SB: Neither do I.

SA: But I do play the violin ...

SB: Ah, really?

SA: So that's very important to me.

SB: Yes. Ah, an alarm clock. That's important, I think. I can't wake up without my alarm clock!

SA: Yes, I'm the same. Mmmm, and a camera is certainly important. I like to take pictures of new places and new people.

SB: Oh yes. Then you can show them to everyone at home. Have you got a mobile? Is it important to you?

SA: Yes, I have, and I use it a lot. I think it's great!

SB: I haven't got one. I don't really like them. What about a teddy bear? [laughter]

SA: I haven't got one, have you?

SB: Well, I have, but it's not that important to me any more. So, which three would you not leave home without?

SA: Mmmm, I think ... my laptop, my violin and my mobile. What about you?

SB: Probably ... my laptop as well, my diary and my camera. It's difficult though, isn't it?

Interlocutor: Thank you. What are the reasons people go away to study?

SB: Oh, I think it's often because they want to learn another language, maybe English! They think it's a good idea to do a course in England or Ireland, or Scotland. Everyone speaks English there, everyone's a native speaker, and that's good ... so you have to speak English in the shops, on the bus, everywhere you go.

SA: Yes, in your own country you speak English in the classroom, but once you go outside, everyone's speaking another language. So it can be difficult.

SB: Sometimes people go away to study because they think they will get a better qualification. And some people, I suppose, just want to go somewhere different, have a new experience. It's expensive, though!

Interlocutor: What problems can someone who is studying abroad face?

SA: Well, apart from the language of course, there are all kinds of things that are different. I've never studied abroad, but I've been abroad on holiday, and I know that so many things are different ... like shopping, the times people eat, the food, the customs ...

SB: Yes, and I'm sure you can get lonely at times. I'm sure you miss your family and your friends.

SA: And studying in another language, even if you know it very well, is difficult. Everything is slower.

Interlocutor: Would you like to study in a foreign country?

SB: Oh yes, I certainly would!

Interlocutor: Why?

SB: I think it would be a really positive experience. I would learn so many new things, meet new people, see new places. I think that's very good for a person. Even the problems are good because you have to deal with them. I think you become a stronger person.

Interlocutor: What about you?

SA: I'm not so sure. I don't think so.

Interlocutor: Why not?

SA: Well, I'm very close to my family, and I think it would be very difficult to be without them for a long time. I'd like to study in a foreign country for a few weeks or a month maybe. I'd like to do a short course, somewhere. I think I'd enjoy that because I could have all the new experiences without being too long away from home.

Interlocutor: Thank you.

Self-Assessment Module 4

Tapescript for Exercise 9 (p. 156)

Man: I don't know what to do about my secondary subject this term. What are you going to take?

Woman: Local history.

Man: Yuk! All those dates. How do you do it? What's local history, anyway? Local as in round here?

Woman: Partly, yes.

Man: But nothing happened around here. No battles or assassinations like in real history.

Woman: Actually, local simply means having to do with a place. Local history pays attention to the places where things happened in the past and looks at what part those places played in shaping the events. So, all history is local history, because everything that was done in the past was done in some place or other.

Man: Why bother to call it local history, then?

Woman: Because the place takes priority over the actual event. We are interested in the role of the place in a historical event. For example, what was the importance of the way homes were arranged in the fire of London? In the same way we look at the local history of a royal court, the office spaces of a ministry, or the boardroom of a giant company.
Man: Very specialised, though, isn't it?
Woman: That's not all. The other main strand of local history has turned away from the kings, prime ministers, parliaments and boardrooms to concentrate on places away from the centres of power and control - the places where ordinary people lived, worked and played, and on the people themselves.
Man: But don't historians write about that sort of stuff, too?
Woman: Most historians do not write local history about ordinary people. Many tend to write about an elite, public world of actions controlling ordinary people in their living and working places. They often write rather abstractly about forces which shape the life of the nation, but the lives of ordinary people are often overlooked.
Man: But who wants to know about ordinary people?
Woman: Lots of people do. There has been a tremendous surge of interest in the past 50 years into nearly all aspects of the lives of past women and men. The focus on place has given rise to studies of "social space". How are public spaces arranged to provide settings for different kinds of communities? How is space arranged in houses and their surroundings?
Man: I don't know. It still sounds very specialised.
Woman: It is, but it has a very clear target. The aim of local history is to tell us about the small details of a larger picture, to find the significance in the small bits so as to give greater meaning to the whole.
Man: But if, as you said, only few historians have written local history, what books will you use?
Woman: There's a whole range of materials we can use to bring history to life. Old books, maps, place names, old newspapers, photographs... Even family history and genealogy can prove useful.
Man: Sounds confusing.
Woman: No. It's just a matter of knowing where to look. The course I'm taking will hopefully give me the ability to undertake my own research.
Man: So how did you get interested in all this?
Woman: Sarah told me about it. She's taking the course too. She gave me the course outline and it looked really interesting, so I thought I'd give it a go.
Man: Do you think there are still places on the course?
Woman: I don't know. Why don't you go and see Dr Bradley's secretary? Her office is just down the corridor, room A41.
Man: Hmm... I hope I don't regret this.

UNIT 9

Tapescript for Exercise 3a (p. 159)

Interviewer: Excuse me. Good afternoon. My name is Jonathan Adams and I'm from Green World magazine. We're conducting a survey about recycling. Would each of you like to share your views on the matter?
Speaker 1, 2, 3: Yes, of course. / Sure. / Alright.
Interviewer: Thank you. Um, the first question is: Do you recycle most of your household waste?
Speaker 1 (woman): Well to be perfectly honest, I don't recycle at all. I can't be bothered.
Interviewer: Hmm. And you, sir?
Speaker 2 (man): Well, not really. I only recycle paper. The recycling center for glass and aluminium is too far away from my house.
Interviewer: And what about you, miss?
Speaker 3 (teenage girl): At home we recycle just about everything. We've learned to become quite environmentally aware – thanks to our community.
Interviewer: Thanks. Now question 2: Do you think recycling is too expensive and time consuming?
Speaker 1 (woman): Yes, I do. I think it's a waste of time without really helping the environment. I mean, a lot of recycled products are quite expensive, anyway.
Speaker 2 (man): Oh, I don't agree. Recycling is quick and cheap, not to mention the fact that it saves a lot of energy, too.
Speaker 3 (teenage girl): I absolutely agree. Not only does it save energy, but it also reduces a lot of waste safely.
Interviewer: Okay. The third question is: Do you think the government should impose laws about recycling?
Speaker 1 (woman): Well, I don't think so. I believe that people should make their own decisions about recycling. No one should be forced to do anything they don't want to do.
Speaker 2 (man): Yes, I agree. I don't think that it is the right way for people to realise just how important recycling is.
Speaker 3 (teenage girl): Well, I would have to disagree with you there. As a matter of fact, I think the government should indeed impose laws about recycling. It would definitely help the environment.
Interviewer: Alright. Now the next question: Is recycling the most important way of saving the environment?
Speaker 1 (woman): Well, I don't think it is. I think most people just exaggerate. I think they're just making a big deal about it, that's all.
Speaker 2 (man): Well, I wouldn't go so far as to call it the most important way although I do believe that it does help a lot.
Speaker 3 (teenage girl): I believe that recycling definitely plays a major role in helping the environment – probably the most important role.
Interviewer: Okay. Well, now question number 5 ...(fade)

Tapescript for Exercise 1b (p. 162)

Speaker 1 (male)

Well, I'm just dreading the day that they open up that plant. I know it will mean a lot more jobs for everyone, but I wouldn't dream of working there myself. Just imagine all that toxic waste being dumped into the river. The very thought of it keeps me awake at night. And if there were an explosion –well- (sighs)- it would affect the environment for miles around, not to mention how we would suffer!

Speaker 2 (female)

Even the weather patterns are changing. Some countries are suffering from floods and others drought. If the temperatures rise much more the polar ice caps will melt and then the whole Earth will be flooded! Oh dear, it doesn't bear thinking about! Even now plants and wildlife are suffering from its effects. I just don't know what's to become of us all!

Speaker 3 (male)

Well, to begin with, I can't even open my windows most of the time. What with all of those cars and factories releasing poisonous chemicals into the air, it's enough to choke you. It's dreadful! And when the chemicals mix with the water in the clouds it comes back as polluted rain, causing all sorts of problems! Yeah, I really worry about the damage it's doing, especially to the environment.

Speaker 4 (female)

I just dread to think what will happen when there's no coal or oil left! At the moment more than 80% of our energy needs rely on them. Once they've run out, goodness only knows what will happen! I suppose we could be like people from some other countries and use

alternative forms of energy. After all they are cheaper and more environmentally friendly, I suppose. Still, I can't help worrying about it!

Speaker 5 (male)

It was just something I never thought of in the past. Nowadays, it's on everybody's mind. I mean, who knows what we're eating? We could be poisoned with all of those insecticides and pesticides that farmers spray on all the fruit and vegetables. I insist on everything I eat being thoroughly washed. I drive my wife crazy but you just can't be too careful, can you?

Tapescript for Exercise 1b (p. 164)

1 ... Well Jim, whale watching has greatly increased in popularity over the last few years. In fact, it's now thought to be one of the leading tourist attractions in many places. Since around 1990 interest in it has developed at a rate of about 21% each year. This is great news of course, not only for the economic benefits it brings but first and foremost for whale preservation. Don't you agree?

2 ***Interviewer:*** Excuse me sir. I see you're taking part in this demonstration. Can you explain to me exactly what it is you are protesting about?
Protester: Yes. It's about the motorway that's going to be built right through the centre of our village.
Interviewer: And how will this affect the residents?
Protester: Well, apart from the noise and pollution, more than half of the shops will be forced to close down too. Not that this affects me in any way, but ... for what? Just to reduce a motorist's journey by a few minutes. It's an absolute disgrace!

3 ***Man:*** I'm sure something more can be done for the famine victims. It makes my blood boil, it really does.
Woman: I know what you mean. Maybe we could organise a collection and send them some tinned food or money.
Man: That's all very well, but these people need more than that!
Woman: Something more long-term you mean.
Man: Exactly. They need some sort of expert advice on how to become more self-sufficient. I can't believe people are still suffering like this. After all we are living in the 21st century!

4 ... right so just let me see if I have all the details. You have collected the recycling leaflets from the printer's and I have to collect them from you at the town hall on Thursday at the latest, and hand them out to shoppers in the High street on Friday and Saturday. OK, that seems clear enough. See you on Thursday then.

5 ...Well, what I really want to do Richard is to get everyone in the neighbourhood to sign this paper. That old factory has to go. It's ugly, not to mention the pollution it causes. More and more flats are going up every day and the residents are all complaining of breathing problems. Apart from that there's no park or school in the area and that would be an ideal spot for either one of them!

6 ***Woman:*** The smell from the rubbish is unbearable, John.
Man: I know. I was just about to say the same thing! How often is it collected? Is it twice a week, or more?
Woman: That was in our old neighbourhood dear. There they used to come round three times a week. Here it's only on Tuesdays. It's unbelievable!
Man: That's hardly enough; especially in this warm weather. It should be collected daily. I'm sure it's a health hazard!

7 ***Man:*** What I'd really like is to encourage my class to do something to help the environment. Can you come up with any suggestions, Jane?
Woman: Well, let's see. You could organise a competition to see who can collect the most bottles or cans. Kids love being involved in that type of thing. Or you could even put a recycling bin in the yard.
Man: Yes, I'm sure that would help the students become more aware of the importance of re-cycling.
Woman: And their parents too, with any luck!

8 Well, when I first came up with the idea of planting some trees I never dreamed so many people would take part. I'd originally asked the council for permission to plant five or six trees along our street, and it just grew from there. Everyone in the area seemed to be interested in my idea. Before long trees were shooting up everywhere in the neighbourhood and as you can see, the result is amazing! We're all very proud of our achievement and all it took was a little time and effort.

Tapescript for Exercise 2c (p. 164)

Interviewer: We have with us today Peter Felps, a botanist who is working on the Eden Centre project in Cornwall. Peter welcome.
Peter: It's nice to be here, Jane.
Interviewer: Now Peter – could a botanist have a better job than yours?
Peter: Probably not – I get to work with just about every variety of plant in the world on a daily basis, which is every botanist's dream.
Interviewer: You're a lucky man. How exactly would you describe what the Eden project is?
Peter: We like to think of it as a universal garden for the 21st century – a place where people can come and learn the fascinating story of people's dependence on plants.
Interviewer: And what would a typical trip to Eden involve?
Peter: Well there are no typical trips. It would be impossible to experience everything on offer in one single day.
Interviewer: Can you explain to our listeners what a Biome is exactly?
Peter: Well it's a huge greenhouse, really. The tropical Biome is the largest of its kind in the world. The second Biome is slightly smaller with plants from regions with Mediterranean type climates.
Interviewer: And how, for example, is the tropical environment in the first Biome created?
Peter: Well, it's a tricky task if you don't want to lose any plants. We use waterfalls to maintain the right level of humidity and then there is an irrigation system to keep the soil damp.
Interviewer: Just like it is in their natural habitat, you mean?
Peter: Exactly. Rainforests have an average 60-inch rainfall per year, so you can understand how important it is.
Interviewer: And what about the heat? Isn't it uncomfortable for visitors?
Peter: Well, the temperature obviously has to be right for the plants. However, there is an exit point at the Malaysian house, a cool room in West Africa for emergencies and then, there are plenty of seats and water fountains to keep you comfortable on your way.
Interviewer: What about the Mediterranean Biome? What's that like?
Peter: Yes. Certain parts of this Biome have to be kept dry and dusty to stress the plants to behave as they do in the wild. But the scents in there are amazing.
Interviewer: Now you said earlier that the Eden project tells positive stories about the environment. What did you mean?
Peter: Well, apart from being a visiting centre, Eden is also officially a charity – the Eden Trust. Through the Biomes and other exhibits we tell stories of all sorts of communities around the world looking for ways of promoting environmental care.
Interviewer: And how do you judge the success of Eden so far?
Peter: Oh, fantastically well. Less than 5% of our plants have died so far and we are fast becoming one of the most visited sites in Britain.
Interviewer: Peter, thank you for being here today and sharing ... (fading)

Tapescript for Exercise 4 (p. 165)

Interlocutor: Now, I'd like each of you to talk on your own for about a minute. I'm going to give each of you two different photographs and I'd like you to talk about them. Alex, here are your two photographs. They show different ways of helping the environment. Please, let Christine have a look at them. Christine, I'll give you your photographs in a minute. Alex, I'd like you to compare and contrast these pictures, saying which way you think is more effective and why. Remember, you only have a minute for this so don't worry if I interrupt you. All right?

SA: Yes ... well ... let me see ... erm ... in the first picture I can see a woman who is recycling something; it could be paper or glass ... in the second picture, I can see a lot of people ... they seem to be demonstrating against perhaps ... erm ... what's it called again? Oh, genetic engineering. I suppose that the people in both pictures wish to help the environment ... each in their own way. But ... I'd say that recycling is a better way of helping the environment ... I think that the results it has on our lives are more direct. Of course, protesting can also bring about change but I think that if we work individually and recycle, for example, as much as we can, then we will have better results.

Interlocutor: Thank you. Christine, how could people help the environment?

SB: Well, there is a number of ways to help protect the environment. We should all save energy ... and we should all save water ... maybe you think that these things are not important but this is wrong ... they're very important ...erm ... what else? We should all make sure we throw our rubbish away not on the streets ... but in specified places ... Many people don't do these simple things ...

Interlocutor: Thank you. Now, Christine, here are your two photographs. They show people harming the environment. Please, let Alex have a look at them. ... I'd like you to compare and contrast these pictures, saying which one you think causes more damage. Remember, you only have a minute for this so don't worry if I interrupt you. All right?

SB: In the first picture there is a man who is ... erm ... cutting down trees and in the second picture there is a farmer who is using these chemicals ... they're called erm ... pesticides ... he's spraying his field. These chemicals ... erm ... pesticides are very bad for our food because they poison it ... and if we haven't washed the food very well we could get sick. It's a very bad thing, I think. Cutting down trees is very bad, too, because then there may be floods, animals could lose their homes ... Both people are harming the environment but ... erm ... chemical pesticides cause more damage ... The thing is ... they could poison us, I suppose.

Interlocutor: Thank you. Alex, in what other ways do people harm the environment?

SA: Well, first of all, we use our cars all the time and this way we contribute to the smog in our cities and towns. Moreover, our seas and beaches are polluted by the petrol and oil of big ships and also by the ... erm ... toxic waste of factories ... people also dump their garbage in the sea and on the beaches. We should be more careful ...

Interlocutor: Thank you.

UNIT 10

Tapescript for Exercise 3a (p. 175)

Tim: Oh, you got me all wrong! I didn't mean you weren't trying ... maybe you'll just have to try a little harder ...
Lydia: But I am, Tim! I really am! I've tried everything: pills, all kinds of diets, best-selling books – you name it! I feel like I'm doing everything right but the scales keep giving me bad news!
Tim: Well, you can't be doing everything right then. You must be doing something wrong. To be honest, I'd say a book is the last thing that can help you.
Lydia: I know that now!
Tim: What you really need is an overall change of lifestyle.
Lydia: Yeah, you're probably right but I've been so caught up in the craziness of work deadlines and keeping the house going that whenever I'm upset or tense I head straight for the fridge.
Tim: Well, that's a bad idea. Habits like that are hard to break.
Lydia: Oh, come on. Hasn't a stressful day ever made you crave a forbidden snack?
Tim: Well, actually, no. What I'm saying is that instead of always thinking about your weight, you could try to improve your health and increase your energy levels.
Lydia: Hmm. Any suggestions?
Tim: Well, have you ever thought of trying alternative medicine?
Lydia: Alternative medicine? What do you mean? Things like aromatherapy and acupuncture?
Tim: Well, not necessarily ... The other day I was reading an article about green tea and how it can help fight tiredness and stress. It also mentioned studies that showed how some herbs can boost our immunity and brainpower.
Lydia: All this sounds very nice but ... how will it help me lose weight?
Tim: Lydia, you're missing the point. Forget about the scales for a while! What I'm saying is that maybe you should improve the quality of your life in general. You'll probably find that you'll lose weight before you know it!
Lydia: You make it all sound so easy!
Tim: Far from it! But it will be well worth it, believe me! There are so many things you can do.
Lydia: Yeah? Like what?
Tim: Well, you know, taking some exercise is another step in the right direction. It will help you keep fit and it will also give you a sense of well-being. So, ... why don't you take up a sport ... or ... go to the gym? ... maybe you should take up jogging again ... Why did you give it up anyway? Was it too tiring for you?
Lydia: It wasn't that. It's just that I couldn't be bothered most of the time ... I suppose if I had company ...
Tim: Hey! That's an idea! I could do with some more exercise myself! I could join you if you like. And this way I can help put you back on the right track in case you get lazy!
Lydia: It's a deal!

Tapescript for Exercise 1b (p. 180)

1 We can expect our personal genetic code to be included in our medical records, so specialised treatments will become available for each patient. Major breakthroughs are expected in many fields, and most definitely in the treatment of Alzheimer's and Parkinson's. But the greatest change will come in the shape of self-diagnosis, in which smart computers will enable patients to evaluate their health and know if there is something wrong with them and what they should do about it without help from a practitioner.

2 I believe we will see poor quality products simply disappear from shelves and more affordable prices for household necessities as consumer pressure becomes more organised and, therefore, greater. We also expect that, by 2030, 90 percent of goods will be delivered to the home as time becomes the new money. This development will mean that supermarkets will be reduced to little more than warehouses.

3 Our love affair with celebrity culture could soon be over as we shift towards a more virtual world. By 2010, it is estimated that one in four faces on the small screen will be that of an artificial 'celeb-bot' – a computer generated TV personality. This is also expected to spill over into the world of music. The success of animated band Gorillaz – a collaboration between Blur's Damon Albarn and Tank Girl cartoonist Jamie Hewlett – has already sparked interest in the idea of virtual pop stars who don't have to tour and will never grow old.

4 Tilting trains, able to take bends faster than ordinary ones, were first seen in Britain in 1981. Technical problems that stopped them from becoming widely used have since been solved, and Virgin hopes they'll be the saviour of train travel when they introduce them later this year. Rail travel isn't the only thing that'll get faster. Boeing's Sonic Cruiser will come into service in a few years and promises to save hours on long flights.

5 The Internet as we know it will disappear. People will stop talking about it, and it will no longer be necessary to have a computer to access it. Instead, it will melt into the background. It will be available everywhere all the time, via wireless access and super-fast broadband connections. As a result, we'll be online all the time, and without thinking much about it. Expect mobile phones to become so small that they can be fitted inside a person's ear, and so smart that we only have to quietly utter someone's name in order to call them.

Tapescript for Exercise 2b (p. 180)

Presenter: The modern answer to the office worker's sedentary lifestyle is to sign up at a gym. Such is the demand that 18% of us are members of a gym. With me tonight is Mark Stanwick, press officer of the National Fitness Association. Mark, welcome to the programme.
Mark: Thank you, Kate.
Presenter: Now, you were saying before that if someone is considering joining a gym they should first do some serious research rather than just choosing the one which is closest to their home. What is the reason for that?
Mark: Well, Kate, there are many different services gyms can offer. Do you want a posers paradise in which to show off your muscles? Do you want a gym that hosts varied classes, such as aerobics and yoga? Are you looking for one that has a vibrant social scene? Or do you want to keep your head down and just get on with losing some weight in peace? Perhaps you want staff to provide you with motivation and encouragement? All of these questions must be answered by your initial research. If you end up in the wrong kind of gym, you will lose motivation very quickly indeed and simply stop going and all your money and effort will go down the drain.
Presenter: I see. So what are the things I should be looking out for?
Mark: Well, before calling in on a gym, ring to see if you can book a good time for a walk-round with one of the instructors. Gyms are normally busiest between 5pm and 7pm on weekdays. Although you do want to see the gym in action at a time when you might be attending, you will want to first view all the facilities without sweaty people constantly pushing past you.

Also have a quick look at the car park to see how busy it is before stepping through the doors. Notice the general atmosphere of the gym: Do the instructors look extremely busy? Is there loud music playing? Does it smell fresh or stale? In a nutshell, is it the kind of place you want to visit regularly?
Presenter: I see. So suppose I've found my kind of gym - now it's time to join?
Mark: Not just yet - there are a few things to talk about with them. You will probably already know what the monthly cost of being a member is, but what does that include? Does it include everything, or are services such as yoga classes and personal trainers going to cost more? Do you get a fresh towel each time you go or will that cost extra? Are lockers in the changing rooms free or are you going to have to remember to bring loose change every time you exercise?
Presenter: Right. What if I have to sign a contract?
Mark: It is best to take home any contract that you may have to sign and go through it carefully, looking for what happens if you leave or if the gym goes bust or moves. Be suspicious of a gym that is reluctant to let you take away a contract to look over and distrust it even more if it is determined to secure your signature on your first visit. And avoid "life memberships". You might move town at some point or, at least, want to change your gym.
Presenter: Wow. All these things to think about. I think most people are a bit uncertain about joining when they think it's simple. After today they may decide not to bother at all.
Mark: {laughs} It's not that bad, really. You know, joining a gym is a lifestyle change. If you do it right it can make a great difference – you'll be healthier and happier every day. So don't let small difficulties discourage you – it's really worth it. Go for it, just make sure your gym is a place where you want to be, and not a place you'll never want to see again after a few visits.

Tapescript for Exercise 5 (p. 181)

Interlocutor: Now, I'd like you to talk about something together for about three minutes. I'm just going to listen. A new leisure centre is opening in your area and they are currently deciding on what facilities to include. Here are some photographs of facilities from other centres. Talk to each other about how useful each facility would be for clients. Then discuss which four the leisure centre should choose.

SA: Hmm. Well, a basketball court would definitely be useful for the clients, as lots of people play basketball. It's great way to keep fit.
SB: That's true. A cafeteria would be more useful, though, as it would provide the clients with a place to meet friends or to relax. Not everyone wants to play sports, do they?
SA: I agree. I think that having an indoor playground is a great idea, too. People like to feel that they can go and work out in the gym, or chat with their friends, knowing that their children are somewhere safe and that they are having fun, too.
SB: Yes, you're right. I think that a gym is essential for the clients as well. After all, most people are interested in keeping fit and if we have all the latest equipment it will be very popular.
SA: Yes, and a swimming pool would be useful for people of all ages, so I think the leisure centre definitely needs to have one of those.
SB: I think so too. What about a bowling alley? Do you think the leisure centre should have one or not?
SA: Yes, I think it would be quite useful, because it is a fun way to spend time with friends. It's active without being exhausting like basketball.
SB: That's a good point. Now, we need to decide which four of the facilities we are going to include. In my opinion, the cafeteria is the most important one, because it will attract all different kinds of people, not just sporty people.
SA: Yes, I agree. I think that the children's playground will be a big attraction for lots of people, too, and there are so few other facilities for young people in our area that I think we have to include that in the leisure centre.

SB: Yes, I think you're right about that. The gym is a good idea, because it would attract a lot of clients, and the swimming pool would be great, too, because it is suitable for people for all ages and can be used for having fun or for keeping fit.

SA: I agree with you about the swimming pool, but I'm afraid I have to disagree with you about the gym. I think that the bowling alley would be a better idea, as it offers a fun activity for people of all ages. Anyway, there is already a gym in the area, but there isn't a bowling alley.

SB: Yes, perhaps you've got a point. After all, this is a leisure centre, not a sports centre. The main idea is to provide somewhere where people can go to have fun. So, we've decided on the cafeteria, the children's playground, the swimming pool and the bowling alley.

SA: Exactly. I think those are the best choices for the clients.

Interlocutor: What is your favourite way to relax?

SA: Personally, I like to spend time reading a book or watching a video. I like to escape into the plot of a story. It helps me to forget all the stress and problems of everyday life.

SB: Oh, I don't really enjoy reading or watching videos. I find it rather boring. I much prefer to spend time with my friends in order to relax. I like going to cafes or to my friends' houses. We listen to music and chat and it makes me feel very calm and happy.

Interlocutor: What hobbies are popular in your country?

SA: Well, in my country, only young children tend to have hobbies. I suppose their parents encourage them to take up hobbies in order to keep them busy. Older children and adults don't really tend to have hobbies, as such. Perhaps they just don't have time. I think that what with work, social lives and families, people don't have much time to do hobbies.

SB: I agree. I think that when people do have free time, they would rather spend it watching TV or meeting up with their friends than collecting stamps or anything like that. Mind you, a lot of people in my country play sports in their free time, such as tennis and football, and more people these days go to the gym, so I suppose that counts as a hobby.

Interlocutor: Do you believe people spend too much time working these days?

SA: I think that a lot of people, especially those with high-powered jobs, spend far too much time at work these days. More and more people work late and some people even work at weekends. I don't think that this is healthy. It is impossible to do your jobs well if you don't have time to relax.

SB: I couldn't agree more. People these days spend so much time at work that they hardly ever see their families. This is certainly not a good way to live. Working such long hours causes all kinds of problems, and can even be dangerous to your health, as stress can cause a variety of illnesses, People should cut down on their working hours. After all, there is much more to life than work.

Interlocutor: How important is having a social life to you?

SA: To me, having a social life is not all that important, as I enjoy spending time on my own. I am perfectly happy to curl up with a book or to sit and watch TV or play on my computer. I have a couple of close friends who I see regularly, but I am not bothered about going out and meeting new people.

SB: Oh, I'm afraid I am exactly the opposite! Having a social life is extremely important to me. I have a large group of friends and we meet up several times a week to go out. We go to concerts, cafes and clubs and we meet new people all the time. I would be terribly bored if I didn't have a lively social life, because I love being with people and I hate staying at home on my own.

Interlocutor: Thank you.

Self-Assessment Module 5

Tapescript for Exercise 9 (p. 194)

Presenter: Swarms of jellyfish are causing Scottish fish farmers quite a bit of concern. Margaret Smith has the report.

Woman: Silently, in their millions, they begin to appear. No one knows where the swarms come from or why - but they do come. In the Shetlands, where fish farming is vital to the economy, the arrival of these jellyfish can spell disaster for the local people.

Jellyfish float towards small marine animals which they sting on contact and then eat. Farmed salmon, trapped inside cages, cannot escape. The fish are driven mad by the irritation, and end up throwing themselves against the sides of their cages, causing themselves serious injuries.

Other jellyfish, which may not sting, drift into the cages and clog up the gills of farmed fish, literally choking them to death. The death toll of farmed fish may measure in the millions.

The effects on individual farmers can be catastrophic. It can mean a total loss for a fish farm if a swarm appears.

The problem with these jellyfish is that we know very little about them. Jellyfish are ancient creatures, which have a strange and complicated lifestyle, but they have been ignored by science. Since we can't eat them and they are of no economic value, nobody has studied them.

Now, all that is changing: jellyfish are causing us to lose money, and jellyfish studies are on the agenda.

Ten universities have been recruited by the European Union to take part in a three-year study. Their first task is to understand the lifestyle of these transparent killers, and then try to control them or at least predict what they will do next.

Professor Lesley Duff of the Marine Biology department of the University of Stirling briefed journalists this morning, and emphasised the amount of work that has to be done before an effective solution can be found. Some ideas include an early warning system for fish farmers, which would allow them to stop feeding the fish for a few days and so make them stronger and able to live on less oxygen. But he didn't sound terribly optimistic about early solutions, pointing out that the scientific community's knowledge about jellyfish is embarrassingly limited.

Research is focusing on three major areas around the North Sea.

Sandsound Voe in Shetland, with its fish and mussel farms, is one of them. The second is Limfjorden in Denmark, an area of 1575 square kilometres, which used to have an important fishery industry. After a jellyfish attack last year, the industry is in desperate trouble. Jellyfish are being blamed for eating the eggs of fish and - more worryingly - not allowing the ecosystem to recover. Finally, the third area is the Mar Menor lagoon in Spain, an important tourist area. The lagoon traditionally supported an important population of fish, but stocks have almost disappeared. Jellyfish have always been present but two species, unrecorded until some years ago, have appeared. They underwent a population explosion in 1993, a phenomenon that has been repeated every summer since.

Margaret Smith, north-west Scotland.

UNIT 1

accessible (adj) /ækˈsesɪbᵊl/
alter (v) /ˈɔːltəʳ/
archive (n) /ˈɑːʳkaɪv/
aspect (n) /ˈæspekt/
association (n) /əsəʊsɪˈeɪʃᵊn/
barriers (n) /ˈbæriəʳz/
benefit (n) /ˈbenɪfɪt/
blend (v) /blend/
bossy (adj) /ˈbɒsi/
changeover (n) /ˈtʃeɪndʒəʊvəʳ/
chatterbox (n) /ˈtʃætəʳbɒks/
clap (v) /klæp/
colossal (adj) /kəˈlɒsᵊl/
complicated (adj) /ˈkɒmplɪkeɪtɪd/
conduct (v) /kənˈdʌkt/
conference (n) /ˈkɒnfrəns/
confusing (adj) /kənˈfjuːzɪŋ/
considerable (adj) /kənˈsɪdərəbᵊl/
consultant (n) /kənˈsʌltənt/
convey (v) /kənˈveɪ/
corporation (n) /kɔːʳpəˈreɪʃᵊn/
costly (adj) /ˈkɒstli/
culture (n) /ˈkʌltʃəʳ/
currently (adv) /ˈkʌrəntli/
dedicated (adj) /ˈdedɪkeɪtɪd/
discipline (n) /ˈdɪsɪplɪn/
diverse (adj) /daɪˈvɜːʳs/
dominance (n) /ˈdɒmɪnəns/
dwarf (v) /dwɔːʳf/
efficient (adj) /ɪˈfɪʃᵊnt/
enable (v) /ɪˈneɪbᵊl/
entire (adj) /ɪnˈtaɪəʳ/
estimate (n) /ˈestɪmət/
exclude (v) /ɪkˈskluːd/
feature (n) /ˈfiːtʃəʳ/
format (n) /ˈfɔːʳmæt/
giggle (v) /ˈgɪgᵊl/
global market (n) /ˈgləʊbᵊl mɑːʳkɪt/
grasp (v) /grɑːsp/
immense (adj) /ɪˈmens/
impatient (adj) /ɪmˈpeɪʃᵊnt/
implications (n) /ˌɪmplɪˈkeɪʃᵊnz/
impression (n) /ɪmˈpreʃᵊn/
inclusive (adj) /ɪnˈkluːsɪv/
independence (n) /ˌɪndɪˈpendəns/
influence (v) /ˈɪnfluəns/
inhabitants (n) /ɪnˈhæbɪtənts/
interact (v) /ˌɪntərˈækt/
international trade (n) /ˌɪntəʳnæʃənᵊl treɪd/
interpreter (n) /ɪnˈtɜːʳprɪtəʳ/
lead (v) /liːd/
legal (adj) /ˈliːgᵊl/
lingua franca (n) /ˈlɪŋgwə ˈfræŋkə/
linguistically (adv) /lɪŋˈgwɪstɪkli/
literally (adv) /ˈlɪtərəli/
majority (n) /məˈdʒɒrɪti/
mammoth (adj) /ˈmæməθ/
manually (adv) /ˈmænjuəli/
media (n) /ˈmiːdiə/
mentally (adv) /ˈmentᵊli/
minority (n) /mɪˈnɒrɪti/
mother tongue (n) /ˈmʌðəʳ tʌŋ/
multilingual (adj) /ˌmʌltɪˈlɪŋgwᵊl/
negotiations (n) /nɪˌgəʊʃɪˈeɪʃᵊnz/
offend (v) /əˈfend/
official (adj) /əˈfɪʃᵊl/
operation (n) /ˌɒpəˈreɪʃᵊn/
outdo (v) /ˌaʊtˈduː/
patron (n) /ˈpeɪtrən/
placement (n) /ˈpleɪsmənt/
platform (n) /ˈplætfɔːʳm/
polished (adj) /ˈpɒlɪʃt/
process (n) /ˈprəʊses/
proficient (adj) /prəˈfɪʃənt/
projected (adj) /prəˈdʒektɪd/
prosperous (adj) /ˈprɒspərəs/
regional (adj) /ˈriːdʒənᵊl/
regional accent (n) /ˈriːdʒənᵊl ˈæksᵊnt/
rehearse (v) /rɪˈhɜːʳs/
reliable (adj) /rɪˈlaɪəbᵊl/
religion (n) /rɪˈlɪdʒᵊn/
reward (n) /rɪˈwɔːʳd/
rhythm (n) /ˈrɪðəm/
rough (adj) /rʌf/
sharply (adv) /ˈʃɑːʳpli/
skilled (adj) /skɪld/
slogan (n) /ˈsləʊgən/
spectacle (n) /ˈspektəkᵊl/
target market (n) /ˈtɑːʳgɪt mɑːʳkɪt/
taxation (n) /tækˈseɪʃᵊn/
thankfully (adv) /ˈθæŋkfʊli/
tremendous (adj) /trɪˈmendəs/
unbeatable (adj) /ʌnˈbiːtəbᵊl/
unchecked (adj) /ʌnˈtʃekt/
variety (n) /vəˈraɪəti/
version (n) /ˈvɜːʳʃᵊn/
weep (v) /wiːp/
whisper (v) /ʰwɪspəʳ/
whistle (v) /ʰwɪsᵊl/
workload (n) /ˈwɜːʳkləʊd/
world politics (n) /ˈwɜːʳld pɒlɪtɪks/
yawn (v) /jɔːn/
yell (v) /jel/

UNIT 2

acceptable (adj) /ækˈseptəbᵊl/
aggressive (adj) /əˈgresɪv/
agreeable (adj) /əˈgriːəbᵊl/
amazed (adj) /əˈmeɪzd/
anxiously (adv) /ˈæŋkʃəsli/
appalling (adj) /əˈpɔːlɪŋ/
arise (v) /əˈraɪz/
astonished (adj) /əˈstɒnɪʃt/
burst (n) /bɜːʳst/
by-product (n) /ˈbaɪ prɒdʌkt/
cherish (v) /ˈtʃerɪʃ/
confused (adj) /kənˈfjuːzd/
constantly (adv) /ˈkɒnstəntli/
contentment (n) /kənˈtentmənt/
coolness (n) /ˈkuːlnəs/
criticism (n) /ˈkrɪtɪsɪzəm/
depression (n) /dɪˈpreʃᵊn/
deserve (v) /dɪˈzɜːʳv/
doubt (v) /daʊt/
dread (v) /dred/
ecstatic (adj) /ekˈstætɪk/
endless (adj) /ˈendləs/
filthy (adj) /ˈfɪlθi/
frustrated (adj) /frʌˈstreɪtɪd/
furious (adj) /ˈfjʊəriəs/
generous (adj) /ˈdʒenərəs/
goal (n) /gəʊl/
hasty (adj) /ˈheɪsti/
horrified (adj) /ˈhɒrɪfaɪd/
interpret (v) /ɪnˈtɜːʳprɪt/
irritability (n) /ˌɪrɪtəˈbɪlɪti/
irritable (adj) /ˈɪrɪtəbᵊl/
irritating (adj) /ˈɪrɪteɪtɪŋ/
joyful (adj) /ˈdʒɔɪfʊl/
judgement (n) /ˈdʒʌdʒmənt/
likeable (adj) /ˈlaɪkəbᵊl/
maintain (v) /meɪnˈteɪn/
mild (adj) /maɪld/
miserable (adj) /ˈmɪzərəbᵊl/
offence (n) /əˈfens/
offended (adj) /əˈfendɪd/
ordinarily (adv) /ˈɔːʳdɪnərəli/
overflow (n) /ˈəʊvəʳfləʊ/
overjoyed (adj) /ˈəʊvəʳdʒɔɪd/
overwhelmed (adj) /ˈəʊvəʳʰwelmd/
pessimist (n) /ˈpesɪmɪst/
possess (v) /pəˈzes/
rational (adj) /ˈræʃənəl/
reveal (v) /rɪˈviːl/
self image (n) /ˈself ɪmɪdʒ/
shame (v) /ʃeɪm/
status (n) /ˈsteɪtəs/
striking (adj) /ˈstraɪkɪŋ/
thoughtful (adj) /ˈθɔːtfʊl/
unending (adj) /ʌnˈendɪŋ/
value (v) /ˈvæljuː/

UNIT 3

alert (adj) /əˈlɜːʳt/
antidote (n) /ˈæntidəʊt/
blistered (adj) /ˈblɪstəʳd/
boast (v) /bəʊst/
bomb scare (n) /bɒm skeəʳ/
booming (adj) /ˈbuːmɪŋ/
candidate (n) /ˈkændɪdeɪt/
career path (n) /kəˈrɪəʳ pɑːθ/
career prospects (n) /kəˈrɪəʳ prɒspekts/
ceremonial (adj) /ˌserɪˈməʊniəl/
chimney sweep (n) /ˈtʃɪmni swiːp/
cobwebs (n) /ˈkɒbwebz/
colleague (n) /ˈkɒliːg/
courageous (adj) /kəˈreɪdʒᵊs/
crate (n) /kreɪt/
crew (n) /kruː/
dead-end (adj) /ded end/
decisive (adj) /dɪˈsaɪsɪv/
decreasing (adj) /dɪˈkriːsɪŋ/
dependable (adj) /dɪˈpendəbᵊl/
determined (adj) /dɪˈtɜːʳmɪnd/
diligent (adj) /ˈdɪlɪdʒᵊnt/
downsizing (n) /ˈdaʊnsaɪzɪŋ/
education system (n) /ˌedʒʊˈkeɪʃᵊn sɪstəm/
employee (n) /ɪmˈplɔɪiː/
encouragement (n) /ɪnˈkʌrɪdʒmənt/
ensure (v) /ɪnˈʃʊəʳ/
eventually (adv) /ɪˈventʃuəli/
extended (adj) /ɪkˈstendɪd/
faulty (adj) /ˈfɔːlti/
fearless (adj) /ˈfɪəʳləs/
flexible (adj) /ˈfleksɪbᵊl/
flexible hours (n) /ˈfleksɪbᵊl aʊəʳz/
freelancing (n) /ˈfriːlɑːnsɪŋ/
global economy (n) /ˈgləʊbᵊl ɪkˈɒnəmi/
grace (v) /greɪs/
guidance counsellor (n) /ˈgaɪdᵊns kaʊnsələʳ/
household manager (n) /ˈhaʊshoʊld mænɪdʒəʳ/
independent (adj) /ˌɪndɪˈpendənt/
initiative (n) /ɪˈnɪʃətɪv/
interest (n) /ˈɪntrəst/
isolated (adj) /ˈaɪsəleɪtɪd/
job security (n) /dʒɒb sɪkjʊərɪti/
long-term (adj) /lɒŋ tɜːʳm/

maintenance job (n) /meɪntɪnəns dʒɒb/
milk float (n) /mɪlk floʊt/
obsessed (adj) /əbsest/
obstructions (n) /ɒbstrʌkʃᵊnz/
parade (n) /pəreɪd/
pension (n) /penʃᵊn/
perks (n) /pɜːrks/
permit (n) /pɜːrmɪt/
persistent (adj) /pərsɪstənt/
personnel (n) /pɜːrsənel/
persuasive (adj) /pərsweɪsɪv/
pitfall (n) /pɪtfɔːl/
pocket-money (n) /pɒkɪt mʌni/
pose (v) /poʊz/
post (n) /poʊst/
preside (v) /prɪzaɪd/
profession (n) /prəfeʃᵊn/
promotion (n) /prəmoʊʃᵊn/
public announcement (n) /pʌblɪk ənaʊnsmənt/
punctual (adj) /pʌŋktʃuəl/
pursue (v) /pərsjuː/
redundancy (n) /rɪdʌndənsi/
resilient (adj) /rɪzɪliənt/
resourceful (adj) /rɪzɔːrsfʊl/
restore (v) /rɪstɔːr/
rewarding (adj) /rɪwɔːrdɪŋ/
rigid (adj) /rɪdʒɪd/
salary (n) /sælәri/
security guard (n) /sɪkjʊərɪti gɑːrd/
self-employed (adj) /self ɪmplɔɪd/
shift (n) /ʃɪft/
skill (n) /skɪl/
solid (adj) /sɒlɪd/
soot (n) /sʊt/
staff (n) /stɑːf/
steeplejack (n) /stiːpᵊldʒæk/
stockbroker (n) /stɒkbroʊkəʳ/
strain (v) /streɪn/
structure (n) /strʌktʃəʳ/
survey (n) /sɜːrveɪ/
town crier (n) /taʊn kraɪəʳ/
trace (v) /treɪs/
trade (n) /treɪd/
trainee (n) /treɪniː/
unsociable hours (n) /ʌnsoʊʃəbᵊl aʊəʳz/
up-to-date (adj) /ʌp tə deɪt/
vacancy (n) /veɪkənsi/
vague (adj) /veɪg/
ventilation (n) /ventɪleɪʃᵊn/
wage (n) /weɪdʒ/
waste (v) /weɪst/
well-founded (adj) /wel faʊndɪd/

UNIT 4

accessible (adj) /æksesɪbᵊl/
admittedly (adv) /ædmɪtɪdli/
affordable (adj) /əfɔːrdəbᵊl/
agricultural (adj) /ægrɪkʌltʃərəl/
alcoves (n) /ælkoʊvz/
ample (adj) /æmpᵊl/
attic (n) /ætɪk/
bedsit (n) /bedsɪt/
brick pillars (n) /brɪk pɪləʳz/
bungalow (n) /bʌŋgəloʊ/
caravan (n) /kærəvæn/
carpenter (n) /kɑːrpɪntəʳ/
cellar (n) /selәʳ/
compatible (adj) /kəmpætɪbᵊl/
concrete (adj) /kɒŋkriːt/
confession (n) /kənfeʃᵊn/
conservationist (n) /kɒnsəʳveɪʃənɪst/
council house (n) /kaʊnsᵊl haʊs/
descent (v) /dɪsent/
detached (adj) /dɪtætʃt/
distinguished (adj) /dɪstɪŋgwɪʃt/
district (n) /dɪstrɪkt/
draped curtains (n) /dreɪpt kɜːrtᵊnz/
draughts (n) /drɑːfts/
drill (v) /drɪl/
ecological (adj) /iːkəlɒdʒɪkᵊl/
energy usage (n) /enəʳdʒi juːsɪdʒ/
excavation (n) /ekskəveɪʃᵊn/
flannel coat (n) /flænᵊl koʊt/
forgery (n) /fɔːrdʒəri/
fowl (n) /faʊl/
fully-equipped (adj) /fʊli ɪkwɪpt/
fully-furnished (adj) /fʊli fɜːrnɪʃt/
genuine (adj) /dʒenjuɪn/
glass front (n) /glɑːs frʌnt/
handle (v) /hændᵊl/
hob (n) /hɒb/
hoist (v) /hɔɪst/
hold out (phr v) /hoʊld aʊt/
hotel suite (n) /hoʊtel swiːt/
humble (adj) /hʌmbᵊl/
inhabitants (n) /ɪnhæbɪtənts/
insulated (adj) /ɪnsjʊleɪtɪd/
landing (n) /lændɪŋ/
larder (n) /lɑːrdəʳ/
leafy (adj) /liːfi/
leisurely (adv) /leʒəʳli/
light fittings (n) /laɪt fɪtɪŋz/
lighting effects (n) /laɪtɪŋ ɪfekts/
locks of hair (phr)
loft (n) /lɒft/
maintenance bills (n) /meɪntɪnəns bɪlz/
maisonette (n) /meɪzənet/
mansion (n) /mænʃᵊn/
manuscript (n) /mænjʊskrɪpt/
massive (adj) /mæsɪv/
mud (n) /mʌd/
ornamental (adj) /ɔːrnəmentᵊl/
ownership (n) /oʊnəʳʃɪp/
patio (n) /pætioʊ/
penthouse (n) /penthaʊs/
pioneers (n) /paɪənɪəʳz/
porch (n) /pɔːrtʃ/
potted plants (n) /pɒtɪd plænts/
renovate (v) /renəveɪt/
reservoir (n) /rezəʳvwɑːr/
rustic (adj) /rʌstɪk/
savings (n) /seɪvɪŋz/
semi-detached (adj) /semi dɪtætʃt/
shed (n) /ʃed/
shelter (n) /ʃeltəʳ/
significantly (adv) /sɪgnɪfɪkəntli/
skyscraper (n) /skaɪskreɪpəʳ/
slope (n) /sloʊp/
solar energy (n) /soʊlәr enəʳdʒi/
solid (adj) /sɒlɪd/
steep (adj) /stiːp/
terraced house (n) /terɪst haʊs/
utility room (n) /juːtɪlɪti ruːm/
virtually (adv) /vɜːrtʃuəli/
winding (adj) /waɪndɪŋ/
yard (n) /jɑːrd/

UNIT 5

appeal (v) /əpiːl/
beauty treatment (n) /bjuːti triːtmənt/
box office (n) /bɒks ɒfɪs/
broadcast (n) /brɔːdkɑːst/
bubbly (adj) /bʌbli/
budget (n) /bʌdʒɪt/
budget airline (n) /bʌdʒɪt eəʳlaɪn/
carefree (adj) /keəʳfriː/
celebrity (n) /sɪlebrɪti/
celebrity gossip (n) /sɪlebrɪti gɒsɪp/
ceremoniously (adv) /serɪmoʊniәsli/
chain stores (n) /tʃeɪn stɔːrz/
challenge (v) /tʃælɪndʒ/
chat show (n) /tʃæt ʃoʊ/
chat-room (n) /tʃæt ruːm/
contestant (n) /kəntestənt/
conventional (adj) /kənvenʃənᵊl/
delight (v) /dɪlaɪt/
designer labels (n) /dɪzaɪnəʳ leɪbᵊlz/
detracts (v) /dɪtrækts/
down-to-earth (adj) /daʊn tə ɜːrθ/
endless (adj) /endlәs/
entertainment (n) /entəʳteɪnmənt/
ethnic (adj) /eθnɪk/
evident (adj) /evɪdənt/
excess (n) /ɪkses/
fan (n) /fæn/
fashion statement (n) /fæʃᵊn steɪtmənt/
fashion victim (n) /fæʃᵊn vɪktɪm/
feature (v) /fiːtʃəʳ/
finalist (n) /faɪnәlɪst/
formula (n) /fɔːrmjʊlә/
genre (n) /ʒɒnrә/
global (adj) /gloʊbᵊl/
glossiness (n) /glɒsinәs/
gossip column (n) /gɒsɪp kɒlәm/
hopeful (adj) /hoʊpfʊl/
horrifying (adj) /hɒrɪfaɪɪŋ/
host (v) /hoʊst/
household name (n) /haʊshoʊld neɪm/
housemate (n) /haʊsmeɪt/
immature (adj) /ɪmәtjʊəʳ/
indifferent (adj) /ɪndɪfәrәnt/
intensive (adj) /ɪntensɪv/
interactive (adj) /ɪntәræktɪv/
ironic (adj) /aɪrɒnɪk/
junk mail (n) /dʒʌŋk meɪl/
level-headed (adj) /levᵊl hedɪd/
maroon (v) /mәruːn/
merchandising (n) /mɜːrtʃәndaɪzɪŋ/
monitor (v) /mɒnɪtəʳ/
muzak (n) /mjuːzæk/
nasty (adj) /nɑːsti/
obituaries (n) /oʊbɪtʃuәrɪz/
obligation (n) /ɒblɪgeɪʃᵊn/
open-minded (adj) /oʊpәn maɪndɪd/
outgoing (adj) /aʊtgoʊɪŋ/
pantomime (n) /pæntәmaɪm/
participants (n) /pɑːrtɪsɪpәnts/
participation (n) /pɑːrtɪsɪpeɪʃᵊn/
performance (n) /pəʳfɔːrmәns/
plastic surgery (n) /plæstɪk sɜːrdʒәri/
potential (adj) /pәtenʃᵊl/
putdown (n) /pʊtdaʊn/

reality show (n) /riæləti ʃoʊ/
rebellious (adj) /rɪbeliəs/
revival (n) /rɪvaɪvᵊl/
screen (v) /skriːn/
self-centred (adj) /self sentəʳd/
shopping mall (n) /ʃɒpɪŋ mɔːl/
sitcom (n) /sɪtkɒm/
smash hit (n) /smæʃ hɪt/
smuggle (v) /smʌgᵊl/
soap (n) /soʊp/
spokeswoman (n) /spoʊkswʊmən/
swooping (adj) /swuːpɪŋ/
sympathise (v) /sɪmpəθaɪz/
temper (n) /tempəʳ/
text messaging (n) /tekst mesɪdʒɪŋ/
time-lapse (adj) /taɪm læps/
trend (n) /trend/
trend-setter (n) /trend setəʳ/
tune (v) /tjuːn/
unique (adj) /juːniːk/
unpredictable (adj) /ʌnprɪdɪktəbᵊl/
update (n) /ʌpdeɪt/
versatile (adj) /vɜːʳsətaɪl/
volunteer (n) /vɒlɪntɪəʳ/
vote (v) /voʊt/
wave (n) /weɪv/
weird (adj) /wɪəʳd/

UNIT 6

artificial (adj) /ɑːʳtɪfɪʃᵊl/
bench (n) /bentʃ/
blaze (n) /bleɪz/
breathtaking (adj) /breθteɪkɪŋ/
broaden (v) /brɔːdᵊn/
cable car (n) /keɪbᵊl kɑːʳ/
charter flight (n) /tʃɑːʳtəʳ flaɪt/
chase (v) /tʃeɪs/
crystal-clear (adj) /krɪstᵊl klɪəʳ/
dazzle (v) /dæzᵊl/
declare (v) /dɪkleəʳ/
departure lounge (n) /dɪpɑːʳtʃəʳ laʊndʒ/
deprived (adj) /dɪpraɪvd/
diving reef (n) /daɪvɪŋ riːf/
dock (v) /dɒk/
downturn (n) /daʊntɜːʳn/
eco-tourism (n) /iːkoʊ tʊərɪzəm/
encounter (v) /ɪnkaʊntəʳ/
engage (v) /ɪngeɪdʒ/
engineering (n) /endʒɪnɪərɪŋ/
enthusiast (n) /ɪnθjuːziæst/
excursion (n) /ɪkskɜːʳʃᵊn/
expand (v) /ɪkspænd/
explorer (n) /ɪksplɔːrəʳ/
flamboyant (adj) /flæmbɔɪənt/
flaming (adj) /fleɪmɪŋ/
flowing (adj) /floʊɪŋ/
flyover (n) /flaɪoʊvəʳ/
gay (adj) /geɪ/
gaze (v) /geɪz/
generate (v) /dʒenəreɪt/
globetrotter (n) /gloʊbtrɒtəʳ/
hazard (n) /hæzəʳd/
inhabitant (n) /ɪnhæbɪtənt/
land (v) /lænd/
lane (n) /leɪn/
launch (v) /lɔːntʃ/
local authorities (n) /loʊkᵊl ɔːθɒrɪtɪz/
lofty (adj) /lɒfti/
loneliness (n) /loʊnlinəs/
low budget (adj/n) /loʊ bʌdʒɪt/
luxurious (adj) /lʌgʒʊəriəs/
marine life (n) /məriːn laɪf/
murmur (v) /mɜːʳməʳ/
national economy (n) /næʃənᵊl ɪkɒnəmi/
native (adj) /neɪtɪv/
occupy (v) /ɒkjʊpaɪ/
opponent (n) /əpoʊnənt/
package holiday (n) /pækɪdʒ hɒlɪdei/
pale (adj) /peɪl/
pilgrim (n) /pɪlgrɪm/
pristine (adj) /prɪstiːn/
quay (n) /kiː/
rambler (n) /ræmbləʳ/
remnant (n) /remnənt/
remote (adj) /rɪmoʊt/
resident (n) /rezɪdənt/
revive (v) /rɪvaɪv/
sample (v) /sɑːmpᵊl/
scarlet (adj) /skɑːʳlət/
scheme (n) /skiːm/
seaside (adj) /siːsaɪd/
seaside resort (n) /siːsaɪd rɪzɔːʳt/
shadowy (adj) /ʃædoʊi/
sharpness (n) /ʃɑːʳpnəs/
shipwreck (n) /ʃɪprek/
shoestring (adj) /ʃuːstrɪŋ/
sightseer (n) /saɪtsiːəʳ/
sink (v) /sɪŋk/
snub (v) /snʌb/
splash (v) /splæʃ/
splendour (n) /splendəʳ/
stir (v) /stɜːʳ/
stopover (n) /stɒpoʊvəʳ/
stormy (adj) /stɔːʳmi/
stream (n) /striːm/
streamer (n) /striːməʳ/
terrace (n) /terɪs/
tourism industry (n) /tʊərɪzəm ɪndəstri/
traveller's cheques (n) /trævələʳz tʃeks/
trek (v) /trek/
trim (v) /trɪm/
unloading (n) /ʌnloʊdɪŋ/
up-market (adj) /ʌpmɑːʳkɪt/
vanish (v) /vænɪʃ/
vessel (n) /vesᵊl/
wander (v) /wɒndəʳ/
welfare project (n) /welfeəʳ/
wildlife (n) /waɪldlaɪf/

UNIT 7

academically (adv) /ækədemɪkli/
accurate (adj) /ækjʊrət/
admiral (n) /ædmərəl/
air force (n) /eəʳ fɔːʳs/
air marshal (n) /eəʳ mɑːʳʃᵊl/
ally (n) /ælaɪ/
approve (v) /əpruːv/
assassinate (v) /əsæsɪneɪt/
biased (adj) /baɪəst/
brutal (adj) /bruːtᵊl/
calendar (n) /kælɪndəʳ/
campaign (v) /kæmpeɪn/
capture (v) /kæptʃəʳ/
claim (v) /kleɪm/
coast guard (n) /koʊst gɑːʳd/
commerce (n) /kɒmɜːʳs/
compose (v) /kəmpoʊz/
conflict (n) /kɒnflɪkt/
conquer (v) /kɒŋkəʳ/
contribution (n) /kɒntrɪbjuːʃᵊn/
crash (n) /kræʃ/
death-defying (adj) /deθ dɪfaɪɪŋ/
defend (v) /dɪfend/
deliberately (adv) /dɪlɪbərətli/
demonstration (n) /demənstreɪʃᵊn/
disarmament (n) /dɪsɑːʳməmənt/
draft (n) /drɑːft/
engine failure (n) /endʒɪn feɪljəʳ/
era (n) /ɪərə/
feat (n) /fiːt/
fireworks (n) /faɪəʳwɜːʳks/
graduate (v) /grædʒueɪt/
grant (v) /grɑːnt/
immigrant (n) /ɪmɪgrənt/
independence (n) /ɪndɪpendəns/
indigenous (adj) /ɪndɪdʒɪnəs/
instructor (n) /ɪnstrʌktəʳ/
invade (v) /ɪnveɪd/
large-scale (adj) /lɑːʳdʒ skeɪl/
leader (n) /liːdəʳ/
lengthy (adj) /leŋθi/
military (adj) /mɪlɪtri/
mission (n) /mɪʃᵊn/
myth (n) /mɪθ/
nuclear (adj) /njuːkliəʳ/
objective (adj) /əbdʒektɪv/
occur (v) /əkɜːʳ/
odd jobs (adj/n) /ɒd dʒɒbz/
officially (adv) /əfɪʃᵊli/
pacifist (n) /pæsɪfɪst/
president (v) /prezɪdənt/
presumably (adv) /prɪzjuːməbli/
promote (v) /prəmoʊt/
rank (n) /ræŋk/
reign (v) /reɪn/
reliable (adj) /rɪlaɪəbᵊl/
retreat (v) /rɪtriːt/
rule (v) /ruːl/
significant (adj) /sɪgnɪfɪkənt/
spy (n) /spaɪ/
strike (n) /straɪk/
struggle (v) /strʌgᵊl/
stunt (n) /stʌnt/
subjective (adj) /səbdʒektɪv/
surrender (v) /sərendəʳ/
surround (v) /səraʊnd/
traditionally (adv) /trədɪʃənᵊli/
transatlantic (adj) /trænzətlæntɪk/
treaty (n) /triːti/
truce (n) /truːs/
understandably (adv) /ʌndəʳstændəbli/
unreliable (adj) /ʌnrɪlaɪəbᵊl/
unsettled (adj) /ʌnsetᵊld/
version (n) /vɜːʳʃᵊn/
voyage (n) /vɔɪɪdʒ/

UNIT 8

access (v) /ækses/
artwork (n) /ɑːʳtwɜːʳk/
assign (v) /əsaɪn/
badly-behaved (adj) /bædli bɪheɪvd/
boarding/grammar/comprehensive/state/public school (phr)
boyish (adj) /bɔɪɪʃ/
bully (v) /bʊli/
candlestick (n) /kændᵊlstɪk/
canteen (n) /kæntiːn/
capture (v) /kæptʃəʳ/
career counselling (n) /kərɪəʳ kaʊnsəlɪŋ/
coach (n) /koʊtʃ/

computer lab (n) /kəmpjuːtəʳ læb/
computer screen (n) /kəmpjuːtəʳ skriːn/
concentration (n) /kɒnsᵊntreɪʃᵊn/
confidence (n) /kɒnfɪdəns/
consequently (adv) /kɒnsɪkwentli/
curriculum (n) /kərɪkjʊləm/
cyber (adj) /saɪbəʳ/
delight (n) /dɪlaɪt/
detention (n) /dɪtenʃᵊn/
digital camera (n) /dɪdʒɪtəl kæmrə/
disciplined (adj) /dɪsɪplɪnd/
distract (v) /dɪstrækt/
duly (adj) /djuːli/
educate (v) /edʒʊkeɪt/
exchange (v) /ɪkstʃeɪndʒ/
experiment (n) /ɪkspeɪrɪmənt/
factor (n) /fæktəʳ/
fag (v) /fæg/
fairness (n) /feəʳnəs/
fellow pupils (n) /feloʊ pjuːpɪlz/
golden opinions (phr)
good-natured (adj) /gʊd neɪtʃəʳd/
gymnasium (n) /dʒɪmneɪziəm/
high spirits (phr)
infant (n) /ɪnfənt/
instructor (n) /ɪnstrʌktəʳ/
interactive (adj) /ɪntəræktɪv/
lecture (n) /lektʃəʳ/
measure (v) /meʒəʳ/
mischievous (adj) /mɪstʃɪvəs/
modelling clay (n) /mɒdəlɪŋ kleɪ/
motivation (n) /moʊtɪveɪʃᵊn/
multimedia programs (n) /mʌltimiːdiə proʊgræmz/
online material (n) /ɒnlaɪn mətɪəriəl/
optional (adj) /ɒpʃənᵊl/
peep (v) /piːp/
playground (n) /pleɪgraʊnd/
playing field (n) /pleɪɪŋ fiːld/
positioning (n) /pəzɪʃənɪŋ/
postgraduate (adj) /poʊstgrædʒuət/
privilege (n) /prɪvɪlɪdʒ/
project (n) /prɒdʒekt/
reckless (adj) /rekləs/
recognizable (adj) /rekəgnaɪzəbᵊl/
remotely (adv) /rɪmoʊtli/
resit (v) /riːsɪt/
revise (v) /rɪvaɪz/
sand pit (n) /sænd pɪt/
school report (n) /skuːl rɪpɔːʳt/
school system (n) /skuːl sɪstəm/
science lab (n) /saɪəns læb/
shortage (n) /ʃɔːʳtɪdʒ/
software (n) /sɒftweəʳ/
state-of-the-art (adj) /steɪt əv ðiː ɑːʳt/
stimulate (v) /stɪmjʊleɪt/
strictness (n) /strɪktnəs/
substitute (n) /sʌbstɪtjuːt/
supervise (v) /suːpəʳvaɪz/
temptation (n) /tempteɪʃᵊn/
thesis (n) /θiːsɪs/
three-dimensional (adj) /θriː daɪmenʃənəl/
trainer (n) /treɪnəʳ/
training materials (n) /treɪnɪŋ mətɪəriəlz/
tutor (n) /tjuːtəʳ/
undergraduate (adj) /ʌndəʳgrædʒuət/
unmanageable (adj) /ʌnmænɪdʒəbᵊl/
well grounded (adj) /wel graʊndɪd/
willing (adj) /wɪlɪŋ/
worldwide (adj) /wɜːʳldwaɪd/

UNIT 9

acid rain (n) /æsɪd reɪn/
assess (v) /əses/
awareness (n) /əweəʳnəs/
biodegradable (adj) /baɪoʊdɪgreɪdəbᵊl/
breed (v) /briːd/
challenge (v) /tʃælɪndʒ/
commercial (adj) /kəmɜːʳʃᵊl/
consequence (n) /kɒnsɪkwens/
conservation (n) /kɒnsəʳveɪʃᵊn/
conserve (v) /kənsɜːʳv/
consumption (n) /kənsʌmpʃᵊn/
contaminate (v) /kəntæmɪneɪt/
contribute (v) /kəntrɪbjuːt/
crucial (adj) /kruːʃᵊl/
decline (v) /dɪklaɪn/
deforestation (n) /diːfɒrɪsteɪʃᵊn/
devastation (n) /devəsteɪʃᵊn/
developing world (n) /dɪveləpɪŋ wɜːʳld/
dioxin (n) /daɪɒksɪn/
discard (v) /dɪskɑːʳd/
diversity (n) /daɪvɜːʳsɪti/
dump (v) /dʌmp/
ecosystem (n) /iːkoʊsɪstəm/
endangered (adj) /ɪndeɪndʒəʳd/
evolve (v) / ɪvɒlv/
expedition (n) /ekspɪdɪʃᵊn/
extinct (adj) /ɪkstɪŋkt/
extract (v) /ɪkstrækt/
famine (n) /fæmɪn/
flooding (n) /flʌdɪŋ/
fossil fuels (n) /fɒsəl fjuːəlz/
genetically (adv) /dʒɪnetɪkli/
global (adj) /gloʊbᵊl/
habitat (n) /hæbɪtæt/
hook (n) /hʊk/
house (v) /haʊz/
impact (n) /ɪmpækt/
krill (n) /krɪl/
measures (n) /meʒəʳz/
minimize (v) /mɪnɪmaɪz/
modified (adj) /mɒdɪfaɪd/
negotiate (v) /nɪgoʊʃieɪt/
organic (adj) /ɔːʳgænɪk/
pesticide (n) /pestɪsaɪd/
preserve (v) /prɪzɜːʳv/
rainforest (n) /reɪnfɒrɪst/
recreation (n) /rekrieɪʃᵊn/
recycling (n) /riːsaɪklɪŋ/
regenerate (v) /rɪdʒenəreɪt/
region (n) /riːdʒᵊn/
regulation (n) /regjʊleɪʃᵊn/
release (v) /rɪliːs/
resources (n) /rɪzɔːʳsɪz/
restore (v) /rɪstɔːʳ/
scheme (n) /skiːm/
sediment (n) /sedɪmənt/
seed (n) /siːd/
sewage (n) /suːɪdʒ/
species (n) /spiːʃiz/
starvation (n) /stɑːʳveɪʃᵊn/
toxic (adj) /tɒksɪk/
ultimate (adj) /ʌltɪmət/
undertake (v) /ʌndəʳteɪk/
vault (n) /vɔːlt/
volunteer (n) /vɒləntɪəʳ/
wrapping (n) /ræpɪŋ/

UNIT 10

adolescent (n) /ædəlesᵊns/
amiable (adj) /eɪmiəbᵊl/
biological (adj) /baɪəlɒdʒɪkᵊl/
burden (n) /bɜːʳdᵊn/
calorie (n) /kæləri/
centenarian (n) /sentɪneəriən/
challenge (n) /tʃælɪndʒ/

chronological (adj) /krɒnəlɒdʒɪkᵊl/
confidently (adv) /kɒnfɪdəntli/
consume (v) /kənsjuːm/
crawling (n) /krɔːlɪŋ/
delicate (adj) /delɪkət/
delightful (adj) /dɪlaɪtfʊl/
duty (n) /djuːti/
exaggerate (v) /ɪgzædʒəreɪt/
fizzy (adj) /fɪzi/
fool (v) /fuːl/
fuss (v) /fʌs/
generation (n) /dʒenəreɪʃᵊn/
geriatric (adj) /dʒeriætrɪk/
good-natured (adj) /gʊd neɪtʃəʳd/
graduation (n) /grædʒueɪʃᵊn/
greying (adj) /greɪɪŋ/
health conscious (adj) /helθ kɒnʃəs/
heroically (adv) /hɪroʊɪkli/
inaudibly (adv) /ɪnɔːdɪbli/
infant (n) /ɪnfənt/
intellect (n) /ɪntɪlekt/
juvenile (n) /dʒuːvənaɪl/
kindergarten (n) /kɪndəʳgɑːʳtᵊn/
life expectancy (n) /laɪf ɪkspektənsi/
longevity (n) /lɒndʒevɪti/
maintain (v) /meɪnteɪn/
mature (adj) /mətjʊəʳ/
mischief (n) /mɪstʃɪf/
mortgage (n) /mɔːʳgɪdʒ/
nestle (v) /nesᵊl/
nutrition (n) /njuːtrɪʃᵊn/
passionate (adj) /pæʃənət/
portion (n) /pɔːʳʃᵊn/
posture (n) /pɒstʃəʳ/
pregnancy (n) /pregnənsi/
prolific (adj) /prəlɪfɪk/
puberty (n) /pjuːbəʳti/
sociability (n) /soʊʃəbɪlɪti/
sparkling (adj) /spɑːʳklɪŋ/
tantrum (n) /tæntrəm/
toddler (n) /tɒdləʳ/
wholesome (adj) /hoʊlsəm/
wrinkle (n) /rɪŋkᵊl/

Upstream

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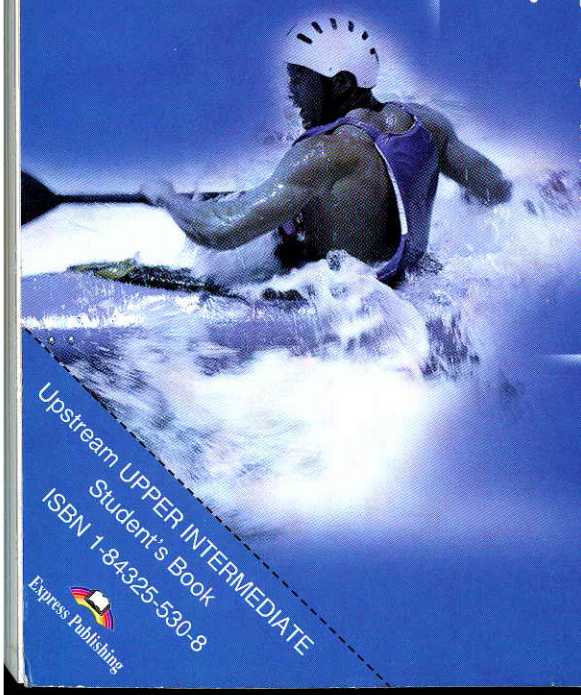
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