

Virginia Evans - Jenny Dooley



Intermediate



C O U R S E B O O K

ENTERPRISE

4



Express Publishing

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SPEAKING	GRAMMAR	PRONUNCIATION	WRITING
<ul style="list-style-type: none"> job interview clothes description comparing/contrasting jobs 	Present Simple Present Continuous too - enough	/æ/, /ɑ:/, /ʌ/ hat, heart, hut	Describing a person
<ul style="list-style-type: none"> weather description making complaints making speculations/suggestions 	Past tenses Present Perfect - Present Perfect Cont. Relative Pronouns		Describing places/buildings
<ul style="list-style-type: none"> narrating a story problem solving 	Reported Speech		Narration - Story writing
<ul style="list-style-type: none"> commenting on disasters presenting a news bulletin suggesting survival techniques 	Conditionals Wishes	/s/, /ʃ/ save, shave	News reports
<ul style="list-style-type: none"> talking about festivals discussing superstitions/traditions comparing festivals/ceremonies 	Passive Voice Causative Form		Describing Events
<ul style="list-style-type: none"> making a shopping list ordering in a restaurant comparing/contrasting eating places 	Countable/Uncountable nouns; articles; some/any/no; expressing preferences; so/such; question tags	/ðɪ/, /ðə/ the apple, the fruit	Writing Instructions Giving Directions Describing Processes
<ul style="list-style-type: none"> alibi game precautions to avoid crime making speculations/suggestions 	expressing possibility; assumptions; obligation/necessity/prohibition; criticism; making assumptions	/n/, /ŋ/ kin, king	Letter writing (A)
<ul style="list-style-type: none"> making suggestions -responding benefits of sports comparing sports/hobbies 	Gerund-Infinitive neither/nor - so	/tʃ/, /dʒ/ batch, badge	Letter writing (B) Transactional letters
<ul style="list-style-type: none"> expressing points for/against environmental issues expressing opinions - damage mankind has caused to the Earth 	positive/negative addition expressing contrast joining ideas cause/reason and result	/l/, /ɪ/ live, leave	Argumentative (for - against)
<ul style="list-style-type: none"> importance of computers taking exams prioritising school subjects 	expressing purpose future forms	/s/, /z/ advise, advice	Argumentative (expressing opinions)
<ul style="list-style-type: none"> suggestions to spend an evening out describing a film comparing types of entertainment 	asking for/refusing/giving permission; offers/suggestions; participles; bare infinitive/-ing form; tense revision	/rə/, /eə/ rear, rare	Film/Book Reviews Articles
<ul style="list-style-type: none"> comparing means of transport booking a ticket - checking in at an airport exchanging opinions 	Comparative - Superlative forms	/ɒ/, /ɔ:/ shot, short	Survey Reports Reports assessing good and bad points

People & Places

Before you start...

- What's your name?
- Where do you come from?
- What do you look like?

Listen, read and talk about...

People & Jobs

- people's physical appearance & character
- jobs
- qualities needed for certain professions
- clothes



Unit 1

Places to visit

- landmarks
- types of dwellings
- places
- types of holidays
- the weather

Unit 2



Module

1

Units 1 - 3



Learn how to ...

- describe people
- have a job interview
- advise people on how to get a job
- compare and contrast jobs
- describe places
- compare places (then & now)
- book a holiday
- make a complaint
- comment on films
- express feelings/reactions
- make suggestions/ speculations

Practise ...

- present simple/continuous
- too/enough
- past simple/continuous
- past perfect/past perfect continuous
- present perfect/present perfect continuous
- relative pronouns/adverbs
- relative clauses
- time adverbials
- reported speech

Write ...

- a descriptive article about a person
- a descriptive article about a place/building
- a narrative

Phrasal verbs : give, take, get

- types of books/films
- types of stories
- feelings & reactions

Stories


Unit 3





Lead-in

- What jobs are shown in the pictures? Which of these jobs are dangerous? Which of these jobs do you need to be well-qualified to do?
- Do you think there are jobs that should be done only by men? Why? Why not?
- What qualities do you need to be a bullfighter?

 Read the following summary of the text, then listen to the tape and fill in the gaps.

Cristina Sanchez went to a bullfighting school in Madrid. Then she trained with 1) Sanchez is very popular with the 2) Sanchez is elegant and moves more like a 3) than an athlete. Bullfighting is a tough world for a 4) Although Spanish women won the right to fight bulls with men in 5), some men still refuse to fight in the same ring as them. Sanchez's family lives in 6) She has a tough fitness routine – running, working out in the 7) and practising with her father. Cristina doesn't drink, 8) or socialise but she travels a lot in order to fight. She has been injured in the leg and the 9) but this hasn't kept her away from the ring. Her manager, Simon Casas, says she has a 10) mentality.



Reading

You are going to read a newspaper article about a young person's career. For questions 1-6, choose the answer (A, B, C or D) which you think fits best according to the text.

Living by the Sword

When Cristina Sanchez told her parents that she wanted to become a bullfighter instead of a hairdresser, they weren't too pleased. But when she was eighteen her parents **realised** that she was serious and sent her to a bullfighting school in Madrid, where she trained with professionals.

Since last July, Sanchez has been the most successful novice in Spain and is very popular with the crowds. After **brilliant performances** in Latin America and Spain earlier this year, Sanchez has decided that she is ready to take the test to become a *matador de toros*. Out of the ring, Sanchez does not look like a matador. She is casually elegant, very **feminine** and wears her long blond hair loose. She seems to move much more like a dancer than an athlete, but in the ring she is all power.

When she was fourteen, Sanchez's father **warned** her that the world of bullfighting was hard enough for a man and even harder for a woman. It seems he is right. "It really is a **tough** world for a woman," says Sanchez. "You start with the door shut in your face. A man has to prove himself only once, whereas I have had to do it ten times just to get my foot in the door."

In perhaps the world's most masculine profession, it would seem strange if Sanchez had not met problems. But even though Spanish women won the legal right to **fight** bulls on equal terms with men in 1974, there are still matadors like Jesulin de Ubrique who refuse to fight in the same ring as her.

Sanchez lives with her family in Parla, south of Madrid. Her family is everything to her and is the main support in her life. "My sisters don't like bullfighting, they don't even watch it on TV, and my mother would be the happiest person in the world if I gave it up. But we get on well. Mum's like my best friend."

When Sanchez is not fighting she has a tough fitness routine — running, working out in the gym and practising with her father in the afternoon. By nine she is home for supper, and by eleven she is in bed. She doesn't drink, smoke or socialise. "You have to give up a lot," says Sanchez. "It's difficult to meet people, but it doesn't worry me — love does not arrive because you look for it." 37

Sanchez spends most of the year travelling: in summer to Spanish and French bullfights and in winter to Latin America. Her mother dislikes watching Sanchez fight, but goes to the ring when she can. If not, she waits at home next to the telephone. Her husband has had to ring three times to say that their daughter had been injured, twice **lightly** in the leg and once seriously in the stomach. After she has been **wounded**, the only thing Sanchez thinks about is how quickly she can get back to the ring. "It damages your confidence," she says "but it also makes you mature. It's just unprofessional to be injured. You cannot let it happen." Sanchez **is managed** by Simon Casas, who says, "At the moment there is no limit to where she can go. She has a champion's mentality, as well as courage and technique."

1 When Sanchez told her parents that she wanted to be a bullfighter they

- A felt a little pleased.
- B thought she was too young.
- C thought she had a good sense of humour.
- D were initially opposed to the idea.

2 Sanchez thinks that

- A living in today's world is difficult for a woman.
- B bullfighting is a difficult career for women.
- C it is almost impossible to succeed as a female bullfighter.
- D women have to demonstrate their skills as much as male bullfighters do.

3 Sanchez's mother

- A is everything to the family.
- B prefers to watch her daughter on TV.
- C supports her more than the rest of her family.
- D would prefer Cristina to leave the ring.

4 What does "it" in line 37 refer to?

- A the fitness routine
- B not socialising
- C giving up
- D smoking

5 Sanchez doesn't socialise often because

- A she doesn't like cigarettes and alcohol.
- B her work takes up most of her time.
- C she is worried about meeting people.
- D it's too difficult to look for friends.

6 What does Sanchez think about after being injured?

- A her next chance to fight bulls
- B her abilities
- C her development
- D her skills



Vocabulary Practice

1 Look at the words in bold on page 7 and try to explain them.

2 Fill in the correct word(s) from the list below:

<i>get my foot in the door</i>	<i>confidence</i>	<i>socialise</i>
<i>novice</i>	<i>professional</i>	<i>mature</i>
<i>face</i>	<i>support</i>	<i>courage</i>
<i>masculine</i>		



- Doctors don't have much time to as they work very long hours. (**mix with people**)
- The experienced chess player easily beat the, who was still learning the rules of the game. (**beginner**)
- After months of training the young fire-fighter was ready to a real fire. (**deal with**)
- There aren't many female boxers as it is a very sport. (**male**)
- The contacts I had, helped me when I was looking for a job. (**get started**)

- My parents were a great to me when I lost my job. (**help**)
- My tennis coach is a; he has been playing in international matches for years. (**paid expert**)
- Working as a chef for five years gave Brian the to open his own restaurant. (**sense of self-worth**)
- Fire-fighters need a lot of as their work is often very dangerous. (**bravery**)
- The manager didn't hire the young man, as he didn't think he was enough to deal with the stresses of the job. (**emotionally developed**)

3 Fill in the correct word(s) from the list below. Use the words only once.

<i>a champion's</i>	<i>to wear</i>	<i>to win</i>
<i>to prove</i>	<i>limit</i>	<i>tough</i>
<i>to damage</i>	<i>to give</i>	<i>popular</i>
<i>to take</i>	<i>on equal terms</i>	<i>casually</i>

- | | |
|--------------------------|----------------------------|
| 1 a world | 7 elegant |
| 2 sb the chance to | 8 a test |
| 3 the legal right | 9 to fight with |
| 4 your confidence | 10 my hair loose |
| 5 there is no to | 11 himself |
| 6 with crowds | 12 to have mentality |

4 Fill in the correct word.

profession, job, career, occupation

- Her as a dancer came to an end when she broke her leg.
- My father has been unable to find a for the past two years.
- You must write your name, age and on the application form.
- John is a doctor by, and has his own practice in London.

5 Fill in the correct particle.

- She **gave** eating fatty foods when she went on a diet. (**stopped**)
- Spies **gave** top secret information during the war. (**revealed**)
- Although it looked as though Steffi was winning the match, Monica refused to **give** (**surrender**)
- The charity **gave** food to the poor and needy. (**gave freely**)
- For such a small electric fire, it **gives** a lot of heat. (**emits**)
- Their food supplies **gave** before they reached the summit of the mountain. (**came to an end**)

6 Fill in the correct preposition, then choose any five items and make sentences.

- 1) to be serious sth; 2) to be popular sb; 3) to decide sth; 4) to warn sb sb; 5) to be worried sb/sth; 6) to think sb/sth; 7) to live sb; 8) to arrive a city; 9) to arrive the office; 10) a limit sth; 11) to be pleased sb/sth; 12) to succeed sth; 13) to prefer sth sth else; 14) to socialise people

Talking Points

- ◆ Read the text about Cristina Sanchez again and make notes under the following headings. Then, talk about her career.
 - ◆ training
 - ◆ problems she faced
 - ◆ fitness routine
 - ◆ dangers
 - ◆ qualities needed
- ◆ Can you think of any other dangerous occupations?



1 Look at the pictures and guess the profession they suggest, then say what each person in that profession does.



- | | | | |
|---|------------------------------------|----|-------|
| 1 |singer - He sings songs. | 6 | ..... |
| 2 | ..... | 7 | ..... |
| 3 | ..... | 8 | ..... |
| 4 | ..... | 9 | ..... |
| 5 | ..... | 10 | ..... |

2 Fill in with the words in brackets.

- A(n) repairs car engines, whereas a(n) uses scientific knowledge to develop machines. (**mechanic/engineer**)
- A(n) is responsible for the preparation and publication of a newspaper, book or magazine, while a(n) prints them ready to be sold. (**publisher/editor**)
- work on beaches or in swimming pools and save people from drowning, but are hired to protect famous people. (**lifeguards/bodyguards**)
- work in places from which you can buy books, whereas work in places from which you can borrow books. (**librarians/booksellers**)
- A writes articles for newspapers or magazines, while a presents news stories on television or radio. (**journalist/newsreader**)
- An is a scientist who studies the stars and planets, but an makes predictions by studying the positions of stars and planets. (**astrologer/astronomer**)
- A informs people about the weather on the TV or radio, whereas a studies weather conditions so that the weather forecast can be given. (**weather presenter/meteorologist**)
- catch fish which are then sold to who sell them in their shops. (**fishermen/fishmongers**)

3 Here's a list of adjectives describing qualities certain professions need. Read the sentences and fill in the correct adjective.

persuasive, brave, creative, patient, intelligent, polite, accurate, fair, friendly

- Salespeople need to be to get people to buy their products.
- A scientist has to be in order to understand complex theories.
- Receptionists should be in order to make people feel welcome.
- Surgeons must be very as they should not make mistakes in their work.
- A shop assistant has to be even when dealing with a rude customer.
- Lifeguards have to be as they often find themselves in dangerous situations.
- Teachers need to be very as students sometimes take a long time to learn things.
- Judges should be and give all the evidence equal consideration.
- Fashion designers should be very so that they can come up with new designs.

4 Look at the following pictures and identify the professions. Then match them with the qualities in the box, justifying your choice.

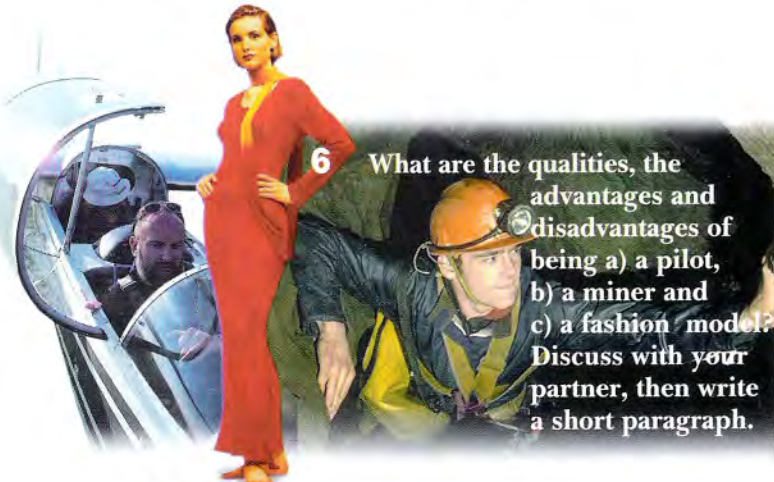


brave, imaginative, courageous, helpful, efficient, careful, fit, cheerful, creative, patient, original, hard-working

e.g. A secretary has to be **efficient** and **careful** in order to do her work quickly and accurately.

5 A business executive, a fire-fighter and a nurse are talking about the qualities they need to have to be good at their jobs, and the advantages and disadvantages of their jobs. Listen to the dialogues and fill in the missing information.

	Qualities	Advantages	Disadvantages
	..... persuasive	..... people respect me	travelling a lot, not much free time
	courageous, calm,	save lives, .....	..... not well paid
	..... sympathetic, caring	..... because you help people	..... upsetting



6 What are the qualities, the advantages and disadvantages of being a) a pilot, b) a miner and c) a fashion model? Discuss with your partner, then write a short paragraph.

7 Underline the correct item.

- My father gets a wage/salary of £15,000 a year.
- The perks/bonuses of this job include a company car and a mobile phone.
- Please bring a copy of your CV/application form when you come for your interview.
- If you want to appoint/apply for the job you should write to the company.
- I was made fired/redundant when the company closed down.
- He left his post/vacancy at the company when he was invited to work for another firm.
- She is a(n) experienced/trained lawyer ; she has worked for several law firms since she left university.
- I am a full-time/part-time teacher – I only work twelve hours a week.

8 What questions do you think an interviewer and an applicant could ask at a job interview? Now listen to the dialogue and write down two of the interviewer's and two of the applicant's questions.

9 Working in pairs, act out a job interview using expressions from the box below. Start as in the example.

What is/are ..., I'd very much appreciate ..., Could you tell me ..., Would you be able to ..., Would you mind ..., etc.

e.g. A: Hello, Miss Jones.
Thanks for coming.
Please, sit down.
B: Thank you, sir.
A: Firstly, where did you see the advert for this post? ... etc.

10 List the words below which describe people's physical appearance under the following headings. Can you think of any other words which can be used under each heading?

HEIGHT	BUILD	AGE	COMPLEXION
FACE	HAIR	EYES	NOSE
LIPS	SPECIAL FEATURES		

straight, almond-shaped, square, wavy, well-built, dimples, middle-aged, scar, curly, muscular, mole, round, crooked, limp, slanting, teenage, full, tanned, spots, blond, shoulder-length, permed, tattoo, freckled, pale, high cheekbones, skinny, wrinkled, hooked, of medium height, curved

11 Listen to the radio announcement and fill in the table below. Using the notes, describe each suspect; then, write each suspect's description.

	SUSPECT 1	SUSPECT 2
Height	short	tall
Build	quite muscular	skinny
Age	.....	.....
Complexion	tanned	.....
Face	.....	square
Hair	thick,, grey	short,
Eyes	.....	slanting
Nose	crooked	curved
Lips	thin	.....
Special features	walks with a limp	.....



12 A fashion show is being held. Look at the pictures, then go through the presenter's commentary and underline the correct item.

"...Sam is wearing a **casual/formal** cotton shirt with a floral pattern. The neck is open and the sleeves are slightly rolled up. He is also wearing smart, **loose-fitting/tight-fitting** dark grey trousers with a gold-buckled black leather belt. On his feet he is wearing **slip-on/sling-back** leather shoes. Amanda is wearing a round-necked, **short-sleeved/long-sleeved**, navy cotton T-shirt and shorts with large dark blue and white flowers on them. She has a white belt round her waist and white, leather, **low-heeled/high-heeled** shoes on her feet.

Dressed with classic elegance, Julia and Henrietta introduce this winter's look. On the right, Julia is wearing a long, brown, tailored **jacket/overcoat** with wide, dark brown velvet lapels and narrow velvet **cuffs/wrists**. Under this she is wearing a brown, button-down **blouse/pullover** with a narrow **collar/neck**, a waistcoat and a matching brown **skirt/dress** with a slit at the front. She has brown **socks/tights** on her legs and brown leather low-heeled ankle **loafers/boots** on her feet. She is also wearing dark brown leather **mittens/gloves** and a dark brown wide-brimmed **helmet/hat**. Henrietta is wearing a fitted jacket fastened with gold **zips/buttons**. She is also wearing brown trousers. She is holding a loose-fitting overcoat with a wide velvet collar."



13 Look at the pictures taken at a fashion show. Who is casually dressed? Who is formally dressed? Who is wearing: a) **trainers**, b) **knee-high boots**, c) **a polo-neck jumper**, d) **high-heeled, sling-back shoes**, e) **braces**, f) **a scarf**, g) **a leather jacket**, h) **a checked shirt**, i) **a jacket which has a tie fastening at one side**?

Now listen to Janet describing each model's clothes to help you find their names. Then, describe each model's clothes.

14 The following adjectives describe people's character. Read the sentences and fill in the correct adjective.

generous, impatient, helpful, persistent, selfish, reliable, optimistic, stubborn

- Tom tends to be quite a child; he seldom shares his toys with his friends.
- Ann is a very worker; I can always depend on her if I want something on time.
- Mr James is a man; he gives a lot of money to the children's hospital.
- Joe seems at times; he never changes his mind and he always does what he wants to.
- Seb is a(n) person; he always sees the positive side of even the most difficult situation.
- Steve tends to be; he becomes very annoyed when he has to wait in long queues.
- John is; he never gives up and always finishes what he starts.
- Mary is very; when I have a lot of work to do, she always lends a hand.

15 When would you describe someone as:

reserved, pleasant, bossy, rude, spoilt, sensible, sensitive, shy, sociable?



Grammar/Use of English

(see Grammar Reference Section: Unit 1)

PRESENT SIMPLE - PRESENT CONTINUOUS

1 Identify the tenses in bold, then match them with the correct description.

- 1 He **works** in a TV studio.
- 2 Tom **is** always **causing** trouble at work.
- 3 She **is working** at a supermarket at present.
- 4 Fish **live** in the sea.
- 5 She **is looking** for a job as a nanny in Madrid.
- 6 The thief grabs the bag and **disappears**.
- 7 He usually **leaves** his office at 6.00pm.
- 8 She **starts** her new job on Monday.
- 9 We **are attending** a seminar on Monday.
- 10 The new company **is growing** steadily.

- a temporary situation
- b permanent state
- c fixed arrangements in the near future
- d dramatic narrative (reviews/sport commentaries)
- e permanent truths or laws of nature
- f changing or developing situations
- g timetables/programmes with future meaning
- h frequently repeated actions expressing annoyance
- i actions happening at or around the time of speaking
- j repeated/habitual actions

2 Put the verbs in brackets into Present Simple or Present Continuous.

- 1 Dave (live) in Glasgow and (work) for an advertising company. He (have) a good job and (earn) a lot of money. He (meet) many people every day and (lead) a busy life. The company (expand) rapidly and today he (see) a new client.
- 2 John and Anna (fly) to Paris on Monday for a holiday. Their flight (take off) at 7.10 in the morning and (arrive) in Paris at 8.10. Anna's cousin (own) a house there, so they (stay) with him.
- 3 My neighbour (bang) on the walls of his flat when he (do) repairs. This week he (install) a new bath, and the noise (drive) me crazy. He (not/seem) to care about the way he (bother) other people.
- 4 Tom is an athlete. Every morning he (swim) ten laps in the pool and (lift) weights for an hour. This year he (train) harder because he (want) to compete in the next Olympic Games.



3 Answer the following questions using Present Simple or Present Continuous.

- 1 What are your friends doing now?
e.g. Ann is probably working in her office.
- 2 How is the city you live in changing?
- 3 What are your plans for Monday?
- 4 Which of your friends' habits bother you?
- 5 What do your friends usually do at the weekend?
- 6 What laws of nature can you think of?

4 Some stative verbs (see Grammar Reference - Tenses) can be used in continuous forms but the meaning changes. Read the sentences below and match the verbs in bold with their meaning.

- 1 I **see** there is a problem in this department.
- 2 I'm **seeing** my dentist tonight.
- 3 Mr Jones **thinks** we should advertise this product.
- 4 He **is thinking** of opening a branch in Denmark.
- 5 Ann Holmes **has** three houses.
- 6 We **are having** problems with the new employee.
- 7 He **looks** as if he's going to collapse.
- 8 They **are looking** at the figures of this month's sales.

- | | | |
|--------------|------------|--------|
| a understand | d review | g own |
| b believe | e consider | h seem |
| c experience | f meet | |

5 Look at the pictures and describe the people's daily routines. Then, look at their diaries and say how they are planning to spend their day.



SATURDAY 15 MAY

- meet Fiona at 9.00
- go to dentist at 12.00
- go shopping with Helen at 5.00
- babysit for Stella



SATURDAY 15 MAY

- pick up car from garage
- take dog to vet
- play football at 4.00
- go to theatre with Janet at 9.00

SATURDAY 15 MAY

- dig the garden
- take the children to the zoo
- have dinner with Smiths at 7.00



Too - Enough

too + adjective/adverb
(negative implication)
ALSO: too much/too many

He's **too young** to apply for the post. (He's so young that he can't apply for the post.)

adjective/adverb + enough
(positive implication)

He's **old enough** to apply for the post. (He's the right age — he can apply for the post.)

enough + noun

He's got **enough money** to buy the house.

6 Fill in the blanks using the words in bold.

- The clothes cost a lot; she couldn't buy them.
expensive The clothes were buy.
- This project is so complicated that we can't take it on.
too This project is take on.
- She's rather short so she can't become a model.
tall She become a model.
- One person can't handle such a lot of work.
much There one person to handle.
- There is too little room in here for twenty people.
not There is for twenty people.

Pronunciation

7 Listen to these words and put a tick in the relevant box. Then listen again and repeat.

	/æ/	/ɑ:/	/ʌ/		/æ/	/ɑ:/	/ʌ/
hat				muck			
heart				mark			
hut				ant			
bat				aunt			
but				ankle			

8 Listen to the dialogue, underline the words which express statement, circle the ones which express disbelief and surprise, then, act out the dialogue using the correct intonation.

- A: Hi honey. It's me.
B: What's wrong?
A: Nothing.
B: Nothing?
A: Nothing serious. Christina had a minor injury, that's all.
B: A minor injury?
A: Yes, she's going to be okay.

9 Fill in the blanks with one word.



The Clothes We Wear

Without realising it, the clothes we choose to wear tell other people a lot about 1) We often judge people by 2) they are wearing. 3) example, people dressed 4) expensive clothes are thought to 5) wealthy. Our shoes, accessories and jewellery, all tend to create an impression of our social class and personality. Similarly, our choice of clothes also depends 6) our age and who we are influenced 7) On the other 8), we do not always 9) the chance to choose our clothes. If we work as a nurse, police officer or fire-fighter we have to wear a standard uniform. Lastly, our ideas of beauty 10) revealed by our style of dress. Dressing 11) a particular outfit might be a way of saying, "This is what I think 12) nice, and I believe it 13) me look more attractive." In conclusion, more 14) being just a way to keep warm, clothes reveal a 15) about a person's life, character and status.

10 Fill in the correct word derived from the words in bold.

Astronauts have to be physically and mentally ready for the stress and strain of a space mission. To prepare them, astronauts are given 1) (**intense**) training, which includes years of classroom study on 2) (**vary**) technical subjects, and working in a model spaceship where they can practise 3) (**complicate**) flight operations and become used to all the 4) (**equip**) on board.


Apart from high 5) (**intelligent**), good qualifications and an excellent level of fitness, astronauts must have a strong character. They also have to be very 6) (**courage**) in order to accept the high risks involved.

Astronauts also have to face other, more ordinary problems in space. What can be very 7) (**annoy**) is the limited variety of food, but the greatest challenge is getting along with other members of their team as they often come from different countries, with different backgrounds and habits. Therefore they must be very 8) (**patience**) with each other, since the lack of privacy can become 9) (**irritate**).

All in all, it seems that being an astronaut is one of the most 10) (**challenge**) jobs in the world.



Listening Task

 You will hear a radio interview with a woman advising people on how to get a job. Read the following sentences then listen to the tape and fill in the missing parts.

The two problems for those seeking work are getting **1** and performing well at it.

It's important that your CV is **2**

Once you've got a CV you should send it to possible **3**

To find a job you should first look in **4** regularly.

The night before the interview you should get enough **5**

For a job interview you should wear the **6**

Make sure you arrive for the interview **7** early.

You should also be **8** to the receptionist.

Don't **9** before the interviewer asks you to do so.

During the interview, you should not **10** or chew gum.

Speaking Task

- Compare and contrast the jobs in the two pictures. Think of the qualities and qualifications needed, the advantages and disadvantages of each, and the lifestyle each job involves. Use words such as: also, in addition, both, as well, too, moreover, furthermore, however, whereas, but, despite, etc.
- Which of the jobs shown would you prefer to do? Why?

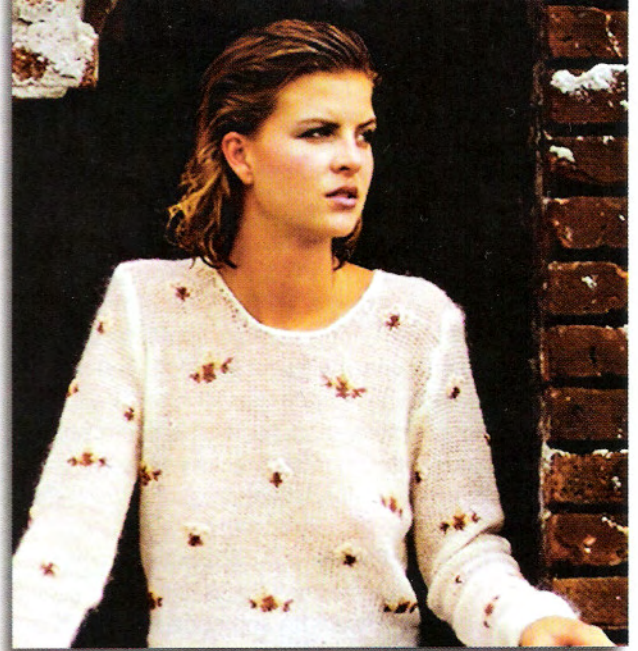


B



Writing

Describing People



1 Look at the picture. What things should you have in mind when you describe people?

2 First look at the table and listen to the following description to fill in the missing information. Use the notes to describe Mary. Then, fill in the table with information about your friend. Finally, look at the notes and describe your friend.

	height/build/age	facial features	hair	clothes/accessories	character	hobbies/interests
MARY	in her twenties, tall,	oval face, small nose, lips, green eyes	red, shoulder-length	fashionable tops,	polite,	goes to the gym
YOUR FRIEND						

- When describing people your composition needs to be well organised. The composition should have an **introductory paragraph** where you briefly set the scene (name, time/place you met/saw him or her, etc.), a **main body** consisting of two or more paragraphs describing physical appearance, personality characteristics and hobbies/interests/everyday activities and a **final paragraph** which summarises your feelings about the person described. Each paragraph starts a new topic. Paragraphs should be well developed and linked together with a variety of linking words.

Points to remember

- When describing physical appearance you should give details in the following order: **height/build/age, facial features, hair, clothes** moving from the most general adjectives to the most specific ones, *e.g. Ann is a tall, thin woman. She has got a long face, blue eyes and an upturned nose. She wears her long blond hair loose. She is often casually dressed in a T-shirt and jeans.*
- When describing character and behaviour, support your description with examples, *e.g. Tom is very reserved. He never talks about his feelings.* If you want to describe negative qualities it is advisable to use mild language, *e.g. "He can be aggressive at times"* is better than saying *"He is aggressive"*. We can find descriptions of people in letters, articles, witness statements, novels, etc.

Introduction

Paragraph 1

set the scene (name of the person time/place you met/saw him/her)

Main Body

Paragraph 2

physical appearance

Paragraph 3

personality characteristics

Paragraph 4

activities he/she takes part in: hobbies, interests

Conclusion

Paragraph 5

comments/feelings about the person

- Make your composition more interesting by using a wide range of adjectives (*fabulous, superb, etc.*) instead of a limited one (*good, big, nice, etc.*).
- Be careful with the use of tenses. You can use present tenses when you describe someone in the present, and past tenses when you describe someone related to the past. e.g. someone you had met before you moved to this city, someone who is no longer alive, etc.
- Avoid writing simple short sentences. More complex sentences joined with connectors make your composition more eye-catching. e.g. Instead of saying: *John is thin. He has large blue eyes. He has long curly hair. He has full lips. He wears his hair loose*, you can say: *John is a tall thin man with large blue eyes and full lips. He wears his long curly hair loose.*

Note: When you describe someone for official purposes e.g. a police report, you emphasise the physical features and try to give the most accurate description possible. When you write a letter to recommend someone for a job you write only about his/her personality characteristics.

3 Read the following composition and put it in the right order. Then answer the following questions.

- A** Julie is quite short and slim. She's got a round face with beautiful almond-shaped eyes and a slightly upturned nose. She often wears her shoulder-length fair hair in a pony-tail. Julie prefers comfortable clothes and can often be seen wearing a blue jumper, a pair of denim jeans and trainers.
- B** Over the years, I have shared many good times with Julie. She has been one of my best and most trusted friends. I feel fortunate to have met her.
- C** I've known Julie since my first day at school, when we were only five. I can remember her smiling face as the teacher, Mrs Snow, asked me to share the same desk with her.
- D** One of Julie's favourite hobbies is cycling. She also enjoys reading people's horoscopes and trying to predict what will happen in the future. Julie likes going to the cinema and is especially fond of adventure films.
- E** Although Julie is quite reserved, she is a kind person who will listen to your problems and try to help you. She is also quite active and enjoys outdoor activities.

- Which paragraphs make up the main body of the composition?
- Which paragraph sets the scene? How does it begin?
- Which paragraph summarises the writer's feelings towards the person he describes?
- Are Julie's personality characteristics justified?
- Are there complex sentences? Underline the connectors.
- The writer uses present tenses. Why does he do this?
- Has the writer given Julie's physical and personality characteristics equal importance?

4 Read the list of adjectives and identify which are used to describe physical appearance and which describe character. Then, read the text and fill in the blanks. Finally, give the paragraph plan. Where could this piece of writing be found?

intelligent, heart-shaped, tall, generous, sociable, successful, sparkling, straight, slim, shoulder-length

A Famous Model



Claudia Schiffer is a very successful German super-model. She has appeared on the covers and fashion pages of all the major fashion magazines and is one of the faces of Chanel.

Claudia, now in her mid-twenties, is a very beautiful woman. She has a **1)** figure and is **2)** with very long legs. Her most stunning feature, though, is her attractive **3)** face with her **4)** eyes and **5)** nose. At the moment she has **6)** blond hair but its style and colour are often changed to suit each modelling assignment.

Not only is Claudia a professional model, but she is also a very **7)** businesswoman. She has her own fitness video and is a partner in the new chain of "Fashion Cafés". She is also very **8)**, spending a lot of her time working with various charity organisations helping children in need. Claudia is **9)** too, and likes being with famous people.

When Claudia is not modelling or doing charity work, she likes reading and watching old films. She also enjoys going to parties, but she rarely stays out late.

Although Claudia's popularity as a model rises and falls with the season (as it does for all supermodels), Claudia is so beautiful, talented and most of all **10)** that she will be famous for a long time to come.

Use narrative techniques in your descriptive composition to gain your reader's interest. For example, while giving the name of the person described and the time and place you met or saw him/her you can set the scene by narrating the incident. Instead of saying: *"I met John at Jane's birthday party last Saturday. He was tall, skinny with spiky hair."* you can say *"As soon as I entered Jane's flat last Saturday I noticed a strange mixture of people gathered to celebrate her birthday. It wasn't long before my eyes fell on a tall, skinny man with spiky hair. His name was John."*

- 5** The following models describe a relative of yours who is no longer alive. Read the compositions and compare and contrast them. Which is purely descriptive? Which involves narrative techniques? Underline the narrative parts. Finally, give the paragraph plan.

MODEL A



I'll never forget the first time I met my grandmother. She had been living in Australia, but decided to move back to England.

When she arrived I stood nervously pulling on my father's coat, half hiding behind him. It had never occurred to me that this sweet, plump, elderly lady would be so excited to meet me. She was shorter

than I had imagined and had a round face, short, greyish curly hair and friendly green eyes. Her rosy cheeks gave her wrinkled face a childlike appearance, and when she smiled at me I couldn't resist giving her a big hug, ignoring her perfectly-ironed dress.

It wasn't long before I realised how generous and understanding she was. She always had something for everyone and was there to listen to us without intruding into our lives.

She was determined to buy a little house of her own so she could find the peace and quiet that she needed to write her poetry. She had so many hobbies and interests that there was always something to talk about.

That meeting with my grandmother led to a close relationship which lasted until her death two years ago. She was a fantastic lady and I shall always be grateful for the comfort, advice and support she gave me whenever I needed it.

MODEL B

My grandmother died two years ago, but I still have fond memories of the time we spent together when she was alive.

She used to live in Australia but she moved back to England to live in a little house. She was a sweet, plump lady and she was rather short. She had a round face, short greyish curly hair and friendly green eyes. Her rosy cheeks gave her wrinkled face a childlike appearance. She always used to wear perfectly-ironed dresses.

My grandmother was a very generous and understanding woman. She always had something for everyone and listened to us without intruding into our lives.

My grandmother's main interest was writing and she managed to publish several books of poetry while she was alive. As well as that, she had many other hobbies and interests and there was always something to talk about.

My grandmother was a fantastic woman who gave me comfort, advice and support whenever I needed it. I shall never forget her.

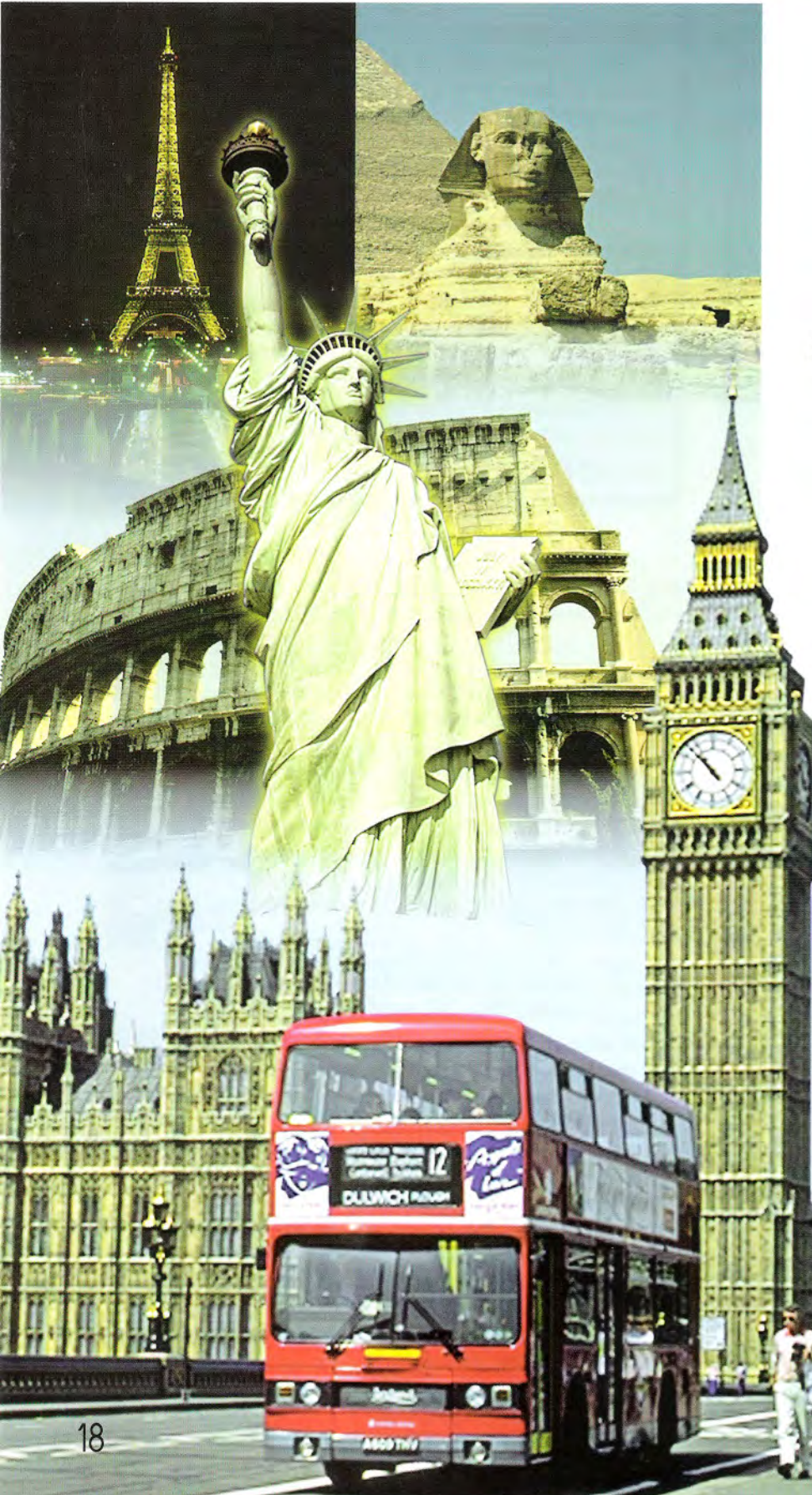
Self Check

- 6** Answer the following T/F statements.

- 1 Use of various adjectives creates interest.
- 2 Only present tenses are used in descriptions of people.
- 3 Personality characteristics should be supported by examples.
- 4 All sentences should begin in the same way.
- 5 You must set the scene (name,time/place you met/saw sb, etc.) in detail.
- 6 Narration should be avoided in descriptions.


- 7** Write any of the following compositions using 120 - 180 words.

- 1 A youth magazine is running "The Best Mum of the Year" competition and has asked its readers to submit their compositions describing their mothers. Write your composition for the competition.
- 2 Your teacher has asked you to write a composition describing the person who has influenced your life the most. Write your composition.
- 3 Your teacher has asked you to write a composition describing a famous person from history whom you admire. Write your composition.
- 4 A TV channel has asked its young viewers to submit a description of their favourite film star. The prize is two tickets to MGM Studios. Write your composition for the competition.



Lead-in

- Look at the pictures. Do you recognize these landmarks? Where are they?
- Which of these places would you choose to go to on holiday? Why?
- What could you see and do in each place?
- Name one of the most well-known landmarks of your country/city.

 Read the following, then listen to the tape and match the numbers with the letters.

- | | |
|-----------------------------------|--|
| 1 old warehouses | a is the financial district of the capital |
| 2 The City | b is a perfect example of new English cuisine |
| 3 Many London pubs | c have been transformed into galleries, shops and clubs |
| 4 Marco Pierre White's restaurant | d has become a meeting place for all kinds of people |
| 5 King's Road | e have been restored to their original Victorian beauty |
| 6 Soho | f offers a variety of chainstore clothing and unique boutiques |

Reading

You are going to read a magazine article about London. For questions 1 - 7, choose the answer (A, B, C or D) which you think fits best according to the text.

The Spirit of London

London often gives the impression of being more comfortable with its past than its present. From the world-famous **landmarks** of St Paul's Cathedral, Buckingham Palace and the Tower of London to the **traditional** and well-loved **double-decker** buses, the theatres and the many grand hotels, England's capital offers visitors a journey through centuries of history. This journey is even better now that the **building works**, which covered many historic sites, have been **taken down**. Newly cleaned and restored buildings are revealed, and the city looks as if it has been **revitalised**.

The city has also rediscovered its river. The area between the South Bank Arts Centre, which includes the National Theatre, and Tower Bridge, has been brought back to life and the city has found a new heart along the forgotten **riverside**. As you walk **eastwards** along the river from Westminster, you will discover that old warehouses have been transformed into galleries, shops and clubs.

Across the river from London Bridge is 'The City of London', the financial district of the capital. The City has its own historic **delights** such as the 15th century Guildhall and churches **designed** by Sir Christopher Wren. The best way to explore the City is on foot. For instance, you can "**walk through the ages**", starting from Fournier Street and ending at the modern Lloyd's building on Lime Street. Remember, however, that in London you are never far away from the past; the **old-fashioned** red telephone boxes are becoming popular again and many London pubs — where a visitor might ask for a pint of bitter — have been restored to their original Victorian beauty.

But the capital is not a historical **theme park**. It is a lively and exciting metropolis which is well-known for its popular culture, music, clubs, street fashion, and visual arts. Today, many of its wide variety of restaurants claim to be as good as in any other European capitals. For example, Marco Pierre White's highly recommended restaurant at the Hyde Park Hotel is a perfect example of new English cuisine — unusual, sophisticated and extremely expensive. When it comes to shopping, Covent Garden and King's Road in Chelsea offer a **mixture** of reasonably priced **chainstore clothing** and **unique** boutiques selling everything from rave gear to skateboards. Shoppers with full wallets and more sophisticated tastes should head for Knightsbridge, where Harrods and Harvey Nichols compete to be the most exclusive department store in London.

Much of London's energy and originality is now centred in Soho, the city's liveliest and most **bohemian** area, **squeezed** in between the department stores of Oxford Street and the bookshops of Charing Cross Road. Soho, once considered one of the dirtiest and most dangerous parts of London, was cleaned up in the early 1980's. Today, with its gurgling cappuccino machines and pavement cafés, it has become a meeting place for all kinds of people from all over the world, whatever the hour of day or night.

So, even if you are new to the city, you don't have to try hard in order to experience the real London. Despite its heavy traffic and **shaking** underground railway, it is still one of the world's greatest and most **cosmopolitan** cities.

Unit 2 Places to Visit

1 According to the first paragraph, what is the most outstanding characteristic of London?

- A the number of hotels
- B the number of historic sites
- C the number of landmarks
- D the number of theatres

2 What has recently happened alongside the river?

- A The area has been redeveloped.
- B A new bridge has been built.
- C New warehouses have been built.
- D Old warehouses have been torn down.

3 The City of London

- A was built by Sir Christopher Wren.
- B is mainly made up of churches.
- C is a museum of architecture.
- D contains different styles of architecture.

4 The new English cuisine is

- A well represented by White's restaurant.
- B only available at the Hyde Park Hotel.
- C available in all London restaurants.
- D not worth the price the diner is expected to pay.

5 What does the writer think of London's shopping facilities?

- A They are too expensive for most people.
- B They provide for a variety of tastes.
- C They are all quite reasonably priced.
- D They don't have enough customers.

6 Before the 1980's, Soho was

- A neat and tidy.
- B popular among foreigners.
- C very crowded.
- D unsafe and unclean.

7 What does "it" in line 46 refer to?

- A Soho
- B London
- C Oxford Street
- D shopping in London



Vocabulary Practice

1 Look at the words in bold on page 19 and try to explain them.

2 Fill in the correct word(s) from the list below:

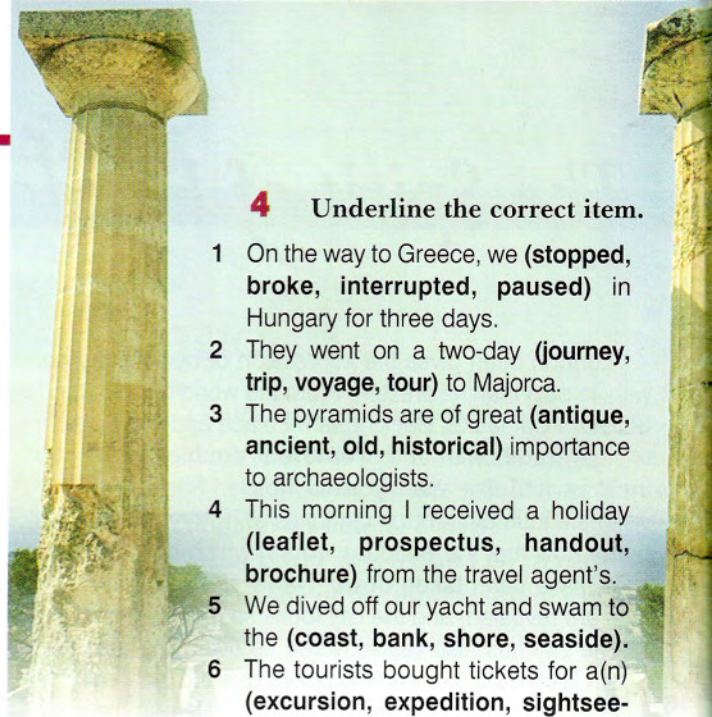
- | | | |
|-------------------|---------------------|----------------------|
| <i>explore</i> | <i>revealed</i> | <i>sophisticated</i> |
| <i>head for</i> | <i>metropolis</i> | <i>gear</i> |
| <i>experience</i> | <i>claims to be</i> | <i>lively</i> |
| <i>transform</i> | <i>exclusive</i> | <i>restore</i> |

- They have finally decided to that old building into a museum. (**change**)
- The children couldn't wait to the woods behind the hotel. (**look around**)
- Over ten million people live in the of Buenos Aires. (**large capital city**)
- That man the best tour guide in the city. (**says he is**)
- Susan would love to be able to afford expensive clothes. (**modern and elegant**)
- As it was a hot sunny day we decided to the beach. (**go to**)
- That club is very; only rich people can afford to go there. (**restricted to certain people**)
- Without the correct it isn't safe to go rock climbing. (**clothes and equipment**)
- The work of the archaeologist the remains of the lost city. (**exposed**)
- In order to real excitement, try the "Super Shaker" rollercoaster! (**become familiar with**)
- They are planning to the old church. (**repair**)
- London has many pubs and clubs. (**interesting, exciting**)

3 Fill in the correct word(s) from the list below. Use the words only once.

- | | | | |
|----------------------|---------------------|-----------------|-------------------|
| <i>sophisticated</i> | <i>meeting</i> | <i>gurgling</i> | <i>grand</i> |
| <i>to give</i> | <i>historic</i> | <i>visual</i> | <i>reasonably</i> |
| <i>pavement</i> | <i>cosmopolitan</i> | <i>highly</i> | <i>to bring</i> |
| <i>department</i> | <i>a pint</i> | <i>heavy</i> | <i>full</i> |

- | | |
|-----------------------------|---------------------|
| 1 the impression of | 9 recommended |
| 2 sb/sth back to life | 10 .....sites |
| 3 hotels | 11 traffic |
| 4 stores | 12 priced |
| 5 a place | 13 wallets |
| 6 of bitter | 14 .....tastes |
| 7 ... cappuccino machines | 15 cafés |
| 8 arts | 16 cities |



4 Underline the correct item.

- On the way to Greece, we (**stopped, broke, interrupted, paused**) in Hungary for three days.
- They went on a two-day (**journey, trip, voyage, tour**) to Majorca.
- The pyramids are of great (**antique, ancient, old, historical**) importance to archaeologists.
- This morning I received a holiday (**leaflet, prospectus, handout, brochure**) from the travel agent's.
- We dived off our yacht and swam to the (**coast, bank, shore, seaside**).
- The tourists bought tickets for a(n) (**excursion, expedition, sightseeing, travel**) around the town.

5 Fill in the correct particle(s).

- They **took** the old painting and put up a new portrait. (**removed**)
- I **was taken** by his rude reply. (**surprised**)
- Don't **be taken** by his friendly manner; Dave's not as nice as he appears. (**deceived**)
- Fasten your seat-belts before the plane **takes** (**leaves the ground**)
- The boss asked Mr Smith to **take** the running of the office while he was away. (**take control of**)
- He **took** judo to get some exercise. (**began a hobby, activity, etc.**)
- The children **took** their new teacher the moment they saw her. (**liked**)

6 Fill in the correct preposition(s), then choose any five items and make sentences.

- 1) to be transformed sth; 2) to go foot; 3) to be far sth; 4) to ask sth (enquire); 5) to ask sth (request); 6) to be well-known sth; 7) to have a variety sth; 8) to be an example sth; 9) to worry sb/sth; 10) to boast sth; 11) to travel plane (but: to be a plane); 12) to travel taxi (but: to be a taxi); 13) to be a bike; 14) to provide sth

Talking Points

- ◆ Read the text again and make notes about the changes which have been made to the following places in London, then talk about them.
 - ◆ HISTORIC SITES
 - ◆ ALONG THE RIVER
 - ◆ THE PUBS
 - ◆ SOHO
- ◆ Is London similar to or different from your capital city?
- ◆ What could a tourist see in your capital city?

Language Development

1 Match the types of dwellings with the correct pictures. Where do you think each type of dwelling can be found? Which one would you like to live in? Which is the most economical and which is the most expensive to keep? Justify your opinion.

- skyscraper block of flats semi-detached house
 cottage mansion detached house



e.g. Skyscrapers are found in large cities. They are rather expensive to maintain because they are usually high-class, luxurious buildings.

2 James is telling his friend Ann what his town used to be like and what it is like now. Listen to the tape and fill in the tables below.

Then

hardly any traffic
 lovely green
 little cafés and
 seafront: old empty cottages

Now

busy
 huge stores
 restaurants, gift shops
 nice

3 You have seen a picture of what your town looked like fifty years ago. Tell your partner what it used to be like and what it is like now, then write a paragraph.

e.g. *There used to be* few cars in the streets *but now,* the streets are very busy.

4 Read the text, list the things which have changed, then talk about them.



“One year after the flood which damaged many old buildings in Caerwen, our historic town has a completely new face. Many of the important old buildings, such as the castle and the town hall, have been repaired and are now more beautiful than ever, but the 18th-century school, which was very badly damaged, had to be pulled down. In its place there is a lovely new park with fabulous gardens. The old mill has also been replaced by a sports and leisure centre, and the entire riverfront has been turned into a place for peaceful walks by the water. A new car park has been built for the convenience of visitors, and a modern shopping centre is being planned to fulfil all shopping needs. But don't take our word for it – come and see Caerwen, a historic town with a new face, for yourself.”

5 You are going to hear two speakers talking about two different places. Listen to the tape and fill in the missing information.

	Speaker 1	Speaker 2
name	Edinburgh	.....
location	.....	Japan
reason they visited the place	holiday	.....
sights/things to see	Edinburgh, tiny chapel of St. Margaret, museums, Scottish National Zoological	Imperial, shopping district, lovely
feelings/thoughts	.....	.....

Now look at the table and describe the places.

6 Read the advertisements below and decide what type of holiday each suggests. Then, match the types of holidays with the equipment needed. Finally, say what you would take with you if you went to these places, giving reasons, as in the example:

e.g. If I went to the place in the first picture, I would take lots of warm clothes as it is cold there. I would also take ... because ...

1 SWISS ALPS HOLIDAYS



Stay in beautiful chalets with real wood fires to keep you warm, even in the worst snowstorm. Equipment and tuition provided for beginners.

2 DISCOVER AFRICA



Spend 2 - 6 weeks travelling through Africa by Land Rover. Our well-trained guides will get you close enough to almost touch the animals.

3 DEVON BREAKS



Stay in our modern caravans or bring your own tent. All facilities provided and the lowest prices guaranteed.

4 CARIBBEAN ISLANDS



Get away from it all for a week or two. Explore the beautiful Caribbean islands on a luxurious yacht. Go diving in the clearest, cleanest waters in the world, or stop off and relax on golden beaches in the shade of palm trees.

EQUIPMENT

boots, warm clothes, mosquito repellent, camera, swimming costume, portable gas stove, skis, goggles, flippers, suntan lotion, sunglasses, sandals, sleeping bag, sun hat, tent, light clothes, first-aid kit

7 a Listen to the weather forecasts and fill in the missing words related to weather conditions. Then, talk about the weather in each country.
 b Some people are talking about their holiday plans. Listen to them and make a chart listing the reasons for their preferences.

SWITZERLAND



1 fog,
 cold,

ENGLAND



2 dull, wet,
 heavy

JAMAICA



3 clear,
 cloudy, showers

EGYPT



4 hot, strong
 sandstorms,

8 Fill in the correct word derived from the words in bold. Which of the adjectives used describe scenery, atmosphere, food and feelings?

For an 1) (**enjoy**), fun-filled holiday, Thailand is one of your most exciting options. Thailand has something for everyone.

Taste delicious 2) (**spice**) food in 3) (**live**) restaurants or experience the 4) (**colour**) nightlife of Bangkok, the capital city. Here, you can choose from a variety of entertainment – from 5) (**tradition**) dancing to modern musical shows. You will certainly enjoy the 6) (**peace**) green valleys and 7) (**impress**) temples.

If you are looking for a more active holiday, you can hike through Thailand's 8) (**mountain**) areas and rolling hills. Perhaps visiting a 9) (**sand**) beach and swimming in refreshing waters will give you new energy.

Between sampling 10) (**taste**) Thai cuisine, seeing new sights and being entertained, you won't have a dull moment.



9 Read the advertisements and substitute the words in brackets with words from the lists.

peaceful, overpriced, cloudless, modern, uncomfortable



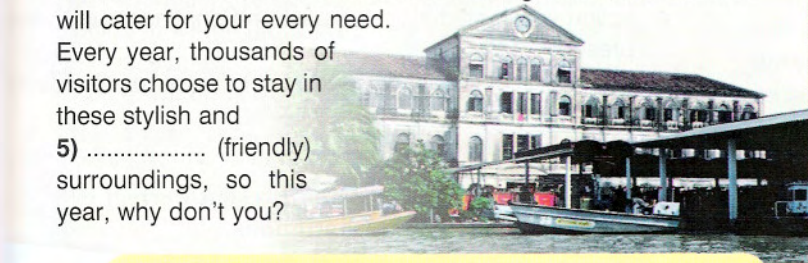
Are you looking for sandy beaches, sparkling waters and 1) (clear) skies without the bother of 2) (expensive) hotels or 3) (rough) campsites? If so, you'll love the Sunnyside self-catering apartments near the town of Torremolinos. The cosy apartments are situated on the 4) (quiet) seafront on the outskirts of this delightful resort and are fully-equipped with 5) (new) cooking and washing facilities. Make this summer one to remember — come over to the Sunnyside.

welcoming, elegant, spacious, luxurious, delicious

Business or pleasure? The 1) (high class and expensive) Chester Hotel in the heart of Bangkok offers visitors to this exotic city the opportunity to relax in style. Whether you wish to rest in our 2) (large) and 3) (beautiful) rooms, dine on 4) (tasty) cuisine in our exclusive restaurant or unwind in a relaxing sauna, the Chester will cater for your every need.

Every year, thousands of visitors choose to stay in these stylish and

5) (friendly) surroundings, so this year, why don't you?



bottomless, endless, vast, towering, unpolluted



The Kingsbrooke campsite in the Rocky Mountains is a must for all adventurous nature lovers who long to escape to a land of 1) (very long) rivers, 2) (very deep) lakes, 3) (very tall) mountains and colossal cliffs. The helpful staff, washing facilities and shop also mean that you don't even need to venture into town during your stay. Situated in one of the few 4) (very big) undeveloped areas in the world, with clean fresh air and 5) (clean) water, the Kingsbrooke experience is definitely one not to be missed.

10 Read the following points, then listen to the dialogue between a travel agent and a woman who wants to go to the Sunnyside self-catering apartments near Torremolinos. Underline the points mentioned in the dialogue.

- 1 Dates of holiday
- 2 Number of people going on holiday
- 3 Price of holiday
- 4 Type of transport
- 5 Weather details
- 6 Method of payment
- 7 Clothes required for holiday
- 8 Name and address of customer
- 9 Equipment required for holiday
- 10 Type of food available



Listen to the dialogue again, then act out a similar dialogue between a travel agent and a person who wants to go to either the Chester Hotel or the Kingsbrooke campsite. Use the following expressions:

Customer	I'm interested in ..., How much would that cost?, Can I pay by/in ...?, Which airport does our ...?
Travel agent	When would you like to go?, Would you like to book now?, Could I have your ...?

11 Listen to three people complaining about their holidays and tick (✓) the complaints each one makes.

Sunnyside self-catering apartments	broken cooker dirty sheets dirty fridge noisy disco
The Chester Hotel	tiny room no TV awful food rude unfriendly staff
Kingsbrooke campsite	huge hole in tent no hot water shop understocked lots of mosquitoes

Have you ever experienced anything like this on holiday? Can you think of any other kinds of unpleasant holiday experiences?



Grammar/Use of English

(Grammar Reference Section: Unit 2)

PAST TENSES

1 Identify the tenses in bold, then match them with the correct description.

- 1 She **used to go** to her grandmother's village for her summer holidays when she was young.
- 2 He **went** on a safari holiday last month.
- 3 He **was travelling** in Italy when he had the accident.
- 4 He **had been** to Malta twice before he took me there.
- 5 He **had been travelling** for a year before he settled in Lisbon.
- 6 He **was flying** to Rome while I **was heading** for Rio.
- 7 This time last Monday he **was enjoying** himself on a beach in Majorca.
- 8 The rain **was falling** heavily and the wind **was blowing**. A few people **were walking** hurriedly down the street.

- a past action in progress interrupted by another past action
- b action in progress at a specific time in the past
- c past action which happened before another past action
- d complete action which happened at a stated past time
- e action in the middle of happening at a stated past time
- f simultaneous past actions of certain duration
- g simultaneous past actions which describe a scene
- h past habit

2 Read the following sets of sentences and say how the meaning changes.

- 1 a. Paul had left when Sheila arrived.
b. Paul left when Sheila arrived.
- 2 a. She was locking the door when she heard a strange noise outside.
b. She locked the door when she heard a strange noise outside.
- 3 a. He read the book last night
b. He was reading the book last night.

3 Fill in the correct past tense.



- 1 Sally **1)** (fly) to Paris on a business trip when it suddenly **2)** (occur) to her that she **3)** (leave) the oven on in her flat. As soon as the plane **4)** (land) she **5)** (run) to the nearest telephone to ask her friend to check. She **6)** (try) to reach Ann for ten minutes before she **7)** (remember) they **8)** (disconnect) the electricity as she **9)** (forget) to pay her electricity bill.

- 2 Helen **1)** (prepare) dinner while George **2)** (work) in the garden when she **3)** (hear) the front doorbell ring. When she **4)** (open) the door she **5)** (see) a beautiful bouquet of flowers with her name on it. She **6)** (totally/forget) that it was her birthday.
- 3 People **1)** (chat) noisily, music **2)** (pour) out of the jukebox and the bar staff **3)** (work) hard. Nothing in the old pub **4)** (change) even though Simon **5)** (not/visit) the place for ten years. Suddenly he **6)** (notice) a familiar face in the corner. His brother, with whom he **7)** (argue) all those years before, **8)** (decide) to meet him after all.

PRESENT PERFECT - PRESENT PERFECT CONT.

4 Identify the tenses in bold, then match them with the correct tense description.

- 1 She **has painted** her room.
 - 2 She **has been painting** her room since 9 o'clock.
 - 3 He **has just finished** typing all the letters.
 - 4 Her feet are sore. She **has been walking** all morning.
- a recently completed action
 - b recent event with no time reference
 - c action which started in the past and continues up to the present
 - d past action of certain duration having visible results/effects in the present

5 Write sentences using Present Perfect or Present Perfect Continuous.

- 1 Ann is looking for her key. (lose) ...*She has lost her key...*
- 2 The carpet has got coffee stains on it. (spill) Someone ...
- 3 Sheila is much thinner now. (lose) She
- 4 Paul has got sunburn. (sit) He
- 5 Tim is getting upset because his friend hasn't come yet. (wait) Tim

6 What's the difference between the following sentences?

- 1 a. She worked for this company for two years.
b. She has worked for this company for two years.
- 2 a. I've seen Tom Hanks.
b. I saw Elvis Presley.
- 3 a. She has typed ten letters this morning.
b. She typed ten letters this morning.

RELATIVES

7 Fill in the correct relative pronoun, then answer the questions.

Hay-on-Wye is a charming town **1)** lies on the river Wye in South Wales. The town, **2)** has existed since Roman times, is known throughout Wales for its colourful well-kept gardens. The people, for **3)** gardening is more than a hobby, take part in a national competition **4)** decides which town has the best gardens. The town is also popular with people **5)** enjoy fishing, especially for the trout and salmon **6)** swim in the river. The Bull Inn, **7)** you can find a wide selection of fish, is ideal for those **8)** like to eat fish but don't enjoy fishing. The owner, **9)** grandparents opened the inn in 1920, only serves fish **10)** have been caught that day.

- a Which relative pronouns are used with people, which with things/objects and which with places?
- b Which relative pronoun shows possession?
- c Which of the relatives can be substituted by *that*?

8 Make sentences as in the example.

butcher, dentist, baker, hairdryer, hairdresser's, hotel, dishwasher, swimming pool, gardener, post office, greengrocer's, school, bank

e.g. A butcher is someone who/that sells meat.

Prepositions in Relative Clauses

We don't normally use prepositions before relative pronouns.
 The office **in which** he works is close to the National Bank.
 (formal-not usual)
 The office **which** he works **in** is close to the National Bank.
 (usual)
 The office he works **in** is close to the National Bank. (more usual)

9 Rewrite each of the following sentences in two other ways as in the examples above.

- 1 The man to whom you were talking is the manager of the company.
- 2 The hotel where we spent our summer holiday is being restored.
- 3 The student I am sharing a room with is from Germany.
- 4 She is the woman to whom I spoke.
- 5 That's the room where we keep our supplies.

Which and **whom** can be used in expressions of quantity with **of** (some of, many of, half of, both of, a few of, several of, none of, etc.)
 She received ten letters. Some of them were from England.
 She received ten letters, **some of which** were from England.

10 Join the sentences using which or whom.

- 1 I baked a cake. I gave half of it to my sister.
- 2 I have two brothers. Neither of them likes seafood.
- 3 Ten people were asked. All of them answered promptly.
- 4 Tom visited two villages. Both of them were on the coast.
- 5 There are many films on tonight. Several of them are good.
- 6 They met lots of people. Some of them were from Spain.

11 Choose the correct word to fill in the blanks.

Travel Tips

Travelling abroad is getting easier and easier for young people nowadays. If you take the time to talk to travel **1)** and shop around, some really good **2)** can be found.

Eurorail and Interail are two travel cards which **3)** people aged 20 or under, unlimited **4)** in Europe, mainly by train. It's quite a good idea to plan your **5)** before you set off. Most young travellers stay on campsites or in youth **6)**, as they are quite cheap.


Unbelievable bargains can be found by making last-minute **7)** for charter flights. Remember to **8)** with your luggage two hours before **9)** for international flights. But don't take too much with you or you won't be able to **10)** it to the bus or taxi that will take you to your hotel.

It is advisable to carry traveller's **11)** rather than cash, and keep them in a money belt around your waist. Look after your passport and tickets carefully. If disaster **12)** and all your valuables are **13)**, contact your nearest **14)** There they'll help you with all the paperwork and make **15)** you get home safely.



- | | | | | |
|----|--------------|------------|-------------|-------------------|
| 1 | A officers | B agents | C guides | D representatives |
| 2 | A sales | B amounts | C purchases | D deals |
| 3 | A allow | B let | C make | D free |
| 4 | A distance | B wander | C travel | D tour |
| 5 | A way | B route | C map | D path |
| 6 | A hotels | B villas | C hostels | D apartments |
| 7 | A reservings | B bookings | C holdings | D closings |
| 8 | A sign in | B register | C check in | D apply to |
| 9 | A take-off | B lifting | C lift-off | D departing |
| 10 | A bring | B lift | C hold | D carry |
| 11 | A cheques | B checks | C bills | D notes |
| 12 | A strikes | B hits | C beats | D knocks |
| 13 | A burgled | B robbed | C removed | D stolen |
| 14 | A council | B bureau | C embassy | D ambassador |
| 15 | A secure | B sure | C definite | D assured |

Listening Task

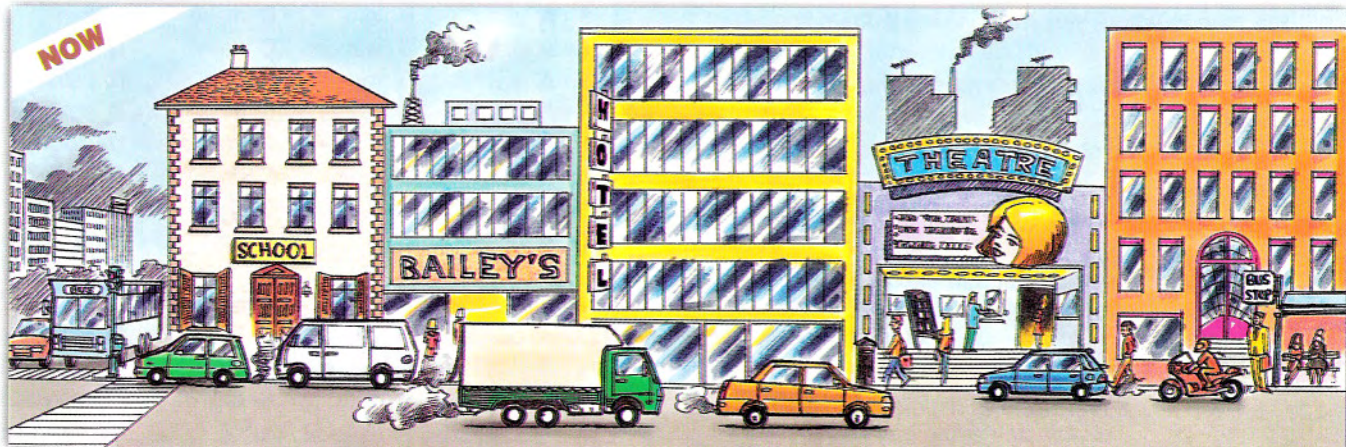
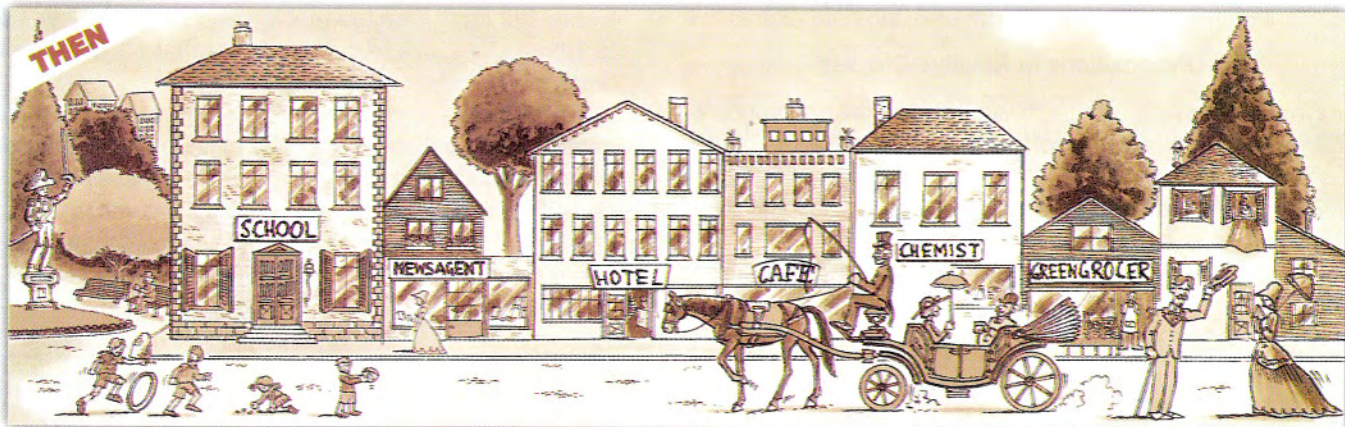
 You are going to listen to a dialogue between a travel agent and Mrs Cohen. For questions 1 to 7, write T (for True) or F (for False) next to each statement.

- 1 There was a nice beach very close to the apartments.
- 2 They weren't able to swim in the swimming pool.
- 3 They didn't have to share a bathroom.
- 4 There were lots of activities for the children.
- 5 There was a babysitting service.
- 6 It was very quiet at night.
- 7 Mrs Cohen decides to take a discount on another holiday as compensation.

Speaking Task

Look at the pictures of the town of Brickall. In pairs discuss what the city used to be like 100 years ago and what it is like now. Which do you prefer? Why? If you had been one of Brickall's town planners, is there anything you would have done differently?

- Would you prefer to live in a village or in a city? Why?
- How could modern cities be improved?



Writing

Describing Places/Buildings

- 1 Listen to the descriptions and fill in the tables below.
- 2 Now, using the notes, describe the two places.



A	NAME	Sydney
	LOCATION	New South Wales
	SIGHTS	Great Harbour Bridge built in 1932, House built in 1973, Art of New South Wales built in 1874 Royal Botanical
	FREE-TIME ACTIVITIES	theatres,,, shopping, discos
	FEELINGS	exciting city

B	TYPE	Victorian house
	LOCATION	Plymouth
	FIRST LOOK	bay windows, small balconies, flight of stairs, porch
	DETAILS	living room: bay windows master bedroom:, built-in wardrobes two children's bedrooms: but cosy bathroom: completely tiled, brand kitchen:, bright back garden: bushes, lawn
	FEELINGS	nostalgic

- When describing a place or building, your composition should include:
 - an interesting introduction** mentioning the exact location of the place you describe, and the reason for choosing this place,
 - a main body** where the main aspects of the place (*e.g. sights, atmosphere, details about the place, etc.*) should be analysed in detail.
 - a final paragraph** where your feelings about or recommendation of the place or building should be mentioned. We can find descriptions of places as parts of stories, in tourist magazines or brochures, articles, parts of letters etc.

Points to Remember

- Tenses:** You can use various tenses. The choice depends on how the question is set. You can use Present tenses if, for example, you have been asked to describe a place for a tourist brochure. You can use Past tenses if you describe a visit to a place which happened some time ago. You can use conditionals if you describe your dream house, ideal city, etc.
- Adjectives:** Use a wide variety of factual adjectives (*huge, enormous, etc.*) and opinion adjectives (*fabulous, charming, etc.*). Try to avoid using only common ones such as *good, nice, etc.* This will make your composition more interesting and you will catch the reader's attention.
- Senses:** Use your senses (sight, hearing, smell, taste, touch) when you describe a place or building to make your description more vivid (*e.g. the sweet smell of cakes in the baker's*).

Introduction

Paragraph 1

set the scene

*(name & location of the place/building
reason(s) for choosing the place/building)*

Main Body

Paragraphs 2, 3

overall look and particular details

*(Place: sights, facilities, free-time activities
Building: first look and specific details)*

Conclusion




Final Paragraph

*feelings & final thoughts about
the place/building plus recommendation*

- Use narrative techniques to start (set the scene) and finish your composition. You can start or finish it by: a) using your senses to describe the weather, the surroundings etc. *e.g. Black clouds hung overhead and the wind howled through the trees. Flashes of lightning seemed to tear open the sky giving the old castle a magical appearance.* b) using Direct Speech *e.g. "Welcome to Castle Carreg," a voice said, as the old heavy wooden door creaked open.* c) asking a rhetorical question *e.g. Have you ever wondered what it would be like to spend the night in an old, haunted castle?* d) describing people's feelings or reactions about the place. *e.g. Though the huge castle on the hill had been empty for over a hundred years, many people claimed to have heard strange noises coming from it late at night.* e) writing a quotation about the place *e.g. "An English man's home is his castle."* f) creating mystery, suspense or anticipation *e.g. As she looked up at the old castle, it seemed as though icy fingers gripped her heart. Had she really experienced all that, or was it her imagination?*

3 Fill in the boxes with phrases from the list, then write a short description as in the example:

sweet smell of popcorn, cluttered desks, sound of pop music, smartly dressed employees, suntanned bodies, strong smell of suntan oil, serious discussions, white plastic sunbeds, bright flashing lights, brightly coloured beach towels, cries of worried mothers, telephones ringing, excited crowds, crashing waves, spinning rides, frightening noises from the ghost train, unpleasant smell of cigarette smoke

	SOUND	SMELL	SIGHT
	<i>serious discussions, telephones ringing</i>	<i>unpleasant smell of cigarette smoke</i>	<i>cluttered desks, smartly dressed employees</i>
			
			

*e.g. The busy office was filled with the sound of **telephones ringing** and some **serious discussions** were taking place. **Smartly dressed employees** sat at their **cluttered desks**. The **unpleasant smell of cigarette smoke** filled the place.*

- 4** Read the model and underline the adjectives which make it more interesting. Find examples of how the writer has used the senses or narrative techniques to make the description more vivid. Then, give the outline of the model.



Our house is in a quiet neighbourhood in Oakridge. Every time I walk into it, I feel an immediate sense of warmth and security.

It is the most noticeable house in the street because of its colourful garden. There is a long driveway which leads to the house, and even before you enter through the old oak front door you can hear the sound of the happy voices of the large family that lives within.

The front door opens into a spacious hall. Downstairs there's a bright kitchen with an open fireplace and a large wooden table where we all sit chatting for hours on winter evenings. The air is usually filled with the delicious smells of my mother's cooking. Next to the kitchen is the living room, which is usually untidy as this is the place where we go to relax, watch TV or listen to music. As you go upstairs you can see doors leading to five bedrooms and two bathrooms. My bedroom has an antique four-poster bed and a dressing table next to the window. This is where I wake up every morning to the delightful sound of birds singing and the refreshing smell of coffee from downstairs.

When my friends come to my house they often describe it as a dream house, but to me it's just "home sweet home".

- 5** The two models below describe a famous city. Read them and decide which is the most successful, giving reasons.

MODEL A

New York is a very big city and lots of people live there. Lots of people go to see New York when they go on holiday.

There is a lot to see in New York. You can see the Statue of Liberty, the Brooklyn Bridge, Central Park, the Empire State Building, the World Trade Centre, City Hall, Carnegie Hall and the New York Stock Exchange. You can also go to Broadway and Yankee Stadium. If you don't want to see any of those you can just walk around. You can also go to a restaurant or a bar or a nightclub.

New York is very big. It has got a lot of cars and buildings and a lot of people. New York also has a lot of roads and noise.

New York is a very nice city and everyone loves it very much. Everyone must go to New York because it is good and you can see everything there.

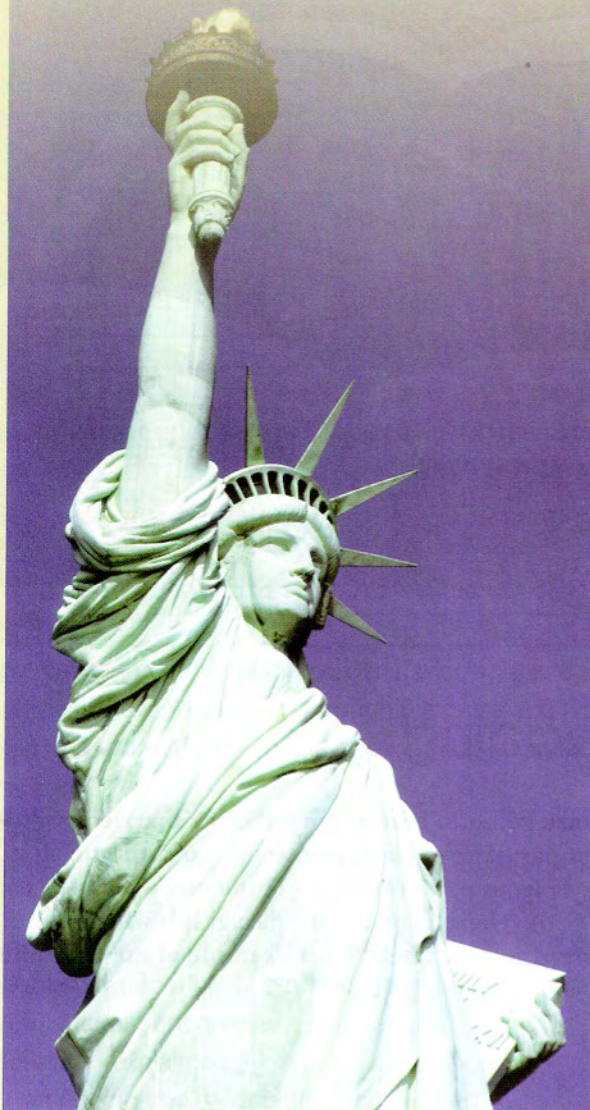
MODEL B

New York City isn't a city that can easily be ignored even by the most demanding visitor. Located on the east coast of the United States with a population of over ten million people, it is the destination of thousands of visitors who come every year to experience the excitement of one of the busiest cities in the world.

The streets of New York are incredibly noisy, with the sounds of car horns beeping, people shouting and police car sirens wailing. Amazingly tall skyscrapers rise up everywhere.

The most exciting thing about New York is how much there is to see and do there. For sightseers there is the Statue of Liberty, the Brooklyn Bridge and Central Park, while lovers of culture can visit the theatres of Broadway or some of the city's hundreds of art galleries. Alternatively, if you are a sports fan you can even catch a game of baseball at Yankee Stadium. The night life in New York is equally brilliant, with a wide variety of restaurants, bars and nightclubs to choose from.

New York is a lively and exciting city to visit with something for everyone, and is recommended to anyone seeking fun, variety and adventure.



- 6** Read Model B again and answer the following questions: a) Where is the place described located? b) What can visitors see there? c) What can visitors do in their free time? d) What does the writer think of New York? e) Where could we find this piece of writing? Then, underline the phrases in which the writer involves the senses and narrative techniques in order to describe the place. Finally give the paragraph outline.

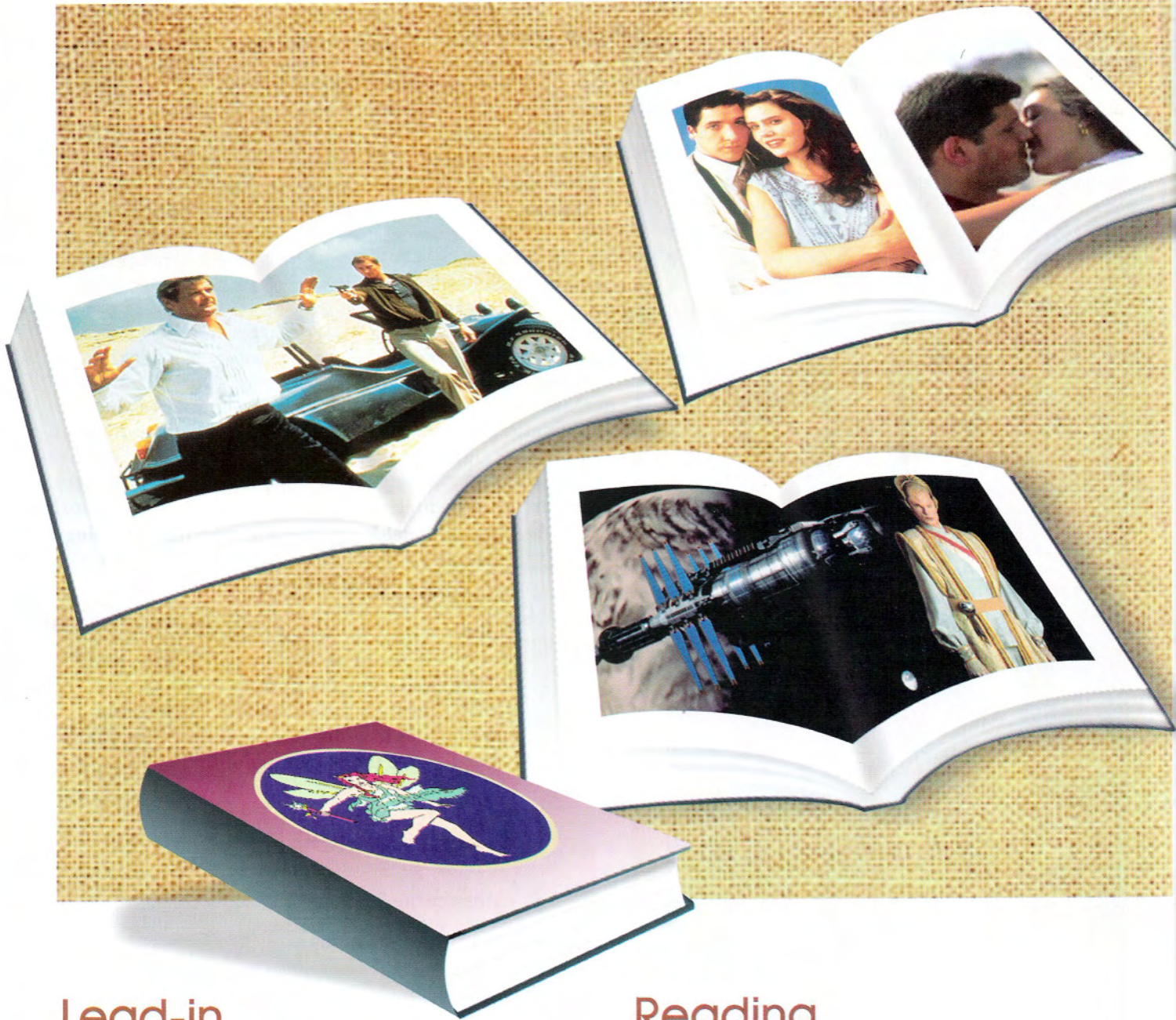
Self Check

- 7** Answer the following T/F statements.

- 1 A variety of adjectives adds to the description.
- 2 Paragraphs are not necessary in descriptions.
- 3 The location of the place is given in the first paragraph.
- 4 Use of the senses makes the description boring.


- 8** Write any of the following compositions using 120 - 180 words.

- 1 Your teacher has asked you to write a composition describing your ideal house.
- 2 An international travel magazine has asked its readers to describe a famous city. Write your description.
- 3 Your teacher has asked you to describe a visit to a place you will always remember. Write your composition.



Lead-in

- Look at the pictures and guess what type of book each one is. Suggest titles for each one.
- What feelings can these types of stories create?
- What is your favourite type of story? Why?

 Listen to the following story up to line 25 (... *if I could find our bench*) and predict the end. Then listen to the rest of the story to see if your guess was correct. Finally, suggest a title for the story.

Reading

You are going to read a story about a married couple. Seven paragraphs have been removed from the story. Choose from 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).



I took a **sip** of cappuccino and relaxed in the first-class seat of the Eurostar train as it **sped** towards Paris.

0

B

When I had got home from work the night before I'd found a note from Sandra on the kitchen table. It said that she needed to get away for a few days and would come back later in the week.

1

We had been having a few problems recently, and I had to **admit** that our relationship had got a bit boring since our youngest daughter had left for university.

After re-reading Sandra's note, it suddenly **occurred to me** that the following day would be exactly 25 years since Sandra and I first met in Paris. We had always **celebrated** this date together, but this time she had **obviously** decided to spend it away from me.

2

I decided to catch the first Eurostar train the next morning.

Soon after the train arrived at the Gare du Nord in Paris, unsure of where I was going, I bought a ticket and went straight down to the Metro. As the train rushed through the black **tunnel**, I found my mind going back to that day, 25 years before.

3

I'd only been there a few minutes when a **gorgeous** young lady came up and asked if she could join me. She had a thermos flask of coffee and a bag of fresh fruit.

4

Coming out of the Metro, I realised I was quite close to the Tuileries so I decided to see if I could find our bench. 25

5

I paused at the **gates** of the gardens, wishing that Sandra was with me. I eventually went through the gates and walked along the **path** past the same green trees, statues and **flowerbeds**.

6

"May I join you?" it said. Startled, I turned around. In disbelief, I watched as my wife, holding a thermos flask of coffee and a large bag of fruit, came round and sat next to me. She looked wonderful. She'd had her hair done and was wearing a floral print dress.

"Sandra!" I exclaimed.

"I was hoping you'd come, Bill," she smiled.

- A I'd been working in the Paris **branch** of a London-based **merchant bank**. I remember it was a beautiful spring day and I'd decided to spend my lunch break in the Tuileries gardens. I had bought a **baguette** and some cold meat and found myself a **bench** next to a pool.
- B I wasn't really sure why I was on the train in the first place. It certainly wasn't typical of me to **drop everything** and run off to somewhere like Paris. Actually, my wife Sandra keeps telling me I've become boring in my old age. In fact, Sandra was the reason why I **was heading for** the French capital.
- C When I arrived at the pool I saw that the bench was still there. It was empty, so I went over and sat down. I took the food out of the bag, **tore off** a piece of the baguette and began to eat. Suddenly I heard a woman's voice behind me.
- D I couldn't really **blame** her. I'd been working such long hours that we **barely** saw each other. When we did have some time together, I was usually so exhausted that I simply fell asleep in front of the TV. I suddenly felt I had to go to Paris on the **anniversary** of our first meeting. On my own, perhaps, I would be able to see things more clearly.
- E She'd done the same thing several times during our twenty-two years of marriage. When she got fed up with things at home she would pack a bag and go, but she always came back when she was ready.
- F I was so worried that I could hardly concentrate on my driving. As I left the centre of Paris I wondered if I would ever go back there again.
- G We sat on the bench, **shared** our lunch and **chatted** for ages. Her name was Sandra and she was working in Paris as a **nanny**. We fell in love, and eventually married three years later in London.
- H As it was nearly midday, I bought some lunch — the same lunch I'd had 25 years before. Then I headed for the gardens, **making my way through** the tourists who crowded the Rue de Rivoli.

Vocabulary Practice

1 Look at the words in bold on page 31 and try to explain them.

2 Fill in the correct word(s) from the list below:



- 3 The Smyths had a very happy **wedding/marriage** that lasted until Mr Smyth's death at the age of 80.
- 4 I don't **blame/accuse** her for feeling fed up — she's expected to do so much work.
- 5 She was **unsure/insecure** of which way to go, so she asked a policeman.
- 6 Do you want to **share/divide** my lunch? There's too much for me to eat.
- 7 We **spent/passed** a lovely week in Rome last summer.
- 8 My favourite shirt is a bright orange **floral/florist** one.
- 9 Would you like to **enjoy/join** us for a meal this evening?
- 10 Their **smallest/youngest** daughter has just turned sixteen.



admit
exclaimed
paused
eventually
startled
typical
crowded
concentrate on
fed up with

- 1 Sally and Helen had been enemies for years but became best friends. (**over time**)
- 2 It's of Mike to be five minutes late for his appointments. (**characteristic**)
- 3 The tourists the museum to see the new exhibits. (**filled**)
- 4 Lucy was when she found a stranger in her kitchen. (**extremely surprised**)

5 Fill in the blanks with the correct particle(s).

- 1 It took her years to **get** the death of her husband. (**recover from**)
- 2 He decided he needed to **get** for a while after months of hard work. (**go on holiday**)
- 3 You should try to **get** Andrew; he's your brother, after all. (**have a good relationship with**)
- 4 He doesn't make a lot of money, but he has enough to **get** (**survive**)
- 5 Small-time criminals rarely **get** their crimes. (**escape without being punished**)

- 5 "I don't believe it! I have won the prize!" Lisa. (**cried out**)
- 6 The noise from the party upstairs made it difficult for me to my book. (**focus my attention on**)
- 7 I am his constant lies. (**tired of**)
- 8 Even though I like singing, I have to that I have a terrible voice. (**confess**)
- 9 Mark for a moment to straighten his tie before he entered the boss' office. (**stopped briefly**)

6 Fill in the correct preposition, then choose any five items and make sentences.

- 1) to occur sb; 2) to arrive Paris; 3) to arrive the Gare du Nord; 4) to be unsure sth; 5) to be the train; 6) it's typical sb; 7) to head somewhere; 8) to blame sb sth; 9) to put the blame sb/sth; 10) to blame sth sth/sb; 11) to be bored sb/sth; 12) to be fed up sb/sth; 13) to fall love sb; 14) to be married sb (**but**: to marry sb) 15) disbelief

3 Fill in the correct word(s) from the list below. Use the words only once.

to catch floral asleep to fall thermos
to rush on my fresh lunch to have

- 1 a(n) flask
- 2 fruit
- 3 own
- 4my hair done
- 5 the train
- 6 a(n) break
- 7 in love
- 8 print dress
- 9 through the tunnels
- 10 to fall

4 Underline the correct word.

- 1 We **chatted/discussed** pleasantly about recent events in the village.
- 2 She left him a **notice/note** on the table asking him to water the plants.

Talking Points

- ◆ The events in the story are not in chronological order. Write them down in the order they appear, then put them in chronological order and retell the story in your own words. What is flashback narration?
- ◆ Suggest another ending to the story.

Language Development

1 Match the types of stories with the titles. Then listen to the story extracts and match them with the titles (1 - 8).

- | | | |
|------------------|-------------------------------------|--------------------------|
| science fiction | 1 <i>Naughty Nigel</i> | <input type="checkbox"/> |
| romance | 2 <i>The Battle of the Galaxies</i> | <input type="checkbox"/> |
| action/adventure | 3 <i>Who Shot Henry Jennings?</i> | <input type="checkbox"/> |
| drama | 4 <i>Run for your Life</i> | <input type="checkbox"/> |
| comedy | 5 <i>Don't Break my Heart</i> | <input type="checkbox"/> |
| horror | 6 <i>The Creature from the Deep</i> | <input type="checkbox"/> |
| fairy tale | 7 <i>Family Crisis</i> | <input type="checkbox"/> |
| murder/mystery | 8 <i>Wendy the Friendly Witch</i> | <input type="checkbox"/> |

2 Titles can be tricky. Read the following titles and try to guess what type of story each suggests. Then read the blurbs, match them with the titles and identify the type of story. How correct were your guesses?

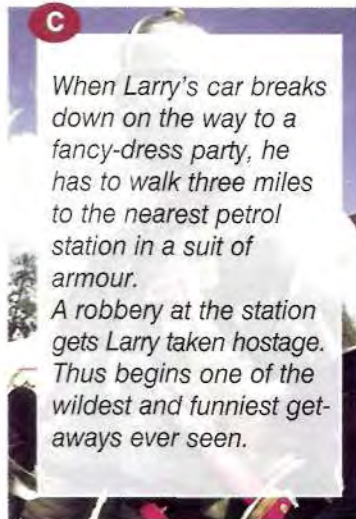
A Knight in Shining Armour
That Handsome Man
Escaped Prisoners



B Before they knew Clark Fossi's name, the women of Chesapeake Bay called him "That Handsome Man". Then a dead body is found floating in the bay. Can a man that handsome be a murderer? Some of the women of Chesapeake Bay will do anything not to find out the truth.



A When two prisoners from the Windson-Green prison escaped, they never thought they would be caught by people from another planet! Can the two convicts escape again, this time back to earth? What do the people of Trixom want with them? The answers may lie in their new friend, Lexer.



C When Larry's car breaks down on the way to a fancy-dress party, he has to walk three miles to the nearest petrol station in a suit of armour. A robbery at the station gets Larry taken hostage. Thus begins one of the wildest and funniest get-aways ever seen.

3 Now look at the pictures on page 30 and write possible titles and a possible plot line for any two of them.

4 Here are some reasons why stories can be entertaining, boring etc. Match these reasons with the adjectives which can be used to describe stories as in the example:

scary characters, tragic end, too much violence, funny incidents, predictable characters, clever plot, story too long, thrilling plot, original ideas, unhappy situations, lots of action, repetition, realistic

entertaining

funny incidents,

boring

shocking

frightening

sad

exciting

interesting

5 Imagine you have read the stories in Exercises 1 and 2. In pairs, talk about them as in the example, using ideas from Exercise 4.

- A: I've just finished reading **That Handsome Man**.
 B: Well, what did you think of it?
 A: Actually, I thought it was very interesting.
 B: Why?
 A: Well, it had a very clever plot and some original ideas. The characters were very realistic.

6 To make a story more interesting we can involve our senses. Read the short extracts and look at the phrases in bold. Which of the senses (sight, hearing, smell, touch, taste) do each of these phrases refer to? Finally, identify the type of story. Which would you like to read and why?



A When he reached the top of the hill, Keith realised what was **lighting up the sky on the cool moonless night**. There, in front of his car was a **huge spaceship**. It was completely still, and thousands of **colourful lights were flashing** along its surface. The **smell of burning rubber** filled Keith's car as he hit the brakes.



B A bullet **whistled** past policeman Mark Ridgeway's ear. He fell to the **hard ground**, pistol in hand. "Let the child go free, and no one will get hurt," he **yelled**. He heard the house's front door slowly **creak** open and saw the little girl come out, her **tears shining** in the morning sun.



C Susan rushed to the hospital as fast as she could. Her husband had finally woken up. The accident had happened three months before, leaving David in a coma. Three months without **hearing his voice or seeing his smile**. Three months of worrying, visiting the same **white hospital**, smelling the same **antiseptic smell**, drinking the same **bitter coffee**. Now they could leave all that behind them.

D Claire asked Moira to sit down. Her silk skirt **rustled** as she sat comfortably in the armchair. Claire could smell her **expensive perfume**. "Could this woman have the heart of a killer?" she asked herself. But **the cruel look in Moira's eyes** soon answered her question.



7 Say how each person feels.



8 When would you feel: *scared, excited, ashamed, nervous, startled, worried, shocked, angry, sad, happy, surprised?*
e.g. *I'd feel scared if I saw a ghost.*

9 An interesting beginning grabs the reader's attention. You can start a story: a) by **describing weather, surroundings, people etc involving your senses**; b) by using **Direct Speech**; c) **with a question**; d) **with a dramatic sentence creating mystery or suspense**; e) **by referring to your feelings or mood etc**. Read the following beginnings and decide which of these techniques are used.

- "What I'm about to tell you could change your life forever," the mysterious stranger told me, looking straight into my puzzled eyes. "Listen carefully and don't ask any questions until I've finished what I have to say."
- As I stepped off the plane, my stomach felt as though a hundred tiny butterflies were flying around inside it. My legs began to tremble as I walked down the steps leading to the runway and for a moment I thought I'd faint with dizziness. Would he remember me after all these years?
- Grey clouds blocked out every trace of sunlight and the continuous drizzle made everything damp and cold. As we were walking along in silence, the only sounds were those of our feet in the mud and the howling of the wind over the mountains.
- "Come here. Yes, you. Come here!" The sergeant's voice sounded hard as he fixed his cold eyes on me. I had known this day would come. I hadn't expected it to come so quickly, though.

10 Successful use of various adjectives shows a good knowledge of the language, especially when we write stories. Go through the following adjectives and match them with the nouns in the list. Some of the adjectives can be used more than once.

Adjectives: soft, bright, cold, expensive, fluffy, blazing, strong, high, snowy, light, starry, clear, grey, moonless, rocky

Nouns: clouds, wind, night, lights, eyes, perfume, sunshine, mountains
e.g. *soft clouds, soft wind, etc. (but we can't say "soft night")*

11 The sequence of events is very important in a story. Read the following story and underline the correct time words.

"What is going on?" I wondered as I came round the corner and saw a huge crowd gathered in the middle of the usually quiet street. Two fire engines were parked outside my block of flats.

1) **Immediately/At first** I noticed that their ladders were raised as far as the third floor, just below my flat. 2) **While/Next** I was rushing towards the building I became aware of the group of bystanders and some fire-fighters standing around the entrance. 3) **Then/As soon as** I came close to them, they recognised me. Being on the 8 o'clock news every night definitely makes you familiar to a lot of people. 4) **After/Then** they had greeted me I asked what was happening. They told me that the flat below mine had caught fire, but they had managed to put it out. 5) **Before/As** I was going into the building a man carrying a large television set stopped me.

"Hi, Paul," he said. "Could you give a hand loading this into my van over there?" 6) **Then/While** I was helping him I wondered who he was, but then I realised that he must have recognised me from TV. "Thanks, Paul," he said 7) **after/finally** we had put the TV in the van. "I'd really love to get your autograph but I'm in a real hurry. See you," the man said and drove off.

Smiling, I entered the building and headed for my flat. 8) **Just/When** I reached it I saw that the door was open. Nervously I entered the flat. It was 9) **then/finally** that I noticed that my television was missing. I had just helped a burglar to steal my own television!




12 Working with a partner, look at the pictures and tell the story they suggest. Use sequence words. e.g. **as soon as, after, when, before, then, hardly ... when, etc.** Then write your story based on the pictures.



13 A good ending to a story is as important as a good beginning. You can finish a story by: a) **using Direct Speech**; b) **referring to people's feelings/moods**; c) **describing people's reactions to the event developed in the main body**, and d) **creating mystery or suspense (unexpected ending)**. Read the following endings and say which of the above techniques are used for the following endings. Then decide what type of story each suggests. Write possible beginnings for each ending.

- 1 ... He stepped out of the car, guns pointing at him from all directions. He realised it was all over.
- 2 ... Jim looked at the spaceship disappearing in the sky and wondered if he really had spent a night with aliens or if it was just his imagination. But then he felt the weight of the blue crystal in his hand.
- 3 "Hey you! Don't move!" a voice said. But it was too late.
- 4 ... As the clock struck twelve he started shivering. He knew they would come to visit him again.
- 5 ... The killer had been put behind bars. Detective Burns knew the people of Sheffield would sleep better tonight.

14 Explain the meaning of the words in the list. What type of story do they suggest?

 Read the questions, listen to the tape and answer them. You may keep notes while listening. Looking at your notes retell the story. Finally, write the story in your own words.

*pour with rain float rooftop
soaked belongings fortunate
overflow water rising*

- 1 What was the weather like?
- 2 Where did the narrator go?
- 3 What condition was the narrator in when he reached the office?
- 4 What was the problem?
- 5 What did the narrator see when he looked outside?
- 6 What did the manager order everyone to do?
- 7 How were they rescued?
- 8 What were the narrator's feelings?



Grammar/Use of English

(See Grammar Reference Section: Unit 3)

REPORTED SPEECH

1 Fill in the correct form of **say, tell, speak** or **talk**. What other expressions go with “say” or “tell”?

- 1 “Could you me the time?” the old lady.
- 2 He me to up because he couldn’t hear me.
- 3 “I’d like to to the manager please,” the client.
- 4 Mr Lawson he could French and Arabic.
- 5 I don’t to Bob anymore; he is always lies.
- 6 She us not to anything to her family.
- 7 The judge the witness to the truth and nothing but the truth.
- 8 “..... your prayers and go to bed,” Mum

2 Look at the following pairs of sentences and discuss what changes you notice. How do tenses change? How do pronouns change? What other differences can you notice?

- 1 a “I sent all the invitations this morning,” she said.
b She said she had sent all the invitations that morning.
- 2 a “Don’t give in!” Kate said to me.
b Kate told me not to give in.
- 3 a “Are you seeing Steve?” Jane asked Mary.
b Jane asked Mary if she was seeing Steve.

REPORTED STATEMENTS

3 Rewrite the sentences in Reported Speech.

- 1 “I hit him over the head with a crystal vase and ran out of the house,” she said to the police detective.
- 2 “Someone has stolen the secret formula,” said the professor.
- 3 “I live in a spooky town where ghosts come out when night falls,” he said to the children.
- 4 “It’s going to be a tiring journey,” Sally said.
- 5 “I’ll go through the office files while you are looking through the desk,” Bob said to his partner.
- 6 “I really enjoyed the ride,” she said.
- 7 “Next month we’ll be enjoying the sunshine in Barbados,” said Paul to Ann.
- 8 “We’re planning to visit the haunted castle tonight,” little James said to Cathy.



4 Read the following pairs of sentences. What has changed? Why do some tenses remain the same? Can you give any further examples?

- 1 a “The Earth goes round the sun,” he said.
b He said the Earth **goes** round the sun.
- 2 a “I wish he were here,” she said.
b She said she wished he **were** there.
- 3 a “My job is stressful,” she says.
b She says her job **is** stressful.
- 4 a “The USA is a developing country,” he said.
b He said the USA **was** a developing country.
- 5 a “The phone rang while I was cooking lunch,” he said.
b He said the phone **had rung /rang** while he **was cooking** lunch.

5 Rewrite in Reported Speech.

- 1 “It’s time we left,” he said.
- 2 “If I were you, I’d apologise,” he said.
- 3 “The moon is flat,” he said.
- 4 “Water boils at 100 °C,” he said.
- 5 “He is rather boring,” she says.
- 6 “As we were walking down the street, someone stopped in front of us,” he said.

REPORTED QUESTIONS

6 Rewrite the questions in Reported Speech.

- 1 “Where were you last night at the time of the burglary?” the police inspector asked me.
- 2 “Was he using the computer to find the secret code?” the manager asked his secretary.
- 3 “How did the Prince wake Sleeping Beauty up?” Karen asked Grandma.
- 4 “Has she finally decided to sail from Spain to Australia all alone?” he asked.
- 5 “Will you tell Harry he’s the worst detective you’ve ever met?” Fred asked Tim.

REPORTED COMMANDS

7 Rewrite the sentences in Reported Speech.

- 1 “Open the door at once!” the policeman said to him.
- 2 “Call the fire brigade immediately!” he said.
- 3 “Don’t throw litter out of the window!” Mum said to me.
- 4 “Fasten your seat belt, please,” the air steward said to the passenger.
- 5 “Don’t you ever act like that again!” he said to Mike.

MODALS IN REPORTED SPEECH

8 Rewrite the sentences in Reported Speech.

- 1 She said "I will always trust you."
- 2 He said "I can't go."
- 3 He said "I can't come to help next week."
- 4 She said "I may be late tonight."
- 5 She asked "Shall I tell her Tom quit?"
- 6 She asked "What time shall we be back?"
- 7 She said "You must do your homework."
- 8 He said "She must have forgotten."
- 9 He said "You needn't pay now."
- 10 She said "He needn't leave until tomorrow."

SPECIAL INTRODUCTORY VERBS

9 Rewrite the sentences in Reported Speech, using the verbs in the list.

*claim insist deny remind threaten
encourage refuse promise demand suggest*

- 1 "You must believe that I didn't know it was stolen," he said.
- 2 "I've never seen that man before," he said.
- 3 "If you don't leave, I'll phone the police," he said.
- 4 "I'm not going to let you into my house," he said.
- 5 "No, I didn't steal the money," he said.
- 6 "Of course you can do it — just go ahead and try," he said.
- 7 "I'll never do such a thing again," he said.
- 8 "Give me all your money now!" he said.
- 9 "Remember to feed the cat before you leave," he said.
- 10 "Let's go to the zoo, shall we?" he said.

10 Read the following reported sentences and underline the special introductory verbs, then rewrite them in Direct Speech.

- 1 He advised them to buy a burglar alarm.
- 2 She warned them that if they bothered Sally once more, she'd be forced to phone the police.
- 3 He accused Tom of stealing his bike.
- 4 He apologised for breaking her vase.
- 5 He admitted stealing the car.
- 6 She complained that they didn't pay her enough money.
- 7 She informed me she'd already called an ambulance.
- 8 He refused to help me.
- 9 She denied killing him.
- 10 He boasted he had saved the trapped man without any help.



11 Rewrite the following sentences in Reported Speech using special introductory verbs.


- 1 "Come on, Sue," he said. "You can do it! Just hold onto the rope and jump."
- 2 "You are under arrest. You may remain silent but anything you say will be taken down and may be used as evidence against you," the policeman said to him.
- 3 "Why don't you see a counsellor?" the doctor said. "He could help you get over this."
- 4 "I didn't take the diamonds," she said. "I don't even have a key to the jewellery box."
- 5 "You lied to me, Steve!" Mary said. "Why don't you just admit it?"
- 6 "Have you read the reports?" he asked his assistant. "I want to go through them."
- 7 "Can I have a word with you?" James said. "It's about the Johnson case."
- 8 "Do you know when Sally is coming back?" he said. "A Mr Douglas wants to talk to her."
- 9 "I'm sorry I caused the accident," he said to the court. "I never meant to hurt anyone."
- 10 "Keep notes while listening," the teacher said to the students "or you won't be able to answer the questions."

12 Complete the sentences using the words in bold.

- 1 "Let me help you with your essay," the professor said to me.
suggested The professor my essay.
- 2 He started taking driving lessons three weeks ago.
been He for three weeks.
- 3 I haven't spoken to Paul for ages.
since It's ages Paul.
- 4 "Would you like me to do the shopping?" Steve said.
offered Steve the shopping.
- 5 "I'm sorry I came late," Pam said.
coming Pam late.
- 6 She went to Glasgow two weeks ago.
been She two weeks.
- 7 "Don't play football on the grass!" he said to us.
forbade He on the grass.
- 8 "You lied to the police," he said to Mark.
lying He to the police.
- 9 "No, I won't ask her out again," he said.
refused He again.
- 10 "Ok, it was me who broke the window," he said.
having He the window.
- 11 It's a month since I last saw Peter.
for I a month.
- 12 She has never eaten caviar before.
time It's the caviar.
- 13 He hasn't called us yet.
still He us.



Listening Task

 You will hear five people talking about their reactions to books they have read. For questions 1 - 5, choose from the list A - F. Use the letters only once. There is one extra letter you do not need to use.

A bored

B excited

C moved

D scared

E confused

F furious

Speaker 1

Speaker 2

Speaker 3

Speaker 4

Speaker 5

Speaking Task

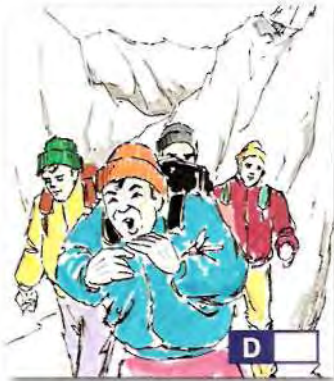
A crime was reported last night. Look at the objects, then in pairs decide how these objects are related to the incident reported. What do you think happened?



Writing

Narrations/Story Writing

- 1** Look at the pictures and try to put them in order. Then listen to the tape and check your answers. Listen again and answer your teacher's questions then tell the story through the pictures using your own words.



- Writing a good story either in first or third person means describing a sequence of events in an interesting, lively way. A good story should consist of:
 - a. **an interesting beginning** to catch the reader's attention and make him/her want to go on reading your story.
 - b. **good development** in the main body. To develop your story you should use appropriate **tenses**, especially past ones, e.g. Past Simple to describe the main events, Past Continuous to set the scene, Past Perfect to talk about events which happened before the main event(s), etc. (e.g. *He went out to the car. It was raining hard and a cold wind was blowing. He had rung her ten minutes before, so he knew she would be waiting.*)
 - c. **a good ending**, if possible an unexpected or unpredictable one, to surprise the reader and create a long-lasting impression of your piece of writing.

Points to Remember

- Never start writing your composition before deciding on the plot.
- Use time words (*before, until, then, next, lastly, etc.*) to make the sequence of events clear.
- Use Direct and Reported Speech to make your story lively.
- Use various adjectives (*horrified, surprised, etc.*) and adverbs (*absolutely, extremely, etc.*) to stress feelings and actions. This will make your story more interesting.

Note: Descriptions of people/places and descriptive techniques (e.g. use of the senses to describe atmosphere) can be used while writing a narrative, when you want to emphasize specific parts of your narration.

Introduction

Paragraph 1

Set the scene: (who — where — when — what)

Main Body

Paragraphs 2–4

Development

(describe incidents leading up to the main event and the event itself in detail)

Conclusion

Final Paragraph

End the story (refer to moods, consequences, people's reactions, feelings, comments)

- 2** Read the following beginnings and decide which: a) **sets the scene through the use of senses**; b) **uses Direct Speech**; c) **sets the scene through describing the weather**; d) **uses first person narration**; e) **uses third person narration**, and f) **includes a description of a person**. Then read the endings and decide which: a) **uses Direct Speech**; b) **describes people's reactions to the event developed in the main body**; c) **refers to people's feelings/moods** and d) **creates mystery or suspense**. Finally, match the beginnings with the endings.

BEGINNINGS ...

- A** She woke up feeling the floor shaking violently beneath her. At first she thought it was part of the dream she had been having, but then she realised what was happening.
- B** What can I tell you about Roger? He was the kind of man you've probably all met at some stage in your lives - self-assured, charming, polite ... and completely ruthless. So I wasn't surprised when I saw his picture in the newspaper.
- C** The grey sky covered the city like a heavy blanket, making the buildings dull and shadowy. The rain had been whipping the faces of the hurrying citizens with icy, sharp drops and now the roads were dark and shining, the air damp and cold. I looked carefully before crossing the street.
- D** "Where is all this light coming from?" Peter asked Tim as he stared at the green beams crossing the starry summer sky.

... ENDINGS

- 1** It couldn't have been their imagination. The deep hole in the field was still hot and glowing.
- 2** "Thank God! I'm safe now," I thought as I entered my flat. But as soon as I turned on the light, I noticed a glass on the table. He was there waiting for me.
- 3** With revived hope she started shouting. It wasn't long before she could see daylight again. She was injured but alive.
- 4** As the policemen took Roger out of the courtroom I could hear people murmuring. I felt relief. After all, he had got what he deserved: 30 years in prison.

- 3** Put the paragraphs into the correct order, then underline the descriptive techniques employed. Finally, give the paragraph outline.



- A** The captain was showing Danny the different controls and dials when suddenly the cockpit door burst open. A tall man with a scar on his left cheek, who was carrying a gun, grabbed Danny and yelled at the captain. "This is a hijack. I'm in control now." Without thinking of the danger Danny bit the man's hand as hard as he could. The hijacker screamed in pain. Quickly the co-pilot grabbed the gun while the captain knocked the hijacker unconscious.
- B** Danny looked excitedly out of the window as the aeroplane was taking off into the bright sky. Then he smiled happily at his dad who was holding his soft hand tightly.
- C** "This is going to be the best Christmas ever," thought Danny. "I can't wait to tell Grandad about what I did." When the plane landed Danny was given a hero's welcome. As a reward the airline gave Danny and his family free flights for the rest of their lives.
- D** They had been flying for an hour when Danny's father disappeared for a few minutes. He came back followed by a friendly looking stewardess in a blue and red uniform. "Would you like to see the cockpit, Danny?" she asked. Danny couldn't believe it. "This is a dream come true," he thought as he followed the stewardess to the front of the plane.

Flashback Narration

In story writing you can use flashback narration. This means that you can start your story at a specified time, then go back in time and set the previous scene using the Past Perfect. Continue your story using normal past tenses, leading your readers up to the specified time, then go on to the end of your story. Using the flashback technique makes your story more exciting.

4 The following sentences describe the events of the story in chronological order. Read the story below and number the events in the order they appear in the story. Then, look again at the sentences and tell the story without using flashback narration.

- Carl talked to Ray in a pub about money problems.
- Ray suggested robbing a bank.
- Carl and Ray spent months planning to rob a bank.
- Carl drove to a bank in a small town in Scotland.
- Ray came out of the bank with his hands in the air.
- Carl was about to drive off when the police arrested him.
- Carl was sentenced to twelve years in prison.
- The heavy prison door shut behind Carl.

Twelve years! The judge's words echoed around Carl's head as the two policemen silently led him out of the courtroom. He couldn't believe how he had ever thought they could get away with their crime.

It had all started one evening the previous year when he had been sitting in the pub asking his friend Ray what he should do about all his debts. When Ray said he had the perfect solution, Carl was anxious to hear what he had to say.



Several months later, after careful planning, Carl found himself gripping the steering wheel of a van outside a bank in a small town in Scotland. Everything had been going smoothly until Ray came out of the bank with his hands in the air. No sooner had Carl reached for the gear lever, ready to speed away, than he felt the cold metal of a gun barrel against the side of his head.

"Don't move!" said a deep voice. His heart sank.

Now Carl was filled with regret as he looked around the space inside the four walls of the tiny cell. Thinking of the years that lay ahead, he heard the heavy prison door shut behind him.

5 Punctuation is very important in story writing. Read the information in the Grammar Reference Section: Unit 3, then read the model and punctuate it. Finally, give the paragraph plan.

i was alone in the house reading a scary ghost story as snow fell silently outside the only sound was the ticking of my old grandfather clock the dying fire cast an orange glow onto the walls of my study

i was absorbed in the story when suddenly i began to feel that someone was watching me the clock stopped ticking i looked around but i could see no one was my mind playing tricks on me

trying to ignore my intense fears i returned to my book after a few seconds though the book was knocked to the floor by an unseen hand whos there i cried i saw something standing in front of me that made my blood run cold a shadowy white ghost pointed a pale finger at me its mouth moved come on come with me its time it said

what do you want i managed to ask shaking with fear the ghost took me by the hand and led me to the window just as we reached it the clock struck twelve mysteriously i found myself back in my armchair my book beside me i looked around but only samantha my cat was in the room trying to make herself comfortable on my lap wheres the ghost i wondered then laughed at myself id better stop reading ghost stories i thought but then i felt a cold wind blowing in through the now open window.



Self Check

6 Answer the following T/F statements.

- Stories shouldn't include descriptions.
- An interesting beginning is as important as an unexpected ending.
- Direct speech makes a narration dull.
- Time words should not be used in narrations.
- We set the scene in the last paragraph of the story.

7 Write any of the following compositions, using 120 - 180 words.

- You have decided to enter a short story competition. You should write a composition finishing with the words "After ten years of effort, he finally got what he had always wanted."
- A magazine is running a short story competition. To enter the competition you have to submit a story starting with the words "This can't be happening to me," she thought.
- A local radio station is running a competition. To enter the competition you must submit a detective story. The prize for the best story is a week for two at Universal Studios.

Module Self-Assessment (units 1-3)

1 Choose the correct item.

- A great deal of information has to be gathered in order to the weather.
A tell B foresee C forecast D foretell
- Although Tom eats quite a lot, he is still very
A skinny B muscular C well-built D round
- No one knows much about her private life because she is quite
A shy B sensitive C sociable D reserved
- Since this area is very convenient for those who work in the city, property tends to be rather
A spacious B luxurious C over-priced D vast
- We picked up a colourful travel at the travel agent's.
A brochure B handout C prospectus D leaflet
- She felt terribly before the job interview, but once she was in the manager's office she calmed down.
A bored B nervous C shocked D surprised
- "Don't forget your umbrella – it looks as though it's going to be today."
A sunny B wet C foggy D windy
- The to the South Pole had to be delayed because of dangerous weather conditions.
A expedition B excursion C sightseeing D exploration

(8 marks)

2 Fill in the correct word(s) from the list below.

novice, made redundant, startled, mentality sophisticated, soaked, confidence, chat

- When the company lost one of its biggest contracts a number of workers had to be
- Since she was a pilot she could only fly when accompanied by someone with experience.
- She has so much in herself that she's bound to succeed.
- Pam was when she opened the door and all her friends shouted, "Happy birthday!"
- You can't succeed in competitive sports unless you have a winner's
- After a hard day at work I like to sit in a café and with my friends.
- He was caught in a downpour so he was when he arrived at the office.
- Her knowledge of fashion and the arts showed her to be very

(8 marks)

3 Fill in the correct particle.

- Lucy quit her job as a teacher.
Lucy gave her job as a teacher.
- Mark decided to start playing tennis.
Mark decided to take tennis.
- They refused to surrender to the enemy.
They refused to give to the enemy.
- She still hasn't recovered from the shock.
She still hasn't got the shock.
- The plane was about to leave the ground when it exploded.
The plane was about to take when it exploded.

(5 marks)

4 Fill in the correct preposition.

- When Paul arrived London he was very serious finding a job. He asked application forms from many companies, and when several seemed very pleased his qualifications he realised that he was going to succeed getting a good position.
- Paris is a good example a city that has a lot to offer. There is not only a variety things to see, it is also well-known its high-class entertainment and delicious food. This is a city which is popular people from all over the world.

(9 marks)

5 Make sentences using relatives.



e.g. A computer is sth **which** we use for storing information.

(6 marks)

6 Complete the sentences using the words in bold.

- It is too cloudy to go to the beach today.
sunny It to go to the beach today.
- It was in March that I last saw him.
seen I last March.
- How long ago did they meet?
since How they met?
- He hasn't finished marking the exams yet.
still He the exams.

Module Self-Assessment (units 1-3)

- She started studying music two years ago.
for She two years.
- We moved here ten years ago.
living We ten years.
- "I didn't cause the accident," she said.
having She the accident.
- I haven't eaten meat for six months.
ate It's six months meat.
- "You killed him," David said to Sally.
of David him.
- Sally has an appointment with her lawyer tomorrow.
seeing Sally tomorrow.

(10 marks)

7 Fill in *heavy, historic, visual, full, give, limit, highly, sophisticated, cosmopolitan, popular.*

On first sight, Milan may 1) the impression of being an unattractive place with 2) traffic and unfriendly people and that you need an extremely 3) wallet so that you can enjoy yourself. It's true Milan is a 4) city, ideal for those with 5) tastes, but also has a lot to offer in the way of nice parks, 6) sites and general scenic interest. One fascinating place which is definitely not 7) with the crowds is the Monumental Cemetery, which offers peace, quiet and a unique experience of the 8) arts in the form of memorial sculptures. Also 9) recommended is the area of canals near Viale d' Annunzio, with its lovely old buildings and scenic views. There is no 10) to the pleasures this trip has to offer.



(10 marks)

8 Underline the correct word.

- Have you finished already/yet? You're very quick!
- They went to Barcelona and they're yet/still there.
- Tom joined a gym six months before/ago.
- Haven't you turned on the oven still/yet?
- Sebastian said he had been to Prague still/before.

(5 marks)

9 Fill in the correct tense.

- Ashley 1) (walk) home from school yesterday when a car 2) (crash) into a tree that she 3) (just/pass). Luckily, she 4) (see) the car coming towards her and she 5) (move) out of the way in time.

- Harry and Debbie 1) (leave) for Jamaica next Saturday morning. Their flight 2) (take off) at 9.15. They 3) (decide) to go there when they 4) (see) an advertisement on



- TV showing Jamaica's beautiful, aqua-blue waters. They 5) (look forward) to this trip because they 6) (not/be) on a holiday for quite a long time.
- The Johnsons 1) (live) in London for ten years when the company that Mr Johnson 2) (work) for 3) (offer) him a position in New York. He 4) (discuss) the offer with his wife and they 5) (decide) to move there. They 6) (be) in New York for six months now and they 7) (begin) to get used to the new way of life.

(12 marks)

10 Cross out the unnecessary words.

- I need the book which I lent it to you.
- She was too much tired to go out with us.
- He was played football last Sunday afternoon.
- Pamela hasn't got enough of money to buy a house.
- The shop is opens at 8 o'clock in the morning.
- He told to me that he had met my father.
- He denied of having broken the window.
- That's the hotel where we stayed in last summer.
- Terry was been going to work when his car broke down.
- That is the man who he has just opened a travel agency.
- Laura had read the entire book yesterday.
- I have met Kate and Laurence at a party last week.
- All the children who they came to the party had a nice time.

(13 marks)

Writing

11 Answer the following questions. (14 marks)

- How do we start a composition which describes a person?
- When do we have to give a detailed physical description?
- What should we emphasize when we write a letter recommending someone for a job?
- What should we include in the main body of a description of a building?
- What techniques can be used to start a narrative composition?
- What is flashback narration?

TOTAL: 100 marks

Pleasant & Nasty Experiences

Before you start...

- What is your best friend like?
- What is your favourite holiday resort? Describe it.
- What is the weather like in your country?
- What is your favourite type of film? Why?

Listen, read and talk about...

Disasters/Accidents

Unit 4



- types of disasters/accidents
- headlines
- causes/prevention of accidents
- survival techniques

Festivals/Celebrations

Unit 5

- types of festivals/ceremonies
- preparations
- activities
- superstitions



Module 2

Units 4-6

Eating Habits

Unit 6



Learn how to ...

- make a witness statement
- comment on disasters
- present a news bulletin
- suggest survival techniques
- express preferences on food/drink
- give directions/instructions
- describe processes
- complain about service
- order in a restaurant
- make a shopping list

Practise ...

- conditionals
- wishes
- the passive
- causative form
- countable/uncountable nouns
- articles (a/an/the)
- some/any/no
- so/such
- question tags

Write ...


- a news report
- a descriptive article about an event
- instructions

Phrasal verbs : cut, carry, turn

- types of food/drink
- containers
- kitchen equipment
- methods of cooking
- places to eat

Lead-in

- Think of as many words as possible related to the disasters/accidents shown in the pictures.
- Look at the pictures and say which of these disasters/accidents are natural and which are caused by human error. What might have caused each one?
- What feelings do people often experience in such situations?

 Read the text below and try to guess the correct answers. Then listen to the tape and check if your guesses were correct.

A massive earthquake occurred on January 17, 1) **1994/1984** in Los Angeles. The quake killed 2) **16/60** people and caused \$20 3) **billion/million** worth of damage.

The cause of the earthquake was movement in the San Andreas fault system. The fault is a 4) **crack/hole** between two huge pieces of the Earth's crust. One of these pieces is under the 5) **Atlantic/Pacific** Ocean.

If an earthquake does occur, authorities advise people to stay 6) **calm/still**. Being in a quake is a(n) 7) **traumatic/exciting** experience. Psychologists say that some people are 8) **scared/excited** all the time after experiencing an earthquake, while others

try to persuade themselves that it 9) **will/won't** happen again. Unfortunately there is a 10) **90%/19%** chance of at least one more earthquake happening in California in the next thirty years.

Reading

You are going to read a magazine article about earthquakes. Six paragraphs have been removed from the article. Choose from the paragraphs A - G the one which fits each gap (1-5). There is one extra paragraph which you do not need to use. There is an example at the beginning (0).



Earthquake in L.A

At 4.31 in the morning on January 17, 1994, the full impact of a massive earthquake **measuring** 6.7 on the Richter scale hit the **community** of Northridge in Los Angeles. It was an unwelcome wake-up call for everyone in the city.

One **resident**, Rosemary Sato, **was shaken** awake in her bed to the sound of **tremors** violently rocking her house. When she got up she found that the **quake** had blown open her front door and thrown her furniture around like toys.

However, the damage wasn't restricted to Northridge. Across the city the quake killed sixty people, destroyed or **severely** damaged more than 3,000 homes, and brought down ten highway bridges. Many people were trapped under **debris**. The cost of the damage **was estimated** to be \$20 billion. The cause of this quake was movement in the San Andreas fault system. The fault is a **crack** between two giant pieces of the Earth's crust. One of these pieces, most of which **is situated** under the Pacific Ocean, is moving at an average of about four centimetres every year.

The good news is that the Californian **authorities** are taking these predictions seriously. Engineers are working to strengthen the steel frames of buildings and other structures such as bridges. Hopefully, this will lead to less **structural** damage during the next quake.

During a quake it is important to stay calm, as panic leads to **rash** actions which may result in injury or even death.

Levon Jernazian, a clinical psychologist, helps people to deal with the **effects** of this **trauma**. For weeks after the Northridge quake, one of his patients, Ani Shakhverdyan, aged eight, would still cling to her parents, was terrified of the dark and would not even go to the bathroom alone.

Other survivors of quakes deal with their fears in a different way. They tell themselves that it won't happen again.

Little does she realise that in California, with the chances of another severe quake at 90 per cent in the next thirty years, she is very **likely to experience** at least one more.



- A In one **session**, Ani was asked to draw a picture of her fears. She drew a big rat. Then Levon Jernazian told her to cut the picture of the rat into pieces, burn it, and then jump on the **remains**. Ani did what he suggested and her fears became less intense.
- B Unfortunately, this movement isn't slow and continuous, but occurs **in bursts**, which result in earthquakes. And to make matters worse, scientists not only expect more earthquakes in the near future, but also more **powerful** ones.
- C People are advised to stay where they are and, if possible, to take shelter under a bed or table. However, for many it is difficult to get rid of the terror of experiencing an earthquake. After the Northridge quake, thousands of Californians even left the state, and many of those who stayed have experienced what is now known as "earthquake trauma".
- D One woman's **reaction** was, "I'm not scared anymore. Also, it's similar to being in a plane crash. What are your chances of being in another?"
- E Another **resident** of the community, who lived in a three-storey apartment block, recalls the top two floors of the building crashing down onto his first-floor apartment. "A wall fell on me," he said, "I couldn't move my head. I was **trapped** for five hours with injuries to my **lungs, ribs** and **collar-bone**."
- F Amazingly enough, nobody noticed it apart from scientists who were studying the seismic activity. However, one man did report that his dog had started to howl at the time the quake was said to have started.
- G The residents of California are also preparing themselves for the next big one. They are buying emergency supplies, **nailing down** their belongings and making plans for what they should do in the event of another quake.

Vocabulary Practice

1 Look at the words in bold on page 45 and try to explain them.

2 Fill in the correct word(s) from the list below:

- | | | |
|----------------|---------------------|---------------------|
| <i>impact</i> | <i>restricted</i> | <i>recalled</i> |
| <i>howling</i> | <i>estimated</i> | <i>survivors of</i> |
| <i>rocked</i> | <i>strengthened</i> | <i>cling</i> |
| <i>intense</i> | | |

- The heat from the blazing house made it difficult for the fire-fighters to advance. (**extreme**)
- The buildings closest to the bomb violently when it exploded. (**shook**)
- Because John was wearing protective clothing, his injuries were to his arms and legs. (**limited**)
- You could hear dogs just before the earthquake started. (**crying**)
- The exact number of dead people is unknown, but the figure is to be 400. (**roughly guessed**)
- The earthquake experts insist that all buildings should be with steel rods. (**made stronger**)
- The the plane crash were rushed to the hospital by helicopter. (**people who didn't die in**)
- When the earthquake struck, Susan ran to to her mother for comfort. (**hold on tightly**)
- "The full of the nuclear explosion is not yet known," said the reporter. (**effect**)
- The police asked Claire if she ever having seen the man before. (**remembered**)

3 Fill in the correct word(s) from the list below. Use the words only once.

- | | | | |
|----------------|----------------|----------------|----------------|
| <i>steel</i> | <i>shelter</i> | <i>to blow</i> | <i>front</i> |
| <i>seismic</i> | <i>massive</i> | <i>crust</i> | <i>to stay</i> |
| <i>to take</i> | <i>to make</i> | <i>wake-up</i> | <i>plane</i> |

- | | |
|---------------------------|-------------------|
| 1 a earthquake | 7 frames |
| 2 sth seriously | 8 a crash |
| 3 matters worse | 9 sth open |
| 4 the Earth's | 10 the door |
| 5 to take under sth | 11 calm |
| 6 a call | 12 activity |

4 Read the sentences and try to explain the idioms in bold.

- I had no idea David and Sarah were separating — the news came **like a bolt from the blue**.



- First I lost my credit card, then Tom crashed my car, then I was fired — **it never rains but it pours**.
- Driving a car with bad brakes is like **playing with fire**. You're bound to have an accident.
- All that fuss about the lost file was just a **storm in a teacup** — it didn't really matter at all.
- I'm afraid Paul's credit card debt is just **the tip of the iceberg** — I suspect he's in serious financial trouble.

5 Find the odd word out.

- notice, observe, watch, think
- terrified, scared, thrilled, horrified
- big, enormous, huge, tiny
- effect, consequence, cause, result

6 Fill in the correct particle(s).

- The doctor advised her to **cut** sugar and fat. (**reduce consumption of**)
- The secretary **cut** to tell them that someone was asking for Mr Jones on the phone. (**interrupted sb while speaking**)
- Their house was **cut** from the rest of the world by heavy snow. (**isolated**)
- They had their electricity **cut** because they failed to pay the bill. (**disconnected**)
- The editor **cut** several paragraphs to make the text shorter. (**removed**)

7 Fill in the correct preposition, then choose any four items and make sentences.

- 1) to be restricted an area; 2) to lead sth; 3) to result sth; 4) to deal sb/sth; 5) to cling sb; 6) to be terrified sth; 7) to get rid sth

Talking Points

- ◆ Read the whole text again and make notes under the following headings, then report the incident.

WHAT - WHEN - WHERE - DETAILS OF THE EVENT - PEOPLE INVOLVED - ACTION TAKEN - COMMENTS BY THOSE AFFECTED

- ◆ How can we protect ourselves against earthquakes before or while they are happening?

1 Match the disasters or accidents with the headlines.

avalanche typhoon volcanic eruption shipwreck
drought famine nuclear explosion plane crash

a **Speeding wall of snow sweeps away skiers**

b **Storms and high winds leave thousands homeless.**

d **CREW MEMBERS MISSING AS LINER SINKS**

c Survivors recall flight of horror

e **RADIOACTIVE CLOUD THREATENS CITIES**

f **CROPS FAIL AS DRY WEATHER CONTINUES**

g **FOOD AID URGENTLY NEEDED**

h **LAVA THREATENS TOWN**

2 Headlines are short and introduce newspaper reports briefly in an eye-catching way. Read the sentences, underline the key words, and suggest headlines.

- Four days of heavy rain caused major flooding in Rockwood. 600 people have been forced to leave their homes.
- A massive earthquake has destroyed most of Bay City. Thirty-six people were killed and forty are missing as a result of the quake.
- A couple were killed on Tuesday when their car was hit by a lorry. The driver of the lorry, who was drunk, was not injured.

3 Listen to the people's comments and match them with the pictures. Listen again and make comments about these pictures as if you had been involved in these events.



- 4 Read the following news reports (A and B), explain the words in bold and think of a suitable headline for each. Read them again and answer the following questions:
- What happened?
 - When /Where did it happen?
 - What was the cause?
 - How many were injured or died?
 - What action is being taken as a result?



An aeroplane operated by the Romanian national airline, Tarom, crashed into a field only three minutes after **taking off** from the **runway** at Bucharest airport this morning. All of the 59 people on board the Brussels-bound plane are believed to have died.

The plane was found 28 km. from Bucharest airport **shattered** into tiny pieces, the largest being only 2 metres long. The cause of the crash is not known. At first experts thought that the pilot might have experienced a technical problem such as engine trouble or a problem with the

fuel tank, but **air-traffic control** reported no radio contact with the pilot in which he said he was experiencing difficulties. Weather conditions today have been good with excellent **visibility** and no fog. **Sabotage** or a terrorist attack have not been **ruled out**.

Witnesses reported hearing an explosion before the plane **nosedived** and **crashed into** the ground. It seems likely that a bomb had been planted on board the plane. **Crash experts** are examining the **wreckage** and a statement will be issued later this week as to the cause of the crash.

Disaster **struck** in the town of Redbrooke late last night when the recently built Palmer Court apartment block caught fire and was completely destroyed.

It was just after 2.00 am when many of the **residents** in the building were woken by the smell of smoke. The Fire Brigade was alerted and arrived promptly to **evacuate** the building and **extinguish** the fire.

The fire **spread rapidly** through the building and the **rescue operation** had to be carried out quickly in order to save the forty-three residents inside. Twenty-nine people were taken to Redbrooke General Hospital, suffering from **smoke inhalation** and **minor burns**, but it is expected that they will be **discharged** later today. The remaining fourteen people were evacuated safely with no **injuries**. The Fire Brigade **battled** with the fire until 7 o'clock this morning but were unable to save the building. The residents will be provided with temporary accommodation.

An investigation is being carried out to **determine** the cause of the fire. At present it is suspected that it was caused by a **malfunction** in the electrical **wiring system**, which would explain why so many flats were affected at the same time.

5 Explain the words in the list. Then, listen to the tape and answer the questions. You may keep notes while listening. Finally, write your report describing the event as if you were to present the news bulletin.

shipwreck lifeboat crew hit
 crew members missing bad weather
 swim ashore sink air and sea rescue
 rescue survivors team

- 1 What accident is described?
- 2 When did the accident happen?
- 3 Where did the accident happen?
- 4 How many of the crew members managed to swim ashore?
- 5 How many were rescued by the lifeboat team?
- 6 How many are still missing?
- 7 What caused the accident?
- 8 What action has been taken?



6 Match the list of things which could cause accidents with the accidents in the list.

- | | |
|------------------------------------|---------------------|
| 1 a plastic bag | a a car crash |
| 2 excessive consumption of alcohol | b a scald |
| 3 a gas leak | c an electric shock |
| 4 faulty wiring | d suffocation |
| 5 boiling water | e an explosion |

7 What accidents could the following cause? **a sharp knife, wet roads, an icy pavement, matches, bleach**
 e.g. You could cut yourself if you are not careful when using a sharp knife.

8 Look at the pictures and say what may, might, could have caused each accident.



e.g. She may have swallowed something which got stuck in her throat.

9 Read the following news report and fill in the correct words from the list.

braked injuries direction crashed
 damaged overtake skidded collision

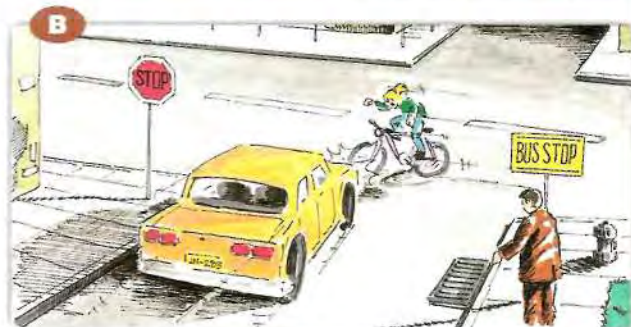
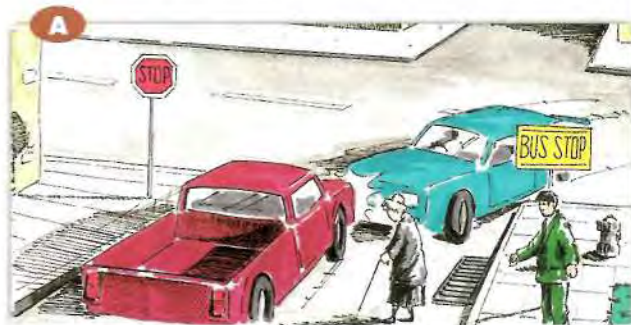
"...There have been further road accidents following yesterday's heavy rain. Early last night two motorists suffered serious 1) in an incident involving three vehicles.

Mr Ray Amberly from Newden was travelling along Pyke Road at around 90 mph when he noticed the van behind his car driven by Mr Joseph Brown, moving out to 2) him. Mr Amberly 3) slightly in order to let the driver of the van pass, but instead of slowing down, his car 4) on the slippery surface and 5) into the van. As a result, the van was knocked into a third vehicle, coming from the other 6) which was driven by Mr Luke Porter. All three vehicles were severely 7) in the 8) and the three drivers had to be taken to hospital.

Police believe that the crash could have been avoided if the drivers had not been travelling so fast under such dangerous conditions."

10 Listen to the witnesses' statements and match them with the drawings. Listen again and, using the words in the list, describe the accidents as if you were a witness to them. Finally, write a short description of each accident.

approach junction, go through stop sign, throw to the ground, slam on the brakes, cross road, turn left off the main road, swerve, collide



11 Match the headlines with the possible causes in the table below. Now looking at the table, say what the possible causes and preventative measures are for the following accidents: a) fires at home, b) poisoning, c) car accidents, d) forest fires. You may use your own ideas.

- 1 POISONED 3-YEAR-OLD TAKEN TO HOSPITAL
- 2 HOUSE BURNED DOWN IN MANCHESTER YESTERDAY AFTERNOON
- 3 FOREST FIRE THREATENS TOWN
- 4 CAR CRASH KILLS FAMILY OF FIVE

POSSIBLE CAUSES	PREVENTATIVE MEASURES
a matches pan of oil on cooker unattended	Keep matches out of children's reach. Never leave pan of oil unattended.
b drinking bleach taking pills	Keep bleach locked away safely. Keep medicine out of children's reach.
c speeding drunk driver	Don't drive too fast. Wear seatbelts. Never drink and drive.
d lit cigarette campfire left unattended	Don't drop lit cigarettes in forests. Always extinguish campfires.

e.g. A fire at home might be started by a child playing with matches. For this reason parents should keep matches out of the reach of children.

12 Match the incidents with the survival techniques mentioned. Then discuss in pairs as in the example:

SURVIVAL TECHNIQUES: try not to move, cover nose and mouth with a damp cloth, light a fire, use a mirror to reflect the sun's rays, let off flares, get rid of heavy clothes, stay close to the floor, keep head covered from the sun, keep warm, jump up and down to improve your blood circulation, go to the highest level of the building, use a whistle to signal your position, turn off electricity to prevent electrocution

fire	cover nose and mouth with a damp cloth,
lost in the desert	
trapped in debris	
lost in snowy mountains	
flood	

e.g. A: What would you do if you got trapped in a fire?
B: I would cover my nose and mouth with a damp cloth.

13 Read the following news report, then imagine you are Ann and narrate the incident from her point of view.



A 10-year-old girl, Ann Waxman, rescued her big brother from certain death last night, when a fire broke out in their house in Manchester.

Ann's parents were out of town for the weekend when faulty electrical wiring caused the fire to start in the middle of the night. The young girl was awakened by the family's dog, Danny, who was barking excitedly in the back garden. Ann smelled something burning and immediately ran through the smoke-filled house to wake her older brother, Frank.

When Frank would not wake up, Ann got some help from the family dog. Frank's unconscious body was far too heavy for the little girl to move alone, but the clever girl brought the dog inside and tied the dog's lead to Frank's left ankle. She then grabbed her brother's right ankle, and together, girl and dog pulled Frank to safety.

The little heroine is quite modest about the whole thing. "I couldn't have done it without Danny, our dog," she said afterwards. "I'm just glad we're all alright." Ann is to receive a medal for her bravery from Mayor Witticombe next week.



Grammar/Use of English

(Grammar Reference Section: Unit 4)

CONDITIONALS

1 Read the sentences and match them with the correct description. Then say what tense is used for each conditional sentence.

- 1 If you heat water, it boils.
- 2 If you hear the alarm, get onto the deck quickly.
- 3 If I see someone trying to break in, I'll call the police.
- 4 If I saw someone trying to break in, I would call the police.
- 5 If I were you, I'd call the police.
- 6 If I had seen someone trying to break in, I would have called the police.

- a untrue condition in the present
- b giving instructions
- c imaginary situation contrary to the facts in the past
- d general truth/scientific facts
- e action likely to happen in the present/future
- f giving advice

2 Look at the notes and rewrite them in instruction form. What type of conditional will you use?

activate the alarm - evacuate the building quickly and quietly - use the nearest emergency exit - not use the lift

e.g. If you see smoke, activate the alarm.

3 What will you do if ...

- 1 an earthquake occurs?
- 2 a fire alarm goes off?
- 3 there's a blackout?
- 4 you see a car crash?



4 Decide which object you would use if:

- a) you were trapped under debris.
- b) the boat you were on started sinking.
- c) you were trapped in a mine.
- d) you were travelling through a desert.
- e) you got stuck in an underground train.

torch whistle axe life-jacket compass

5 How could these accidents have been avoided?

- 1 A house burnt down. A young boy was playing with matches. *...If the young boy hadn't been playing with matches, the house wouldn't have burnt down....*
- 2 The town was flooded. The dam burst.
- 3 Two cars collided on the road. One of the drivers had been drinking.
- 4 A cyclist was seriously injured by a car at night. The cyclist had no lights on his bicycle.
- 5 A garage exploded. A man threw his cigar out of the window of his car.

6 Go through the sentences and note how the form of the verb changes with "unless". Then, rewrite the sentences.

- 1 If you don't have a map, you will lose your way. *...Unless you have a map, you will lose your way...*
- 2 If we don't transmit a message now, it will be too late.
- 3 If the windscreen isn't clear, how can the driver see?
- 4 If you don't wear warm clothes, you'll get cold.
- 5 If we don't refill our air tanks, we'll suffocate.

7 Fill in the correct tense then identify the type of conditional.

- 1 If we lived in a well-built house, we (not/be) in danger.
- 2 The car (not/roll) back as long as you put the brake on.
- 3 You might cut yourself if you (play) with knives.
- 4 I would always wear a helmet if I (be) you.
- 5 If you'd locked the medicine up, he (not/drink) it.
- 6 Supposing you (get) stuck in the lift, what will you do?
- 7 If he (listen) to the weather forecast, he wouldn't have sailed in such stormy weather.
- 8 What (you/do) if there was an emergency landing?
- 9 If you hear the alarm, (head for) the exit.
- 10 If he had been driving more carefully, he (avoid) the accident.

8 Rewrite the sentences using inversion.

- 1 If someone tries to break in, call the police. *...Should someone try to break in, call the police....*
- 2 If I were you, I'd hire a bodyguard.
- 3 If he had let off flares, they would have spotted him.
- 4 If you see smoke, activate the alarm.
- 5 If she hadn't gone through the traffic lights, she wouldn't have hit the pedestrian.

9 Complete the following sentences.

- 1 If he had had a whistle, ...*he would have used it so that the rescue team could find him....*
- 2 If the driver had seen the dog,
- 3 If you drive carefully,
- 4 Use the fire extinguisher
- 5 If you don't leave on time,
- 6 If you lose your way,
- 7 If there wasn't any fog,
- 8 If he hadn't lit a campfire,
- 9 If I were stuck on a deserted island,
- 10 If she hadn't drunk the water from the well,

WISHES

10 Match the sentences with the meaning.

- 1 I wish they had discovered the bomb before it exploded.
- 2 I wish it would stop snowing.
- 3 I wish I had some food with me.

- a regret about a present situation we want to be different
- b wish for a future change unlikely to happen expressing disappointment
- c regret that something didn't happen in the past

11 Write wishes for the following situations.

- 1 Paul was driving carelessly and caused an accident.
...I wish Paul had been driving carefully...
- 2 Nina left her boots on the stairs and you tripped over them.
- 3 It has been snowing for hours and the rescue team cannot find the lost skiers.
- 4 You got a shock when you unplugged the heater with wet hands!
- 5 You are lost in the mountains and are unable to ask for help because your radio transmitter does not work.
- 6 You left the saucepan on the cooker and the oil caught fire.
- 7 You have a puncture and no spare tyre.
- 8 You are swimming and suddenly get a terrible cramp because you ate too much.

12 Write sentences as in the example:

- 1 You got lost in the desert because you didn't have a map.
...I wish I had had a map. If I had had a map, I wouldn't have got lost in the desert....
- 2 Ann may have an accident because she keeps driving too fast.
- 3 You were planning to go sailing but the boat's engine broke down.

- 4 You want to go fishing but the weather is bad.
- 5 You washed your red blouse in hot water and its colour ran.
- 6 You want to drive to your village but the roads are closed because of the floods.
- 7 You got lost in the forest and can't find your way because you haven't got a compass with you.
- 8 You want to ride your bicycle to school but both tyres are flat.

13 Complete the sentences using the words in bold.

- 1 They didn't listen to the forecast and got trapped in the floods.
had If they, they wouldn't have got trapped in the floods.
- 2 If a fire breaks out, go to the nearest exit.
should Go to the nearest exit out.
- 3 It's a pity the fireman didn't rescue her.
had I wish her.
- 4 He got trapped in an avalanche while he was skiing.
gone If, he wouldn't have got trapped in an avalanche.
- 5 If I were a good swimmer, I could have saved him.
wish I a good swimmer; I could have saved him.
- 6 Unless you follow the path, you won't reach the cabin.
do If the path, you won't reach the cabin.
- 7 The authorities didn't act quickly, so the oil slick spread.
acted If quickly, the oil slick wouldn't have spread.
- 8 I didn't hear the warning so I didn't stay indoors.
wish I the warning; then I'd have stayed indoors.
- 9 It's a pity that forests are destroyed by fires.
not I wish by fires.
- 10 The river flooded its banks, so our crops were ruined.
been If the river hadn't flooded its banks, our crops ruined.

Pronunciation


14 Listen and underline the word which you hear on the tape. Listen again and repeat.

• shave - save	• shame - same	• short - sort
• shoot - suit	• shell - sell	• shock - sock
• shift - sift	• shelf - self	• shack - sack
• shake - sake	• sheet - seat	• shoe - Sue

15 Listen to the following dialogue and identify the strong and weak forms. Then listen again and repeat.

e.g. A: *You did start the fire!*
 B: *No, I didn't.*
 A: *Come on, we know you did.*

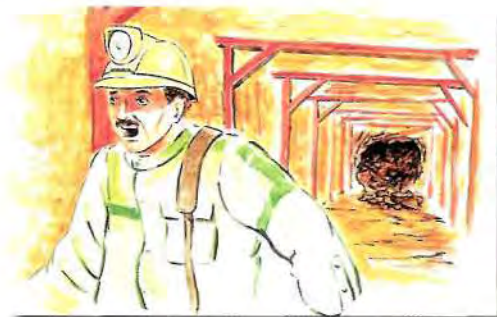
Listening Task

 You are going to listen to a dialogue between a radio presenter and a woman who are talking about aeroplanes and pilots. For questions 1 - 6 decide which of the choices A, B or C is the correct answer.

- 1 In the United Airlines crash
 - A more than 100 people died.
 - B exactly 100 people died.
 - C less than 100 people died.
- 2 Nicole trains pilots to
 - A think clearly in everyday situations.
 - B stay calm in an emergency.
 - C fly aeroplanes.
- 3 The black box
 - A is not always useful.
 - B plays taped instructions to the crew.
 - C can give information about the cause of a crash.
- 4 Where did the number two engine fail?
 - A over the eastern United States
 - B over the southern United States
 - C over the western United States
- 5 The plane's captain
 - A panicked when the plane's engine wouldn't work.
 - B decided to go on a CMR course after the crash.
 - C tried to land the plane safely.
- 6 Many people on the flight survived because
 - A a trainee pilot landed the plane.
 - B the pilot behaved correctly.
 - C the plane landed in the sea.

Speaking Task

- Look at the following pictures and working in pairs suggest how each person could survive the following situations.



Writing

News Reports

- 1 Look at the picture. What words come to mind? What information would you want to know concerning the incident?
- 2 Read the short text, then listen to the tape and fill in the missing words. Finally read the questions below, listen to the tape again and answer them.



There was another 1) yesterday morning at the traffic lights in the village of Bradbury. Jill Smith, who was driving a blue Ford Fiesta was 2) the junction after the traffic lights had turned green when a lorry 3) into the side of her car. The driver of the lorry hadn't noticed the traffic lights because they were 4) by a large tree. As a result of the accident, the car was seriously 5) Miss Smith wasn't seriously 6) She was taken to the local hospital to be treated for 7) The lorry driver was 8) to the police station to make a statement. "This is the 9) accident to have happened this month. The Town Council should 10) the tree, or there will be further accidents," a villager said.

- A news report is about a particular topic which interests the public. It appears in newspapers or magazines and it is written in an impersonal formal style, aiming to catch the reader's attention. A news report gives accurate facts only. The writer's feelings or point of view should not be mentioned.
- A news report should always have an eye-catching short headline which introduces the topic. It should also be divided into well-structured paragraphs, that is: **a) an introduction** where details about the time, place and people involved in the incident are given; **b) a main body** consisting of two or more paragraphs where the event is developed in detail, giving information about the reason it happened and its result; **c) an ending** where comments or actions to be taken are briefly mentioned. Passive Voice and Direct/Reported Speech can be used to make the news report more interesting.

- 1 What type of accident is being described?
- 2 When did the accident happen?
- 3 Where did the accident happen?
- 4 How many people were involved?
- 5 What exactly happened?
- 6 What was the cause of the accident?
- 7 What were the consequences?
- 8 What comments were made?
- 9 What action is recommended?

Introduction

Paragraph 1

summary of the event (time, place, people involved)

Main Body

Paragraphs 2 - 4

development of the event in detail, causes, consequences

Conclusion

Final Paragraph

people's comments/action taken

- 3 Read the following paragraphs and put them in the correct order. Give the paragraph outline and suggest a headline in the box provided.



- A** Bruce immediately contacted the local police station to report the incident. It appears they were not the only witnesses. "We received over forty calls between 7.30 pm and 8.45 pm from people claiming to have seen a UFO," admitted police sergeant J.F. Stable.
- B** The two men were walking their dogs when suddenly the whole sky was lit up by a bright light and a whizzing sound was heard. Seconds later a round silver object appeared in the sky. The object floated above them for about fifteen minutes and then disappeared.
- C** Experts are examining the Yorkshire moors for any clues in an attempt to explain the sightings. As a result of the incident, hundreds of UFO fanatics came to the moors on Saturday evening to watch the sky and wait for the spaceship to reappear.
- D** Two Yorkshire residents, Steven Bruce aged 35 and James Murray, aged 38, reported seeing an unidentified flying object hovering over the deserted moors last Friday evening.

- News reports are different in style from narratives. A **narrative** is normally written in an informal, chatty way and calls for detailed descriptions of events. We usually begin a story using Direct Speech, or involving our senses to set the scene or describe the weather, surroundings, etc. To finish a story we can a) refer to people's feelings/moods; b) describe people's reactions to the event developed in the main body; c) Use Direct Speech or d) create mystery or suspense. Descriptive techniques can be employed to make the story more interesting. A **news report**, however is normally written in a formal way and deals only with detailed facts, making no reference to the writer's feelings. We start a news report with a summary of the event which is then developed in detail. To finish a news report we can mention people's comments using Direct/Reported Speech or the action to be taken.

- 4 Listen to the following beginnings and endings and decide which belong to stories and which to news reports. Write "S" for stories or "NR" for news reports.

Beginnings		Endings	
A	.....	A	.....
B	.....	B	.....
C	.....	C	.....
D	.....	D	.....

- 5 Read the following news report and make notes about the time, place and the development of the event. Then pretend you were involved and write the incident from your point of view.

Gas Leak Results in Tragedy

In the early hours of Saturday morning, the West Cross Shopping Centre, Wolverhampton, was devastated by a gas explosion. Fortunately, nobody was killed in the blast, but fourteen people were injured, two of them seriously.

Eight hours before the blast occurred, shop assistant, Heather Fowles had called the Gas Board, as she had noticed the smell of gas, but the Gas Board workers did not detect any leak.

"The explosion was like a flash of lightning," said cleaner, Iris Adams, one of the less seriously injured victims. She states that she saw her boss, John Wilson, being lifted into the air and thrown against a wall by the blast. Mrs Adams and Mr Wilson were trapped under the rubble for more than an hour before fire-fighters managed to rescue them.

Police inspector, David Chamberlain revealed that several other complaints had been made about the smell of gas. The inquiry continues today.

- 6** Read the two models and compare and contrast them. a) Which model is a news report? b) Which model is a story? c) Which model gives facts only? d) Which is more of a narrative? Why?, e) Which includes detailed facts?, f) What is the first paragraph of Model A about? g) What is the first paragraph of Model B about? h) How different are the final paragraphs in the two models?

MODEL A

Sixteen-year-old Andrew Truman was praised last night for his bravery when he saved a stranded dolphin just off the coast of Procida last Monday.

Andrew was on a sailing holiday with his family in the Mediterranean when the incident occurred. They were relaxing on their yacht when a nearby fishing boat began pulling in its nets. Looking closer, Andrew noticed that a dolphin's fins were trapped in the nets. Without hesitating, Andrew dived overboard, swam to the other boat and cut through the net to release the dolphin.

"Dolphins are intelligent, friendly creatures," said Andrew when asked about his experience. "Fishermen should be more careful when using their nets."

The owner of the fishing boat was arrested for using illegal nets and fishing in a prohibited area. Many similar cases have been reported recently and the government is thinking about taking stricter measures towards the protection of dolphins.

**MODEL B**

It all began one hot afternoon while I was on a sailing holiday in the Mediterranean with my parents.

As we approached the coast of Procida, we all agreed that it was time we dropped anchor and stopped to have lunch.

We were just about to start eating when Dad pointed out a fishing boat that had stopped near ours to pull in its nets. As we were watching, I suddenly noticed a fin sticking out of one of the nets. I could hardly believe my eyes: it was a dolphin.

Immediately, I grabbed a knife, dived into the water and swam towards the fishing boat as fast as I could. As soon as I got there, I cut a hole in the net so that the dolphin could swim away. Exhausted, I swam back to our yacht. The coastguard, whom my father had radioed, later told us that not only was the fisherman using illegal nets, but he had also been fishing in a prohibited area.

After the rescue, I felt sad that people could be so cruel to such intelligent, friendly creatures, but at the same time, I was glad that I had saved the dolphin.

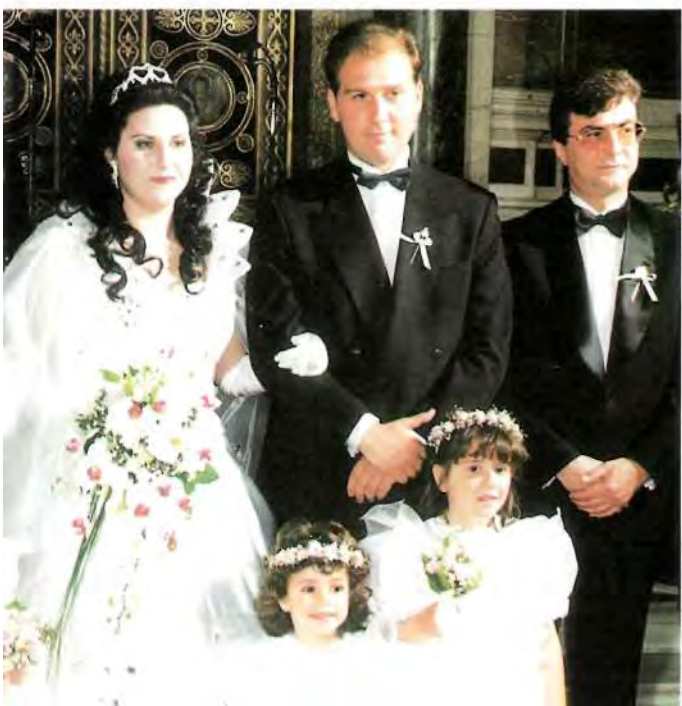
Self Check

- 7** Answer the following T/F statements.

- 1 News reports should include the writer's feelings.
- 2 News reports are formal pieces of writing.
- 3 Reported speech mustn't be used in news reports.
- 4 Detailed facts of the event should be given in news reports.
- 5 Details about when and where the event took place are not necessary in news reports.

- 8** Write any one of the following compositions using 120 - 180 words.

- 1 You work as a journalist. Write a news report about a car accident which resulted in the death of two drivers.
- 2 You work for a newspaper. Write a news report about a bank robbery in which the robbers escaped.
- 3 You work as a freelance reporter. Write a news report about two swimmers who were saved by a dolphin.



Lead-in

- Look at the pictures. Do any of these events look familiar to you? What words come to your mind related to these pictures?
- What do you think happens at each event?
- What festivals or special occasions are celebrated in your country?



Read the sentences, then listen to the tape and fill in the missing information.

- A The **Rio Carnival** takes place before the of Lent.
- B **Oktoberfest** begins in
- C The **Fallas Fiesta** is a(n) event celebrating the end of winter.
- D The **Tibetan Butter Lamp Festival** demonstrates the idea that not even the most beautiful things for ever.
- E The **Dragon Boat Festival** honours the memory of a politician and, Qu Xuan.

Reading

You are going to read some information about some festivals. For questions 1 - 15, choose from the festivals (A-E). Some of the festivals may be chosen more than once. When more than one answer is required, these may be given in any order. There is an example at the beginning (0).

Which festival(s)

marks the death of a particular person?

0 E

makes unusual use of a food?

9

gives people a large variety to choose from?

1

now takes place in a building?

10

are meant to remind people of something?

2

marks the beginning of a season?

11

is based on a religious belief?

3

marks the beginning of a religious period?

12

takes place in autumn?

5

probably dates back longer than was previously thought?

13

involve a competition?

6

involve dressing up in special costumes?

14

7

15

8

The Festive Year

The Rio Carnival in Brazil

A

This festival is by far the largest in the world. Hundreds of thousands of visitors come every year for the celebrations before the start of Lent, (a fasting period of forty days before Easter). The carnival **takes place** in the Sambadrome, a huge new stadium. There, samba schools **compete** with each other for the best costumes and dancing. They spend a lot of time and money on carnival preparations, making fantastic costumes, masks, decorations, **mobile floats** and teaching the samba. In the past, the carnival **procession** was held in the streets of Rio, where beautifully clothed people threw **streamers** and confetti and danced for four days. Nowadays, the world's biggest street party has become a pleasure only for those who can afford the entrance fee.



Oktoberfest

B

Foreign beer-lovers might think that the Germans are **unimaginative** when it comes to beer because, good as it is, it all seems to taste very similar. There are, however, many regional and seasonal differences, particularly in Bavaria and Munich. Oktoberfest, the world's largest beer festival, actually begins in September and, to mark the occasion, each of Munich's many **breweries** makes a special beer. Because of this, an astonishing variety of different types and **strengths** of beer are **available** at this festival.

The Fallas Festival

C

The most **spectacular** of Spain's thousands of festivals must be Valencia's Fallas Fiesta, a two-day event celebrating the end of winter. The Fallas Fiesta and street party start at noon on St. Joseph's Day, 19th March, with a deafening explosion of fireworks. Then there are contests for the best paella - a traditional Valencian rice dish.

People gather in the streets to admire the costumes of the men dressed up as the Moors who **occupied** the city until the 13th century. In the months before the fiesta, **craftsmen** create around 370 **papier mâché** sculptures, the fallas, which are detailed **caricatures** of local people. At midnight, when the fallas are burnt, the **burst** of flames and fireworks symbolically **forces out** the winter.

The Tibetan Butter Lamp Festival

D

Buddhists believe that nothing is permanent, and on the 9th of March they celebrate this **belief**. Long before the festival begins, **monks** make their preparations by mixing brightly-coloured dyes into **huge** quantities of iced butter. It takes them several months to carve the frozen butter into highly decorated statues, some of them as much as 8 metres high. On the day of the festival itself, the sculptures — supported by wooden **frames** — are carried through the streets and greeted with cheers from the excited crowds. Afterwards, the figures are thrown into a river by the monks who made them to **demonstrate** the idea that not even the most beautiful things **last** forever.



The Dragon Boat Festival

E

In China, towards the end of June, people celebrate a holiday known as the Dragon Boat Festival. The festival is held to **honour** the memory of Qu Xuan, a politician and poet who, in the year 278 B.C., is said to have committed suicide by jumping into a river. It is said that local people threw **rice dumplings** into the water to save Xuan's soul from the evil spirits in the river. Nowadays, boat races are held every year to **remind** people of the search for the body of the dead poet. **Spectators** eat rice cakes and crews **row** large dragon-shaped boats. Some researchers, however, say that dragon boats existed long before the death of Qu Xuan, and the modern festival is a **combination** of several old **traditions**.

Vocabulary Practice

1 Look at the words in bold on page 57 and try to explain them.

2 Fill in the correct word from the list below:

<i>regional</i>	<i>souls</i>	<i>occupied</i>
<i>available</i>	<i>contest</i>	<i>carve</i>
<i>afford</i>	<i>sculpture</i>	<i>supported</i>
<i>dyes</i>	<i>permanent</i>	

- Many African tribes masks to wear during particular celebrations. (**shape out of wood**)
- Many religions have holidays which honour the of the dead. (**spirits**)
- The tickets for the jazz festival were so expensive that we couldn't to go. (**pay for sth**)
- The huge ice castle which was made for the winter carnival was by a wooden framework. (**helped to stand up**)



- In Britain, there are many differences in the way people speak. (**local**)
- The performers used blue, red and yellow to change their hair colour for the festival. (**colours**)
- To celebrate the harvest, the town's largest bakery held a(n) for the best apple pie. (**competition**)
- The artist's won first prize in the city's art festival. (**carving**)
- They built a monument as a(n) reminder of the soldiers who died in the war. (**lasting forever**)
- All sorts of food are at our local spring festival. (**obtainable**)
- The city was for months by the enemy. (**conquered and held**)

3 Fill in the correct word(s) from the list below. Use the words only once.

<i>street</i>	<i>to honour</i>	<i>to commit</i>
<i>evil</i>	<i>to greet</i>	<i>boat</i>
<i>to make</i>	<i>beautifully clothed</i>	<i>by far</i>
<i>to mark</i>	<i>deafening</i>	<i>entrance</i>

- | | |
|--------------------------|-------------------------|
| 1 the occasion | 7 suicide |
| 2 the procession | 8 spirits |
| 3 people | 9 races |
| 4 the largest | 10 a(n) explosion |
| 5 the memory of sb | 11 preparations |
| 6 fee | 12 with cheers |



4 Underline the correct word.

- Their traditional **suits/costumes** are covered with beautiful embroidery.
- The religious **procession/process** made its way through the narrow streets of the town.
- The crowd **composed/gathered** to watch the acrobat perform.
- I'll always **remind/remember** their beautiful wedding.
- Let's meet at the **entry/entrance** of the concert hall.

5 Fill in the correct particle(s).

- The audience **were carried** by the singer's brilliant performance. (**got excited**)
- Peter **carried** his promise to help us. (**fulfilled**)
- Despite the difficulties, they managed to **carry** the task (**complete**)
- Although his ankle was bothering him, the dancer **carried** the performance. (**continued**)

6 Fill in the correct preposition, then choose any five items and make sentences.

- 1) to throw sth sb (in order to catch); 2) to throw sth sb (in order to hit); 3) to remind sb sth; 4) to search sth; 5) a combination sth; 6) to combine sth sth else; 7) September; 8) noon; 9) the streets; 10) midnight; 11) 9th March; 12) to compete sb

Talking Points

◆ Using the following headings, make notes about each of the festivals. Then tell your partner about one of them.

◆ DATE ◆ LOCATION ◆ REASON ◆ ACTIVITIES

Start like this: The ... festival takes place on ... in ... It is held to ...

Language Development

1 Look at the picture and listen to the tape. Can you guess what these people are celebrating? On which occasions do people get together?



2 Read the text and fill in the blanks with words from the list below, then say which traditions and superstitions are mentioned in the text.

- | | | | |
|---------------------|------------------|------------------|-------------------------|
| <i>luck</i> | <i>filled</i> | <i>exchanged</i> | <i>looks forward to</i> |
| <i>firecrackers</i> | <i>play</i> | <i>strips</i> | <i>winds through</i> |
| <i>atmosphere</i> | <i>celebrate</i> | <i>held</i> | <i>keep out</i> |

The Chinese New Year festivities are **1)** at the end of January or beginning of February for a period of one month. During this time, Chinese people **2)** the end of the winter season.

Preparations begin in December when shops are

3) with people buying gifts. Buying new shoes is extremely important because it is believed that if you walk in old shoes on New Year's Day, you'll have bad **4)**

On New Year's Eve, families gather at home and cover their doors with **5)** of red paper. This is meant to **6)** evil spirits. Gifts are **7)** at midnight. Homes are filled with the sounds of happy children, who traditionally receive coins in red envelopes on New Year's Eve.

For the next two weeks, all shops are closed as people enjoy visiting friends and relatives. The **8)** is friendly as children sing songs for sweet rice cakes and musicians **9)** in the streets. The final and most impressive event is the Lantern Festival. Colourful lanterns are hung outside homes and a dragon parade takes place. The dragon is very long, made of paper and painted in bright colours. Men stand under the dragon's head and body. The parade **10)** the streets as crowds cheer and set off **11)**

The Chinese New Year is an exciting holiday which everyone **12)** It is a celebration rich in tradition and full of happiness.



3 Read the text and fill in the correct word derived from the words in bold.

New Year's Eve is celebrated on December 31st in **1)** (**west**) countries. It is a time for people to welcome the coming of the new year.

In London, for example, **2)** (**prepare**) for New Year's Eve begin weeks in advance. Everything is decorated in the **3)** (**tradition**) way — tinsel, streamers and balloons are hung and "Happy New Year" signs are placed in windows. Party hats and tooters are bought in **4)** (**anticipate**) of the celebration.

On New Year's Eve, some people attend parties while others choose to go to a pub or disco. Food and drinks are served and **5)** (**live**) music is played while party-goers chat or dance the night away. At midnight the sound of popping corks can be heard as champagne bottles are opened and the **6)** (**bubble**) drink is served. Many people spend the evening at Trafalgar Square. Crowds gather and wait for 12 o'clock when the chimes of the **7)** (**fame**) Big Ben ring out. Everyone begins to sing **8)** (**happy**) and wish each other a happy and **9)** (**health**) new year.

No matter where New Year's Eve is spent, the feeling is the same. People **10)** (**cheerful**) celebrate this joyful occasion.

4 Read the texts from Exercises 2 and 3 again and fill in the table below. Then, looking at your notes, compare the two events. Use: **but, similarly, however, whereas, both, while, etc**

e.g. *In western countries, New Year's Eve is a celebration to welcome the new year, **whereas** the Chinese New Year is a celebration of the end of the winter season.*

CHINA	LONDON
-------	--------

DATE

REASON

PREPARATIONS

ACTIVITIES

COMMENTS/
FEELINGS



5 Identify the type of celebration shown in the pictures, and match the pictures with the words. Some words can be used in both cases. Then, make sentences related to these events using these words.

wedding dress	soft drinks	speeches	bride
best man	dancing	balloons	music
bridesmaids	candles	church	cards
bouquet of flowers	reception	presents	cake
invitations	streamers	groom	guests
champagne			



e.g. The bride's wedding dress was fantastic.

6 Listen to the descriptions and match them with the pictures. What events are being described? Listen again and say words related to each event. How did the people involved feel on each occasion?

1



2



3



4



7 Read the text and try to guess the correct answers. Then, listen to the tape and underline the correct word. Finally, compare a Chinese wedding with a typical wedding in your country.

Last Saturday, I attended a Chinese wedding in a **1) church/ temple**. My friend Chang had given me the invitation in a **2) red/blue** envelope. A Chinese wedding involves many preparations. A lucky **3) hour/date** for the wedding had to be chosen. The temple and the restaurant were booked in advance. A **4) roast beef/ roast pig** had been sent to the **5) bride/groom** a month before. On the big day the bride was wearing a long, traditional red **6) cotton/silk** dress. Chang looked very handsome in his **7) black/ white** jacket.

At the reception, the bride and groom served **8) champagne/tea** to the guests. In return, everyone gave them lucky red envelopes containing money or **9) gold/silver**.

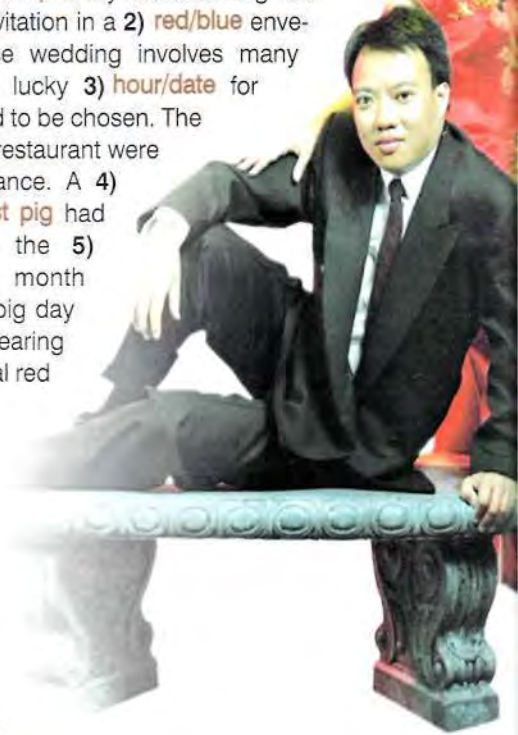
We then sat down to a delicious **10) meal/feast** which lasted for four hours. When we had finished eating, children lit indoor **11) candles/fireworks**, music was played and we danced until the **12) early/late** hours of the morning. I felt very **13) excited/ lucky** to have attended such a traditional event.

8 Match the adjectives with the nouns. Some adjectives can be used with more than one noun. What event can each set of words describe?

Adjectives: mobile, popping, bubbly, scary, sticky, delicious, rich, decorated, colourful

Nouns: champagne, turkey, floats, streamers, tree, masks, corks, candy floss, wedding cake

e.g. mobile floats (carnival), rich wedding cake (wedding), decorated tree (Christmas)



9 Read the following questions, then listen to the tape and answer them. You may take notes while listening. Finally, write a description of the event.



- 1 What kind of party is being described?
- 2 How many people were invited?
- 3 What kind of preparations had been made?
- 4 What was Jack's job?
- 5 How did they spend the evening?
- 6 What kind of problems came up at the party?
- 7 What are the woman's feelings?



10 The following adjectives describe events. Work in pairs to make short dialogues as in the example talking about:
a) a wedding, b) a birthday party, c) a music festival, d) a carnival, e) a film festival.

exciting thrilling boring brilliant
dull fabulous disorganised interesting

e.g. A: Ann's wedding was fabulous. I enjoyed the reception.
B: Well, I found it rather boring. It went on for so long!

11 Fill in the gaps with one word. Then, answer these questions: a) What is celebrated at Hogmanay? b) What preparations are made? c) How do people celebrate this day? d) What superstitions are mentioned?

The Scots celebrate Hogmanay on the night of December 31st. It is a time for people to welcome the coming of the new year.

Preparations for Hogmanay begin **1)** the end of November when Christmas trees **2)** decorated with colourful ornaments and twinkling lights. Shortbread biscuits and black buns – a **3)** of rich fruit cake – are baked.

On Auld Year's Night people dress smartly **4)** their best outfits. They also wear **5)** tartan clothes they might have. They gather in town squares and wait **6)** midnight. Many attend parties **7)** traditional folk music fills the air as people perform Scottish country dances. **8)** midnight, the clock strikes twelve and the clanging sound of bells ringing can **9)** heard. Everyone cheers and shouts "Happy New Year!" and sings "Auld Lang Syne". They kiss **10)** other and drink a glass of Scotch whisky. Then the merry-makers go "first footing": they visit their friends to wish **11)** a happy new year. It **12)** believed that it's good luck **13)** the first foot to enter someone's house in the new year belongs to a tall, dark, handsome man. First footers carry a piece of coal with them **14)** a good luck present.

Hogmanay is a great time for everyone. It's the best time of the year to **15)** fun and enjoy yourself.

12 Look at the list of superstitions and guess if they bring good or bad luck. Then, listen to the conversation, tick (✓) the superstitions mentioned and say which bring good or bad luck.

- black cats
- broken mirrors
- walk under ladder
- find egg laid in the hay
- red and white flowers together
- touch wood
- have lilacs in the house
- open an umbrella in the house
- pick up a coin
- cross your fingers
- hem of sb's skirt comes down
- cross knives
- have itching palms
- spill salt
- see new moon through glass

Pronunciation

13 Listen to these words and put a tick (✓) in the correct box. Then, listen again and repeat.

	/ e /	/ ɜ: /		/ e /	/ ɜ: /
head			ten		
heard			turn		
bird			Ben		
bed			burn		



Grammar/Use of English

(see Grammar Reference Section: Unit 5)

PASSIVE VOICE

The passive is formed with the appropriate tense of the verb **to be + past participle**.

1 Read the following sentences and rewrite them in the passive, as in the example:

Present Simple	Clowns perform tricks at the circus. <i>Tricks are performed by clowns at the circus.</i>
Present Cont.	Clowns are performing tricks at the circus.
Past Simple	Clowns performed tricks at the circus.
Past Cont.	Clowns were performing tricks at the circus.
Future Simple	Clowns will perform tricks at the circus.
Present Perfect	Clowns have performed tricks at the circus.
Past Perfect	Clowns had performed tricks at the circus.
Future Perfect	Clowns will have performed tricks at the circus.
Modals	Clowns can perform tricks at the circus.

Note: a) Present and Past Perfect Continuous are not normally used in the Passive.

b) **Make, hear, help, see** are followed by a to-infinitive in the Passive. *She made Sheila leave. → Sheila was made to leave.*

2 Read the sentences and say why the agent is used or omitted.

- Americans celebrate Independence Day on July 4.
Independence Day is celebrated by Americans on July 4.
- The police have arrested the suspect.
The suspect has been arrested.
- They paid us last Wednesday.
We were paid last Wednesday.
- Did Peter invite Sally?
Was Sally invited by Peter?



3 Rewrite the sentences in the Passive. Omit the agent where necessary.

- People give presents at Christmas time.
- Someone robbed the shop.
- The Rolling Stones will give a concert next week.
- People had seen the little boy playing in the park before he disappeared.
- Who served the food?
- They serve lunch from 12.00 to 2.00.
- The students will have finished the first workbook by December.
- Agatha Christie wrote *Murder on the Orient Express*.
- Mum is baking a cake at the moment.
- The President was making a speech when the bomb exploded.
- They have built a new road outside the village.
- Who will interview the applicants?

4 Read the examples and justify the use of **by** and **with**. Then fill in **by** or **with**.

- This dress was designed ...*by*... Donna Karan.
- He was killed ...*with*... a knife.
- The festival was organized the Glasgow City Council.
- The air was filled the sound of laughter.
- The shop was badly damaged the fire.
- The cake was beautifully decorated sugared almonds.
- The float was decorated the children of Williamwood Primary School.

5 Read the following text and rewrite the underlined sentences in the passive.

It was decided by the town council that they would hold a festival to celebrate the town's four-hundredth birthday. The town hall and streets were decorated with flags and garlands, and a band was hired to play for the reception. They invited several local celebrities to come and open the festivities. They hired a catering firm to prepare a meal for 100 people. On the day itself a parade wound its way through the streets of the town, speeches were made, and games and competitions were held on the green. In the evening they served the banquet. The band played and people danced until midnight, then they set off fireworks. The next day everyone said that it was the best celebration that the town had ever organised.



The verbs **believe, expect, feel, hope, know, report, say, think, etc** are used in the following passive patterns in personal and impersonal constructions:

subject (person) + passive form + to -inf (personal)

People say she is talented. *She is said to be talented.*

It + passive form + that -clause (impersonal)

People say she is talented. *It is said that she is talented.*

6 Rewrite the following in the passive as in the example:

- They believe she was telling the truth.
...*She is believed to have been telling the truth....*
...*It is believed that she was telling the truth....*
- They expect he will win the race.
- They believe she inherited lots of money.
- They say he is arriving soon.
- They claimed he had been there at the time of the murder.
- They think she is guilty.

7 Use the notes below to write a news report about a firework accident. You may use ideas of your own. Use passive forms where necessary.

- boy - burnt - firework accident - Barnsley - yesterday
- firework - lit - older boys
- boy's stomach and legs severely burned
- boy taken to hospital - treated for 3rd-degree burns
- older boys - questioned - police - at the moment

e.g. *A boy was badly burned in a firework accident in Barnsley yesterday.*



10 Joanne is in charge of organising a music festival in her town. Look at her diary and see what has already been done, what is still in progress, and what will have been done by the end of next Friday. Then, make sentences using the causative.

	FRIDAY	SATURDAY	SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
• order flowers for singers								DONE
• print tickets								IN PROGRESS
• set up chairs in concert hall								NEXT WEDNESDAY
• deliver audiovisual equipment								DONE
• send invitations								NEXT MONDAY
• hang banners above stage								IN PROGRESS

e.g. *She has had flowers ordered for the singers.*

Make/have + object + bare infinitive are used to express that someone causes someone else to do something, but their meaning is slightly different.

He made Ann sign the contract. (He insisted that Ann should sign the contract.)

He had Ann sign the contract. (He asked Ann to sign the contract.)

Get + object + to -inf is used to show that someone persuades someone else to do something.

He got Ann to sign the contract. (He persuaded Ann to sign the contract.)

11 Rephrase the following sentences using make, have or get, as in the example:

- He insisted that they should accept the gift.
...*He made them accept the gift....*
- They asked Paul to order the cake.
- He persuaded his father to take him to the parade.
- They insisted that we should turn down the music.

12 Complete the sentences using the words in bold.

- He insisted that we go to the performance.
made He to the performance.
- Everyone thought that the actress was wealthy.
was The actress wealthy.
- We asked Peter to help us decorate the church.
had We the church.
- They need to organise the reception by next week.
organised The reception by next week.
- Why did they insist that we come to the theatre so early?
make Why to the theatre so early?
- He had hired someone to clean his house before the party.
cleaned He before the party.
- They say he is a very successful singer.
said He a very successful singer.

CAUSATIVE FORM

8 What's the difference between the following sets of sentences?

- She cleaned the house. *She had the house cleaned.*
- She is polishing the silver. *She is having the silver polished.*

9 Rewrite the sentences in the causative.

- Someone will do her make-up before the wedding.
- They are going to ask the baker to make a cake for Sue's birthday.
- He had asked the gardener to water the plants.
- She paid someone to alter her dress for the festival.
- The florist has arranged the flowers for our wedding.
- She prefers paying someone to organise her parties.
- We should ask someone to decorate the church hall for the reception.
- The maid is making our beds.



Listening Task

... You will hear five people talking about events which they attended. For questions 1 - 5, choose from the list of statements (A - F) which statement applies to which speaker. Use the letters only once. There is one extra letter you do not need to use.

- A This speaker has been to an international sports event.
- B This speaker attends an event in his birthplace.
- C This speaker had a new experience.
- D This speaker was involved in the preparations.
- E This speaker attended a music event.
- F This speaker tasted a variety of foods.

Speaker 1

Speaker 2

Speaker 3

Speaker 4

Speaker 5

Speaking Task

Look at the two pictures and compare and contrast them. When is each event celebrated? What is the reason for their celebration? What preparations are made and what activities take place on the actual day?



Writing

Describing Events

1 Look at the picture. What do you think is being celebrated? What words come to your mind?

2 Read the text, listen to the tape and fill in the missing information. Listen again and answer the questions.

Guy Fawkes' Day is celebrated all over Britain on 1) 5th. Every village, town and city 2) a huge bonfire to remember when Guy Fawkes tried to 3) the British Houses of Parliament. Children gather 4) and make Guy Fawkes dolls. The bonfires are lit and everyone gathers around while Guy Fawkes dolls are thrown into the 5) Then, fireworks are 6) Everyone 7) the rhyme. "Remember, remember, the fifth of November." Bonfire Night is 8) for everyone.

- 1 When is Guy Fawkes' Day celebrated?
- 2 Why is it celebrated?
- 3 What preparations are made?
- 4 What happens on the actual day?
- 5 What do people sing?
- 6 How do people feel on Guy Fawkes' Day?

- To describe an annual event (e.g. a carnival) you should give accurate information in well-structured paragraphs. Briefly introduce the event, stating the place, the time and the reason it takes place. Give more detailed information concerning the preparations and the description of the event in the main body. Finish by describing people's feelings or commenting on the event.
- Present tenses are commonly used to describe annual events (e.g. annual festivals). However, if the event happened in the past, past tenses should be used. (e.g. a wedding which you attended last Saturday). The Passive is frequently used to describe the preparations or activities which take place, e.g. *Turkey is served for Christmas dinner.*
- Narrative techniques and a variety of descriptive adjectives can be used to set the scene and describe the atmosphere. This will make your description more vivid, e.g. *As I entered the room I saw brightly coloured balloons hanging on the walls and a huge, beautifully-decorated birthday cake on the table in front of me.*
- These pieces of writing can be found in magazines, newspapers, as parts of letters, etc.

Introduction

Paragraph 1

*set the scene
(name, place, time, reason)*

Main Body

Paragraph 2

preparations

Paragraph 3

description of the actual event/activities

Conclusion

Paragraph 4

feelings, comments, final thoughts

3 Read the following models and answer the questions:

- Which model is a description of an annual event and which of a past event attended by the writer?
- Which tenses are used in model A and which in model B? Why?
- Which model has a personal style and which has an impersonal style?
- How does each model finish?

MODEL A



Graduation Ceremony

Graduation day at Swansea University takes place in July. The Town Hall is used for the ceremony. The occasion is kept formal and traditional in order to properly honour the achievements of the students.

Days before the ceremony, students are given their caps and gowns. A stage is set up and chairs are arranged for those attending. The hall is decorated with beautiful bouquets of flowers, and speeches are prepared by the invited guests of honour.

On the day itself, students and their families attend a cheese and wine party held by the faculty before the actual ceremony. A few hours later, usually around 2.30 in the afternoon, the ceremony begins. Speeches are made, then the students queue up in the order in which they are going to be called. Their names are read out one by one, and students go up onto the stage to receive their degrees from the Dean, who shakes each graduate's hand. All the graduates look sophisticated in their black caps and gowns as proud parents take photos of them.

Afterwards, everyone attends a less formal dinner party where professors have the chance to congratulate the graduates.

Graduation day is a special occasion in a student's life. It is a time to feel pleased about reaching a very important goal.

MODEL B

"My Graduation Day"

On a sunny July afternoon in 1995 I graduated from Swansea University. It was a day I had been looking forward to for a long time, and the graduation ceremony gave me an absolute sense of fulfilment, as I had dreamt it would.

About a week before the ceremony, caps and gowns were handed out to all the students. The hall was prepared as workers set up a stage and chairs. Flowers were put all around the hall as well.

On graduation day, I arrived at the Town Hall to find the Dean and the lecturers already there along with hundreds of students. Soon the ceremony began and speeches were made. Then we stood up and were called one by one to receive our degrees. The Dean shook our hands and congratulated us as everyone applauded. An informal dinner party followed the ceremony.

A feeling of pride and satisfaction stayed with me throughout the day. I will always remember my graduation because it signified the end of a long period of hard work and the beginning of a new era in my life.

4 Read the following model and underline the passive forms. Then, list the preparations made before the event and the activities which take place on the actual day. Finally, give the paragraph outline.

Valentine's Day

Many countries celebrate Valentine's Day on February 14th. This modern-day holiday is a celebration of love which gets its name from a Roman priest, Valentine, who secretly performed wedding ceremonies for Christian couples in the 3rd century.

Weeks before the fourteenth of February, shop windows are decorated with red paper hearts, red streamers and boxes of chocolates. Heart-shaped cakes and sweets are baked and gifts such as perfume and jewellery are promoted by department stores. Red roses are ordered from florists, dinner reservations are made and presents are bought in preparation for Valentine's Day. Even cards and small gifts are made by young children at school.

On Valentine's Day, many people wear something red, since it is considered to be the colour of love. Gifts, wrapped in shiny paper and red ribbons, are exchanged, women receive bouquets of flowers and people express their feelings to their loved ones. In the evening, many couples choose to dine at romantic restaurants while others enjoy spending time together at home.

Valentine's Day is a time to let people know how much you love and appreciate them. It is a day that makes everyone feel romantic and happy.



5 Match the beginnings with the endings. Which describe annual events and which past events?

BEGINNINGS ...

- A My 15th birthday party last year was a really memorable occasion. My family had just bought a house by the sea and as it was summer, my parents let me have a barbecue on the beach.
- B America's most important national holiday, Independence Day, takes place on the 4th of July. Americans celebrate the day in 1776 when the American colonies declared themselves free from British rule.
- C The sight of my friends and family standing in the living room on my arrival made tears come to my eyes. I had felt so lonely all those months away from home and their surprise welcome reminded me of how much I'd missed everyone.
- D Thanksgiving is celebrated every year in the United States on the fourth Thursday of November. On this day, many people sit down to a traditional turkey dinner and give thanks to God for the harvest.

... ENDINGS

- 1 People across the U.S. enjoy this patriotic day and take great pride remembering the history of their young country.
- 2 It certainly was the best party I have ever had. Not only because it was the first time I had ever cut my birthday cake on a beach, but also because of the great pleasure it gave me to see so many of my friends and relatives together in the same place.
- 3 Families all over the country look forward to this autumn holiday. It is a time for everyone to think and appreciate everything they have.
- 4 At the end of the evening when the last guests had left, I sat by the fireplace to have a cup of tea with my parents before I went to bed. What a relief it was to be home again surrounded by familiar objects and people who really cared.

6 Read the model and answer the following questions:
 a) Is the event described an annual or a past event?
 b) Where and when did the event happen? c) What preparations had been made? d) What happened on the actual day? e) What are the writer's feelings? Finally, give the paragraph outline.

Last Saturday evening Betty had a birthday party at her house. It was a fancy dress party and everybody had the time of their lives!

Betty and her sister had spent the previous day decorating their living room with balloons, streamers and coloured lights, and their mother had made an enormous birthday cake.

The guests started arriving at about eight o'clock, and Betty put on some disco music so that everyone could dance. I was wearing a clown costume with my brother's big shoes and a curly red wig. I had painted my face all white with a big red smiling mouth and a red plastic nose, but I became so hot while dancing that all my make-up started running down my face! We also played exciting games, and then we sat down to eat pizza and Betty's delicious birthday cake.

The entire evening was a huge success and everyone agreed that it was a lot of fun. I think we will remember Betty's party for a long time to come!



Self Check

7 Answer the following T/F statements.

- 1 Comments and feelings are included in the main body only.
- 2 Passive Voice is used to describe feelings.
- 3 Narrative techniques can be employed when describing past events attended by the writer.
- 4 Present tenses are used when describing annual events.

8 Write one of the following compositions using 120-180 words.


- 1 A travel magazine is running a competition for the best description of a festival in your country. Write a description for the competition.
- 2 Your teacher has asked you to describe a carnival you recently attended. Write a composition on this topic.
- 3 Your teacher has asked you to describe a birthday party you have attended. Write a composition on this topic.





Lead-in

- Look at the pictures. Which of these foods are healthy and which are unhealthy? Can you think of any other healthy or unhealthy kinds of food?
 - What is your favourite dish?
- Why?
- Have you ever tasted ethnic food (e.g. Chinese, Indian, etc.)? Did you enjoy it?
 - What is junk food? Why do people eat so much junk food nowadays?

 Read the following summary and guess the correct items. Then, listen to the tape and find out if your guesses were correct.

In today's world, people have less time for eating, let alone **1) shopping/cooking**. That's why junk food is so popular. In fact, one **2) hotel/restaurant** group has announced that its **3) guests/staff** can order **4) junk/fast** food through room service. Junk food is **5) high/low** in saturated fat, which is linked with a higher risk of **6) diabetes/cancer**. Our eating habits have changed due to lack of **7) money/time**. Also, the amount of exercise we do has **8) decreased/increased**. Researchers suggest that the new generation will be more likely to suffer from heart and **9) kidney/liver** disease. But if we improve our eating habits, we will be better equipped to deal with our **10) stressful/boring** lifestyles.

Reading

You are going to read a newspaper article about unhealthy food. Six paragraphs have been removed from the article. Choose from paragraphs A-G the one which fits each gap (1-5).

There is one extra paragraph which you do not need to use. There is an example at the beginning (0).



Junk Food

In today's fast-moving world, people have less and less time to spend eating, let alone cooking. It is probably for this reason that junk food has become so popular, and there's no doubt that it's here to stay. In fact, it seems that you simply can't get away from it. One British hotel group recently **announced** that its guests are able to order fast food through room service, a move which is seen by many as signifying a new **era** in the **couch potato** lifestyle. So what exactly is junk food?

0

B

Obviously, a diet of junk food is not the best thing for your health, particularly as it is high in **saturated fat**. In 1993, the *Journal of the National Cancer Institute* reported this type of fat to be associated with a greater risk of cancer.

1

The best advice, then, for those who cannot live without their hamburgers or chocolate bars, is to limit the amount of junk food they eat. A little now and then will probably do no harm. But why have our eating habits changed? "It's **lack** of time and **loss** of tradition," says one expert.

2

Another **alarming** thing about people's lifestyles today is that while the amount of junk food we eat has **increased**, the amount of exercise we do has actually decreased. Exercise plays an important part in keeping the body fit and healthy; it helps to **control** our weight and, if taken regularly, can also decrease our chances of having a **heart attack** in later life.

3

Even though people nowadays are actually far more aware of the importance of exercise and a healthy diet than they were a few years ago, the new unhealthy way of life is surprisingly popular. This is **illustrated** by statistics gathered by researchers over the past two **decades**.

4

Researchers suggest that the new generation will be much more likely to suffer from heart and liver disease. What can't be emphasised enough is the fact that a balanced diet and regular exercise bring significant **health benefits**.

5

Ironically, if they were to make time to exercise and **improve** their eating habits, they would probably find that they were far better equipped to deal with their **stressful** lifestyles than they are now.



- A Recent research has shown that young French people, who prefer burgers and chips to rich gourmet dishes, tend to become overweight. Weight gained in adolescence is extremely hard to lose in later life, so researchers are predicting that the new French generation are not going to be admired for their slim figures as the French have traditionally been.
- B Basically, it is anything that is high in **calories** but lacking in nutrition. Hamburgers, crisps, chocolate bars and hot dogs fall into this category. Pizzas, although they can have vegetable and **cheese toppings**, are also included as they contain a lot of fat.
- C Not all junk food is bad for your health, however. Some hamburgers, for example, are very high in nutrients and low in fat. It is just a question of finding out what goes into the food before you decide to eat it.
- D Apart from the risk of cancer, another side effect of consuming highly fattening junk food is that you are likely to gain weight. This is especially true because you tend to eat more, as junk food is less **satisfying** and lower in **vital** nutrients than healthier food.
- E You can gain anything from glowing skin to an all-round feeling of good health. One way or another, the vast majority of people seem to be missing out on this, due mainly to the pressures of modern life.
- F What is more, you don't have to exercise much to gain **visible benefits**. Doctors say that twenty minutes' exercise three times a week is all that is necessary.
- G He explains that people are too busy to cook and eat proper meals, so they **grab** whatever is available — and that is usually junk food. Also, the style of life represented on TV, especially in music videos, is fast. Young people **pick up the idea** that speed means excitement, whereas anything traditional is slow and boring. As a result, they turn down traditional food and go for junk food instead.

Vocabulary Practice



1 Look at the words in bold on page 69 and try to explain them.

2 Fill in the correct word(s) from the list below:

let alone *rejecting* *predicting* *adolescence*
signify *gain* *glowing skin* *consume*
nutrients *limit* *research* *tend to*

- 1 Vegetables are an essential part of our diet as they contain a lot of (**healthy substances**)
- 2 I don't even know what a breadfruit looks like, what it tastes like! (**not to mention**)
- 3 You should the amount of chocolate you eat if you want to lose weight. (**restrict**)
- 4 The stars on the label that the brandy is of the best quality. (**mean**)

5 Scientific has shown that saturated fats are a major cause of cancer. (**investigation**)

6 People who eat lots of sweets have dental problems. (**are likely to**)

7 Jill is overweight because she ate so much junk food during her (**teenage years**)

8 Her is a result of all the fruit and vegetables she eats. (**healthy-looking complexion**)

9 More and more people are meat in favour of more fruit and vegetables. (**not accepting**)

10 Unless you cut down on junk food and sweets, you will weight! (**put on**)

11 Nutritionists are that junk food consumption will increase in the near future. (**foreseeing**)

12 Young people large amounts of carbonated drinks with their meals. (**take in**)

3 Fill in the correct word(s) from the list below. Use the words only once.

room *vast* *chocolate* *junk*
eating *couch-potato* *to do* *to keep*
gourmet *balanced* *heart* *saturated*
fast-moving *the pressures* *high* *side*

- | | | | |
|--------------|--------------|---------------|----------------|
| 1 a(n) | world | 9 | of modern life |
| 2 | bars | 10 | fat |
| 3 a(n) | lifestyle | 11 | service |
| 4 | the body fit | 12 | no harm |
| 5 | in calories | 13 a(n) | diet |
| 6 | food | 14 | dishes |
| 7 | habits | 15 the | majority |
| 8 | disease | 16 | effects |

4 Choose the correct item.

- 1 As he didn't want to cook, he decided to a pizza instead.
A ask for **B demand** **C order** **D command**
- 2 She had no time to go out for lunch so she a snack instead.
A grabbed **B snatched** **C took** **D bit**
- 3 I hope I won't weight while I'm on holiday.
A earn **B win** **C put** **D gain**
- 4 After the Christmas holidays, I am going on a because some of my favourite clothes don't fit me anymore.
A diet **B fast** **C nutrition** **D health**

5 Fill in the correct particle.

- 1 Don't forget to **turn** the cooker before you leave. (**switch off**)
- 2 Steve finally **turned** at the party two hours late. (**arrived unexpectedly**)
- 3 When she is in trouble, she always **turns** her parents. (**goes to sb for help**)
- 4 He **turned** the job offer because the money they offered him wasn't good. (**rejected**)
- 5 Pierre **turned** to be the most creative chef they had ever employed. (**proved to be**)

6 Fill in the correct preposition, then choose any five items and make sentences.

- 1) to be popular sb; 2) to be high calories; 3) to be associated sb/sth; 4) to be aware sth; 5) to suffer sth; 6) to deal sb/sth; 7) to be lacking sth; 8) the loss sb/sth; 9) to miss out sth; 10) to prefer sb/sth sb/sth else

Talking Points

◆ Read the whole text again and make notes under the following headings:

- ◆ Reasons for the popularity of junk food
- ◆ Dangers of eating junk food
- ◆ Positive effects of eating healthy food

Then, give a short talk about junk food. Use the following expressions: *Although, Moreover, However, In spite of the fact that, I believe, I think, In my opinion*, etc.



1 Complete the table by giving two more examples for each category.

TYPES OF FOOD	
fruit	oranges,
vegetables	carrots,
pulses	lima beans,
cereals	oats,
dairy products	milk,
meat	beef,
poultry	chicken,
fish	salmon,
shellfish	lobster,

2 Match the words with the pictures, then fill in the correct word. What other types of food or drink can be put in these containers?



box jar carton bottle packet bowl

- 1 a of chocolates 4 a of soup
 2 a of crisps 5 a of milk
 3 a of jam 6 a of ketchup

3 Fill in the correct word from the list below.

rasher pint loaf clove lump slice bar pinch

- 1 a of salt 5 a of beer
 2 a of garlic 6 a of sugar
 3 a of bread 7 a of ham
 4 a of chocolate 8 a of bacon

4 A couple are making their shopping list. Read the dialogue and try to fill in the missing words. Then listen to the tape and see if your answers were correct.

J.: Paul, let's make a shopping list. What do we
 1) this week?
 P: Well, we need a couple of packets of spaghetti – we haven't got 2) – and a kilo of beef.
 J: OK—I think we've got 3) tins of tomatoes, though. Do we have to buy any oil?
 P: Oh yes – we need a bottle of oil, and we've 4) eggs.
 J: Aren't there any left? All right then, a dozen eggs, and we 5) buy a jar of coffee and about three cartons of milk.
 P: There's no sugar either. So 6) a bag of sugar and ... oh, yes ... a tub of margarine.
 J: We don't 7) buy any corn-flakes, do we?
 P: No, there's a box in the cupboard.
 J: We have to buy some fruit. Let's get a kilo of apples and a bunch of grapes. 8)?
 P: Oh yes—we need some tins of cat food. Fluffy hasn't got any food 9)

Now, in pairs, act out a similar dialogue making your own shopping list.

5 a. Match the ways of preparing food with the items on the right. Some may have more than one answer. What other foods can be prepared in these ways?

- 1 chop
 2 stir
 3 scramble
 4 slice
 5 grate
 6 peel

- a eggs
 b carrots
 c apples
 d onions
 e sauce
 f cooked meat

b. How would you use the following kitchen equipment to prepare food? Write sentences as in the example.



e.g. I would use the grater to grate cheese.

Unit 6 Eating Habits

6 a. Match the methods of cooking with their definitions.

- | | |
|---------|-------------------------------|
| 1 bake | a cook in very hot oil |
| 2 boil | b cook over hot water |
| 3 fry | c cook under/over a flame |
| 4 grill | d cook meat, etc. in an oven |
| 5 roast | e cook in hot water |
| 6 steam | f cook bread, etc. in an oven |

b. Match the foods with the items you would need to cook them, then write sentences as in the example. Remember there may be more than one way to cook certain foods.

sausages, fish, bacon, potatoes, rice, carrots, broccoli, turkey, spaghetti



e.g. *I would grill sausages on the barbecue, or fry them in the frying pan.*

7 Fill in the table using the following words which describe taste.

hot bitter creamy sweet greasy salty sour

- | | |
|--|-------|
| 1 crisps, nuts, bacon | ..... |
| 2 pastries, cakes, chocolate, honey | ..... |
| 3 curry, chilli, Tabasco, chilli peppers | ..... |
| 4 dark chocolate, olives, black coffee | ..... |
| 5 chips, fried bacon, fried chicken | ..... |
| 6 bad milk, lemons, pickled onions | ..... |
| 7 whipped cream, yoghurt, milk | ..... |

8 Fill in the blanks with the correct word.

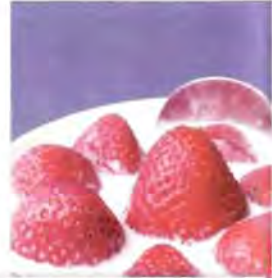
spicy overcooked crunchy stale sugary

- Indian food is often very hot and
- I'm sorry for being so noisy, but this apple is really
- Haven't we got any fresh bread? This loaf is
- The meat was because she forgot to take it out of the oven on time.
- Fizzy drinks are very and can be bad for your teeth.

9 Using words from exercises 7 and 8, work with a partner and act out a short dialogue complaining about the food in a restaurant.

e.g. *A: The soup was so salty that I couldn't eat it.
B: I know, and the curry was so spicy that I felt sick.*

10 The following words go together but in a particular order. For example, we say "bread and butter" but we never say "butter and bread". Try to match the rest of the words.



- | | | | | |
|-------------|-----|--------------|-------------|------------|
| 1 bread | and | butter | 7 chips | fish |
| 2 cream | | strawberries | 8 milk | sugar |
| 3 biscuits | | tea | 9 salt | pepper |
| 4 eggs | | bacon | 10 fruit | vegetables |
| 5 apple pie | | ice-cream | 11 potatoes | meat |
| 6 ham | | cheese | 12 oil | vinegar |

Now use these collocations to form sentences showing preference, as in the example:

e.g. *I'd rather have bread and butter than bacon and eggs.
I prefer bread and butter to bacon and eggs.*

11 Read the following dialogue between a customer and a waiter and try to fill in the missing words. Then, listen to the tape and see if your answers were correct.

- W: Good evening, sir. Are you ready to 1)
- C: Yes, thank you.
- W: What would you like for 2), sir?
- C: Mmm, let me see ... Yes, I'll have the crab soup for starters.
- W: The crab soup is an excellent 3), sir! And what about the 4)
- C: I think 5) the steak with chips ... No, make that the steak with steamed vegetables.
- W: Very well. How would you like your steak, sir? 6), medium rare or well done?
- C: Medium-rare, please.
- W: Would you like anything to drink?
- C: Yes, I'll have a glass of 7) water, please.
- W: Would you care for 8) afterwards, sir?
- C: What have you got?
- W: Apple pie and ice-cream, sir.
- C: No, I think I'll 9), then.
- W: Thank you very much, sir.

12 Listen to the dialogue of Ex. 11 again, then in pairs, act out a similar dialogue using the menu below.

Starters		Dessert
- Chef's salad	£2.50	- Strawberries and cream
- Ham and cheese crêpes	£2.45	£2.50
- French onion soup	£2.00	- Apple pie and custard
		£2.00
Main Course		Cold Beverages
- Fish and chips	£3.60	- Beer
- Vegetable curry	£3.00	£2.00
- Spaghetti Bolognese	£3.00	- Wine
- Steak with roast potatoes	£4.50	£1.50
		- Soda water
		£0.50
		- Mineral water
		£1.00

13 Listen to people expressing their opinions about different restaurants and fill in the table below, then write about these restaurants, commenting on quality of food, service, atmosphere and price.

	Mexican	Fast Food	Italian
quality of food	..... quality, and spicy	..... not greasy or too	only the freshest
service	efficient, .....	.....	..... unhurried
atmosphere	.....	.....	relaxed,
price	.....	overpriced	..... value for money

14 Underline the correct item.

- 1 When I took a **swallow/bite/chew/nibble** of the steak I realised that the chef had not cooked it properly.
- 2 Sam ordered his roast beef **overcooked/raw/medium/well done**; he doesn't like it when the meat is pink inside.
- 3 Jack was so hungry that he had a second **packet/part/helping/course** of pie.
- 4 The canteen serves a variety of **meals/snacks/beverages/leftovers** such as tea, coffee and hot chocolate.
- 5 A three-course meal includes a starter, a main course and a(n) **appetiser/dessert/portion/dish**.

15 Match the adjectives with the nouns. Some adjectives can go with more than one noun.

- | | |
|-----------|----------|
| 1 light | a cake |
| 2 weak | b soup |
| 3 plain | c cheese |
| 4 crunchy | d fish |
| 5 stale | e snack |
| 6 watery | f bread |
| 7 bony | g cream |
| 8 hard | h coffee |
| 9 tough | i apple |
| 10 thick | j steak |

16 a. Answer the following **Yes/No** questions concerning eating habits. Then, check your score to find out what kind of diet you have.

- 1 Do you eat at a fast-food restaurant more than once a week?
- 2 Do you often eat fresh fruit?
- 3 Do you eat red meat more than twice a week?
- 4 Do you usually eat a large meal before you go to bed?
- 5 Do you eat salted snacks (crisps, nuts, etc) at least once a day?
- 6 Do you have fresh vegetables with your meals less than three times a week?
- 7 Do you drink fizzy beverages more than once a day?
- 8 Would you rather eat out instead of at home?
- 9 Do you always add salt to your food at the table?
- 10 Do you prefer butter to olive oil?



S c o r e

- 8 - 10 Yes = very unhealthy diet—be careful!
 5 - 7 Yes = fairly healthy diet
 3 - 4 Yes = quite healthy diet
 1 - 2 Yes = very healthy diet

b. First say, then write what someone should do to change their unhealthy eating habits.

e.g. You **should** eat fruit instead of crisps when you want a snack.

Grammar/Use of English

(see Grammar Reference Section: Unit 6)

COUNTABLE/UNCOUNTABLE NOUNS

1 Which of the following nouns are countable and which are uncountable?

<i>milk</i>	<i>weather</i>	<i>pen</i>	<i>furniture</i>
<i>book</i>	<i>pizza</i>	<i>rice</i>	<i>biscuit</i>
<i>progress</i>	<i>lemon</i>	<i>information</i>	<i>luggage</i>
<i>news</i>	<i>knife</i>	<i>advice</i>	<i>tooth</i>

A/An + singular countable nouns

Some + plural countable nouns or uncountable nouns

2 Fill in **a/an** or **some**.

- There is ham in the fridge.
- There is bunch of grapes on the table.
- I'd like coffee, please.
- If you are hungry, eat apple.
- Have biscuits with your tea.



3 Finish the second sentence so that it has a similar meaning to the first sentence.

- He left his trousers at the dry cleaner's.
His trousers
- Tall mountains surround the woods. The woods
- He gave false information to the police.
The information
- To be a good doctor you need experience.
Experience
- The porter carried her luggage to the taxi.
Her luggage
- Of all the subjects he does, Paul likes maths the most.
Maths
- He used dry wood to make the fire.
Dry wood
- My mother gave me useful advice.
The advice

4 Underline the correct word.

- She's got **some/a good number of** furniture.
- There are **several/much** bottles of milk in the fridge.
- Could you put **many/a little** sugar in my tea, please?
- You need to put **plenty of/many** oil in the pan.
- A large number of/Much** people suffer from food allergies.
- Sprinkle **hardly any/plenty of** cheese on my pasta, please.
- There were only **a few/a little** biscuits left, so we bought some more.
- I need **a couple of/a great deal of** onions for this recipe.



5 Put the verbs in brackets into the correct form.

- The new restaurant is doing well because most people (love) Italian food.
- Luggage (be) to be collected at the baggage reclaim area.
- His trousers (be) too tight because he put on weight over the holidays.
- The company (have) decided to open a crèche for the children of employees.
- On most TV channels the news (be) broadcast at 9 o'clock.
- Measles (be) an unpleasant childhood disease.
- The crew (be) on the ship already.
- Chinese (be) difficult to read and write.
- Maths (be) not his favourite subject.
- The money (be) kept in the safe.

SOME/ANY/NO

6 Read the sentences and say how **some**, **any** or **no** are used.

- Don't give him **any** chocolates.
- Is there **any** coffee in the tin?
- I'm afraid there is **no** chocolate left.
- Would you like **some** peanuts?
- Cook **any** of the three recipes; they are all delicious!
- There is **some** salt in the cupboard.



In which sentence could you use "not any"?

7 Underline the correct word.

- Can I have **something/anything** to eat? I'm starving.
- This recipe is very easy; **someone/anyone** can make this dish.
- Would you like **some/no** more tea?
- Please don't put **any/some** sugar in my coffee.
- He rarely does **nothing/anything** on Sundays.
- She's so rich she can go **anywhere/somewhere** she wants on holiday.
- It's too late; **nothing/something** can be done about it now.
- There's **some/no** point in asking her; she won't come.
- The police have **no/some** clues whatsoever as to the man's identity.
- Shall we ask **anyone/someone** for directions?

EXPRESSING PREFERENCES

8 Look at the sentences and say which suggest **general preference** and which suggest **specific preference**. Then, say what you **generally like eating** and what you would **specifically like to eat tonight**, using **I prefer**, **I'd prefer** and **I'd rather**.

- I prefer tea to coffee.
- I'd rather have tea than coffee.
- I prefer eating home-made food rather than eating junk food.
- I'd prefer to cook dinner tonight rather than buy it from a take-away.
- I prefer to buy fresh vegetables rather than buy frozen ones.



9 Look at the following sentences and say which refer to the present or future and which refer to the past.

- I'd rather **stay** in tonight.
- I'd rather **have eaten** soup last night.
- I'd rather you **didn't cook** spaghetti tonight.
- I'd rather you **had come** with me yesterday.

10 Put the verbs in brackets into the correct tense.

- I'd rather we (leave) next Monday.
- I'd rather (not/play) football on Saturday.
- I prefer (watch) videos to going to the cinema.
- I'd rather you (tell) me he was coming tonight.
- Ann would prefer (buy) her own flat rather than rent one.
- I'd rather (take) the train to London.
- I'd rather you (not/smoke) in the house.
- Tom prefers (go) to the beach to staying by the pool.
- She'd rather he (stay) at home last night.
- We'd rather you (arrange) the meeting for next week.

SO - SUCH

11 Look at the following sentences and say how **so** and **such** are used.

- The restaurant was **so** crowded **that** we had to wait half an hour for a table.
- It was **such a** lovely banquet **that** the charity organisation decided to make it an annual event.
- He was eating **so** quickly **that** he almost choked.
- It was **such** delicious food **that** I asked for another helping.
- They had invited **so** many people **that** the room was crowded.

12 Complete the sentences using the words in bold.

- The weather was so nice that we went for a picnic.
such It was we went for a picnic.
- She earns lots of money; she can buy whatever she wants.
so She earns she can buy whatever she wants.
- She sang beautifully and I almost cried.
that She sang I almost cried.
- It was a cold winter and all our plants died.
that It was all our plants died.
- The train was late; we didn't arrive till midnight.
so The train didn't arrive till midnight.
- He's got a lot of talent; everyone admires him.
so He's everyone admires him.
- The film was so good that we saw it twice.
such It was we saw it twice.
- She spoke softly and no one could hear her.
that She spoke no one could hear her.
- She has a lot of books; her house looks like a library.
so She has her house looks like a library.
- The food was so awful that we complained to the manager.
such It was we complained to the manager.

ARTICLES

13 Fill in a, an or the where necessary.

- Shall we go to Three Crowns for pint of beer or do you fancy eating at Pierre's restaurant instead?
- Many people think that..... football is most exciting sport in world, but I believe game of chess is far more exciting than football match.
- He bought enormous cake for his son, who was in hospital with broken leg, but when he took it to hospital, nurse told him he wasn't allowed to give it to him.
- If you go to London, you must visit Hyde Park, British Museum and Madame Tussaud's.
- You'll find Betty's Boutique on High Street. You get there by crossing St John's Square, which is in front of church.
- There's new spy thriller on at Odeon tonight.
- President of USA lives in White House, whereas Queen Elizabeth lives in Buckingham Palace.
- To get from south of England to Birmingham by car you can take M40 motorway.
- Last night we were invited to Jones' for dinner. It was most delicious dinner we had ever eaten.
- Many people go skiing in Alps in winter.



QUESTION TAGS

14 Look at the following sentences and the intonation used with the question tags. In which sentence is an answer expected and in which is it not?



- 1 The food was delicious, wasn't it?
- 2 The food was delicious, wasn't it?

15 Fill in the appropriate question tag.

- 1 He will be on time,
- 2 I am rather short,
- 3 The player wasn't in good form,
- 4 She missed her flight,
- 5 Everybody came to the party,
- 6 You haven't been to the dentist for over a year,
- 7 Let's do the washing-up together,
- 8 Sue has hardly any money left,
- 9 There is nobody in the garden,
- 10 You had lunch with Paul,

Pronunciation

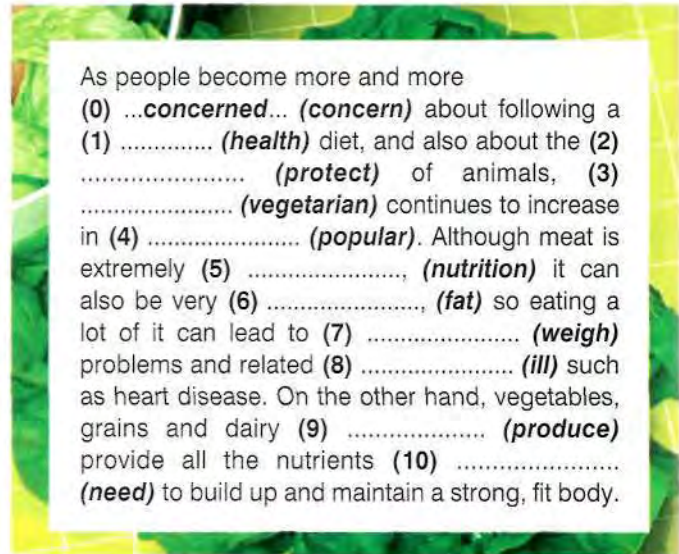
16 Listen to these words and put a tick in the correct box. Then listen again and repeat.

	/ ðɪ: /	/ ðə /		/ ðɪ: /	/ ðə /
the apple			the egg		
the fruit			the cake		
the milk			the ham		
the recipe			the orange		

17 Listen to the five short dialogues and say when speaker B expects an answer and when he doesn't. Then listen again and repeat.

- 1 A: I didn't really like the new restaurant.
B: The service was awful, wasn't it?
- 2 A: Have you been to the new Mega Market yet?
B: Yes, but the prices are a bit high, aren't they?
- 3 A: Look at these tomatoes I bought today.
B: They look good, don't they?
- 4 A: The baker did a wonderful job on this cake.
B: Yes, it's delicious, isn't it?
- 5 A: Ellen cooked a lovely dinner for us last night. Why didn't you come?
B: She wasn't expecting me, was she?

18 Fill in the correct word derived from the words in bold.




As people become more and more (0) **concerned**... (**concern**) about following a (1) (**health**) diet, and also about the (2) (**protect**) of animals, (3) (**vegetarian**) continues to increase in (4) (**popular**). Although meat is extremely (5), (**nutrition**) it can also be very (6), (**fat**) so eating a lot of it can lead to (7) (**weigh**) problems and related (8) (**ill**) such as heart disease. On the other hand, vegetables, grains and dairy (9) (**produce**) provide all the nutrients (10) (**need**) to build up and maintain a strong, fit body.

19 Complete the sentences using the words in bold.

- 1 My doctor checked my cholesterol level yesterday.
had I yesterday.
- 2 Doctors say that smoking destroys vitamin C in the body.
said Smoking vitamin C in the body.
- 3 The bus was late so I missed the film.
been If the bus, I wouldn't have missed the film.
- 4 The traffic didn't move fast so we were late for the meeting.
moved The traffic were late for the meeting.
- 5 You had better see a doctor.
were If see a doctor.
- 6 "I didn't take your money," Peter said.
taking Peter money.
- 7 They will have decorated the mansion by next March.
been The mansion by next March.
- 8 One of the four applicants he interviewed was from Spain.
whom He interviewed four applicants, Spain.
- 9 "Let's go for a walk," Liz said.
going Liz walk.
- 10 I don't like red meat but I really like fish.
prefer I red meat.
- 11 How long ago did he move to Istanbul?
moved How long to Istanbul?
- 12 She made Ann wash the dishes.
was Ann the dishes.
- 13 The luggage is too heavy for me to carry.
such It's I can't carry it.
- 14 The last time I saw Steve was last Monday.
since I last Monday.
- 15 I asked Tom to paint the walls.
painted I by Tom.

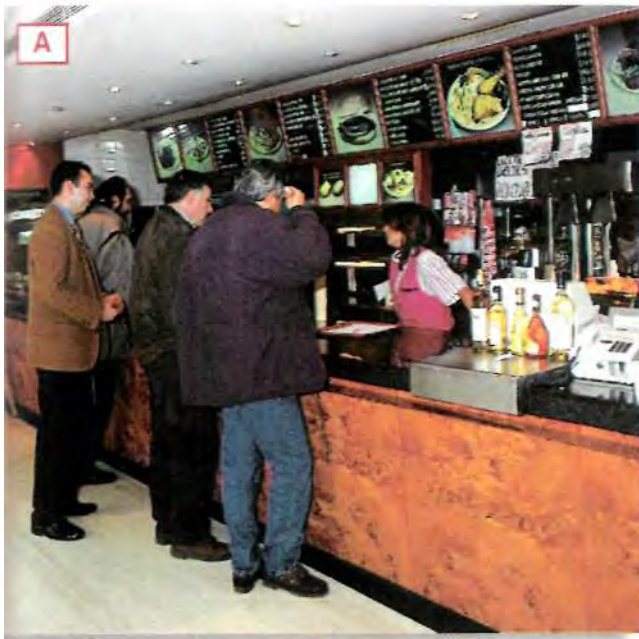
Listening Task

 You are going to hear a conversation between two friends about where they are planning to go for dinner. For questions 1 to 7, decide whether the statements are true (T) or false (F).

- 1 They're going out on Friday night.
- 2 They don't choose the Chinese restaurant because the food is greasy and very spicy.
- 3 Steve has been to the Ethiopian restaurant before.
- 4 The main dish at the Ethiopian restaurant consists of various kinds of food.
- 5 Bouillabaisse is made with fish and vegetables.
- 6 The French bistro closed down last Monday.
- 7 Steve is going to make the reservation.


Speaking Task

- Compare and contrast the pictures. Think of what each place looks like, what type and quality of food is served in these restaurants, what kind of service you would expect, and what prices they charge.



Writing

Writing Instructions/Giving Directions/Describing Processes

-  **1** You are going to listen to a chef describing how to make a traditional Mediterranean dish. Read the recipe then listen to the tape and fill in the missing verbs.



Stuffed Tomatoes

Ingredients

- 4 large tomatoes
- 4 tablespoons of rice
- 1 large onion
- 2 cloves of garlic
- 2 cups of olive oil
- 1 cup of water
- some parsley
- a pinch of salt and pepper
- 2 tablespoons of finely grated breadcrumbs

Preparation

- First wash the tomatoes and, 1) off the tops.
- Then 2) out the flesh with a spoon and 3) it in a bowl.
- 4) the empty tomatoes on a baking tray.
- Finely chop the onion, garlic and parsley.



- Add them to the tomato flesh.
- 5)the rice and one cup of olive oil to the mixture.
- 6)the mixture with salt and pepper.
- Mix the ingredients thoroughly with a wooden spoon.
- 7) the tomatoes with the mixture and 8) them with their tops.
- 9) the rest of the olive oil and the water over the tomatoes.
- Sprinkle them with the breadcrumbs.
- Put the tomatoes in the pre-heated oven.
- 10) for about 50 minutes.
- Serve with fresh baked, home-made bread.

Oven 200°C /gas mark 6. Serves 4

- When writing instructions, giving directions or describing processes, you should give detailed, accurate information in the right chronological order. Write short, simple and clear sentences using the imperative. Each piece of information is given on a separate line.
- The Passive Voice is used when describing processes, e.g. *Coffee beans are picked. They are immediately laid out to dry. When they have been dried, they are hulled to free the seeds from their coverings.*
- You can use sub-headings to separate the various stages of instructions or processes. Alternatively, you can number each piece of information.
- You can link pieces of information using sequence words such as: **first, next, then, after that, as soon as, until**, etc. e.g. *First, mix the cake batter. Then, pour it into the cake tin.*
- Instructions, directions and explanations of processes can be found in cookery books, manuals, leaflets or as part of a letter according to their purpose.

Recipes

- ingredients
- preparation in chronological order

Instructions

instructions in chronological order
(sub-headings can be used)

- 2** Read this extract from a letter and mark the route on the map. Then, looking at the map, say how to reach Tom's house.

Get off the bus outside the cinema on Fulham Road. Cross the road and go down Baker Street. Go past the supermarket and take the first turning on the left into Morton Road. Go past the fire station which is on your right and take the second turning on the left into Horner's Lane. I'm at number four, next to the chemist's. See you then.

Yours,
Tom



- 3** Here are some instructions on how to treat burns and scalds. Read the instructions and fill in an appropriate time word (then, after that, first, finally).



- 1**
put the burnt area in cool water.



- 2**
remove any clothes surrounding the burn.



- 3**
lay the person down.



- 4**, cover the burnt area with a bandage.

- 4** The following instructions which explain how to operate a camera, are given in a jumbled order. Read them and put them in the right order.

Preparation



- A** Make sure the film is in the correct position.
- B** First, open the back of the camera.
- C** Finally, close the back firmly.
- D** Then, load the film.

Operating Instructions

- A** Next, press the shutter button.
- B** Finally, unload the film and store it for developing.
- C** First, remove the lens cap.
- D** Do not move the camera when pressing the button.
- E** When all frames are used up, rewind the film by pressing the appropriate button.
- F** Then, put the camera viewfinder up to your eye.
- G** After each picture, wind the film on to the next frame.
- H** Line up the picture to be taken by using the lines visible in the viewfinder.

Self Check

- 5** Answer the following T/F statements.

- 1** Instructions should be given in detail.
- 2** Only past tenses can be used in giving instructions.
- 3** Information is given in chronological order.
- 4** Sequence words are not used in instructions.
- 5** Sub-headings can be used to separate the various stages.
- 6** Passive Voice is used to describe processes.

- 6** Write any of the following compositions using 120 - 180 words.

- 1** A cookery magazine is running a competition to find the best recipe. Write your recipe, explaining how to make your favourite dish.
- 2** A friend of yours wants to visit you. Write a letter to him/her, giving directions so that he/she can reach your house.
- 3** You are working in a company which produces video cassette recorders. You have been asked to write simple instructions on how to use a video cassette recorder. Write your instructions for the manual.



Module Self-Assessment (units 4-6)

1 Choose the correct item.

- If you eat sensibly, you are not likely to weight.
A put B gain C earn D win
- When the volcano erupted, the of the explosion was such that thousands of trees fell down.
A reaction B effect C consequence D impact
- The driver in order to avoid hitting a dog in the road.
A swerved B crashed C overtook D skidded
- The of the shipwreck were picked up by the coast guard.
A injured B survivors C missing D crew
- They have a charming cottage on the south of England.
A coast B side C shore D bank
- It is important to have a special day to those who lost their lives in the wars.
A remind B support C demonstrate D honour
- She a light meal of steamed chicken and salad as she wasn't very hungry.
A asked B ordered C commanded D demanded
- I don't know what all the fuss was about – it was just a(n) in a teacup.
A flood B storm C earthquake D blaze

(8 marks)

2 Fill in the correct word from the list below.

*carves, strengthened, limit, predict, consume
grabbed, permanent, intense*

- It is difficult to earthquakes accurately even with the most sophisticated equipment.
- Mediterranean people a lot of olive oil, which is considered to be very healthy.
- After the inspection, the building had to be in several places in case there was an earthquake.
- According to Buddhist thought, nothing in life is
- New laws are being put into effect in order to the number of road accidents.
- The pain from his tooth was so that he couldn't sleep.
- She didn't have time to have a proper lunch so she a sandwich during her break.
- Traditionally, the head of the household the Sunday roast.

(8 marks)

3 Fill in the correct particle(s).

- The nutritionist told her to reduce her consumption of meat. The nutritionist told her to cut meat.
- The children got very excited when the clowns appeared. The children got carried when the clowns appeared.
- Despite her injury, the athlete continued the race. Despite her injury, the athlete carried the race.
- Sarah always goes to her best friend for advice. Sarah always turns her best friend for advice.
- The water supply was disconnected after the earthquake. The water supply was cut after the earthquake.

(5 marks)

4 Fill in the correct prepositions.

- The Mediterranean diet is becoming popular with people who care their health. Although it may seem to be high calories, it actually has many benefits for people who suffer heart disease and other health problems. If you want to improve your health, you shouldn't miss out this great way of eating.
- I read about a strange celebration in Spain during which people throw tomatoes each other, making a terrible mess, and compete each other to throw the most tomatoes. It reminded me the celebration in my village, the fifteenth of May, when people throw flowers and generally have a lot of fun.

(8 marks)

5 Make sentences using wishes as in the example.



e.g. *I wish I had been more careful.*

(6 marks)

Module Self-Assessment (units 4-6)

6 Fill in the correct word from the list.

vast, side, balanced, take, junk, the pressures to make, fast moving, heart

In a **1)** world, the **2)** majority of people suffer from the **3)** effects of stress. Nutritionists and doctors **4)** this problem seriously. They say that we should fight **5)** of modern life by maintaining a **6)** diet and getting plenty of exercise. Unfortunately, a lot of people eat **7)** food instead of healthy food and, **8)** matters worse, they don't take the time to exercise at all. This can lead to **9)** disease and other serious health problems.

(9 marks)

7 Complete the sentences using the words in bold.

- The police will fine you if you drive too fast.
be You if you drive too fast.
- They think he will run for re-election.
is It run for re-election.
- Their house was broken into last night.
had They last night.
- He didn't pass the exam because he hadn't revised.
have If he had revised, he the exam.
- She pays someone to wash her car every week.
washed She every week. (8 points)
- He doesn't like cooking at home – he likes eating out.
prefers He at home.
- She is so good at driving that she passed her test on the first attempt.
such She is that she passed her test on the first attempt.
- The fridge was empty.
not There in the fridge.
- It's a pity James has decided to leave town.
wish I to leave town.
- You'd better take the car to the garage.
you If I the car to the garage.

(10 marks)

8 Fill in "a", "an" or "the" where necessary.

- She made appointment to see famous doctor who is expert on heart disease.
- Bridge of Sighs in Venice is one of most beautiful structures in world.
- If you go down High Street and turn left into Barker's Lane you'll see sign which belongs to shop I was telling you about.

(6 marks)

9 Rewrite the texts in the Passive.

- In preparation for our local Flower Festival parade, people make costumes and decorate floats with beautiful spring flowers. The bakers bake delicious cakes and biscuits, and the Festival organisers invite special guests to make things more exciting. This year we are going to invite Sally Spark, the famous TV star. We hope that the festival will be a great success.



- Someone started a fire in the local shopping centre. A man called the fire brigade, who soon put the fire out. Ambulancemen took several people to hospital. Police are investigating the matter now.

(10 marks)

10 Cross out the unnecessary words.

- She has her car be serviced every three months.
- He was been escorted to the car by guards.
- He prefers walking than to playing tennis.
- She was such very upset by the news.
- I wish I would were better at sports.
- You did remind him to phone me, didn't you not?
- We have had our taxes done by an accountant last year.
- There is not no one I trust more than Peter.
- If you visit the Rome, you will be impressed by the buildings.
- Tom was being slightly injured in the accident.
- She had her oriental carpet to repaired by experts.
- It was such a bad weather that we stayed indoors.
- Unless we will book seats, we'll miss the concert.
- She insisted on that we leave the restaurant.
- Don't you wish you had been accepted that job?

(15 marks)

Writing

11 Answer the following questions. (15 marks)

- Should the writer's feelings be included in news reports?
- How does a news report start?
- What tenses should we use to describe an annual event?
- When can we use narrative and descriptive techniques when describing an event?
- How is information given when writing instructions?
- What verb forms should we use to describe processes?
- How is a news report different from a story?

TOTAL: 100 marks

Environmental & Social Issues

Before you start...

- How could you survive an earthquake?
- What is the most popular festival in your country? Describe it.
- What is your favourite food/drink? How should you complain about service at a restaurant?

Listen, read and talk about...

Crime

Unit 7

- types of crime
- precautions
- offences
- punishment



Sports/Hobbies

Unit 8

- types of sports/hobbies
- playing areas
- sports equipment
- qualities needed for certain sports



Module 3

Units 7-9

Learn how to ...

- make deductions to solve a mystery
- compare sports/hobbies
- express likes/dislikes concerning sports
- express preferences concerning sports
- discuss problems and solutions concerning the environment

Practise ...

- modal verbs (must, can't, may/might, could, have to, ought to, needn't, should)
- gerund - infinitive
- neither/nor - so
- positive/negative addition
- expressing contrast
- joining ideas
- cause/reason & result

Write ...

- informal letters
- formal letters
- transactional letters
- an argumentative essay (for & against)

Phrasal verbs : break, grow, put

Earth:SOS

Unit 9

- the environment
- threats to the environment
- endangered species





Lead-in

- Look at the pictures. What crime does each picture show? Can you think of any other crimes?
- What do burglars usually steal from houses?
- What precautions should you take when you leave your house?

🗣️ Read the following summary of the text, then listen to the tape and fill in the gaps.

Once your house has been **1)** it will most likely happen again, unless you make sure your house is not burglar - **2)** Burglars think that the bigger the house, the richer the **3)** are. Anything which signals nice possessions and **4)** will catch the burglar's eye. You may complain about nosy **5)** but it's good to know someone is watching your house while you're away. You shouldn't draw attention to new things by leaving empty **6)** by the dustbin. You should be sensible and leave lights on in your **7)** when you go out at night. An open **8)** is an invitation to burglars. If you leave **9)** milk bottles on the doorstep, you will give burglars the **10)** light to break in. A good idea is to take photos of your possessions and label valuable items.

Reading

You are going to read a magazine article about burglar-friendly houses. Choose from the list A-I the sentence which best summarises each part (1-7) of the article. There is one extra sentence which you do not need to use. There is an example at the beginning (0).

- A Houses which are very private are less safe.
- B Make your possessions easy to identify.
- C The first time you have your house broken into probably won't be the last.
- D Burglars look at our houses differently to the way we do.
- E Draw attention to your home to make it burglar-proof.
- F Burglars are attracted by signs of absence.
- G Large homes suggest large bank accounts.
- H Lock up and turn the lights on.
- I Don't let the outside show what's inside.

Do you Live in a Burglar-Friendly House?

0 C

It's the last thing you want to hear when you've just been burgled, but the awful truth is that if you've been burgled once, you'll probably be burgled again. In fact, it's likely to happen another four or five times. Why? Because some of us have "**burglar-friendly**" houses.

1

Burglars think that the bigger the house, the richer the **owners**. "You can't do much about the size of your house," says Professor Pease of Huddersfield University, "but if it's large, you need to be even more careful than if it's small."

2

You should take a good look at your house – not as you **normally** do, but as a burglar would. If you were a burglar, which home would you choose to **rob**, – a house with a shiny new car parked outside or one with a rusty vehicle? Anything which **signals** nice possessions and money will certainly catch the burglar's eye.

3

People may complain about their nosy neighbours, but there's no better way of stopping burglars than having watchful neighbours around. If a house is far away from others, or **hidden** from the road, it is more **attractive** to burglars, who think they can get in and out without being noticed. So a burglar alarm is a good idea. And remember, you may get **privacy** from a tall **hedge** or a high wall - but so does a burglar.

4

Ian Stephen, who works with the Scottish prison service, believes that you're more **at risk** if your house looks nice. "Window-boxes, nice curtains and beautifully painted walls all tell the burglar that you're **proud** of your home and care about your possessions and are more likely to have nice things in your house," he says. He advises people to try to make their homes look as plain as possible and not to draw attention to any new things they have bought by leaving the empty boxes next to the **dustbin**.



5

People often leave a light on when they go out. "But be sensible," advises Ian Stephen. "Don't leave a light on in the hall as it never makes the burglars believe that you're in. Have you ever heard of a family enjoying an evening at home in the hall? Leave it on in the living room." An open window is also an open invitation to burglars. If you sometimes forget to shut and **lock** doors and windows, **stick** a note on the inside of the front door to **remind** you. And make sure any **ladders** are **put away** and not left outside where burglars can use them.

6

By leaving newspapers and letters **sticking out** of the letter-box, or full milk bottles on the **doorstep**, you are giving burglars the green light to break into your home. Similarly, if you're away from the house at regular times - out at work or doing the shopping - then your home is also in danger of being burgled. Ask a neighbour to **keep an eye on** your house at these times.

7

It's a good idea to take photos of your valuable possessions. By doing that, if you're burgled, you'll be able to identify stolen **property**, which could lead to the thief being put behind bars. It is also possible to label valuable items such as TVs and videos with your **postcode**. If they are stolen, this will make them easier to find. One more good idea is to ask for a **crime prevention officer** to visit your home and identify weak points in its **security**.

Vocabulary Practice

1 Look at the words in bold on page 83 and try to explain them.

2 Fill in the correct word from the list below:

- | | | | |
|--------------------|-----------------|-----------------|--------------|
| <i>identify</i> | <i>watchful</i> | <i>sensible</i> | <i>plain</i> |
| <i>possessions</i> | <i>valuable</i> | <i>label</i> | |
| <i>complained</i> | <i>advised</i> | <i>nosy</i> | |



- John lost all of his when arsonists set fire to his house. (**belongings**)
- A lot of paintings were burnt in the fire at the museum. (**expensive**)
- After thieves took Tim's Porsche, he decided to buy a(n) car which was less likely to be stolen. (**simple**)
- As the policeman grabbed the thief, passers-by stopped to watch. (**extremely curious**)

- It was easy for me to my stolen video recorder as I had written my postcode on the bottom of it. (**recognise**)
- The man's lawyer him not to talk to the newspaper reporters. (**recommended**)
- After my house was burgled, I decided to all my expensive possessions in case it happened again. (**put an identifying mark on**)
- It's not to leave your house unlocked while you are out. (**reasonable**)
- The store detective caught the shoplifter trying to steal a blouse. (**observant**)
- The people of the town to the Mayor about the high crime rate in the area. (**stated their dissatisfaction**)

3 Fill in the correct word from the list below. Use the words only once.

- | | | | |
|-----------------|----------------|----------------|-----------------|
| <i>to catch</i> | <i>to draw</i> | <i>open</i> | <i>to leave</i> |
| <i>to put</i> | <i>awful</i> | <i>to take</i> | |
| <i>to keep</i> | <i>to give</i> | <i>to be</i> | |

- the truth
- a good look
- sb's eye
- sb the green light
- sb behind bars
- at risk
- attention to sth
- a light on
- an eye on sth
- a(n) invitation

4 Underline the correct item.

- If you don't want someone to **burgle/steal** your house, you should keep the doors and windows locked.
- He keeps his bicycle securely chained so that no one will **steal/rob** it.
- Two men attempted to **burgle/rob** the local bank, but the police arrived before they got away.
- Instead of fining the man, the judge sent him to prison because he was a repeat **offender/convict**.
- That terrorist is one of the world's most wanted **criminals/suspects**.
- The **offender/suspect** was set free because there was no evidence to prove that he was guilty.
- The **suspect/convict** had been in prison for twenty years when he died.

5 Fill in the gaps with the correct particle(s).

- It was not difficult for the robbers to **break** because a window was left unlocked. (**enter a place illegally**)
- The burglar managed to **break** the house and steal the TV and video. (**illegally enter**)
- I **broke** a piece of chocolate and gave it to my friend. (**separated**)
- Four prisoners **broke** prison during the riots yesterday. (**escaped from**)
- Unfortunately, Jackie and Andy **broke** just a few days before Christmas. (**ended their relationship**)

6 Fill in the correct preposition, then choose any five items and make sentences.

- to hear sb (have news);
- to hear sb/sth (to be told about sb);
- to complain sb/sth;
- to be risk;
- to be proud sb/sth;
- to care sb/sth;
- to care sb/sth (= to care/look after);
- regular times;
- danger of sth;
- to be bars;
- to take a photo sb/sth

Talking Points

- Read the text again and list what makes a house burglar-friendly. Then talk about how you would prevent your house from being burglar-friendly. Try to use the following expressions: I'm (not) definite, going to ..., I intend to ..., I'll remember (not) to ..., etc.

Language Development

1 Match the criminals with the descriptions.

- | | | |
|--------------|---|---|
| 1 thief | a | someone who kills somebody else on purpose |
| 2 robber | b | someone who steals things from shops |
| 3 burglar | c | someone who takes a person by force and demands ransom in order to set them free |
| 4 mugger | d | someone who steals something from a bank, post office, shop, etc., often using threats or force |
| 5 murderer | e | someone who uses force to take control of an aeroplane, train etc |
| 6 kidnapper | f | someone who takes things which do not belong to them |
| 7 arsonist | g | someone who damages other people's property on purpose |
| 8 shoplifter | h | someone who attacks people in the street in order to steal something |
| 9 vandal | i | someone who sets fire to property on purpose |
| 10 hijacker | j | someone who breaks into people's houses to steal things |

2 Match the headlines with the crimes.

kidnapping *hijacking* *assassination*
arson *mugging* *burglary*

1 BOY SNATCHED FROM MUM IN PARK

2 'REMOVERS' EMPTY THREE HOUSES

3 PENSIONER ATTACKED IN TOWN CENTRE FOR £5

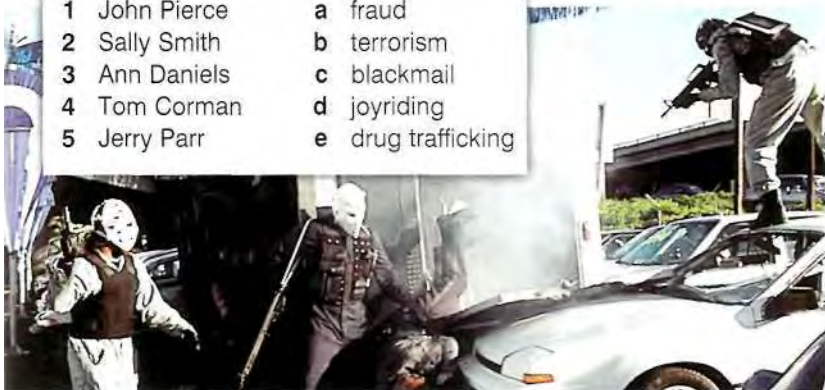
4 FACTORY FIRE 'NO ACCIDENT'

5 PRESIDENT KILLED BY SINGLE BULLET

6 GUNMAN FORCES PILOT TO LAND IN DESERT

3 Listen to the news reports and match each person with the crime described, then write headlines for each news report.

- | | | |
|---------------|---|------------------|
| 1 John Pierce | a | fraud |
| 2 Sally Smith | b | terrorism |
| 3 Ann Daniels | c | blackmail |
| 4 Tom Corman | d | joyriding |
| 5 Jerry Parr | e | drug trafficking |



4 Go through the list of offences and decide which are major and which are minor. Then look at the forms of punishment and decide which is appropriate for each offence. Write sentences as in the example.



Offences

- | | |
|---|--|
| 1 murder | 8 stealing sweets |
| 2 hijacking an aircraft | 9 making noise late at night |
| 3 kidnapping | 10 being on a bus without a ticket |
| 4 littering | 11 violent behaviour in a football stadium |
| 5 writing graffiti on a public building | 12 toxic waste pollution |
| 6 stealing a car | |
| 7 pickpocketing | |

Punishment

to be sentenced to life imprisonment, to be sent to prison, to be fined a large/small amount of money, to be given a suspended sentence, to do community service, to be given a warning

e.g. Murder is a major offence. I think that someone who murders somebody should be sentenced to life imprisonment.

5 Fill in the missing word(s).

- The arsonist had **set fire** to six homes before he was finally caught and **s**..... to fifteen years in prison.
- "If you want me to keep my mouth shut, it'll cost you £5,000," he whispered. "Don't try to **b**..... me!" she said.
- Secret service agents quickly disarmed the men who had tried to **a**..... the country's leader.
- With dynamite strapped to his chest, he **h**..... the plane and ordered that it fly to his country.
- The young boy tried to **p**..... the old man's **p**..... but the security guard saw what he was doing.
- The shop detective caught him **s**..... and held him until the police arrived.
- The museum was **v**..... by a gang of young boys who covered the walls with graffiti.

6 Using the words from the list, label the picture. Then match each word with the definitions.

the accused, court reporter, witness, policeman, jury, judge, defence lawyer, prosecutor, junior defence lawyer

1

2

3

4

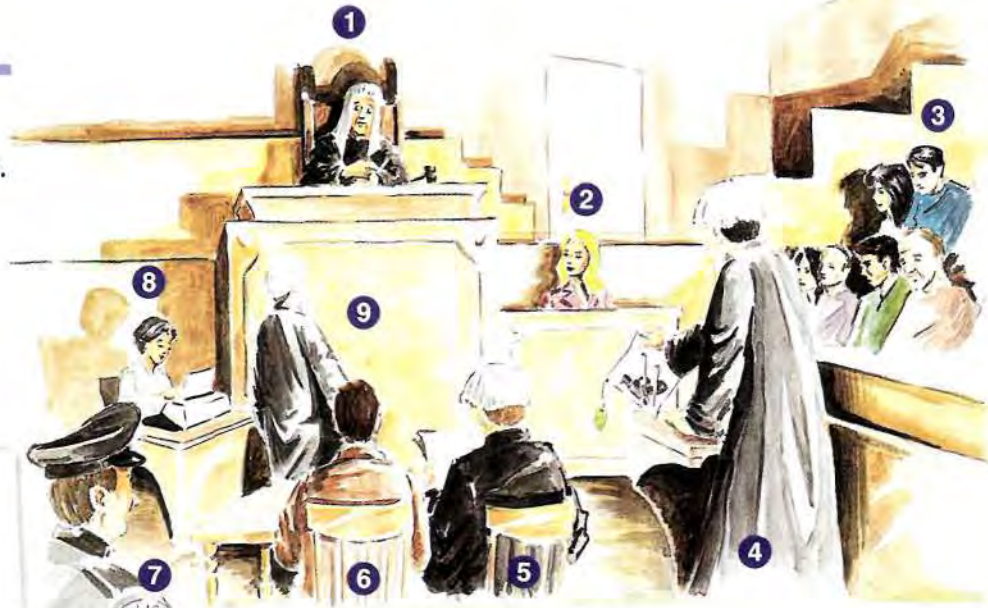
5

6

7

8

9



- a sb who has been charged with committing a crime
- b a professional who decides how a criminal should be punished
- c a professional who speaks for the accused and advises him/her in court
- d sb who has seen a crime happen
- e a professional who assists the lawyer of the accused
- f a group of people in court who decide whether sb is innocent or guilty
- g sb whose job is to deter people from committing crimes and to arrest those who break the law.
- h a professional who represents the state in court
- i sb who notes down what is said in court

7 Listen to the news report and fill in the gaps.

"Yesterday morning Gregory Briggs appeared in Shellsby Crown Court 1) of robbery. The judge 2) him to ten years in prison.



Briggs was 3) last May as he was trying to rob Lloyds Bank in Shellsby. One 4) told reporters that Briggs had run into the bank holding a gun and threatened to shoot everyone unless the manager gave him all the money in the safe. Fortunately 5) Gary Thomas, who happened to be in the bank at the time, was able to grab Briggs' 6) before he had a chance to hurt anyone.

As Briggs walked into the courtroom yesterday morning with his lawyer, he 7) having broken the 8) and told reporters that he was 9) However, after hearing the witnesses and seeing the evidence supplied by the bank's security cameras, the jury quickly came to the conclusion that Briggs was 10)

Last night Police Chief John Brown praised Thomas for his brave arrest of the violent criminal and for preventing what might have turned into a tragedy."

8 Fill in with : *accused, evidence, convicted, sentenced, tried, arrested, guilty, put, suspected*

The police had 1) Paul Williams for months, and when they finally gathered some real 2) against him he was 3) by the police and 4) of trafficking in drugs. A few weeks later he was 5) for the crime. The jury were quickly convinced that he was 6) of drug-trafficking, so he was 7) of the crime and 8) to ten years in prison. The police were satisfied they had managed to 9) such a dangerous criminal behind bars.

9 Listen to Chief Inspector Ronald Lewis advising people on how to protect themselves from certain types of crime and fill in the table below. Listen again and give a short talk on the topic.

mugging	<ul style="list-style-type: none"> • carry a personal • attend classes
kidnapping	<ul style="list-style-type: none"> • teach children not to talk to • if approached by strangers, they should go to the nearest place • if you can afford it, hire a
car theft	<ul style="list-style-type: none"> • fit an system • park in an car park • make sure your car is securely

10 Business tycoon, George Henderson, aged 45, was found murdered last night in the library of his mansion. Police detectives are questioning the four suspects pictured below. Working in pairs, read the information about the victim and the suspects and decide who the murderer could be. Use *may/might, could, must or can't*.

- e.g. A: *The butler might have committed the crime because he desperately needed the money.*
 B: *I don't agree. He can't have murdered Henderson because he was considered to be a loyal employee, etc*



George Henderson (the victim)

The multi-millionaire had been stabbed in the back at about 10 pm. No murder weapon was found. The victim had been watching a documentary on TV Channel 3 when he was killed. His supper tray was found on a table in the library; the food had not been touched!

Roy Smith (the butler)

The butler's mother is very ill, but his salary is too low to pay for the surgery she needs, even though he had been working for Henderson for twenty years. He was considered by all to be a loyal employee. He claims that at the time of the murder, he was watching a documentary on TV Channel 3.



Charles Henderson (the nephew)

George Henderson's nephew, Charles, had been warned by his uncle to change his "wild ways" or he would be cut out of the will. He had no keys to the mansion. He was secretly seeing Henderson's housemaid, Claudine. He says he was at home alone watching a sports programme on TV Channel 3 between 9 and 11 pm.



Claudine Dupont (the maid)

George Henderson's maid for the past two years, Claudine, was believed to be a reliable employee. She says she was washing Henderson's supper dishes in the mansion's kitchen at the time of the murder.



Charlotte Henderson (the wife)

Henderson and his wife Charlotte had been separated for seven months. She was not living in the mansion at the time of the murder, although she still had a key! The divorce was not yet final when the murder occurred. Charlotte believed she'd probably be awarded very little money in the divorce case. She says she was at the home of Henderson's lawyer when the murder occurred.



11 Listen to the following street survey about the rise in crime and fill in the table below. Looking at your notes, give a one-minute talk on the rise in crime, then write about it. Start like this: *One of the main reasons that there is a rise in crime is unemployment. Some people may turn to crime ...* Use expressions such as: *first of all, what is more, another reason, finally etc*

unemployment	<ul style="list-style-type: none"> some people may turn to crime as an easy way of
advertisements	<ul style="list-style-type: none"> some people end up things they want but they can't
TV programmes	<ul style="list-style-type: none"> too much violence on TV makes young people more likely to act in a way in real life criminals are shown in a way that makes them and their lifestyle look glamorous and
social pressures	<ul style="list-style-type: none"> teenagers have to commit petty crimes, such as shoplifting, in order to by the gang once you begin a life of crime it can be very difficult to

12 Fill in the correct idiom from the list below:
caught red-handed, in cold blood, at large, doing time, on the alert

- To avoid being mugged in large cities, one should be at all times.
- The burglar was trying to break the window of the house.
- He killed his enemy and claimed that he felt no regret afterwards.
- The police announced that a dangerous criminal was and advised people to remain inside with their doors and windows locked.
- After for robbery, he swore he would never commit another crime.

Grammar/Use of English

(see Grammar Reference Section: Unit 7)

EXPRESSING POSSIBILITY/LOGICAL ASSUMPTIONS

1 Which of the sentences express certainty and which express uncertainty?

- | | |
|----------------------|--------------------------|
| 1 He could be wrong. | 3 He may/might be wrong. |
| 2 He can't be wrong. | 4 He must be wrong. |

2 Look at the pictures and say what each item *can't* or *must* be.



- | | | | |
|-----------------------|-----------------------------|---------------------|--------------------------|
| water pipe
or axe? | helicopter or
aeroplane? | house or
castle? | bracelet or
handcuff? |
|-----------------------|-----------------------------|---------------------|--------------------------|

e.g. *It can't be a water pipe. It must be an axe. etc.*

3 Match the sentences with their meanings.

- 1 It **must have been** the butler who murdered him.
 - 2 It **can't/couldn't have been** the butler who murdered him.
 - 3 It **may/might have been** the butler who murdered him.
- a Perhaps, the butler did it.
b I'm sure the butler did it.
c I'm sure the butler didn't do it.

4 Complete the sentences using the words in bold.

- 1 I'm sure the police are questioning the suspects.
be The police the suspects.
- 2 I don't think he was involved in the kidnapping.
been He in the kidnapping.
- 3 I'm sure he didn't kill his wife.
have He his wife.
- 4 Perhaps the murderer was waiting in her flat.
have The murderer in her flat.
- 5 Perhaps he will be asked to testify in court.
be He in court.
- 6 Perhaps he had killed him before his wife arrived.
have He before his wife arrived.
- 7 I'm sure they are searching the scene of the crime for clues.
be They the scene of the crime for clues.
- 8 I don't believe he is involved in smuggling.
be He in smuggling.



5 Look at the pictures and make deductions as in the example:

e.g. *The pilot might have lost control of the plane. The plane must be seriously damaged. etc.*

EXPRESSING OBLIGATION - NECESSITY - PROHIBITION

6 Match the sentences with what they imply.

- | | |
|---|---|
| 1 We have to wear seat belts while driving. | a It's the right thing to do but we don't always do it. |
| 2 We must move to a bigger house. | b We decide to do so. |
| 3 We ought to drive within the speed limit. | c Others decide for us to do so. |

7 Match the sentences with their meanings. How else can we express prohibition or lack of necessity?

- | | |
|--------------------------------|---|
| 1 You needn't call the police. | a You are forbidden to call the police. |
| 2 You mustn't call the police. | b You don't have to call the police (It's not necessary.) |

8 Match the sentences with their meanings.

- 1 He didn't need to call the police.
 - 2 He needn't have called the police.
- a It wasn't necessary for him to call the police but he called them.
b It wasn't necessary for him to call the police; we don't know if he called the police or not.

9 Complete the sentences using the words in bold.

- We must have an alarm system installed.
got We an alarm system installed.
- It wasn't necessary for Sue to make a statement.
need Sue a statement.
- It's forbidden to enter this area.
not You this area.
- It isn't necessary to clean the kitchen; I'll do it later.
need You the kitchen; I'll do it later.
- It wasn't necessary for him to reserve tickets.
need He tickets.
- She took more money with her than she needed.
taken She so much money with her.
- You are obliged to wear a helmet while driving a motorcycle.
to You while driving a motorcycle.
- As president of the club, it was my duty to organise events.
had As president of the club events.

- It wasn't necessary for her to make an appointment.
have She an appointment.
- I'm sure he didn't know about her plans.
have He about her plans.
- It isn't necessary for Helen to wait till we come back.
need Helen till we come back.
- You didn't tell me you had already seen a lawyer.
could You you had already seen a lawyer.
- There's no need to take a jacket; it's quite warm tonight.
have You a jacket; it's quite warm tonight.
- You aren't allowed to take pictures in here.
not You pictures in here.
- It's really late; why aren't you in bed?
should You by now.
- We are obliged to wear gloves in the laboratory.
have We in the laboratory.

12 Read the letter and cross out the unnecessary words.

Dear Sal,

I was sorry ~~to~~ to hear you're having legal problems. You should have been asked for my advice sooner, but even if it is a bit late I'll tell to you what I think of.

First of all, you must to consult an accountant right away. You obviously can't have been cheating on your taxes, but it's not so many easy to convince the tax inspectors without to having all the right documents. You should also go over your tax forms again and make it sure you didn't make a mistake.

If you want, I could have come to Bristol and give you a hand with the whole paper work. Even if we do sort it out together, you should still get the advice of a professional.

Give me a ring if you want a help, and don't you worry - I'm sure it will all work out.

Love,
Richard

EXPRESSING CRITICISM

10 Use could, should, might or ought to, to express criticism in the following situations.

- A friend of yours promised to pick you up at 7 pm. He arrives late. What do you say to him? *e.g. You should/ought to/could/might have called me.*
- Your room mate has not paid the phone bill and now the phone has been disconnected. What do you say to him/her?
- You lent a new CD to a friend. When you got it back, it was scratched and the cover was cracked. What do you say to him/her?
- A friend recently purchased an expensive watch. Now he/she has asked you for a loan so that he can pay his rent. What do you say to him/her?

11 Complete the sentences using the words in bold.

- Why didn't you inform me of the changes?
have You of the changes.
- Perhaps he is hiding in his country-house.
be He in his country-house.
- You are forbidden to enter this area without permission.
enter You without permission.
- They drove to the airport although it wasn't necessary.
have They to the airport.
- I'm sure Mark checked everything carefully.
must Mark everything carefully.
- I didn't know you were leaving because you didn't tell me.
could You you were leaving.


Pronunciation

13 Listen to the tape and circle the words you hear. Listen again and repeat.

• kin - king	• sin - sing
• ban - bang	• win - wing
• thin - thing	• pin - ping



Listening Task

 You will hear a news bulletin. For questions 1 - 7, choose the correct answer A, B or C.

- 1 The first news item is about
 - A a murder
 - B a kidnapping
 - C a robbery
- 2 Richard Steen's wife is believed to
 - A be dead.
 - B be searching for her husband.
 - C have gone to another country.
- 3 Glenda Branston was kidnapped
 - A as she was arriving at her office
 - B as she was leaving home
 - C as she was leaving work
- 4 The vandals were aged between
 - A six and thirteen.
 - B eight and thirteen.
 - C eight and thirty.
- 5 The parents of the vandals
 - A were given a warning.
 - B had to pay for the damage.
 - C had to buy new cars.
- 6 What did the Paterson family first think was causing the noise?
 - A the water system
 - B a ghost
 - C an animal
- 7 When did Rosie the Chimp disappear from the zoo?
 - A three weeks ago
 - B four weeks ago
 - C this morning

Speaking Task

What crimes are these people committing? Discuss in pairs what precautions should be taken so that these crimes can be avoided.

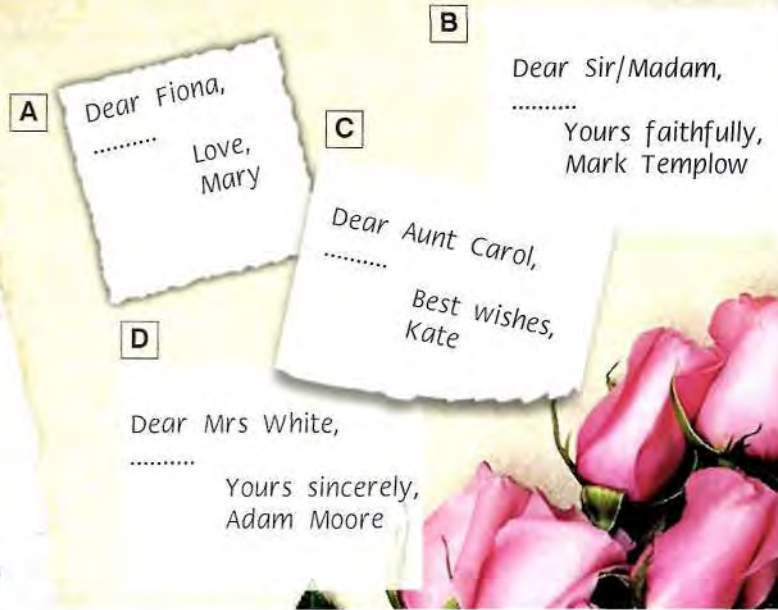


Writing

Letter Writing A

1 Who do we write friendly letters to? Who do we write formal letters to? How many kinds of letters can you think of? Look at the four different layouts and say which are formal and which are informal.

- 2 Listen to the two letters and answer the following questions:
- What is the reason for writing the first letter? Is it friendly or formal? How does it begin and end?
 - What is the reason for writing the second letter? Is it friendly or formal? How does it begin and end?



There are various types of letters: They are: letters of complaint, letters asking for/giving information, letters of request, letters asking for/giving advice, letters of invitation, letters accepting/refusing an invitation, letters expressing congratulations/thanks/regret/sympathy, letters giving news (narrative/descriptive), letters of apology, letters of application for a job, etc.

A good letter should consist of:

- the correct greeting** (*Dear John, Dear Mrs Newton, Dear Sir/Madam*)
- an introduction** in which we clearly state the reason we are writing
- the main body** in which we develop our subject, introducing each main point in separate paragraphs
- a final paragraph** in which we sum up what we talked about before or we express our wish for sth to be done
- an appropriate ending** (*Yours/Best Wishes, + name, Yours sincerely/Yours faithfully, + full name*)

Paragraph Plan for Letters

greeting



Introduction: Paragraph 1 reason(s) for writing



Main body: Paragraphs 2, 3 development of the subject



Conclusion: Final paragraph closing remarks



(full) name

Note: Friendly letters have only one address (yours) whereas formal letters have two (yours and the recipient's). Friendly letters begin with **Dear + name** and end with **Love, Yours, Best Wishes + name**. Formal letters begin with a) **Dear Sir/Madam** and end with **Yours faithfully + full name** or b) **Dear Mr/Mrs + surname** and end with **Yours sincerely + full name**.

Style in Letters

The characteristics of **formal style in letters** are:

- the greeting (*Dear Mr Rydd, Dear Sir*)
- frequent use of passive voice
- formal language (complex sentences, non-colloquial English)
- no abbreviated forms
- the closing remark (*Yours sincerely, Yours faithfully, Mary Hill*)

The characteristics of **informal style in letters** are:

- the greeting (*Dear John, Dear Mum*)
- informal language and style (idioms, colloquial English)
- abbreviated forms, pronouns omitted
- the closing remark (*Yours, Love, Best Wishes, Regards, Michael*)

- 3 Read the following sentences and put an F for formal and an I for informal language. Then say:
- which sentences can start or end a letter and
 - what kind of letter each sentence belongs to.

- I am writing to request your advice on a business matter.
- I look forward to receiving any information which might be of help.
- I'm writing to say how sorry I am for the misunderstanding.
- I trust this matter will receive your immediate attention.
- Well, that's all my news for now. Write back soon.
- Thank you again for the invitation and I hope we can get together some other time.
- Once again, thanks for all your help.
- I am writing to inform you that new courses will commence on July 4th.
- Hope this advice has helped.
- I'm writing to invite you to our house-warming party.



- 4** Read the two letters and say the reason why they have been written. Then, compare and contrast them to find characteristics of formal and informal style. How many addresses are there in each letter? Why? Which letter involves a detailed character description? Why?

MODEL A

24, Lancaster Terrace,
Heathfield,
W. Sussex
16 January, 1997

Dear John,

Just thought I'd drop you a line to congratulate you on your promotion. Lynda told me about it yesterday, and I can only say how pleased I am – though not surprised.

Considering what a hard-working and dedicated policeman you've been, it's only logical that they should decide to promote you to Detective Sergeant. I'm sure your part in solving that series of burglaries had an influence as well. It takes a special talent to solve a complicated case like that, and obviously you have it. I hope in your new role you'll have the chance to prove yourself again and again – not that I hope there's lots of crime, but you know what I mean.

Once more, congratulations. Hopefully we can get together soon and celebrate a bit. Give my love to Delia and the kids, and write soon.

Regards,
Dave

MODEL B

2, Mission Street,
Huntersville,
17 January, 1997

Paul Harvey, President
Safetec Security Services,
Bristol

Dear Mr Harvey,

I have received your letter dated 12th November, which requests a reference for Mr Dean Guthrie. I am pleased to comply with your request and to provide the following information. Mr Dean Guthrie has been employed at Millibank Huntersville for five years, where he has held the position of Head of Security. Mr Guthrie has decided to leave this post, as he is moving to Bristol.

After twenty years of dedicated service in the London Metropolitan Police Force, Mr Guthrie came to us in June 1992. Using his excellent skills and training, he helped to design the bank's security system. Mr Guthrie is very good at dealing with difficult situations, and is a patient, tactful man. His achievements include successfully managing a staff of fifteen security guards.

Mr Guthrie is modest, and friendly. His professionalism, honesty, and loyalty have made him a model employee.

I have no hesitation in recommending Mr Guthrie for any position in security or indeed for any post which requires his many admirable qualities.

Yours sincerely,

John Smith, (General Manager)

- 5** Match the beginnings with the endings, then identify the type of letter.

BEGINNINGS ...

- 1 I am writing to complain about the items which I ordered from your catalogue last month.
- 2 I would be grateful if you could send me further information concerning your summer courses in computer programming.
- 3 I'm writing to ask for your advice on a small problem I've got.
- 4 I am writing to apply for the post of junior manager.
- 5 I regret to inform you that you have not been accepted for the course.
- 6 I was pleased to get your letter, and I'll tell you what I think you should do.

... ENDINGS

- A I hope you will consider my application and I look forward to hearing from you.
- B I hope that the matter will be resolved quickly and that my money will be promptly refunded.
- C Hope my advice is useful, and let me know how everything turns out.
- D I'm really anxious to hear your suggestions. Write soon.
- E Thank you in advance for your help, and I look forward to hearing from you.
- F Please do not hesitate to contact us again should you wish to reapply in the future.

- 6 a.** Read Karen's letter and answer the following questions: a) What kind of letter is it? b) How does it begin and end? c) Where and when will the event take place?

Dear Emily,

I'm writing to invite you to my birthday celebration on Friday, 15 June. It's going to be an all-day affair, so you should be here by eleven o'clock in the morning.

Since it's my sixteenth birthday, my parents want it to be a very special day, so this is what we're going to do. First we're going to take everyone to the stables and hire horses. Then we're going to ride to the Elmington Estate and have a picnic there. When we get back, there will be games and refreshments in the garden, and in the evening there'll be supper and dancing. I just hope the weather is fine!

Let me know if you can come, and tell me your news as well. I'm looking forward to hearing from you.

Lots of love,
Karen

- b.** Listen to Emily's letter and answer the following questions: a) How does Emily begin her letter? b) What has she been doing? c) What is she going to buy this afternoon? d) How does Emily end her letter?

- 7** Listen to Lydia's letter and answer the following questions: a) What kind of letter is it? b) What style of language has been used? c) What is the reason for writing the letter? d) How does the writer propose to make up for what happened?

- 8** Read Mr Stratton's letter and answer the following questions: a) What kind of letter is it? b) Is it formal or informal? c) What is the reason for writing this letter? d) How does it begin and end? e) How does the writer offer to make up for the mistake?

Dear Mrs Green,

I am writing in response to your letter of 22 July regarding the faulty equipment which was delivered to your office on 20 July, 1997.

Firstly, we would like to apologise for any inconvenience caused. After looking into the matter, we discovered that a number of the word processors of the model you received had a faulty part. We are at present waiting for the delivery of replacement parts, and as soon as they arrive we will send a service representative to correct the problem.

In compensation for any inconvenience caused, we would like to offer a two-year service contract completely free of charge. We hope this is acceptable to you. We will contact you as soon as the replacement parts arrive.

Yours sincerely,
L. Stratton,
Service Manager

Self Check

9 Answer the following T/F statements.

- 1 Colloquial English can be used in formal letters.
- 2 You end a formal letter with "Yours, + first name."
- 3 If you begin with "Dear Sir/Madam", you must end with "Yours faithfully".
- 4 Abbreviated forms can be used in informal letters.
- 5 The introductory paragraph gives full details about the subject of the letter.
- 6 The Passive Voice is not appropriate in a formal letter.

10 Read the following topics and identify the type and style of each letter. Then write any three of them in an appropriate style using 120-180 words.


- 1 You have been treated rudely by a shop assistant. Write a letter of complaint to the manager requesting that the matter be given immediate attention.
- 2 A friend of yours has sent you a letter asking for your advice as he and his parents disagree about what he should study at university. Write a letter giving him your advice.
- 3 You have just been offered a very good job abroad. Write to your best friend, giving details of your news and plans.
- 4 While visiting a friend at his house, you accidentally broke an expensive vase. Write a letter to him apologising for the damage and saying what you intend to do in order to make up for it.
- 5 You have been invited by your friend to spend the weekend on his father's farm. Write a letter accepting or refusing this invitation.

Sports/Hobbies



Lead-in

- Look at the pictures. What qualities are needed for the activities shown in the pictures?
- Can you think of any watersports other than surfing?
- Can you think of any other sports or hobbies? Which would you like to do and why?

 Read the following summary, then listen to the tape and fill in the missing words.

Surfing is the most exciting watersport there is. Serious surfers must be brave, love **1)** and have lots of energy. Many surfers travel around the **2)** going to surf festivals. Some surfers carry pagers which beep when there are **3)** reports of perfect conditions. Surfers are always in search of the best waves in an unspoilt **4)** Professionals are in the **5)** every day, and do exercises with **6)** You don't need to wear a **7)** in summer, but it can protect you from the hot **8)** as well as from cold **9)** Professional surfers look as if they learned to surf as soon as they could **10)**

Reading

You are going to read an article about surfing. Choose the most suitable headings 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 Finding the waves
- B Surfers love the crowds
- C Surfing – it's **addictive**
- D Little equipment and a good trainer
- E Never easy – but always enjoyable
- F The international sport
- G Learning from previous generations
- H Two **essentials**: strength and **fearlessness**

Surf's up!

Riding the waves can be the thrill of a lifetime. But what does it take to become a surfer?

0

C

If you have ever dreamt about incredibly big seas with huge powerful waves **crashing** onto sandy beaches, then you should definitely think about learning to surf. It's the most exciting watersport there is. Serious surfers must be very brave, love adventure and have lots of energy. Once they've experienced the excitement of a ride on top of the waves, they never want to stop.

1

Surfers say they feel it's the only place to be. Many travel around the world **searching** for the perfect wave, **moving** from one surf festival to another and checking weather forecasts to see where the really exciting waves are expected next. Some even carry **paggers** which **beep** when there are weather reports of perfect conditions. A surfer's greatest disappointment would be missing the opportunity to surf in the best weather conditions.

2

Hawaii is where the sport began – the place which most surfers see as their "true home". They love nature and the **excitement** you get from the deep waters. Enormous waves crash along mile after mile of beautiful sand, and every surfer dreams of experiencing surfing in Maui or Oahu. Other great surfing locations include Australia, the west coast of the U.S., the Caribbean, Brazil, Japan, Hong Kong, South Africa, the Canary Islands, and Cornwall. Experienced surfers are always in search of the best waves in some totally unspoilt paradise that hardly anyone has heard of.

3

It takes time for a beginner to learn the technique, but during a long hot summer, who minds practising? The **professionals**, of course, are in the sea every day, then come back onto the beach to do some exercises with **weights**. You need to be a strong swimmer with good **balance** and plenty of courage to be an expert surfer.

4

You can surf almost anywhere in any weather if you are wearing a **wet suit**. All you need to do then is choose



a **surfboard** and you're ready to go – hopefully into big waves that are **warm**, with an experienced teacher to **lead** you. You don't need to wear a wet suit in summer, but many surfers keep them on all the time since they can protect you from the hot sun as well as from cold water.

5

It can take a few weeks or it can take a whole summer for you to learn to catch a wave at the right moment, stand up on your board and stay there. It's an amazing feeling when you look down and see your feet on the board and realise you are finally standing up on the sea, even if you aren't very steady. Professional surfers look as if they learned to surf as soon as they could walk. For example, Shane Powell, an Australian professional, watched videos of Australian surfing heroes like Peter Townsend, Barton Lynch and Tom Carroll as he was **growing up**. He says, "As a boy I'd watch those surfers and just imagine myself riding the waves." Powell seems to move over the sea without any **difficulty**. He first practised on small waves, but clearly had talent. By the age of 17 he was **touring** with the world's best surfers, and now, at 23, he practises every day and an even younger generation of surfers study videos of him in action.

6

Simply watching great surfers will make you want to try the sport. If you do try it, you'll find **muscles** you never knew you had; you may begin to think you might never get it right, but you'll have a lot of fun.

"First printed in British Airways High Life"

Vocabulary Practice

1 Look at the words in bold on pages 94-95, and try to explain them.

2 Fill in the correct word from the list below:

<i>location</i>	<i>unspoilt</i>	<i>mind</i>
<i>disappointment</i>	<i>brave</i>	<i>steady</i>
<i>courage</i>	<i>experienced</i>	<i>opportunity</i>
<i>incredibly</i>	<i>generation</i>	<i>enormous</i>

- 1 The young skier was thrilled when he was given the to take part in the Olympic Games. (**chance**)
- 2 The police are looking for divers to help them with their search. (**practised**)
- 3 The game was exciting – in fact I've never seen such a good game in my life. (**unbelievably**)
- 4 A lot of weightlifters have muscles. (**huge**)
- 5 I love to go hiking in areas of countryside where I feel like I'm the only person on earth. (**unaffected by human development**)
- 6 You have to be very to be a Formula One racing driver. (**courageous**)
- 7 Julia doesn't working so hard to become a dancer – in fact, she positively enjoys it. (**object to**)
- 8 Hawaii was chosen as the best for the surfing competition because of its impressive waves. (**place**)
- 9 It was his that kept him from panicking when his boat turned over. (**bravery**)
- 10 At first, it's very difficult to remain on ice skates. (**balanced**)
- 11 The new of professional athletes are extremely well paid. (**age group**)
- 12 Terry felt great when he missed his favourite team's final game. (**regret**)

3 Fill in the correct word from the list below. Use the words only once.

<i>to learn</i>	<i>to do</i>	<i>to have</i>	<i>deep</i>
<i>powerful</i>	<i>to miss</i>	<i>to love</i>	<i>strong</i>
<i>to be</i>	<i>to catch</i>	<i>weather</i>	<i>unspoilt</i>

- | | |
|--------------------------|-----------------------|
| 1 waters | 7 a wave |
| 2 waves | 8 paradise |
| 3 exercises | 9 the technique |
| 4 the opportunity | 10 talent |
| 5 forecasts | 11 adventure |
| 6 in search of sth | 12 a(n) swimmer |



4 Underline the correct item.

- 1 Tony is only a(n) **amateur/professional/champion** cricketer, but he hopes to join the national team one day.
- 2 Athletes have to keep **exercised/trained/fit** and healthy if they want to succeed.
- 3 Most athletes wear a **wet suit/costume/tracksuit** to keep them warm when they are not participating in an event.
- 4 Although our team did badly at first, we finally **beat/won/defeated** the game.
- 5 Hundreds of chess players gathered in Moscow for the international chess **race/tournament/game**.

5 Match the adjectives with the nouns. Some may be used more than once.

Adjectives: perfect, poor, huge, expert, dangerous, unspoilt, powerful, experienced
Nouns: waves - surfers - conditions - locations

6 Fill in the correct particle(s).

- 1 Tim used to be afraid of heights, but now that he's been climbing a few times he has **grown** his fear. (**overcome**)
- 2 His skill in computer programming **grew** his interest in computer games. (**developed from**)
- 3 4-year-old Joseph wants to be a basketball player when he **grows** (**becomes an adult**)

7 Fill in the correct preposition, then choose any five items and make sentences.

- 1) to dream sth; 2) to dream sth (imagine) 3) to be in search sth; 4) one place to another; 5) mile mile;
- 6) any weather; 7) to protect oneself sb/sth; 8) the right moment; 9) any difficulty; 10) action

Talking Points

- ◆ Read the text about surfing again and make notes under the following headings. Then talk about what it takes to become a good surfer.
 - qualities needed ● training ● equipment
- ◆ Are there any dangers involved in surfing?
- ◆ Can you think of any other dangerous sports?

Language Development

1 Look at the following pictures. What is each person doing? Which of these activities are **sports** and which are **hobbies**? Which would you like to do? Why?



2 Match the activities listed below with the comments.

- | | | | |
|--------------|---------------|------------------|------|
| painting | weightlifting | stamp collecting | golf |
| skiing | photography | pottery | |
| motor racing | snorkelling | knitting | |

- "My grandmother taught me how to do it. It's great because you can make your own pullovers and socks."
- "It's a great feeling, rushing down a cold mountainside. Of course, you have to be careful or you might break a leg."
- "You can make all sorts of things – vases, plates, pots – and all with a lump of clay."
- "Since I started, I've gained three kilos of solid muscle. I'm much stronger now, and I look better too."
- "It's more than just hitting a ball around a course. It's really relaxing and it's nice to be out in the open air."
- "It's a real thrill to go around the track at 200 kilometres per hour. It's perfect if you love danger."
- "You really feel like a part of the undersea world. It's relaxing, good exercise, and you can see some beautiful creatures."
- "To catch a moment of life on film is what it's all about. It's like preserving a piece of nature or history."
- "You learn about different countries and see some great miniature works of art. They can be worth a lot of money too."
- "The idea is to use colour to show feelings. The finished product doesn't really have to look exactly like the subject, at all."

Now look at the following items of equipment and match them with the activities mentioned above.

- | | | |
|------------------|---------|----------------------------|
| golf club | skis | watercolours and brush |
| snorkel | camera | potter's wheel and kiln |
| helmet | weights | album and magnifying glass |
| needles and wool | | |

3 **GO, PLAY, DO** collocate with the sports below. Write **G** for *go*, **P** for *play* and **D** for *do* next to each sport. Then, make dialogues using the collocations and the following words:

Making suggestions: *Let's, Shall we...?, How/What about ...?, Why don't we ...?*
Responding negatively: *I'm not in the mood for ..., I don't think it's a nice idea ... etc.*

e.g. A: *How about playing cricket?*
 B: *I'm not in the mood for playing cricket! Let's go horse riding.*

- | | | |
|--------------|---------------|------------|
| cricket | volleyball | surfing |
| rugby | weightlifting | football |
| horse riding | motor racing | cycling |
| ice-skating | basketball | badminton |
| baseball | tennis | diving |
| snorkelling | sailing | golf |
| archery | snow-boarding | skiing |
| water-skiing | fishing | hockey |
| parachuting | hang-gliding | water polo |

4 Discuss various sports from Ex. 3 as in the example. Use words like: **thrilling, fun, boring, interesting, energetic, relaxing, creative, dangerous, competitive, tiring, challenging, violent, difficult** etc.

e.g. A: *I like rafting.*
 B: *So do I. It's thrilling.*
 A: *I don't like stamp collecting.*
 B: *Nor do I. I find it rather boring.*



5 Complete the table as in the example. Decide where each sport takes place using the list below.

pitch, ring, rink, course, court, stadium

SPORT	PERSON	PLACE
boxing	boxer	ring
athletics	athlete	.....
tennis	.....	.....
golf	.....	.....
ice-skating	.....	.....
cricket	.....	.....
football	.....	.....

6 The following pictures illustrate equipment needed for certain sports. Match the letters with the numbers. Can you name the sports they are used for?



- | | | |
|------------------|------------------------------|------------------|
| 1 skis | 4 flippers, mask and snorkel | 6 bow and arrows |
| 2 saddle | 5 shuttlecock | 7 golf club |
| 3 tennis racquet | | 8 fishing rod |

7 Fill in the missing words from the list. Use the words only once.

- | | | |
|--------------------|---------------------|-------------------|
| <i>team spirit</i> | <i>co-operative</i> | <i>dedication</i> |
| <i>competitive</i> | <i>determined</i> | <i>violent</i> |
| <i>careful</i> | <i>accurate</i> | <i>courage</i> |
| <i>dangerous</i> | <i>graceful</i> | <i>brave</i> |

- The main quality a footballer needs to have is It is also important to be and willing to do what other members of the team suggest.
- Running is my favourite sport. It's and you have to be to win.
- "John, you are so Ice climbing is an extremely sport."
- When parachuting, you need to be very especially when landing, or you might hurt yourself. You need to have to jump out of a plane in mid-air.
- People who shoot or do archery must be very if they are to hit the target. They also need a lot of if they want to be the best.
- Ice hockey can be a sport as the players often fight, but they can also look as as dancers as they skate around the rink.



8 Look at the pictures. First discuss, then write what qualities each sport requires, giving reasons.



- e.g. A: To be an ice climber you have to be courageous as you have to climb high mountains in various weather conditions.
 B: I agree. It's also important to be careful or you could fall and get seriously injured.

9 Read the following statements, then listen to the tape and decide whether they are true (T) or false (F). Listen again and talk about the points for and against tennis and boxing.

- Tennis is not challenging.
- Training to be a tennis player is tiring.
- Tennis players don't travel a lot.
- Boxing is an exciting, fast-moving sport.
- Training to be a boxer is not tough.
- Boxers receive a lot of injuries.

<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

10 Look at the pictures. Discuss the good and bad points of each sport, then write about them. The following words may help you: **what is more, in addition, moreover, also, furthermore, however, on the other hand.**



- e.g. SA: Hang-gliding is a very exciting sport.
 SB: Yes, I agree; however, it can be quite dangerous, especially if the weather is very windy.

11 Read these comments and underline the benefits of exercise. Use words from the list and prepare your own short talk on the benefits of exercise, then write a paragraph. You can include your own ideas.

what is more also in addition furthermore moreover since similarly finally

A "Exercising makes me feel happy and refreshed, as it frees me from tension and stress."

B "Since I started going to the gym I've found that I am able to concentrate more easily. It has also improved my mental performance, and now I have fewer problems with my school work."

C "I have started jogging every morning and now I feel full of energy all of the time."

E "I find that walking is the best way to keep fit and healthy. It doesn't tire me out, and it makes me feel alive and alert."

D "I've become healthier since I joined an aerobics class and I've noticed that I hardly ever get ill anymore."

e.g. *Exercising makes you feel happy and refreshed, and it also frees you from tension and ...*

12 Fill in each gap with one word, then read the text and say why people collect things.



At some point in our childhood I'm sure that most of us collected something, **1**) it was chewing gum stickers or stamps. Who **2**) deny the thrill they felt on finding an object **3**) completed their collection after weeks of searching?

It is therefore not difficult to understand **4**) some people continue to collect objects **5**) their adult years.

People collect all kinds of things, **6**) beer mats to valuable works of art. For some it is simply a way of **7**) the time, while **8**) see it as a wise way to spend their money. After all, there are some who discover that their seemingly humble collections are actually **9**) a lot of money.

What may be a fascinating collection for one person, though, may be quite dull and uninteresting for **10**)

Visitors to the Hanley museum in Stoke-on-Trent might wonder **11**) the interest that led a local millionaire to collect china cows. He donated a large **12**) of money to the museum **13**) condition that the cows would **14**) displayed alongside pieces of valuable antique porcelain.

15) others may not always understand a collector's passion, these people continue to feel that their hobby is worthwhile and very satisfying.

13 Football violence has increased drastically. First read the statements, then listen to the dialogue and fill in the gaps. Finally, listen again and talk about violence in football and how it can be prevented.

- If seats are, problems can start very easily.
- If fans consider a referee's unfair, they may get angry and start fights.
- When players start fighting on the, they encourage fans to fight as well.
- Players must set a good
- Police officers help keep things under They make sure that no dangerous objects or drunk people get into the
- The most important thing is to make fans understand that football is a and there is nothing to fight about..

14 Look at the two pictures and match the list of words with each picture. Compare and contrast the two activities, then write a short paragraph using the ideas from the box as in the example:



fresh air, improve health, build muscles, team spirit, lose weight, more energy, entertaining, relax, interesting, co-operate with others, educational, make friends, exercise

e.g. *I like watching TV because it helps me relax. However, it doesn't give me the opportunity to exercise as I spend hours lying on the couch.*



Grammar/Use of English

(see Grammar Reference Section: Unit 8)

GERUND - INFINITIVE

1 Fill in the corresponding form of the infinitive.

- | | |
|-------------------------------|-------------------------------|
| 1 he left <i>to have left</i> | 6 he has been driving |
| 2 he is playing | 7 he was practising |
| 3 he will be expelled | 8 he swims |
| 4 he has called | 9 he will be skating |
| 5 he is advised | 10 he has been promoted |

2 Put the following into the correct category.

<i>avoid</i>	<i>hope</i>	<i>enjoy</i>	<i>expect</i>
<i>regret</i>	<i>agree</i>	<i>deny</i>	<i>resist</i>
<i>decide</i>	<i>mind</i>	<i>detest</i>	<i>can't stand</i>
<i>want</i>	<i>consider</i>	<i>refuse</i>	<i>can</i>
<i>promise</i>	<i>finish</i>	<i>let sb</i>	<i>claim</i>
<i>miss</i>	<i>fancy</i>	<i>should</i>	<i>make sb</i>

verb + to - inf

verb + bare inf

verb + -ing form

3 Put the verbs in brackets into the correct form of the infinitive or -ing form.

- John was unable (play) in the tennis tournament as he was about (have) an operation on his knee.
- I'm sorry (say) that his recent car accident has made it impossible for John (qualify) for the race.
- "I've never seen such a fast horse in my life! It's worth (bet) on it; it's sure (win) the race.
- I would prefer (go) to the football match instead of (watch) it on TV last night.
- I can't help (think) how graceful Julie is as a gymnast. I think she ought (take) it up professionally.
- It's no use (try) to make her put on her skates. She'll start (fall) over the moment she steps onto the ice.
- He claims (be) the best figure skater in the world, but he's never won a medal in his life!
- He seems to (train) hard these days.
- James was looking forward to (exhibit) his skills in a chess match against the leading champion.
- As Bob was going to enter the judo competition he spent all his time (practise) for the finals.

4 Put the verbs in brackets into the correct form of the infinitive or -ing form.

Football is the most popular sport in the world. While some children prefer 1) (watch) their much admired footballers, others are more keen on 2) (take part) in the action. They look forward to the school day 3) (end) so they can 4) (play) a game of football in the street or on the school field. Young boys imagine themselves 5) (become) famous footballers. They dream of 6) (score) the winning goal for the championship as well as 7) (see) fans 8) (applaud) for the victory with great enthusiasm. Boys are not the only fanatics. Men are no different. They wait for Sunday afternoons 9) (come) so that they can 10) (enjoy) the day by 11) (sit) in front of the TV and 12) (cheer on) their favourite team.

5 Complete the sentences by adding the correct preposition and the correct form of the verb.

- I look forward (watch) the Cup Final on TV.
- He was warned (misbehave) on the pitch.
- He objected (be treated) like an amateur.
- The team is capable (win) the championship.
- He couldn't cope (have) to practise for such long hours, so he gave it up.
- Claire is keen (swim).
- Tom has a reputation (be) the best scorer in the team.
- He will be remembered (score) so many goals.
- She dreamed (become) a famous tennis player.
- The team were worried (lose) in the second half because their best player had been injured.

6 Read the following sets of sentences and explain how the verbs in bold differ in meaning.

- Don't **forget** to wear protective gear when climbing.
 - I'll never **forget** seeing the figure skating championship last year.
- Did you **remember** to tell Chris to bring his skates with him? We're going to the ice rink after work.
 - I don't **remember** seeing Mitch at the basketball tournament. Perhaps he was ill.
- I **regret** to inform you that your injury will prevent you from playing any more matches this season.
 - He **regrets** arguing with the referee as it resulted in his being sent off the pitch.

- 4 a) The cyclist had to **stop** to mend a flat tyre during the race.
- b) You should **stop** smoking if you want to enter the marathon next year.
- 5 a) If it's OK by you, I'd **prefer** to have our game of squash on Sunday rather than Saturday.
- b) I **prefer** doing aerobics to any other kind of exercise.
- 6 a) I **hate** to tell you this, but they're not showing the basketball game on TV tonight as planned.
- b) I **hate** playing hockey when it's pouring with rain.
- 7 a) He should **try** to join the local football team; he's a really good player.
- b) If she **tried** using a lighter racquet, her game might improve.

7 Complete the sentences using the words in bold.

- 1 The referee's decision was difficult to accept.
difficulty They the referee's decision.
- 2 Why watch the match when my team is losing?
watching There the match when my team is losing.
- 3 The coach made John sit out of the first game.
was John out of the first game.
- 4 My father didn't let me go to the boxing match.
allowed I to the boxing match.
- 5 "OK I cheated during the game," he said.
cheated He admitted during the game.
- 6 He didn't arrive in time so he missed the beginning of the match.
early He didn't arrive the beginning of the match.
- 7 He'd always rather watch cricket than football.
prefers He football.
- 8 He had trouble finishing the race because his ankle was sore.
difficult He the race because his ankle was sore.
- 9 Can you carry the equipment onto the field?
mind Would the equipment onto the field?
- 10 It's ridiculous to get so upset over a simple game.
use It's over a simple game.
- 11 They saw the runner push his rival off the track.
seen The runner his rival off the track.
- 12 The doctor told him to warm up carefully before exercising.
suggested The doctor carefully before exercising.
- 13 Kate doesn't want to come to the cricket match.
fancy Kate to the football match.
- 14 I wish I'd gone sailing rather than hiking.
rather I'd than hiking.
- 15 She is so busy that she can't take part in the competition.
enough She hasn't in the competition.



NEITHER / NOR - SO

8 Look at the sentences in bold and decide which ones expresses positive agreement and which negative agreement.



- 1 "I enjoy playing tennis."
"So do I."
- 2 "I don't like playing squash."
"No/Neither do I."

9 Use neither/nor or so and the correct verb form to complete the following sentences.

- 1 "I enjoyed the match."
"..... It was really exciting."
- 2 "I can't believe he quit the team."
"..... I wonder why he did it."
- 3 "I would prefer to watch the finals on TV."
"..... I don't like going to the stadium."
- 4 "I have never played water polo."
"..... I'd love to try it, though."
- 5 "I'll be at the gym on Monday evening."
"..... We can work out together."

10 Fill in the gaps with words derived from the words in brackets.

The 1996 Paralympics, held in Atlanta, USA, were a 1) (demonstrate) of the best aspects of sporting 2) (compete). The games showed the world that, with enough spiritual 3) (strong) and 4) (determine), even the most severely 5) (disable) people can do 6) (amaze) things in the field of sport. From very humble 7) (begin), the Paralympics have steadily gained 8) (popular) and are now among the major sporting events in the world. These games are an 9) (inspire) to people 10) (world), and are proof that people can reach their goals if they have faith in themselves and refuse to be defeated.


Pronunciation

11 Listen to the tape and circle the words you hear. Listen again and repeat.

• batch - badge	• chore - jaw
• rich - ridge	• choke - joke
• cherry - Jerry	• chin - gin
• chunk - junk	• chain - Jane



Listening Task

 You will hear five radio presenters giving commentaries on sports events. For questions 1-5 choose from the list A-F which sport each speaker is talking about. Use the letters only once. There is one extra letter which you do not need to use.

A football	Speaker 1	<input type="text"/>
B volleyball	Speaker 2	<input type="text"/>
C horse racing	Speaker 3	<input type="text"/>
D water polo	Speaker 4	<input type="text"/>
E tennis	Speaker 5	<input type="text"/>
F basketball		<input type="text"/>

Speaking Task

Compare and contrast the two activities shown in the pictures. Think about the equipment/qualities required and the risks involved. Which would you prefer to do? Why?



Writing

Letter Writing B

- 1 Look at the advertisement, and the points under question. What kind of letter would you write in reply to this advertisement? Would it be formal or informal? Why?

Feel like keeping fit?

Our Dance-Aerobics classes will meet your needs!

- classes every day *times?*
- number in classes kept to minimum *how many exactly?*
- no expensive equipment needed *what exactly?*
- friendly prices for those who attend regularly *how much exactly?*

Join us now - you won't be sorry!
INFO: LOBAN'S DANCE-AEROBICS, New Street.



This type of letter is a transactional letter. Transactional letters are always based on writing input such as advertisements, invitations, notes, other letters, etc. and/or visual prompts such as maps, drawings, etc. They can either be formal or informal, depending on who we are writing to. When writing this kind of letter, you should include all given information in your own words.

- 2 Read the two letters which have been written after these people read the advertisement above and decide which is good and which is bad. Justify your answer.

Dear Sir/Madam,

MODEL A

I am writing in response to your advertisement in the *The Bingley Times* on March 2nd. I am very interested in joining your Dance-Aerobics classes and would be grateful if you could answer a few questions I have.

Your advertisement states that the number in the classes is kept to a minimum. How many people are there in each class? As I work every day until 5 o'clock, I would also like to know the times of the classes.

In addition, I would like to know if I need any special shoes or clothes for the classes, and I would greatly appreciate it if you could give me details of where to purchase any necessary equipment.

Finally, as it is my intention to attend these classes regularly, could you also send me details of prices and membership fees?

Thank you for your kind attention. Please reply at your earliest convenience.

Yours faithfully,
 Elaine Richards

Dear Sir/Madam,

MODEL B

There are a few things I need to know about your Dance-Aerobics classes.

Firstly, what time are the classes held each day? I'd like to take evening classes, if possible. I also think it's a good idea to keep classes small. I prefer classes with fewer than fifteen people. I was in a really big aerobics class once, and it was too crowded. Don't you just hate that?

I think aerobics classes are great fun. I like sweating and jumping around as the heavy beat of the music pounds in my body. It's the greatest, don't you think?

I'm looking forward to your reply. Please send it soon as I'm eager to begin the classes. Thanks.

Yours,
 Rita Simmons

- 3** Read the following letter and answer the questions: a) What type of letter is it? b) What personal qualities does the writer mention? Then give the paragraph outline.

Dear Sir/Madam,

I wish to apply for the teaching position which was advertised in yesterday's *Daily Planet*. I believe I have the education, experience and personality that an excellent physical education teacher needs.

I graduated from Harpham University with a degree in Physical Education. I received top grades there, and spent many hours as a student instructor while at HU.

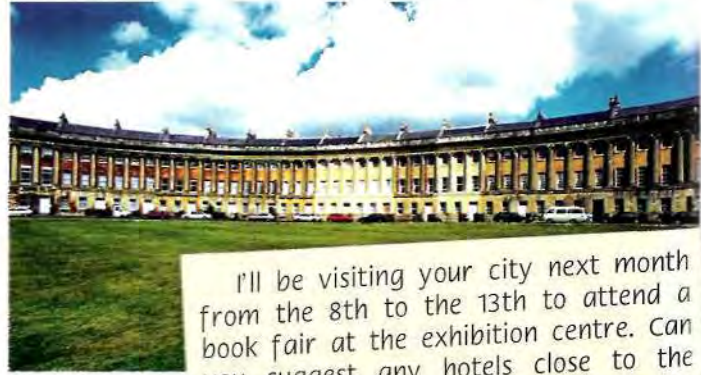
After graduating four years ago I was employed as a gym teacher at Shady Lanes Primary School. I really enjoyed working there, but the school closed three months ago.

As all good teachers must be, I am patient, cheerful and organised. Most of all I enjoy my work, and I believe my students can see that I truly love teaching young people about sports and physical fitness.

I have enclosed a detailed CV as well as a reference from my previous employer. I look forward to hearing from you.

Yours faithfully,
Thomas Smith

- 4** Read the following extract from a friendly letter and decide what type of reply the writer would receive. Underline the key words that indicate what information should be sent. Then, read the statements, listen to the tape and tick (✓) the ones mentioned. Has all necessary information been included? Listen again and say what extra points are mentioned.



I'll be visiting your city next month from the 8th to the 13th to attend a book fair at the exhibition centre. Can you suggest any hotels close to the exhibition centre and some places to visit while I'm there?

- 1 The writer apologises for not writing earlier.
- 2 The writer was pleased to hear about his friend's promotion.
- 3 The writer suggests that his friend can stay with him.
- 4 The writer offers to visit the book fair with his friend.
- 5 The writer suggests a number of reasonably priced hotels as well as an expensive hotel.
- 6 The writer mentions some places worth visiting in Bath.
- 7 The writer offers to show his friend around.

- 5** Read the following beginnings and endings and match them. What type of letter is each one taken from? Which of these are formal and which are informal?

BEGINNINGS ...

- 1 I am writing to request your help.
- 2 I am writing to complain about the faulty equipment which I received from your company last week.
- 3 I was so sorry to hear your news.
- 4 I am writing to congratulate you on opening a new branch in Leeds.
- 5 We would be honoured to attend your daughter's wedding reception.
- 6 I'm afraid I can't come to your birthday party.

... ENDINGS

- A We look forward to the occasion.
- B I would appreciate it if you could give this matter serious consideration at your earliest convenience.
- C Hope we can get together some other time.
- D Again, I can't express how sorry I am. If you need anything, I'd be glad to help.
- E I wish you all success in your future endeavours.
- F I trust that this matter will be given your immediate attention and I expect to receive a full refund in the near future.

- 6** Read the following letter and answer the questions: a) What type of letter is it? b) Is it formal or informal?

Dear Mr Pritchard,

I would like to invite you to our annual club meeting which will take place this year on 21st December. The meeting will be held in the club's own banqueting suite at 8.00 pm.

This will be an occasion to express any new ideas about the club. It is a time to consider where improvements can be made in order to please our members. We will also discuss a change in the cost of yearly membership. As this affects you personally, your attendance at the meeting would be appreciated.

After the meeting some light refreshments will be served.

Please inform us whether you will be able to attend.

Yours sincerely,
Ronald Prescott

- 7** Listen to the letter and answer the questions: a) Is it formal or informal? b) What kind of letter is it? c) What is the writer's problem? d) What does the writer suggest?

- 8** Read the following topics and identify the type and style of each. Suggest possible beginnings and endings for each one, then give the paragraph outline. Finally, write any two of them in an appropriate style, using 120-180 words. Do not include addresses.

- 1 You want to send your two children to summer camp. You only have the advertisement below and you need more information.



CAMP CONWAY
SUMMER CAMP FOR
YOUNG CHILDREN

Happy campers will spend the summer involved in a range of exciting activities. Team leaders supervise children 24 hours a day.

June?/July?/
August? How long?

Information:
23, Park Lane

- 2 You are a policeman and have received a letter from the teacher of a local school. She wants you to talk to her class about road safety. Read Miss Sharp's letter carefully and the following notes which you have made for yourself. Then write a letter, setting up the appointment.

- children – what age?
- do I need to bring photos, slides, etc?
- how long do I have to speak for?
- where will the talk take place?

... so I feel that the children would benefit greatly from hearing you speak about road safety. Please let me know when it would be convenient for you to come.

- 3 You have been invited to a friend's party but you can't go because you're going out with your parents that evening to the theatre. Write to your friend, apologising and giving your reason for not being able to go to the party.
- 4 You have seen a newspaper advertisement for a summer job as a tour guide. Write a letter applying for the job including all relevant information.
- 5 You have decided to go on an organised day trip to France. Your cousin wants to come, but needs more information. Using the notes below, write a letter to your cousin, giving all relevant details.



Day Trip to France

- meet 7am coach station
- don't forget an up-to-date passport
- need at least £50 spending money
- back home 11 pm
- phone Mr Graham by Friday to book a place (01223-527739)



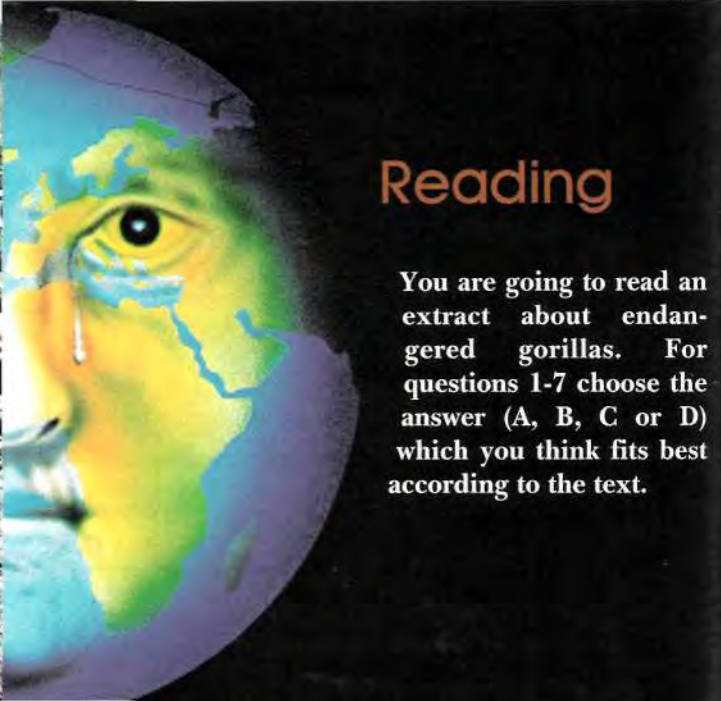
Lead-in

- Why is the earth crying?
- Can you identify the problems shown in the pictures?
- What other problems does our planet face?
- In what ways are wild animals threatened by man?

☰ Read this summary, then listen to the tape and underline the correct word.



Only 600 mountain gorillas remain in the wild. People view gorillas as fierce, **1) vicious/savage** animals. However, if you look into a gorilla's **2) face/eyes**, you see gentleness and **3) intelligence/strength**. Gorillas spend their lives peacefully in forests eating thistles and bamboo **4) shoots/leaves**. Yet, gorillas have suffered greatly. In the first part of this century, more than **5) 50/15** gorillas were killed in Virunga. In 1925, Belgium established Africa's first national **6) zoo/park**. When civil war broke out, hunters were free to **7) hunt/trap** the gorillas. The animals' heads and hands were sold to **8) tourists/explorers** as souvenirs. Fortunately, a wildlife conservation **9) society/association** in New York began "gorilla tourism". As a result, tourists paid a lot of money to see the mountain gorillas and Rwanda became a model of conservation. People and gorillas need each other. The Rwandans need the money and gorillas desperately need **10) protection/food**.



Reading

You are going to read an extract about endangered gorillas. For questions 1-7 choose the answer (A, B, C or D) which you think fits best according to the text.

Gentle Gorillas, Violent Times

Conservationists have put in years of hard work in central Africa in order to prevent gorillas from becoming completely extinct, but now only 600 mountain gorillas remain on just 285 **square miles** of land. Three hundred of them **inhabit** a small forested area on the **slopes** of the Virunga **volcanoes**, surrounded by villages. The other 300 live twenty miles north in Uganda's forest, which is now a protected area known as Bwindi Impenetrable National Park. This is the total world population of mountain gorillas living **in the wild**.

People tend to **view** gorillas as **fierce, savage** animals, so I **approached** them cautiously. The gorillas soon accepted my presence. If you look into a gorilla's eyes, you see **gentleness** and **intelligence**. Unlike the **clownish** chimpanzee, gorillas are calm and shy. They do play, but sometimes they seem almost **embarrassed** by their own high spirits. They spend their thirty to forty-year lives mostly in mountain forests, eating **thistles** and **bamboo shoots** and sitting **thoughtfully**. Their patience and gentleness is very attractive to human **observers**.

Yet the mountain gorillas have **suffered** greatly. Throughout the first quarter of this century, more than fifty gorillas were killed or captured in Virunga; then, in 1925, Carl Akeley of the American Natural History Museum **encouraged** Belgium to establish Africa's first national park. However, when civil war **broke out** in 1960, **forcing** the Belgian park **staff** to leave, hunters were free to **hunt** the gorillas. Many were captured so that their heads and hands could be sold to tourists as souvenirs.

By 1981 there were only 250 mountain gorillas left. A wildlife conservation society in New York began "gorilla tourism" and an educational programme for the Rwandans. This created greater **awareness** of gorillas and their **endangered** habitat. The conservation group **trained** gorillas so that they were comfortable being observed at close quarters. Tourists paid large amounts to see them, and Rwanda made a profit; it became a 34 model of conservation.

Recently, civil war has again threatened the **existence** of gorillas, and organisations are **reinvesting** in land **protection** and tourist schemes. For the first time ever, people and gorillas are dependent on each other for **survival**. The Rwandans need the money the gorillas attract and gorillas **desperately** need protection. Farmland has been taken by the state and the farmers **removed** from their land; despite this, there is a real love for the gorillas. I remember what Nshogoza, my **guide**, said: "When I was a boy, I heard that gorillas were men who were very bad and who went to live in the forest; but gorillas are better than us. They are peaceful. They have no **tribes**. When they fight they have a good reason. We fight for nothing." **In a sense**, Nshogoza is right.

1 According to the text, mountain gorillas

- A have completely **died out**.
- B now number between 285 and 600.
- C now number only 300.
- D live in only two areas in the wild.

2 The author was under the impression that gorillas

- A were fiercer than chimpanzees.
- B were afraid of chimpanzees.
- C were **aggressive**.
- D could show no **emotions**.

3 Carl Akeley

- A made Africa establish a zoo.
- B captured gorillas in a national park.
- C built a zoo in Belgium.
- D helped to protect the gorillas.

4 Between 1960 and 1981,

- A many gorillas were killed.
- B there was a war between the hunters and the Belgians.
- C there was a war between Belgium and Uganda.
- D 250 gorillas disappeared.

5 The wildlife conservation society in New York

- A sold gorillas as souvenirs to tourists.
- B arranged cheap holidays in Rwanda.
- C encouraged people to go and see the mountain gorillas.
- D trained gorillas to observe people.

6 What does "it" in line 34 refer to?

- A the gorillas' habitat
- B Rwanda
- C the war
- D money made

7 Why do the Rwandans depend on the gorillas?

- A Because people need to be safe.
- B Because gorillas are peaceful.
- C Because of economic reasons.
- D Because gorillas are threatened with extinction.

Vocabulary Practice

1 Look at the words in bold on page 107 and try to explain them.

2 Fill in the correct word from the list below:

- | | | |
|---------------------|--------------------|--------------------|
| <i>habitat</i> | <i>threatening</i> | <i>established</i> |
| <i>prevent</i> | <i>cautiously</i> | <i>create</i> |
| <i>extinct</i> | <i>captured</i> | <i>forested</i> |
| <i>conservation</i> | | |

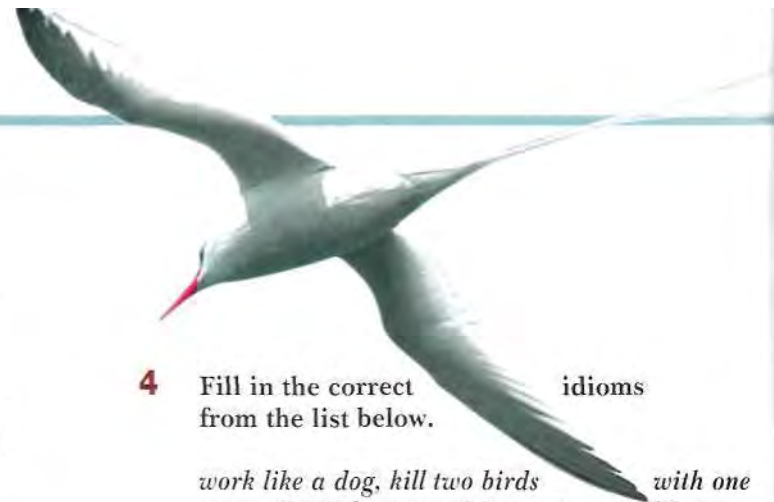


- Wild animals should be approached as they may be dangerous. (**with care**)
- When the last animal of a certain species dies, that species becomes (**no longer in existence**)
- Many animals find it more and more difficult to survive as their natural is destroyed. (**home**)
- A new group has been to protect rare European birds. (**set up**)
- groups try to protect animals and the places where they live. (**environmental protection**)
- Animals for zoos have to be by experts as they must not be injured in any way. (**caught**)
- Pollution is the lives of many animals. (**endangering**)
- It is hoped that educational programmes will an understanding of the earth's environmental problems. (**produce**)
- Several environmental groups are working to the world's rain forests from being destroyed. (**stop**)
- The earth's areas are in danger of disappearing completely. (**tree covered**)

3 Fill in the correct word(s) from the list below. Use the words only once.

- | | | |
|----------------|------------------|---------------|
| <i>to make</i> | <i>bamboo</i> | <i>high</i> |
| <i>tourist</i> | <i>close</i> | <i>to pay</i> |
| <i>civil</i> | <i>to become</i> | |
| <i>to need</i> | <i>wildlife</i> | |

- extinct
- a profit
- spirits
- shoots
- at quarters
- schemes
- war
- conservation society
- large amounts
- protection



4 Fill in the correct idioms from the list below.

- work like a dog, kill two birds with one stone, fight like cat and dog, a memory like an elephant, straight from the horse's mouth*

- If you're going to Manchester on business, you might as well visit cousin May – that way you can (**to do two tasks with one action**)
- Paul never forgets anything – he's got (**the ability to remember many things**)
- Since Dina started her own business, she's had to - she never has any free time. (**work very hard**)
- Of course it's true that Sally quit her job – I heard it (**directly from the person involved**)
- Tim and Ann used to but now they get on very well. (**argue all the time**)

5 Fill in the correct particle(s).

- The Conservation Society meeting has been **put** until next month because the director is in Africa. (**postponed**)
- I'm going to sell my car if they **put** the price of petrol again. (**raise**)
- I refuse to **put** that noise; I'm going to call the police. (**tolerate**)
- Fortunately the fire brigade were able to **put** the forest fire. (**extinguish**)
- Jim has **put** a lot of time and effort in order to finish his project. (**devoted**)

6 Fill in the correct preposition, then choose any five items and make sentences.

- 1) to prevent sb doing sth; 2) to be attractive sb; 3) to suffer sth; 4) to invest sth; 5) to be dependent sth/sb; 6) to protect sb sb else/sth; 7) a sense; 8) to fight sth; 9) to be threatened extinction

Talking Points

- ◆ Read the text about mountain gorillas again and talk about the dangers which they have faced in the past and the things that have been done to help them.
- ◆ What other animals are threatened with extinction? Why? What can be done to help them?

1 Read the descriptions and match them with the problems listed.

Problems: litter, urban sprawl, deforestation, acid rain, water contamination, destruction of the ozone layer



A

Animals are losing their habitats as growing cities cause the countryside to disappear.



B

Factories and cars release poisonous chemicals into the air. The chemicals mix with the water in the clouds, and the polluted rain which later falls damages trees, lakes and buildings.



C

Chemicals from aerosol sprays and fridges are going up into the atmosphere. More and more people are getting skin cancer.



D

Forests are disappearing as trees are burnt or cut down. Less and less oxygen is being produced.



E

Our society is producing too much packaging and food waste which are dropped in the streets or end up on the rubbish tip; diseases spread more easily.



F

Dangerous chemicals from factories are poured into oceans, rivers and streams, killing fish.

Now talk about the causes and the results of these problems then write sentences as in the example.

e.g. The problem of urban sprawl is caused by growing cities. As a result, animals are losing their habitats.

2 Read the following text and fill in the correct word derived from the words in bold. Then, underline the ways rhinos are being protected.

One of the world's endangered species, the rhinoceros, is still being hunted for its horn. The World Wildlife Federation supports (1) (**organise**) which try to stop the (2) (**hunt**) by providing vehicles and (3) (**equip**) for several national parks in Africa. Protected areas have a high fence around them, so rhinos can roam in (4) (**safe**). The WWF also helps in the (5) (**transport**) of rhinos from (6) (**danger**) areas into the protected ones.

It is very important to lessen the demand for rhino horns. Raising (7) (**aware**) of the problem is one way to help the situation. Rhino (8) (**conserve**) is one of the WWF's main tasks. (9) (**hope**) the WWF will be able to put a stop to the (10) (**acceptable**) act of rhino hunting.

3 Look at the table, then listen to a radio interview with an ecologist and tick (✓) the solutions mentioned. Listen again and discuss the solutions adding any ideas of your own. Use words like:

I think, I believe, I agree, also, as well as, in addition, moreover, besides, etc.

e.g. A: I think we should give financial support to the poorer countries where people are destroying the countryside.

B: I agree. In addition to this we should...

PROBLEMS	SOLUTIONS
Destruction of habitat	<ul style="list-style-type: none"> • give financial support to poorer countries • plant more trees • protect jungles and forests
Pollution	<ul style="list-style-type: none"> • use bicycles instead of cars • encourage industries to use cleaner methods of production • educate the public about the importance of recycling
Illegal hunting	<ul style="list-style-type: none"> • create more protected national parks • introduce harsher punishments for illegal hunters • raise public awareness about endangered species

4 Look at the pictures with the captions below. Why are these animals in danger? What can we do to protect them? Write sentences as in the example.



e.g. Tigers are in danger because hunters kill them in order to sell their skins. Governments should introduce harsher punishments for illegal hunters.

5 Match the words in the list with the nouns. Use each word only once. Which of the collocations are used to describe *threats to the environment*? Which describe *possible ways to solve environmental problems*?

- acid greenhouse factory nuclear
oil breeding conservation environmental
forest endangered national thick

- 1 species 5 parks 9 smog
2 rain 6 waste 10 spills
3 emissions 7 programmes 11 fires
4 ... awareness 8 areas 12 gases

6 Listen to the two people discussing animals in zoos and animals in the wild and decide whether the statements are True (T) or False (F). Talk about animals in zoos and animals in the wild, then write a paragraph. You may use the following expressions:

also, too, however, as well, furthermore, whereas, but, in addition, on the other hand, on the contrary, etc.



- 1 Animals don't have food in zoos.
- 2 Animals are free in zoos.
- 3 Animals get medical care in zoos.
- 4 Animals live very happy lives in zoos.
- 5 Animals are protected from hunters in zoos.
- 6 Animals are in their natural habitat in zoos.
- 7 Animals are not protected from extinction in zoos.
- 8 Animals are lonely in zoos.

e.g. A: Animals in zoos have got plenty of food and water.

B: I agree. However, they are not free, etc.

7 Read the table, then in pairs discuss the problems, their effects and their solutions as in the example:

PROBLEMS	EFFECTS	SOLUTIONS
litter/rubbish	dirty streets, spread of diseases	encourage recycling, use litter bins
air pollution	breathing problems, cancer risk	unleaded petrol, filters in factories, ban cars from city centres
water pollution	fish die, stomach illnesses	limit use of chemicals in industry, fine factories which pollute seas/ivers

eg. A: Dropping litter can result in dirty streets.
B: That's true. I think we should use litter bins instead of dropping litter carelessly. etc.

8 Read the following statements about acid rain and try to guess the answers. Then, listen to the tape and underline the correct word. Listen again and say what acid rain is, what damage is caused and how the problem can be solved.

- 1 Acid rain is mostly found in **South America/North America** and Europe.
- 2 Harmful **chemicals/poisons** are released into the air and mix with the water in clouds to produce acid rain.
- 3 Acid rain causes great damage to the plant and animal life in **parks and zoos/lakes and streams**.
- 4 Acid rain can slowly eat away the **debris/stone** on the outside walls of buildings.
- 5 Governments are forcing power stations to **reduce/increase** the amounts of poisonous fumes that they release into the atmosphere.
- 6 We can help by using less **oxygen/electricity**.
- 7 If we used public transport more often, the atmosphere wouldn't become so **polluted/affected** by car exhaust fumes.
- 8 If we all make an effort, we can help to decrease the **strength/threat** of acid rain.

9 Answer the following questionnaire, and add up your score to find out how environmentally aware you are. Then, suggest ways in which people with low scores in this quiz could become more environmentally aware. Use expressions like: *They should/ought to ...*, *They'd better ...*, *The best thing would be ...*, etc.

How environmentally aware are you?

- | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|--|--|-----|---|---|---|---|---|-----|---|---|---|---|---|-----|---|---|---|---|---|-----|---|---|---|---|---|-----|---|---|---|---|---|-----|---|---|---|---|---|-----|---|---|---|---|---|-----|---|---|---|---|---|
| <ol style="list-style-type: none"> 1 What does your family do with empty bottles?
A take them to a recycling bin
B return them to the supermarket
C throw them in the rubbish bin 2 When you buy one or two items at the supermarket, you
A take a plastic carrier bag.
B reuse an old plastic carrier bag.
C use your own bag. 3 How often do you choose products which contain recycled materials?
A always
B never
C sometimes 4 If you were asked to contribute to a Save the Animals project, you would
A give generously.
B give a small amount.
C refuse to give anything. | <ol style="list-style-type: none"> 5 A local beach has been polluted with oil. You
A donate money for the clean-up project.
B do nothing.
C volunteer to help with the clean-up project. 6 You eat a chocolate bar in the street. What do you do with the wrapper?
A drop it on the pavement
B put it in a litter bin
C save it for recycling 7 When you buy paper products, you
A buy whatever is cheapest.
B try to purchase recycled paper.
C purchase recycled paper as long as it doesn't cost more. 8 When you clean your teeth, you
A turn the tap on only when you need water.
B leave the tap running until you have finished.
C only use one glass of water. | <table border="0"> <tr> <td>1 A</td><td>3</td><td>B</td><td>2</td><td>C</td><td>0</td></tr> <tr> <td>2 A</td><td>0</td><td>B</td><td>2</td><td>C</td><td>3</td></tr> <tr> <td>3 A</td><td>3</td><td>B</td><td>0</td><td>C</td><td>2</td></tr> <tr> <td>4 A</td><td>3</td><td>B</td><td>2</td><td>C</td><td>0</td></tr> <tr> <td>5 A</td><td>2</td><td>B</td><td>0</td><td>C</td><td>3</td></tr> <tr> <td>6 A</td><td>0</td><td>B</td><td>2</td><td>C</td><td>3</td></tr> <tr> <td>7 A</td><td>0</td><td>B</td><td>3</td><td>C</td><td>2</td></tr> <tr> <td>8 A</td><td>2</td><td>B</td><td>0</td><td>C</td><td>3</td></tr> </table> <p>18 - 24 Keep up the good work! You are doing your part to protect the environment.</p> <p>13 - 17 There's some room for improvement. Change your habits and you'll soon be green.</p> <p>0 - 12 You are part of the problem. You should try to become part of the solution.</p> | 1 A | 3 | B | 2 | C | 0 | 2 A | 0 | B | 2 | C | 3 | 3 A | 3 | B | 0 | C | 2 | 4 A | 3 | B | 2 | C | 0 | 5 A | 2 | B | 0 | C | 3 | 6 A | 0 | B | 2 | C | 3 | 7 A | 0 | B | 3 | C | 2 | 8 A | 2 | B | 0 | C | 3 |
| 1 A | 3 | B | 2 | C | 0 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2 A | 0 | B | 2 | C | 3 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3 A | 3 | B | 0 | C | 2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 4 A | 3 | B | 2 | C | 0 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 5 A | 2 | B | 0 | C | 3 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 6 A | 0 | B | 2 | C | 3 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 7 A | 0 | B | 3 | C | 2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 8 A | 2 | B | 0 | C | 3 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |



Grammar/Use of English

(see Grammar Reference Section: Unit 9)

POSITIVE/NEGATIVE ADDITION

1 Read these examples. Then join the sentences below in every possible way.

Positive addition

- Dogs are friendly. They are **also** loyal.
- Dogs are **both** friendly **and** loyal.
- Dogs are friendly, and loyal **as well**.
- Dogs are friendly **as well as** loyal.
- Dogs are **not only** friendly **but** (they are) **also** loyal.
- Dogs are friendly. **Besides**, they are also loyal.
- **Besides** being friendly, dogs are (also) loyal.
- Dogs are friendly **in addition to being** loyal.

Negative addition

- **Neither** tigers **nor** lions are domesticated.
 - Tigers are not domesticated and **neither/nor** are lions.
 - Tigers are not domesticated and lions aren't, **either**.
- 1 Monkeys are intelligent. Monkeys are curious.
 - 2 Cars aren't allowed in this park. Motorcycles aren't allowed either.
 - 3 This washing powder is efficient. It is environmentally friendly, too.
 - 4 Cows do not eat meat. Sheep do not eat meat, either.
 - 5 Cats are independent creatures. Cats are amusing.

EXPRESSING CONTRAST

2 Read these examples, then join the following sentences in every possible way.

- They tried hard to save the whale, **but/yet** it died.
- They tried hard to save the whale; **however/nevertheless**, it died.
- **Although/Even though/Though** they tried hard to save the whale, it died.
- **In spite of the fact that/Despite the fact that** they tried hard to save the whale, it died.
- **In spite of/Despite** trying hard to save the whale, it died.
- **In spite of/Despite** their efforts to save the whale, it died.
- They tried hard to save the whale. It died, **though**.
- Whales are mammals **whereas/while** crocodiles are reptiles.

- 1 The rain forests need to be protected. They are still being cut down.
- 2 The river is very polluted. Waste is still being dumped into it.



- 3 Monkeys are wild animals. They are easily trained.
- 4 Efforts have been made to protect animal habitats. They are still being destroyed.
- 5 The factory was fined. It's still releasing toxic fumes into the air.

3 Join the sentences using the words in brackets. In what other ways can they be joined?

- 1 Dogs are domesticated. Wolves are wild. (**whereas**)
- 2 The rain forests in South America are being destroyed. Those in Asia are too. (**not only...but also**)
- 3 Elephants are very intelligent. They are social animals. (**besides**)
- 4 Many people warned him that the river was polluted. He swam in it. (**in spite of the fact**)
- 5 Children should use lots of sun cream. Adults with fair skin should too. (**not only ... but ... also**)
- 6 There has been an anti-litter campaign. People still drop litter in the streets. (**despite**)
- 7 He doesn't approve of killing animals. He likes eating meat. (**though**)
- 8 Some people want hunting to be banned. It is still a popular sport. (**however**)

JOINING IDEAS

To add information we can use: **Furthermore, Moreover, Similarly, What is more, Also**, etc. e.g. *Self-defence classes can help you protect yourself. **Furthermore**, they keep you fit.*
To express **contrasting ideas** we can use: **however, nevertheless, on the other hand, in contrast**, etc. e.g. *Travelling by aeroplane is fast; **however**, it is expensive.*

4 Underline the correct word.

- 1 Being a doctor is very demanding. **Furthermore/However**, it is a job in which there is no room for mistakes.
- 2 Exercising helps us to keep fit. **Nevertheless/Moreover**, it can be lots of fun.
- 3 Driving to work can be convenient. **On the other hand/Similarly**, finding a place to park can be a problem.

- 4 Living in a foreign country can be very difficult. **In contrast/Furthermore** one can often feel lonely and homesick.
- 5 Going on holiday is a great way to relax. **Similarly/ Nevertheless**, taking short trips at the weekend can also be enjoyable.
- 6 Cities are noisy. **Also/In contrast**, the countryside is quiet.
- 7 Living on your own teaches you to be independent. **Also/ However**, it helps you to become more responsible.

5 Using the words in the list, join the following sentences in as many ways as possible.

not only...but also, besides, however, despite, yet, although, in spite of, whereas, both...and, while

- 1 Forests are in danger. Animals are too.
- 2 The jaguar is fast. It is also beautiful.
- 3 They have been cleaning up the beach. It is still quite dirty.
- 4 The Arctic Ocean is clean. The Mediterranean is polluted.
- 5 Environmentalists are working to protect the environment. There are still many problems.
- 6 Acid rain damages buildings. It harms trees, too.
- 7 The hole in the ozone layer is growing. Not enough is being done to control industrial pollution.
- 8 Sea turtles are an endangered species. Pandas are too.

7 Fill in each gap with only one word.

The Greenhouse Effect

Gases pollute the atmosphere because they are produced 1) quickly to be cleared away naturally 2) rain, winds or plant life. These poisonous gases 3) from several sources such as oil producers, industries which burn fuel, and motor vehicles. When the gases are released, they have two harmful effects. 4) , some of the gases are caught by rain clouds and fall as acid rain, 5) damages the environment. Secondly, increasing amounts of carbon dioxide forms a cover over the earth, keeping the heat of the sun close 6) the earth's surface just 7) a greenhouse keeps heat in. The increase in carbon dioxide is 8) worse by the cutting down 9) forests. Trees use carbon dioxide, and the fewer trees 10) are, the more of this gas remains 11) the air. The USA is now leading an international effort to limit deforestation. In 1996, Washington set goals for industry, and several international agreements 12) already been effective in reducing the production 13) harmful gases. Only international cooperation can 14) this problem which, if 15) controlled, may threaten all life on earth.

8 Fill in the gaps with words derived from the words in brackets.

There are many problems which 1) (*threat*) our natural environment. Acid rain, 2) (*globe*) warming and air and water 3) (*pollute*) are among the most serious ones. There are several ways to help improve the situation. Firstly, we should encourage 4) (*recycle*) because it is the 5) (*produce*) of new materials which causes the most damage. We must learn to reuse things like plastic bags and glass jars. Secondly, driving an environmentally-friendly car is also 6) (*help*). Furthermore, joining an 7) (*organise*) which plants trees or cleans up beaches would be 8) (*prove*) that you are really 9) (*concern*) about the environment. Lastly, supporting groups such as Greenpeace, which try to prevent many 10) (*environment*) disasters, would help to ensure that our planet will be clean and safe for future generations.



CAUSE/REASON AND RESULT

6 Read these examples, then join the following sentences below in every possible way.

CAUSE/REASON

- The workers went on a strike **due to/because of/owing to/ on account of** bad working conditions.
- They put the animals into the game parks **because/as/ since** they were threatened with extinction by hunters.

RESULT

- It is **so** dangerous to sunbathe nowadays **that** people tend to stay in the shade.
- He is **such** an interesting professor **that** students crowd his classroom.
- It was raining hard. **As a result/Consequently/So/ Therefore**, the match was cancelled.

- 1 New laws have been introduced to stop factories polluting the atmosphere. Pollution is damaging our environment.
- 2 The ozone layer is getting thinner. More and more people are getting skin cancer.
- 3 Tigers may become extinct. Hunters are killing them for their valuable skins.
- 4 The climate is changing. The Sahara Desert is spreading.
- 5 Fish are dying. Industrial waste is polluting our seas.
- 6 Many cosmetic companies have stopped testing their products on animals. There has been pressure from animal rights groups.

Pronunciation

9 Listen to the tape and circle the word you hear. Listen again and repeat.

- | | |
|----------------|-----------------|
| • live - leave | • rid - read |
| • bit - beat | • sick - seek |
| • lip - leap | • pitch - peach |
| • fit - feet | • still - steal |

Listening Task

You will hear a radio interview with John Burgess, a member of the Forest Preservation Society. Read the following sentences, then listen to the tape and fill in the missing parts.

Paper is used in many different forms – from **1** to milk cartons

We need more paper than we can **2**

One way of increasing paper production is to grow **3**

Trees grow much faster in **4** areas.

A tree planted in Brazil can be harvested within **5** years.

Most plantations are in **6**

The trees in these plantations are used only for **7** which means that no

natural forests need to be **8**

What we should be trying to do is to restore and preserve **9** and to use less

10

Speaking Task

Compare and contrast the pictures, commenting on the damage that mankind has caused to our planet.



Writing

Argumentative compositions (for and against)



1 Look at the picture and think about the advantages and disadvantages of keeping dogs as pets.

2 Listen to the tape and fill in the table. Why does Tommy think it is a good idea to get a dog? Why does his dad disagree?

Advantages

- Dogs are and affectionate.
- Dogs are
- Dogs are such good

Disadvantages

- Dogs need
- Dogs can be very
- Dogs are to keep.

- An argumentative composition is always a formal, impersonal piece of writing in which you are expected to consider a topic from opposing points of view and give a balanced consideration or your opinion. Personal expressions such as *I believe* or *I think* should **only** be used in the **final paragraph** where you can give your opinion.
- A good argumentative essay (for/against) should consist of:
 - a) **an introduction** in which you state the topic.
 - b) **a main body** which consists of two paragraphs. The points **for**, with your justification, appear in one paragraph and the points **against**, with your justification, appear in another paragraph.
 - c) **a final paragraph** in which you sum up the arguments and give a balanced consideration or your own opinion.

Points to remember

- Decide on the points for and against the topic before starting your composition.
- Never write an argument for or against a topic without supporting it with justification, *e.g. One disadvantage of driving a car is that it creates pollution. This is evident from the poor air quality found in cities where there is a lot of traffic.*
- Do not use short forms or strong personal expressions.
- Each paragraph should start with a sentence (**topic sentence**) which summarises what the paragraph is about, *e.g. There are many advantages to owning a car. To begin with, it allows you However, owning a car has a number of disadvantages as well. Firstly, you need to etc.*
- The use of linking words is absolutely necessary when writing an argumentative composition:
 - To introduce points:** Firstly/To begin with/In the first place, One point in favour of/ against is/One advantage of ... is/One disadvantage of ... is, etc.
 - To add more points:** Secondly/What is more/Furthermore/A further advantage of ... is, etc.
 - To make contrasting points:** However/On the other hand/ Although/In spite of, etc.
 - To conclude:** To sum up, In conclusion/On balance/All things considered, etc.

Introduction

Paragraph 1
state topic

Main Body

Paragraph 2
*arguments for & justification**

Paragraph 3
*arguments against & justification**

Conclusion

Final Paragraph
balanced consideration/opinion

* *If you feel that there are more arguments for than against a topic, give those before the final paragraph to lead the reader to a proper conclusion.*

First and Last Paragraph Techniques

In the first paragraph you can state the topic by:

- making reference to an unusual scene or situation, e.g. *The sight of a huge lion dozing in the corner of a cage with no interest in its surroundings ...*
- addressing the reader directly, e.g. *Have you ever wondered whether animals in captivity are happy?*
- starting with a rhetorical question which states the topic, e.g. *Are there really more advantages than disadvantages to keeping animals in zoos?*

In the last paragraph you can give a balanced consideration or your opinion by:

- summarising the topic under question, e.g. *To sum up, keeping animals in captivity can be cruel and unnatural, but it is also necessary.*
- ending with a rhetorical question, e.g. *Would it be better to watch various species gradually becoming extinct?*
- giving the reader something to consider, e.g. *If it weren't for zoos, many people would never have the chance to see a live wild animal.*

- 3** Read the beginnings and endings and say which technique has been used for each, then match them.

BEGINNINGS ...

- 1 Did you ever dream of becoming a doctor when you were young? Although it can be a very rewarding career, being a doctor also has its drawbacks.
- 2 Imagine going to school all day long and then having to work as well. Many young people decide to attend school and have a part-time job at the same time. This can have both advantages and disadvantages.
- 3 Cooking is something that few of us have time to do in today's fast-moving world. But does eating out really have as many advantages as people think it does?

... ENDINGS

- A** It is up to each individual to decide whether he or she would benefit from working and studying at the same time. However, isn't it a pity that many simply have no choice due to poor financial situations?
- B** On balance, the life of a doctor can be both exciting and very demanding. Not everyone is suited for it, especially as it is not a profession with room for mistakes.
- C** All in all, while eating out does have its advantages, it is not something we should make a habit of. Perhaps we should all try to make time in our lives to eat properly.

- 4** Choose the appropriate word from the brackets to join the sentences.

- 1 We are working to protect the environment. It is a difficult job. (*although/besides*)
- 2 Computers can be fun. They can help us learn. (*moreover/in conclusion*)
- 3 Free education should be available to everyone. People should be able to attend a private school if they choose to do so. (*however/consequently*)
- 4 We must give money to underprivileged countries. We should help them to make use of their natural resources. (*in addition/because*)
- 5 There is more smog over the city. The new factory is polluting the air. (*because of/because*)
- 6 Junk food is bad for you. It can be very expensive. (*furthermore/although*)
- 7 Outdoor holidays can be enjoyable. The weather may spoil them. (*although/in addition*)
- 8 Learning a foreign language helps you understand another culture. It may offer you better job prospects. (*moreover/however*)
- 9 Team sports provide good physical exercise. You learn to cooperate with others. (*added to that/so that*)
- 10 Modern medicine has found a cure for many diseases. There are still many more which are not curable. (*on the other hand/to start with*)

- 5** Read the following model, list the points for and against, then answer the questions:

- a Which "first paragraph" technique has been used?
- b What justifications does the writer use to support his arguments for/against?
- c Which linking words have been used?
- d Is it a balanced argument?

Discuss the advantages and disadvantages of tourism

Have you ever thought about the effect tourism can have on an area? It may seem, at first, that tourism brings only benefits, but further consideration shows that it also has negative effects.

On the positive side, tourism provides employment. Many local people find jobs in hotels and restaurants, and shopkeepers have more customers. What is more, the extra income means that local councils have more money to spend on expanding and improving their facilities, thus making them better for both visitors and residents.

On the other hand, tourism can do a great deal of harm. For example, pollution is caused both by the increase in traffic and the litter that visitors leave behind. In addition, local traditions and lifestyles are replaced by new customs and habits. This creates confusion among the local people and causes conflicts between young and old.

In conclusion, an area can benefit from tourism in many ways. However, it can also do a great deal of harm, and local residents should be aware of this before deciding to encourage it.

6 Fill in the gaps with the correct linking words from the list below.

on the other hand *to sum up* *however*
therefore *first of all* *what is more*
moreover



Should animals be kept in zoos?

The question of whether it is right to keep animals in captivity is one that has been under discussion for some time now. After all, what right do we have to decide if an animal should be free or not?

There are several points in favour of keeping animals in zoos. **1)** it gives people the chance to see and learn about animals which they would probably otherwise never see. **2)**, many species are saved from becoming extinct by being kept in zoos, where they are encouraged to breed.

3), animals in zoos are forced to live in a completely unnatural environment and are often not given the amount of living space that they need. **4)** living in captivity makes animals dependent on humans and means that they cannot be released back into the wild, as they would not be able to survive.

5), it is obvious that keeping animals in zoos can deprive them of the right to live in their natural environment. It is, **6)**, sometimes the only way to prevent more species from becoming extinct. **7)**, we should try to ensure that animals are only kept in captivity when necessary.

7 Look at the following points. In pairs, give examples to support the points for and against **travelling by bicycle**.

For

environmentally friendly
 good exercise
 economical
 quick in heavy traffic

Against

dangerous
 unhealthy fumes breathed in
 does not protect from weather
 not good for long trips

e.g. *Travelling by bicycle is environmentally friendly because you do not have to use petrol and a bicycle does not produce any pollution.*



8 Read the following points and match them with the justifications. Then, say which are in favour of **going on a cruise** and which are against.

Points

- 1 A cruise holiday can be very expensive.
- 2 You are unlikely to get bored on a cruise ship.
- 3 A cruise is a relaxing way to spend one's holiday.
- 4 Young people may feel lonely on a cruise ship.
- 5 You may not be able to explore places as much as you would like.
- 6 One is given the chance to see many different sights within a short space of time.

Justification

- A Most cruise ships have a wide range of activities designed to appeal to all passengers' tastes.
- B You do not have to worry about travel arrangements and can spend all day sunbathing if you wish.
- C Passengers are usually allowed to spend only a short amount of time at each port visited.
- D This is because the majority of people who take cruises tend to be middle-aged or older.
- E Cruise ships usually visit a variety of places and passengers are allowed to make excursions at each port.
- F A cruise can cost three times as much as other types of holidays.

Self Check

9 Answer the following T/F statements.

- 1 The writer's opinion is stated in the introduction.
- 2 Linking words are not necessary.
- 3 Strong personal feelings must be expressed in an argumentative composition for and against.
- 4 Points for and against should be justified.
- 5 Plan your composition before writing it.

10 Write any two of the following compositions using 120 - 180 words.

- 1 Your school newspaper needs an article about the good and bad points of being rich and famous. Write your article for the newspaper.
- 2 Your teacher has asked you to write a composition discussing the advantages and disadvantages of living in cities.
- 3 Your teacher has asked you to write a composition discussing the pros and cons of travelling by bicycle.



Module Self-Assessment (units 7-9)

1 Choose the correct item.

- When an animal's is in danger, we should do everything we can to protect it.
A property B location C habitat D possession
- Although he is a well-paid basketball player, he has never actually scored a basket for his team.
A amateur B champion C professional D savage
- Our team the match against all odds.
A won B earned C beat D defeated
- When it comes to crime, is always better than punishment.
A protection B prevention C conservation D competition
- Could you please me to send my cheque to the World Wildlife Fund?
A remain B remember C recall D remind
- Pandas look gentle, but in fact they are quite
A fierce B thoughtful C intelligent D graceful
- The judge the criminal to ten years in prison.
A arrested B prosecuted C sentenced D accused
- The fans in the football stadium cheered for the players on the
A rink B ring C court D pitch

(8 marks)

2 Fill in the correct words from the list below.

<i>graceful</i>	<i>nosy</i>	<i>awareness</i>
<i>cautiously</i>	<i>identify</i>	<i>captured</i>
<i>unspoilt</i>	<i>threatened</i>	

- Thousands of species are being by the damage people do to the environment.
- We visited a(n) mountain village which looked as if it hadn't changed in centuries.
- Wild animals should be approached since they might attack.
- She couldn't her attacker because it had been too dark for her to see him clearly.
- We need to increase people's of the problems pollution causes.
- Our neighbour is so that she knows the private business of everyone in the area.
- A ballerina has to be both strong and
- The tiger which had attacked several villagers was and put in a protected area.

(8 marks)

3 Fill in the correct particle(s).

- She refused to suffer his behaviour without complaining. She refused to put his behaviour.
- His success as an antiques dealer developed from his interest in collecting old china. His success as an antiques dealer grew his interest in collecting old china.
- When Paula and Andy ended their relationship all their friends were upset. When Paula and Andy broke all their friends were upset.
- A burglar entered our house and took the TV. A burglar broke our house and took the TV.
- The fire brigade was called in to extinguish the fire. The fire brigade was called in to put the fire.

(5 marks)

4 Fill in the correct prepositions.

- My friend Sally had always dreamed becoming an actress, and the last time I heard her she sounded very proud herself because she'd just got her first part in a film. It's a film about a doctor who is danger of being arrested and put bars because of a false accusation. I can't wait to see it!
- My brother Peter and I are always fighting something. No matter what the other says or does, there is always something to complain But the other day, he brought home a kitten that he had found on the street. We cared it together and took turns feeding it regular times. Our parents couldn't believe that we were getting on so well and realised that sharing a pet was ideal both of us.

(10 marks)

5 Fill in the correct words from the list below.

<i>becoming</i>	<i>miss</i>	<i>at risk</i>	<i>awful</i>
<i>need</i>	<i>wildlife</i>	<i>close</i>	<i>pay</i>

The 1) truth is that many species are in danger of 2) extinct unless 3) conservation societies are supported by all of us. We must not 4) the opportunity to help animals which 5) protection, and we have to 6) attention to which species are 7) The experience of seeing wild animals at 8) quarters will convince all of us that they need as much help as we can give them.



(8 marks)

Module Self-Assessment (units 7-9)

6 Complete the sentences using the words in bold.

- I'm sure she did it on purpose.
have She on purpose.
- Why did you ring her again? There was no need.
rung You again.
- You mustn't park here without a permit.
allowed You here without a permit.
- Perhaps the animal was killed by poachers.
have The animal by poachers.
- It wasn't necessary for us to make a booking.
need We a booking.
- Why didn't you tell me about the meeting?
have You about the meeting.
- Perhaps the blackmailer didn't know him well.
known The blackmailer him well.
- It is not possible that he left without being noticed.
have He without being noticed.
- He made her admit to committing the crime.
to She to committing the crime.
- He found it difficult to concentrate on his work.
difficulty He on his work.

(10 marks)

7 Choose the correct word.

1) While / Besides

photography may seem to be difficult, as a hobby it is extremely enjoyable. Today's cameras are easy to operate;

2) Consequently / Furthermore

, even the least experienced person can take good photographs.

3) such / so

pleasure in being able to preserve the outstanding moments of one's

life on film that taking pictures becomes almost irresistible. Scenes, faces and events can be preserved forever, 4) **despite / whereas** our memories of these things fade quickly. Taking professional-quality photographs, 5) **however / although**, is not so easy, but capturing beautiful images for your own album is 6) **both / also** fun and fulfilling.



(12 marks)

8 Fill in the gaps with the correct form of the verbs in brackets.

- If you drive too fast you're sure (**crash**).
- There's no point (**ask**) her; she won't tell you.
- Matthew enjoys (**go**) skiing with his family.
- I'd love (**travel**) abroad.
- The policeman made him (**tell**) the truth.
- It's no use (**cry**) over spilt milk.
- He was seen (**enter**) the mansion secretly.

(7 marks)

9 Cross out the unnecessary words.

- He must have to seen the prisoners when they escaped.
- He is said to have be planning to resign.
- She denied that having taken the file.
- I look forward to be seeing the match at Wimbledon.
- Do you remember to seeing this film for the first time?
- You needn't have call them now. Do it tomorrow.
- I really miss my seeing him since he moved away.
- I don't believe she is been involved in the scandal.
- Due to that the climate changing, the polar ice is melting.
- He spends hours to working out every day.
- Apes are both gentle and as clever.
- "I don't like pasta." "Nor do I not."
- It was such a difficult exercise that hardly not anyone completed it.
- Running is tiring whereas of yoga is relaxing.
- On the account of his illness, he won't be able to come.

(15 marks)

Writing

10 Answer the following questions.

(17 marks)

- Are linking words necessary in an argumentative composition?
- Should arguments be supported with justification?
- How many addresses are in formal letters?
- How would we end a letter beginning with "Dear Mr Pitt"?
- Should each paragraph in argumentative compositions start with a topic sentence?
- Can the Passive be used in formal letters?

TOTAL: 100 marks

Travel, Learn & Enjoy

Before you start...

- What is your favourite sport? Give reasons.
- Which sport would you choose: ice-climbing or sailing? Give reasons.
- What would you do to reduce air pollution?
- What would you do to protect endangered species.

Listen, read and talk about...

Education

Unit 10



- types of educational institutions
- school equipment
- school subjects
- qualities a good teacher needs to have
- careers
- computers

Entertainment

Unit 11

- places of entertainment
- types of entertainment
- film reviews



Module 4

Units 10-12

Transport

Unit 12

- means of transport
- words related to planes, ships, trains, buses
- ways to commute

Learn how to ...

- agree/disagree giving reasons
- decide how to spend an evening out
- make & respond to suggestions
- recommend a film
- comment on books/films
- make announcements
- book a ticket
- express preference concerning films/books
- give advice

Practise ...

- expressing purpose
- future forms
- asking for/refusing/giving permission
- making offers/suggestions
- present/past participle
- bare infinitive/-ing form
- tenses
- comparative/superlative forms

Write ...

- an opinion essay
- a film/book review
- a descriptive/discursive/ narrative article
- a survey report
- an assessment report

Phrasal verbs : bring, run, go





Lead-in

- Look at the pictures. What do you think the people in the pictures might be studying?
- What are your favourite subjects?
- Are any of the students in the pictures wearing uniforms? Are the groups mixed or single-sex? Do you think schools were like this fifty years ago?
- How has technology helped to improve the educational system?
- Do you prefer to study alone or with other people? Why?



☛ Read the following summary, then listen to the tape and fill in the gaps.

The idea remains that students are 1) containers which a teacher fills with knowledge. However, this approach no longer works. The teacher's role is no longer simply to feed information to students. Facts are available in 2), on CD ROMS and on the 3) What students need are the 4) to find this information. Cooperative learning encourages 5), tolerance and helpfulness towards others. Students work in pairs, in threes and in 6) of four. The teacher is the 7), not the master. Brett Melville, a pupil, says: "In our class, we have time to discuss issues and 8) in detail." Lynne Gedye, a teacher, says: "The children's response was 9)" Cooperative learning turns the classroom from a competitive arena into a place where learning facts and life skills is 10) and effective.

Reading

You are going to read a text about a new teaching method. Seven sentences have been removed from the article. Choose from the sentences A-H the one which fits each gap (1-6). There is one extra sentence which you do not need to use. There is an example at the beginning (0).

Cooperative Kids

The concept of cooperative learning is **alien** to all of us who were taught the **traditional** way, but it offers our children the **adventure** of finding their own answers. Di Lilford reports.

If you took a doctor from the 19th century and put her in a modern operating theatre, she would have no idea what to do, but if you put a teacher from the 19th century into a modern classroom she would be able to **carry on** teaching without **pause**. 0 D

The idea **remains** that students are empty **containers** which the teacher fills with **knowledge**, and that all students have to do is listen and write.

Education **consultant** Alyce Miller says: "This approach does not work in today's changing world. We are not teaching **creative** problem-solving. We encourage competition, believing that this brings out the best in people." But this is not so. 1 She goes on to say that the teacher's role is no longer to feed students with information. "The facts are **available** in libraries, on CD ROMS and on the Internet. What students need are the skills to find this information, to use it and to think **creatively** in order to solve the problems of our world."

Miller believes that cooperative learning is the future of education and thinks of it as the best way to encourage responsibility, tolerance and **helpfulness** towards others. 2

In cooperative learning classes, the traditional classroom physical **layout** is abandoned. 3 Pupils learn to work first in **pairs**, then in threes, and finally in teams of four. Students **are required to** participate actively in discussing and **shaping** their own knowledge. The teacher, who is still very important to the **process**, becomes the helper rather than the **master**.

Aarnout Brombacher, head of the mathematics department at Westerford High School, says: "The incorrect **assumption** that many people make about cooperative

learning is that it is merely group work. It is much, much more. 4 With this **technique**, most of the time in the classroom is spent teaching them these skills - life skills."

Brett Melville, a 17-year-old pupil at the school, agrees. "You learn the same **material** as you would using the normal method, but this way you learn how to work with others at the same time. In our class, we are given enough time to discuss issues and problems in detail."

5 One teacher, Lynne Gedye, has been using cooperative learning in her classes for two years. She says, "This year we have several pupils in the class who can hardly speak a word of English. I was **tearing my hair out, wondering** what to do, but I need not have worried. The children's **response** was amazing. 6

All in all, it seems that cooperative learning turns the classroom from a competitive **arena** into a place where learning facts and life skills is both more fun and more **effective** for pupils and teachers alike.

- A Children do not sit in straight rows of desks facing the teacher, but rather face one another to make it easier to **share ideas**.
- B The strong ones **coached** the weak ones endlessly so that they could participate in the question time too.
- C However, she believes that this method is not suitable for all pupils.
- D Teaching methods have hardly changed in one hundred years.
- E She says that good relationships are the key to effective learning.
- F Encouraging children to concentrate on getting the best marks destroys motivation and takes the fun out of learning.
- G He adds that it might take longer than simply listening to the teacher lecture, but the students remember much more afterwards.
- H It recognises that pupils do not have the skills to work together.

Vocabulary Practice

- 1 Look at the words in bold on page 121 and try to explain them.
- 2 Fill in the correct word(s) from the list below:

*concentrate on tolerance participate approach
issues abandon merely
motivation concept skills*



- 1 Reading and writing are two of the which are considered to be most important in life. (**learnt abilities**)
- 2 The Parent-Teacher Association meets monthly to discuss concerning the school. (**topics**)

best taught using a simple (**method**)

- 4 When reading a text, language learners need to the sentence structure and prepositions, as well as the vocabulary. (**pay full attention to**)
- 5 Teaching a subject in a lively, interesting way increases a student's to learn. (**willingness**)
- 6 Miss Dean has so much that she can handle even the most difficult of students. (**patience**)
- 7 Many teachers want to continual testing and concentrate more on teaching. (**stop doing**)
- 8 If you want to in this game, you must listen to the instructions first. (**take part**)
- 9 Arithmetic is the introduction to advanced mathematics, but it must be learnt thoroughly. (**just**)
- 10 The of formal examinations dates back to ancient China. (**idea**)

- 3 Fill in the correct word(s) from the list below. Use the words only once.

*education to go on to share to feed
life to tear operating changing
to solve to work mathematics cooperative*

- 1 learning
- 2 sb with information
- 3 theatre
- 4 skills
- 5 consultant
- 6 to say
- 7 ideas
- 8 in pairs
- 9 a(n) world
- 10 the problems
- 11 department
- 12 my hair out



- 4 Underline the correct item.

- 1 A new teacher is joining our English **part/department/section** this term.
- 2 Cookery is a useful subject for girls and boys **like/alike/likely**.
- 3 My brother, who speaks fluent French, **coached/studied/practised** me in the subject before the exam.
- 4 The student **paused/stopped/ended** before answering the question.
- 5 Her teaching **process/technique/way** involves getting to know each student's needs.

- 5 Fill in the gaps with the correct particle(s).

- 1 Cooperation **brings** the best in people. (**reveals**)
- 2 Heavy smoking **brought** his death. (**caused**)
- 3 Mary managed to **bring** her father to her point of view. (**persuade sb to change an opinion**)
- 4 They **brought** him by splashing water on him. (**made him regain consciousness**)
- 5 It's very hard to **bring** a child. (**raise**)

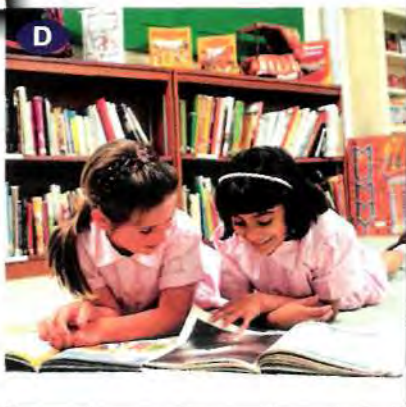
- 6 Fill in the correct preposition, then choose any five items and make sentences.

- 1) alien sb; 2) to concentrate sth; 3) to feed sb sth; 4) to be responsible sth/sb; 5) to share sth sb; 6) to be the key sth; 7) to participate sth; 8) to discuss sth sb; 9) to be important sb/sth; 10) detail; 11) all all; 12) my own; 13) to be suitable sb/sth

Talking Points

- ◆ Read the text again and make notes under the following headings, then talk about cooperative learning.
 - ◆ STUDENTS' ROLE ◆ TEACHER'S ROLE
 - ◆ BENEFITS ◆ CLASSROOM LAYOUT
- ◆ What skills do the pupils gain from cooperative learning? Would you enjoy being taught this way?

1 Match the pictures with the following places: **secondary school, primary school, university, kindergarten.**



2 Look at the list of qualities below. Which, in your opinion, are the most important ones needed to be a good teacher? Listen to the tape and tick (✓) the ones which are mentioned.

A good teacher should:

- a speak clearly
- b establish a friendly relationship with students
- c have a lot of confidence in front of large groups
- d understand students' individual needs
- e encourage students to be creative
- f keep tight control of a group of students
- g give students a lot of praise and support
- h attend refresher courses regularly
- i spend time preparing lessons thoroughly
- j punish students who don't work hard enough

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Which qualities do you think a good teacher should have? Write sentences as in the example.

e.g. I strongly believe that a good teacher should be able to understand students' individual needs.

3 Fill in the correct word.

- 1 I could get a job as a secondary school now, but I want to continue studying to become a university (**teacher/ lecturer**)
- 2 History is my favourite, but today's wasn't very interesting. (**lesson/subject**)
- 3 My primary school only has 300 but there are over 5,000 at my brother's university. (**pupils/students**)
- 4 Frank got good in all of his school exams, so he was able to go to university to do a (**grades/ degree**)
- 5 There will be no lectures during the last of my history as we are expected to study for exams then. (**course/ term**)
- 6 I got an extra for remembering the name of Napoleon's horse, so my final for the test was 19 out of 20! (**point/mark**)
- 7 The of the arts faculty used to be the of a primary school. (**dean/headmaster**)
- 8 When I went to I only saw my parents during the holidays, but now that I go to a I see them every night. (**day school/boarding school**)
- 9 It is necessary to pay school fees in order to go to a, whereas a is run by the state and is therefore free. (**comprehensive school/private school**)
- 10 My brother and sister go to a but I go to a where there are only girls. (**co-educational school/single-sex school**)



4 a. Look at Linda's school report below. Which do you think are Linda's favourite/least favourite lessons?

Subject	Marks / 100	Teacher's comments
Maths	55	Tries hard, but needs to concentrate more.
English	95	An able student – shows great promise.
History	58	Must do more revision! Can't remember facts and figures.
Art	95	Makes full use of her imagination and creativity.
French	90	Linda has a flair for languages.
Science	50	Can't quite grasp the need to experiment in order to get results.
Computer Studies	90	An interested and eager student.
P.E.	65	Participates, but doesn't really enjoy the lessons.
Music	95	A gifted student – plays both piano and guitar extremely well.

b. What kind of career do you think Linda might choose later on in life? Put a tick (✓) or cross (X) by the careers below.

- doctor singer/composer artist
 journalist computer programmer fashion designer
 accountant translator P.E. teacher

Discuss Linda's future career in pairs, giving reasons for your decisions. Use some of the following expressions:

agreeing:	Yes, you are quite/absolutely right. Yes, I quite agree with you. I couldn't agree with you more. Well, I suppose you may/could be right.
disagreeing:	I'm not sure you're right about ... I'm afraid I can't agree with you. I don't really think she ... I agree up to a point, but don't you think ...

e.g. A: I think Linda might become a journalist because she's very good at languages.
B: Yes, I quite agree with you. She could also become an accountant.
A: I don't really think she would choose this career because ...

5 Work in pairs. Talk about your favourite and least favourite school subjects as in the example:



e.g. A: I really enjoy physical education because it's fun and it keeps us fit. However, I don't really like physics because I find it difficult. What about you?

B: Well, my favourite subject is ...

6 The words below are the names of places one can find in a school. Complete the sentences by choosing the appropriate word.

gym canteen lab art room
classroom staffroom playing field
playground cloakroom library

- Today in the they had my favourite meal: steak and kidney pie with chips.
- When it rains, we have our P.E. lessons inside in the
- John nearly blew up the science last week when he mixed the wrong chemicals together.
- The walls of the are covered in pictures which have been painted by the pupils.
- It's always quiet in the and there are lots of interesting books there.
- We have lots of fun in the, playing games or relaxing between lessons.
- There are thirty desks and chairs and a big blackboard in our
- You should put your hats, scarves and coats in the
- The is for teachers only – pupils are not allowed to go in there.
- We watched our college team playing rugby on the yesterday.



7 Look at the pictures and identify the objects, then say how this equipment can be used in education. Use expressions like: *so that, to, so, to avoid ...* etc.



e.g. *A TV and video recorder can be used in a history class to make the lesson more interesting, for example, by showing students historical films.*

8 Look at the following notes and decide which can be done by computers. Then, listen to some students expressing their opinions and tick (✓) the boxes. How correct were your guesses?

- a teach a grammatical structure
- b print out information or compositions
- c help students to revise for tests or exams
- d help students with their personal problems
- e enable students to contact other people around the world
- f encourage students to work together
- g have information available when you need it
- h stop an argument in the classroom
- i help students with pronunciation
- j teach new vocabulary

Write a short paragraph explaining the different ways in which computers can be used to help learners.

e.g. *Computers can help you to get information when you need it. This means that instead of spending time going to libraries, you can get the information you need much faster on your computer...*



9 Read the following comments made by students and decide whether each is for or against taking exams. Then, write the reasons for and against in the two boxes below, as in the example.

A "Exams make everyone try to get the best marks they can."

B "I wasn't feeling well on the day of the exam, so I didn't do well."

C "The boy sitting next to me hadn't studied at all, but he copied my answers and passed the exam."

D "I don't think I'd bother studying if we didn't have exams."

E "I write very slowly, so I hardly ever have enough time to finish an exam."

F "I use my exam grades to find out whether or not I am improving in a subject."

G "I think exams are the quickest way of testing students."

H "I studied for weeks before my last exam, but on the day itself I was so nervous that I couldn't remember a thing!"

FOR	AGAINST
<ul style="list-style-type: none"> • exams encourage students to try harder 	<ul style="list-style-type: none"> • exam results may depend on how you feel on a particular day

Now, working in pairs, prepare a discussion between a person who is in favour of exams and a person who is against them. Then write a short paragraph on the topic.

e.g. *A: I think exams make students try harder to get good marks.
B: I agree up to a point, but don't you think the way you feel on the day of the exam can affect your results?*



Grammar/Use of English

(see Grammar Reference Section: Unit 10)

PURPOSE

1 Study the following examples and identify the ways purpose can be expressed. Which sounds the most formal to you?

- She applied to Swansea University **to study** law.
- She applied to Swansea University **in order to study** law.
- She applied to Swansea University **so as to study** law.
- She applied to Swansea University **with a view to studying** law.
- She applied to Swansea University **so that she could study** law.

Negative Purpose

- I'll take a map **in order not** to get lost.
- I'll take a map **so as not** to get lost.
- I'll take a map **so that** I won't get lost.
- I'll take a map **to avoid** getting lost.
- I'll take a map **for fear** I might get lost.
- I'll take a map **in case** I get lost.
- He had an alarm system installed **to prevent** burglars from breaking in.

2 Join the sentences using the words in bold.

- 1 He spoke in a very low voice. He didn't want to be heard by the people at the back. (**avoid**)
- 2 Governments should take measures. Citizens can live in safety. (**so that**)
- 3 They practised a lot. They wanted to improve their writing skills. (**with a view to**)
- 4 Make a copy of this document. You may lose the original. (**in case**)
- 5 The school gates are locked during the day. They don't want outsiders to enter the building. (**prevent**)
- 6 The teacher did revision exercises. He wanted the students to be well prepared for the test. (**so that**)
- 7 He didn't say anything. He didn't want his classmates to laugh at him. (**for fear**)
- 8 They put on heavy clothes. It might be cold up in the mountains. (**in case**)

3 Join the sentences in as many ways as possible.

- 1 I will set my alarm clock. I don't want to wake up late.
- 2 She trained hard. She wanted to win the race.
- 3 She decided to walk the dog. She didn't want him to bark all night.
- 4 She cleaned the house. She thought her friends might be coming round.

- 5 The parents bought their children a computer. They wanted them to develop their language skills.
- 6 He put a lock on his bicycle. He didn't want it to be stolen.
- 7 She started exercising. She wanted to lose weight.
- 8 He turned the music down. He didn't want to wake his mother.

EXPRESSING FUTURE

4 a. Identify the tenses in bold, then match them with their meanings.

- 1 I'm tired. I think I'll **stop** reading for a while.
- 2 People **will start** living on other planets in 50 years' time.
- 3 I'm **going to** hand my project in on Monday.
- 4 He hardly studies anymore. He's **going to** fail his exams.
- 5 She's **meeting** the headmaster at 6 o'clock tomorrow.
- 6 The school performance **starts** at 9.00 and **finishes** at 11.00.

- a The writer intends to do something.
- b The writer has arranged a definite appointment.
- c The writer makes a prediction about the future.
- d The writer gives information about a fixed programme.
- e The writer has got evidence that sth will probably happen.
- f The writer makes an on-the-spot decision.

b. Read the sentences and identify the tenses in bold, then say what each tense expresses.

- a Don't worry! I'll **have tidied** the house by the time they come.
- b Max **will have been working** as a teacher for 10 years by May.
- c This time next week we **will be sitting** the mid-year test.

5 Fill in the correct future tense.

- 1 I'm sure he (agree) to show us how to use the Internet.
- 2 They (open) the new computer library next week.
- 3 This time tomorrow I (sit) my exams.
- 4 "I think I (do) a design course at university," Bill said.
- 5 The rock concert (start) at 9.00.
- 6 I'm sure he (buy) a new car by the time he graduates.
- 7 They (be/married) for thirty years this January.
- 8 I've bought some wood; I (make) a new cupboard.
- 9 I can't come with you this afternoon because I (see) my aunt.

6 Working in pairs, answer the following questions.

- 1 What are your plans for the weekend?
- 2 What will you have done by the end of this year?
- 3 What will you be doing at 6 pm on Sunday?
- 4 What are you definitely doing tomorrow?

7 Fill in the blanks with the correct tense.

Before you 1) (**take**) your exams at the end of this term, there are a few things you should bear in mind: Once you 2) (**know**) the exact dates and times of your exams, it 3) (**be**) wise to make out a revision timetable for yourself. If you 4) (**organise**) your time properly, you 5) (**be**) more likely to get good grades. Before you 6) (**start**) revising put all your notes into some kind of order and whenever you 7) (**come across**) any key points write them on separate pieces of paper. Remember that as long as you 8) (**approach**) your exams in a calm and structured way, you 9) (**feel**) more confident about what you're doing. Whenever you 10) (**feel**) under stress you should take a break and do something relaxing for a while. And, finally, the night before you 11) (**sit**) the exam, go to bed early and get a good night's sleep. If you 12) (**follow**) this advice, you 13) (**pass**) your exams with flying colours. Good luck!

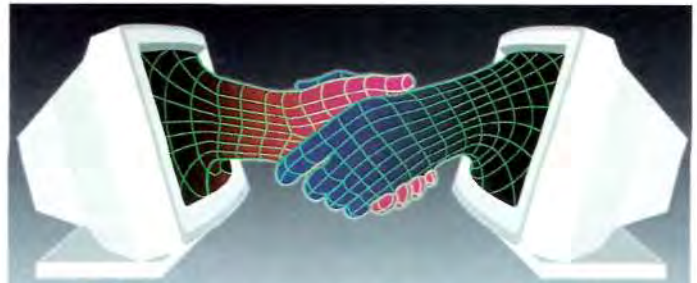
8 Fill in: **will** or **am going to**.

- 1 A: What would you like, sir?
B: I have a steak and a salad, please.
- 2 A: Have you got any plans for Wednesday evening?
B: Yes, I have dinner with Steve.
- 3 A: Will you join us for lunch?
B: I'm sorry, I can't. I attend a business meeting.
- 4 A: Here are my notes from the lecture.
B: Thanks. I give them back to you tomorrow.

Pronunciation

9 Listen to these words and put a tick in the relevant box. Then listen again and repeat.

	/ s /	/ z /		/ s /	/ z /
advise			phase		
advice			seal		
lice			zeal		
lies			niece		
face			knees		



10 Fill in the gaps with the correct word derived from the words in brackets.

The Internet has changed 1) (**communi- cate**) as we know it. From education to 2) (**advertise**) this new 3) (**technology**) advance has affected 4) (**practical**) every aspect of our lives. Magazines, newspapers and even books are "on-line" and can be read on the computer. You can find 5) (**inform**) on any topic – the 6) (**possible**) are 7) (**end**). The Internet can 8) (**instant**) connect you to other computers, allowing you to "chat" with people all over the world. It's actually very easy to learn how to use the system, and once you're on-line, you'll never want to turn the computer off! The 9) (**develop**) of such technology has come a long way. These 10) (**amaze**) electronic devices have changed many people's lives forever.

11 Read the letter and cross out the unnecessary words.

Dear Julie,

Thanks ~~you~~ so much for your last letter. I 'm sorry I didn't have the time to reply more sooner, but I had to put in a lots of extra hours on my new contract to prevent our latest clients from going to one another advertising company.

Things have been pretty quiet at the home. Stan is thinking of taking the roof off the shed with a view to be turning it into a greenhouse. You know about how much he loves his plants.

It was our third wedding anniversary last week. Stan he took me out for a wonderful Italian meal and bought for me a bunch of roses. We did think of having a party, but since we couldn't afford to it, we didn't to invite anyone and had just spent the day together.

Anyway, that's was all my news for now. Write us soon.

All the best,
Fiona

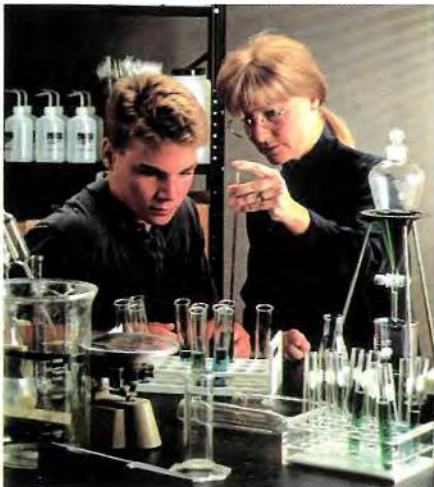
Listening Task

☰ You will hear a conversation which takes place in a teacher's office between a teacher, Mr Brown and two parents, James and Linda Eliot. Answer questions 1-6 by putting **T** (for teacher), **J** (for James Eliot), or **L** (for Linda Eliot) in the boxes provided.

- 1 Who is anxious at first?
- 2 Who is offended?
- 3 Who is worried about Sarah changing schools?
- 4 Who thinks Sarah is sociable?
- 5 Who doesn't want Sarah to go to a girls-only school?
- 6 Who thinks Sarah should change schools at the end of the year?

Speaking Task

Work in pairs. Look at the following pictures which show school subjects and decide which is the most important subject and which is the least important. What other subjects would you like to see on a school curriculum? Why?



Writing

Argumentative - Expressing Opinion

1 Look at the picture. Do you think it is necessary for children to attend kindergarten? Give your opinions and justify them.

2 Listen to the tape and fill in the table below.

argument	supporting reason
1 Children learn social	1 It shapes children's
2 Children are prepared for school.	2 Children are taught pre-reading and pre-writing
3 Children are taught	3 Children learn to follow a and there are classroom

- Compositions expressing opinions are formal in style. Unlike for/against argumentative essays, this type of topic asks for your own opinion, which should be clearly stated and supported by reasons. A good argumentative composition expressing opinion should consist of:
 - a) an **introduction** in which your opinion is clearly stated,
 - b) a **main body** which can consist of two or more paragraphs. Each viewpoint, supported by a logical reason, should be presented in a separate paragraph. The opposing viewpoint is mentioned in a new paragraph. In the same paragraph you might include a lead-in opinion to your conclusion.
 - c) a **conclusion** in which you sum up your viewpoints and re-state your opinion.

Points to remember

- Never start writing your composition before making a plan.
- Each paragraph should start with a topic sentence which summarises the paragraph.
- Each viewpoint should be joined to the others with linking or sequence words e.g. *in the first place, to start with, what is more, also, furthermore, besides, apart from this, it is argued that*, etc.

Useful Words and Phrases

To list viewpoints: Firstly, In the first place, To begin with, Secondly, Thirdly, Finally, etc.

To add viewpoints: both...and, What is more, not only...but also, In addition, Furthermore, Besides, not to mention the fact that, etc.

To present the other side of the argument: Contrary to what most people believe, As opposed to the above ideas, Some people argue that ... etc.

To express opinion: I believe, In my opinion, I think, In my view, I strongly believe, I feel that, It seems to me that, etc.



Introduction

Paragraph 1

state topic and your opinion clearly

Main Body

Paragraph 2

viewpoint 1 and reason

Paragraph 3 *

viewpoint 2 and reason

Paragraph 4

give the opposing viewpoint and reasons

Conclusion

Final Paragraph

restate your opinion, using different words

** you may include more viewpoints, and therefore more paragraphs in the main body*

3 Read the following model about recycling and fill in the topic sentences given below.

- a. *Many people argue that the actual process of collecting and recycling materials is expensive and unnecessary.*
- b. *To start with, it is very important for people to realise the damage that our rubbish is doing to the environment.*
- c. *Another important reason is that many forests are being destroyed due to paper being wasted.*

Recycling - How Important Is It Really?

Saving certain recyclable materials and taking them to recycling centres has become part of the daily routine in many homes. In my opinion, this should be encouraged for a number of reasons.

1 Our towns, rivers and seas are becoming more and more polluted with household waste. This could easily be prevented if people took the time to sort, save and recycle their rubbish.

2 Hundreds of thousands of trees are unnecessarily cut down to make paper products. Again, by recycling the paper that we would otherwise throw away we could reduce this wastage.

3 They say that special machinery is required and that many people have to be employed to operate it, thus making recycling more expensive than simple waste disposal. They forget, however, that recycling both creates jobs and is beneficial to the environment.

All points considered, I strongly believe that people should be made aware of the benefits recycling can bring, and should be encouraged to participate in programmes that will help create a cleaner world for everyone in the future.

4 Read the following model and list the viewpoints and supporting reasons mentioned. What other words could you use in place of the words in bold? Then, give the paragraph outline.

Physical Education should be taught in schools

Physical Education has been a part of the school curriculum for years, and I believe that it should remain so for a variety of reasons.

In the first place, offering Physical Education in schools is vital for children who have neither the time, nor the opportunity to do sport elsewhere. Physical Education is especially beneficial for children living in crowded cities who do not have space to play. Doing sport at school gives them the opportunity to exercise and get rid of their excess energy.

In addition, team sports develop children's social skills encouraging them to work as part of a team and to cooperate with others.

On the other hand, some parents feel that Physical Education should not be a compulsory subject as not all children enjoy or are good at sport. These parents forget, however, that all children can benefit from physical activity, and doing sport will give them the chance to improve their skills and their health.

In conclusion, I believe that Physical Education is an important part of every school curriculum since physical activity helps children to keep fit, and stay energetic and alert.

5 Read the following beginnings and endings and match them. Which belong to an argumentative composition expressing opinion?

BEGINNINGS ...

- 1 Spending one's summer holiday climbing in the mountains of Tibet or white-water rafting may not be everyone's idea of fun, but adventure holidays are becoming extremely popular. They have both their good and bad points.
- 2 Becoming a vegetarian is a choice that many people are making after recent health scares. The question is, does being a vegetarian have a positive or negative effect on one's health? I believe that it can do more harm than good.
- 3 A scene unfolds before one's eyes of yet another miracle of nature: a baby elephant being born. If it were not for television, this is something we might never see and for this reason I feel that TV plays an important role in education.

... ENDINGS

- A To sum up, I believe that television should continue to play a role in education. Well-made programmes can give us a broader view of the world and can teach us about things which are outside our everyday experience.
- B All in all, whether you will enjoy an adventure holiday or not depends on the type of person you are. Taking holidays of this kind should be carefully considered, because they are not for the faint-hearted!
- C In conclusion, I feel that vegetarians could suffer from health problems if they do not have a healthy, nutritious diet. However, everyone must decide for themselves which lifestyle choice suits them best.

- 6 Read the following models and answer these questions: a) Which is a “for and against” argumentative essay? b) Which are the “for and against” points mentioned? c) Which is an argumentative essay expressing opinion? d) How is each viewpoint supported? Finally, give the paragraph outline.

MODEL A

Computers: A blessing or a curse?

Almost every home, office or school has a computer of some kind these days. Many people feel that these machines are now an essential part of our lives, but how necessary are they really?

One of the main advantages is the time that can be saved by using a computer. This is especially beneficial in the workplace, where employees can do their work far faster than they could in the past. In addition to this, computers can be educational and fun. From a very young age, children can gain basic computer skills through programmes that allow them to learn, draw, paint and play. In today’s technological world, this knowledge can only help them in the future.

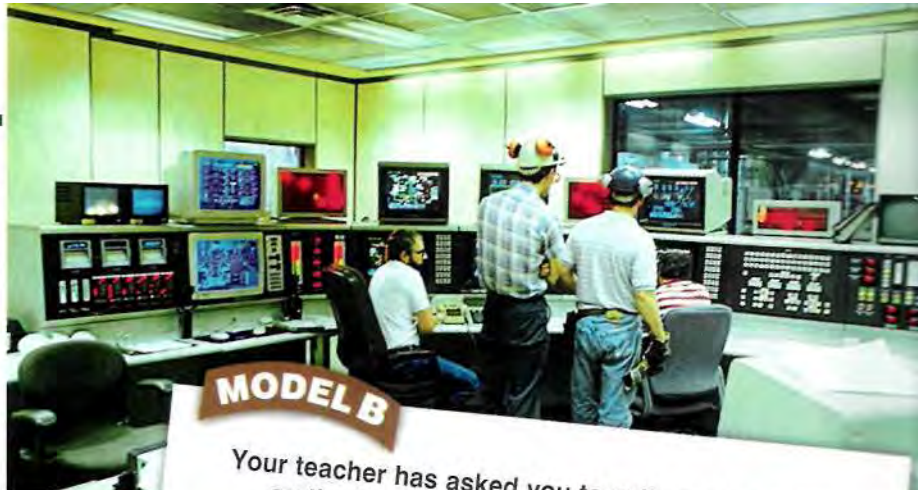
However, there are various negative aspects to using computers. Many jobs have been lost due to the fact that computers can do a lot of tasks more efficiently than humans. This has led to high unemployment in many countries. What is more, computers can actually cause health problems. Endless hours in front of a screen can cause eye strain and headaches, which are serious side-effects.

To sum up, it seems that computers are a useful addition to our fast-moving world of high technology. However, it must be remembered that they are here to serve us — not to replace us.

Self Check

- 7 Answer the following T/F statements.

- 1 All viewpoints are given in one paragraph.
- 2 The writer’s opinion is presented in the first paragraph only.
- 3 Viewpoints should be linked with sequence words.
- 4 The opposing viewpoint should never be stated.
- 5 Each viewpoint is supported by a reason.
- 6 A topic sentence summarises each paragraph.



MODEL B

Your teacher has asked you to write a composition on the topic “Are computers a necessity?”

Computers play an important role in the lives of most of us today, whether we realise it or not. Some people, however, are beginning to ask if we really need them. In my opinion, computers have become a necessary part of modern life.

In the first place, computers can save a lot of storage space. Storing information on computer disks is one of the most efficient ways of keeping data. One computer disk can hold the same amount of information as several books.

Furthermore, computers save everyone a lot of valuable time. Stored information can be found at the touch of a button, whereas searching for it manually takes much longer. Therefore, our everyday lives are made easier — from going to the bank to doing the shopping.

Nevertheless, there are those who claim that computers are unnecessary and make our lives more complicated. They argue that in the past we managed very well using other methods and that we have become too dependent on computers. However, they fail to consider that the time saved by using computers for repetitive tasks enables us to use our own time more creatively and productively.

All in all, I strongly believe that computers are a useful tool. They have changed our lives for the better and there is no reason why we should not make them work to our advantage.

- 8 Read the following topics and identify the type of each. Then, give the paragraph outline for each listing the arguments/viewpoints. Finally choose any two of them and write them in an appropriate style using 120-180 words.

- 1 Your teacher has asked you to write a composition on the topic: *Should everyone have a university education?*
- 2 Your teacher has asked you to write a composition giving your opinion on this question: *Family or friends - which are more important?*
- 3 Your school magazine is investigating the question: *Is school the best preparation for your working life?*
- 4 Your college newspaper needs an article which discusses the good and bad points of working and going to school at the same time.



Lead-in

- Look at the pictures and identify the forms of entertainment each one suggests. What kind of words are associated with these forms of entertainment?
- What other forms of entertainment can you think of?
- What is your favourite form of entertainment? Why?



Try to match the following theme parks with their special attractions. Then listen to the tape and see if your guesses were correct.

Universal Studios, America
Sentosa, Singapore
Legoland, Denmark
Alton Towers, the Midlands
The Magic Kingdom, Florida

Mickey Mania Parade
Energizer
Jurassic Park
Miniland
Volcanoland

Reading

You are going to read a magazine article about theme parks. For questions 1 - 10, choose from the theme parks (A - E). The theme parks may be chosen more than once. There is an example at the beginning (0).

A Universal Studios	C Legoland	E The Magic Kingdom
B Sentosa	D Alton Towers	

Which theme park:

opened 3 decades ago?

0 A

has a breathtaking evening show?

6

do visitors have to purchase food in if they want to eat?

1

can you have fun in even if it rains?

7

has gigantic monsters as one of the main attractions?

2

is good for young and old people?

8

has exotic flowers on display?

3

has one attraction which is ideal for hungry visitors?

9

has smaller versions of historic monuments?

4

do visitors pay per ride in?

10

can be reached by several modes of transport?

5



THE GREAT THEMES

By popular **request**, David Wickers **reviews** some of the world's most impressive theme parks in this week's **slot** for holiday destinations.

Universal Studios, America's fourth largest theme park, has enthralled 35,000 people a day since it opened 30 years ago. Its **latest** attraction, Jurassic Park, is a **miracle** of modern engineering with monsters as tall as five-storey buildings which come so close that you feel convinced they're going to step on you. You can also enjoy a boat cruise through a tropical forest, which ends with a 25-metre high-speed plunge into a dark **lagoon**. Other attractions include **Jaws**, E.T. and Back to the Future. Tickets cost \$34 for adults and \$26 for children under twelve.

The Sentosa theme park in Singapore stands on its own island, accessible by boat, cable car or a 700-metre **causeway**. One of its most spectacular attractions is **Volcanoland**, which takes you on a **simulated** journey to the centre of the earth with half-hourly **eruptions** and earthquakes. Sentosa's huge **aquarium** is the largest in Asia, and the gardens, with their 300 varieties of **orchid**, are a pleasure to wander through. All the rides and attractions are individually priced, **ranging** from \$2 to \$4 for adults in addition to the \$6 entrance price. Children pay half price.



Legoland is **situated** near the town of Billund in Denmark, where *Lego* and *Duplo* pieces have been made for 64 years. There are two main areas in Legoland. One is Miniland with its miniature models depicting Amsterdam, Copenhagen harbour and an English village, as well as the Taj Mahal, **constructed** of **Lego blocks**. The second area contains rides including a sky railway, a mini driving school and an exciting boat ride called Pirateland, all of which are great for kids and, fortunately, are not made of Lego! Admission is about £11 for adults and £10 for children.

Alton Towers in the Midlands is Britain's most popular theme park. The rides, including the Energizer, Thunderloop and Nemesis will make you **scream** with excitement and are as good as anything Disneyland can offer. There are 125 attractions, one third of them **indoors**, **permitting** fun in all weather. Alton Towers' **unique** attraction is the Chocolate Factory;

it never runs out of sweets and fizzy drinks. A day pass is £17 for adults and £13 for children aged 4 to 13.

Walt Disney's **Magic Kingdom** in Florida is suitable for all ages. It is made up of seven "lands", each with a different **theme** and has rides ranging from the petrifying Space Mountain (screams are **guaranteed**) to the more sedate Jungle Cruise and **Haunted Mansion**. It's also a delight to see Mickey Mouse and his friends signing autographs, **posing** for photographs and even joining visitors for breakfast! The best attractions at the Magic Kingdom are **definitely** the daily Mickey Mania **parade** and the evening fireworks show which are not to be missed. There is also a **vast** choice of snack bars and restaurants as it is Disney's policy not to allow visitors to bring their own food. The admission price is excellent value for money at \$40.81 for adults and \$32.86 for children aged 3 to 9.



Vocabulary Practice

1 Look at the words in bold on pages 132 and 133 and try to explain them.

2 Fill in the correct word from the list below:

- | | | |
|--------------------|-------------------|-------------------|
| <i>policy</i> | <i>enthralled</i> | <i>admission</i> |
| <i>petrifying</i> | <i>sedate</i> | <i>depicted</i> |
| <i>destination</i> | <i>plunge</i> | <i>convinced</i> |
| <i>fizzy</i> | <i>ranging</i> | <i>accessible</i> |

- After a long journey they eventually reached their (final stop)
- The children were by the lights and colours at the fireworks show. (fascinated)
- In Volcanoland we felt that we were really in the centre of the earth. (certain)
- The simulated submarine ride began with a 15-metre to the bottom of the sea. (downwards movement)
- The new theme park is by motorway. (possible to be reached)
- The disc jockey at this nightclub plays all kinds of music from reggae to rave. (varying)
- After eating a lot of chocolate, the children asked for drinks. (bubbly)
- The painting the musician playing his violin. (showed)
- You have to pay £3 to get into the museum. (entrance fee)

10 Some visitors found the visit to the haunted house simply (terrifying)

11 We decided to go for a(n) walk around the gardens after we had been on the roller-coaster. (slow and calm)

12 Some theme parks have a(n) not to allow visitors to bring in their own food. (official rule)

3 Fill in the correct word from the list below. Use the words only once.

- | | | | |
|---------------------|------------------|--------------|------------------|
| <i>to pay</i> | <i>to scream</i> | <i>value</i> | <i>miniature</i> |
| <i>individually</i> | <i>to pose</i> | <i>cable</i> | |
| <i>tropical</i> | <i>snack</i> | <i>boat</i> | |

- priced
- cruise
- forest
- car
- models
- with excitement
- per ride
- for photographs
- bars
- for money

4 Choose the odd word out.

- FUNFAIR: ride, big wheel, autograph
- CINEMA: screen, snack bar, fireworks
- DISCO: dance floor, cable car, video wall
- RESTAURANT: stage, fizzy drinks, menu



5 Fill in the correct particle(s).

- When I went to make some coffee, I realised that we had run sugar. (had no more)
- Drive more carefully, or you will run another car. (collide with)
- The team of climbers ran so many problems that they were unable to reach the mountain top. (encountered)
- The old lady was seriously injured when she was run by the car. (knocked down)
- Jimmy ran from boarding school because he missed his parents so much. (secretly escaped)
- The actor ran his script one last time before stepping onto the stage. (practised)

6 Fill in the correct preposition, then choose any five items and make sentences.

- request; 2) to plunge sth; 3) to be suitable sb/sth; 4) a choice sth; 5) to be display; 6) to be ideal sb/sth; 7) to go a trip; 8) to wander

Talking Points

◆ Read the text on page 133 again and make notes under the following headings:

- ◆ NAME ◆ LOCATION ◆ PRICES
- ◆ SPECIAL ATTRACTIONS & ACTIVITIES

Then, looking at your notes, describe each theme park.

◆ Which of these theme parks would you like to visit? Why?



Language Development

1 Look at the following pictures and identify the types of entertainment, then match the words with each type of entertainment. What other words come to your mind? Which do you like most? Why?



aisle, band, curtain, acrobats, microphone, lyrics, cages, foyer, clowns, guitarist, dodgems, rides, play, haunted house, flying trapeze, roller-coaster, performing animals, big wheel, lead singer, playwright, drums

2 Fill in with the words in brackets.

- 1 A film's tells the actors how to play their parts while the deals with the financial side of the film. (**producer/director**)
- 2 When a book is made into a film, the original work by the is transformed into a script by the (**author/screenwriter**)
- 3 She was the first person to appear in the opening so she felt quite nervous as she stepped onto the (**scene/stage**)
- 4 In the variety show, a comedian told a few followed by a magician who performed some great magic (**tricks/jokes**)
- 5 Hundreds of watched the circus parade through the streets in the morning, and as a result there was a huge at the show in the evening. (**audience/spectators**)
- 6 At the circus we laughed at the with their silly clothes and make-up, and gasped in amazement as the performed on the flying trapeze. (**acrobats/clowns**)
- 7 The museum's is the person who is in charge of the place whereas the looks after the building. (**curator/caretaker**)
- 8 At the concert the led the couple to their seats. Moments later the appeared on his podium and the choir began to sing. (**usher/conductor**)
- 9 Yesterday morning we went to the zoo where we saw the animals in their and the fish in the (**aquarium/cages**)
- 10 The played some soft music while the were backstage getting ready for the play. (**orchestra/cast**)

3 Fill in the gaps with the correct preposition: **to, about, for, in, on, into, with, onto**

- 1 The whole audience rose and applauded as the actress stepped the stage.
- 2 *Jurassic Park* was a film dinosaurs.
- 3 Several young actresses auditioned the leading role the new musical.
- 4 It was her first visit the theatre and she was very excited.
- 5 As the actor walked the spotlight everyone cheered.
- 6 There are four acts and nine scenes the play.
- 7 What is at the Odeon this week?
- 8 I'm not in the mood going out tonight.
- 9 The new director worked very well the cast and crew of the film.
- 10 All the actors gathered stage the curtain call.

4 Peter and Ann are trying to decide how to spend an evening out. Listen to their conversation and fill in the missing words.

Peter: Would you like to go out this evening?

Ann: Yes, why not? What do you have in mind?

Peter: 1)
.....
.....
going to a concert?

The Ragford Symphony Orchestra's playing at the Sindican Centre tonight at 7.30.

Ann: Oh no! I'm not in the mood for that kind of thing. 2) going to the theatre?

Peter: 3) Oh, maybe not. There's a pantomime on, but it starts at 6.30, and it's 6.15 now.

Ann: Oh, I see. Well, 4) go to the cinema? *Rob Roy* is on at the Odeon.

Peter: That sounds nice. 5) have a quick snack before we buy our tickets.

Ann: That's a lovely idea. 6) go to Pierre's.



5 Look at the following advertisements, then in pairs act out a dialogue similar to that in Exercise 4.

Making suggestions: *Let's ..., Shall we ...?, Why don't we ...?, What/How about ...?, We could ..., etc.*

Responding to suggestions: *Positively: That sounds fine ..., That's a good idea ..., That sounds like a good idea to me ..., etc. Negatively: I don't think that's a good idea ..., I'm not in the mood for ..., etc.*

The Odeon Cinema presents

Rob Roy

Evening screening - 7.30 pm
Late night screening - 11 pm
- comfortable seats, Dolby sound, snack bar

Tel: 0171-3720064

Snow White and the 7 Dwarfs at The Theatre Royale

"The audience adored it, and so did I"

Bill Bailey, *The Times*

Tickets - £4 adults
- £2.50 children under 16
Matinée - 2.30 pm
Evening Performance - 6.30 pm

Tel: 0171-3730075

THE SPHINX

Tonight only!

Guest DJs - MC Ginger and Spinner Rapids playing a wide variety of music ranging from Rock to Hip Hop
Entrance £2.50
Snack bar
Open 10.30 pm till late

Tel: 0171-3725565

Sir Brian St John conducts the Ragford Symphony Orchestra

at **The Sindican Centre**

Steven Illefass-cello
Mary McMillan-piano
Beethoven's 5th Symphony
Tickets £6 - £30
7.30 pm

Tel: 0171-3752365



- 6 "The play got such good reviews in the newspapers that Mabel was **convinced/convincing** she would enjoy it."
- 7 "It was so **disappointed/disappointing**; the costumes were awful and the ballerinas were the worst I've ever seen!"
- 8 "I found the section on Roman art by far the most **interested/interesting** part of the exhibition."
- 9 "I was **shocked/shocking**! Why do they keep lions and tigers in such small cages?"
- 10 "It was a **thrilled/thrilling** performance. The singing and acting were the best I've seen in a long time."

7 Listen to the people's comments and decide what types of entertainment are being described. How does each person feel? **impressed, delighted, disturbed, bored or scared?**

TYPES OF ENTERTAINMENT	FEELINGS
A ...funfair...	...scared.....
B
C
D
E

Listen again, and in pairs discuss which of the types of entertainment described you would or wouldn't like to go to, giving reasons. Use the following expressions:

*I'd like ... I'd rather ... I wouldn't fancy ...
I fancy ... I wouldn't like ... I'd rather not ...*

- e.g. A: I'd like to go to the circus to see the clowns and the acrobats. I'm always fascinated by their tricks.
B: Oh no, I'm sure I'd be really bored. I'd rather go to ...

8 Fill in with the correct word derived from the words in brackets.

To escape from the routine of cooking and eating at home, many people visit their 1) (**favour**) restaurant or, if they are feeling 2) (**adventure**), then try an unfamiliar eating place. Eating out is a great 3) (**please**). You have the chance to sample 4) (**taste**) dishes which are 5) (**care**) prepared by 6) (**experience**) chefs. You can try foods from around the world, everything from 7) (**spice**) eastern dishes to 8) (**tradition**) French and English cuisine. Eating out also gives you the chance to 9) (**social**) with friends and to enjoy a 10) (**relax**) meal without having to make any tiring 11) (**prepare**) beforehand. For a break from the ordinary, having a meal out is an easy and 12) (**enjoy**) option.

6 Underline the correct word then decide which type of entertainment each sentence refers to, as in the example.

- 1 "I was **amazed/amazing** when I walked into the place. The sounds, themes and colours in the games were beyond my expectations." (*amusement arcade*)
- 2 "The most **amused/amusing** part of the show was the clowns. They were very funny."
- 3 "The big wheel was really **excited/exciting**. I could see the whole city when we were up at the top."
- 4 "I had been told that the conductor was the best in the world, but I had a terribly **boring/bored** evening."
- 5 "Richard Richardson's epic was very **entertained/entertaining**; the script and the soundtrack were excellent."

9 Fill in the correct word from the list.

setting script scene cast plot characters

- 1 The stars in the film's included Robert De Niro, Brad Pitt and Tom Cruise.
- 2 The in the story were all based on real people.
- 3 Copies of the were given to all actors so that they could learn their parts.
- 4 The for the film was a traditional Italian village.
- 5 The film's was so complicated that I was totally confused by the time it ended.
- 6 The final, when the boy released the lion cub into the wild, was really moving.

10 Read the critic's review and fill in the gaps with one word. Then read it again and answer the questions:

- a) What is the film about?
- b) Who stars in the film?
- c) Where and when does the story take place?
- d) Who is the film directed by?
- e) What is the critic's recommendation?

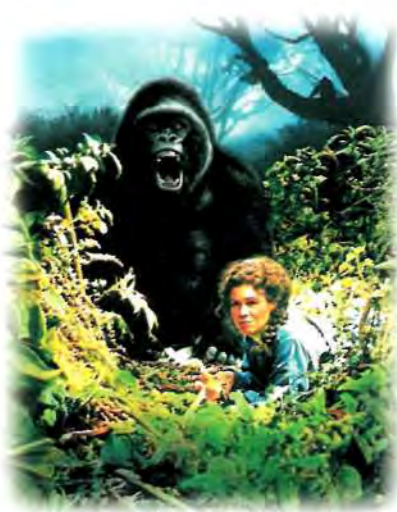
Gorillas in the Mist is a film set in the sixties. It tells the true story of Dian Fossey and her struggle to save the African mountain gorillas 1) extinction.

Sigourney Weaver is ideal in the role of Fossey, a strong, independent woman 2) decides to leave her job – and her fiancé – to travel to Africa. She has 3) hired by Dr. Louis Leakey (Iain Cuthbertson) to conduct a study of mountain gorillas which are 4) hunted and are in danger of 5) extinct.

The film follows Fossey's fight to ensure the survival of the species and gives the audience a breathtaking view of the African landscape, as 6) as some spectacular shots of the magnificent mountain gorillas. Bryan Brown gives a fine performance 7) the National Geographic photographer Bob Campbell who is fascinated 8) Fossey's dedication and determination. Their relationship is 9) given a chance, though, as Fossey refuses to leave her mountain-top home and the gorillas, 10), by now, she has come to think of as family.

Michael Apted's direction manages to capture some unforgettable images, 11) heartwarming and tragic. He portrays Fossey as a woman 12) dedication to her mission eventually leads to 13) being killed.

Fossey's life's work resulted 14) the increase of the mountain gorilla population. The film will appeal to everyone, young and old alike, who believes that one person really can 15) a difference.



11 Listen to a critic commenting on a book and tick (✓) the adjectives she uses to describe the characters and the plot.

Characters		
convincing		<input type="checkbox"/>
predictable		<input type="checkbox"/>
well-developed		<input type="checkbox"/>
realistic		<input type="checkbox"/>
weak		<input type="checkbox"/>
original		<input type="checkbox"/>

Plot		
gripping		<input type="checkbox"/>
boring		<input type="checkbox"/>
involving		<input type="checkbox"/>
dramatic		<input type="checkbox"/>
dull		<input type="checkbox"/>
moving		<input type="checkbox"/>
entertaining		<input type="checkbox"/>
informative		<input type="checkbox"/>
confusing		<input type="checkbox"/>
exciting		<input type="checkbox"/>

12 Using the words from Ex. 11 first talk then write about a film you have recently seen or a book you have recently read. You may also use your own ideas.

e.g. I really enjoyed watching *Pretty Woman*. The characters, played by Richard Gere and Julia Roberts were very convincing. The plot was quite entertaining ...



Grammar/Use of English

(see Grammar Reference Section: Unit 11)



ASKING FOR/REFUSING/GIVING PERMISSION

1 Read the sentences and say which ask for permission, which give permission and which refuse permission. Which of these sentences are formal and which are informal?

- 1 I'm sorry, but you can't take my car.
- 2 Visitors may not smoke in this area.
- 3 Can I go out for a minute?
- 4 Might I see the manager?
- 5 Do you think I could borrow your pen?
- 6 You can sit if you like.
- 7 You may see the patient now.
- 8 Could I be excused for a minute?

2 Read the situations and decide what you would say.

- 1 You are on a plane and you want to move to another seat.
What do you say to the stewardess?
- 2 Your friend wants to borrow your CD player but you don't think it's a good idea. What do you say to her?
- 3 You are at a foreign embassy and you want to see the ambassador. What do you say to his secretary?
- 4 You are waiting to see the manager of a company who is in a meeting. After a while, his secretary tells you that he is free. What does she say?
- 5 Employees are informed by their office manager that they are not allowed to eat lunch at their desks. What does he/she say?
- 6 You want to go to a friend's party. You ask your mother for permission and she agrees. What does she say?



4 Read the following sentences and make offers or suggestions as in the example:

- 1 Your family can't decide where to go on holiday. You would like to go to Spain. What do you say?
... *Why don't we go to Spain?* ...
- 2 Your aunt and uncle would like to go out to dinner tonight, but they cannot find a babysitter to look after their 7-year-old son, Simon. What do you say to them?
- 3 It is a beautiful day and you and your friend are bored. You would like to go to the beach. What do you say?
- 4 Your friend is trying to lose weight and you know about a new gym that has opened in town. What do you say to him/her?
- 5 Your mother needs to do the shopping, but she can't leave the house because she is waiting for an important phone call. What do you say to her?
- 6 Your younger brother is having difficulty with his maths homework. You are very good at maths. What do you say?

PARTICIPLES

5 Read the sentences and identify the participles. What's the difference?

- a Peter is bored. b Peter is boring.

6 Finish the sentences without changing the meaning as in the example:

- 1 We found the exhibition interesting.
...*We were interested in the exhibition.*...
- 2 We felt bored during the lecture.
We found
- 3 We were disappointed with the acting.
We found
- 4 This film will fascinate you.
You'll feel
- 5 Everybody was moved by the music.
Everybody found

MAKING OFFERS/SUGGESTIONS

3 Read the following sentences and say which are offers and which are suggestions.

- 1 Shall we go to the cinema tonight?
- 2 Can I help you pack your suitcase?
- 3 Shall I collect the tickets on my way to work?
- 4 We could go to the rock concert.
- 5 Would you like me to book tickets for Monday's performance?
- 6 Why don't we go for a walk?
- 7 Let's watch TV.
- 8 How/What about going to the circus?

BARE INFINITIVE/-ING FORM

7 Read the following sentences. Which describes a completed action? Which describes an action that hasn't been completed or an action in progress?

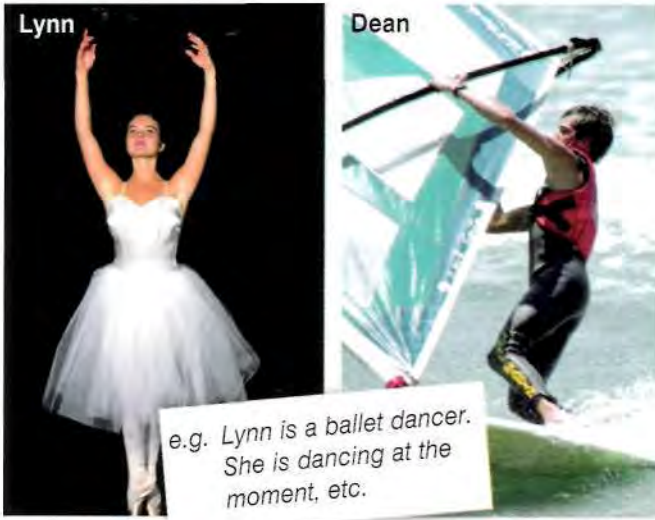
- a I saw the acrobat jump.
b I saw the acrobat jumping.

8 Put the verbs in brackets into the correct form.

- 1 Can you hear the phone (ring) in Jim's office?
- 2 I watched her (get) on the train and (sit down), and then I left.
- 3 She noticed people (laugh) at her but she didn't know why.
- 4 When he went outside, he saw someone (try) to break into his neighbour's house.
- 5 I saw him (run) out of the building and (jump) into his car, then he drove off.

REVISION OF TENSES

9 Look at the pictures and talk about these people. What are they doing now? What do they usually do? How do you think they started their careers? What are their plans for the future? Use a variety of tenses.



10 Complete the sentences using the words in bold.

- 1 James has never visited us before.
first It's the us.
- 2 I've never been to such a nice hotel.
ever It's the been to such a nice hotel.
- 3 Janet didn't go to bed until after the film had finished.
before Janet waited until the film to bed.
- 4 When did Greg come back from Spain?
since How long back from Spain?
- 5 I haven't eaten meat for ten years.
time The last ten years ago.
- 6 Tim started decorating his house three weeks ago.
been Tim for three weeks.
- 7 My friend hasn't phoned me yet.
still My friend me.
- 8 How long ago did you feed the cat?
fed How long the cat?

- 9 The last time I went swimming was two weeks ago.
been I two weeks.
- 10 How long is it since you phoned your grandmother?
last When your grandmother?
- 11 They made him wait for two hours.
was He for two hours.
- 12 Someone will deliver the fridge to her house.
have She to her house.
- 13 He gave no definite answer.
not He answer.
- 14 He didn't call her because he was busy.
had If he, he would have called her.
- 15 They are repairing the roof at the moment.
is The roof at the moment.
- 16 He often visited his friends when he lived in Paris.
used He his friends when he lived in Paris.
- 17 If you don't hurry, you'll miss the bus.
hurry Unless miss the bus.
- 18 "I didn't take any money", he said.
denied He any money.

11 Read the letter and cross out the unnecessary words.

Dear Sarah,

I'm writing to you from ~~the~~ Brighton, in where I'm spending my summer holidays. The weather is so perfect and I'm having a great time.

Last night I went to the funfair with my sister, Tina, and we really had enjoyed ourselves. It's down by the beach and there are lots of different rides one to go on, as well as a mini rollercoaster. We went on many rides, such as like the big wheel and the Waltzers. We had even had two goes on the dodgems. We also went into the haunted house. Tina was being trembling with fear; all I could do was to laugh. By the end of the evening we both felt a bit of sick!

I wish you were been here with us. I'm looking forward to be hearing from you.

Love,
Lydia

Pronunciation

12 Listen to these words and put a tick in the correct box. Then listen again and repeat.

	/ɪə/	/eə/
rear		
rare		
tear (n)		
tear (v)		

	/ɪə/	/eə/
chair		
cheer		
fair		
fear		

Listening Task

🗣️ You'll hear people talking in eight different situations. For questions 1 - 8, choose the best answer **A, B, or C**.

- | | |
|---|--|
| <p>1 You hear a man talking about a film he has been to see. What was his reaction to the film?</p> <p>A He was disappointed with it.
 B He thought it was excellent.
 C He hated the whole thing.</p> | <p>5 You overhear a couple having an argument. What are they arguing about?</p> <p>A their neighbour
 B their lodger
 C their dog</p> |
| <p>2 You hear a young man talking about a rock concert he saw. What happened?</p> <p>A The police arrested all the fans.
 B The band played well.
 C Rain stopped the performance.</p> | <p>6 You hear a man talking about his job. What does he do?</p> <p>A He is a computer programmer.
 B He is a painter and decorator.
 C He is a van driver.</p> |
| <p>3 You hear a woman talking to another person. What is she talking about?</p> <p>A her car
 B her bicycle
 C her hair</p> | <p>7 Listen to two people talking. Where have they just returned from?</p> <p>A a party
 B a meeting
 C a sports event</p> |
| <p>4 You overhear an old man talking about the time he spent in Paris. What was he doing there?</p> <p>A He was designing buildings.
 B He was on holiday.
 C He was at university.</p> | <p>8 You hear a writer talking about books. What is she worried about?</p> <p>A The selection of books available.
 B The amount of TV that people are watching.
 C The number of books that people are reading.</p> |

Speaking Task

Compare and contrast the two pictures. Which place would you prefer to go to? Why?



Writing Reviews



1 What do you think a film/book review is?
Where would you find a film/book review?

2 Listen to the tape and answer these questions:
a) What type of film is it? b) Who are the main characters? c) What is the plot of the film? d) Do the critics recommend it?

- A review is a short description of a film/book/performance, etc. which can be found in a newspaper or magazine.
- A review should have a) **an introduction** in which you give the background of the story (setting, type of story, e.g. *western, thriller, etc.*, main characters), b) **a main body** consisting of two paragraphs where you give the main points of the plot and general comments concerning the acting/directing/writing and c) **a conclusion** where the writer summarises the reasons why the film/book is recommended/not recommended.
- **Present Tenses** should be used when writing a review.

Useful Language for Writing Reviews

Background: This well-written/informative/fascinating book ..., The film/story is set in ..., This original first novel ..., The film/book tells the story of ..., This work is based on ..., etc.

Main points of plot: The plot focuses on ..., The story begins ..., The plot has an unexpected twist ..., The film reaches a dramatic climax ..., etc.

General comments: It is rather long/confusing/slow etc, The cast is excellent/weak ..., The script is dull/clever ..., It has a tragic/surprising end ..., It is beautifully written ..., etc.

Recommendations: Don't miss it, it will change the way you see ..., It is well worth seeing ..., I wouldn't recommend it because ..., etc.

3 Read this film review and answer the questions: What type of film is being described? What characters are mentioned? What tenses are used? What recommendation does the critic make?

Father of the Bride, directed by Charles Sayer, is a modern remake of the 1950's film starring Spencer Tracy. This time the role of doting father is played by Steve Martin, and Diane Keaton plays his long-suffering wife.

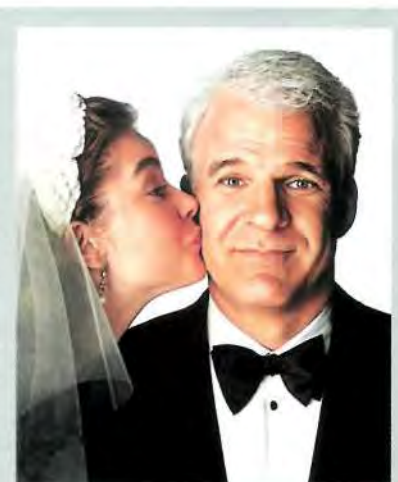
The story begins with Martin's daughter announcing her imminent marriage. Reluctant to see

his beloved daughter leave the family nest, he feels more like he's losing a daughter than gaining a son-in-law.

As preparations for the big day get started, there follows a chain of comic events, helped along by the delightful Martin Short, superb as the wedding organiser for the occasion.

Steve Martin gives just as admirable a performance as Tracy did in the original film, and brings his own unique brand of humour to the part.

Father of the Bride is essentially a funny, enjoyable film, suitable for old and young alike. For those of you who like a good chuckle, it's well worth going to see.



Introduction

Paragraph 1

background (setting, type of story, main characters)

Main Body

Paragraph 2

main points of the plot

Paragraph 3

general comments

Conclusion

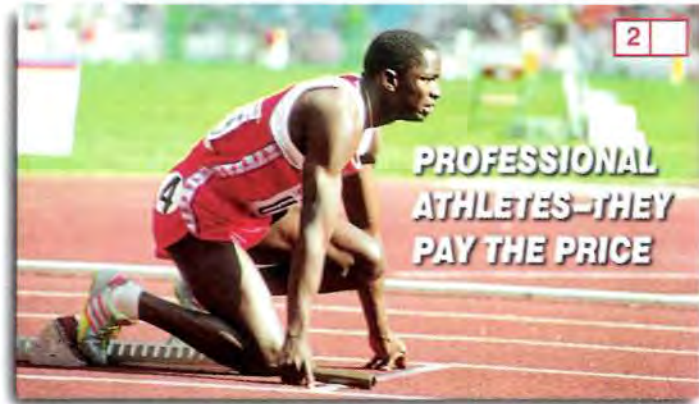
Paragraph 4

recommendation

4 Write a review in 120 - 180 words of a film/book you have recently seen/read.

Articles

- 5** Listen to the three extracts and match them with the pictures and headlines. What type of article is each one?



- Articles are pieces of writing which appear in newspapers or magazines aiming to make a topic interesting to readers. They can be either formal or informal in style depending on the type of publication and the topic of the article itself.
- Articles can include descriptive, narrative or argumentative techniques according to the topic they present. (See Writing Sections in Units 1, 2, 3, 5, 9 and 10) for the above techniques.

A good article should consist of:

- an eye-catching headline** which gives the reader an idea of what the article is about. Headlines are normally brief and are written in the same style (i.e. formal or informal) as the article itself.
- an interesting introduction.**
- a main body** consisting of two or more paragraphs where details on the topic are given.
- a conclusion** which gives an appropriate ending to the article.

- 6** Match the beginnings and endings, then identify the type of each article. Provide a headline for each one.

BEGINNINGS ...

- A yachtsman lost his life in last night's storm. Ivor Russik, 34, was found by rescuers at Bresslebank. The rescue team were alerted by a call from a witness who saw Russik's yacht hit rocks and begin to sink.
- Fern Manor is a fine eighteenth-century country house within easy reach of Hanstead. Surrounded by fields and woods, it is the perfect place to relax.
- Presently, the young men in our country are allowed to choose whether they want to do military service or not. But does this really benefit our nation?

... ENDINGS

- Therefore, if you are looking for friendly staff, delicious food and beautiful surroundings, this is the ideal place to go for a carefree weekend break.
- Tragically, this is the third case of drowning in the area since October. The coastguard is planning to increase the number of patrol boats in order to prevent such accidents from happening in future.
- To sum up, it seems that freedom of choice is the most important issue. While it is important to have a well prepared army in case of an emergency, in my opinion, it is better to let young men decide for themselves.

- 7 Read the following articles. Which article includes a) descriptive techniques b) argumentative techniques c) only facts and is a news report? What style is used in the three models.

MODEL C

What's new in Welford?

The new multi-screen cinema complex in Welford is one of the most up-to-date in Britain. Completed only last week, it is equipped with all the latest facilities.

From the outside, the complex looks impressive and well-designed, with brightly coloured walls and large windows at the front. It even has three different entrances and exits.

The interior is decorated in relaxing shades of blue and grey, and the floors are covered with soft carpets which your feet just sink into. The lobby is equipped with a huge snack bar which serves hot popcorn and fizzy drinks. Best of all, each of the eight cinemas has a modern sound system and seats up to 200 people.

Your next visit to the cinema is sure to be an entirely new experience. Watching a film will never be the same again!

MODEL A



Mystery Illness Traced to Water Pollution

An illness which has affected over half the population of the village of Leafton was traced last week to the local water supply.

More than fifty residents have been suffering from stomach cramps and nausea for over a week, and local doctors were unable to explain the cause. It was only when the health authorities were called in that the water supply was found to contain large amounts of mercury, which can be extremely poisonous.

The source of the poisoning was found to be a small factory located near the Firth River. The factory was dumping untreated waste into the river, which eventually reached the village's water supply.

One local resident said, "It's terrible to think that so many people can be poisoned by simple carelessness." The factory has been fined and will be shut until a filtering system has been installed.

MODEL B

Supermarkets versus Small Shops

In the past few years countless small shops have been forced to close because of the changes in public shopping habits and the increasing popularity of supermarkets. But, do the benefits of supermarkets really outweigh those of small local shops?

We cannot deny that supermarkets do have certain advantages. Firstly, they provide a wide variety of goods at "unbeatably" low prices. Furthermore, they create jobs for a great number of people thus helping to reduce unemployment. In addition to this they are ideal for those shoppers who do not have time to

visit more than one shop in order to do their weekly shopping.

On the other hand, the small local shop offers certain benefits that supermarkets will never be able to offer their customers. Due to their size, small shops fit into residential areas easily, making them more convenient in the case of "emergency" shopping. Moreover, they generally stay open later than supermarkets. Finally, supermarkets will never be able to beat your local shopkeeper when it comes to friendly service.

In conclusion, there is little doubt that the supermarket is here to stay. However perhaps it is time that we really started to make an effort to save our small neighbourhood shops before it is too late.

Self Check

- 8 Answer the following T/F statements.

- 1 Articles are always formal in style.
- 2 Articles should have a headline.
- 3 Articles do not need to have paragraphs.
- 4 Articles can include narrative techniques.
- 5 Articles never include the writer's opinion.

- 9 Write any of the following compositions using 120 - 180 words.

- 1 A travel magazine has invited its readers to send in a description of an interesting place they have visited. Write your description.
- 2 Your school magazine has asked students to give their opinion on whether pupils should wear a school uniform or not. Write your article for the magazine.
- 3 A burglar responsible for several robberies in your area was recently caught. Write an article for your local newspaper about his arrest.



Unit 12 *Transport*



Lead-in

- Look at the pictures. Which is the fastest means of transport? Which do you think is the safest?
- What is your favourite means of transport? Why?
- What are the advantages and disadvantages of travelling by taxi?

Listen to the tape and match the place with the type of taxi and the driver's weekly wage.

London	small European cars	£450
Mexico City	VW Beetles	£45
Mahajanga	gondolas	£3.50
Hong Kong	black cabs	£800
Fez	rickshaws	£70
Surakarta	pousse-pousse	£5
Venice	becaks (bicycle rickshaws)	£280

Reading

You are going to read an article about taxis. For questions 1 - 15 choose from the cities (A-G). Some of the cities may be chosen more than once. When more than one answer is required, these may be given in any order. There is an example at the beginning (0).

In which city or cities ...

- | | | | |
|--|------------------------------|---|-----------------------------|
| are taxi drivers very old? | 0 <input type="checkbox"/> D | is the minimum fare less than £1? | 8 <input type="checkbox"/> |
| are the best-paid taxi drivers found? | 1 <input type="checkbox"/> | | 9 <input type="checkbox"/> |
| must taxi drivers take an exam? | 2 <input type="checkbox"/> | are there taxis which cannot travel outside the city? | 10 <input type="checkbox"/> |
| are passengers especially afraid of accidents? | 3 <input type="checkbox"/> | | 11 <input type="checkbox"/> |
| do taxi drivers ask passers-by for help? | 4 <input type="checkbox"/> | are taxi drivers very young? | 12 <input type="checkbox"/> |
| are the most expensive taxis found? | 5 <input type="checkbox"/> | do people have a choice of different taxis? | 13 <input type="checkbox"/> |
| do taxi drivers charge passengers more than they should? | 6 <input type="checkbox"/> | do drivers ignore the traffic laws? | 14 <input type="checkbox"/> |
| | 7 <input type="checkbox"/> | | 15 <input type="checkbox"/> |



Worldwide Taxis



London, U.K.

A

The drivers of London's black cabs learn their trade the hard way. In order to get their famous green **badge**, the drivers have to complete "The Knowledge". Getting this **qualification** involves getting on a moped and **memorising** every street within six miles of Charing Cross. Taxi drivers are regulated by the Metropolitan Police, and discipline is very important. Exams are **conducted** with military formality and "cabbies" are often extremely nervous beforehand. Nevertheless, it's worth it. Although the minimum **fare** is only £1.50, the driver's weekly wage can be up to £800, making London's cabbies possibly the best-paid in the world.

Mexico City, Mexico

B

In Mexico, the quality of your taxi depends on financial status. If you've got plenty of money, you can ride in a big air-conditioned saloon. If not, you have to take the cheaper **option** – a Mexican-made Volkswagen Beetle. Beetle cabs are not necessarily **cheerful**, despite their bright yellow paint (all other Beetles there are dirty brown). The fares are cheap, starting at sixty pence, but the drivers **regard** cheating customers as quite normal so you may end up paying quite a bit. Because prices in Mexico go up so quickly, the **cab's meter** is worthless as soon as it is **installed**, so cabbies do their own **mental calculations** to **work out** the "correct" price. On average they earn about £70 a week.

Mahajanga, Madagascar

C

In towns, the most popular taxi is the "*pousse-pousse*", a kind of rickshaw pulled by teenaged boys. Madagascans speak French, but why call a rickshaw a "push-push"? Well, when these boys are climbing up a hill they shout out to **passers-by** to get behind the **cart** and *pousse, pousse!* You only pay a minimum fare of five pence and since the drivers only make £3.50 a week, you can understand why they ask for the help.

Hong Kong

D

Hong Kong's **rickshaw** "boys" – who are usually around the age of 60 – are a dying breed. This is because the city has decided to stop using rickshaws. The last licence was **issued** in 1975. Nowadays, £4 is the minimum fare for a rickshaw ride. In 1950 there were 8,000 rickshaw boys, but now there are only 20, so it is not surprising that they consider themselves an **endangered species**. They pay no attention to traffic laws, red lights are always **ignored**, they often go the wrong way down one-way streets and even pull their embarrassed **passengers** down **pedestrian subways** – all this for £280 per week! These days rickshaws are used **chiefly** by tourists.

Fez, Morocco

E

Most of Morocco's "*grand taxis*" are Mercedes limousines, which cater for long journeys between cities. For shorter trips most **rely on** "*petits taxis*", which are mainly small European cars and are far cheaper, with a minimum fare of £1.50. Drivers make about £45 per week. Typical cars are the Fiat 124 and late-sixties Simca 1000 (which has an engine in the back rather than the front). These cars are confined to the city **limits**. To stop them **straying**, the cars are **colour-coded**: red with a black roof **signifies** the city of Fez.

Surakarta, Indonesia

F

Indonesian bicycle rickshaws – called becaks – are **unique** in that the passengers sit at the front. This can be terrifying because the passengers take the **impact** of any head-on collisions. Of course with a **minimum** fare of only twenty pence, it can be said that you get what you pay for. The drivers, who earn about £5 per week, are reckless. Perhaps that's why the use of becaks is now forbidden in the capital, **tourist-conscious** Jakarta.

Venice, Italy

G

Gondolas have been a **feature** of Venetian life since the 16th century and working as a gondolier used to be a profession that you couldn't get into unless you knew somebody who was already a gondolier – a relative, for example. Two years ago everything changed and now it's much more **democratic**. **Training** is difficult, since gondoliers are tested not only on **skill** but also on their knowledge of Venetian history, geography and **culture**. Of course with a weekly wage of about £450, it's worth studying a bit. A journey in a gondola will cost you at least £28, so be prepared to pay.

Vocabulary Practice

- 1 Look at the words in bold on page 145 and try to explain them.
- 2 Fill in the correct word(s) from the list below:

<i>mopeds</i>	<i>trade</i>
<i>licence</i>	<i>calculation</i>
<i>regulated</i>	<i>caters</i>
<i>reckless</i>	<i>discipline</i>
<i>confined to</i>	<i>forbidden</i>



- 1 The rickshaw boy did a quick in his head before telling his passengers the fare. (**sum**)
- 2 My father was a carpenter by until he retired last year. (**occupation**)
- 3 In large cities many people use to get around quickly. (**small motorcycles**)
- 4 A very high level of must be maintained by pilots since they are responsible for their passengers' lives. (**the ability to obey rules**)
- 5 To get a driving you must first pass a driving test. (**permit**)
- 6 The paddle boats were the area close to the seashore so that the lifeguards could watch them. (**restricted to**)
- 7 He is such a driver that it's not surprising to hear that he has crashed his car five times! (**careless, dangerous**)
- 8 The new bus service for those who live in the countryside but work in the city. (**provides**)
- 9 Take-off and landing procedures are by the Civil Aviation Authority. (**governed, controlled**)
- 10 The use of bicycles is on British motorways. (**not allowed**)

- 3 Fill in the correct word(s) from the list below. Use the words only once.

<i>minimum</i>	<i>weekly</i>	<i>to cheat</i>	<i>one-way</i>
<i>financial</i>	<i>cheaper</i>	<i>traffic</i>	
<i>military</i>	<i>head-on</i>	<i>dying</i>	

- | | |
|--------------------|---------------------|
| 1 formality | 6 customers |
| 2 the option | 7 a(n) breed |
| 3 the fare | 8 laws |
| 4 a wage | 9 a street |
| 5 status | 10 collisions |



- 4 Underline the correct item.

- 1 Chang doesn't **win/gain/take/earn** much money as a rickshaw boy. (**make money by working**)
- 2 He had to **memorise/remember/recall/remind** many rules in order to pass his driving test. (**learn by heart**)
- 3 That car is **unique/sole/only/alone** — no other like it has ever been made. (**not like anything else, one of a kind**)
- 4 When the two cars collided the **outcome/impact/result/effect** was so great that both cars were completely destroyed. (**force**)

- 5 Fill in the correct particle.

- 1 The price of petrol is **going** in many countries. (**rising**)
- 2 A bomb **went** just after the jet plane took off. (**exploded**)
- 3 Although he was tired he **went** driving until he arrived at his destination. (**continued**)
- 4 After the train crash, investigators **went** the wreckage to try and find the cause. (**examined**)
- 5 Tom is thinking of **going** the round-the-world bicycle race! (**entering**)

- 6 Fill in the correct preposition, then choose any five items and make sentences using them.

- 1) to depend sb/sth; 2) average; 3) to test sb sth; 4) to cater sth/sb; 5) to rely sth/sb; 6) to be confined a place; 7) to pay sth; 8) to ask sth

Talking Points

- ◆ Which of the taxis sounds the most interesting?
- ◆ What is good/bad about a taxi driver's job?
- ◆ Would you like to work as a taxi driver? Why/Why not?

Language Development

1 Look at the various means of transport and try to guess which was invented first. Which do you think is the most recent invention? Why?



Now read the following paragraph and see if your guesses were right.

Over the last two hundred years, means of transport have changed and developed a great deal. Oddly enough, the first successful development was in air travel when, in 1783, the French Montgolfier brothers launched the hot-air balloon. Twenty years later, in England, the steamboat and steam train made their first successful trips. Nearly 40 years later the first version of the modern bicycle was introduced, and in 1903 the first successful aeroplane flight was made by the Wright brothers of Ohio, USA.

Which of these means of transport are still in use? How have they changed?

2 a. Look at the following and say which are used in the air, on land, and in/on water.

submarine, hang-glider, aeroplane, car, ship, helicopter, hot-air balloon, motorcycle, coach, raft, canoe, ferry, bicycle, lorry, hovercraft, train, bus, taxi

b. Match the above nouns with the following verbs.

steer - drive - ride - fly - paddle

3 Circle the odd word out.

- 1 **aeroplane:** seatbelt, wing, deckchair, cockpit
- 2 **car:** windscreen, boot, brake, anchor
- 3 **bicycle:** pedal, saddle, exhaust pipe, chain
- 4 **train:** buffet car, track, handlebars, luggage rack
- 5 **ship:** deck, bonnet, bridge, cabin

4 Decide which of the following words are connected with: a) planes, b) ships, c) trains and d) buses. Some words can be used more than once.

locomotive, mast, runway, harbour, driver, flight attendant, carriage, life-jackets, dashboard, platform, co-pilot, engine room, radar, boarding pass, purser, number plate, wagon, horn, level crossing, compartment, rear view mirror

5 Read these announcements and guess the missing words. Then, listen to the tape and fill in the gaps. Where would you hear each announcement? Finally, close your books and say as many words as you can remember related to each announcement.

A "Good afternoon ladies and gentlemen. This is your purser speaking. On behalf of our **1**) and crew I would like to welcome you all **2**) the M.S. Jubilee. We wish you a pleasant and comfortable **3**) As passengers on the **4**) can see, we are now lifting the anchor and shall be leaving the **5**) immediately. Passengers are reminded, for security reasons, that at 17.30 we shall be holding a life saving drill. Your **6**) can be found in the bottom of your wardrobes. The number of your muster station is on the back of your **7**) door."

B "On behalf of the **1**) welcome aboard TWA flight 801 from New York to Los Angeles. As we prepare for **2**) we would like to remind you to place any hand luggage in the overhead **3**) Make sure your seat is in the upright position and please fasten your **4**) Before our departure members of the crew will demonstrate the aircraft's safety **5**) and procedures. When our cruising altitude has been reached, the crew will serve refreshments and a light snack. We wish you a pleasant **6**)"

C "**1**) three for all passengers travelling to Rugby, Stafford and Crewe. Those with **2**) for Manchester and the North should change at Crewe **3**) First class compartments are situated in the first two **4**) A buffet car is available for those wishing to buy refreshments during the journey."

6 Fill in the correct word from the list.

trip route voyage tour
flight journey travel

- 1 It's a good idea to take breaks during a especially if you're driving a long way.
- 2 My daughter is going on a school next week.
- 3 The from London to New York takes about eight hours.
- 4 I felt seasick during the
- 5 Do you prefer to by car or train?
- 6 My parents have just come back from a of Scotland.
- 7 I had to take a different to work this morning, due to roadworks.

7 Read the text and fill in the gaps with the words from the list:

ignition gear brake
seatbelt accelerator pedal dashboard
clutch pedal rear view mirror



The first time I drove after passing my driving test, I was determined to get everything right. I got into the car, turned the key in the 1) and put my foot on the 2) while changing into first 3) Slowly I pressed down on the 4) and pulled out into the road. Driving along, I remembered

to look at the petrol gauge on the 5) to make sure I had enough petrol. Suddenly, a flashing light in the 6) caught my eye. There was a police car behind indicating that I should pull over, so I gently pressed on the 7) and stopped. Winding down the window, I asked the policeman what was wrong – I had thought I was doing so well! His answer was very embarrassing – "You've forgotten to put on your 8), sir!"

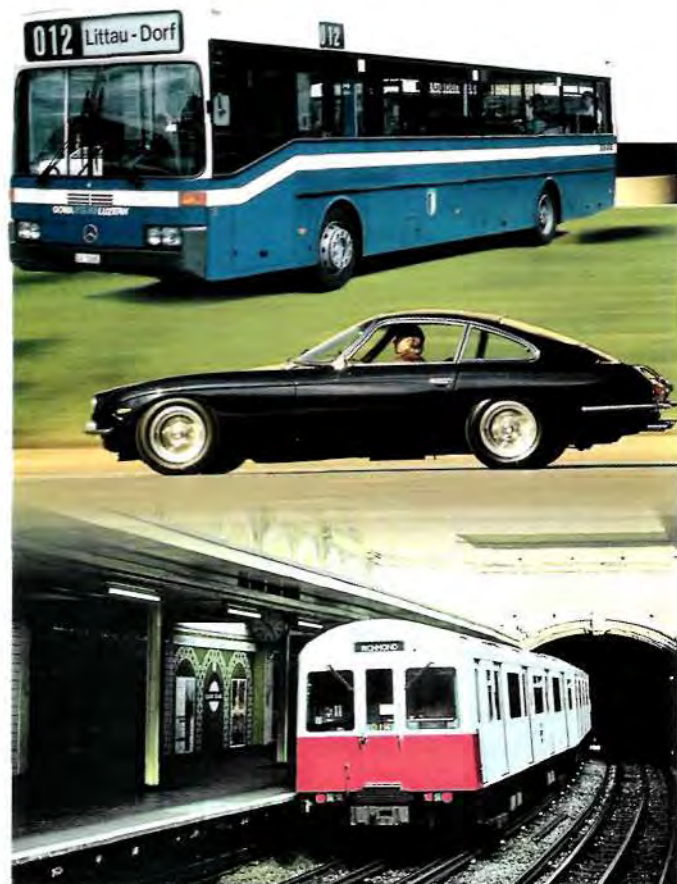
8 Listen to the following dialogues and fill in the missing words. Then, with a partner, act out similar dialogues.

- a** A: I'd like a ticket for the next train to York, please.
 B: 1) or return?
 A: A return please.
 B: What date will you be returning?
 A: On the 18th of January. Could you tell me if that's a 2) train?
 B: I'm afraid you have to 3) at Doncaster.
 A: Which 4) does it leave from?
 B: Six.
 A: And how much is the 5)?
 B: That'll be £35.50, please.
 A: Here you are...

- b** A: Good morning. Could I have your 1) and ticket, please?
 B: Here you are.
 A: Do you prefer smoking or non-smoking?
 B: Non-smoking please. Could I have a window 2)?
 A: Let me check if there is one available. Ah yes, there is. Do you have any 3)?
 B: Just this suitcase.
 A: Fine. Here's your boarding 4) You'll be departing from 5) 16. Have a nice flight.
 B: Thank you very much.

9 Look at the three pictures showing different means of transport and read the list of adjectives below. Then, make sentences using the following expressions at least once as in the examples:

more ... than, not as ... as, less ... than, as ... as, the most/least ...



environmentally friendly, fast, comfortable, safe, economical, stressful, reliable, expensive, convenient, etc.

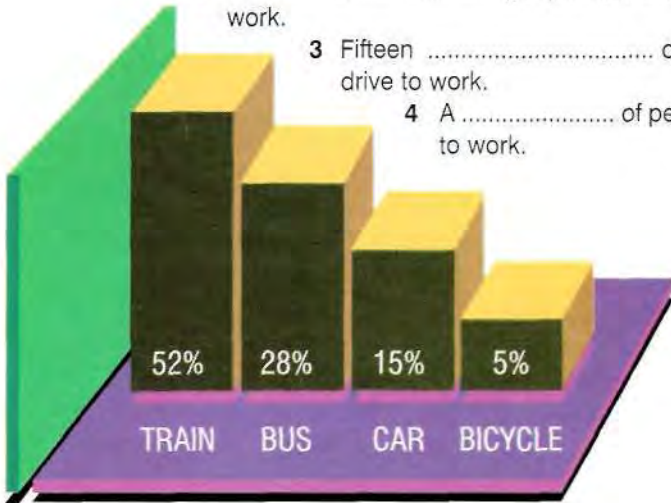
- e.g. The train is **faster than** the car or bus, and it is the **most environmentally friendly** means of transport.
 The train is **not as fast as** the car.
 Travelling by train is **less expensive than** travelling by car.
 The car is **the least environmentally friendly** of the three.



10 The following diagram illustrates the popularity of the various types of transport that people use to commute. Look at the diagram and fill in the gaps with words from the list.

minority per cent large proportion of majority

- 1 The of people prefer to commute by train.
- 2 A people take the bus to work.
- 3 Fifteen of people drive to work.
- 4 A of people cycle to work.



11 Listen to the short dialogues and tick (✓) the information you hear in the boxes provided.

A

	reliable	<input type="checkbox"/>	comfortable	<input type="checkbox"/>	crowded	<input type="checkbox"/>
	slow	<input type="checkbox"/>	unreliable	<input type="checkbox"/>		
	cheap	<input type="checkbox"/>	clean	<input type="checkbox"/>		
	dirty	<input type="checkbox"/>	on time	<input type="checkbox"/>	always late	<input type="checkbox"/>
	fast	<input type="checkbox"/>	speedy	<input type="checkbox"/>	comfortable	<input type="checkbox"/>
	crowded	<input type="checkbox"/>	convenient	<input type="checkbox"/>		

B

	difficult	<input type="checkbox"/>	expensive	<input type="checkbox"/>	stressful	<input type="checkbox"/>
	easy	<input type="checkbox"/>	crowded	<input type="checkbox"/>		
	fast	<input type="checkbox"/>	comfortable	<input type="checkbox"/>		
	quick	<input type="checkbox"/>	boring	<input type="checkbox"/>	cheap	<input type="checkbox"/>
	tiring	<input type="checkbox"/>	great exercise	<input type="checkbox"/>	dangerous	<input type="checkbox"/>
	comfortable	<input type="checkbox"/>	frustrating	<input type="checkbox"/>		

Look at the table above and give reasons why people use these types of transport to commute. Then write sentences as in the example. You can use your own ideas as well.

e.g. *Although buses can be crowded and unreliable a large majority of people commute by bus because buses are cheap.*

12 Underline the correct word.

Before the motorcar became a practical way to travel, people depended mainly on horses to 1) **get/reach** from one place to another. They not only used horses to ride on, but to pull various type of vehicles as well. The simplest of these was the cart, an uncovered vehicle with two or four wheels which was used for 2) **taking/carrying** goods. For short trips, a light, two-wheeled vehicle called a trap was often used, while for longer journeys a 3) **shut/closed**, four-wheeled vehicle called a carriage was 4) **preferred/ liked**. Private carriages could be very luxurious, with fur rugs and even vases of flowers. For those without a private carriage, a coach could be used. This was a public 5) **means/way** of transport which followed regular 6) **routes/directions** throughout the country, stopping at inns to change horses and 7) **allow/let** people to rest and have something to eat. With the invention of the train in Britain in the 1820s, long journeys in horse-drawn vehicles became less and less common, and in the 8) **early/first** 1900s the motorcar began to replace horses altogether.

13 Fill in the blanks with words derived from the words in bold.

A new type of train may soon be in 1) (**operate**) in Germany. So far tests have been 2) (**success**) and it is hoped that in 10 years' time 3) (**commute**) will be able to travel from Hamburg to Berlin in less than an hour. The Transrapid train is 4) (**actual**) the world's lowest-flying aircraft. It has been designed to travel at up to 420 km per hour, and it has neither wheels nor a motor.

Instead of rails, a series of 5) (**magnet**) units powers the train, allowing it to "fly" one centimetre above the tracks. Since it is suspended in the air, it can turn sharp corners at very high speeds without creating any 6) (**notice**) disturbance inside the train. 7) (**environment**) have serious 8) (**object**) to the train, however, as it is 9) (**significant**) noisier than normal trains. Nevertheless, it seems that the new train will soon be a popular 10) (**alternate**) to travelling by aeroplane between cities in Germany.

Grammar/Use of English

(See Grammar Reference Section - Unit 12)



ADJECTIVES - ADVERBS - COMPARISONS

1 Read the sentences and say which include comparative forms and which superlative forms. How are *more* and *most* used?

- Tim's house is bigger than mine.
- Tokyo is the busiest city in the world.
- Peter's office is more spacious than George's.
- She is the most hard-working of all the students.

2 Fill in the comparative and superlative form of each adjective as in the example:

POSITIVE	COMPARATIVE	SUPERLATIVE
tall	taller	tallest
good
intelligent
far
heavy
much
little
hungry
loud
bad

3 Put the words in brackets into the correct form.



Have you ever sat on a bus and thought how much **1**) (good) bus travel would be if we had bus lanes? Our city has some of the **2**) (bad) traffic problems in Europe and often even the **3**) (experienced) bus drivers can't go any **4**) (fast) than a bicycle. This could be avoided if there were bus lanes. Then, bus journeys could be **5**) (direct) and **6**) (quick) than they are

now. Passengers would be happy to pay **7**) (high) fares for a **8**) (reliable) service rather than continuing to pay less for a poor service. It's time we started thinking about it.

4 Fill in *than*, *of*, *in* or *the*.

- You'll get best prices of all at Fresco's — it's cheaper anywhere else I know.
- Ben Nevis is higher Snowdon but it's not the highest mountain the world.

- Tom's car is faster mine but Mike's is the fastest all.
- Michael Jackson is one of the most popular singers the world; in fact, he sells more records any other singer in my country.
- Sally has got most beautiful garden of all in my neighbourhood; it has more flowers anyone else's.

5 Underline the correct word.

- Taxi fares are **far/very** expensive in Rome, but they are **any/even** more expensive in London.
- Travelling by car is said to be **far/very** more dangerous **than/from** travelling by plane.
- James was **far/most** patient with the children; in fact, he was **any/much** more patient than I expected him to be.
- He hasn't got **more/any** better at tennis.
- The bus arrived **a bit/most** later than it was supposed to.

- The blue vase is **more** expensive **than** the others in the shop. The blue vase is **the most** expensive **of** all in the shop. No other vase in the shop is **as** expensive **as** the blue one. The red vase **isn't as/so** expensive **as** the blue one. The red vase is **less** expensive **than** the blue one. The red vase costs **half as much as** the blue one. That green vase costs **the least** money **of** all. The purple vase is **the same** price **as** the one over there.
- He is getting **older and older**.
- The **older** he gets, **the wiser** he becomes.
- I prefer fishing **to** jogging. I'd prefer to go fishing **rather than** go jogging. I'd rather go fishing **than** go jogging.

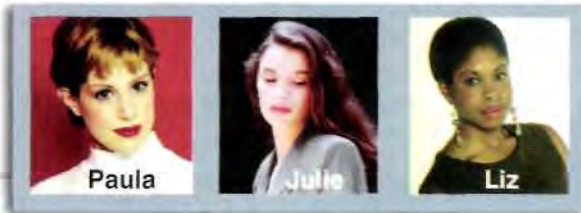
6 Study the above examples and rephrase the following sentences in as many ways as possible.

- The Mediterranean diet is healthier than any other.
- Bob is less noisy than his brothers.
- None of this year's films were as interesting as the one we saw last night.
- This map is more complicated than the others.
- His first book was more imaginative than his second.
- Her cake was better than anyone else's in the baking competition.
- As she gets older, she becomes more experienced.
- I spent as much money as my sister on clothes.
- I'd rather eat pasta than rice.
- The ferry isn't as convenient as the hydrofoil.

7 Compare the women in the pictures using the information given in the table and the adjectives and expressions below.

old, young, short, tall, heavy, light, expensive, cheap, big, small, much/more...than, as...as, the...of all, more/less than, the most/least, the same...as ...

e.g. Liz is taller than Julie, but Paula is the tallest of all.



Age	25	37	25
Height	176cm	151cm	163cm
Weight	65 kg	52 kg	65 kg
Salary	£11,000	£50,000	£25,000
Car	Skoda, £4,000	BMW, £25,000	Fiat, £11,000
Flat	1-bedroom	3-bedroom	2-bedroom

8 Look at the sentences and say how they differ. How else can **as** and **like** be used? Then fill in the gaps with **as** or **like**.

- a He works **as** a chef. (He is a chef.)
- b He works **like** a slave. (He is not a slave.)
- 1 James works a waiter at the new restaurant. His boss regards him the best waiter on his staff.
- 2 That girl looks Cindy Crawford. She is stunning Cindy.
- 3 The citizens think of him the best mayor the town has ever had. He works a slave to make it a better place to live in.
- 4 Although she had done nothing it before, she felt free a bird when she took her first parachute jump.
- 5 The bride's dress was white snow. She looked a princess as she walked down the aisle.

9 Complete the sentences using the words in bold.

- 1 This is the best song I've ever heard.
as No other song I have heard this one.
- 2 Can't you do any better than this?
the Is this do?

- 3 My brother spent half as much on his car as I did.
twice I spent on my car as my brother did on his.
- 4 His house and mine are the same size.
as His house mine.
- 5 Taking the bus to work isn't as fast as driving.
faster Driving to work the bus to work.
- 6 If you eat less junk food, you'll become healthier.
the The less junk food you eat, you'll become.
- 7 I never thought the flight would be so long.
much The flight I thought it would be.
- 8 Her CV was more impressive than the other applicant's.
less The other applicant's CV hers.
- 9 I'm sorry, but this is the fastest I can drive.
any I'm sorry, but I can't this.
- 10 Jim is a physician who works at City Hospital.
as Jim at City Hospital.
- 11 His speech was not as interesting as the other ones.
the His speech all.
- 12 The ring cost much more than I had expected.
far The ring was I had expected.

10 Read the letter and cross out the unnecessary words.

Dear Jane,
Thanks so much for your last letter. I ~~have~~ had to fly to Paris for a business conference last week, and what a terrible journey this it turned out to be. The first of all, when I arrived at the airport I discovered that my flight was been delayed by three more hours. After a too long boring wait I eventually boarded on my plane. I had to sit next to a man who he wouldn't stop talking. To make matters more worse, the weather was so very terrible that the flight was very uncomfortable. Worst of all, when we were finally arrived in Paris, I discovered that my luggage was missing, along with all of my important papers. I was much furious when I found out that it had been sent to Mexico City by the mistake. Needless is to say, I won't be travelling with that airline again. A lots of love. Write soon.
Cathy

Pronunciation

11 Listen to these words and put a tick (✓) in the correct box. Then listen again and repeat.

	/ɒ/	/ɔ:/
shot		
short		
spot		
sport		

	/ɒ/	/ɔ:/
port		
pot		
forks		
fox		

Listening Task

🔊 You will hear someone giving advice on how to travel wisely. For questions 1 - 10 complete the notes about things to remember when travelling.

First, make sure your passport **1** ; getting a new one can take up to six weeks.

Find out if you need **2** to travel to the country you're planning to visit.

You have to go to the **3** of the country you want to visit to get one.

Buy some **4** of the country you are going to. At a bank you'll

get a much better **5** than you would at an airport.

It's safer to take **6** cheques.

Keep all **7** in your hand luggage.

If you're taking any **8** carry the doctor's prescription with you.

When flying **9** make sure you wear **10**.

Speaking Task


Look at the following pictures of various means of transport, then, in pairs, decide which belong to a) the present, b) the past, c) the future. What are the advantages and disadvantages of each? How do you think transport will change in the future?



Writing

Reports

A. Survey Reports

 **1** Listen to this person being surveyed about the bus service in her town and tick (✓) the appropriate boxes in the questionnaire. Then, answer the following questions:

- 1 Do you think the man interviewed other people as well?
- 2 What should the survey report about the Clackford Bus Company contain?
- 3 Would the man's report be written in a formal or informal style?



CLACKFORD BUS COMPANY QUESTIONNAIRE

- 1 How often do you use the bus?
never rarely often every day
- 2 Do you take the bus to go:
to work? to school? shopping?
- 3 Is the bus service reliable and efficient?
all of the time most of the time
some of the time
- 4 How would you describe the drivers?
polite helpful rude careful
- 5 How would you describe the buses?
clean well-maintained dirty

- A **survey report** is a formal piece of writing based on research.
- A main heading is required in which the subject of the report and the people concerned are mentioned, e.g.

To: Paul Williams
From: Mary Nielsen
Subject: Popularity of TV programmes

- A survey report should consist of: **a) an introduction** which states the purpose and content of your report, **b) a main body** where all information collected is presented clearly in detail (sub-headings, numbers or letters can be used to separate each piece of information) and **c) a final paragraph** which summarises the points mentioned before. If necessary, a recommendation can be included as well.
- Present Tenses, Reported Speech and an impersonal style should be used in survey reports. Use a variety of reporting verbs such as *claim, state, report, agree, complain, suggest*, etc.
- When reporting the results of a survey, the figures gathered should be given in the form of **percentages** or **proportions**. Expressions such as "one in four" or "six out of ten" can be used, or exact percentages e.g. **25% of the people questioned, 68% of those who filled in the questionnaire, etc.** Less exact expressions such as: the majority of those questioned, a large proportion of, a significant number of, etc. can also be used.
- Facts may be supported by generalisations, e.g. **75% of**

the commuters questioned stated that they regularly use the train. This shows that people find it convenient. or People find the train convenient. This is illustrated by the fact that 75% of the commuters questioned regularly use the train.

Useful language for reports

To introduce: The purpose/aim of this report, As requested, This survey was carried out, etc.

To generalise: In general, Generally, On the whole, etc.

To refer to a fact: The fact is that, In fact, In practice, etc.

To introduce other people's opinions: Many people consider, Some people argue/believe/claim, etc.

To conclude/summarise: In conclusion, All things considered, To sum up, All in all, etc.

Introduction

state purpose and content of your report

Development

summarise your information under suitable sub-headings

Conclusion

end with a general conclusion, and, if necessary, make recommendations/suggestions



- 2** Match the facts with the generalisations. Then, rewrite these sentences using Passive Voice as in the example: *The older generation are taking more of an interest in health and fitness. This is shown by the fact that a large proportion of men and women over the age of 60 are joining gyms and health clubs.*



Facts

- 1 75% of working mothers who have full-time jobs buy ready-made meals.
- 2 A significant number of people in the UK have given up smoking in the last three years.
- 3 A significant number of people aged between 16 and 25 do not eat meat at all.
- 4 A large number of young women have joined judo, karate and self-defence classes in the last year.
- 5 A large proportion of men and women over the age of 60 are joining gyms and health clubs.
- 6 30% of all European holidays are booked by 18 - 30 year-olds.

Generalisations

- a This indicates that vegetarianism is becoming more popular among the younger generation.
- b This shows that many working mothers do not have time to cook.
- c This shows that the older generation are taking more of an interest in health and fitness.
- d This shows that more young people can now afford to take holidays abroad.
- e This illustrates that more people are concerned about the effects of smoking on their health.
- f This demonstrates that young women are more aware of the need to be able to defend themselves in certain situations.

- 3** Read the two models and say which one: a) contains personal expressions, b) includes facts and generalisations, c) uses short forms and informal language, d) is good bad and why? Then, re-read model B and think of suitable sub-headings to replace the numbers.

To: D. Thomas
From: Ronald Wilkins
Subject: Clackford Bus Service Survey

MODEL A

I talked to people in Clackford about the bus service, about 500 of them in all. I wanted to know if they ever used the buses, if they didn't why not, and if they could suggest anything. It turned out that a lot of people do use the buses, but not everyone is happy.

A lot of people 60% or more said that they use the buses. Most people said that the service was pretty good, which means that people are happy. About half of the people said that the drivers are nice, though not everybody agreed. A lot of people complained that the buses are dirty, and one woman said that she never even sat down because she didn't want to get her clothes dirty, so they must be pretty bad. I forgot to mention that one person said the drivers are rude and won't even give change.

Some people said that the buses are too crowded and that there should be more at busy times. You should do something about the dirt in the buses or people won't want to ride in them at all. This is what I think anyway.



MODEL B

To: David Thomas, Director of the Clackford Bus Company
From: Ronald Wilkins, Marketing Manager
Subject: Clackford Bus Service Survey

- 1 This survey was carried out to assess the services offered by Clackford Bus Company. Five hundred residents were asked how often they use the buses and whether they are satisfied with the service.
- 2 A large number of those surveyed use the bus regularly. This is demonstrated by the fact that 65% of them stated that they use the bus every day to get to work or school. Of those regular users a large proportion are satisfied with the service. This is illustrated by the fact that 48% of users said that the bus service is reliable and efficient most of the time. Passengers generally have a high opinion of the drivers, which is shown by the fact that 49% of those asked said that the drivers are polite and helpful. As far as the condition of the buses is concerned, only 41% stated that they are clean, well-maintained and comfortable.
- 3 In conclusion, crowding and lack of cleanliness seem to be the main problems. As a result, it is recommended that more buses should be put on all routes during peak hours, and that buses should be cleaned and serviced more often to make them more comfortable for passengers.

B. Assessing good and bad points

- When you are asked to write a report assessing the good and bad points of something such as a museum, restaurant or course, you should include both its positive and negative aspects plus supporting reasons.
- A main heading and sub-headings are also required in this kind of report.
- **Present Tenses** are used in this kind of report. However, **Past Tenses** are used for reports related to past events e.g. *holiday reports*.
- Appropriate linking words should be used to connect contrasting aspects. e.g. There was not much choice on the menu; **on the other hand**, the food was excellent.

Useful language for reports

To introduce: The purpose/aim of this report, As requested, This report was written, etc.

To express reality: In fact, Actually, As a matter of fact, in practice, etc.

To make contrasting points: Although, Yet, However, Nevertheless, In spite of the fact that, etc.

To express the difference between appearance and reality: On the face of it, At first sight, Apparently, etc.

To conclude/summarise: Taking everything into account, To sum up, In conclusion, etc.

Introduction

state the purpose and content of your report

Main Body

summarise each point under suitable headings, giving both positive and negative points

Conclusion

general assessment and recommendation

- 4** Read the following report and fill in the gaps with the words from the list.

on the whole, however, also, the purpose of this report, but, although

To: Norma Smyth, Ace Travel
From: Paul Weller
Subject: Channel Link Ferry Service

Introduction

1) is to assess the Channel Link ferry service which operates between Newhaven, England and Dieppe, France.

Comfort

The ferries which operate on the route are all less than five years old and therefore in good condition, both inside and out. **2)** they are rather small and can become overcrowded when they are over two-thirds full. The seating areas provided are comfortable, **3)** they do not seem to be cleaned regularly enough.

Facilities

Passengers are able to choose between a snack bar and a sit-down restaurant on board all ferries. The food lacks variety **4)** prices are reasonable.

Service

The Channel Link ferry staff are friendly and helpful. The only problem is that there does not seem to be enough staff to deal with all the passengers. This means that there tend to be a lot of queues on the ship.

Conclusion

Travelling to France with the Channel Link ferry service is, **5)**, an enjoyable experience, although the journey can be rather uncomfortable when the ferries are full. It is therefore recommended that more staff be taken on in order to improve the quality of the service. **6)**, more of an effort should be made to ensure that a wider selection of food is provided to cater for all passengers' tastes.

Self Check

- 5** Answer the following T/F statements.

- 1 A survey report is written in a formal style.
- 2 Present tenses cannot be used in reports assessing good and bad points.
- 3 Linking words are not important in reports.
- 4 Sub-headings, numbers or letters can be used to divide the report into sections.

- 6** Look at the topics below. What kind of reports are they? What information should be included? Now write any two of them in 120-180 words.

- 1 Your company has asked you to visit a hotel where they are considering holding a conference. Write your report for the company.
- 2 The TV company you are working for needs a report about young people's television-watching habits. Write your report for the company.
- 3 The language school you work for has asked you to investigate a local castle and park as a possible place to take students for a day trip. Write your report for the school.
- 4 The local train service you are working for needs a report about how young people prefer to travel. Write your report.



Module Self-Assessment (units 10-12)

1 Choose the correct item.

- After the performance, the actors came back onto the to take their bows.
A scene B stage C screen D script
- Peter Anne for her role in the play.
A coached B studied C practised D exercised
- Laura goes to a school so she only sees her family at the weekends.
A day B private C comprehensive D boarding
- We stood on the waiting for the train to arrive.
A platform B deck C bridge D runway
- I would love to go on a long sea
A route B journey C voyage D travel
- I thought the film was, but other people didn't like it.
A shocked B confusing C thrilled D fascinating
- The English of our school has 15 teachers.
A part B section C department D portion
- She received an Honours in Political Studies.
A grade B mark C degree D document

(8 marks)

2 Fill in the correct word(s) from the list below.

ranging, participate in, petrifying, unique, abandon, enthralled, concentrate on, consultant

- Going on that huge roller coaster was the most experience of my life.
- This camp offers all sorts of activities, from painting to windsurfing.
- Paul finds it difficult to his homework when the TV is on.
- Children who sports tend to be more relaxed during their lessons.
- She would like to her studies and become a singer.
- Seeing the fjords in Norway is a(n) experience; one could never forget it.
- We were by the amazing feats of the acrobats.
- Pam is a fashion who helps public figures choose appropriate clothes, makeup and hairstyles.

(8 marks)

3 Fill in the correct particle(s).

- The cold weather caused his chest problems. The cold weather brought his chest problems.

- She entered the sailing competition although she wasn't very experienced. She went the sailing competition although she wasn't very experienced.
- The director of the play encountered many problems. The director of the play ran many problems.
- Working in a team reveals the best in people's characters. Working in a team brings the best in people's characters.
- She continued cycling until she got to the next village. She went cycling until she got to the next village.

(5 marks)

4 Fill in the correct prepositions.

Many people depend 1) television for all their entertainment; 2) average, people in Britain watch about 25 hours of TV per week. Generally, however, TV caters 3) the lowest of tastes and is suitable 4) those who prefer not to move or think. Wouldn't it be better to take up an active hobby or participate 5) a sport? Activity feeds us 6) energy, stimulates the brain and is the key 7) enjoying one's life. It is important 8) all of us to do more than sit in front of the "box", especially when there is such a wide choice 9) alternative forms of entertainment.



(9 marks)

5 Fill in the correct words from the lists below.

life to solve changing to share

- In our 1) world, it is important to gain the 2) skills which will help us 3) the problems which we will be faced with every day. Cooperation is one of the keys. The ability 4) ideas and to work together makes our journey through life much easier and more productive.

pay cable scream snack value

- The theme park in my city has many thrilling rides. I love the roller-coaster — I 1) with excitement every time I ride it. The park is good 2) for money, too. You can 3) per ride or buy an all-day pass. The food is good as well — there are dozens of 4) bars which serve delicious fast food. The whole place can be seen from above if you take the 5) car from one end of the site to the other.

(9 marks)

Module Self-Assessment (units 10-12)

6 Complete the sentences using the words in bold.

- They have never been to the circus before.
first It's the to the circus.
- She used suntan lotion; she didn't want to get sunburnt.
getting She used suntan lotion sunburnt.
- Could you turn the television on, please?
mind Would the television on, please?
- How long is it since you last went to the cinema?
go When to the cinema?
- I'm afraid the news will shock you.
be I'm afraid the news.
- He thinks playing chess is less exciting than going climbing.
as He thinks playing chess going climbing.
- I have never been to such a bad restaurant.
ever That was the been to.
- I haven't written to my penfriend yet.
not I my penfriend.
- Vanessa is the most intelligent student in the class.
more Vanessa is in the class.
- Buy some apples; I might make an apple pie.
in Buy some apples an apple pie.
- The ferry didn't leave the harbour until after the storm had finished.
before The ferry waited until the storm the harbour.
- She pays someone to clean her house twice a week.
cleaned She twice a week.
- No other player in the team is as good as Pete.
in Pete is the team.
- I have never had a better meal before.
the That was ever had.
- He didn't go to work because he was ill.
been If, he would have gone to work.
- Everyone was so moved by the minister's speech that they were in tears.
moving Everyone found that they were in tears.
- He applied to several universities; he wanted to study law.
view He applied to several universities law.

(17 marks)

7 Fill in the blanks with **as** or **like**.

- The weather is not nice it was yesterday! It looks if it's going to rain soon.
- She wants to be a doctor her father. That's why she studies hard she does.
- They see him their leader. He is a father to them.
- She looks a lot her mother. However her eyes are the same colour her father's.

(4 marks)

8 Fill in the blanks with the correct tense.

Before you 1) (**choose**) which university to go to, there are a number of factors you 2) (**need**) to consider. When you 3) (**decide on**) the subject you want to study, the next thing to consider is location. If you 4) (**want**) to be close to your family, choose a university close to your home. However, if you 5) (**prefer**) to be more independent, you should consider going to a university in another part of the country. Should you pick a popular course, make sure you are confident about getting good exam results, otherwise you 6) (**find**) yourself without a place. Remember, though, unless you 7) (**do**) plenty of preparation beforehand, you 8) (**be**) disappointed.



(8 marks)

9 Cross out the unnecessary words.

- He is as very kind as his sister.
- The hospital where he was born in is now a museum.
- This vase costs the same much as that one.
- I'd rather go skiing than to play squash.
- He is the most qualified athlete of in the team.
- He isn't as any good at tennis as Greg.
- Peter has to had his motorbike stolen.
- He works the more and more these days.
- Julia's a very talented musician, isn't she not?
- Tim goes to the school every day by bus.
- Ann can't be the one who she stole the computer disks.
- We enjoy to going for long walks in the countryside.
- I saw the red car to crash into a taxi.
- Denise is much more better at skiing than I am.
- That was the most best performance I have ever seen.

(15 marks)

Writing

10 Answer the following questions. (17 marks)

- How can we join viewpoints in argumentative compositions expressing opinion?
- What information should we include in a film review?
- How can we separate each piece of information in reports?
- Should each viewpoint be supported by a logical reason in argumentative compositions expressing opinion?
- What style should be used in reports?
- What style should be used in articles?
- Can articles include descriptive techniques?

TOTAL: 100 marks

Grammar Reference

UNIT 1

PRESENT SIMPLE - PRESENT CONTINUOUS

Present Simple is used for:

- permanent situations or states. e.g. *Jim lives in the South of England.*
- permanent truths or laws of nature. e.g. *The sun sets around 5 o'clock in the afternoon in the winter.*
- repeated/habitual actions especially with **always, usually, etc.** e.g. *George always plays football on Saturday afternoons. (= He does that every Saturday afternoon)*
- timetables/programmes with a future meaning. e.g. *The plane for Glasgow leaves at 10:05 on Tuesday morning.*
- reviews/sports commentaries/dramatic narrative. e.g. *The basketball player shoots and the ball goes in the basket!*

Time expressions used with Present Simple: **every day/ week/month/year, usually, sometimes, always, rarely, never, often, on Monday, in the morning, evening, etc**

Present Continuous (to be + verb -ing) is used for:

- temporary situations. e.g. *I am paying off my car loan this month.*
- frequently repeated actions with **always, constantly** expressing annoyance or criticism. e.g. *He is always leaving his dirty clothes on the floor!*
- actions happening at or around the moment of speaking. e.g. *I'm making coffee, would you like some?*
- fixed arrangements in the near future. e.g. *I am meeting Diana for dinner on Friday night. (= It is arranged that we meet on Friday night.)*

Time expressions used with Present Continuous: **now, at the moment, at present, nowadays, today, this month, this week, tonight, always, still, etc**

Stative verbs

Stative verbs express a permanent state rather than an action and do not have continuous forms. These are: **verbs of senses:** appear, hear, see, look (= seem), seem, smell, sound, taste. e.g. *He appears to be studying hard for his exam.* **verbs of feelings and emotions:** adore, detest, dislike, enjoy, forgive, hate, like, love, prefer, etc. e.g. *He likes walking in the woods.* **verbs of opinion:** agree, believe, suppose, understand, etc. e.g. *I believe he is innocent.* **other verbs:** belong, consist, depend, fit, include, need, own, possess, require, want, etc. e.g. *This car belongs to my brother.*

Some stative verbs can have continuous forms but there is a difference in meaning. Compare the following sets of sentences.

- I **think** you are wrong. (=I believe)
What **are you thinking** about? (=are you considering?)
- I **see** what you mean. (=I understand)
I'm **seeing** Jenny tonight. (=I'm meeting)
- They **have** a cottage in Brighton. (=they own)
They **are having** a nice time at the party. (=they are experiencing)
- It **smells** of burnt chicken in here. (=it has the smell of)
Why **are you smelling** the milk? Has it gone off? (=Are you checking its smell?)
- The soup **tastes** wonderful. (=it has a wonderful taste)
Why **are you tasting** the soup? (=are you testing its flavour?)
- This cloth **feels** soft. (=it has a soft texture)
She **is feeling** the baby to see if he's got a temperature. (=she's touching)
- He **looks** very tired. (=he appears)
He **is looking** at the photos. (=he's viewing)
- He **weighs** more than his brother. (=his weight is more)
He **is weighing** the bag of potatoes. (=he's finding out its weight)

ENOUGH - TOO

Enough is used:

- after adjectives and adverbs to indicate a positive implication. e.g. *He is clever enough to become a doctor. (= He's very clever; he can become a doctor.)* *He ran quickly enough to catch the bus.*
- before nouns. e.g. *He earns enough money to afford a house in the suburbs.*

Too is used:

- before adjectives and adverbs to indicate a negative implication. e.g. *The food is too salty (for us) to eat. (=The food is very salty; we can't eat it.)* *They arrived too late to find any free seats.*
- before **many** or **much** to express the opposite meaning of enough + noun. e.g. *There are too many students in the class. The construction workers are making too much noise.*

Note: **many** is used with countable nouns (*books, chairs, etc*) whereas **much** is used with uncountable nouns (*sugar, noise, etc*)

UNIT 2

PAST TENSES

Past Simple (verb + ed or irregular past form) is used for:

- past actions which happened one immediately after the other. *e.g. She **stood up**, **went up to her** and **grabbed her wrists**.*
- completed actions or events which happened at a stated past time. *e.g. I **went to the cinema last night**. (When? Last night.)*
- past habits or states. *e.g. My grandfather always **wore a hat**. (also: My grandfather always **used to wear a hat**.)*
- complete actions not connected to the present with a stated or implied time reference. *e.g. Beethoven **created wonderful classical pieces**. (We know when Beethoven lived).*

Time expressions used with Past Simple: **yesterday, last week/month etc, (how long) ago, then, just, now, when, in 1991, etc**

Past Continuous (was/were + verb -ing) is used for:

- actions in the middle of happening at a stated past time. *e.g. She **was flying to Paris this time last Monday**.*
- a past action in progress interrupted by another past action. The longer action is in the Past Continuous, the shorter action is in the Past Simple. *e.g. I **was watching television when my mother came home**.*
- two or more simultaneous past actions of certain duration. *e.g. I **was reading while my brother was listening to music**.*
- background description to events in a strong description. *e.g. As he **was walking through the woods**, the birds **were singing** and the sun **was shining brightly**.*

Time expressions used with Past Continuous: **while, when, as, the moment that, etc**

Used to - Would

- **used to (+ infinitive)** expresses past habits or states. It forms its negative and interrogative with **did** and is the same in all persons. *e.g. Stacey **used to live in Brighton**. **Did you use to suck your thumb when you were a baby?***
- **would (+ infinitive)** expresses past repeated actions and routines. *e.g. Every day, Peter **would wake up early, take a shower and set out for work**.*

Past Perfect (had+past participle) is used for:

- a past action which occurred before another action or before a stated past time. *e.g. She **had typed all the letters by 10 o'clock**.*

- complete past actions which had visible results in the past. *e.g. She **was crying because she had lost her job**.*
- The Past Perfect is the past equivalent of Present Perfect. *e.g. He **is tired**; he **has painted the room**. He **was tired**; he **had painted the room**.*

Time expressions used with Past Perfect: **for, since, already, after, just, never, yet, before, by, by the time, etc**

Past Perfect Continuous (had been+verb -ing) is used for:

- actions continuing over a period up to a specific time in the past. *e.g. He **had been working in Brussels for three years before he moved to London**. (He **was working in Brussels, then he moved to London and started working there**.)*
- past actions of certain duration which had visible results in the past. *e.g. Her feet **were swollen because she had been walking all morning**.*
- The Past Perfect Continuous is the past equivalent of Present Perfect Continuous. *e.g. I'm tired. I've **been gardening all afternoon**. I **was tired**. I **had been gardening all afternoon**.*

Time expressions used with Past Perfect Continuous: **for, since**

Present Perfect (have + past participle) is used for:

- recently completed actions. *e.g. My father **has finished painting the house**.*
- complete past actions connected to the present with stated or unstated time reference. *e.g. I **have worked all day and I'm tired**.*
- personal experiences or changes which have happened. *e.g. Sally **has gained some weight recently**.*

Present Perfect Continuous (have + been + verb -ing) is used for:

- actions started in the past and continuing up to the present. *e.g. I **have been studying for the Maths test for three hours**.*
- past actions of certain duration having visible results or effects in the present. *e.g. She **has been lying in the sun and now she has sunburn**.*
- expressing anger, irritation, annoyance, explanation or criticism. *e.g. He **has been playing that horrible music all day long**.*

Time expressions used with Present Perfect and Present Perfect Continuous: **just, ever, never, already, yet (negations & questions), always, how long, so far, recently, since (= from a starting point in the past), for (= over a period of time), today, this week/month, etc**

Note how the following words are used.

- **Ago** (=back in time from now) is used with Past Simple. e.g. *Tom left an hour ago.*
- **Before** (=back in time from then) e.g. *He told me that Tom had left an hour before.* It can also be used with present or past tense forms to point out that an action preceded another. e.g. *He had been travelling a lot before he decided to settle down in Rome.*
- **Still** is used in statements and questions after the auxiliary verb or before the main verb. e.g. *He can still ride a bicycle. He still lives in the same flat.* **Still** comes before the auxiliary verb in negations. e.g. *He still can't find a solution to his problem.*
- **Already** is used with Perfect tenses in mid or end position in statements and questions. e.g. *He had already left when Ann came. Have you finished already?*
- **Yet** is used with Perfect tenses in negative sentences after a contracted auxiliary verb or at the end of the sentence. e.g. *He hasn't yet called in. He hasn't called us yet.* It can also be used at the end of questions. e.g. *Has he called yet?*

RELATIVES

Relative Pronouns - Relative Adverbs

- **who/that** (relative pronoun) is used for people e.g. *The girl who is wearing the red dress is my best friend.*
- **whose** (relative pronoun) is used for people and things to show possession. e.g. *The lady whose dog bit me lives next door.*
- **whom/that** (relative pronoun) is used for people as the object of the verb of the relative clause. e.g. *The boy whom you met at my party is my cousin.*
- **which** (relative pronoun) is used for things. e.g. *The car which is parked in front of the building is mine.*
- **where** (relative adverb) is used to talk about places. e.g. *The resort where we spent our summer holiday was wonderful.*
- **whom, which, whose** can be used in expressions of quantity with **of** (some of, many of, etc). e.g. *She has got three brothers, two of whom are older than her.*
- We do not normally use prepositions before relative pronouns. e.g. a) *The university at which she is studying is well-known. (formal-not usual)* b) *The university which she is studying at is well-known. (usual)* c) *The university she is studying at is well-known. (more usual)*

Defining/Non-defining Relative Clauses

- A defining relative clause gives necessary information and is essential to the meaning of the main clause. It is not put between commas. e.g. *People who hunt illegally should be sent to prison.*

- A non-defining relative clause gives extra information which is not essential to the meaning of the main clause. It is put between commas. e.g. *Ann, who is my best friend, got married last week.*

UNIT 3

REPORTED SPEECH

Direct Speech gives the exact words someone said. We use inverted commas in Direct Speech. e.g. *"It's a nice day," he said.*

Reported Speech gives the exact meaning of what someone said but not the exact words. We do not use inverted commas in Reported Speech. e.g. *He said it was a nice day.*

Say - Tell - Speak - Talk

- **Say** is used in Direct Speech. It is also used in Reported Speech when it is not followed by the person the words were spoken to. e.g. *"I won't do it," he said. → He said (that) he wouldn't do it.*
- **Tell** is used in Reported Speech when it is followed by the person the words were spoken to. e.g. *"I won't do it," he said to me. → He told me (that) he wouldn't do it.*
- **Ask** is used in reported questions and commands or in direct questions. e.g. *He said to me, "Please help me." → He asked me to help him.*
- We use **say + to infinitive** but never **"say about"**. We use **tell sb, speak/talk about** instead. e.g. *Paul said to be there at 10:00. He told us/spoke about/talked about his misfortunes.*

Expressions with say, tell and ask

Expressions with say

say good morning/evening etc, say something, say one's prayers, say a few words, say so, say no more, say for certain, say for sure etc

Expressions with tell

tell the truth, tell a lie, tell (sb) the time, tell sb one's name, tell a story, tell sb a secret, tell sb the way, tell one from another, tell sb's fortune, tell sb so, tell the difference etc

Expressions with ask

ask a favour, ask the time, ask a question, ask the price etc

Reported Statements

- Reported statements are usually introduced with **say (that)** or **tell (that)**. e.g. *"He works late every day," she said. → She said (that) he worked late every day.*

- **Personal pronouns** and **possessive adjectives** change according to context. e.g. "I appreciate your help," she said to me. → She told me (that) **she** appreciated my help.

Tenses change in Reported Speech as follows:

- **Present Simple → Past Simple** e.g. "She **plays** the piano," he said. → He said (that) she **played** the piano.
- **Present Continuous → Past Continuous** e.g. "She **is playing** the piano," he said. → He said (that) she **was playing** the piano.
- **Past Simple/Present Perfect → Past Perfect** e.g. "She **played/has played** the piano," he said. → He said (that) she **had played** the piano.
- **Past Continuous/Present Perfect Continuous → Past Perfect Continuous** e.g. "She **was playing/has been playing** the piano," he said. → He said (that) she **had been playing** the piano.
- **Future Simple → would + bare infinitive** e.g. "She'll **play** the piano," he said. → He said (that) she **would play** the piano.
- **Future Continuous → would be + verb -ing** e.g. "She'll **be playing** the piano," he said. → He said (that) she **would be playing** the piano.

Past Perfect and Past Perfect Continuous do not change in Reported Speech. Past Simple changes to Past Perfect or remains the same. When the reported sentence contains a time clause, the tenses of the time clause do not change. e.g. "I left when it **was getting** dark," he said. → He said (that) he **left/had left** when it **was getting** dark.

Tenses do not change in Reported Speech when:

- the reporting verb (said, told etc) is in the Present, Future or Present Perfect. e.g. "I've **always enjoyed** going for long walks on the beach," she says. → She **says** that she's **always enjoyed** going for long walks on the beach.
- the speaker expresses general truths, permanent states or conditions e.g. "February the 14th **is** Valentine's Day," he said. → He said that February the 14th **is** Valentine's Day.
- the reported sentence deals with type 2/type 3 conditionals, wishes or unreal past e.g. "OK boys, it's time you **went** to bed," Mother said to us. → Mother told us that it was time we **went** to bed.
- the speaker is reporting something immediately after it was said (up to date). e.g. "The water **is** very cold," he said. → He said that the water **is** very cold.

Note: If the speaker expresses something believed to be true, the tenses may change or remain the same. e.g. "Cycling **is** good exercise," he said. → He said cycling **is** good exercise.

However, if the speaker expresses something which is believed untrue, the tenses change. e.g. "Travelling by aeroplane **is** dangerous," he said. → He said that travelling by aeroplane **was** dangerous.

- Time words can change or remain the same depending on the time reference:

Direct Speech

tonight, today, this week/month/year now

now that
yesterday, last night/
week/month/year
tomorrow, next week/
month/year

two days/months/
years etc ago

Reported Speech

→ that night, that day, that week/month/year
→ then, at the time, at once, immediately

→ since
→ the day before, the previous night/week/month/year
→ the following day/the day after, the following/next week/month/year

→ two days/months/years etc before

e.g. "He is leaving **next week**," she said. → She said (that) he was leaving **the following week**. (out-of-date reporting) "I visited Pam **last week**," she said. → She said (that) she visited Pam **last week**. (up-to-date reporting)

Reported Questions

- Reported Questions are introduced with **ask, wonder, inquire, want to know** etc. We use affirmative word order and the question mark becomes a full stop. Inverted commas are omitted.
- To report a question we use: a) **ask + question word** (who, where, which, when, how, etc) when the direct question begins with a question word. e.g. "**How** can I ever thank you?" she asked. She asked **how** she could ever thank me. and b) **ask + if/whether** when the direct question begins with an auxiliary verb (can, do, have, etc). e.g. "**Could** you tell me how to open the cupboard?" he asked. He asked **if I could** tell him how to open the cupboard.
- Tenses, personal pronouns, possessive adjectives, time words, etc change as in statements. e.g. "When are you having your party?" → She wondered when I was having my party. "Can you go to the supermarket for me?" → She asked me if I could go to the supermarket for her.

Reported Commands/Requests/Suggestions

Reported commands/requests/suggestions are introduced with a special introductory verb (**advise, ask, beg, suggest**, etc) followed by a **to - infinitive**, an **-ing form** or a **that -clause** depending on the introductory verb. e.g. "Bring me the newspaper!" James shouted. (command) → James told me to bring him the newspaper. "Will you pour me a cup of coffee?" Elaine asked. (request) → Elaine asked me to pour her a cup of coffee. "I suggest that you stay home and rest," the doctor said. (suggestion) → The doctor suggested that I (should) stay home and rest.

Modal Verbs in Reported Speech

The following verbs change in Reported Speech when the reported sentence is out of date:

will/shall → **would**, **can** → **could** (present reference)/**would be able to** (future reference), **may** → **might/could**, **shall** → **should** (asking for advice)/**would** (asking for information)/**offer** (expressing offers), **must** → **must/had to** (obligation) (must remains the same when it expresses possibility or deduction), **needn't** → **didn't need to/didn't have to** (present reference)/**wouldn't have to** (future reference). **Would, could, used to, mustn't, should, might, ought to** and **had better** remain unchanged in Reported Speech.

e.g. "You **must** see a doctor," he said to me. → He told me that I **had to** see a doctor.

Special Introductory Verbs

When we report someone's words, we interpret what we hear, so we use appropriate reporting verbs like the following:

- **advise sb + to infinitive** e.g. "I think you should see a dentist." → I **advised** her to visit a dentist.
- **accuse sb of + -ing form** e.g. "You destroyed the computer." → He **accused me of** destroying the computer.
- **admit (to) + -ing form** e.g. "Yes, I was the one who stole the car." → He **admitted (to)** stealing the car.
- **apologise for + -ing form** e.g. "I am sorry I didn't call." → He **apologised for** not calling.
- **boast + that -clause** e.g. "I'm the most successful businessman in the country." → He **boasted** that he was the most successful businessman in the country.
- **claim + that -clause** e.g. "I know his address." → She **claimed** that she knew his address.
- **complain + that -clause** e.g. "The room is in a mess." → She **complained** that the room was in a mess.
- **demand + that -clause** e.g. "Open the safe immediately!" → He **demanded** that I should open the safe immediately.
- **deny + -ing form** e.g. "I didn't use the fax machine." → He **denied** using/having used the fax machine.
- **encourage sb + to -infinitive** e.g. "You ought to enter the competition. You'll certainly win." → He **encouraged** me to enter the competition as he was sure I would win.
- **inform sb + that -clause** e.g. "The examination will be held on Tuesday." → He **informed** me that the examination would be held on Tuesday.
- **insist + that -clause** e.g. "You have to visit your grandma." → He **insisted** that I should visit my grandma.
- **promise + to -infinitive** e.g. "I'll definitely be at the airport to meet you." → She **promised** to be at the airport to meet me.
- **refuse + to -infinitive** e.g. "No, I won't lend you my bicycle." → She **refused** to lend me her bicycle.

- **remind sb + to -infinitive** e.g. "Remember to book the tickets for the theatre." → She **reminded** him to book the tickets for the theatre.
 - **threaten + to -infinitive** e.g. "If you inform the police, we'll kill the hostage." → They **threatened** to kill the hostage if we informed the police.
 - **suggest + -ing form** e.g. "Why don't you hire a professional to help out with the decorating?" → He **suggested** my hiring a professional to help out with the decorating.
 - **warn sb + to -infinitive** e.g. "Don't open the door!" → She **warned** me not to open the door.
- Everyday conversations and dialogues are a mixture of statements, commands and questions. To report these we use: **and, and he/she added that, adding that, because, but, and then he/she went on to say, while, then,** etc or the introductory verb in the present participle form.
e.g. "I can't walk any further," he said. "Can we stop for a while?" → He said he couldn't walk any further **and asked** if they could stop for a while.

Punctuation in Direct Speech

We capitalise the first word of the quoted sentence. The full stop, the question mark, the exclamation mark and the comma come outside the inverted commas only when "he said/asked" precedes the quoted sentence. e.g. "She hasn't called yet," he said. He said, "She hasn't called yet." "She," he said, "hasn't called yet." We do not use a comma after a question mark. e.g. "Can I help you?" She asked. but She asked, "Can I help you?"

- When the subject is a pronoun, it comes before the reporting verb (said, asked etc) but when the subject is a noun, it often comes after "said", "asked", etc at the end or in the middle of the quoted sentence. e.g. "He hasn't come yet," she said. "He hasn't come yet," said Mary. "He", said Mary, "hasn't come yet." but: She/Mary said, "He hasn't come yet." (not: ~~Said Mary~~, "He hasn't come yet.")
- Each time the speaker changes, we normally start a new paragraph.

PUNCTUATION

Full stops are used:

- a to indicate the end of a statement or period. e.g. As I was walking down the road, I ran into an old friend of mine.
- b in certain abbreviations, like e.g., i.e., etc., though not in all books. e.g. Junk food, i.e. hamburgers and French fries, are not good for your health.

Commas are used:

- a to separate items in a list of nouns, adjectives, adverbs etc.
e.g. *Last year we visited Denmark, Norway, Sweden and Finland.*
- b before and after a non-defining relative clause. e.g. *Paul, who is my eldest brother, is studying Physics.*
- c to separate tag questions from the sentence. e.g. *He never tells lies, does he?*
- d After *Yes*, *No* or other introductory words or discourse markers at the beginning of sentences. e.g. *"No, I wasn't at home at that time," the defendant insisted. To tell you the truth, I don't like this suit at all.*

Questions Marks are used:

- a at the end of direct questions. e.g. *"What size shoes do you take?" the shop-assistant asked.*
- b at the end of tail questions. e.g. *He used to live in Venice, didn't he?*

Exclamation marks are used:

at the end of exclamation sentences. e.g. *What fantastic weather!*

UNIT 4

CONDITIONALS

The most common conditional linking words are; **if**, **unless** (= if not), **when**, **even if**, **provided (that)**, **as long as**, etc. When the conditional clause precedes the main clause, there is a comma. When the main clause precedes the conditional clause, there is no comma. e.g. *If I were you, I'd apologise. I'd apologise if I were you.*

There are four types of conditionals.

- a **Zero conditional:** If + Present Simple, Present Simple in the main clause (used to talk about general truths or scientific facts). e.g. *If you heat water, it boils.*
- b **Type 1 Conditional:** If + Present tenses, Future/Present Continuous, Imperative in the main clause (used to talk about actions likely to happen in the present or future). e.g. *If you go shopping today, buy me some eggs. If you haven't finished before noon, we won't be able to catch the one o'clock train.*
- c **Type 2 Conditional:** If + Past Simple/Continuous, would + bare infinitive in the main clause (used to talk about something untrue in the present or unlikely to happen in the future). e.g. *Unless you passed the test, you wouldn't get a driving licence.* Type 2 Conditional is also used to give advice. e.g. *If I were you, I'd try to find another job.*

(Note **were** can be used in all persons instead of **was**.)

- d **Type 3 Conditional:** If + Past Perfect, would + have + past participle in the main clause (used to talk about an imaginary situation contrary to the facts in the past. It is also used to express regret or criticism.) e.g. *If he had told us he was coming over, we would have prepared something to eat.*

If can be omitted in if-clauses. In this case **should** (conditionals type 1), **were** (conditionals type 2) and **had** (conditionals type 3) come before the subject. e.g. *1. If you should see her, ask her to come to the party. → Should you see her, ask her to come to the party. 2. If I were you, I wouldn't pay anything. → Were I you, I wouldn't pay anything. 3. If I had had the money, I would have bought the car. → Had I had the money, I would have bought the car.*

WISHES

- **I wish (if only) + past tense:** wish/regret about a present situation we want to be different. e.g. *I wish I were thinner. (It's a pity I am not)* Note that **were** can be used in all persons instead of **was**.
- **I wish (if only) + could + bare infinitive:** wish/regret in the present concerning lack of ability. e.g. *I wish I could fly an aeroplane. (but I can't)*
- **I wish (if only) + past perfect:** regret that something happened or didn't happen in the past. e.g. *I wish I hadn't eaten so much at dinner. (but I did)*
- **I wish (if only) + subject + would + bare inf. →** wish for a future change unlikely to happen or wish to express dissatisfaction. e.g. *I wish you would stop biting your nails.*
- **I wish (if only) + inanimate subject + would + bare inf.:** used to express the speaker's disappointment or lack of hope. e.g. *I wish it would get warmer (but I'm afraid it won't).*

UNIT 5

PASSIVE VOICE

- The passive voice is formed with the verb "to be" in the appropriate tense + the past participle of the main verb. Only transitive verbs (verbs which take an object) can be put into the passive.

The passive is used:

- when the person who performs the action (agent) is unknown, unimportant or obvious from the context. e.g. *The rubbish is collected every day.*
- when we want to emphasise the agent. e.g. *This sweater was knitted by my mother.*
- to make statements more formal or polite. e.g. *The ceremony will be held on Sunday, 12th of June.*

- when the action is more important than the agent (news reports, formal notices, instructions, processes, headlines, advertisements, etc). *e.g. Five people were injured in a highway collision.*
- Present Perfect Continuous, Future Continuous and Past Perfect Continuous are not normally used in the Passive.
- **Get** is used in colloquial English instead of **be** to express something happening by accident. *e.g. The boy got hurt while playing field hockey.*

Changing from Active to Passive

- the object of the active verb becomes the subject in the passive sentence
- the active verb changes into a passive form
- the subject of the active verb becomes the agent (which is either introduced with "by" or is omitted)

Active Voice			Passive Voice		
Subject	Verb	Object	Subject	Verb	Object
Jo	arrested	him.	He	was arrested	by Jo.

- **By + agent** is used to say who or what did the action. *e.g. The fire was put out by the fire-fighters.*
- **With + instrument/material** is used to say what the agent used, or after past participles such as coloured, crammed, crowded, filled, flavoured, packed, etc. *e.g. The jam was packed with a lot of fruit.*
- **By + agent** is omitted when the agent is unknown, unimportant, obvious from the context, or referred to by words such as someone, people, I you, etc. *e.g. These shoes were made in Italy.*
- Verbs which take two objects (give, offer, etc) form their passive in two ways. It is more usual though to start the sentence with the person object, not the thing object. *e.g. The children gave gifts to the birthday boy. → The birthday boy was given gifts. → Gifts were given to the birthday boy.*
- If a verb is followed by a preposition or is a phrasal verb (accuse of, take down, etc), in the passive the preposition is placed immediately after the verb. *e.g. The building will be knocked down.*
- in passive questions with **who**, **whom** or **which** we do not omit "by". *e.g. Who were the letters posted by?*
- **Hear, help, make, see** are followed by a to-infinitive in the passive. *e.g. The elderly lady was helped to cross the road.*
- Note that **hear, see, watch** can be followed by a present participle in the active and passive. *e.g. The children were seen playing in the yard.*
- **Let** changes to **be allowed to** in the passive. *e.g. Mum let us go to the party. → We were allowed to go to the party.*

CAUSATIVE FORM

- We use **have + object + past participle** to say that we arrange for someone to do something for us

Present Simple

She cuts her hair. → She has her hair cut.

Present Continuous

He is dry-cleaning his trousers. → He is having his trousers dry-cleaned.

Past Simple

She designed her house. → She had her house designed.

Past Continuous

He was repairing his car. → He was having his car repaired.

Future Simple

He will publish his book. → He will have his book published.

Future Continuous

She will be making her curtains. → She will be having her curtains made.

Present Perfect

She has sewn a dress. → She has had a dress sewn.

Present Perfect Continuous

She has been typing her composition. → She has been having her composition typed.

Past Perfect

He had sent the letter. → He had had the letter sent.

Past Perfect Continuous

He had been tailoring his suits. → He had been having his suits tailored.

Modal/Infinitive

He can mend the door. → He can have the door mended.

-ing form

He likes taking pictures. → He likes having pictures taken.

- The verb **have** used in the causative, forms its negations and questions with **do/does** (Present Simple) and **did** (Past Simple) *e.g. He doesn't have the oil in the car checked often. Did they have the house painted?*
- **Get** is often used in the causative instead of **have**. *e.g. They got their car washed.*
- The causative form can be used instead of the passive to express accidents and misfortunes. *e.g. He had his ankle sprained while playing football.*

UNIT 6

COUNTABLE - UNCOUNTABLE NOUNS

- **Countable nouns** are those that can be counted (one pen, two pens, etc).
- **Uncountable nouns** are those that cannot be counted (paper, bread, etc). Uncountable nouns take a singular verb and are not used with a/an. These are:
- **mass nouns** (*e.g. beer, blood, bread, butter, flour, air, etc*)

- **subjects of study** (e.g. *physics, economics, chemistry, literature*, etc)
- **languages** (e.g. *Chinese, French, Spanish*, etc)
- **sports** (e.g. *basketball, hockey, darts, football, golf*, etc)
- **diseases** (e.g. *chickenpox, measles, mumps*, etc)
- **natural phenomena** (e.g. *sunlight, fog, gravity, hail, snow*, etc)
- **certain nouns** (e.g. *accommodation, advice, anger, assistance, behaviour, business, chaos, countryside, courage, dirt, education, evidence, homework, information, intelligence, luck, music, news, peace, progress, seaside, shopping, traffic, trouble, truth, weather*, etc.)
- **collective nouns:** *baggage, crockery, cutlery, furniture, jewellery, luggage, machinery, money, rubbish*, etc.

Many uncountable nouns can be made countable: a **piece** of advice/cake/information/paper/news; a **glass/bottle** of beer/wine/water; a **jar** of jam; a **rasher** of bacon; a **pint** of beer; a **box/sheet** of paper; a **packet** of tea; a **slice/loaf** of bread; a **kilo** of meat; a **tube** of toothpaste; a **bar** of soap/chocolate; a **lump** of sugar; a **pair** of trousers; a **game** of soccer; a **can** of beans/soda, etc.

Some - Any - No

Positive

Adjectives	Pronouns		Adverbs
	people	things	places
some	someone/ somebody	something anything	somewhere anywhere
any	anyone/ anybody	anything	anywhere

Interrogative

Adjectives	Pronouns		Adverbs
	people	things	places
any	anyone/ anybody	anything	anywhere

Negative

Adjectives	Pronouns		Adverbs
	people	things	places
no/not any	no one/ not anyone nobody not anybody	nothing not anything	nowhere not anywhere

- **Some** is used before countable or uncountable nouns. e.g. *I bought **some** apples. He asked for **some** advice.* **Some** and **its compounds** (someone, something, etc) are normally used in positive sentences. They can also be used in questions to make an offer, a request or when we expect a positive answer. e.g. *There's **someone** at the door. (positive) Would you like **something** to eat? (offer) Can I have **something** to drink? (request) Is there **someone** in the kitchen? (I expect there is.) but: Is there **anyone** in the kitchen? (I'm asking in general.)*
- **Any** is used before countable or uncountable nouns. e.g. *Are there **any** pears left? Is there **any** juice in the fridge?* **Any** and **its compounds** (anyone, anything, etc) are normally used in questions. e.g. *Is there **anything** I can do?* They can also be used in positive sentences meaning "It doesn't matter how/what/when/where/which/who". e.g. *You can take **anybody** with you. **Any** and **its compounds** can be used after **if** in a positive sentence. e.g. *If you tell **anyone**, I'll be angry.**
- **No/not any** can be used before countable and uncountable nouns. e.g. *There are **no** cars on the street. There's **no** oxygen in space. **No/not any** and **their compounds** (no one/not anyone, nothing/not anything, etc) are used in negations. e.g. *There's **no one** in the building. (= There isn't **anyone** in the building.) **Any** and **its compounds** are used with negative words (hardly, never, without, seldom, rarely, etc). e.g. *She **seldom** talks to **anyone**. (not: She seldom talks to no one.)***

EXPRESSING PREFERENCES

would rather = I'd prefer

- when the subject of **would rather** is also the subject of the following verb

I'd rather	+ Present bare infinitive (present/future reference) e.g. <i>She'd rather stay in than go out for dinner.</i>
	+ Perfect bare infinitive (past reference) e.g. <i>He'd rather have gone to Boston than to Seattle.</i>

- when the subject of **would rather** is different from the subject of the following verb

I'd rather	+ Past Simple (present/future reference) e.g. <i>I'd rather you did the washing-up tonight.</i>
	+ Past Perfect (past reference) e.g. <i>I'd rather we had taken the metro yesterday.</i>

- **prefer + gerund/noun + to + gerund/noun** (general preference) e.g. *I prefer **listening** to the radio **to watching** TV. I prefer **fish** to **meat**.*
- **prefer + full infinitive + rather than + bare infinitive** (general preference) e.g. *She prefers **to stay home** **rather than go** out.*
- **would prefer + full infinitive + rather than + bare infinitive** (specific preference) e.g. *I would prefer **to go** sailing **rather than go** skiing.*
- **would rather + bare infinitive + than + bare infinitive** e.g. *I would rather **visit** the museum **than go** to the opera.*

CLAUSES OF RESULT

Clauses of result are introduced by **that** (after **such/so...**).

- **such a(n) + adjective + singular countable noun** e.g. *It was **such a lovely day** that we decided to go swimming.*
- **such (+ adjective) + uncountable noun/plural noun** e.g. *There was **such heavy traffic** that it took us hours to reach the central square.*
- **so + adjective/adverb** e.g. *He was running **so quickly** that he tripped and fell.*
- **so + few/little/many/much + noun** e.g. *There were **so few tickets** sold that the concert was cancelled.*
- **so + adjective + a(n) + noun** (not usual) e.g. *It was **so boring a seminar** that we almost fell asleep.*

ARTICLES

A/An (Indefinite article) - The (Definite article)

- **A/An** is used with singular countable nouns to talk about indefinite things. e.g. *There's **a** man waiting for you at the door. (indefinite) **Some** can be used in the affirmative with plural countable nouns or uncountable nouns and **any** in questions and negations. e.g. *There are **some** olives in the jar. There's **some** beer in the fridge. Is there **any** money left in the bank account? There aren't **any** biscuits in the cupboard.**
- **The** is used with singular and plural nouns, countable and uncountable ones, to talk about something specific or when the noun is mentioned for a second time. e.g. ***The** green building is my school. There's a car parked in the middle of the road. **The** car is Paul's.*
- **A/An** or **the** is used before singular countable nouns to refer to a group of people, animals or things. e.g. ***A/The** canary is the most popular singing-bird. **A/An** or **the** is never used before a noun in the plural when it represents a group. e.g. *Canaries are the most popular singing birds.**

The is used before:

- **nouns which are unique** *the moon, the Tower of London*
- **names of cinemas** *(The Odeon), hotels* *(The Hilton),*

theatres *(The Theatre Royal), museums* *(The Museum of Modern Art), newspapers/magazines* *(The European)* (but: *Time*), **ships** *(The QE2), institutions* *(The Royal Academy of Art), galleries* *(The National Gallery)*

- **names of rivers** *(the Thames), seas* *(the North Sea), groups of islands/states* *(the Orkney Islands, the USA), mountain ranges* *(the Alps), deserts* *(the Sahara Desert), oceans* *(the Atlantic), canals* *(the Suez Canal) and names or nouns with "of"* *(the Chamber of Horrors, the Vale of Death) Note: the equator, the Arctic/Antarctic, the South of France, the South/West/North/East*
- **musical instruments, dances** *the flute, the samba*
- **names of families** *(the Browns), nationalities ending in -sh, -ch or -ese* *(the Welsh, the Dutch, the Chinese, etc).* Other plural nationalities are used with or without "the" *(the South Africans, the Americans, etc)*
- **titles** *(the President, the Prince of Wales, the Queen).* "The" is omitted before titles with proper names *Queen Elizabeth II*
- **adjectives used as plural nouns** *(the blind, the elderly, the rich, the poor, etc) and the superlative degree of adjectives/adverbs.* e.g. *He's the most intelligent one here.*
- **Note: "most" used as a determiner followed by a noun, does not take "the".** e.g. *Most students failed the exams. but: The most interesting lecture was the one on endangered species.*
- **the words: beach, cinema, city, coast, country(side), earth, ground, jungle, radio, pub, sea(side), sky, station, shop, theatre, village, weather, world, etc but not before "man" (= people)** e.g. *I went to the shop to buy bread. Note: "the" is optional with seasons. .*
- **morning, afternoon, evening, night.** e.g. *I'll come round in **the** morning.* (but: at night, at noon, at midnight, by day/night, at 5 o'clock etc).
- **historical reference/events** *the French Revolution, the Second World War (but: World War II)*
- **only, last, first (used as adjectives).** *Alex is **the first** to come and **the last** to leave.*

The is omitted before:

- **proper nouns** *James, Swansea*
- **names of sports, games, activities, days, months, holidays, colours, drinks, meals and languages (not followed by the word "language")** e.g. *I love polo. Can you speak Spanish? but: The Chinese language is fascinating.*
- **names of countries** *(France), but: the Netherlands, (the) Sudan, the Hague, the Vatican, cities* *(Manchester), streets* *(Bond Street), but: the High Street, the Strand, the Mall, the A11, the M4 motorway, squares* *(George Square), bridges* *(Tower Bridge but: the Bridge of Sighs, the Forth Bridge, the Severn Bridge, the Golden Gate Bridge, parks* *(Central Park), stations* *(King's Cross Station), individual mountains* *(Mount Everest), islands* *(Malta), lakes* *(Lake Ontario), continents* *(Asia)*

- **possessive adjectives** *That is my car.*
- **two-word names whose first word is the name of a person or a place** *Glasgow Airport, Edinburgh Castle* **but:** *The White House* (because the first word "White" is not the name of a person or a place)
- **pubs, restaurants, shops, banks and hotels which have the name of their founder and end in -s or -s's** *Tom's Café, Harrods, Baring's Bank*, **but:** *the White Horse* (pub) (because "White Horse" is not the name of the founder)
- **bed, church, college, court, hospital, prison, school, university when we refer to the purpose for which they exist** *He goes to church every Sunday*, **but:** *We have to be at the church at 2.00 for Julie's wedding*. Work (= place of work) never takes "the". e.g. *I have to go to work now.*
- **the words home, father/mother when we talk about our own home/parents** e.g. *Mum is home now.*
- **means of transport: by bus/by car/by train/by plane, etc but: in the car, on the bus/train, etc.** e.g. *She came by bus*. **but:** *She was on the bus when the accident happened.*
- We say: **flu/the flu, measles/the measles, mumps/the mumps**, **but:** *He's got pneumonia.*

QUESTION TAGS

Question tags are short questions added to an affirmative or negative statement. They are used a) to ask for confirmation of something. In this case the question tag is said with rising intonation. e.g. *He is from Spain, isn't he?* (we don't know), b) to ask others if they agree with us. In this case the question tag is said with falling intonation. e.g. *He is rich, isn't he?* (we expect that the others will agree with us).

Question tags are formed with an auxiliary verb and the appropriate personal pronoun. They take the same auxiliary as in the statement if there is one, otherwise they take **do/does** (Present Simple) or **did** (Past Simple). An affirmative statement is followed by a negative question tag, and a negative statement is followed by a positive question tag. e.g. *They are late, **aren't they?*** *He left early, **didn't he?*** *You haven't seen Paul, **have you?*** *Nobody called, **did they?***

Study the following:

- **I am ... aren't I?** e.g. *I'm rather late, aren't I?*
- **Imperative ... will you/won't you/can you/could you? Go out, will you?**
- **Negative Imperative ... will you?** e.g. *Don't tell her, will you?*
- **Let's ... shall we?** e.g. *Let's go to the park, shall we?*
- **Let me/him ... will you/won't you?** e.g. *Let me help you, will you?*

- **I have** (= possess) ... **haven't I?** e.g. *He has a car, hasn't he?*
- **I have** (used idiomatically) ... **don't I?** e.g. *He had lunch, didn't he?*
- **This/That is ... isn't it?** e.g. *This is your ring, isn't it?*
Note that with words like **everybody, somebody, nobody** we use **they**. e.g. *Nobody passed the test, did they?*

UNIT 7

EXPRESSING POSSIBILITY - LOGICAL ASSUMPTIONS

- We use **can** in negative sentences or questions to talk about something which is possible to be true. e.g. *He **can't be** wrong. He seems to know what he is talking about.*
- We use **could, may** or **might** in affirmative sentences with this meaning. e.g. *He **could/may/might be** wrong. After all, it was dark.*
Note the difference: *He **can't be** wrong. (=I'm sure he isn't wrong.)* *He **may/might be** wrong. (=Perhaps he is wrong.)*
- We use **must** in affirmative sentences to talk about something we are certain about. e.g. *He **must be** wrong. (=I'm sure he is wrong.)*

Note the forms of the infinitive after **must/can't/may-might-could**

Present infinitive

*I'm sure he **works** hard. → He **must work** hard.*
*Perhaps he **will pass** his test. → He **may pass** his test.*

Present Continuous infinitive:

*I'm sure he **isn't studying**. → He **can't be studying**.*
*Perhaps he **will be exercising**. → He **may be exercising**.*

Perfect infinitive:

*I'm sure he **left**. → He **must have left**.*
*I'm sure he **hasn't arrived** yet. → He **can't have arrived** yet.*
*Perhaps he (**called**) **had called** earlier. → He **may have called** earlier.*

Perfect Continuous infinitive:

*Perhaps he **was working** late. → He **may have been working** late.*
*I'm sure he **had been trying** to find you. → He **must have been trying** to find you.*

EXPRESSING OBLIGATION - NECESSITY

- We use **must** to express strong obligation coming from the speaker. e.g. *I really **must** have some sleep.*
- We use **have to** to express obligation coming from "outside". e.g. *We **have to** wear uniforms at work.*
- We use **had to** to express obligation in the past. e.g. *He **had to** walk two miles to go to school when he was a child.*

- We use **have(got) to** to express obligation coming from outside (e.g. laws, regulations, etc). e.g. *I've got to cut down on fats. (doctor's order)*
- We use **ought to** to express that something is the right thing to do but we don't always do it. e.g. *We ought to protect our forests.*

EXPRESSING NECESSITY/LACK OF NECESSITY

- We use **must** and **have (got) to** to express necessity. e.g. *We must/have(got) to leave now or we'll miss the plane.*
- We use **need** to express necessity. e.g. *The TV needs repairing.*
- We use **don't need to/don't have to/needn't** to express lack of necessity in the present. e.g. *She doesn't need/have to work as her husband has a well-paid job.*
- We use **didn't need to/didn't have to** to express lack of necessity in the past. e.g. *She didn't need/have to cook as they went out for dinner.*

Note: We use **didn't need to** when we want to stress the fact that something wasn't necessary whether or not it was done. We use **needn't have + past participle** to say that something wasn't necessary but happened. e.g. *He didn't need to wake up early as it was his day off. He needn't have woken up that early; after all it was his day off.*

EXPRESSING PROHIBITION

- We use **mustn't** to express prohibition. e.g. *You mustn't lie to your parents. (=Don't lie to your parents.)*
- **Needn't** is used to express lack of obligation. e.g. *You needn't tell Paul. (=You can if you want but it isn't necessary.)*
- We can also use **can't** (=you aren't allowed to) and **may not** to express prohibition. e.g. *Children can't go into the patient's room. (=They aren't allowed.) Students may not talk during the test. (more formal)*

EXPRESSING CRITICISM

We use **could, should, might** or **ought to** to criticise someone for not doing something. e.g. *You could ask me before you borrow my bicycle. (present) You could have asked me before you borrowed my bicycle. (past)*

UNIT 8

GERUND - INFINITIVE

Forms of the Infinitive corresponding to verb tenses

Forms of Infinitive			Forms of the -ing form	
	Active	Passive	Active	Passive
Present	(to) type	(to) be typed	typing	being typed
Present Cont.	(to) be typing	—	—	—
Perfect	(to) have typed	(to) have been typed	having typed	having been typed
Perfect Cont.	(to) have been typing	—	—	—

- **Present Simple/Future Simple → Present Infinitive** *she writes/she will write → (to) write*
- **Present Continuous/Future Continuous → Pres. Cont. Infinitive** *she is writing/she will be writing → (to) be writing*
- **Past Simple/Present Perfect/Past Perfect/Future Perfect → Perfect Inf.** *she wrote/she has written/she had written/she will have written → (to) have written*
- **Past Cont./Pres.Perfect Cont./Past Perfect Cont./Future Perfect Cont. → Perfect Continuous Infinitive** *she was writing/she has been writing/she had been writing/she will have been writing → (to) have been writing*
- The **Present Infinitive** refers to the present or future. e.g. *I promise to do it tonight.* The **Present Continuous Infinitive** expresses an action happening now. e.g. *He can't be working now.* The **Perfect Infinitive** is used to show that the action of the infinitive happened before the action of the verb. e.g. *She claims to have been in China twice. (First she went there, then she claimed she had been there twice.)* The **Present Perfect Continuous Infinitive** is used to emphasise the duration of the action of the infinitive, which happened before the action of the main verb. e.g. *She looks exhausted. She must have been working late last night.* The Present Continuous, the Perfect and the Perfect Continuous. Infinitives are used with: appear, claim, happen, seem etc and with modal verbs.
- The **Present Gerund** refers to the present or future. e.g. *She loves going to the theatre.* The **Perfect Gerund** shows that the action of the -ing form has happened before the action of the main verb. We can use the Present Gerund instead of the Perfect Gerund without any difference in meaning. e.g. *He denied lying/having lied to the police.*

The **to- infinitive** is used:

- to express purpose. e.g. *She called to invite them to her dinner party.*
- after certain verbs (agree, appear, decide, expect, hope, plan, promise, refuse, etc). e.g. *She expected to see him there.*

- after certain adjectives (difficult, glad, etc).
e.g. *It is **difficult to read** his handwriting.*
- after "I would like/would love/would prefer" to express specific preference. e.g. *I **would love to go** on a long holiday.*
- after "too/enough" constructions. e.g. *He was **too tired to watch** the film.*
- after **be + the first/second, etc next/last/best, etc** e.g. *He **is the best actor to play** that part.*
- with **it + be + adjective (+ of + noun/pronoun)**, e.g. *It **was kind of him to give** you a lift home.*
- with "only" expressing an unsatisfactory result e.g. *He went to buy the suit **only to find** that it had been already sold.*
- in the expression **for + noun/pronoun + to-inf.** e.g. ***For Sandra to spend** so much money on clothes is unbelievable.*
- in the expressions: **to tell you the truth, to begin with, to be honest, to start with, to sum up, etc.** e.g. ***To start with,** we'll order shrimp cocktail.*

Infinitive without to is used:

- after **modal verbs** (can, may, will, would, etc). e.g. *He **can see** something in the distance.*
- after **had better/would rather/would sooner.** e.g. *You **had better have finished** your homework by the time I get home.*
- after **feel/hear/let/make/see** in the active. e.g. *The teacher **made him sit** in the corner for not behaving properly. (but: He **was made to sit** in the corner for not behaving properly.)*

The -ing form is used:

- as a noun. e.g. ***Skiing** is fun and exciting.*
- after prepositions. e.g. *He makes a living **by working** as a car mechanic.*
- after certain verbs (anticipate, appreciate, avoid, consider, continue, delay, deny, discuss, detest, escape, excuse, explain, fancy, finish, forgive, go (physical activities), imagine, it involves, keep (= continue), it means, mention, mind (= object to), miss, pardon, postpone, practise, prevent, quit, recall, recollect, report, resent, resist, risk, save, stand, suggest, tolerate, understand, etc). e.g. *She **denied lying** to him. The baby **kept crying** until he fell asleep. He **misses living** in the country.*
- after: **detest, dislike, enjoy, hate, like, love, prefer** to express general preference. e.g. *He **loves reading** books.*
- after: **I'm busy, it's no use, it's no good, it's (not) worth, what's the use of, can't help, can't stand, feel like, there's no point (in), have difficulty (in), in addition to, as well as, have trouble, have a hard/difficult time.** e.g. ***It's no use explaining** this to her, she won't understand.*

- after: **look forward to, be/get used to, be/get accustomed to, admit (to), object to, what about ... ?, how about ... ?** e.g. *Her father **objected to her staying out** late.*
- after: **spend/waste** (money, time, etc). e.g. *You'll **waste your time trying** to reason with him.*

Verbs taking to- infinitive or -ing form with a change in meaning

- **forget + to- inf** (= fail to remember to do sth)
e.g. *She **forgot to buy** some milk.*
- **forget + -ing form** (= not recall a past event)
e.g. *I'll never **forget winning** the championship.*
- **remember + to- inf.** (= not forget to do sth)
e.g. *He never **remembers to water** the plants.*
- **remember + -ing form** (= recall a past event)
e.g. *I can't **remember eating** at that restaurant.*
- **mean + to- inf** (= intend to)
e.g. *I **mean to finish** reading this book by Christmas.*
- **mean + -ing form** (= involve)
e.g. *I won't take English lessons if it **means studying** all the time.*
- **regret + to- inf** (= be sorry to)
e.g. *We **regret to tell** you that you have not been accepted on the M.A.course.*
- **regret + -ing form** (= have second thoughts about sth already done) e.g. *He **regretted not talking** about it earlier.*
- **would prefer + to- inf** (specific preference)
e.g. *I **would prefer to stay** home tonight.*
- **prefer + -ing form** (in general)
e.g. *She **prefers listening** to rock music.*
- **prefer + to- inf + rather than + inf without to**
e.g. *I **prefer to eat** vegetables **rather than eat** meat.*
- **try + to- inf** (= do one's best, attempt)
e.g. *She **tried to knit** a sweater but wasn't able to.*
- **try + -ing form** (= do sth as an experiment)
e.g. ***Try listening** to classical music - it's very relaxing.*
- **stop + to- inf** (= pause temporarily)
e.g. *We have to **stop** at a petrol station **to fill up** the car.*
- **stop + -ing form** (= finish; cease)
e.g. *He **stopped watching** TV and went to bed.*
- **be sorry + to- inf** (= regret)
e.g. *I **am sorry to hear** that you won't be coming.*
- **be sorry for + -ing form** (= apologise for)
e.g. *He **was sorry for insulting** her.*

NEITHER/NOR

Neither and **nor** can be used as adverbs meaning "also not" to agree with negative statements. They come at the beginning of a clause and are followed by inverted word order.
neither/nor + auxiliary verb + subject

e.g. A: *I don't like watching horror films.*
 B: **Neither do I.**

So is often used with a similar meaning to "also" to agree with a positive statement, in the structure **so + auxiliary verb + subject**.

e.g. A: *I like classical music.*
 B: **So do I.**

UNIT 9

POSITIVE/NEGATIVE ADDITION

- We use **as well, as well as + adjective/noun/-ing form, in addition to + noun/-ing form, both ... and, and, also, not only ... but also, besides + -ing form** to add more information on a point. e.g. *Mary is **both** clever **and** good looking. Mary is **not only** clever **but** (she is) **also** good looking.*
- We use **neither ... nor, either, neither/nor** to join two negative ideas. e.g. ***Neither** Sally **nor** Sarah came to the party. He **neither** drinks **nor** smokes.*

EXPRESSING CONTRAST

Clauses of concession are introduced by: **but, yet, however, nevertheless, although, (even) though, in spite of, despite, whereas, while** as follows:

- **although/even though/though + clause** e.g. *Although he searched everywhere, he couldn't find his keys.*
- **despite/in spite of + noun/-ing form** e.g. *Despite the snow, he decided to go to the village.*
- **despite/in spite of the fact + that-clause** e.g. *Despite the fact that it was snowing, he decided to go to the village.*
- **while/whereas/but/yet/however/nevertheless + clause** e.g. *He studied hard, yet he failed.*
- **However + adjective/adverb + subject + verb** e.g. *However hard he tries, he'll never beat Peter.*
- **Though** can also be put at the end of the sentence. e.g. *He studied hard. He failed, though.*

JOINING IDEAS

We can use: **furthermore, also, not only ... but also, similarly, moreover, as well, what is more, etc** to add more information. e.g. *Computers save time. **Moreover**, they save space.* We can use **however, but, in contrast, nevertheless, on the other hand, but** to join two contrasting ideas. e.g. *Computers save time. **On the other hand**, they are expensive to buy.*

CLAUSE/REASON AND RESULT

- We use **due to, because of, owing to, on account of, because, as, since, etc** to express the reason why sth is

happening. e.g. *The village was cut off **due to** heavy snowstorms.*

- We use **so, therefore, as a result, consequently** to express the result of sth which has happened. e.g. *It was snowing heavily. **As a result**, most villages were cut off.*

UNIT 10

PURPOSE

Purpose is expressed with:

- **to/in order to/so as to + infinitive** e.g. *He is studying to become a lawyer.*
- **so that + will/can/would/could** e.g. *We'll take a map **so that** we **can** find the way. (present/future reference) We took a map **so that** we **could** find the way. (past reference)*
- **with a view to + -ing form** e.g. *He started saving up **with a view to** buying a car.*
- **for + noun/-ing form** e.g. *This knife is **for** cutting bread.*

Negative Purpose is expressed with:

- **so as not to/in order not to + infinitive** e.g. *He wore heavy clothes **so as not to** get cold.*
- **in case + Present/Past** e.g. *Take warm clothes **in case** it is cold. (present reference) He took warm clothes **in case** it was cold. (past reference)*
- **so that + won't/can't/wouldn't/couldn't** e.g. *Set your alarm **so that** you **won't** miss the train. (present/future reference) He set his alarm **so that** he **wouldn't** miss the train. (past reference)*
- **for fear + might** e.g. *He locked the door **for fear** burglars might break in.*
- **prevent + noun/pronoun (+ from) + -ing form** e.g. *He locked the door to **prevent** his house **from being** broken into.*
- **avoid + -ing form** e.g. *He was driving slowly to **avoid** having an accident.*
- Clauses of purpose follow the rule of the sequence of tenses. e.g. *He **studies** hard **so that** he **will** pass his exams. He **studied** hard **so that** he **would** pass his exams.*

EXPRESSING FUTURE

Future Simple (will + verb) is used for:

- decisions taken at the moment of speaking (on-the-spot decisions). e.g. *I'm tired. I think I'll go to bed early.*
- hopes, fears, threats, offers, promises, warnings, predictions, requests, comments, etc, esp. with expect, hope, believe, I'm sure, I'm afraid, probably, etc. e.g. *I'm sure he'll call you.*
- actions or predictions which may(not) happen in the future. e.g. *They'll probably move to a bigger house.*

- actions which we cannot control and will inevitably happen. e.g. *She'll have her baby in January.*
- things we are not yet sure about or we haven't decided to do yet. e.g. *Maybe he'll search for another job.*

Be Going to is used for:

- an action intended to be performed in the near future. e.g. *I'm going to visit Ann next Saturday.*
- planned actions or intentions. e.g. *Now that I've got the money, I'm going to buy a new car.*
- evidence that sth will definitely happen in the near future. e.g. *There's a hole in the street. He's going to fall in.*

Time expressions used with Future Simple or be going to: **tomorrow, tonight, next week/month**, etc.

Future Continuous (will be + verb -ing) is used for:

- actions in progress at a stated future time. e.g. *He'll be studying for his exams next week.*
- actions which are the result of a routine (instead of Present Continuous). e.g. *She'll be doing her shopping tomorrow as usual.*
- asking politely about people's arrangements to see if they can do sth for us or because we want to offer to do sth for them. e.g. *Will you be seeing Paul tonight? Can you give him this?*

Future Perfect (will have + past participle) is used for:

- an action finished before a stated future time. e.g. *She will have finished decorating her flat by May.*
(Note: **by** or **not ... until/till** are used with Future Perfect. **Until/till** are normally used with Future Perfect only in negative sentences. e.g. *He will have bought a car by next month.* (not: ~~till/until~~) *Sue won't have finished until Monday.*

Time expressions used with Future Perfect: **before, by, by then, by the time, until** (used only in negative sentences with this tense).

Future Perfect Continuous (will have been + verb -ing) is used:

- to express the duration of an action up to a certain time in the future. e.g. *She will have been working as a bank clerk for two years by this time next month.*

Time expressions used with Future Perfect Continuous: **by, for**.

- We never use future forms after: **as long as, after, before, by the time, if (conditional), unless, in case, till/until,**

when (time conjunction), **whenever, while, once, on condition that** etc. e.g. *Buy some food in case Pat comes.* (not: ~~in case Pat will come~~). **If** (= whether) after **I don't know, I doubt, I wonder** etc and when used as a question word can be used with future forms. e.g. *When will he be back? I don't know if she will have a birthday party.*

UNIT 11

ASKING FOR/REFUSING/GIVING PERMISSION

Asking for Permission

We use **can** to ask for permission. e.g. *Can I go out for a minute?* (informal)

We use **could** to ask for permission; it is more formal or polite than can. e.g. *Could I be excused for a minute?* (formal)

We use **may** and **might** to ask for permission; they are more formal than can and could, might being very formal and polite. e.g. *May I use your phone? Might I have some pudding? (= I wonder if I might have some more pudding.)*

Refusing Permission

We use **can't** to refuse permission. e.g. *You can't go to the party.* (= *You aren't allowed to go to the party.*)

We use **may not** to refuse permission; it is more formal than can. e.g. *You may not borrow my car.*

Giving Permission

We use **can** to give permission.

e.g. *You can use my pen.* (*You are allowed to use my pen.*)

We use **may** to give permission; it is more formal than can. e.g. *You may talk to your client.*

MAKING OFFERS/SUGGESTIONS

Making Offers

We use **can** when we offer to do something for someone. **Could** can also be used if we are not that willing to do what we offer to do.

e.g. *Can I carry your bag?*

I could help you with your exercises, if it's allowed.

We use **would** in polite offers with the verbs like, love and prefer. e.g. *Would you like me to help you wash the dishes?*

Making Suggestions

We use **can, shall** and **could** to make suggestions; could is more polite and formal than can.

e.g. *We can go to the cinema.* (informal)

Shall we go to the park? (informal)

We could go to the opera tonight. (more polite; formal)

Other ways to make suggestions are: Let's, What about, How about, Why don't we ...? e.g. **Let's** walk along the river. **What/How about** a snack before going home? **Why don't we** go on a picnic?

PARTICIPLES

We use **present participles** (verb + ing) to describe what someone or something is. e.g. *It was an **interesting** story.*

We use **past participles** (verb + ed) to describe how someone feels.

e.g. *We were **bored** at the meeting.*

BARE INFINITIVE OR -ING FORM

Hear, listen, see, watch can be followed by a **bare infinitive** (infinitive without to) to express a completed action or by an **-ing form** to express an action which hasn't been completed yet or is still in progress. e.g. *I **saw** him **cross** the street. (I saw all the action.) I **saw** him **crossing** the street. (I saw part of the action.)*

UNIT 12

ADJECTIVES - ADVERBS - COMPARISONS

We use the **comparative** to compare one person or thing with another. e.g. *She **is taller than** me.* We use the **superlative** to compare one person or thing with more than one of the same group. e.g. *She **is the tallest in** the team.* We often use **than** after a comparative. e.g. *He's **faster than** Jim.* We normally use **the** before a superlative. After superlatives we use **in**. We can use **of** before plurals. e.g. *He **is the fastest** runner in the team. He **is the fastest of** his friends.*

Note that **clever, common, cruel, friendly, gentle, narrow, pleasant, polite, shallow, simple, stupid, quiet** form their comparative and superlative forms with **-er/-est** or **more/most**. e.g. *clever - **cleverer** - **cleverest** ALSO **clever** - **more clever** - **most clever***

Spelling

- One-syllable adjectives ending in a vowel + a consonant double the consonant. e.g. *big - **bigger** - **biggest***
- Two-syllable adjectives that end in a consonant + -y, replace -y with -ie. e.g. *tidy - **tidier** - **tidiest** (but: grey - greyer - greyest)*

Formation

- Adjectives of one syllable add **-(e)r / -(e)st** to form their comparative and superlative forms. e.g. *tall - **taller** (than) -*

*the **tallest** (of/in), close - **closer** (than) - **the closest** (of/in)*

- Adjectives of two syllables ending in **-ly, -y, -w** also add **-(i)er / -(i)est** e.g. *tiny - **tinier** (than) - **the tiniest** (of/in)*
- Adjectives of two or more syllables take **more/most** e.g. *creative - **more** creative (than) - **the most** creative (of/in)*
- Adverbs having the same form as their adjectives add **-er/-est** e.g. *hard - **harder** - **the hardest***
- two syllable or compound adverbs take **more/most** e.g. *efficiently - **more** efficiently - **the most** efficiently*

Irregular Forms

good - better - best	many/a lot of - more - most
bad - worse - worst	little - less - least
much - more - most	far - farther/further - farthest/furthest

Types of Comparisons

- **as ... (positive degree) ... as**
e.g. *He **is as tall as** his brother.*
- **not so/as ... (positive degree) ... as**
e.g. *She **isn't as fast as** Sally.*
- **twice/three times etc/half as ... (positive degree) ... as**
e.g. *He **is paid half as much money as** I am.*
- **the + comparative ..., the + comparative**
e.g. ***The later** you come, **the better** it is.*
- **prefer + -ing form / noun + to + -ing form/noun**
e.g. *He **prefers winter to** summer.*
- **would prefer + to -inf + rather than + inf without to**
e.g. *I'd **prefer to watch TV rather than** go out.*
- **would rather + inf without to + than + inf without to**
e.g. *I'd **rather go swimming than play** tennis.*
- **comparative + and + comparative**
e.g. *He **works harder and harder.***
- **the same as**
e.g. *This dress **costs the same as** that one.*
- **less ... (positive degree) ... than**
e.g. *I have **less** free time now than I had last week.*
- **the least ... (positive degree) ... of/in**
e.g. *He **is the least hard working of** all.*

Special Points

- **very + adj/adv of positive degree.**
e.g. *She **is very** funny.*
- **even/much/far/a bit + adj/adv of comparative degree.**
e.g. *It's **even warmer** today than it was yesterday.*
- **most + adj/adv of positive degree = very**
e.g. *He **is most** patient with children.*
- **any + adj/adv of comparative degree (used in negations and questions).** e.g. *Is she getting **any better**?*

Word List

Unit 1

accept
accessory
accurate
active
admire
adventure
advert
advisable
aggressive
all in all
almond-shaped
ankle boots
announcement
annoyed
application form
apply (for sth)
appoint
appreciate
article
assignment
astrologer
astronomer
at times
attend
background
bang
bat
be all power
be fond of sb/sth
beat
blond
bodyguard
bonus
bookseller
bossy
bother
braces
branch
bravery
briefly
brilliant
buckled
bullfighter
business executive
button-down
calm
career
caring

casually
cause trouble
chain
challenge
chance
change one's mind
charity organisation
cheekbone
cheerful
chess
chew
childlike
classic
client
close
close down
coach
collapse
collar
come up with sth
comfort
comment
commentary
compete in
complex
complexion
complicated
confidence
consideration
consist of
contact
contrast
cotton
cover
creative
crooked
crowds
cuff
curly
curriculum vitae (CV)
curved
customer
damage
deal with sth
demonstrate
denim
department
depend (on sb)
determined
development

dimple
disbelief
drive sb crazy
drown
editor
efficient
elegant
emit
emotionally
emphasise
employee
engineer
equal
equip
evidence
excited
expand
experience
eye-catching
fabulous
face
fair
fashion designer
fashion show
fasten
fatty
feature
feminine
figure
fire
fishmonger
fitness routine
fitted
floral
for free
forecast
formal
fortunate
freckled
full-time
gather
generous
get along with sb
get on (with sb)
get one's foot in the door
give (sth) up
give sb a hug
grab
grateful
grow

handle
hard-working
have a good sense of
humour
have sth in mind
heart-shaped
heat
helmet
hire
hold
hooked
hut
imaginative
implication
incident
influence
initially
injure
intense
international
intonation
intrude (into)
involved
irritate
journalist
judge
judge (sb/sth on sth)
jumper
justified
keep (sb/sth) away from sth
knee-high
knowledge
lack
lap
lapel
last
law firm
lead
legal
lend (sb) a (helping)
hand (with sth)
level
librarian
lifeguard
lifestyle
lift
lightly
limit
limited
limp

Word List

link
loafer
look
loose-fitting
low-heeled
major
make sb redundant
make up sth
manage
manager
matador de toros
matching
mature
mechanic
memory
mentality
mentally
meteorologist
miner
mission
mitten
mixture
mobile phone
model
mole
muck
muscular
nanny
narrow
navy
news story
newsreader
novice
occupation
occur
official
on board
on equal terms
operation
opposed (to sth)
optimistic
organised
original
outdoor
outfit
overcoat
own
pale
patient
pattern
performance
perk
permed

persistent
personality
persuasive
physical appearance
physically
plump
poetry
polo-neck
pony-tail
popular (with sb)
position
post
practice
prediction
present
print
privacy
product
professional
protect
prove (oneself)
publication
purely
qualification
quality
range
rapidly
rarely
rather
reach
realise
receptionist
refuse
regularly
relate to sth/sb
relative
reliable
repair
reserved
resist
responsible (for sth)
reveal
review
right
ring
rise
risk
roll (up)
room
rosy
round-necked
rude
rule

salary
sales
salespeople
save
scar
scarf
scientific
seek
seldom
selfish
sensible
sensitive
set the scene (for sth)
short-sleeved
shoulder-length
shut the door in sb's face
shy
similarly
situation
skill
skinny
slanting
slightly
slim
sling-back
slip-on
slit
smart
sociable
social class
socialise
sparkling
specific
spiky
spoilt
spot
spy
square
standard
status
steadily
strain
stress
stubborn
stunning
submit
summarise
superb
supply
support
surgeon
surrender
rule

sympathetic
tailored
take sth on
talented
tanned
tattoo
technical subject
temporary
tend to
the needy
theory
tie
tights
timetable
topic
tough
train
trainers
trusted
uniform
upsetting
upturned
vacancy
vary
velvet
vet
wage
waist
waistcoat
warn
wavy
wear one's hair loose
weather conditions
well-built
well-qualified
wide
wide-brimmed
work out
wound
wrinkled
wrist
zip

Unit 2

agent
alternatively
ambassador
aspect
available
bank
bargain
bay window

be situated	dressing-table	hike	redevelop
beep	driveway	historic	rediscover
beginner	dull	horn	reference
boast (about/of sth)	duration	hostel	refreshing
bohemian	dwelling	hurriedly	register
botanical garden	eastwards	impress	relax
bother	economical	incredibly	remains
bottomless	effect	inn	replace
brand new	embassy	landmark	represent
break	enquire	last-minute	require
bring back to life	entire	lawn	reserve
brochure	equipment	leaflet	restore
built-in	escape	leisure centre	restrict (to)
bureau	excitement	lie	reveal
campsite	exclusive	lift-off	revitalise
capital	excursion	long	ride
caravan	exotic	luxurious	riverside
catch sb's attention	expedition	maintain	rollercoaster
chainstore	explore	mansion	rolling
chalet	expose	master bedroom	rough
chapel	fabulous	metropolis	route
charming	facilities	mosquito repellent	salmon
charter flight	factual	notice	sample
chat	familiar with sth	oak	sandstorm
check in	fan	offer	scenery
claim	financial	old-fashioned	seafood
cliff	fireplace	option	seafront
clothing	first-aid kit	original	self-catering
cluttered	flight	outline	semi-detached house
colossal	flipper	outskirts	set
compensation	flood	outstanding	settle
convenience	fog	oven	shade
cooker	for instance	overall	shaking
cosmopolitan	four-poster bed	overpriced	share
cosy	fulfil	palm tree	shower
council	fully-equipped	paperwork	sightseeing
crash	fun-filled	pause	sign in
cry	gallery	population	siren
cuisine	gas stove	porch	site
deceive	get away from it all	portable	skyscraper
delicious	give the impression of	portrait	snowstorm
delight	being sth	possession	sophisticated
department store	goggles	pour	spacious
design	grand	preference	specific
destination	guarantee	price	spice
detached house	gurgling	prospectus	spill
diner	hairdryer	provide for	spin
disaster	handout	pull sth down	spirit
disconnect	head for	purchase	squeezed
discount	heart	rave gear	staff
district	heavy	reasonably	stain
diving	high class	receive	Stock Exchange
double-decker bus	highly	recommended	stop off

Word List

strike
style
sunbed
sunburn
surroundings
take sb's word for it
take sth down
take-off
taste
tear down
temple
theme park
throughout
tiled
tour
tour guide
towering
town hall
town planner
traditional
transform (into)
trip
trout
tuition
unbelievable
undeveloped
unique
unlimited
unpolluted
unwind
valuables
vast
venture
visible
visual arts
vivid
voyage
wail
wander
warehouse
well-kept
wood
works
world-famous

Unit 3

a dream come true
absolutely
absorbed
accuse sb of
admit
air steward

alien
anniversary
antiseptic
apologise for
ashamed
assistant
autograph
aware of sb/sth
baguette
barely
battle
bay
be in a hurry
be in control
be taken/held hostage
beam
behind bars
bench
beneath
bitter
blame
blanket
blazing
block out
blurb
break down
burglar alarm
burst open
bystander
cast
catch
cause
celebrate
co-pilot
cockpit
coma
comedy
complain
confess
confused
constant
convict
counsellor
creak
creature
crowd
cruel
crystal
damp
daylight
debt
demand
deserve

drama
drizzle
drop
echo
effort
enemy
entertaining
eventually
exclaim
exhausted
exhibit
expect
fairy tale
fancy dress party
fed up with sb/sth
file
fire engine
first-class
fix sth on sb/sth
float
florist
flowerbed
fluffy
focus (on)
forbid
force
formula
furious
galaxy
gate
gear lever
get over
getaway
give in
glow
go ahead
go/walk past sth
gorgeous
grandfather clock
grip
haunted
have a word with sb
hearing
hijack
hit the brakes
hold onto sth
horror (story, film, etc)
howling
identify
ignore
in detail
insecure
insist

invitation
join
knight in shining armour
lap
lie
litter
load
long-lasting
look
make one's way through
make sb's blood run cold
merchant bank
midday
mood
moonless
moved
mud
murmur
mystery
notice
one's heart sinks
original
pass
plot
point at
police inspector
prayer
predict
punctuation
punish
put out
reaction
realistic
recover (from)
refer to
relief
repetition
rescue
revived
reward
ride
rocky
romance
rubber
run off
rush
rustle
ruthless
sail
scary
science fiction
scream
self-assured

sense
 sentence (sb to sth)
 sergeant
 shadowy
 shocking
 sight
 small-time
 smell
 smoothly
 spaceship
 speed
 spooky
 starry
 startled
 steering wheel
 step out
 still
 study
 suspense
 take sth down
 taste
 tear
 tear (off)
 the years that lie ahead
 thermos flask
 thrilling
 ticking
 tiny
 touch
 trace
 tragic
 trapped
 tremble
 tricky
 tunnel
 turn
 unconscious
 under arrest
 violence
 whip
 whistle
 witch
 worried
 yell

Unit 4

a storm in a teacup
 activate
 advance
 aid
 air traffic control
 amazingly

apartment block
 arrest
 ashore
 at least
 at present
 authorities
 avalanche
 average
 awaken
 battle (with/against sb/sth)
 black box
 blackout
 blast
 blazing
 bleach
 bound
 brake
 break out
 burn
 burst
 cabin
 carry (sth) out
 catch fire
 circulation
 cling to sb/sth
 clue
 coastguard
 collar-bone
 collision
 compass
 consequence
 consumption
 crack
 cramp
 crash
 crew
 crop
 crust
 debris
 deck
 detect
 determine
 devastate
 discharge
 drop anchor
 drought
 earthquake
 electrocution
 emergency exit
 estimate
 evacuate
 excessive

experience
 expert
 explode
 extinguish
 fail
 famine
 fault
 faulty
 fin
 flare
 flash of lightning
 float
 frame
 freelance
 fuel tank
 get rid of
 guess
 heater
 hesitate
 homeless
 hover
 human error
 illegal
 impact
 isolate sb/sth from sb/sth
 issue
 it never rains but it pours
 junction
 lava
 leak
 let sth off
 lifeboat
 like a bolt from the blue
 likely to (do sth)
 liner
 lung
 make matters worse
 malfunction
 massive
 measure
 minor
 missing
 moor
 nail (down)
 news bulletin
 nosedive
 nuclear
 observe
 occur
 oil slick
 out of one's/sb's reach
 overboard
 overtake

panic
 pedestrian
 plant
 play with fire
 poisoning
 powerful
 praise sb/sth (for sth)
 pretend
 prohibited area
 provide (sb with sth)
 puncture
 radio
 radio transmitter
 radioactive
 rash
 reappear
 recall
 reduce
 release
 remains
 remove
 resident
 result in (sth)
 rib
 Richter scale
 rod
 roughly
 rubble
 ruin
 rule (sth) out
 run
 runway
 sabotage
 scald
 seismic
 session
 severely
 shack
 shatter
 shift
 shipwreck
 sift
 sighting
 sink
 skid
 slam on the brakes
 slippery
 smoke inhalation
 sort
 spread
 state
 statement
 steel

Word List

storey
stranded
structural
suffocation
survivor
sweep sth (away)
take shelter
the public
the tip of the iceberg
tightly
traffic light
train
transmit
trap
traumatic
treat sb for sth
tremor
trip (over/on sth)
typhoon
unidentified
unplug
urgently
visibility
volcanic eruption
warning
well
whizzing
windscreen
wiring system
witness
wreckage

Unit 5

absolute
achievement
actual
alter
anticipate
applaud
apply (to sb/sth)
astonishing
at the moment
audiovisual
banner
banquet
barbecue
base (sth on sth)
be meant to
belief
best man
birthplace
bonfire

book
brewery
bride
bridesmaid
bubble
Buddhist
bun
candyfloss
cap
caricature
carve
catering firm
celebration
celebrity
ceremony
cheer
chime
clanging
clothed
colony
combination
come up
commit
compete (with sb)
competition
compose
concert hall
confetti
congratulate
conquer
contest
contract
cork
costume
country dance
craftsman
dance the night away
date back to/from
deafening
dean
declare
degree
deliver
dine
disappear
disorganised
dragon-shaped
dress up
dumpling
dye
embroidery
enormous
entrance fee

entry
era
event
evil
exchange
exist
familiar
fasting period
feast
festival
festivities
fiesta
figure
firecracker
firework
flame
folk music
force (out)
frozen
fruit cake
fulfilment
garland
go first footing
gown
groom
guilty
harvest
hay
hem
hold
honour
huge
iced
in advance (of sth)
in charge of
in progress
indoor
inherit
itch
lantern
laughter
lay
lecturer
Lent
lilac
maid
mark
mask
memorable
mention
merry-maker
mix
mobile float

monk
monument
Moor
nowadays
obtainable
occasion
occupy
ornament
paella
papier mache
parade
patriotic
permanent
persuade
politician
pop
preparation
previously
pride
process
procession
promote
properly
quantity
question
queue up
reach
reception
regional
religious
remind
researcher
reservation
rhyme
ring out
roast beef
row
rule
run
samba
sculpture
search
seasonal
secretly
set off
set up
shake sb's hand
shape sth (out of sth)
shiny
shortbread biscuit
sign
signify
silver

sophisticated
 soul
 spectacular
 spectator
 spirit
 square
 stage
 statement
 statue
 sticky
 streamer
 strength
 strip
 sugared
 superstition
 symbolically
 take place
 take pride (in sth)
 tartan
 taste
 Thanksgiving
 the Houses of Parliament
 tinsel
 tooter
 towards
 tribe
 turn (sth) down
 twinkling
 wealthy
 wedding dress
 wig
 wind
 wooden
 wrap

Unit 6

adolescence
 alarming
 all-round
 allergy
 announce
 appetiser
 apple pie
 appropriate
 arrange
 associate sb/sth with
 sb/sth
 awful
 bad milk
 bake
 baking tray
 balanced diet

bandage
 batter
 be in trouble
 benefit
 beverage
 bite
 boil
 bony
 bouillabaisse
 breadcrumbs
 breadfruit
 broadcast
 broccoli
 build up
 bunch
 cake tin
 calorie
 cap
 carbonated
 carton
 carving knife
 cereal
 charge
 chilli
 choke
 cholesterol
 chop
 chronological
 clove
 coffee bean
 command
 concerned (about sth)
 container
 cookery
 couch potato lifestyle
 covering
 crab
 creamy
 creche
 crepe
 crisps
 curry
 custard
 cut down on sth
 dairy product
 decrease
 dental
 dessert
 develop
 diabetes
 direction
 disease
 dish

do the washing-up
 doubt
 dry
 due to sth/sb
 essential
 ethnic
 extract
 fairly
 false
 fancy
 fast
 fattening
 finely
 firmly
 fizzy drink
 flesh
 foresee
 frame
 fry
 frying pan
 garlic
 gas mark
 gourmet dish
 grab
 grain
 grate
 greasy
 grill
 guest
 habit
 hard
 healthy
 heart attack
 helping
 home-made
 hot
 hull
 identity
 illustrate
 in favour of sb/sth
 in good/bad form
 ingredient
 instead of
 instruction
 investigation
 ironically
 jumbled
 junk food
 kidney
 label
 lead to sth
 leftovers
 lens

let alone
 light
 lima bean
 list
 liver
 load
 lobster
 loss
 luggage
 lump
 main course
 major
 majority
 manual
 margarine
 measles
 medium rare
 mineral water
 miss out (on sth)
 motorway
 move
 nibble
 number
 nut
 nutrition
 oats
 olive oil
 operate
 overcooked
 overweight
 parsley
 part
 pasta
 pastry
 peanut
 peel
 pick
 pick (sth) up
 pickled
 pinch
 plain
 porter
 portion
 poultry
 pour
 pre-heated
 pressure
 proper
 pulse
 rasher
 raw
 reach
 recipe

Word List

relaxed
 relevant
 result
 rewind
 roast
 room service
 safe
 salty
 satisfying
 saturated fat
 saucepan
 sausage
 score
 scramble
 seed
 separate
 serve
 shellfish
 shutter
 side-effect
 significant
 slice
 snatch
 softly
 sour
 spaghetti Bolognese
 spicy
 sprinkle
 stale
 starter
 starve
 statistics
 steak
 steam
 stir
 store
 stuffed tomatoes
 sub-heading
 substance
 suffer (from sth)
 sugary
 surround
 swallow
 Tabasco
 tablespoon
 take-away
 thick
 thoroughly
 topping
 tough
 traffic
 tub
 turkey

turning
 unexpectedly
 unhurried
 vegetarian
 viewfinder
 vital
 vitamin
 watery
 weak
 well done
 whatsoever
 whipped cream
 yoghurt

Unit 7

acceptable
 accidentally
 accountant
 affair
 approach
 arsonist
 assassination
 assumption
 at all times
 at large
 at risk
 attack
 attempt
 attract
 award
 axe
 ban
 bank account
 be on the alert (for sth)
 belongings
 blackmail
 bracelet
 break into (sth)
 break the law
 bullet
 burglar
 burglar-friendly
 butler
 case
 catch sb red-handed
 chain
 charge sb (with sth/doing sth)
 cheat
 chest
 come to the conclusion
 commence

community service
 consult
 contact
 convince
 court
 court reporter
 cracked
 crime
 crime prevention officer
 curious
 cut sb out
 dedicated
 deduction
 defence lawyer
 desperately
 detective sergeant
 deter sb (from doing sth)
 disarm
 dissatisfaction
 divorce
 do time
 document
 documentary
 doorstep
 draw (sb's) attention to sth/sb
 drop sb a line
 drug trafficking
 dustbin
 duty
 dynamite
 end
 escape
 extremely
 final
 fine
 fit
 force
 fraud
 free of charge
 frequent
 gang
 give the green light
 glamorous
 graffiti
 gunman
 hear from sb
 hedge
 house-warming party
 immediate
 imply
 in cold blood
 in fact

in response to
 inconvenience
 indeed
 influence
 innocent
 intend
 joyriding
 junior defence lawyer
 jury
 keep an eye on sb/sth
 kidnapper
 kin
 laboratory
 ladder
 letter-box
 life imprisonment
 loan
 lock up
 loyal
 make sure
 make up for sth
 misunderstanding
 model
 modest
 mugger
 multi-millionaire
 murderer
 necessity
 nephew
 news report
 normally
 nosy
 obligation
 observant
 obviously
 offence
 owner
 part
 passer-by
 pensioner
 petty
 pick sb up
 pickpocketing
 pin
 ping
 pollution
 possession
 postcode
 precaution
 prohibition
 promotion
 promptly
 property

prosecutor
 purchase
 put (sth) away
 ransom
 rate
 react
 recipient
 recommend
 refreshments
 refund
 regret
 regular
 remover
 repeat offender
 replacement
 represent
 request
 resolve
 rise
 rob
 roommate
 rusty
 scratched
 seat belt
 secret service agent
 security
 security guard
 series
 service
 set fire to sth
 set free
 shoot
 shoplifter
 shut
 signal
 sin
 social pressure
 solve
 sort sth out
 speak for
 speed limit
 stab
 stable
 state
 steal
 stick
 stick out
 store detective
 strapped
 sum up
 supply
 surgery
 suspended sentence

swear
 tactful
 take control
 talk
 tax inspector
 terrorist
 testify
 the accused
 the scene of the crime
 thief
 threaten
 touch
 toxic waste
 tray
 trust
 try sb (for sth)
 turn to sb/sth
 tycoon
 unemployment
 vandal
 vehicle
 victim
 violent
 watchful
 water pipe
 weapon
 whisper
 window-box
 wing
 word processor
 work out

Unit 8

activity
 addictive
 adult
 album
 alert
 alongside
 annual
 antique
 appointment
 archery
 arrow
 at your earliest convenience
 athletics
 badminton
 batch
 be afraid of heights
 beer mat
 bet (on sth)

book fair
 bow
 brush
 camp
 can't stand
 capable (of sth/doing sth)
 challenging
 champion
 cheer sb on
 childhood
 chin
 china
 chore
 chunk
 clay
 co-operative
 collect
 concentrate
 cope (with sth)
 couch
 courageous
 course
 court
 cricketer
 Cup Final
 day trip
 dedication
 defeat (sb)
 definitely
 deny
 detest
 differ
 disable
 display
 diver
 diving
 donate
 eager (for sth/to do sth)
 endeavour
 energy
 essential
 exhibit
 exhibition centre
 expel sb (from sth)
 faith
 fanatic
 fascinating
 fearlessness
 fee
 figure skater
 fishing rod
 fit
 flat tyre

game
 gear
 generation
 gin
 goal
 golf club
 graceful
 grade
 gymnast
 half
 hang-gliding
 hero
 hiking
 humble
 ice-skates
 in mid-air
 in reply to
 in search of sb/sth
 in time
 indicate
 input
 inspire
 instructor
 jogging
 kiln
 knitting
 (knitting) needle
 lead
 lie
 lifetime
 location
 magnifying glass
 marathon
 medal
 meet
 membership
 mend
 mental performance
 mind
 miniature
 misbehave
 motor racing
 mountainside
 object (to sb/sth or to
 doing sth)
 operation
 pager
 parachuting
 passion
 physical education
 pitch
 porcelain
 potter's wheel

Word List

pottery
pound
preserve
prevent
qualify (for sth)
quit
racing driver
rafting
recent
referee
reference
refreshed
report
reputation
ridge
ridiculous
ring
rink
rival
rugby
saddle
sailing
sandy
score
seemingly
send sb off
shuttlecock
slide
snorkelling
snow-boarding
solid
sore
spending money
spiritual
stadium
steady
step
sticker
suite
supervise
surfboard
surfing
sweat
take part in
tennis racquet
tension
the finals
thrill
tour
tournament
track
tracksuit
unable (to do sth)

unaffected
undersea
unfair
unspoilt
up-to-date
upset
victory
warm up
water polo
watercolour
watersports
wave
weightlifter
weights
wet suit
wise
wool
work of art
yearly

Unit 9

a memory like an elephant
acid rain
affectionate
agreement
appeal to sb
association
at close quarters
awareness
balanced
ban
be under the impression
that
besides
breed
cancer
caption
captivity
capture
carbon dioxide
carrier bag
cautiously
chemical
chimpanzee
civil war
clownish
conflict
contamination
contribute (to/towards sth)
convenient
co-operation
cosmetic

cover
cruise
curable
cut down
deforestation
demand (for sth)
dependent (on/upon
sb/sth)
deprive sb/sth of sth
devote (oneself/sth) to
(sb/sth)
die out
domesticate
doze
drawback
dump
earth
eat away
ecologist
electricity
emission
encourage
endangered
ensure
environmental
establish
evident
extinct
farmland
fence
fierce
fight like cat and dog
forested
form
fumes
game park
gentleness
globe
go on strike
greenhouse effect
greenhouse gas
guide
habitat
harmful
harsh
hatch
high spirits
homesick
horn
hunter
impenetrable
in a sense
inhabit

international
jaguar
kill two birds with one
stone
leap
lessen
make a habit of sth
make a profit
mammal
mankind
medical care
medicine
national park
nuclear
observer
ocean
oil spill
opposing
ozone layer
packaging
pesticide
planet
plantation
postpone
power station
prospects
protection
put a stop to sth
put in
quarter
raise
rare
recycling
reinvest
remain
reptile
resources
reuse
rewarding
rhino
roam
rubbish tip
savage
scheme
sea turtle
self-defence
set goals for sb/sth
shoot
skin
slope
smog
society
species

spread
square (mile, kilometre, metre)
straight from the horse's mouth
stream
suited (for sth)
survive
technique
thistle
thoughtfully
throughout
time
tolerate
tusk
under discussion
underprivileged
unleaded petrol
unnatural
urban sprawl
vicious
view
volcano
volunteer
waste
whale
wildlife conservation
work like a dog
wrapper

Unit 10

advertise
alien
argument
bark
bear in mind
blessing
blow up
boarding school
bring out sth
canteen
carry on (with sth/doing sth)
citizen
classmate
cloakroom
co-educational school
coach
come across
come round
composer
comprehensive school

compulsory
consciousness
consultant
course
curriculum
curse
definite
device
disposal
endlessly
excess
fact
faculty
feed
flair for sth
fluent
for fear
gifted
hand sth in
headmaster
helpfulness
household
individual
instant
keep control of
kindergarten
laugh at sb/sth
layout
lice (pl of louse)
machinery
master
material
measure
merely
miracle
motivation
niece
on line
operating theatre
outsider
pay attention to sb/sth
playground
playing field
point
primary school
print (sth) out
private school
refresher course
regain
repetitive
response
restate
row

run
scare
science
screen
secondary school
section
shape
shed
single-sex school
sit
sort
splash
staffroom
storage
strain
tear one's hair out
term
the faint-hearted
the original
tolerance
translator
unfold
wastage
white-water rafting
willingness
with a view to doing sth
with flying colours
work
workplace
zeal

Unit 11

accessible
acting
admission
adore
aisle
alert
amusement arcade
aquarium
army
attraction
audience
audition
backstage
ballerina
be here to stay
be in the mood for (doing) sth/to do sth
beloved
brand
breathtaking

cable car
capture
carefree
caretaker
cast
causeway
cello
chain
choir
chuckle
climax
collide (with sb/sth)
comedian
conductor
countless
cramps
crew
critic
cub
curator
curtain-call
decade
depict
destructive
determination
director
dodgems
doting
dwarf
emergency
encounter
entertainment
enthral
epic
eruption
excellent value for money
fiance
fit
flying trapeze
foyer
freedom
gasp
gigantic
gripping
half-hourly
harbour
headline
heartwarming
hurricane
imminent
in addition (to sb/sth)
in all weather
in amazement

Word List

interior
 knock sb down
 lagoon
 lead singer
 lobby
 lodger
 lyrics
 matinee
 military service
 monster
 multi-screen cinema
 complex
 nation
 nausea
 nest
 orchestra
 orchid
 organiser
 outweigh
 overhear
 pantomime
 pass
 path
 patrol boat
 per
 petrifying
 playwright
 plunge
 podium
 policy
 pose (for sb/sth)
 producer
 rear
 relaxing
 reluctant
 remake
 run out (of sth)
 scene
 screening
 screenwriter
 script
 seat
 sedate
 selection
 setting
 shade
 shot
 simulated
 slot
 son-in-law
 sound system
 soundtrack
 source

spectacular
 spotlight
 star
 submarine
 trace sth to sth
 twist
 unbeatably
 unfamiliar
 untreated
 up-to-date
 usher
 variety show
 wander
 within easy reach of
 sb/sth

Unit 12

aboard
 accelerator pedal
 alternate
 altitude
 altogether
 anchor
 assess
 badge
 beforehand
 board
 boarding pass
 bonnet
 boot
 buffet car
 by heart
 cab
 calculation
 carpenter
 carriage
 carry out
 cart
 cater for (sb/sth)
 change
 chiefly
 clutch pedal
 coach
 colour-coded
 commute
 compartment
 conduct
 conference
 confine sb/sth to sth
 dashboard
 deckchair
 delay

demonstrate
 departure
 discipline
 disturbance
 dying breed
 engine room
 fare
 fasten
 feature
 flight attendant
 frustrating
 gear
 generalisation
 gondola
 handlebar
 have a high opinion of
 sb/sth

head-on collision
 hot-air balloon
 hovercraft
 hydrofoil
 ignition
 invent
 issue
 lane
 launch
 level crossing
 licence
 life saving drill
 locomotive
 luggage rack
 magnet
 mast
 memorise
 meter
 minimum
 minority
 moped
 muster station
 number plate
 obey
 on time
 one-way street
 outcome
 paddle
 paddle boat
 parachute jump
 peak hours
 pedestrian subway
 penny
 per cent
 permit
 petrol gauge

physician
 platform
 port
 power
 prescription
 procedure
 proportion
 pull out
 pull over
 purser
 questionnaire
 raft
 ready-made
 rear view mirror
 reckless
 regard (sb/sth) as sth
 regulate
 rely (on/upon sb/sth)
 retire
 rickshaw
 roadworks
 saloon
 seasick
 sole
 speech
 speedy
 steamboat
 steer
 stray
 stressful
 submarine
 sum
 survey
 suspended
 track
 trade
 traffic law
 transport
 trap
 turn out that
 upright
 version
 wagon
 wait
 wardrobe
 wind (up/down)
 wisely
 worldwide
 worthless

Culture Clips



1 Indigenous People

Pre-reading Activity

- 1 Read the headlines of the two texts. What are the texts about? What information do you expect to read?
- 2 Where do you think the texts are from: an encyclopaedia, a newspaper, a magazine?
- 3 Think of three things you would like to know about these people, and write them down.
- 4 Which people do you think the following are associated with – the Maori, or the Canadian Indians?
carvings from wood, bone or stone
clothing made from animal skins
bows and arrows
ceremonial dances
tepees (tents)
underground ovens for cooking

Reading

- 5 a) Read the texts and label the statements 1 to 6 *M* (Maori), *C* (Canadian Indians) or *B* (both). Have your questions in Ex. 3 been answered? Then explain the words in bold. You can use your dictionary to look up the words. Finally use these words to make sentences.

The Maori

The first people to inhabit New Zealand were the Maori, a Polynesian people, who settled there in about 800 AD. They came from other Pacific islands in canoes and settled on both North and South Island.

In the beginning, they lived in small undefended villages. Later, they built large settlements protected by ditches and castle-like walls. Their wooden houses had straw roofs and the floors were covered with mats, leaves or tree bark.

The men hunted, fished and farmed,



while the women wove fabrics and cooked food in underground ovens. These were circular holes in the ground filled with hot stones. They cooked fish and sweet potatoes by wrapping them in

leaves and steaming them over the hot stones.

The Maori had a language of symbols and pictures. Using their skills as craftsmen and artists, they decorated their houses, canoes, weapons and even their skin. Carvings and jewellery were made from wood, bone or stone and often took years to make. Song and dance was very important in Maori life, too. Songs with actions were used to tell stories and preserve history. Dances played an important part in ceremonies, and especially before battles.

Nowadays many Maori live in cities, and speak English as well as Maori. However, they still have close ties with their culture. They are very proud of their cultural traditions, and still perform ceremonial dances and produce beautifully carved objects.



Canadian Indians

The native Indians were the first people to live in Canada. They were descended from the people of East Asia and reached North America about 15,000 years ago. They can be divided into three **distinct** groups or culture areas – the Arctic, the **Subarctic**, and the Northeast.

The Inuit people lived in the Arctic region. They lived in small groups that moved around to search for food. Their houses were tents made of **sealskin** in the summer, and snowhouses (called igloos) in the winter. As well as catching fish, they hunted seals, caribou and whales for food, which were usually eaten **raw** because there wasn't any firewood for cooking. Sealskin and fur were used for clothing. Skins were also used for making canoes.

The tribes of the Subarctic area lived near lakes or in forests. The Chippewa, one of the largest of these tribes, lived around the shores of Lake Superior. They hunted deer in the forests, fished in the lake

and gathered wild rice and berries. They lived in bark **lodges** in winter and in bark tepees in summer. They also used bark to make canoes and baskets. They hunted with **bows** and **arrows**.

The Iroquois, a large group in the Northeast, lived in **permanent** villages with tall fences around them. The men hunted and fished, while the women grew corn and beans and collected nuts and berries. They lived in long houses made of a frame of poles covered with bark. They used deerskin to make their clothes, and strings of shells as money.

Today, there are over half a million Canadian Indians living on reservations and in cities across Canada. Compared to the other native Indian groups, the Inuit way of life has changed the least of all, and the Inuit still follow traditional lifestyles. While most other Indians have managed to **come to terms with** the modern era, they also try to keep their ancient traditions alive for future **generations**.

- 1 They were the original inhabitants of the country.
- 2 They had wooden houses with roofs made of dried grass.
- 3 They did not all belong to the same group.
- 4 They had clothing and boats made of animal skins.
- 5 They carved things from natural materials.
- 6 They continue to practise some of their old customs.

b) Read the texts again and find words which are similar to words in your own language.

c) In pairs, ask and answer wh-questions based on the two texts.

e.g. A: Who were the first people to inhabit New Zealand?
B: The Maori. When did they settle there? etc.

Speaking

- Who were the first inhabitants of your country? Where did they come from?
- What do you know about the way these people lived?
- Which old traditions are still practised today in your country?

Pre-reading Activity

- 1 What are the most common languages spoken in the world today?
- 2 Try to match the figures (A-D) to the groups (1-4). Read the texts and check your answers.

- | | |
|---|---|
| 1 | words in the English language |
| 2 | native speakers of English |
| 3 | countries where English is the/an official language |
| 4 | languages spoken in the world today |

- | | | | |
|---|-----------------|---|-------|
| A | 400-500 million | C | 6,000 |
| B | 600,000 | D | 55 |

Reading

- 3 a) Read the texts and answer the questions. Then use your dictionary to look up the words in bold. Finally use them in sentences.

Imagine a meeting between two people from different parts of the world – Russia and Mexico, let's say, or Japan and Brazil – when neither speaks the other's **native** language. How do they **communicate**? Nowadays, they would almost certainly use English.

Unofficially, English has become the international language of travel and tourism, technology and computers, business, medicine and so on.

Officially, it is the international language of **air traffic control** and **shipping**. Also, in countries with several **tribal** or **ethnic** groups speaking different languages, English has often been chosen as the official language of government, as in Nigeria, India and Papua New Guinea.

English Around the World

Geographically, English is the most **widespread** language on earth. It is widely spoken on six continents, and is the official language, or one of the official languages, in 55 countries.

400-500 million people speak it as their native language (second only to Mandarin Chinese, which has about 700 million native speakers). In addition, **roughly** the same number speak English as their second language, or use it in their daily lives for business, study and so on.

In other words, one in every 6-7 people on our planet regularly uses some sort of English – and the **percentage** is growing all the time.

The following are a few of the many reasons why English is so widely spoken.

- English is the official language in many of Britain's **former colonies**, such as America, Australia and New Zealand.
- The **economic** power of Britain in the 18th and 19th centuries, and of the US in the 20th century, helped to make English the language of world **trade**.
- **Entertainment** has helped to spread the use of English, because of the **worldwide** popularity of English-language films, TV programmes and pop music.



Borrowed Words

With well over 600,000 words, English has a larger vocabulary than any other language – but many of these words have been ‘borrowed’ from other languages.

English has German and French **roots**, so a lot of its vocabulary is similar to words in these languages. Many words have been **formed** from Latin and ancient Greek, especially for new **inventions**, such as *television* and *helicopter*.

Words from hundreds of other languages have been taken into English, too, often with slight changes in their spelling and pronunciation. Of course, other languages sometimes borrow English words **in return**.

The following is just a small selection of ‘English’ words and the languages they came from:

<i>tea</i> (Chinese)	<i>coffee</i> (Turkish, from Arabic)
<i>pizza</i> (Italian)	<i>potato</i> (native American)
<i>robot</i> (Czech)	<i>rodeo</i> (Spanish)
<i>caravan</i> (Persian)	<i>commando</i> (Afrikaans)
<i>kayak</i> (Eskimo)	<i>boomerang</i> (Aus. Aborigine)



Dying Languages

There are approximately 6,000 languages spoken in the world today, but many of these are quickly dying out. (A language is described as “dead” when there are no native speakers left.)

On the island of New Guinea, 3 million people speak a total of 740 languages between them. Even more **amazingly**, there are perhaps 260 Australian Aborigine languages, spoken by a total of only 450,000 people. Most of these languages are spoken by no more than a few hundred people, and with each **generation** the number of speakers **decreases**. Sadly, some Papuan and Aborigine languages may already be dead, and others will certainly die soon.



- 1 For which two things is English used as the official international language?
 - 2 Which of the world's languages has the greatest number of native speakers?
 - 3 What are the three reasons given in the texts to explain why English is so widely spoken?
 - 4 Which of the world's languages has the largest vocabulary?
 - 5 What is surprising about the number of Australian Aborigine languages?
- b) Read the texts again and find words which are similar to words in your own language. What words has English borrowed from your language? What words has your language borrowed from English?

Speaking

- How many people speak English in your country? What are your reasons for learning English?
- How many people worldwide speak your native language? Is this number increasing or decreasing?
- How useful is it to learn ancient languages, such as ancient Greek and Latin?

Pre-reading Activity

- 1 Look at the pictures and describe what each one shows.
- 2 a) Read the titles of the three texts. What do you expect to read?
b) How are the texts related to the title of the unit?

Reading

- 3 a) Read the texts and answer the questions. Then use your dictionary to look up the words in bold. Finally use them in sentences.

Is there really a monster – perhaps some sort of dinosaur – in the dark **depths** of Scotland's Loch Ness? Does a hairy humanoid called Bigfoot hide in the forests of Canada and the US? Some people think so.

Scientists are not so sure, and there is little **evidence** other than some **blurred** photographs to prove that "Nessie" and Bigfoot **exist**.

On the other hand, no scientist of a century ago would have believed that a fish older than the dinosaurs could still be living. Today, of course, we know that the coelacanth, a primitive fish, is a real, living creature in the Indian ocean.

Perhaps one day it will be proved that Nessie and Bigfoot are real, too. Until then, however, most of us will go on believing that they are simply **myths**.

The Loch Ness Monster

Scotland's Loch Ness is the largest lake in Britain. It is long, **narrow** and deep, with very cold water that is completely dark below a depth of one or two metres.

Since Duncan McDonald reported seeing a huge monster in the loch in 1880, there have been over 3,000 reported **sightings** of "Nessie", the local name given to the creature many people believe lives there. The people who **claim** to have seen Nessie include a Nobel Prize-winning scientist.

Hundreds of photographs have also been taken which seem to show a monster in the waters of Loch Ness. Unfortunately, none of the photographs show any clear details. **Experts** say they may be the result of anything from a **floating** tree to a **deliberate fake**. "The camera never lies" is a **popular** saying, but one which is often untrue.

There have been many attempts to find scientific evidence that Nessie exists. **High-tech** equipment has been used, and even a miniature **submarine** – but nothing has ever been found.



Bigfoot (Sasquatch)

"Bigfoot", according to the stories, is a species of huge creatures like apes living in the forests of the US Pacific Northwest. In neighbouring parts of Canada, the creature is called "Sasquatch", which means "wild man of the woods".

Surprisingly, few people claim to have seen Bigfoot, but since 1811 there have been many reports of people finding enormous **footprints**, as much as 45 cm in length, in **remote** forest areas.

Then, in 1967, Roger Patterson claimed he had seen a Bigfoot and had filmed the creature too. His film, less than a minute long, shows what seems to be a female humanoid. Experts could not agree if it was really a Bigfoot, or simply a human wearing a **disguise**.



Coelacanth



300 million years ago, even before the dinosaurs walked the earth, a fish called a coelacanth lived in the world's seas. Scientists thought it had been **extinct** for 60-70 million years – until one was caught in the Indian Ocean in 1938.

Fishermen near the South African coast found a strange fish in their nets, and Professor Smith of South Africa's Rhodes University **identified** it as a coelacanth. Its **internal** organs had been taken out before he saw it, though, so Smith offered a reward for anyone who could **provide** him with a complete **specimen** to study.

No-one claimed the reward until 1952, when a fisherman called Ahmed Hussein caught a coelacanth near the Comoros Islands, also in the Indian Ocean. It was later discovered that the people of these islands knew the fish well, but had never **realised** how unusual it was. Many others have been caught since then, and scientists have been able to study living specimens.

The coelacanth grows to about 1.5 metres in length, and can weigh as much as 60 kilograms.

- When was the first report of a sighting or other evidence concerning:
 - Nessie?
 - Bigfoot?
- Has any scientific evidence ever been discovered to prove that Nessie exists?
- Does Roger Patterson's film prove that Bigfoot exists? Why/Why not?
- Why were scientists surprised when a coelacanth was caught in 1938?
- What didn't the natives of the Comoros Islands understand about the coelacanth?

b) Read the texts again and find words which are similar to words in your own language.

c) Ask and answer questions based on the texts.

- e.g. S1: What is the largest lake in Britain?
 S2: Loch Ness. Where is it located?
 S3: In Scotland ...

Speaking

- Do you believe that monsters such as Nessie and Bigfoot exist? Why/Why not?
- What other stories do you know about mysterious creatures? Discuss one or two of these stories briefly.
- What would you do/feel if you came across one of these monsters?

Pre-reading Activity

- 1 What does the unit heading mean? Can you name any natural wonders?
- 2 Look at the pictures. Which shows:
a waterfall? *a volcano erupting?*
a geyser? *wildlife in a wetlands area?*
 Are there similar places in your country?

Reading

- 3 a) Read the texts and match them to the statements (1-6). Then use your dictionary to look up the words in bold. Finally use them in sentences.

A

The Everglades are a huge **wetlands** area covering about 10,000 square kilometres in south Florida. More than half of the area is part of the Everglades National Park. The Native American name for the Everglades is *Pa-May-Okee*, which means "Grassy Water".

The Everglades were created about 10,000 years ago, at the end of the last Ice Age. **Melting** ice raised the sea level and caused flooding which in turn produced gigantic **marshes** and **swamps**.

The Everglades are home to many **species** of wetland birds, such as herons and pelicans, as well as alligators, crocodiles and snakes.

The Everglades



B

Niagara Falls

Niagara Falls, on the Niagara River between the US and Canada, are 790 metres wide and 50 metres deep. The falls are divided into two parts by Goat Island. The larger part, on the Canadian side, is also called the **Horseshoe** Falls because of its **curved** shape.

A cloud of **mist** rising from the falls makes a bright **rainbow** when the sun shines on it. A boat called *Maid of the Mist* takes tourists close to the **base** of the falls, where they can look up at the falls from below, and there are caves, hidden behind the curtain of falling water, which visitors can explore.



C

Yellowstone Park

Yellowstone National Park is the oldest and largest national park in the US. It was **established** in 1872 and covers nearly 900,000 hectares across parts of Wyoming, Montana and Idaho.

Apart from its spectacular mountain scenery, the park has 10,000 **hot springs** and 200 **geysers**. "Old Faithful" is the most famous of these. Every 33-93 minutes it shoots hot water and **steam** to a height of more than 50 metres.

The park is also one of the greatest wildlife reserves in the world, with eagles, pelicans and rare swans, not to mention bears, bison, grey wolves and hundreds more species.



D

Hawaii's Volcanoes

The island of Hawaii, in the state of the same name, is famous for its beautiful beaches. However, Hawaii has other, even more **spectacular**, natural wonders — its volcanoes.

The island has five volcanoes, but only two of them are **active**. Both of these are in Hawaii Volcanoes National Park, established in 1916.

Mauna Loa, the largest volcano in the world, is a mountain rising 4,169 metres above sea level. There is a **crater** at the top, and the volcano also pours out **lava** from **cracks** in its sides.

Kilauea, situated on the side of Mauna Loa, has a crater 4km long, 3.2 km wide and 122 metres deep. Visitors can watch its frequent **eruptions** from the **shoreline** at the base of the mountains.

In traditional Hawaiian mythology, a fire goddess called Pele lives in Kilauea, and causes volcanic eruptions when she gets angry.

Which texts – A, B, C or D –refer to:

- | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|
| 1 a national park? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2 water? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3 something erupting? | <input type="checkbox"/> | <input type="checkbox"/> | |
| 4 wildlife? | <input type="checkbox"/> | <input type="checkbox"/> | |
| 5 one or more mountains? | <input type="checkbox"/> | <input type="checkbox"/> | |
| 6 visitors? | <input type="checkbox"/> | <input type="checkbox"/> | |

b) Read the texts again and find words which are similar to words in your own language. Did they help you understand the texts?

c) In pairs, ask and answer questions as in the example.

e.g. A: What are the Everglades?

B: A huge wetlands area. How big is it?

A: 10,000 square kilometres ...

Speaking

- Which of these natural wonders do you find most impressive, and why?
- What impressive/well-known natural wonders are there in your country? Briefly describe one or two of them.
- Why are national parks important to a country?

Pre-reading Activity

- 1 Describe what the pictures show. What do they have in common? Why do you think they are called Royal Parks?
- 2 Look at the texts. Where could you see them? What do you think they aim to do?

Reading

- 3 a) Read the texts and make notes about each text using the headings given, then talk about the parks. Then, use your dictionary to look up the words in bold. Finally use them in sentences.

Right in the busy heart of London are three huge open areas of green **lawns**, trees and lakes, where you can go horse-riding, swimming or boating, play a variety of sports, see wild birds and **exotic** animals, or simply enjoy the peace and quiet. These are the best-known of London's Royal Parks (there are another three, further from the centre of the city), which are open to the public.

HYDE PARK & KENSINGTON GARDENS



Hyde Park (together with Kensington Gardens, whose land was originally part of the park) was bought by King Henry VIII in 1536 and covers an area of 250 **hectares**. The park and gardens are popular with Londoners and tourists alike, who love the wide open spaces and atmosphere of the countryside very near some of the city's most famous shopping areas.

The park's recreation facilities include bowling greens, tennis courts, a children's playground and cycle paths. The Serpentine, an 11-hectare lake, offers rowing, canoeing, swimming and fishing. Rotten Row, a wide track still used for horse-riding, is over 500 years old and was the first road in Britain to have street lights at night. At Speakers' Corner, crowds **gather** to listen to people giving speeches about all sorts of (often **eccentric**) subjects.

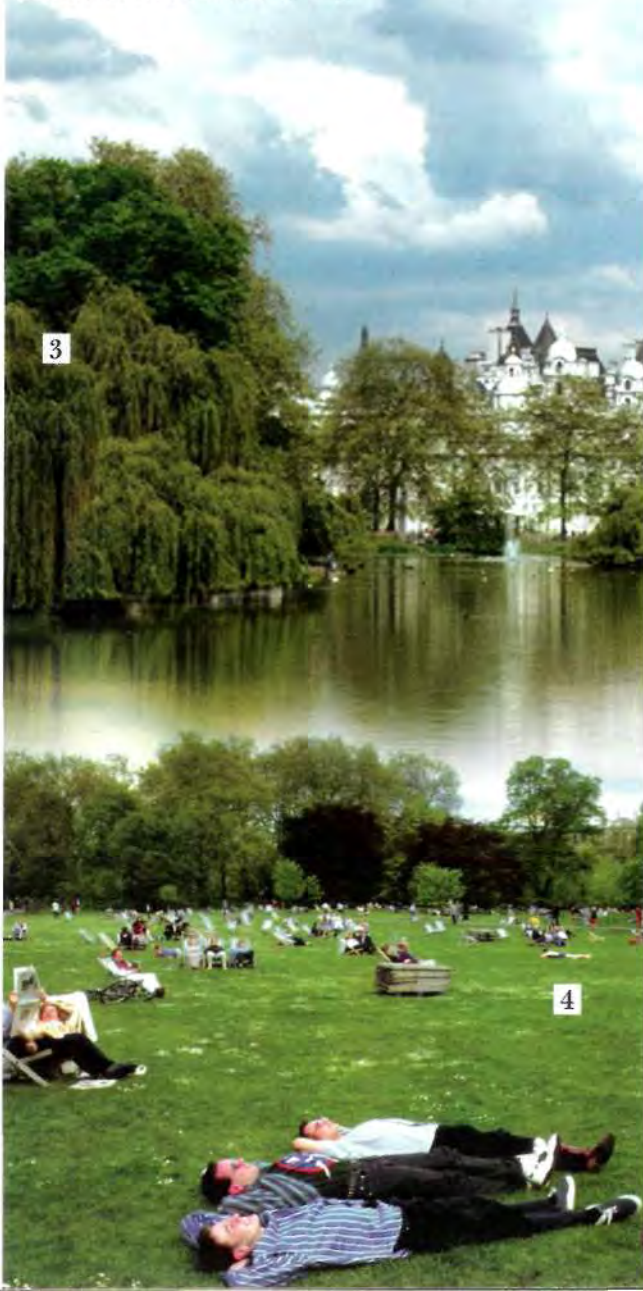
Kensington Gardens, with its quiet gardens and two playgrounds, is a popular place to take children, who can also sail model boats on the Round Pond and watch puppet shows in the summer.

2

ST JAMES'S PARK & GREEN PARK

St James's Park and Green Park were bought by King Henry VIII in 1532. Buckingham Palace stands at the western end of St James's Park, which has a **landscape** designed by John Nash in 1827. Its lake is home to several species of birds, including pelicans. The park, which offers beautiful walks with views of Whitehall and Buckingham Palace, has a Cake House and children's playground.

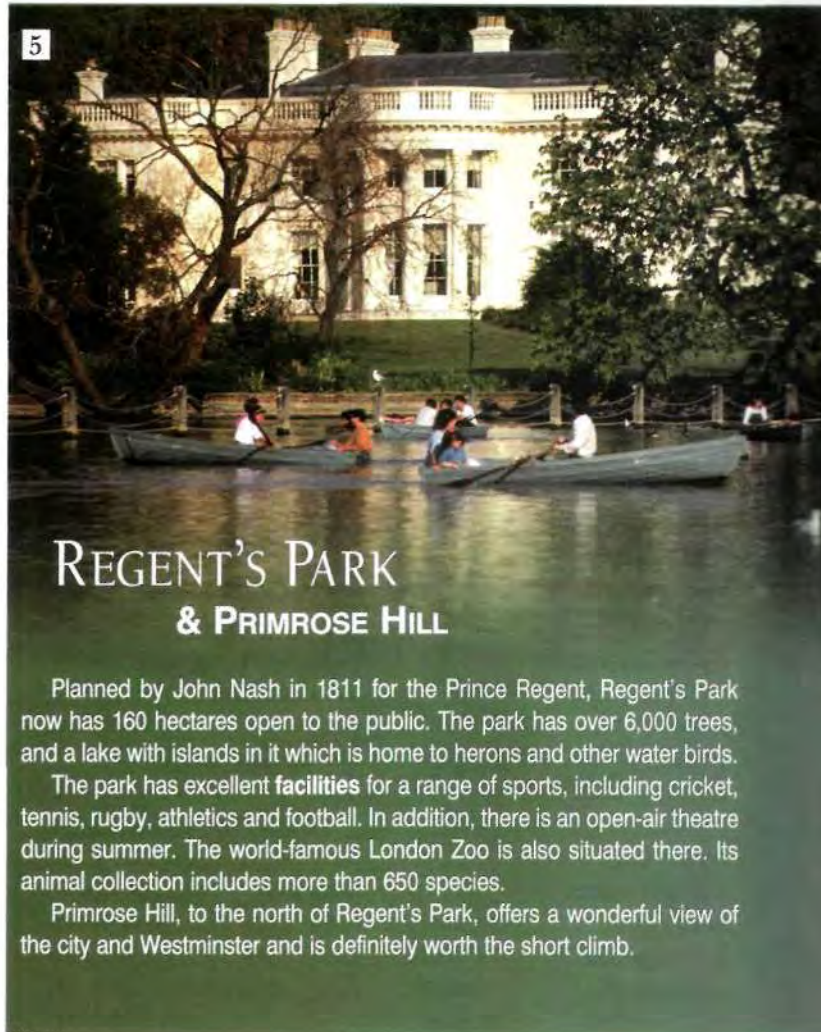
Green Park is popular in summer with office workers, who **sunbathe** while lying on the lawns or sitting in the deck chairs which are available for hire.



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REGENT'S PARK & PRIMROSE HILL

Planned by John Nash in 1811 for the Prince Regent, Regent's Park now has 160 hectares open to the public. The park has over 6,000 trees, and a lake with islands in it which is home to herons and other water birds.

The park has excellent **facilities** for a range of sports, including cricket, tennis, rugby, athletics and football. In addition, there is an open-air theatre during summer. The world-famous London Zoo is also situated there. Its animal collection includes more than 650 species.

Primrose Hill, to the north of Regent's Park, offers a wonderful view of the city and Westminster and is definitely worth the short climb.

- | | |
|------------|--------------------|
| i Name(s) | iv Facilities |
| ii History | v Special features |
| iii Size | |

b) Read the texts again and find words which are similar to words in your own language.

Speaking

- Which of the parks described above would you most like to visit? Why?
- Are there any parks in the city/town where you live? Are they popular? Why/Why not?
- What is the purpose of having parks in cities/towns?

American English - British English Guide

Cars and Driving

American English	British English
antenna	aerial
circle, rotary	roundabout
defroster	window heater
detour	diversion
divided highway	dual carriageway
fender	wing
flat (tire)	flat tyre, puncture
gas, gasoline	petrol
gas station	petrol station, garage
gear shift	gear lever, stick
high beams	full lights
hood	bonnet
intersection	crossroads
interstate, highway, freeway	motorway
low beams	lights dipped
minibus	van/minibus
motorcycle	motorbike, motorcycle
overpass	flyover
parking lot	car park
pass (vehicle, etc)	overtake, pass
pedestrian crossing	zebra crossing, pedestrian crossing
rental car	hire car
transmission	gear box
truck	lorry, van
turn signals	indicators
windshield	wind screen

Travelling/Commuting

airplane	aeroplane
baggage claim	baggage reclaim
bus	coach
cab	taxi
kerosene	paraffin
one-way (ticket)	single
railroad	railway
round trip (ticket)	return (ticket)
sidewalk	pavement
subway	underground, tube
underpass	subway

Food

American English	British English
appetizers	starters
baked potato	jacket potato
broil	grill
candy	sweets
candy store	confectioner, sweet shop
canned	tinned
cookie	biscuit
corn	sweetcorn, maize
cotton candy	candy floss
dessert	pudding, sweet, dessert
eggplant	aubergine
fish sticks	fish fingers
french fries	chips
ground meat	mince
jello	jelly
jelly	jam
oatmeal	porridge
potato chips	crisps
preserves	conserves
with or without (milk/cream in coffee)	black or white
zucchini	courgettes

Others

account	bill, account
any place, anywhere	anywhere
apartment	flat
area code	dialling code (phone)
attorney, lawyer	solicitor
backpack	rucksack
band aid	sticking plaster
bathrobe	dressing gown
bathtub	bath
bill (currency)	banknote
billion = thousand million	billion = million million
blind (n)	hide (n)
botanical garden	botanic garden
bureau	chest of drawers
busy (telephone)	engaged
call, phone	ring up, phone, call
cheap (badly made/ done)	shoddy
check (restaurant)	bill

American English	British English	American English	British English
clippings	cuttings	nothing, zero	nil
closet	cupboard	office (doctor's/dentist's)	surgery
closet (hanging clothes)	wardrobe	on line	on stream
connect (telephone)	put through	open house	open day
counter clockwise	anticlockwise	overalls	dungarees
crazy	mad	pacifier	dummy
crib (for a baby)	cot	pants, trousers	trousers
davenport, sofa, couch	sofa, settee, couch	pantyhose, nylons	tights
desk clerk	receptionist	parka	anorak
dish towel	tea towel	pocketbook	purse, wallet
down town	centre (city/business)	polo neck	roll neck, polo neck
drapes	curtains	pool (pocket billiards)	snooker
dresser	chest of drawers	principal	headmaster
druggist	chemist	public school	state school
drugstore, pharmacy	chemist's (shop)	purse	handbag
overalls	jeans, dungarees	rent (rent a car)	hire (hire a car)
duplex	semi-detached	reservations	bookings
elevator	lift	rest room	toilet, cloakroom, public convenience
equip, fit out	fit (v)	run (for election)	stand (for election)
eraser	rubber, eraser	sack lunch	packed lunch
fall	autumn	sales clerk, sales girl	shop assistant
faucet	tap	schedule	timetable
fire (v) (from employment)	sack	scotch tape	sellotape
first floor, second floor etc	ground floor, first floor etc	shopping cart	shopping trolley
flashlight	torch	shorts (underwear)	pants
freshman (at university)	1st year undergraduate	sick	ill
front desk	reception	sleep in	lie in
garbage, trash	rubbish	sneakers	trainers
garbage can, trash can	dustbin, bin	soccer	football
garter	suspenders	sports	sport
grade	class, form	stand in line	queue
intermission	interval	store, shop	shop
janitor	caretaker, porter	suspenders	braces
jump rope	skipping rope	telephone booth	telephone box
laundromat	laundrette	trash bag	bin liner
lay off (v)	make redundant	tricky	dodgy
layoff	redundancy	tuition (for schooling)	fee
line	queue	two weeks	fortnight, two weeks
lost and found	lost property	undershirt	vest
mail	post	vacation	holiday
mailman	postman	vacuum (n, v), vacuum cleaner (n)	hoover (n, v)
make a reservation	book	vest	waistcoat
math	maths	yard	garden
movie	film	z (pronounced "zee")	z (pronounced "zed")
movie house/theater	cinema	zero	nought, oh
news stand	newsagent	zip code	post code
non-profit-organization, not-for-profit	charity		

Grammar

American English	British English
He just left . / He has just left .	He has just left .
We saw that film.	We have seen that film.
Did he hand in the report yet ?	Has he handed in the report yet ?
Hello, is this David?	Hello, is that David?
Do you have a ticket? / Have you got a ticket?	Have you got a ticket?

Spelling

aluminum	aluminium
analyze	analyse
center	centre
check (n)	cheque (n)
color	colour
defense	defence
honor	honour
jewelry	jewellery
labor	labour
practice (n, v)	practice (n), practise (v)
program	programme
realize	realise
theater	theatre
tire	tyre
trave(l)ler	traveller

Expressions with prepositions and particles

American English	British English
different from/than	different from/to
live on X street	live in X street
on a team	in a team
on the weekend	at the weekend
Monday through Friday	Monday to Friday
be in the hospital	be in hospital
in the future	in future

ENTERPRISE 4

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Express Publishing

ISBN-13: 978-1-84216-821-9
ISBN-10: 1-84216-821-5



9 781842 168219