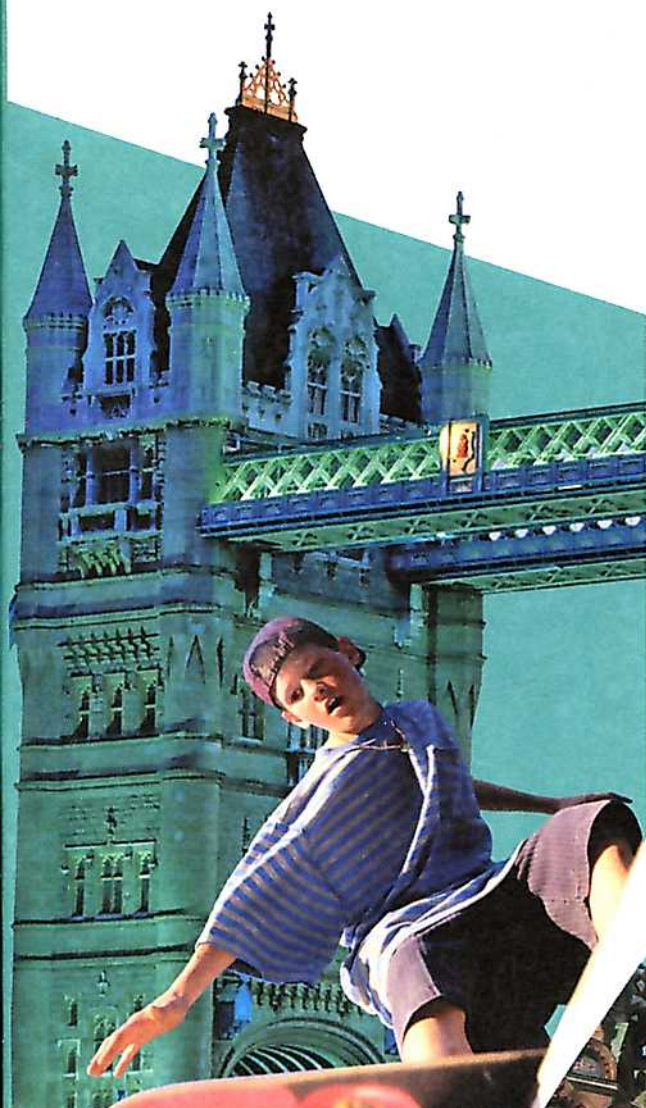


Starlight 10

Virginia Evans Jenny Dooley
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Student's Book




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10 класс

Учебник для общеобразовательных
учреждений и школ
с углублённым изучением
английского языка

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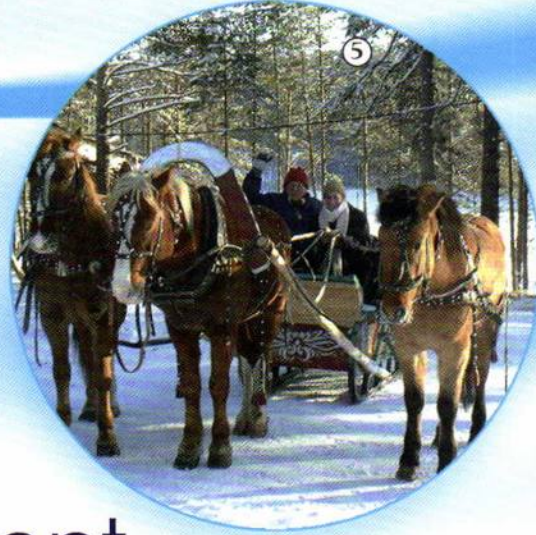
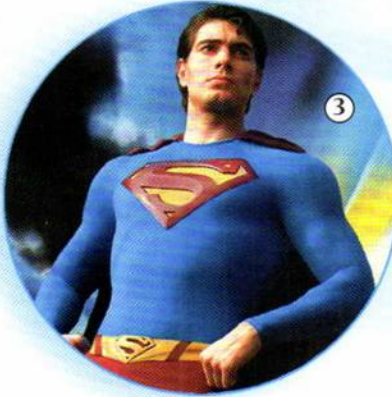
Contents

Module	Vocabulary	Grammar	Reading	Listening	Speaking & Functions	Writing
1 Sports & Entertainment (pp. 5-34)	means of transport sports entertainment films hobbies Word power: <i>ways to walk</i>	comparatives/superlatives (p. 9) relative clauses (p. 9) present tenses (p. 13) past tenses (p. 16)	<i>A Journey Under the Sea</i> (multiple choice) (pp. 6-7) <i>The London Marathon</i> (text completion) (pp. 10-11) (multiple matching) (pp. 14-15)	for opinion/attitude for gist for specific information	expressing interest talking about a film you have seen giving personal information expressing likes/dislikes contrasting ideas speculating a talk on extreme sports	an email to a friend of yours about a travel experience you had a short review of a film letters/emails of complaint
Across Cultures – Transport (p. 26) Literature – Journey to the Centre of the Earth (p. 28) Green Issues – Our Energy Resources (p. 30)						
2 Food, Health & Safety (pp. 35-66)	eating disorders vegans eating habits jobs emergency services food allergies Word power: <i>make/do</i>	reported speech (p. 39) future tenses (p. 43) infinitives/-ing form (p. 46) logical assumptions/deductions (p. 47)	<i>Mirror, Mirror on the wall ...</i> (multiple choice) (pp. 36-37) <i>Live long and prosper</i> (text completion) (pp. 40-41) <i>The World of Work</i> (matching) (pp. 44-45)	for gist for specific information for detail	offer/refuse – food – drinks asking for – giving advice agreeing – disagreeing suggesting – reaching a decision	a summary of a text a short text about working in the emergency services letters/emails of application/recommendation letter/emails of thanks, congratulations
Across Cultures – British & Russian Food (p. 58) Literature – The War of the Worlds (p. 60) Curricular Cut – Food Technology (p. 62)						
3 Travel Time (pp. 67-98)	festivals & celebrations holiday destinations types of travel Word power: <i>ways to look</i>	gradable adverbs (p. 71) <i>be/get/used to/ would</i> (p. 75)	<i>A Fair to go Cuckoo About</i> (multiple choice) (pp. 68-69) <i>Tsingy Bemaraha</i> (text completion) (pp. 72-73) <i>Been there, done that</i> (multiple matching) (pp. 76-77)	for specific information for opinion	describing pictures asking about/recommending places giving reasons/examples expressing similarities/differences reaching a decision	a short letter to a friend expanding sentences a short description of a place of interest letters/emails inviting/accepting – refusing narrative/descriptive emails/letters reviews
Across Cultures – World Heritage Sites (p. 90) Literature – Lost Horizon (p. 92) Green Issues – Eco-Tourism (p. 94)						

Module	Vocabulary	Grammar	Reading	Listening	Speaking & Functions	Writing
4 Environmental Issues (pp. 99-128)	extreme weather conditions weather endangered animals environmental issues Word power: sounds	inversion (p. 103) the passive (p. 107) conditionals/ wishes (p. 110) linkers (p. 116)	Into the Eye of the Storm (multiple choice) (pp. 100-101) Save the Whales (text completion) (pp. 104-105) Environmental News (multiple matching) (pp. 108-109)	for specific information for gist for detail		
	Across Cultures – Disasters (p. 120) Literature – Moby Dick (p. 122) Curricular Cut – Geography (p. 124)					
	Progress Check 4 (p. 125) Focus on RNE (p. 126)					
5 Modern Living (pp. 129-158)	science technology crime lifestyles computers success fashion Word power: artificial, fake, false, counterfeit	emphatic structures (there, it) (p. 132) all, both, whole, either, neither, none, every (p. 133) causative (p. 136) clauses (p. 137) far, every, each, much, too, even, a bit, any (p. 141) quantifiers (p. 141)	The Designer (multiple choice) (pp. 130-131) Nanotechnology - the next big thing? (text completion) (pp. 134-135) Signs of the Times (multiple matching) (pp. 138-139)	for specific information for detail for gist	expressing concern describing experiences repeating & confirming making suggestions agreeing/ disagreeing discussing and reaching a decision on a topic making suggestions complaining/ apologising giving opinion on a topic discussing and reaching a decision on a topic	a summary of a text the weather report for tomorrow argumentative essays a short article expressing your opinion argumentative essays
	Across Cultures – Heroes (p. 150) Literature – The Caves of Steel (p. 152) Green Issues – Energy Efficiency (p. 154)					
	Progress Check 5 (p. 155) Focus on RNE (p. 156)					
Grammar Practice Section (pp. 159-184) Further Writing Practice (pp. 185-190) Appendix I - Phrasal Verbs (pp. 191-195) Appendix II - Verbs, Adjectives, Nouns with Prepositions/Prepositional Phrases (pp. 196-200) Appendix III - Spelling Rules (p. 200) Appendix IV - Pronunciation (p. 200) Irregular Verbs						

Module 1

Units 1-13



Sports & Entertainment

► Look at Module 1

- Describe the pictures.
- Which units are the pictures from? What is each unit about?

► Find the page numbers for

- a proverb
- an article about a stadium
- a famous magician
- a clown
- beginnings & endings of letters/emails

► Listen, read and talk about ...

- sporting activities
- sporting events
- journeys & means of transport
- entertainment

► Learn how to ...

- express interest/likes and dislikes/preferences/opinion/attitude
- describe pictures
- contrast ideas
- speculate

- describe objects and places
- give personal information

► Practise ...

- present and past tenses
- relative clauses
- comparatives/superlatives
- phrasal verbs: *take, make, set, put, see*

► Write/Make ...

- an email about a travel experience
- a paragraph about the means of transport you prefer
- a film review
- a presentation on unusual means of transport
- a short article about how to save energy at home
- a letter/email of complaint

Across Cultures: Transport

Literature: Journey to the Centre of the Earth

Green Issues: Our Energy Resources

Unit 1.1



A Journey Under the Sea

Several years ago, my wife and I came upon an advertisement in a travel magazine for an international exchange programme promising "the chance of a lifetime". Not one to let such an intriguing **opportunity** pass me by, but a bit hesitant about **taking such a leap into the unknown**, I did some research and discovered that the programme involved something called house-
5 swapping.

After much discussion, my family and I decided to, as they say, go for it. Consequently, we were soon setting off for a holiday in the Peak District of England while our exchange partners were settling down for their vacation in our flat back home in Mt Vernon, Washington. The exchange was for a month and the time passed quickly. To end our time away on a high note, we decided to travel
10 to Paris via the engineering marvel known as the Channel Tunnel.

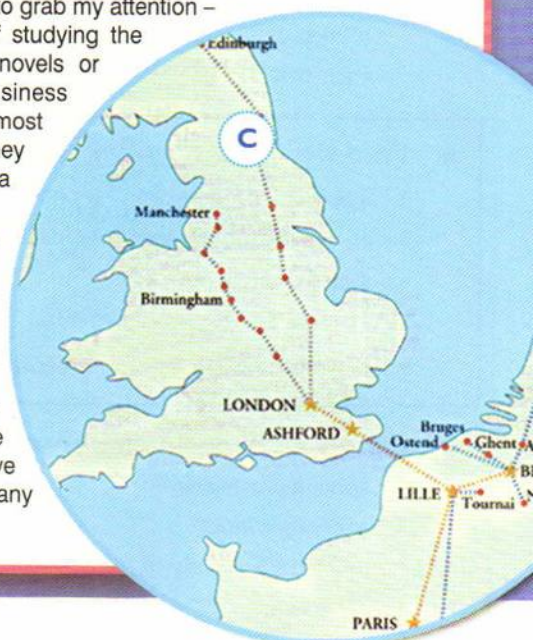
Being on a fairly tight budget, we **opted for** a package deal which included round-trip tickets on the Eurostar passenger train, five nights in a three-star hotel in Paris, Metro passes and **unlimited** use of the Paris bus system. When the package still hadn't arrived after a week, I began to think that perhaps our trip hadn't been such a good idea after all. Maybe it was a sign that we
15 shouldn't go.

The tickets and vouchers eventually arrived and I **scolded** myself for having had such silly thoughts. On the day of departure, with plenty of time to spare, my two teenage children, my wife and I stood waiting eagerly on the platform at Waterloo Station. At exactly 7.57 am, we boarded our train and began our journey through the **picturesque** county of Kent. About an hour into our
20 journey, an announcement, in both English and French, informed us that we were about to enter the Channel Tunnel.

The Eurostar adverts had boasted proudly about the engineering **feat** that was the 'Chunnel', and the **convenience** it offered to those travelling between England and the Continent. They had spoken highly of the "lack of rough seas" and to me, a person who gets seasick very easily, this was
25 a major selling point. When all is said and done, however, I must admit that there were moments when I felt quite nervous about travelling 50 metres below the bottom of the English Channel.

Inside the tunnel itself, there really wasn't much to grab my attention – no posters or other artwork – so I busied myself studying the **occupants** of our carriage. Some calmly read novels or
30 newspapers; others quietly looked through business reports and notes. I quickly realised, however, that most of my fellow passengers were like my family in that they looked excited and very happy to be enjoying such a **novel** travel experience.

Our underwater journey ended as quickly as it had begun. All of a sudden, we left the darkness of the tunnel behind and **nosed out** into the light of the pleasant French morning. The tracks being well-built, we quickly **accelerated** to 300 kph, the
40 speed of a Boeing 747 at takeoff. We arrived in Paris' busy city centre a mere 180 minutes after leaving London. That journey, and indeed the whole time that we spent on the exchange programme, have given us all a **yearning for** new experiences, and many
45 wonderful memories that we will cherish forever.



Reading & Listening

1 Describe picture A: where it was taken; time of year; how people feel.

2 Look at the map. Which countries can you see? How are the landmarks in picture B related to the map?

3 Read the last sentence in each paragraph. What is the article about? Listen, read and check.

4 RNE Read the article again. For statements 1-7, choose A, B, C or D to complete each statement correctly. Then translate lines 27-45 from the text into Russian.

Study Skills

Multiple Choice

Read the text quickly to get an idea of what it is about. Read each statement stem, then find the part of the text which the statement refers to. Go through the choices and choose the one that fits best. The information in the text might be rephrased in the completed statement.

- 1 **The writer first learned about the house-swapping scheme**
 - A from his wife.
 - B purely by chance.
 - C through a travel agent.
 - D by doing research.
- 2 **The writer uses the phrase 'go for it' (paragraph 2) to express the idea of**
 - A taking a risk.
 - B going abroad.
 - C flying on a jet.
 - D having a choice.
- 3 **The writer chose the package deal because**
 - A they wanted to travel via the Channel Tunnel.
 - B it included a stay in a top-class hotel.
 - C it was cheap for what it offered.
 - D it allowed them to use the Metro and bus system.
- 4 **The writer was most attracted by the fact that the Eurostar train**
 - A travelled so far below sea level.
 - B was unaffected by sea conditions.
 - C offered a convenient way to travel.
 - D used such a well-designed tunnel.
- 5 **During his journey through the tunnel, the writer**
 - A studied a business report.
 - B looked at the other passengers.
 - C read a novel about travelling.
 - D wished the journey would end quickly.
- 6 **We learn from the writer that**
 - A the trip from London to Paris took 3 hours.
 - B the train accelerates faster than a Boeing 747.
 - C the train's top speed is 300 kph.
 - D Paris' city centre is busier than London's.
- 7 **As a result of his experiences, the writer**
 - A began to think more about the past.
 - B saw the value of doing new things.
 - C realised his journey was special.
 - D saw that he needn't have worried so much.

5 Match the words/phrases in bold to their definitions.

- passengers in • chance • reprimanded • sped up
- longing for • achievement • decided on
- eased forward • different • usefulness • attractive
- doing something without having previous experience of it • endless

6 Fill in: **high, cherish, rough, travel, tight, grab, package, exchange, business, intriguing.** Make sentences based on the text, using the phrases.

- | | |
|----------------------|----------------------|
| 1 programme | 6 seas |
| 2 on a(n) note | 7 experience |
| 3 budget | 8 my attention |
| 4 deal | 9 to memories |
| 5 reports | 10 opportunity |

Speaking

7 Work in pairs. Imagine you have been on an interesting journey. Tell your partner about your journey. Say:

- where you went and which means of transport you used
- how long you went for and the reason for your journey
- what you did during your stay there

In pairs, ask and answer questions based on the text.

Writing

8 Portfolio: Use your answers from Ex. 7 to write an email to a friend of yours about your travel experience (80-120 words).

Vocabulary & Grammar

- 1 Say which of the following verbs are used with the following means of transport.

VERBS			
catch	get out of	ride	steer
miss	get on(to)	take	disembark from
get in(to)	get off	drive	board

MEANS OF TRANSPORT		
a car	a train	a plane
a motorbike	a boat	a bus
a bicycle	a ship	a taxi

e.g. *catch a bus/a train ... etc.*

- 2 Choose the correct word. Which means of transport is each sentence about?

- Takeoff was **delayed/missed** for over an hour because of bad weather.
- The compartment was, so **populated/crowded** I couldn't get a seat so I had to stand all the way.
- I took a new direct route that was **fast/speedy**, so I reached my destination in no time.
- The **traffic/congestion** on the motorway wasn't heavy, so it took us very little time to get there.
- The crossing was **rough/bumpy** and we both got seasick.
- We **broke/fell** down outside York and had to wait for over an hour before someone came to get us.

- 3 Choose the correct word. Then translate the sentences into Russian.

- Last year we had the to travel to China.
A occasion B opening C benefit D opportunity
- We reached the airport with plenty of time to
A free B let C spare D spend
- John spoke of the service at this restaurant.
A strongly B greatly C highly D extremely
- The location of the hotel was a major selling of the holiday.
A detail B feature C point D aspect
- The metro makes it easy to get around the city centre.
A busy B full C loud D energetic
- We London just before 10 pm.
A reached B got C had D arrived
- The minister will an announcement later.
A do B have C form D make

- When all is and done, it's his decision.
A said B spoken C told D stated
- There is a variety of marine life at the of the sea.
A base B bed C depth D bottom
- Our journey was a unique experience.
A travel B tour C trip D journey

- Phrasal verbs

- 4 Fill in the appropriate particle. Check in Appendix I. Use the phrasal verbs in a story of your own.

- Due to the heavy snow, no planes were able to **take**
- Getting my money back when the flight was cancelled didn't **make** missing an important meeting.
- Even though we **set** late we still made it to the airport in time.
- The terrible flight has **put** me travelling by plane again.
- Whenever I go on a long trip my whole family **sees** me at the airport.

- 5 RNE Complete gaps 1-6 with the correct derivative of each word in capitals.



When the Channel Tunnel opened, many people had high 1) Instead of travelling for up to 3 hours by sea, the tunnel appeared to be an 2) alternative. However, the Channel Tunnel project ran into some unexpected 3) For example, nobody had imagined that there might be a power 4) , leaving the passengers stranded in the tunnel for hours. 5) , problems like this have been overcome and the tunnel now satisfies passengers' 6) for a fast and enjoyable journey.

EXPECT

ATTRACT

DIFFICULT

FAIL

OBVIOUS

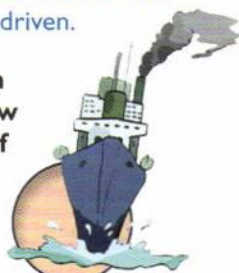
REQUIRE

• Comparatives/Superlatives GR p. 159

6 Read the examples. Translate them into your language. Are there similar structures in your language? What are they?

He runs **as fast as** John.
 She isn't **half as** skilled **as** her sister.
 Motorbikes are **faster than** bicycles.
 This car is **less expensive than** that one.
 Petrol is **more expensive than** diesel.
 It's getting **hotter and hotter**.
The earlier we leave, **the sooner** we'll arrive.
 This is **the fastest** car I've ever driven.

7 In pairs, use the structures in Ex. 6 and the adjectives below to compare various means of transport: comfortable, safe, economical, polluting, fast, reliable, dangerous, expensive, convenient, tiring, cramped, pleasant, leisurely, inconvenient, slow, uncomfortable, relaxing etc.

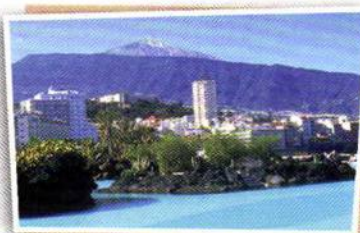


e.g. A: Travelling by plane is faster and more comfortable than travelling by car.

B: However, travelling by car isn't as expensive as travelling by train.

• Relative clauses GR p. 160

8 Fill in: where, whose, who, which, why.
 Which of these words do we use for: people? things/animals? places? reason? possession?



Tenerife is a Spanish island 1) is situated off the coast of North Africa. Having visited many islands 2) the nightlife is not very lively, I was thrilled when I saw so many restaurants, cafés and discos in Tenerife. It is a stunning island 3) beauty captivates all those 4) go there. That is the reason 5) many people visit the island year after year.

9 Join the sentences with relative adverbs or adjectives.

- The tourists were robbed. They are talking to the police.
- John is going on holiday to Ibiza. It is one of the Balearic Islands.
- This is the shop. You can buy cheap clothes there.
- Where's the milk? It was in the fridge.
- In 1995, Ben lived in London. He worked for *The Times*.
- She tried on five skirts. None fitted her.
- Bob is a vet. He is my neighbour.
- He has three sisters. All of them are dentists.
- I met a woman. Her son knows you.

10 RNE Complete gaps 1-7 with the correct form and tense of each verb in capitals.

DAVID COPPERFIELD

Audiences around the world consider David Copperfield to be the greatest magician of our time. Copperfield 1) born in the United States in 1956. He 2) performing magic at the age of 12 and became the youngest person ever admitted to the Society of American Magicians. At 16, he was teaching a magic course at New York University. He then began singing and performing magic on stage in Chicago. At the age of 19, he 3) a break in television with his own show. His career in the world of entertainment 4) off.

Since the 1970s, Copperfield 5) in Emmy award-winning television programmes, stage plays, films and personal tours. He 6) around the world and has elevated the art of magic to new heights. In addition to 7), he created a Broadway show, *Dreams & Nightmares*, which broke all box-office records during its run in New York City. "The secret," says David, "is to consider nothing impossible, then start treating possibilities as probabilities."

BE
BEGIN

GIVE

TAKE
APPEAR

TRAVEL

PERFORM

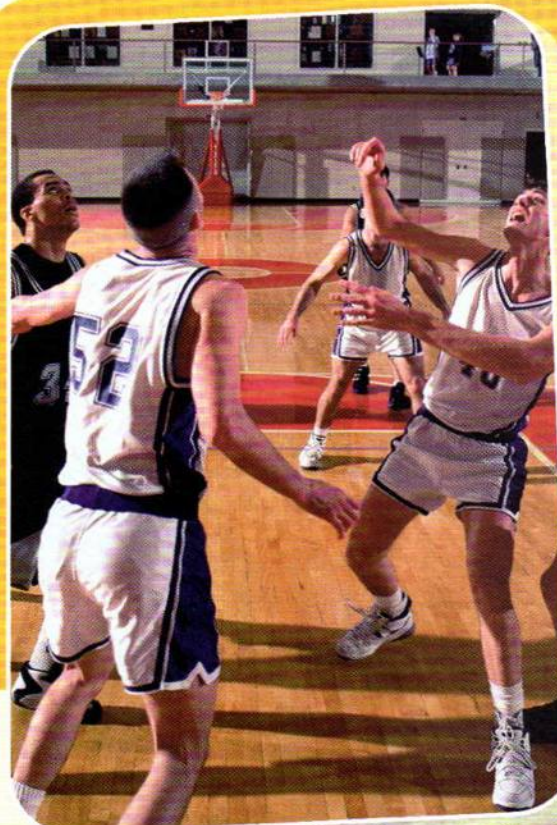
Writing

11 **THINK!** Which means of transport do you prefer? Why? Spend three minutes writing about the topic.

Unit 13

Lead-in

- 1 a) Which sports can you see in the pictures? Which is your favourite one? How do you think people benefit from doing sports? Use the ideas to tell your partner.
- b)  Listen to a person discussing the questions above. Which of your points does he mention?



Sports are a great way to keep fit.

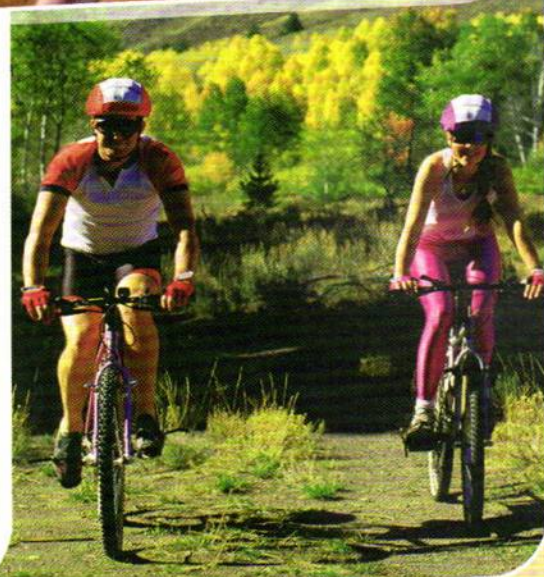
Team sports teach us how to work together to achieve a common goal.

Sports teach us to deal with success and failure.

Sports teach us to balance competitiveness.

Sports bring people together.

Sports help us relax.



- 2 In groups, discuss the proverb.

A healthy mind in a healthy body.

Study Skills

Text completion

Read the text through, then read the list of missing phrases. Start fitting the phrases into the gaps. Match the topic of the missing phrases with the topic of the phrase before and after each gap. Look for clues such as reference words (*he, there, etc*) or linking words (*which, but, where, etc*) before or after each gap. Check that the phrase you choose fits grammatically and makes sense. Read the completed text to see if it makes sense.

Reading

- 3 **RNE** Read the magazine article about the London Marathon. Choose the correct parts of sentences (A-G) to complete gaps 1-6. There is one extra part of a sentence you do not need to use. Compare answers with your partner. Then translate the first two paragraphs of the text into Russian.

THE LONDON MARATHON



Michael Scott talks about his success story of going from being a **sickly** teenager to a London Marathon competitor.

Growing up with a **heart defect** was difficult. While other kids my age were going to football practice and on beach holidays with their families, I was in and out of hospital. My only involvement in a sporting competition was watching it on the television.

One of my favourite events to watch was the London Marathon. When I was just 14, a man from London, named Chris Brasher, organised the first London Marathon. It was 29 March 1981 and 7,747 people **were involved** in the race. Over the years, I watched the event **1**. Now, there are 46,500 participants each year from all corners of the world and of all levels of ability. Many people say the marathon is the **ultimate** physical **challenge**. Athletes have to train physically and **mentally** for each marathon and be prepared for many challenges.

I always found it surprising to see how many well-trained athletes did not complete the course each year. Out of the over 46,000 starters, on average, only 33,000 actually crossed the finishing line. Some **dropped out** because of injury or illness, but most just **'hit the wall'**, an infamous experience suffered when their bodies simply **ran out of** fuel. For many runners, by the time they reached the 30 to 35 km point in the race, they just couldn't go any further. Their muscles would **cramp** and their heart and **lungs** could not **obtain** enough oxygen.

Each year, I tried to imagine what it would be like to **line up** before all the crowds and run the 42.2 km route **2**. The race started in Greenwich Park, then competitors would race along the River Thames, towards Big Ben, and eventually ending in front of Buckingham Palace.

I decided to talk to my heart specialist and find out if there was any chance that I could train my body to **handle** running 42.2 kms. At first, he thought I was joking, **3**. I began walking for a few minutes at a time, increasing my intensity until I was able to walk for 10 minutes a session. At the same time, I started lifting weights to **build** muscle strength.

Over the course of a year, I **progressed** from just walking to running. Running became a daily thing for me and I was building more strength and confidence with every step. My doctor was **thrilled** with my progress and allowed me to continue forward.

Finally, at the age of 19, the time came to apply for the London Marathon. I knew that only a certain number of people would be allowed to **enter** the race and as much as I wanted to do this, I knew that my chances were slim. The London Marathon is the most challenging marathon in the world. I couldn't believe how far I had come and that finally my dream would come true.

My doctor and I worked together to **set out** a training schedule **4**. Physically, I was fit and my heart appeared to be in good condition. The biggest problem would be dehydration, as it would be with all of the competitors. On average most of the runners take four to five hours to complete the race and water is **essential** to all of the competitors. The year before, 710,000 bottles of water had been **consumed** during the race!

Soon enough it was race day. My family, as well as various friends, were all gathered to watch and support me. It was the most difficult and the most exciting and rewarding experience of my life. I finished the race in less than six hours, **5**.

Today, I am still running. I have not competed in the London Marathon again **6**. I enjoy taking part in the atmosphere and sharing my success story with the other athletes. I learned that as long as I try my best and have faith in myself I can do almost anything.

- A but soon he realised how important this was to me
- B that would allow me to safely complete the entire 42.2 kms
- C but later that year he would regret his decision
- D which has grown into the biggest of its kind in the world
- E but I do **volunteer** each year to assist the athletes in any way I can throughout the race
- F which runs along roads, up hills and around some of the most famous sights in London
- G which was amazing since just a few years before I was **barely** able to run across the garden

- 4 Explain the words in bold. Then, in pairs, ask and answer questions based on the text.

Listening & Speaking

- 5 Listen as you read the text again. Which of the following qualities best describe Michael? Discuss it in pairs, giving reasons.

- determined • passionate • persistent • tolerant
- courageous • stubborn

e.g. Michael is very passionate because he cared so much about the marathon.

- 6 What would you do if you were Michael? Tell your partner.

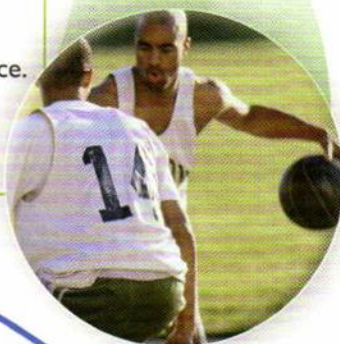
Unit

1.4

Vocabulary & Grammar

- 1 Complete the exchanges. Use: team, go, score, dirty, win, played, postponed, live, home, lost.

- 1 A: It's a pity they
B: Yes, but everyone said it was a game.
- 2 A: I've never golf.
B: Why don't you have a ?
- 3 A: Are they playing at this week?
B: No – the game has been because of the bad weather.
- 4 A: Do you think they'll ?
B: If they first, they'll have a chance.
- 5 A: Have you ever seen a basketball match?
B: No. I don't like sports.



- Word Power
(ways to walk)

- 2 a) Fill in: **crawl, slip, creep, stagger, wander, stray, march, sprint, trip** in the correct tense.

- 1 We watched the athletes into the stadium waving their flags. (**walk with regular steps as a group**)
- 2 Gymnasts must be careful not to when performing on the beam. (**lose balance**)
- 3 The racing driver slowly out of the wreckage unharmed. (**move on hands and knees**)
- 4 Two hours after the end of the match, there were still a few fans around outside the stadium. (**walk aimlessly**)
- 5 The thief into the changing room to steal the athletes' valuables. (**move quietly**)
- 6 On hearing the starting pistol, she towards the first hurdle. (**run quickly**)
- 7 The boxer had been hit so hard, he across the ring and fell down. (**walk unsteadily**)
- 8 Tom had into the wrong part of the stadium and was surrounded by fans of the other team. (**wander away from a place**)
- 9 If a horse, the rider may fall off and be seriously injured. (**knock one's foot against something and fall**)

- b) Read the joke. What does **trip** mean?

I took a trip to Paris last week.

Oh, what a shame. Did you hurt yourself?

- 3 Choose the correct word. Check in your dictionaries. Then translate the sentences into Russian.

- 1 The match was **planned/settled/fixed/agreed**. They paid him to lose.
- 2 Many fans were **damaged/broken/injured/wounded** when the wall fell.
- 3 The seating **ability/capability/skill/capacity** of the stadium is 10,000.
- 4 His **opponent/contestant/foe/enemy** in the final match was his best friend.
- 5 Jack finished the tennis **match/contest/race/tournament** in first place.
- 6 He has **faith/trust/belief/credit** in himself and believes he'll make it.
- 7 I think their chances of beating their opponents are **narrow/slim/little/light**.
- 8 Athletes must be in top physical **state/way/situation/condition**.

- 4 Complete the sentences with the words: **were involved, handle, dropped out, obtain, defect, volunteer**.

- 1 I have been helping out as a(n) at the local marathon for over ten years now.
- 2 We didn't know that you with coaching the ball team.
- 3 After you your pass, you can go and meet the players.
- 4 The runner of the race after he hurt his ankle.
- 5 Because of his age, he didn't think he would be able to the stress of the race.
- 6 She was born with a heart and must be very careful when doing sports.

- Win/Gain

- 5 Fill in: **win** or **gain**. Make sentences using them.

- | | |
|---------------------------|-----------------------|
| 1 win the election | 5 a competition |
| 2 an argument | 6 a medal |
| 3 weight | 7 speed |
| 4 ... experience | 8 one's freedom |

e.g. He didn't manage to win the election.

• Present Tenses GR p. 161

6 Put the verbs in brackets into the present simple or present continuous.

- 1 A: I (see) you're wearing a new suit. You look very professional.
B: Thank you. I (see) a client after work.
- 2 A: Why (you/smell) the soap?
B: It (smell) fantastic, just like flowers.
- 3 A: (you/enjoy) your new job?
B: Yes. I (enjoy) working with children.
- 4 A: Kim (be) such an easy-going person.
B: Not today. It seems she (be) really moody with everyone.
- 5 A: I (think) of going on holiday to Egypt.
B: I (not/think) it's a very good idea.
- 6 A: I (have) problems with my kitchen sink. Can you help me?
B: Not really, but I (have) the phone number of a good plumber who can.
- 7 A: You (appear) to have a rash on your face. Are you alright?
B: Yes. I'm just nervous because I (appear) on a TV quiz show later today.
- 8 A: Why (you/taste) the sauce, Mum?
B: It (taste) a bit bland. I think it needs more salt.

7 Put the verbs in brackets into the present simple, present continuous, present perfect or present perfect continuous. How is each tense used?

- 1 John (be) in his office. He (talk) to Mr Harris.
- 2 It (seem) that package holidays (become) more and more popular.
- 3 You (always/use) my shampoo!
- 4 They (be) so busy with their new house they (not/visit) us for ages.
- 5 I'm very tired. I (walk) all morning.
- 6 John (drive) the same car for six years now.
- 7 I'm afraid that bus (not/stop) here.
- 8 He (live) here since 1985.
- 9 How much (you/earn) in your current job?
- 10 It's the first time we (eat) sushi.

Everyday English

• Expressing interest

8 Use the language in the box to respond to the following.

- 1 They won the match. *Did they really?*

- 2 The match was fixed.
- 3 He scored the winning goal.
- 4 They are in first place.
- 5 I saw the match live.
- 6 It was a record-breaking jump.
- 7 She just seemed to go to pieces.

Questions	
• Has he really?	• Are they really?
• Did he really?	• Did you really?
• Was it really?	• Can she really?
Exclamations	
Positive	Negative
• Wow! That's great/brilliant!	• Oh, no! That's awful/terrible!
• How exciting!	• How embarrassing/unlucky!

9 RNE For gaps 1-7, choose A, B, C or D to complete each gap correctly.

An Amazing STADIUM



Wembley Stadium is one of the world's most famous football stadiums, and it is the national stadium for football in England. The 1) structure was demolished in 2002 and the new Wembley Stadium opened on the same 2) in London in 2007.

It is one of the most expensive stadiums 3) built. A single 133 m-high arch supports a movable roof that 4) Wembley the biggest covered football stadium in the world. The 90,000 seats in the stadium offer fans more leg room 5) the Queen had in the Royal Box of the old stadium. There are 8 restaurants to choose from, as 6) as another 688 food and drink outlets.

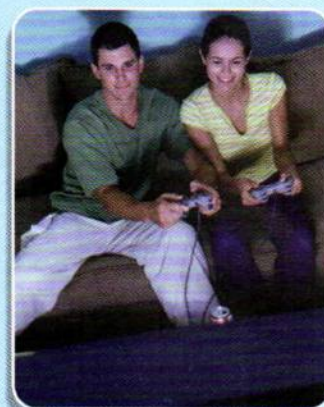
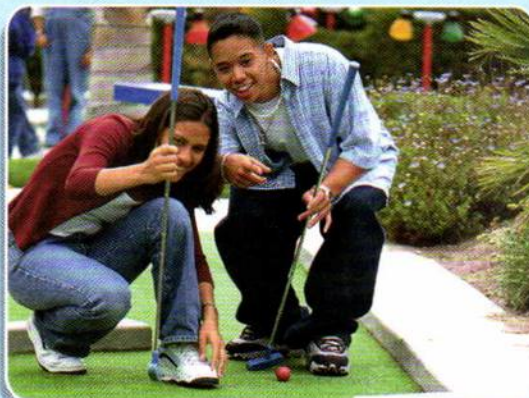
Wembley Stadium is designed to host athletics 7) and concerts. One of the first musical shows it hosted was the British *Live Earth* concert held on 7 July, 2007.

- | | | | |
|------------|------------|------------|--------------|
| 1 A first | B initial | C original | D primary |
| 2 A point | B position | C place | D site |
| 3 A never | B always | C often | D ever |
| 4 A makes | B creates | C produces | D constructs |
| 5 A that | B than | C from | D as |
| 6 A far | B well | C much | D long |
| 7 A events | B contests | C races | D matches |

Unit 1.5

Lead-in

- 1 **THINK!** Think of as many words as possible related to entertainment. Compare them with your partner.
- 2 Describe the pictures. What forms of entertainment do you prefer?



Reading

Study Skills

Matching

Read the list of headings quickly, then read the texts once and try to understand the main point of each extract. Read the headings again and underline the key words. Then read the texts again to find words/phrases that match the headings. The information may be paraphrased. Each time you choose a heading, cross it off.

- 3 **RNE** Match the headings (A-H) to texts 1-7. Use each heading only once. There is one extra heading you do not need to use.

- A Theatre for all the family
- B An unhealthy habit
- C A developing talent
- D Healthy eating
- E Unusual, useful learning
- F Better in the theatre
- G Talent finally recognised
- H Enjoyable, but hard work

- 4 Explain the underlined words in the text. Then translate texts 5 and 7 into Russian.

1 Fresh from his campaign to improve the quality of meals offered to children in British schools, television celebrity and well-known chef Jamie Oliver is on the warpath again. In his new television series, Jamie's Ministry of Food, he will try to improve the quality of food offered to children in their homes. According to Jamie, very few parents know the basic principles of cooking, so their children are being raised on an unhealthy diet of junk food.

2 Last night was the night to be in downtown Hollywood. Everyone who is anyone was there, either on the red carpet itself, or as a spectator on the sidelines. Cameras flashed and fans applauded as the stars exited their luxurious cars and entered the theatre for the event that everyone had been waiting for. The highlight of the evening was when the gorgeous and gifted Ms Cameron held the prize she had waited so many years to get high above her head and tearfully dedicated it to her mother.

3 Why not do something a bit different with your children this Christmas holiday? The TipTop Children's Theatre's latest production for the holiday season is a series of puppet shows based on some of the most popular pantomime stories. Each week in December there will be a different, thrilling puppet pantomime for you and your children to enjoy. What's more, every child who attends will receive a puppet as a Christmas present. Be sure to book early or you could miss out!

4 Shocking though it may seem, research shows that most American children spend at least four hours a day sitting in front of the box. What that means is that over a year-long period, these children watch over 1,000 hours of TV. Many experts are worried about the effects of this on children's health. To make matters worse, experts have also discovered that 70% of childcare centres in the US have at least one TV on their premises.

5 A sudden hush descended as the magician walked onto the stage. The lights dimmed and not a sound could be heard as the people in the packed auditorium held their breath and waited for the entertainment to begin. For the next hour the magician performed tricks that had everyone gasping in amazed delight. Only in such a setting could this show be truly appreciated; for some strange reason it just wouldn't have been as impressive if it had been on television.

6 The Newford Leisure Centre, which is known for coming up with innovative concepts to attract new members, will be running workshops on circus skills for beginners this summer. The workshops are scheduled to begin later this month with an introduction to juggling. Kirsten Hynde, one of the UK's top jugglers, will be leading the course. She says that the course will not only be great fun but that it will do wonders for your general coordination skills.

7 Kate Daniels is not your typical teenager. Discovered by a record producer just over a month ago, this accomplished young lady has become a star practically overnight. Her mornings are filled with practising her scales and her afternoons are taken up with recording an album of her songs. Kate has stopped attending classes and now has all her lessons with a private teacher.

5 Fill in: overnight, popular, wonders, holiday, run, junk, childcare, to make, latest, packed, cost. Use the phrases in sentences of your own.

- | | |
|-----------------------|------------------------|
| 1 food | 6 season |
| 2 matters worse | 7 production |
| 3 centre | 8 do |
| 4 auditorium | 9 workshops |
| 5 stories | 10 become a star |

Listening & Speaking

- 6**  Listen as you read the texts again. Imagine the texts are from the 9 o'clock news. Make notes on each text and tell your partner what was on the news.

Unit 1.6

Vocabulary & Grammar

- 1 Fill in each gap with the appropriate word from the list.

- miss
- directed
- played
- cast
- masterpiece
- sensational
- plot
- audience

Superman Returns, 1) by Bryan Singer, is an action film with an incredible 2) of actors and a clever 3) After eliminating General Zod and the other Kryptonian villains, Superman, 4) by Brandon Routh, leaves Earth to try to find his home planet of Krypton. When he finds nothing but ruins, he returns to Earth only to face more problems. Superman must again race against time to stop his enemies from killing people. *Superman Returns* is a modern 5) , well worth going to see. The 6) will be sitting on the edge of their seats throughout this 7) film. Don't 8) it.

- 2 Choose the correct word. Then translate the sentences into Russian.

- She had a **character/renown/reputation/fame** for being professional.
- Peter Jackson likes to **take/shoot/create/fire** films in his native New Zealand.
- Minor actors usually play **side/supporting/helping/backing** roles.
- The film is a(n) **variation/change/adaptation/version** of the novel by Charles Dickens.
- The film has a huge budget that is **calculated/estimated/valued/assessed** to be more than £100 million.
- The film was **met/enjoyed/received/greeted** by fans despite what the critics said.
- Jim Carrey will play the **portrayal/part/person/actor** in the film version.
- The film was **placed/set/located/put** in Paris in the 1930s.

- 3 Find the odd word out.

- film:** comedy, horror, adventure, live
- cast:** weak, all-star, talented, beautiful
- ending:** tragic, surprise, sudden, modern
- special effects:** excellent, large, spectacular, great
- plot:** ugly, awful, simple, complicated

- Past Tenses GR p. 163

- 4 Put the verbs in brackets into the past simple, past continuous, past perfect or past perfect continuous. Give reasons.

- Tony (watch) TV when the lights went out.
- They (play) tennis with the Smiths yesterday.
- He (live) in Paris in 2004.
- He was happy because he (win) the lottery.
- Harry (make) up his mind and then let us know his decision.
- When I saw Jane, she (buy) a gift.
- Gary (look) for a flat for months before he (find) one.
- We (hope) to go on holiday, but we couldn't afford it and stayed home.
- When it (start) snowing, he was in the garden.
- John (study) English for 7 years before he (move) to London.
- The band (play) for an hour when it (start) raining.
- They were very tired. They (travel) for more than ten hours.

5 Put the verbs in brackets into the past simple, past continuous, past perfect or past perfect continuous. Give reasons.



When my parents 1) (**suggest**) that we go to see the David Copperfield performance at the local stadium, I immediately 2) (**agree**). They 3) (**tell**) me about the amazing tricks that he 4) (**perform**) in the past and I have to admit I 5) (**be**) intrigued.

On the night of the performance, as we 6) (**enter**) the venue, there was an immense feeling of anticipation in the air while the audience 7) (**hurry**) to find their seats. As the lights 8) (**dim**), everyone 9) (**fall**) silent.

The show that 10) (**follow**) left me breathless. After his first trick, in which his assistant 11) (**cut**) him in half, Copperfield 12) (**invite**) members of the audience to supply him with dates of birth and anniversaries. He then 13) (**proceed**) to open a locked box and 14) (**pull**) out a piece of paper with the exact dates printed on it! Then the illusionist 15) (**play**) back an audiotape that he 16) (**record**) before the show on which he 17) (**recite**) the dates that the audience members 18) (**give**) him.

As the evening 19) (**progress**), Copperfield 20) (**make**) a person disappear and reappear in another country, and magically 21) (**transport**) thirteen audience members to the back of the theatre. I was very impressed by Copperfield's talent and I 22) (**have**) to admit to myself that it was the greatest performance I 23) (**ever/see**).

• Key word transformations

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

- 1 Sally isn't as quick at typing as Pam.
than Pam is Sally is.
- 2 Her parents didn't let her stay out late when she was young.
allowed She out late when she was young.
- 3 I can't stand people laughing at me.
laughed I can't at.
- 4 We had never been to Paris before.
first It we had ever been to Paris.
- 5 Rachel started taking piano lessons five years ago.
been Rachel for five years.

- 6 He has never flown on an aeroplane before.
first It's the flown on an aeroplane.
- 7 The last time I went there was two years ago.
for I two years.
- 8 She waited until all the guests had arrived before she made her announcement.
until She didn't all the guests had arrived.

• Prepositions

7 Fill in the correct prepositions. Check in Appendix II. Choose any five of them and make sentences using them.

- 1 He **aimed** the target and released the arrow.
- 2 He isn't **keen** comedies.
- 3 I was upset when our holiday **came** an end.
- 4 A lot of people live **isolation**.
- 5 The team are **confident** winning the cup.
- 6 Bell is **famous** inventing the phone.
- 7 The lecturer gave an interesting **interpretation** Shakespeare's sonnets.
- 8 Her pet dog **died** a mysterious illness.
- 9 The old lady **died** an accident.
- 10 He's **obsessed** the idea of becoming a film star.



Listening

8 **Listen to someone talking about a film. Answer the questions.**

- 1 Which film did he watch?
- 2 Who starred in it?
- 3 Who was it directed by?
- 4 What was the film about?
- 5 Why was the film unusual?
- 6 Did he recommend the film?

Speaking

9 You have recently watched a film. Tell your partner about:

- the title/actors/director of the film
- your description of the plot
- your comments on the music/atmosphere etc
- your positive or negative opinion

Writing

10 Use your answers in Ex. 9 to write a short review of the film.

Unit 1.7

Listening Skills

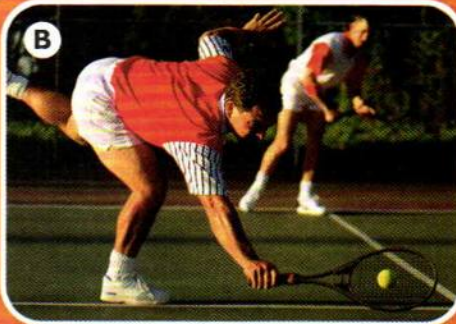
Listening for opinion/attitude

- 1 Look at the pictures. Match what the people say to each sport. Which words helped you decide?



1

I just love it.
There's nothing like watching it live. I enjoy the atmosphere in the stadium. Everyone cheers and shouts. It's really great, especially when my team scores the winning goal.



2

I know lots of people really enjoy playing or watching it but I personally can't stand it. I can't feel the tension and I can't understand how people get excited watching two people hit a ball back and forth until one of them misses.



3

Most people learn how to do it as kids. I didn't, but as I was watching the others having fun I said to myself, "It's never too late." At first I felt like I was going to drown, but after some time I learnt to float and I became more confident in the water. Now I go twice a week.

- 2 The following phrases express opinion. Which of them are used in the texts in Ex. 1?

Expressing opinion/attitude

- I love/don't like ...
- I feel that ...
- I believe/don't believe that ...
- I think/don't think ...
- To me ...
- I personally ...

- 3 You'll hear a boy talking about a sport. How does he feel about it? Which phrases helped you decide?

- 4 **THINK!** Think of a sport you like and one you don't like. Use the phrases in Ex. 2 to talk about them, giving reasons for your likes/dislikes. Make sure you don't mention the names of the sports. Your partner guesses the sports.

Listening Task

- 5 **RNE** You will hear six speakers giving their views on extreme sports. Match the speakers (1-6) to sentences A-G. Use each sentence only once. There is one extra sentence you do not need to use.

- A I don't know why people like them.
- B I'd rather do something more relaxing.
- C I'm too afraid to try anything like that.
- D Other sports are too boring for me.
- E I'd like to try a sport like that.
- F I don't enjoy it as much as I used to.
- G I don't regret my decision to give it up.

Speaker	1	2	3	4	5	6

Listening for gist

- 6 Match the words to the picture(s). Some words match more than one picture.

- 7  Listen to Tracey talking about an evening out. Where did she go?

• theatre • circus • magic show

Which words helped you decide?

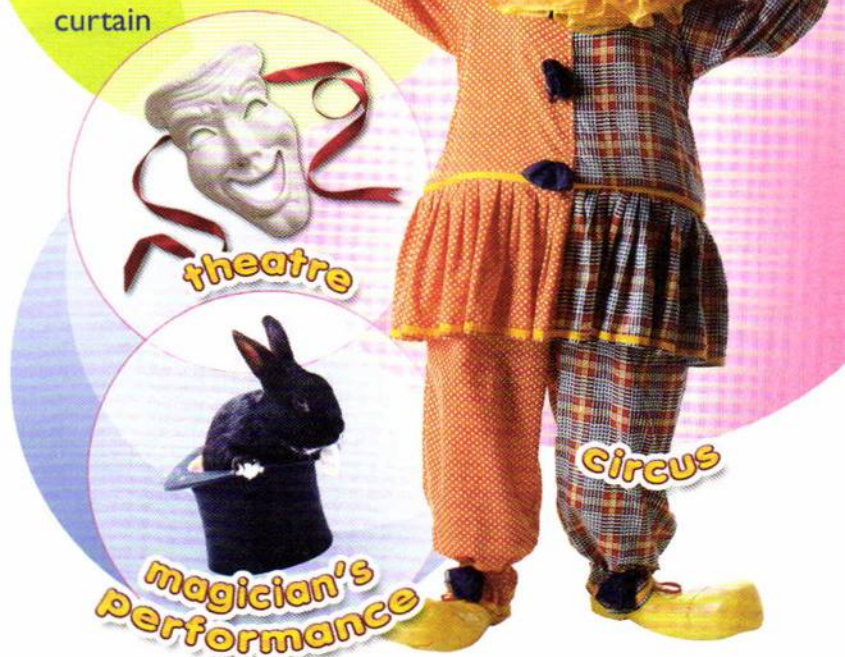
- 8 a) You're going to hear someone talking about one of the following forms of entertainment:

• magic show • juggling act
• puppet theatre

Before you listen write some key words you expect to hear for each choice.

- b)  Now listen. Choose the correct answer. Did the speaker mention any of the key words?

jugglers
stage ring footlights
tricks acting aisle stunts stalls
audience acrobats clowns
play boo applause dancers
orchestra trapeze
disappear performers
curtain



Listening Task

Study Skills

Multiple choice listening

Read the statements and underline the key words. Listen once and note down any answers you can. Listen again and complete/check your answers.

- 9 **RNE**  You will hear an interview with an actor. Before you listen underline the key words. Listen and choose A, B or C to complete each statement correctly.

- 1 The speaker joined the drama club because
 - A he had always enjoyed being a performer.
 - B he wasn't interested in the other clubs.
 - C he had a lot of confidence in himself.
- 2 While he was at drama school the speaker
 - A had to learn every aspect of theatre work.
 - B didn't like how competitive it was.
 - C often got the best roles in productions.
- 3 When the speaker left drama school
 - A he didn't have very much money to live on.
 - B he found a theatrical agent immediately.
 - C he found it difficult getting auditions.
- 4 The speaker realises that
 - A he complains about his work too much.
 - B he is more talented than other actors.
 - C he is fortunate to have had so much work.
- 5 When talking about the roles he plays, the speaker points out that
 - A he prefers to play character parts.
 - B he needs to work well with the other actors.
 - C he only enjoys playing comedy roles.
- 6 What irritates the speaker about his job is that
 - A it prevents him from having a proper family life.
 - B some of the people he works with are temperamental.
 - C his work takes him away from home for long periods of time.
- 7 The speaker would like to do some directing because
 - A he believes he has the necessary capabilities.
 - B he has become bored with acting.
 - C he has been offered a project by some theatre producers.

Unit 1.8 Speaking Skills

Giving personal information

- 1** Complete the sentences about yourself. Imagine you are new to the class. Use the sentences to talk about yourself to your partner.

My name's

I'm years old.

I live in

I go to school.

There are in my family.

My dad/mum works as

My favourite subjects are

In my spare time

Expressing likes/dislikes

- 2**  Listen to John talking about what he likes doing in his free time. Complete the sentences with the correct activity.

- I really enjoy because we have a lot of fun together.
- I like and because I'm a very active person.



drawing



fishing



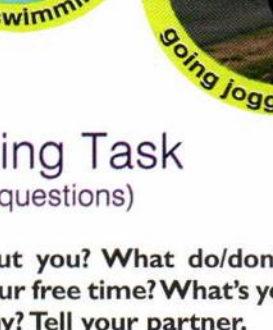
surfing the Internet



playing basketball



gardening



swimming



going jogging

- I'm fond of and I often go with my dad to the lake.
- I'm keen on and go regularly with my mum in the park.
- I can't stand I don't like to get my hands dirty.
- I'm not keen on because I do it a lot at school.
- I just hate It's so boring.
- I really enjoy It's interesting and fun.

Speaking Task

(personal questions)

- 3** What about you? What do/don't you enjoy doing in your free time? What's your favourite hobby? Why? Tell your partner.

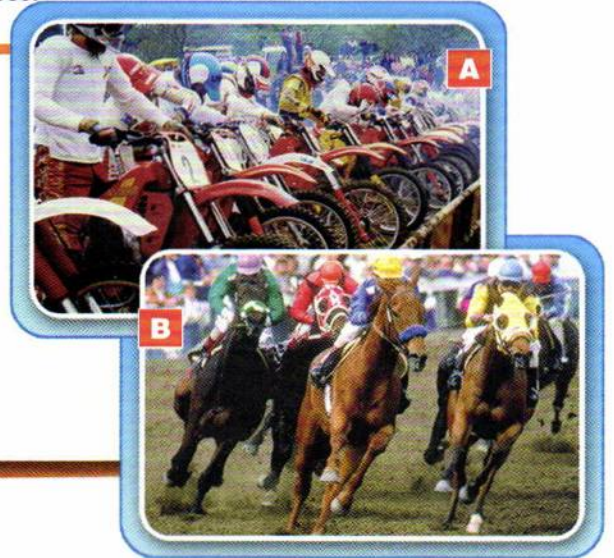
Likes	Dislikes
- I really like/enjoy ... - I'm fond of ... - I'm keen on ...	- I just hate ... - I can't stand ... - I find ... boring/difficult, etc

Contrasting ideas/Speculating

- 4  Which sports can you see in the pictures? What are they like? In what ways can they be dangerous? Listen and complete the sentences.

Both horse racing and motocross are challenging sports.
1) horse racing can be a great 2) , it can also be quite dangerous. For example, if the horse falls, the jockey may 3) or injure their head.

Similarly, motocross could be dangerous if the rider
4) of the bike and crashes it. In spite of all the dangers, these sports require a 5) so they can help you stay 6)



Study Skills

Delivering a speech

Think of the question and brainstorm for ideas under the headings provided. Link your ideas with appropriate language while presenting it. While speaking, make eye contact with your audience. Pause briefly after each key point. Make sure you pronounce your words clearly.

Speaking Task (monologue)

- 5 **RNE** Give a talk on extreme sports. Talk about:
- what the possible benefits of extreme sports are
 - what the possible dangers are, with examples
 - if you would like to do extreme sports and why
 - what you think about extreme sports compared to other sports

Prepare your presentation. Use language from the boxes as well as appropriate linking words/phrases. You will have to talk for 1.5-2 minutes.

Linking words

Similar ideas

Also, and, similarly, too

Contrasting ideas

but, although + clause, In spite of/ Despite + noun/-ing form

Examples

for example, for instance

Expressing preferences

I'd prefer (+ to-inf) rather than
(+ bare inf) because ... , I'd really like to ... , I think ..., I quite like ... but I'd prefer ..., I'm not very keen on ... I'd rather/I prefer ...

Useful language

Benefits

- great form of exercise
- gives sense of freedom
- helps you get fit
- very exciting
- challenging/ adventurous
- adrenaline rush
- requires skill

Possible dangers

- crash/lose control
- break leg/injure head/get concussion
- fall from great height
- break arm/leg
- injure shoulder/back

- 6  Listen to a model monologue. What does the speaker say about the possible benefits/dangers of extreme sports? Would he like to participate in them? Why/Why not?

Unit

1.9

Writing: Letters/Emails



- **Letters/Emails** can be formal, semi-formal or informal depending on who you are writing to. There are quite a few types, such as: **invitations, accepting or refusing invitations, asking for or giving information, applications, complaints, apologies, asking for/giving advice, giving news, expressing thanks/regrets/congratulations** etc.
- Before we start writing a letter/email it is important to think about who we are writing to. This will help to decide how formal/informal the letter/email will be.
- **Informal letters/emails** are sent to people you know well (e.g. *friends, relatives* etc). An informal letter/email should consist of:
 - an **informal greeting** (e.g. *Dear Mary/Aunt Sue/Dad/etc*)
 - an **introduction** in which you write your opening remarks and the reason for writing (e.g. *How is it going? I thought I'd drop you a line to let you know ...*)
 - a **main body** in which you write the main subjects of the letter/email in detail, starting a new paragraph for each topic.
 - a **conclusion** in which you write your closing remarks (e.g. *I'd better go.*)
 - an **informal ending** (e.g. *Love/Yours/Best regards + your first name*)
- **Semi-formal letters/emails** are normally sent to someone you know but are not intimate with (e.g. *your friend's parents, a distant relative* etc). Semi-formal letters/emails contain:
 - **formal greetings** (e.g. *Dear Mr and Mrs Smith*)
 - **informal endings** (e.g. *Best Wishes/Yours + full name*)
 - a **respectful tone**, depending on the relationship you have with the person
 - pronouns should not be omitted and idioms should be used carefully
- **Formal letters/emails** are normally sent to people in an official position or people you don't know well (e.g. *Director of Studies* etc). A formal letter/email should consist of:
 - a **formal greeting** (e.g. *Dear Sir/Madam* – when you do not know the person's name; *Dear Ms Jones* – when you know the person's name)
 - an **introduction** in which you write your opening remarks and mention your reasons for writing (e.g. *I am writing to apply for the position of ...*)
 - a **main body** in which you write about the main subjects of the letter in detail, starting a new paragraph for each topic
 - a **conclusion** in which you write your closing remarks (e.g. *I look forward to hearing from you as soon as possible ...*)
 - a **formal ending** (e.g. *Yours faithfully* – when you do not know the person's name; *Yours sincerely* – when you know the person's name) followed by your full name

- Style in informal and formal letters/emails

SEMI-FORMAL OR INFORMAL STYLE

Greeting:

Dear Mary/Aunt Sue/Dad, etc

- friendly, relaxed, personal tone (e.g. *Thanks so much for your last letter.*)
- frequent use of colloquial expressions, idioms, phrasal verbs, short forms (e.g. *It's been ages since we hooked up.*)
- pronouns are often omitted (e.g. *Thought I'd drop you a line.*)
- chatty, use of literary devices (e.g. *You're as stubborn as a mule sometimes.*)

Sign off:

Best wishes/Love/Yours/Regards,
Peter

FORMAL STYLE

Greeting:

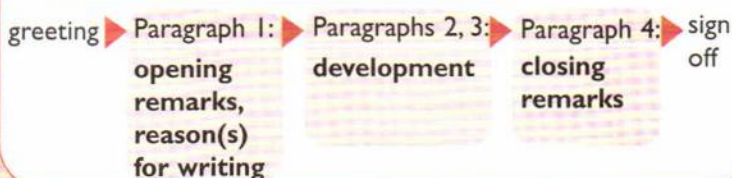
Dear Sir/Madam/Dear Mr Smith,

- serious, impersonal tone (e.g. *It was pleasing to hear that you are in good health.*)
- complex sentence structure – frequent use of passive voice – no phrasal verbs – no colloquial English – advanced vocabulary – no short forms (e.g. *The item in question, which I received last week, was damaged in transit.*)

Sign off:

Yours faithfully,/Yours sincerely,
Peter Brown

General outline for letters/emails



- 1 Match the beginnings with the endings and say which are formal/informal. Then identify the type of letter (e.g. complaint, invitation etc).

Beginnings

- 1 I am writing to apply for the post advertised in yesterday's *Independent*. I have four years' experience as a graphic artist, as well as a degree in Fine Art, and believe I am the perfect candidate for the position.
- 2 I am writing to you about last Sunday's dinner. I would like to apologise for my inappropriate remarks.
- 3 Hi! I haven't heard from you for ages. What have you been up to recently?
- 4 I've got a worrying problem and I would really appreciate some advice.
- 5 I'm writing to you from my summer cottage on the lake. I'd love it if you could come and spend the weekend with us.
- 6 I appreciate the invitation to the opening of your art gallery. I am afraid I am unable to attend due to prior commitments.
- 7 I received your letter concerning the property which you have recently inherited. I believe the best course of action is to contact an estate agent.
- 8 I was delighted to receive your letter. I would be honoured to attend your dinner party on 28th May.

- Understanding the rubric

- 2 Read the rubric. Use the underlined key words to answer questions 1-7.

You have received an email from a friend who wants to go on a diet to lose some weight. She feels very unsure about how to get started. Write her an email giving her advice on what she can do to eat a healthy diet that will help her lose some weight.

Write your email (120-180 words).

- 1 What should you write?
- 2 Who is going to read it?
- 3 What style should you use?
- 4 What information should you include?
- 5 How will you address the person you are writing to?
- 6 How should you begin/end?
- 7 How should you sign off?

- Model analysis

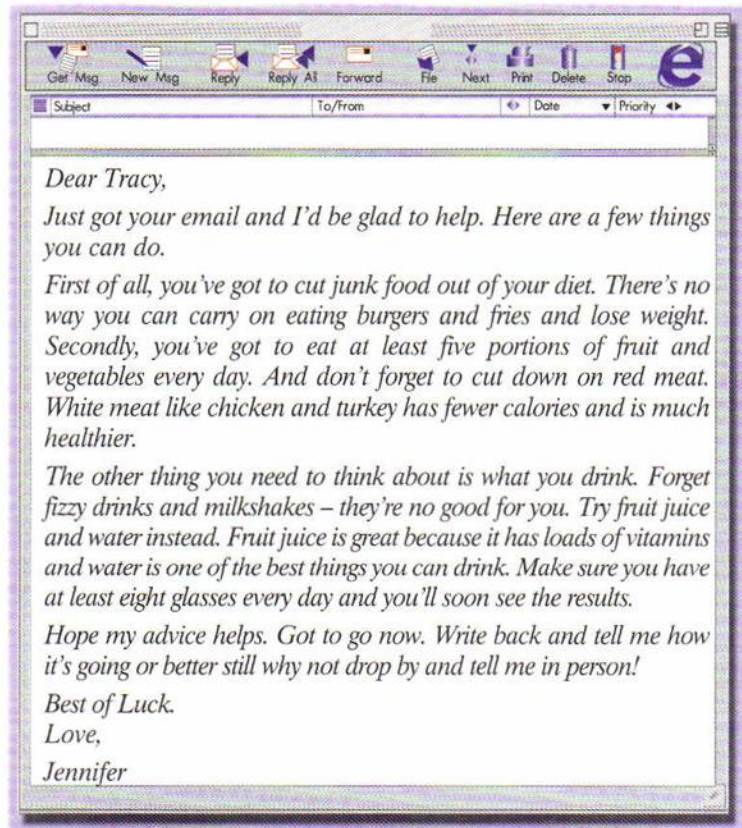
- 3 Read the email. Mark statements 1-8 T (true) or F (false). Correct the false statements.

- 1 It has an informal greeting/sign off.
- 2 Some pronouns are omitted.
- 3 It contains examples of the passive voice.
- 4 It contains colloquial expressions.

Endings

- A I am enclosing a curriculum vitae together with two references. Please do not hesitate to contact me if you require any further information.
- B Please write soon and tell me your news.
- C We'd love to see you again. Please call and let us know if you can make it.
- D Please accept my sincere apologies for my unseemly behaviour.
- E I look forward to seeing you. Please let me know if the dinner party will be formal so that I can dress accordingly.
- F Tell me what you think I should do. Write back soon.
- G I trust you will accept this advice. I am also including the name and address of a real estate office which can help you.
- H I am sorry to miss the opportunity to meet the artists, but I hope I can view their work at the gallery soon.

- 5 It includes advanced vocabulary.
- 6 It contains short forms and phrasal verbs.
- 7 It has a friendly, personal tone.
- 8 It is an email asking for advice.

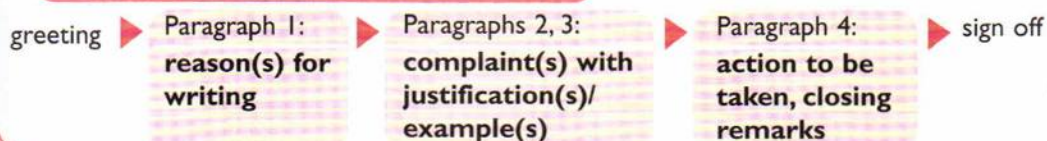


Formal - Informal style

1 Put an *F* for formal or an *I* for informal language. Give reasons. Compare answers with a partner.

- | | |
|--|---|
| 1 I thought I'd drop you a line to ... | 11 I am currently working at ... |
| 2 I am writing to inquire about ... | 12 I feel I must protest about ... |
| 3 I would appreciate an early reply. | 13 Why don't you come to dinner ... |
| 4 Why not pop up here to see us? | 14 I'd love to see you again. |
| 5 Do keep in touch. | 15 Thanks for the invitation. |
| 6 Well, I think that's all for now. | 16 Please indicate whether you will be able ... |
| 7 I am sorry to inform you that ... | 17 Your presence is required at ... |
| 8 I am writing in connection with ... | 18 I look forward to ... |
| 9 Please accept our sincere apologies ... | 19 I'm looking forward to ... |
| 10 I've been meaning to write to you for ages. | 20 Drop by for coffee sometime ... |

Outline for letters/emails of complaint



A **letter/email of complaint** is written when we want to express our dissatisfaction about a specific problem. It is normally written in formal language with an impersonal tone. The language used depends on whether we want to complain in a mild or strong way. However, we should never be rude or insulting.

- In the opening remarks, we state our complaint, including details of what happened and where/when the incident took place.

e.g. *I am writing to complain about a cooker I bought from your store last week. (MILD)*

I wish to express my extreme dissatisfaction with a cooker I bought from your store last week. (STRONG)

- In the main body paragraphs, we present the specific points we are complaining about, in separate paragraphs. We always justify our points by giving examples/reasons.

e.g. *Even though I have only used the cooker a few times, the grill no longer works.*

- In the closing remarks, we explain what we expect to happen – e.g. to be given a refund, replacement, apology etc.

e.g. *I look forward to your reply concerning the matter. (MILD)*

I insist that you refund my money at once. (STRONG)

2 Read the rubric and answer the questions.

You recently attended a concert but you were extremely disappointed because the ticket agency overcharged you. Also, although the programme advertised a 2-hour concert including a supporting act, it lasted only 40 minutes and there was no supporting act.

Write a letter to the organisers. In your letter:

- state when/where the concert took place
- explain the problem
- ask for a refund

- | | |
|---|---|
| 1 Who is going to read your letter? Do you know them? | 3 What style should you use? |
| 2 What should you include? | 4 Would you use a mild or a strong tone? Why? |

- 3 Read the letter below and number the paragraphs in the right order. What is the topic of each paragraph? Is it a mild or a strong complaint? Justify your answer.

Dear Sir/Madam,

☐ Firstly, I feel I was overcharged for the tickets. I purchased two tickets from your ticket agency at the full price of £20 each a month before the concert. I was therefore shocked to discover that the same tickets were being sold for £10 each at the door on the day of the concert.

☐ I am writing with regard to the *Crazy Horses* concert at Torford Town Hall which I attended on 13th March.

☐ You will understand that I am very disappointed with this state of affairs and I feel that you should, at the very least, refund the sum of £40 I paid for the tickets. I look forward to receiving your prompt reply concerning this matter.

☐ Furthermore, the published programme was misleading. It advertised a 2-hour concert including a supporting act. As it turned out, there was no supporting act and the band only played for forty minutes.

Yours faithfully,

Helen Hunt

Helen Hunt (Mrs)

- 4 Read the extracts. Which are beginnings/endings? What tone has the writer used in each – mild or strong?

- 1 I must insist on a full refund immediately or I shall be forced to take the matter further.
- 2 I am writing about the ZXF camera I recently purchased from your company. I am afraid the enclosed product does not work.
- 3 I would appreciate it if the credit card could be replaced as soon as possible.
- 4 I wish to inform you that I was deeply offended by the rudeness of one of your shop assistants.

- 5 We use clauses of concession to justify our complaints. Read the example, then join the sentences using the words in brackets.

- 1 I called your store several times. I have not had a reply. **(although)**
Although I called your store several times, I have not had a reply.
- 2 I only bought the kettle last week. It has stopped working. **(even though)**
- 3 Your engineer called for the third time in the past two weeks. I am still without a working machine. **(in spite of)**
- 4 The advert said batteries were included. When I opened the box, they were not inside. **(but)**
- 5 I paid for a 256MB memory card. The one in the box was only a 128MB one. **(despite)**

- 6 Read the letter and fill in each of the gaps with one of the phrases below. How does the writer sound?

- I want to tell/I am writing to
- about/with regard to
- forgive us/accept my sincere apologies
- any inconvenience/the trouble
- a full refund/your money
- I'd just like to say/May I take this opportunity to
- buying tickets from us again/remaining a loyal customer

Dear Mrs Hunt,

1) you 2) your complaint about your recent experience at the *Crazy Horses* concert.

Please 3) for 4) we have caused you. Of course, 5) has already been dispatched to you. 6) thank you for your custom and express my hope that this unfortunate situation has not deterred you from 7)

Yours sincerely,

Tina Smith

- 7 You recently bought a DVD player online. Its disc tray keeps getting stuck. Send an email to the company. In your email (120-150 words) you should:

- state when you bought it
- explain what the problem is
- ask for a replacement

1 a) Look at the pictures. What can you see? Where would you expect to find these means of transport? Have you ever travelled in any of them? What was it like? Tell your partner.

b) Write down three things you would like to know about each means of transport. Read through to find if these things are mentioned.

2 Read the texts. For each gap, fill in the appropriate missing word. Compare answers with your partner.

3 Read the texts again. Answer the questions.

- 1 What does the word 'gondola' often make people imagine?
- 2 Why did gondolas first become popular with Venetians?
- 3 How did the idea for donkey taxis come about?
- 4 Which Far Eastern form of transport are pedicabs similar to?
- 5 What was the troika originally used for?
- 6 How does the movement of the middle horse in a troika differ from that of the outer horses?

4 Match the words in bold in the texts to their meanings.

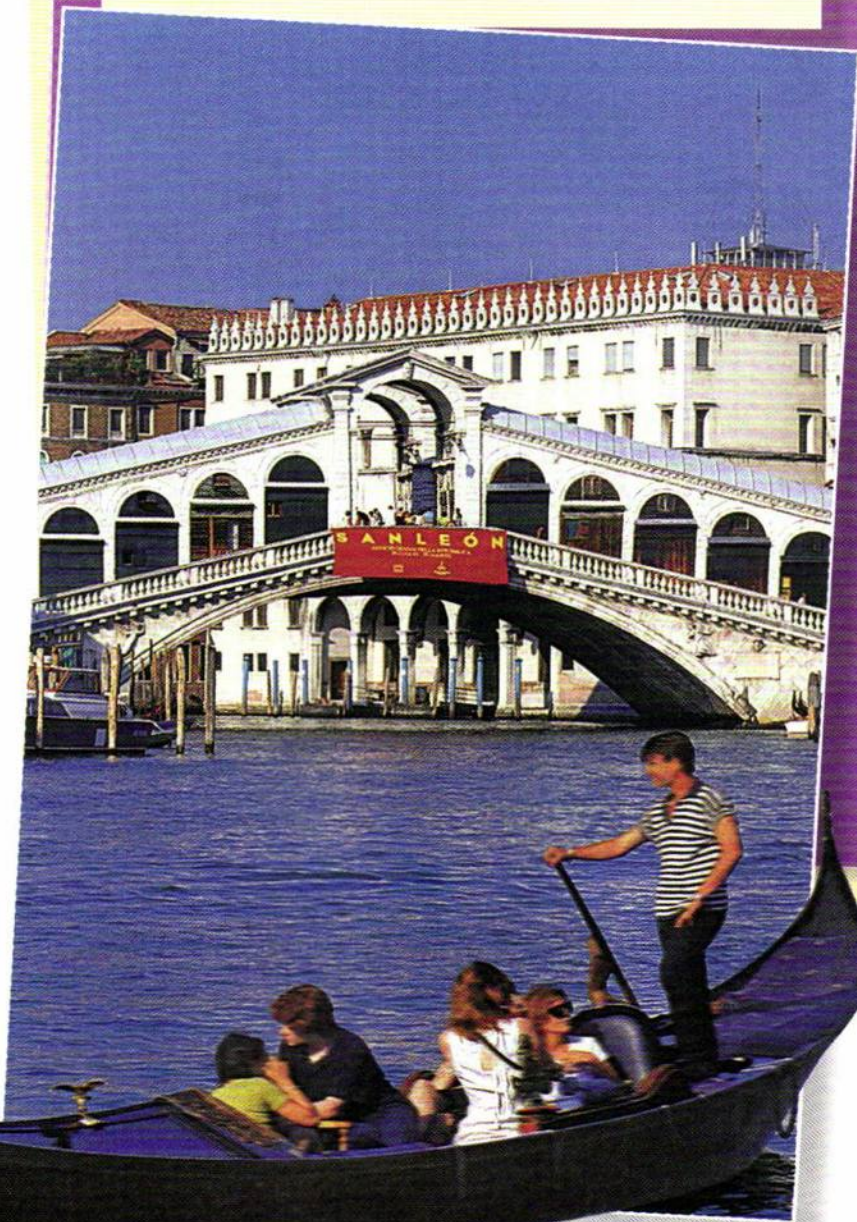
- simple • powerful • side by side
- articles to be sold • noticed
- ease of movement
- moving slowly across water
- arrival
- enormous
- coping with
- rich in detail
- tinkling metallic sound
- a charge for a service

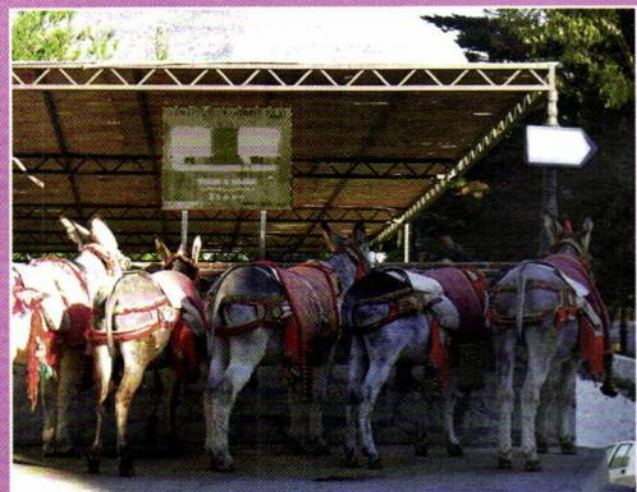
TRANSPORT

GONDOLAS

In a city like Venice, it stands to reason that the principal mode of transport would be some sort of boat. Say the word 'gondola', and romantic moon-lit evenings spent lazily **floating** along any one of Venice's countless canals 1) to mind. However, gondolas are 2) more than that.

Before the **advent** of motorised boats, gondolas, because of their **manoeuvrability** and speed, 3) used to transport both people and **goods** within the city and to the nearest islands. Originally used as a private means of transport for the wealthy, gondolas quickly became a sort of 'taxi' for people of all classes to get 4) one part of the city to 5)





BURRO TAXIS

There is a very interesting means of transport available in Spain. In places like Malaga or Mijas, tourists can see the sights 1) the back of a donkey, or burro, as they are called. Back in the 1960s, a group of tourists **spotted** some workers riding their burros back from their fields. After 2) their pictures taken with the burros, the tourists asked 3) they could go for a ride. The workers agreed that they could, for a small **fee**, and the tradition of the burro taxi 4) born. In the town of Mijas there are about sixty of these four-legged taxis and, 5) if you don't know exactly 6) you want to go, the burro's owner will take you for a pleasant half-hour ride along the main streets for a very reasonable price.



THE TROIKA

The troika – a Russian carriage or sleigh drawn 1) a trained team of three horses running **abreast** – is, for many, a symbol of **mighty** Russia herself.

It developed 2) a means of efficiently crossing **vast** distances and **negotiating** long and difficult roads at great speed. Up until 1860, the troika was the primary means of transport in Russia.

A journey in a troika is a wild, exciting and memorable experience. The horses that pull the troika are arranged so 3) the centre horse moves straight forward at a trot while the two outside horses move at a smooth gallop with slightly outward-bent heads. The **jingling** sounds of bells on these **elaborately**-decorated, colourful sleighs can be heard 4) miles around. The troika has come to mean so 5) more to the Russian people than a **mere** means of transport. It is an image of Russian freedom and the Russian soul and spirit.



PEDICABS

Visitors to Britain may be surprised to come 1) a new form of transport. Virtually silent and non-polluting, pedicabs in cities 2) as London and Edinburgh can be hired to 3) you to the restaurant or theatre of your choice, or simply to see the sights.

But what is a pedicab? It is actually a sophisticated form of a rickshaw, a form of transport that is common in the Far East. The pedicab is basically a lightweight tricycle that can carry 4) to three passengers and is powered 5) the driver – a fit young cyclist!

Costing about £3 for a half-mile trip, pedicabs are not cheap, but they have certainly proved popular 6) tourists, and their numbers are increasing.

Project!

ICT In pairs or small groups, find out about two more unusual modes of transport in the world. Research: *when, how and why they originated, who uses them, why they are popular.* Present your findings to the class.

- 5 Listen as you read the texts again. Tell your partner three things you remember about each means of transport.

- 1 What do you know about Jules Verne? What kind of books did he write? Read the biography and check.



Jules Verne

(1828 – 1905) was a French author who is famous for his science-fiction novels. He wrote exciting adventure stories about space, air and underwater travel. His works include *From the Earth to the Moon* (1865), *20,000 Leagues under the Sea* (1870) and *Around the World in Eighty Days* (1872). His most famous novel, *Journey to the Centre of the Earth* (1864), is about a professor and his nephew, Harry, who find directions for getting to the centre of the Earth. Their journey takes them on many exciting adventures with everything from volcanoes and water caverns to sea monsters and cavemen.

- 2 Look at the picture and read the first sentence of each paragraph. What do you think happens in the extract? Read through and check.

- 3 **RNE** Read the text again and choose the correct parts of sentences (A-G) to complete gaps 1-6. There is one extra part of a sentence you do not need to use.

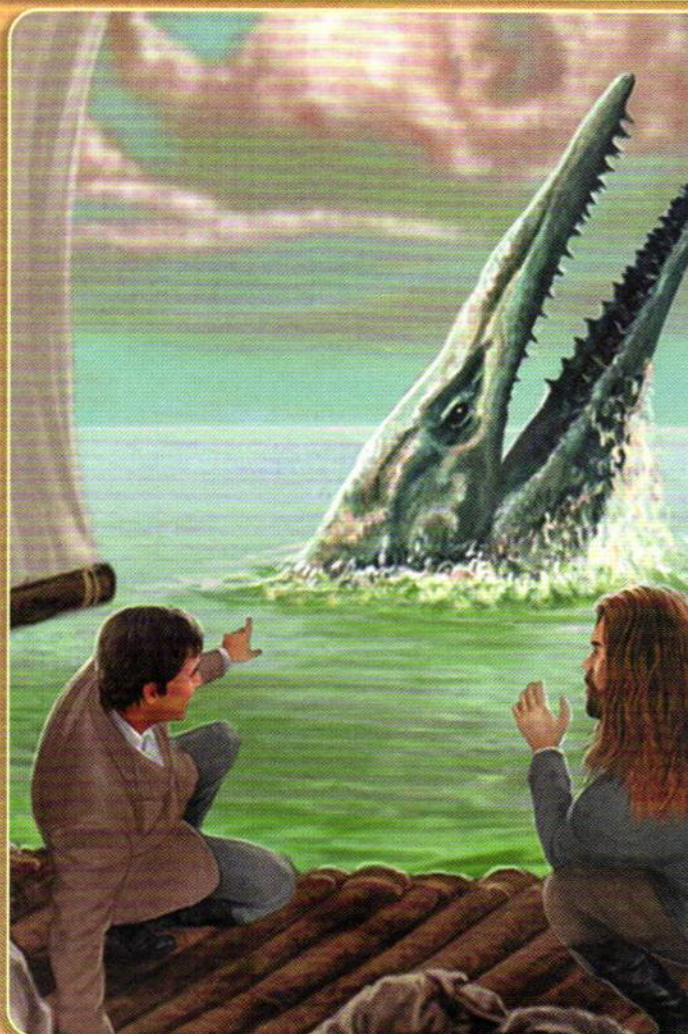
- 4 Match the highlighted words with the meanings below.

• tired • immediately • big, huge • float
• fright • friends • again

- 5 a) Use a dictionary to explain the words in bold.

b) Explain the underlined phrases in your own words. Are there similar phrases in your language?

Journey to the Centre of the Earth



- 6 Fill in the gaps with words from the list.

• gigantic • strange • deadly • light • jaws
• lost • wide-stretched • fiercely

- | | |
|-------------------|-----------------------|
| 1 stared | 5 mouth |
| 2 hideous | 6 noise |
| 3 brilliant | 7 consciousness |
| 4 eyes | 8 danger |

It is difficult for me to tell what the real time was, but I suppose it must have been ten at night. I lay on the raft, almost **unconscious**, in a sort of half dream. I saw strange visions of huge elephant-like creatures side by side with great sea-monsters **1**.

The raft suddenly turned around on the **current** and entered another tunnel. A **mist** seemed to drift from the roof of the tunnel, through which the moonlight shone, casting its brilliant light on our thin, exhausted figures. The light grew brighter as we moved forward, while the roof sloped upward, until at last we floated once more into a vast, water-filled cavern **2**.

At the side of this **underground** lake, a small cave with a sand-covered floor offered us a place to stop and rest our **weary** bodies. My uncle and the guide moved as if they were in a dream. I was afraid to wake them, because I knew how dangerous a sudden surprise can be to someone in this state, **3**.

As I did so, something moving in the distance caught my attention. It seemed to be floating on the surface of the water and it was coming toward me. I knew at once that it was something **monstrous**. It was the size of a whale, with hideous jaws and two **gigantic** eyes **4**. I tried to stand, to run in any direction, but my knees were shaking too much, and I nearly lost consciousness.

And still the **mighty** monster advanced, making a strange noise like nothing I had ever heard. His massive jaws and wide-stretched mouth looked large enough to swallow a boatful of men. I discovered that his mouth was like a shark's, **5**. In order to catch us in his mouth, he had to turn onto his back which made his legs kick up helplessly in the air. I actually laughed, despite the deadly danger. But then, with a wild cry, I ran further into the cave, leaving my **companions** to their fate.

The cave was deep and dimly lit. After about a hundred steps, I stopped and looked around. The sandy floor of the cave was covered with the bones of reptiles and fish – bones **6**! I felt sick and my body shook with **horror**. As the old saying goes, I had 'fallen out of the frying pan into the fire'. Some beast larger and even more **ferocious** than the shark-crocodile lived in this cave.

- A which had been freshly chewed
- B which stared fiercely at me as it approached
- C but it was of little or no use
- D whose high roof was hidden in a bright cloud of mist
- E but his body was that of a giant crocodile
- F which were combinations of gigantic fish and animals
- G so I sat down beside them to watch

7 a)  Listen as you read the text again. Imagine what the monster in the cave at the end of the extract might look like. Use the language below and your own ideas to describe the monster to your partner.

Size (gigantic, monstrous, huge etc)
Body (head of an eagle, body of a snake etc)
Other features (glaring eyes, hideous jaws, sharp claws etc)

e.g. The gigantic monster had the head of a lizard and the body of a horse.

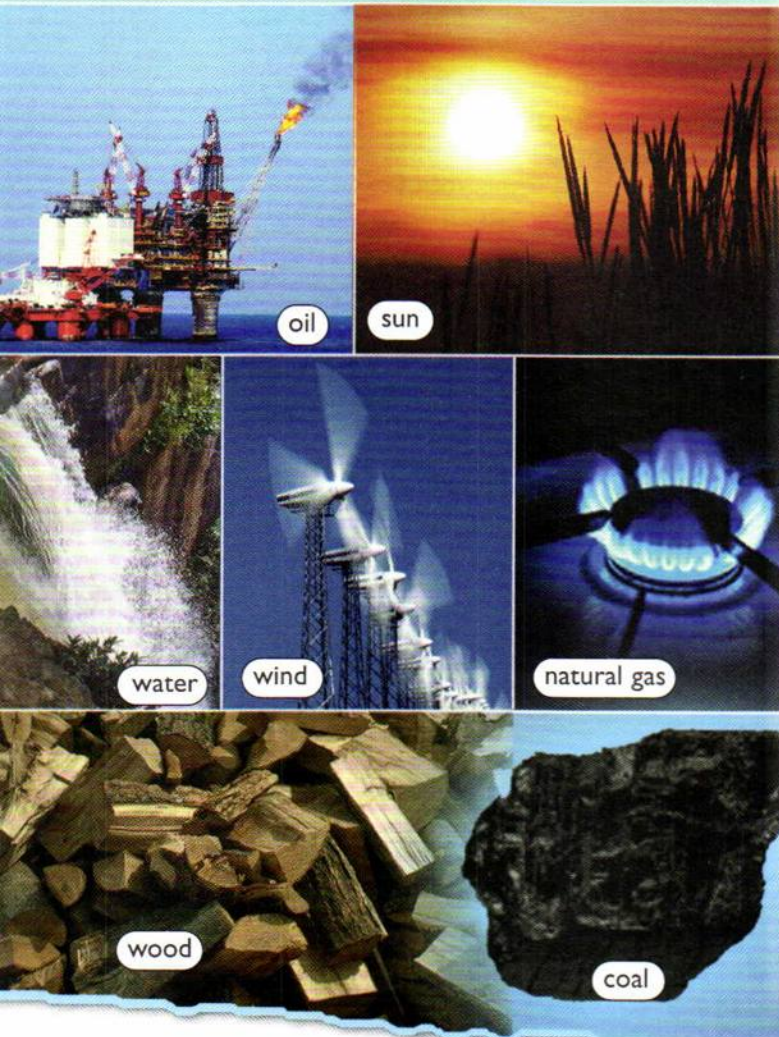
b) Use the phrases from Ex. 6 and your own ideas to write a description of the monster.

8 Translate the last two paragraphs of the text into Russian.

Unit

1.13

Green Issues



Our ENERGY Resources

There are two **categories** of energy resources: renewable and non-renewable. Non-renewable energy sources are almost 1) to **replace** once they have been used up. Renewable energy resources, on the other hand, never run out.

POSSIBLE

Non-renewable energy comes from fossil fuels such as coal, oil and natural gas. They were formed over millions of years from the **remains** of living things, and are found deep 2) Fossil fuels release energy when they are burnt, but they also release large amounts of carbon dioxide, which pollutes the atmosphere and increases 3) warming.

GROUND

GLOBE

Renewable energy resources include wind, water and **solar** power. The Earth has an 4) supply of these forms of power and using them causes little or no pollution. The power of the wind is converted into electricity using wind **turbines**. Flowing water, whether from dams or ocean waves, can be very 5) , while energy from the sun can provide warmth for our homes.

END

POWER

Cutting down on the amount of fossil fuels we use would **reduce** pollution and **conserve** the Earth's resources before they disappear 6) We can all help – for example, by walking instead of driving, and turning off the lights when we leave a room.

COMPLETE

- 1 Look at the pictures. Which energy resources do you think will eventually run out and which ones will not run out? Read through and check.

- 2 **RNE** Read the text and complete gaps 1-6 with the correct derivative of each word in capitals. Compare answers with a partner. Listen and check.

- 3 Match the words in bold to their meanings.

- cut down on • from the sun
- machines that turn to produce power • types • leftovers
- protect (from loss) • substitute

Speaking

- 4 In pairs, discuss the benefits of using water, wind and solar power as energy sources.

Listening

- 5 Listen to two people talking about how to save energy. List the points under the headings: **home** - **school**.

Project!

ICT In groups, collect information, then write a short article about how to save energy at home. You can use ideas from Ex. 5. You can visit this website:

<http://www.eere.energy.gov>. Go to I want to ...:

Click on **Save Energy at Home**

Progress Check 1

1 Fill in: finish, injured, hard, seating, postponed, sprinted, opponent, catch, tragic, supporting.

- To get into the Olympics, you must train
- I really liked the actor who played the role.
- The performance was until next Monday.
- This stadium has a(n) capacity of 50,000.
- He to the finishing line to take second place.
- John can't play this week. He's
- My in this tennis match is also my cousin.
- He managed to the race in third place.
- I have to leave now if I want to the bus.
- I don't like films that have a(n) ending.

(Points: $\frac{\quad}{10 \times 2 \quad 20}$)

2 Put the verbs in brackets in the correct tense.

- A: What (you/do) this time last weekend?
B: We (travel) to York.
- A: Who's she? Why (she/ look) at us?
B: I (not/notice) her looking at us.
- A: (you/see) Ann at the party last night?
B: No, she (leave) before I arrived.
- A: (you/do) anything tonight?
B: Yes, I (go) to the cinema with Steve.
- A: Why (you/be) late yesterday?
B: I (wait) at the bus stop for over forty minutes before the bus arrived.

(Points: $\frac{\quad}{10 \times 2 \quad 20}$)

3 Join the sentences. Use relative clauses.

- Rachel is my best friend. She is an actress.
- Cumbria is a county. It is in the northwest of England.
- Lyn's sister is a famous model. Lyn is my neighbour.
- Ian's going to Rome. He will visit the Colosseum there.
- I want to learn to play snooker. It is a difficult game.

(Points: $\frac{\quad}{5 \times 4 \quad 20}$)

4 a) Fill in: off, down or in.

- Their car broke on the way to the airport.
- If they had set earlier, they wouldn't have been late for their flight.
- They got a lift from their friends, who had come along to see them

- They managed to check quickly.
- They boarded the plane just before it took

(Points: $\frac{\quad}{5 \times 2 \quad 10}$)

b) Fill in: with, for, about, from.

- Steven Spielberg has a reputation making good films.
- Ralph Fiennes is most famous his role in *The English Patient*.
- In the film, the hero died his wounds.
- Tom was very confident his chances of winning the race.
- Paul is obsessed football. He talks about nothing else.

(Points: $\frac{\quad}{5 \times 2 \quad 10}$)

5 Fill in the gaps with the correct form and tense of the verbs in capitals.

We are amazed and impressed by acrobats and jugglers, mostly men, tossing around a variety of objects. Recently, however, a woman **1)** centre stage in this male-dominated form of entertainment. Her name is Meike Fromm and she is from Germany. Her stage name is Mika, and she **2)** the best female juggler in the world.

TAKE

Mika holds a Master's degree in Physical Education and is a certified teacher. She **3)** with children with special needs in the New York City public school system.

CONSIDER

Since 1995, Mika **4)** in circuses and live shows as an entertainer around Europe as well as the United States. Her unique style **5)** her to move beyond the standard style of juggling and add a theatrical touch to her performances. "I love my art, and I am just so very pleased to have the opportunity to share it with others," says Mika.

WORK

PERFORM

ALLOW

(Points: $\frac{\quad}{5 \times 4 \quad 20}$)

(My score: $\frac{\quad}{100}$)

Now I can ...

- talk about free-time activities
- talk and write about a sporting event
- talk about journeys and means of transport
- express interest and preferences, likes/dislikes, opinions, attitude
- write a film review
- write a letter/email of complaint

... in English

Module 1 | Focus on RNE

Reading - Part 2

Read the text and choose the correct parts of sentences (A-G) to complete gaps 1-6. There is one extra part of a sentence you do not need to use. Write your answers in the table.

Moscow Marathon

The procession winds its way through Moscow. Leading the way are smiling, waving women dressed in uniforms **1)** Next comes a full military orchestra, in step and playing loudly. After them are the runners, several thousand of them, representing the four corners of the globe. I am among them, and I simply cannot believe that I am a participant in this awe-inspiring event.

We stop at Red Square in front of the cathedral of St Basil, one of the most beautiful buildings on Earth. The bells on the Spassky Tower of the Kremlin strike 11 times, and the Deputy Mayor of Moscow shouts out the signal **2)**

I am running the Moscow Marathon! I repeat these words silently to myself like a mantra. As I quickly look around me, I see that most of my fellow runners are Russian. They are not wearing fancy sun-glasses or name-brand shorts, **3)** What is more, they look incredibly determined to not only complete the course, but to win it. I realise I have my work cut out for me.

The Moscow Marathon course is surely among the most scenic on the planet. It runs through the heart of Moscow, along the Moscow River, **4)** Along the route are palaces, cathedrals, churches with shining gold cupolas, well-kept parks, sparkling fountains and stately monuments. The wide avenues and boulevards are spotlessly clean **5)** From almost anywhere along the course, the seven huge neo-Gothic skyscrapers built by Stalin can be seen.

Before I know it, the finish line comes into view. The last quarter mile! I am nowhere near the front of the pack, but I can hear the boisterous applause ahead **6)** I feel no sense of defeat. I came to this historic city to compete, to complete the Moscow Marathon. In a few minutes I will have done what I had set out to do. And with the little breath that I have left, all I can say is that it is the greatest feeling in the world.

- A but they still look like professionals.
B and lined with busy shops, restaurants, and cafés.
C which are similar to those worn by the proud soldiers of the Napoleonic Wars.
D as the first few lead runners cross the finish line.
E and I wonder whether I can complete the run.
F that starts us off on our gruelling 26.2-mile race through the streets of the ancient city.
G passing the ancient walls of the Kremlin.

1	2	3	4	5	6



Use of English - Part 1

Read the text and complete gaps 1-7 with the correct form and tense of each verb in capitals.

The Walk

Natalie raised her face to the warm spring sun and took a deep breath. How wonderful it was, she 1), to be out in the fresh air again after a long, cold winter.

"Come on, hurry up, or we 2) late for lunch!" Leo said as he walked along the forest path ahead of her.

They 3) through the woods all morning and Leo was beginning to get hungry after all the exercise.

"We've got plenty of time," replied Natalie cheerfully, "and I 4) to go home yet. It's so lovely here," she added.

Leo 5) by her enthusiasm. Natalie hadn't been very keen to come walking when he first suggested it.

"You are funny," he said. "Where 6) (you) so much energy from all of a sudden?"

"Oh, I'm not sure," Natalie said, 7) happily, "but perhaps the fresh spring air and the good company might have something to do with it."

THINK

BE

WALK

NOT WANT

SURPRISE

GET

LAUGH

Part 2

Read the text and complete gaps 1-6 with the correct derivative of each word in capitals.

Unusual Restaurants

All over the world there are restaurants for people who are looking for dinner with a 1)

Dubai may be hot, but diners need to dress up very 2) for a meal at the Chillout restaurant, where everything is made of ice. Other ice restaurants can be found in Finland, Canada and Russia.

In the Canary Islands, the El Diablo Restaurant uses 3) heat to cook the meals. Situated on the volcano itself, the 4) restaurant has glass walls, providing breathtaking views of the moon-like landscape and the sea beyond.

The Ithaa Restaurant in the Maldives is 5 metres below the Indian Ocean. The curved, transparent walls give diners an amazing view of the 5) coral reef. There is a covered staircase leading down to the restaurant so diners remain 6) dry.

DIFFERENT

WARM

VOLCANO

CIRCLE

SURROUND

COMPLETE

Part 3

Read the text. For gaps 1-7, choose A, B, C or D to complete each gap correctly.

Moscow hosts unique Winter Sports events

In February 2008, 25,000 spectators attended a Snowboard World Cup event at Moscow State University. The youngest competitor, 15-year-old Roope Tonteri from Finland, 1) the finals and finished second. The event was made possible because a special ramp, 46 metres high, was built.

In January 2009, Russia again showed its support 2) winter sports. In the Vorobyevy Hills, in central Moscow, a giant purpose-built ski ramp was constructed for the International Ski Federation (FIS) World Cup Race. It was so large that it entered the Guinness Book of Records.

The FIS had been encouraged by the 3) of the 2008 snowboarding event to hold an Alpine event in Moscow. Ironically, at the time of the event, it was the warmest winter 4) in Moscow, and snow had to be brought in from Siberia. The snow was transported to Moscow in refrigerated train carriages.

More than 20,000 people watched the 2009 event in Moscow. Sixteen top international competitors from 10 countries 5) part in the parallel slalom race, including two Russian athletes. After the competition the athletes visited Sochi. They were shown the 6) of the 2014 Olympic Winter Games and went skiing with the Russian Prime Minister.

These events in Moscow clearly demonstrated to the world Russia's readiness to 7) winter sports events in the future.

- | | | | |
|--------------|-----------|-----------|------------|
| 1 A achieved | B arrived | C reached | D competed |
| 2 A to | B for | C at | D with |
| 3 A success | B victory | C feat | D triumph |
| 4 A never | B ever | C still | D yet |
| 5 A put | B did | C got | D took |
| 6 A position | B place | C area | D site |
| 7 A play | B act | C stage | D perform |



Listening - Part 1

You will hear six different speakers. Match the speakers (1-6) to sentences A-G. Use each sentence only once. There is one extra sentence you do not need to use. Write your answers in the table. You'll hear the recording twice.

- A I need to be able to relax while I'm watching a film.
- B I can watch films with my friends much more cheaply than in a cinema.
- C I believe too much TV can lead to poor health.
- D I can't afford to see a film at the cinema.
- E I think watching films on TV or DVD just isn't the same.
- F I don't want to go to the cinema any more.
- G I like to make seeing a film a special occasion.

1	2	3	4	5	6

Part 2

You'll hear a conversation between two friends. For statements 1-7, decide if each statement is True, False or Not stated. Circle the answer you choose. You'll hear the recording twice.

- 1 Charlie went on holiday to the seaside last year.
A True B False C Not stated
- 2 Emma did not go on holiday this year.
A True B False C Not stated
- 3 Charlie did not have time to visit the Hermitage.
A True B False C Not stated
- 4 Charlie wanted to go shopping where the locals shop.
A True B False C Not stated
- 5 Charlie booked his holiday on the Internet.
A True B False C Not stated
- 6 Emma thinks the metro system in her city is unattractive.
A True B False C Not stated
- 7 Emma is planning to go to St Petersburg.
A True B False C Not stated

Speaking

Task 1 (3 – 3.5 minutes)

Give a talk on **sport**.

Remember to discuss:

- what kind of sports are popular with people, why
- how important sport is to your age group, why
- whether it is easy to do sports in your area, why
- what sports you enjoy doing, why

You will have to talk for **1.5 – 2 minutes**. The examiner will listen **until you have finished**. Then he/she will ask you some questions.

Writing - Part 1

You have **20 minutes** to do this task.

You have received a letter from your English-speaking pen friend Jack, who writes:

... The big thing in the UK at the moment is extreme sports. Football and cricket are still popular, but teenagers want to try bungee jumping and snowboarding. Could you tell me what you and your friends think about extreme sports? Are there any places where you can do this kind of sport in your area? What extreme sport is the most popular in Russia?

Did I tell you that it's my birthday next week and that I'm going to have a party ...

Write a **letter** to Jack.

In your letter

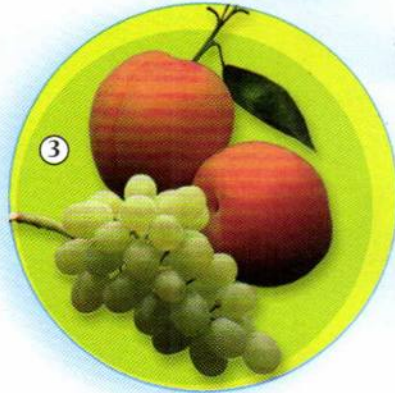
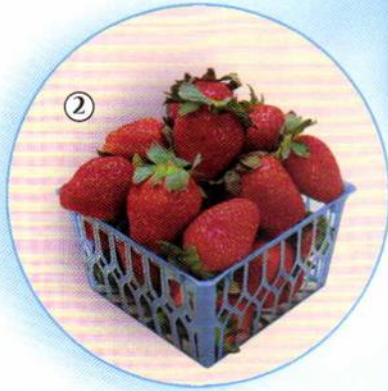
- answer his questions
- ask **3 questions** about his birthday party

Write **100-140 words**.

Remember the rules of letter writing.

Module 2

Units 1-14



Food, Health & Safety

► Look at Module 2

- Describe the pictures.
- Which units are the pictures from? What is each unit about?

► Find the page numbers for

- a news report
- a job advert
- a joke
- a table of information about food

► Listen, read and talk about ...

- food/drinks – tastes
- eating habits
- eating disorders
- jobs

► Learn how to ...

- ask for and give advice
- make assumptions/deductions
- make suggestions/agree – disagree
- reach a decision

► Practise ...

- infinitive/-ing form
- future tenses
- *make/do*
- reported speech
- phrasal verbs: *come, get, bring, look, keep*
- compound nouns

► Write ...

- a short summary of a text
- a short text about working in the emergency services
- letters/emails (application, recommendation, thanks, congratulations)

Across Cultures: British and Russian Food

Literature: The War of the Worlds

Curricular Cut: Food Technology

Unit

2.1

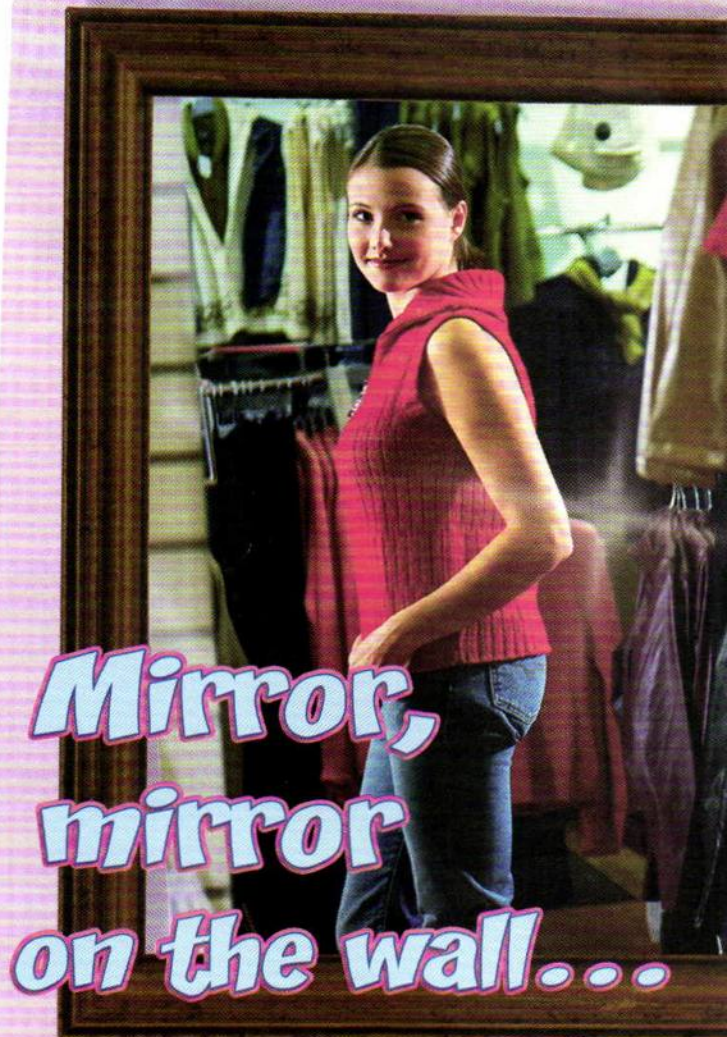
Lead-in

- 1 a) The title of the text comes from a well-known fairy tale. Can you complete it?
- b)  These groups of words appear in the text. Say what you think the text is about. Listen, read and check.

• lively teenager • her behaviour started to change
 • hardly ate anything • burst into tears • skinny and pale • enraged by the slightest thing
 • distorted body image • lack of self-esteem
 • urgent medical attention • weight back to normal • colour returned to her cheeks

Reading

- 2 **RNE** Read the article about a health problem. For statements 1-7, choose A, B, C or D to complete each sentence correctly. Compare answers with a partner. Then translate lines 43-56 from the text into Russian.



In the beginning, I put it down to a simple case of exam nerves. My daughter Sarah had just turned sixteen and was studying hard for her GCSEs*. I knew she'd do well, as she was top of the class in all her subjects at school and had always been a high achiever. But as the time for the exams drew nearer, her behaviour started to change – drastically.

Sarah became **sullen** and **withdrawn**. She wasn't the lively teenager I knew. But the most worrying thing of all was that she was hardly eating anything. She refused to eat with the rest of the family and was having only light snacks in her room. At the time I didn't want to make a big deal of it, as I thought I'd just make her more anxious about her exams. I was **convinced** that once she'd taken the exams, she would soon settle down and everything would get back to normal.

But it didn't. In fact, it got worse. By the middle of the summer, Sarah had become very skinny and pale. She also had wild mood swings, bursting into tears or becoming **enraged** by the slightest thing. I should say at this point that my **initial** reactions to this situation weren't very helpful. We had huge fights about her being too thin and I tried to persuade her to eat more, but she just turned her nose up at everything I offered her. When nothing I said or did seemed to make any difference, I really felt at a complete loss about what else I could do or who I could turn to. I was desperate. After a lot of thought I realised that I would have to try other **tactics**. Screaming and tearing my hair out were definitely not improving the situation.

I started by looking up eating disorders on various websites, to get as much information as I could, and what I found out almost scared me to death. Anorexia nervosa is a condition that typically affects teenage girls. There are a

variety of reasons as to why it can develop, but it is usually said to be because of a **distorted** body image and lack of self-esteem. Some young women think they are too fat, even when they are not, and feel that they are unattractive or worthless. The media have been accused of playing a role in the rise of eating disorders in recent years, because of the way they portray women. Using underweight models in adverts in glossy magazines and on television may be a factor in encouraging young women to equate thinness with beauty, **glamour** and success.

I was shocked to discover that this disease can seriously damage the heart and make bones brittle and easy to break. However, the most frightening aspect of the condition is that in 10% of cases it leads to the death of the sufferer. The information was terrifying, but it helped me to come to terms with the fact that someone with a **severe** eating disorder needs love and support and urgent medical attention.

It took a lot of calm and gentle persuasion to get my **tearful** daughter to agree to go with me to a doctor who specialises in eating disorders. That was two years ago and the road to recovery has been long and hard. Sarah spent two months in hospital to get her weight back to normal and since then she has been seeing a psychiatrist to help her deal with the **underlying** causes of the problem.

It was tough for me, too. I felt very guilty about her illness – that somehow it was my fault, and I was a bad mother who had caused her daughter so much anxiety she had started to starve herself. But we've managed to get through it together. Now Sarah is looking forward to starting university, the colour has returned to her cheeks and she is back to being the **vibrant** young woman she was before the whole dreadful nightmare started.

*GCSE - General Certificate of Secondary Education

- 1 **At first, the writer believed her daughter's behaviour had changed because Sarah**
 A was worried about academic success.
 B had always been very intelligent.
 C was having problems at school.
 D had just turned sixteen.
- 2 **When the writer noticed that Sarah was not eating, she**
 A thought that this was normal.
 B decided not to make a fuss about it.
 C was sure it would get worse.
 D made Sarah eat her meals alone.
- 3 **The writer says that during the summer**
 A her daughter began to get better.
 B she continued to remain calm.
 C she and Sarah argued a lot.
 D she and Sarah stopped speaking.
- 4 **The writer found out more about her daughter's problem**
 A on television.
 B in magazines.
 C in advertisements.
 D on Internet sites.
- 5 **What most shocked the writer about anorexia nervosa was that**
 A it is a severe disorder.
 B a number of sufferers die from it.
 C it leads to heart disease and weak bones.
 D all sufferers require medical treatment.
- 6 **Getting Sarah to seek professional help**
 A took several years.
 B required patience.
 C was quite easy to do.
 D led to instant recovery.
- 7 **The writer felt guilty because**
 A she felt she wasn't a good mother.
 B she knew the condition was all her fault.
 C she had been too tough on her daughter.
 D her daughter was never the same again.

3 **THINK!** Where might you find this text? What is the writer's purpose (to inform, to entertain, etc)? What message does the text carry?

4 **Fill in:** top, light, mood, big, body, medical, turned, play, burst, glossy, eating, scared. **Make sentences based on the text using the phrases.**

- 1 deal; 2 magazines;
 3 of the class; 4 snacks;
 5 into tears; 6 image;
 7 attention; 8 swings;
 9 just sixteen; 10 a role;
 11 to death; 12 disorder

5 **Explain the underlined idioms. Make sentences using them.**

6 **Match the words in bold with their meanings.**

- certain • first • very angry
- attractiveness • basic • strategies
- energetic • twisted • crying • serious
- bad-tempered • unsociable

Speaking

7 **Work in pairs. Take the roles of the mother and the daughter. Act out the dialogue they had while her mother was trying to persuade her to see a doctor.**

A	B
suggest seeing a doctor (Why don't you ...?)	refuse strongly (No way ...)
give reason why (I think you should because ...)	reject suggestion (I just don't see ...)
give another reason (But don't you ...)	agree hesitantly (Well, ...)

Writing

8 **Make notes from the text, then write a short summary of it (50-60 words). Follow these steps.**

- Read the text.
- Make notes of the main points of the text.
- Start your piece of writing with one sentence that summarises the idea of the whole text.
- Write your summary, including all the main points. Use your own words.
- Check that your summary is clear and complete.

Unit 2.2

Vocabulary & Grammar

1 Complete the sentences using the words in the list.

• skinny and pale • desperate • affects • portray
• underweight • equate • brittle • urgent
• tough • guilty

- The dry, pine needles broke easily.
- Despite his protests, the jury was convinced the man was of the murder.
- The Prime Minister halted the meeting to take an phone call.
- She was for a long time after her illness.
- All the students agreed that it had been a very exam.
- The villagers were so for food that they started eating grass.
- After having been kept in a room with no windows for three months, the hostages looked very when they emerged.
- Global warming is a problem that us all.
- In his next film, Kemp will the manager of a very spoilt pop singer.
- It is difficult to the cost of living in one country with that of another.

• Word Power (make/do)

2 Fill in: make or do. Complete the joke. Choose five phrases and make sentences using them.

- my best,
- the washing-up,
- a decision,
- sb a good turn,
- fun of,
- peace,
- my hair,
- an appointment,
- a mistake,
- a fortune,
- a job,
- a promise,
- progress,
- harm,
- an experiment,
- friends,
- space,
- sb a favour,
- certain,
- war

Sir, would you punish me for something I haven't

No, of course not. Why?

Because I haven't my homework.

3 Choose the correct item. Give reasons. Then translate the sentences into Russian.

- With any illness, it's important to at your own pace.
A regain B recover C heal D improve
- Many diets to lose weight involve calories.
A counting B calculating C adding D numbering
- Many people put on weight when they return to eating after being on a diet.
A natural B normal C usual D common
- John was to believe that dark chocolate wasn't as fattening as milk chocolate.
A led B shown C guided D let
- Most people have body image, but not the actual body to go with it.
A a classic B a model C an ideal D a perfect
- We should all try to develop and maintain healthy eating
A ways B customs C habits D manners
- On a diet you usually have to a meal plan.
A follow B stick C do D keep
- It makes no difference what you look like – it's what's inside a person that
A values B matters C shows D concerns
- If they cause any, call me and I'll phone the police.
A trouble B nuisance C anxiety D difficulty
- Ann is asleep. Please don't her.
A annoy B disturb C bother D frustrate

• Phrasal verbs

4 Fill in the appropriate particle(s). Check in Appendix I. Make sentences using the phrasal verbs.

- John **came** chickenpox last Monday.
- It took her a long time to **get** the shock.
- Rainy weather really **gets** me
- Better health care has **brought** a reduction in childhood illnesses.
- Stella is **looking** her sick sister.
- She fainted but we managed to **bring** her
- He tried to drink his soup but he couldn't **keep** it
- She has a bad cold, which was **brought** by standing in the freezing rain.

- Reported speech GR p. 164

5 Use one of the given introductory verbs to report each of the following sentences.

- invite • threaten • remind • apologise
- promise • allow • suggest • accuse • beg
- deny • warn • offer

- 1 "Would you like me to do the shopping?" (offer)
She offered to do the shopping.
- 2 "I will bring the money I owe you tomorrow."
- 3 "Give me my diary back or I'll tell mum."
- 4 "You can use my phone whenever you want."
- 5 "Please, please, come with me!"
- 6 "Don't forget to check your spelling."
- 7 "You vandalised the school gym!"
- 8 "I'm sorry I damaged your car."
- 9 "It wasn't me who started the fight!"
- 10 "Why don't we go to Paris this summer?"
- 11 "Would you like to come to my party on Saturday?"
- 12 "Don't go too near the fire – you'll burn yourself!"

- Key word transformations

6 Complete each sentence, using the word in bold, so that it means the same as the sentence above it. Use two to five words.

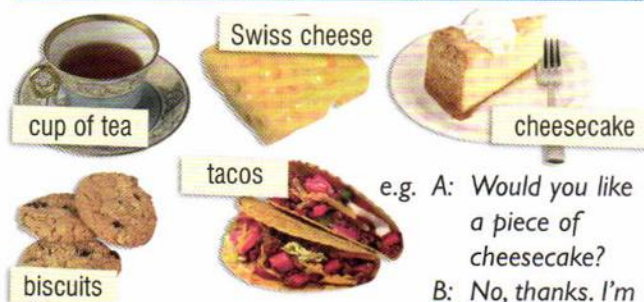
- 1 "Can you get me a newspaper, Steve?" John asked.
whether John asked Steve a newspaper.
- 2 "I didn't steal her wallet," he said.
stealing He wallet.
- 3 "I'm sorry I didn't invite you to the party," she said to him.
for She to the party.
- 4 "Are you in charge of the new employees?" he asked me.
responsible He asked me if the new employees.
- 5 "Why don't we go out tonight?" Steve said.
going Steve that night.
- 6 "Don't lie to me again!" he said.
not He told me again.
- 7 Sam advised Laura to join a gym.
you "If I a gym," Sam said to Laura.
- 8 "I'm not watching that film again," he said.
watch He again.

Everyday English

- Offer/Refuse food/drinks

7 You are at a party. In pairs, use the table and the pictures to act out exchanges, as in the example.

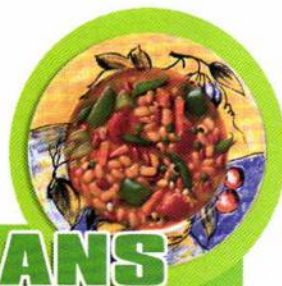
Offering food/drink	
• Can I offer you some/a ... ?	• Would you like ... ? • How about ... ?
Refusing	
• No thanks. I've just had one./I've had enough./I'm full./I'm OK for the moment.	
• Not for me, thanks. I don't really like spicy/salty/etc food.	



e.g. A: Would you like a piece of cheesecake?
B: No, thanks. I'm full.

- Word formation

8 Complete gaps 1-10 with the correct derivative of each word in capitals. Compare with your partner.



VEGANS

In the 0) *developed* world, more people are becoming vegetarian. There seem to be two reasons for this. Some believe eating meat is 1) while others argue that the 2) of meat is neither necessary nor 3) Vegans take their beliefs to the extreme. They remove all animal and dairy products from their diets 4) They also avoid using other animal 5) such as leather goods. Some people find this philosophy 6) However, 7) have expressed concerns. They point out that children, in particular, may not get all the nutrients they require in the 8) of animal and dairy products. They 9) recommend that all vegetarians take vitamin and calcium supplements on a 10) basis.

DEVELOP

MORAL
CONSUME
HEALTH

COMPLETE
PRODUCE

ADMIRE
DIET

ABSENT
STRONG

DAY

Lead-in

- 1 What can you see in the pictures? Which are: **vegetables**, **fruit**, **seafood**, **beverages**, **dairy products**, **meat** or **poultry**? Add two more items to each category.

e.g. Peppers and celery are vegetables.

Reading

- 2 What does the title of the text mean? How might it be related to the food/drink in the pictures? Which of these do you think are healthy/unhealthy? Read through to find out.

Study Skills

Text completion

When you complete the task, always check that the extra part of a sentence you have not used does not fit anywhere. This helps ensure that you have completed the task correctly.

- 3 **RNE** Read the magazine article about food and old age. Choose the correct parts of the sentences (A-G) to complete gaps 1-6. There is one extra part of a sentence you do not need to use. Compare answers with your partner. Then translate the first two paragraphs of the text into Russian.

- 4 Use the words in bold in the text to replace the words in bold in the sentences.

- 1 By making simple lifestyle changes you can increase your **lifespan**.
- 2 There was a large **swarm** of bees in the village, so people decided to move to another area.
- 3 To have a healthy diet you need to keep **servings** under control.



- 4 One of the **advantages** of living on an island is that you get fresh fish.
- 5 Eat your food slowly to **enjoy** it properly.
- 6 The best way to **get rid of** fat is to exercise as much as you can.

Live long and prosper

Food and nutrition expert Peter Bennet reports on his trip to a pretty fishing village on one of the islands of Okinawa, Japan, to find out why the people there live so long.

When I first met Makato Okushima, I would have said she was seventy-five, perhaps eighty years old. In fact, she is one hundred years old, **1** . She is just one of more than 400 people there who are at least one hundred years old; Okinawa has the highest and healthiest **concentration** of centenarians in the world.

I had come to find out the secret of these healthy islanders' **longevity** and a stroll down to the waterfront with Makato provided me with my first clue. After passing elderly fisherman unloading the day's catch, Makato joined a queue at a market stall to buy fish for the evening meal. It seems the people of Okinawa eat plenty of fish, **2** .

After we arrived at Makato's house, I watched with fascination as Makato prepared the food with her daughter, **3** . As well as the fish, there were **portions** of sweet potato, spring onion and other fresh, locally grown vegetables. There was also plenty of brown rice and tofu – a soya product high in protein and vitamins. On other days there might be a meat dish too, but the fat would be continuously poured off the meat as it cooked.

After the meal we drank green tea, which is said to have many health **benefits** and helps **burn** calories, as well. There were no sugary drinks and only a little locally produced rice wine, **4** .

I asked Makato what she thought the secret to her good health was. 'Well, as you see, we have a healthy, low-fat diet and we eat slowly to **savour** our food,' she told me, 'but it's also important to stay active. That way you don't get fat.' I suddenly realised I hadn't seen a single overweight person **5** .

On my last day, Makato took me to the outskirts of the village. There, facing the sea, was an old stone marker. I asked what the Japanese characters engraved on it meant. My translator told me: 'At 70 you are still a child; at 80 a young man or woman. And if at 90 someone from heaven invites you over, tell him to go away and come back when you are 100.'

Before flying home, I met Dr Davis Billings, **6** . He told me that life threatening complaints such as cancer, diabetes and heart disease are rare in Okinawa. It seems that Okinawans not only live longer, they live better.

- A** since my arrival in Okinawa
- B** who has studied Okinawa's centenarians for more than a decade
- C** which the Okinawans firmly believe helps to prevent illnesses
- D** which is a healthy food and very low in calories
- E** which is not at all unusual in Okinawa
- F** that the family only ate small portions
- G** who also looked younger than her 76 years

5 Fill in: sugary, low, heart, locally, prevent, health, life, stay. Make sentences based on the text using the phrases.

- | | |
|---------------------|-------------------|
| 1 in calories | 5 grown |
| 2 benefits | 6 drinks |
| 3 active | 7 illnesses |
| 4 threatening | 8 disease |

Listening & Speaking

- 6**  Listen to the text. What is the Okinawans' diet like? What do they eat/drink? Compare your diet to the one described in the text. Discuss in groups.

Writing

- 7**  **THINK!** What should we do to live longer? Spend three minutes writing about the topic. Read it to your partner.

Unit

2.4

Vocabulary & Grammar

- 1 Look at the table. What food/drinks should people consume if they want to have: *good eyesight? good skin? strong, healthy bones? healthy blood cells? a lot of energy?*

FOOD		RICH IN	GOOD FOR
	fruit & vegetables	vitamin C	healthy skin & tissue
		carotene	growth & development
	bread, cereals & potatoes	carbohydrates	a source of energy
		fibre	a healthy gut
		B vitamins	blood & nerve cells
	dairy products (milk, cheese, yoghurt, etc)	calcium	healthy bones
		zinc	tissue growth & repair
		vitamin A	development & eyesight
	meat, fish & eggs	protein	growth & tissue repair
		iron	healthy blood
		vitamin D	healthy bones

- 2 Think of what you ate for lunch yesterday. What was it rich in? Tell your partner.

- 3 Read the sentences. Which food does each one refer to? Which can you see in the pictures?

- Sprinkle some over the top. (onions/cheese)
- Blend until smooth. (fruit/bread)
- Leave to simmer for 10 minutes. (oil/sauce)
- Fry until it's browned on the outside. (meat/rice)
- Soak them overnight. (strawberries/beans)
- Marinate for at least 4 hours. (chicken/cake)
- Drain well and serve. (pie/pasta)

- 4 Circle the odd word out.

- plain, low-fat, self-raising, wholemeal **flour**
- grated, white, icing, cane **sugar**
- well-done, rare, medium, unripe **steak**
- sparkling, mineral, fizzy, still **water**
- black, brown, filter, white **coffee**
- seasonal, fried, fresh, homemade **vegetables**
- animal, corn, olive, vegetable **oil**



- soft, liquid, alcoholic, fizzy **drink**
- dried, raw, tropical, fresh **fruit**
- dessert, side, fish, meat **dish**

• Words often confused

- 5 Choose the word which fits best. Then translate the sentences into Russian.

- If you stop eating sweets, you will be able to **check/test/examine/control** your weight.
- My dad had to **reduce/weaken/shrink/shorten** his salt intake for health reasons.
- After eating, blood sugar levels **rise/raise/arise/grow up**.
- When I finish medical school, I will have **managed/acquired/achieved/succeeded** my goal.
- Before eating a banana you have to **remove/delete/extract/take out** the skin.
- He's always **treated/behaved/used/operated** animals with love.
- My gran has **artificial/fake/false/counterfeit** teeth.
- Runners usually have **bony/skinny/thin/lean** athletic bodies.
- Always read food labels to check for hidden **supplements/extras/additives/additions**.
- I found a really good **receipt/prescription/recipe/instruction** on the Net for pumpkin pie.

- 6 Tick the correct boxes. Choose three phrases and make sentences using them.

lose	miss	
☒	☐	weight
☐	☐	heart
☐	☐	the target
☐	☐	a train
☐	☐	one's way
☐	☐	the point
☐	☐	luggage
☐	☐	the plane
☐	☐	money

e.g. He went on a diet to **lose** some weight.

- Compound nouns

7 Form compound nouns using these words, then make sentences using them.

high low home well soft

- salt • done steak • fibre • fat • fed • made
- boiled • sugar • cooked • drink • balanced
- calorie • grown

e.g. well-done steak

- Future Tenses GR p. 168

8 Fill in: will or be going to. Which sentences express: on-the-spot decisions? future plans/intentions? promises?

- A: I'm starving.
B: Don't worry. I make you a sandwich.
- A: Is John back?
B: No, he be late tonight. He has to finish his report.
- A: Have you booked tickets for the performance?
B: Oh! I forgot! I book them after work.
- A: Why do you need all these eggs and flour?
B: I bake a cake.
- A: Are you coming with us tomorrow?
B: No, I watch a film with Philip.
- A: The phone's ringing.
B: I answer it.
- A: Have you ironed the clothes?
B: Not yet. I iron them later.
- A: Try to be on time, please.
B: I , I promise.

9 a) Put the verbs in brackets into the correct future tense. Which verb forms are used for: actions which will have finished before a stated future time? actions which will be in progress at a stated future time? asking politely about someone's plans in the near future? future plans/intentions? predictions based on what we think/believe/can see/know? promises?

- This time next week we (travel) to Hong Kong.
- She (deliver) all the letters by noon.
- (you/see) Steve later?
- I think John (be) late tonight.
- We (never/forget) you.
- What (you/do) later on?
- I (finish) my homework before the game starts.
- She dances very well. If she continues, (become) a famous ballerina.

- He (apply) for a job as soon as he graduates.
- I can't meet you tonight. I (study) for my exams.

b) What will you have done by: 10 o'clock tonight? this time tomorrow? What will you be doing at this time: tomorrow? next Monday? this Saturday?

Listening & Speaking

- 10 Listen to three people talking. What is each person's problem? What advice are they given? Who reacts positively to the advice?

1 Mark 2 Sophie 3 Bill

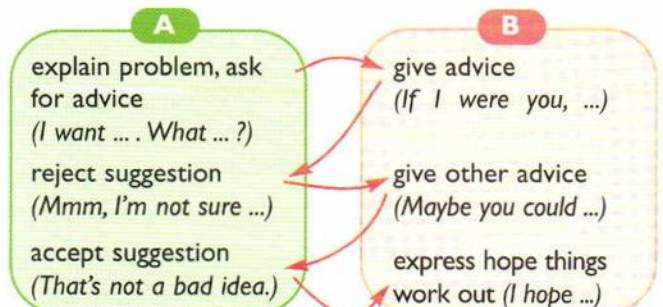
Everyday English

- Asking for/Giving advice

Asking for advice	Giving advice
- What should I do? - Any ideas what to do? - What's the best way to ... ? - What do you think I should do?	- You'd better (+ bare infinitive) - I suggest that you ... - If I were you, I'd ... - Perhaps you should ... - Have you thought of + -ing? - Maybe you could ... - One thing to do about it is to ... - The best way to ... is ... - I think it's a good idea to ...
Reacting	
- Mmm, I'm not sure. - I can't do that. - That's easier said than done. - Yes, I suppose so. - That's not a bad idea. - That's a great idea.	

11 Work in pairs. Use the table above and the plan below to act out dialogues for the following situations:

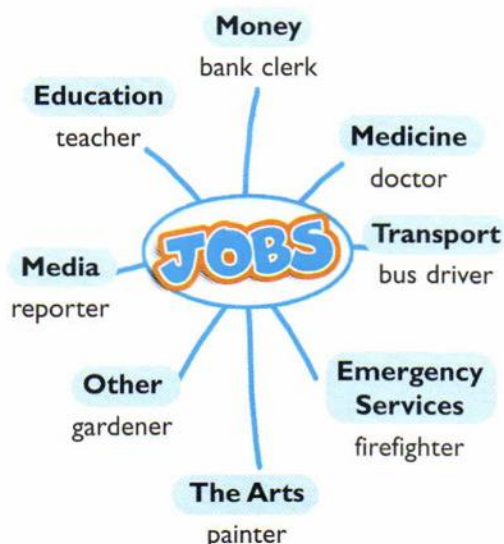
- Your friend wants to lose some weight.
- Your friend can't afford to join a gym.
- Your friend wants to cut down on junk food.



Unit 2.5

Lead-in

- 1 Look at the spidergram. Think of one more job for each category.

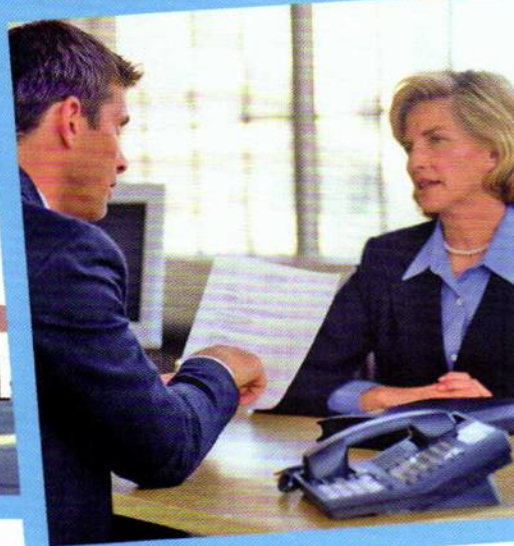


- 2 Which of the following qualities does each job require? Discuss it in pairs.

- responsible
- reliable • imaginative
- artistic • calm • patient
- polite • caring
- helpful • determined
- talented • brave
- well-organised
- cooperative • energetic
- skilful • sociable
- tactful • friendly • honest

e.g. A: I think that doctors need to be caring because they work with sick people.
B: I agree. They also need to be able to remain calm in stressful situations.

The World of Work



Reading

- 3 **RNE** Read the extracts. Match the headings (A-H) to extracts 1-7. Use each heading only once. There is one extra heading you do not need to use.

- | | |
|----------------------------|--------------------------------|
| A Mainly teamwork | E Fitting the job requirements |
| B Changing work conditions | F Developing a skill |
| C Help on the phone | G Calling for help |
| D A talent in demand | H Troubling news |

- 4 Match the words in bold in the extracts to these meanings.

- across the country • transmit • government-organised
- applicant • colleagues • timetable • in danger • intense
- characteristics • announcement • choice • remarkable
- worried

- 5 Fill in: personal, news, close, mass, practical, qualified, job, career, free-time, general. Use them in sentences of your own.

- | | |
|----------------------|--------------------|
| 1 cooperation | 6 networks |
| 2 media | 7 activities |
| 3 basis | 8 ladder |
| 4 professional | 9 security |
| 5 advice | 10 public |

1 In the UK, people can dial 999 when they need assistance from one of Britain's **state-run** emergency services – namely, the police, the fire service, the ambulance service, the coastguard, mountain rescue and cave rescue. Most countries have a similar phone call system with three numbers that are easy to remember and simple to dial, so that the service you need can get to you as soon as possible.

2 The job interview is a way for employers to get to know the candidates on a more personal basis. They already know about the candidate's qualifications and **qualities**, interests and free-time activities. They have already decided that he or she is suitable for the job. What they need to know now is whether or not he or she is the best **candidate** for the job.

3 The title of the job may be 'news editor', but don't expect to be ordering around all your **fellow workers**. There are several levels to the job. The lowest rung on the career ladder is delivering mail and making coffee; the highest rung involves important decisions that affect people's lives. Most of the time, the job involves close cooperation from everyone to get the news **bulletin** on the air in the quickest time.

4 It makes a real difference to the lives of the general public and saves the valuable time of doctors **nationwide**. NHS Direct is a phone line that allows people with health problems to call and speak to a qualified professional. This person will then give practical advice over the phone. This means that minor complaints can be dealt with quickly and calmly without the necessity of making an appointment at the doctor's surgery.

5 State-of-the-art technology has transformed the ways we get news. There are news networks that **broadcast** 24 hours a day and even the entertainment channels will take time out of their busy **schedule** to broadcast breaking news. These days the mass media are everywhere – we just can't get away. Some people say that this is a positive development, but research has shown that listening to a lot of bad news can make people more stressed and **anxious**.

6 The nine-to-five Monday-to-Friday job is **under threat** as working habits are being adjusted to meet the demands of 21st-century lifestyles. Employees can work flexitime, which means that they decide the hours they work. People often work part-time and may have two or more jobs. Working from home is becoming an increasingly popular **option** as commuting to work becomes more of a problem. On the other hand, job security is a thing of the past.

7 It is not the kind of job where you start at the bottom and work your way up – you either have the ability or you don't. They call him 'the Nose' and 'the Nose' has an **impressive** skill. Due to his extraordinary sense of smell, all the perfume companies are in **fierce** competition for his services. With just one sniff of a new perfume, he can tell exactly what it needs to be the most popular scent of the season.

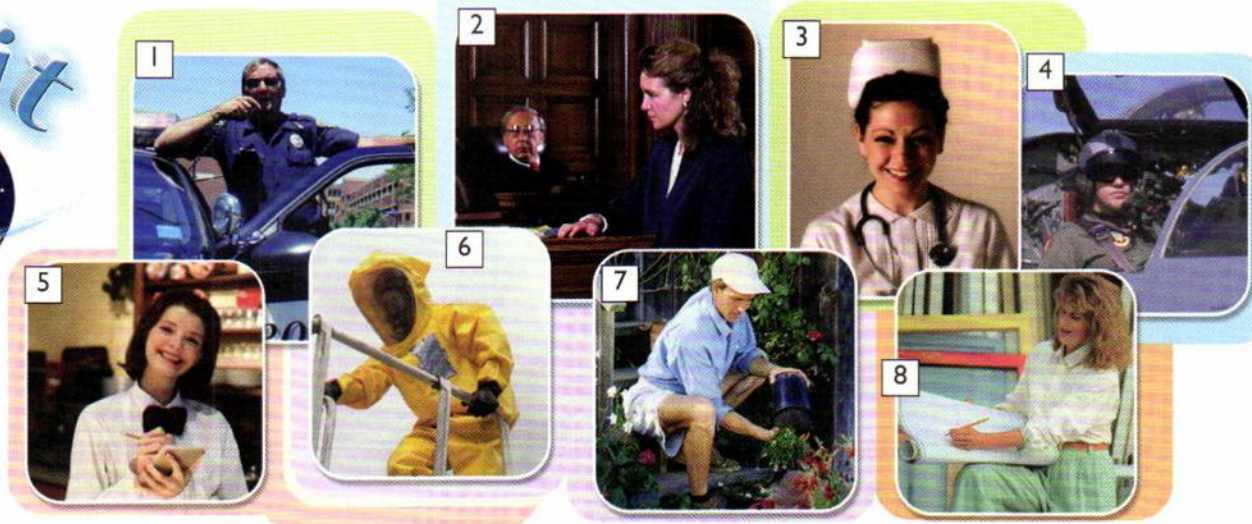
Listening & Speaking

- 6 **THINK!**  Listen as you read the extracts again. Imagine you have one of the jobs mentioned in extracts 3, 4 or 7. Tell your partner about your job. Talk about: *what you have to do at work, what hours you work and how you feel about it.*

Writing

- 7 **Think!** What do you think it would be like to work in one of the emergency services mentioned in extract 1? Spend three minutes writing about it. Read your piece of writing to your partner. Then translate texts 1 and 7 into Russian.

Unit 2.6



Vocabulary & Grammar

1 a) Name the jobs in the pictures. Work in pairs. Say if each person ...

• has got: a part-time job/full-time job/
9-5 job, four weeks' holiday a year

• works: shifts, nights, on their own/with
others, with their hands,
overtime/at weekends, from home,
indoors/outdoors

• has to: wear a uniform/suit at work,
travel a lot, work late, work under
pressure, attend meetings,
have a degree

• is paid: wages, a salary, good money

• needs to be: patient, careful, well-mannered,
friendly and sympathetic, honest,
well-organised, skilful/brave
communicative, qualified, trained

b) Complete the sentences about yourself. Give reasons.

I'd like to be ... I wouldn't mind working as ...

I'd hate to be ...

• Words often confused

2 Choose the correct word.

- 1 A single **recipe/dose** of antibiotics may be as effective as multiple ones.
- 2 A 74-year-old woman was pronounced dead at the **scene/site** of the accident.
- 3 Harmful bacteria are the most common cause of food-borne **diseases/disorders**.
- 4 He's in hospital recovering from a(n) **surgery/operation** on his leg.
- 5 He broke his arm and now has it in **plaster/bandage**.

- 6 Scientists haven't discovered a **cure/treatment** for the common cold.
- 7 A bone **fracture/damage** is a break in a bone.
- 8 The children's **ward/chamber** at the local hospital is being renovated.

3 Choose the correct word. Then translate the sentences into Russian.

- 1 He was seriously **hit/shot/wounded/injured** in a car crash.
- 2 She hit her leg and it really **sores/pains/harms/hurts**.
- 3 Wash the cut carefully, so that it won't get a(n) **infection/corruption/contamination/pollution**.
- 4 You will need a full **examination/inspection/treatment/medicine** if the pain continues.
- 5 My ankle is **swollen/enlarged/grown/expanded** and it hurts when I walk.

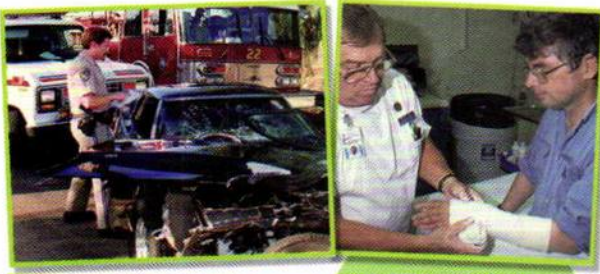
• Infinitives/-ing form GR p. 169

4 Fill in the appropriate form of each verb in brackets.

- 1 Jane didn't turn up for the meeting. She **must** (**forget**) about it.
- 2 It's ten o'clock. John **was supposed** (**arrive**) by now.
- 3 Children **are** (**not/eat**) in class. It is strictly forbidden.
- 4 You **should** (**come**) to my birthday party; I was expecting you.
- 5 You **can't** (**hire**) a car if you don't have a valid driving licence.
- 6 She **can't** (**be**) at home, otherwise she would have answered the door.
- 7 **There's no point in** (**try**). You can't do anything now.
- 8 I **have difficulty** (**work**) under pressure.
- 9 He **regrets** (**lose**) touch with his colleagues in England.
- 10 Did you **remember** (**lock**) the door before you left home?

• Modals GR p. 171

- 5 Look at the pictures. Make assumptions/deductions using must, can or might as in the examples.



There must have been an accident.

She might have broken her leg.

She must be in pain. She can't be feeling well.



• Prepositions

- 6 Fill in the correct prepositions. Check in Appendix II. Choose any five of them and make sentences.

- They collected money to provide aid the homeless.
- John is allergic cats.
- The doctor will operate him.
- He suffers asthma.
- I don't know how he copes his injury.
- He's addicted painkillers.
- Getting into an exercise routine can be hard if you are recovering an injury.
- Certain drugs can lead heart attacks.
- He complained to us the incident.
- She complains headaches.

• Key word transformations

- 7 Complete each sentence, using the word in bold. Use two to five words.

- He asked the judge to consider his previous good behaviour.
take He asked the judge to his previous good behaviour.

- Jenny and her sister are alike.
similar Jenny is her sister.
- I've been looking for a cheap house for ages.
search I've been a cheap house for ages.
- Perhaps you know who he is.
happen Do who he is?
- I bought some eggs because you might need some.
case I bought some eggs some.
- They don't let you park here after 6 pm.
allowed You are after 6 pm.
- Although it looked delicious, the food tasted awful.
despite The food tasted awful delicious.

- 8 **RNE** Read the text. For gaps 1-7, choose A, B, C or D to complete each gap correctly.



Food allergies

Have you ever suffered because of a strawberry, panicked over a peanut or rued the day you ate salmon risotto? Maybe you have a food allergy. If so, you are among the estimated 4% of adults 1) do. Common foods that cause allergies in adults are milk, eggs, nuts, fish and shellfish.

I had no idea I was allergic to prawns until one day last summer, when I was on holiday in Spain. On my first night, I went to a charming little restaurant where I ordered the local specialty – seafood paella. The dish was delicious and, never having tried prawns 2) , I was pleasantly surprised at how much I liked them. Well, it wasn't until a 3) hours later that I began to feel unwell. My nose started to run, my throat began to hurt and a tingling sensation developed on my tongue and lips. At first I thought I was coming 4) with a cold, but once my stomach began to contract in terrible cramps, I realised that something 5) more serious was afoot. By the time the doctor arrived, my tongue and lips had swollen to 6) a degree that I was having difficulty breathing. The doctor took one look at me and called an ambulance. I was rushed to hospital, where I remained for the next two days. It was a terrifying experience. Now I am extremely careful to 7) anything with shellfish in it. I read all food labels religiously and, when dining out at restaurants, inform the waiting staff of my allergy. I also carry a special medicine with me at all times, in case of an emergency.



- | | | | |
|-----------|----------|----------|-----------|
| 1 A whose | B who | C which | D what |
| 2 A again | B before | C ever | D earlier |
| 3 A many | B lot | C little | D few |
| 4 A up | B out | C down | D over |
| 5 A much | B lot | C too | D very |
| 6 A so | B that | C such | D much |
| 7 A leave | B pass | C escape | D avoid |

Listening for specific information

- 1 a) Read the newspaper headline. What do you think the article is about?

Café "Swarming with mice"

- b)  Now listen to two people talking about the news story above, and underline the correct word in the sentences below.

- 1 The café has been **demolished/closed**.
- 2 It was the worst case **inspectors/detectives** had ever seen.
- 3 The Bistro serves excellent **coffee/sandwiches**.
- 4 The mice were in the **kitchen/storeroom**.
- 5 The café will probably open again in one **month/year**.
- 6 The owners have been fined **fifty/fifteen** thousand pounds.
- 7 There are **many/few** cafés like the Bistro.

- 2 Read the sentences. What is missing (a noun, a numeral, etc)? Decide in pairs. Listen again and complete the sentences.

- 1 The café is Mary's
- 2 Mary thinks that the Bistro is very
- 3 It appears that the inspectors did not see any
- 4 A large coffee at the Bistro café costs pence.

- 3 **RNE**  You will hear six different speakers. Match the speakers (1-6) to sentences A-G. Use each sentence only once. There is one extra sentence you do not need to use. Write your answers in the table.

- A I am often surprised by people's false beliefs about food.
- B I have to watch out for other people's mistakes.
- C I rarely eat food cooked by other people.
- D I always inspect the places where I eat out.
- E I eventually changed my mind about someone's advice.
- F I once got food poisoning while on holiday.
- G I am too busy to prepare my own food.

Speaker	1	2	3	4	5	6

Listening Task

- 4 **RNE**  You will hear an interview with a food inspector called James Fisher. For statements 1-7, decide if each statement is True, False or Not stated. Circle the answer you choose.

- 1 People who get food poisoning should see a doctor.
A True B False C Not stated
- 2 James Fisher says that food poisoning is never dangerous.
A True B False C Not stated
- 3 Uncooked meat should not be kept with other food.
A True B False C Not stated
- 4 Any restaurant that is found to be dirty is closed immediately.
A True B False C Not stated
- 5 James Fisher thinks there are not enough food inspectors.
A True B False C Not stated
- 6 Customers' reports affect how many stars a restaurant is awarded.
A True B False C Not stated
- 7 Many restaurant owners do not think that the proposed inspection scheme will work.
A True B False C Not stated

Listening for specific information/opinion/attitude

- 5  Read the two questions below and then answer questions 1-5. Listen and see if your answers were correct.

- 1 Dr Drake says that most accidents in the home happen
A in the kitchen.
B on the stairs.
C in the living room.



- 2 According to Dr Drake, old people are more likely to break a hip because
A their bones become weaker.
B they do not take care of themselves.
C they are often alone in the home.



- 1 How many people do you expect to listen to?
 2 Who will be talking?
 3 What will they be talking about?
 4 What is the reason for the conversation?
 5 Where are the speakers?

Listening Task

- 6 a) You will hear an interview with an aid worker talking about safe drinking water in Africa. Read the statements and underline the key words. What is each statement about? What do you expect to listen for?

- b) **RNE**  Listen to the interview. For statements 1-7, choose **A**, **B** or **C** to complete each statement correctly.

Study Skills

Multiple choice listening

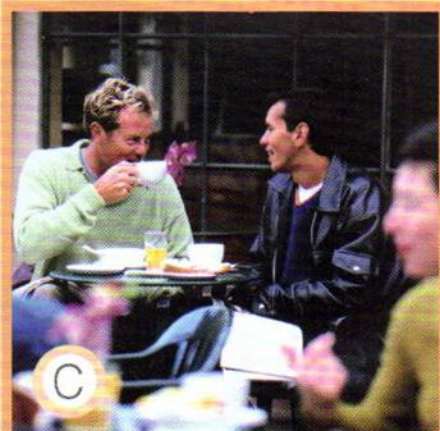
Read the questions and underline the key words. They contain information about the situation and what you should listen for. Listen once and note down any answers you can. Listen again and complete/check your answers.

- 1 British people feel confident that they
A can water their gardens in summertime.
B have nothing in common with Africa.
C can have total faith in the safety of water.
- 2 Children in Africa
A rarely survive beyond childhood.
B do not know about basic hygiene.
C die from diseases unnecessarily.
- 3 People leave the countryside because
A they are not interested in traditional ways.
B they are attracted to work in the cities.
C village life is becoming increasingly difficult.
- 4 The main cause of city water being wasted is
A ignorance about its efficient use.
B a lack of good organisation.
C the growing number of people.
- 5 The situation has not improved because
A governments do not accept that the situation is serious.
B it is accepted that a solution cannot be found.
C not enough money is being spent on the problem.
- 6 The water problems are being dealt with
A through education and practical solutions.
B by directing communities to water supplies.
C by purifying dirty water to make it safe.
- 7 Ordinary people can help by
A forcing the authorities to act.
B sending in a contribution.
C starting to build wells.

Unit 2.8 Speaking Skills

Agreeing – Disagreeing

- 1 Imagine it's Saturday evening and you want to go somewhere with your friends. Look at the pictures and decide which words go with each picture.



quiet
waiter service
expensive
quick service
fried food

modern
cheap
snack
varied menu
coffee

limited choice
popular
formal
friendly
atmosphere

noisy
book table
crowded
exotic

- 2 Listen to Mary, Paula and John discussing where to go on Saturday evening. Complete the sentences.

- 1 John would like to go to the fast food restaurant because ...
- 2 Paula can't stand ...
- 3 Paula would love to ...
- 4 Mary doesn't like the idea of ...
- 5 John thinks that going to a café is ...
- 6 Paula agrees with Mary because she thinks ...

- 3 Listen again and complete the sentences in the table.

Agreeing	Disagreeing
- I fully agree with you. - You've got a point. - I think you're - Yes. I - Absolutely!	- I don't really agree with you. - Well, I don't know about that. - You're there. - No. I - No way!

- 4 Where would you like to go? Discuss it in pairs. Give reasons.

Speaking Task 1

5 RNE Give a talk on eating out.

Remember to discuss:

- why people like to eat out, e.g.: for entertainment or to celebrate something.
- what the advantages of eating out are, e.g.: not having to cook for others, getting to try different foods.
- what the disadvantages are, e.g.: can be expensive, the service or food quality may be poor.
- how often you go out to eat.

Useful language

- One of the (main) reasons that ...
- On the whole, I'd say ...
- I think most people ...
- Firstly/Secondly/Furthermore, I'd like to point out ...
- One advantage/disadvantage ...
- As far as I'm concerned ...



Listen to a model answer. What does the speaker say are the advantages of eating out?

- Suggesting – reaching a decision (Pairwork)

6 a) RNE You and a fellow classmate have been asked to organise the food for the end-of-year school party. You can choose from: • cold stand-up buffet • fast food • 3-course dinner • barbecue.

Discuss the options with your classmate and choose one you both agree on. Use the language box to help you, and remember to discuss all the options.

Making suggestions	Agreeing	Refusing
• How about ... ? • Why not the ... ? • They could ... • Perhaps/Maybe they could ... • I (don't) think they should ...	• That would be fine/ great. • Yes. It looks tasty. • That sounds great. • That's a good point. • Yes, they could, I suppose.	• I don't think so. How about ... instead? • It's a nice choice, but ... • Oh, I think it's far too unhealthy, etc.

Useful language



Cold stand-up buffet

cheap, appetizing appearance, variety of choice, select one's own food, good opportunity to circulate and meet people, awkward to hold food



Fast food

cheap, quickly prepared, limited choice, unhealthy, uninteresting, everyday experience



3-course dinner

nourishing, attractive, tasty, can be expensive, too formal for a school party



Barbecue

fun, tasty, informal, smelly, depends on the weather, needs to be cooked at that moment



b) Listen to two people doing the task. What type of food do they decide on? What reasons do they give?

Unit

2.9

Writing: Letters/Emails



Outline for letters/emails including expressions of thanks/regrets/apologies/congratulations/sympathy

- greeting ▶ Paragraph 1: **opening remarks** ▶ Paragraphs 2, 3: **write about specific topics** ▶ Paragraph 4: **closing remarks** ▶ sign off

The topics for letters/emails may include **thanks**, **expressions of sympathy**, **apologies/regrets** or **congratulations**. They can be informal, semi-formal or formal depending on who you are writing to e.g. write an email apologising to your friend in an informal style (short forms, colloquial expressions, phrasal verbs etc), but write a letter thanking your penfriend's parents or a distant relative for a gift they sent you in semi-formal style (polite expressions, more respectful tone etc). More than one of these topics (thanks, sympathy etc) may be included or the topic(s) may form only part of the letter/email. Remember:

- to include an appropriate **greeting** (informal: Dear/Hi + first name, semi-formal: Dear Mr/Mrs + surname, formal: Dear Sir/Madam).
- your **opening remarks** may include questions about recent events, how the person is etc, a thank you for the person's last letter, comments about their news, an apology for a delay in writing/replying, reasons for writing etc.
- in the **main body paragraphs**, include the specific information asked for in the rubric. Make sure that you cover all parts of the rubric.
- your **closing remarks** may include greetings to the person's family, good wishes for an upcoming event, a request to the person to reply soon, a reason for ending the letter etc.
- **sign off** appropriately (informal: Love/Best wishes + first name; semi-formal: Regards/Best wishes; formal: Yours faithfully, Sincerely)

Useful Language

thanking: (*inf.*) Thanks a lot/so much for ... that was so nice/kind!; (*semi-form.*) It was so/really nice/kind of you to ..., Thank you very much for ... I really enjoyed/liked ...; (*form.*) I would like to thank you for ...

sympathising: (*inf.*) (I'm) so sorry to hear about/that ..., I can't believe ... – you poor thing! What a shame/pain that ..., I really hope ..., It's awful/terrible that ...; (*semi-form.*) I was really/very sorry to hear that ..., I really hope ..., That must be/must have been awful/painful etc, I can imagine how awful/hard it must be/have been ...; (*form.*) I am writing to express my sympathy regarding ...

apologising/expressing regret: (*inf.*) I'm really/so sorry that/for ..., Sorry about/that ..., can you forgive me?, I feel really bad about ... – sorry!, I didn't mean to upset you when I ..., I can't tell you how sorry I am/bad I feel about/that ..., I can't/won't be able to ... – sorry!; (*semi-form.*) I'd like to apologise for ..., I'm very sorry about/that ..., Please forgive me for ..., I am sorry but unfortunately...; (*form.*) I am writing to apologise for..., Please accept my (sincere) apologies for ..., I am writing to inform you that unfortunately it will not be possible for me to ...

congratulating: (*inf.*) Well done for/Congratulations on (passing your exams etc) ... you did really well!, You ... (got the job etc)! Well done!; (*semi-form.*) Congratulations on ..., you must be really pleased/proud; (*form.*) I'd like to congratulate you on ..., I would like to offer my congratulations on ...

1 a) Read the parts of the letters/emails (a-d) and match them with the descriptions (1-4).

- 1 ☐ an apology for not attending an event
- 2 ☐ congratulating someone on an achievement
- 3 ☐ thanking someone for their help
- 4 ☐ expressing sympathy to someone who has not been well

a I was very sorry to hear that you have been ill in hospital. I really hope that you are feeling much better now.

b Please accept my apologies for not being present at the annual dinner last week. Unfortunately, I was unable to attend due to illness.

c Well done for getting the summer job in the restaurant! That's great! Now you can save up for the holiday you wanted.

d Thank you so much for helping to organise the food for Mum and Dad's twenty-fifth wedding anniversary celebration. We really couldn't have done it without you both.

b) Identify the style (*informal*, *semi-formal*, *formal*) of each. Which could be from a letter/email to: a good friend from school/college? friends of your parents who you don't really know very well? the secretary of the golf club committee? an aunt who you don't see often?

c) Rewrite each using alternative phrases from the theory box.

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

You have received a letter from Suzy Thompson, a lady you have just stayed with for two weeks while doing a language course in England, who writes:

... Did you enjoy your stay with us? What did you think of English food? You left a diary in a drawer in your room after you left – would you like me to send it to you?

As for our other news, unfortunately my husband broke his wrist last week ...

Write a letter to Mrs Thompson. In your letter:

- answer her questions
- ask **3 questions** about Mr Thompson's broken wrist

Write **100-140 words**. Remember the rules of letter writing.

- 1 Who are you writing to? What style will the letter be in?
- 2 Which of the following might you expect to find in the letter?
 - accepting a kind offer with thanks
 - regret that you can't help with something
 - an expression of sympathy
 - thanks for someone's hospitality & food

3 a) Compare the two possible replies, A and B. Which reply includes: informal language? semi-formal language? all points asked for in the rubric? well-organised paragraphs? appropriate opening/closing remarks? Which one is the appropriate reply?

MODEL A

Dear Mrs Thompson,

It was really nice to receive your letter. I'm so sorry that it has taken me such a long time to reply, but I've been very busy.

I had a wonderful time in England. It was so kind of you to have me to stay with you. Also, your home-cooked English meals were absolutely delicious, especially the roast beef and Yorkshire pudding that you cooked on my last day. As for my diary, thank you very much for offering to send it to me. That would be wonderful!

I'm so sorry to hear that Mr Thompson broke his wrist. That must have been extremely painful. How exactly did it happen? Did they put it in plaster? Is he still able to go to work?

I hope to hear from you soon. Please tell Mr Thompson that I hope he makes a speedy recovery.

Best wishes,
Jane

MODEL B

Hi, Suzy!

Great to hear from you! I'm going out with my friends tonight – I can't wait!

Thanks for letting me stay with you. I had a great time! Also, I loved the English food, especially your roast beef and Yorkshire pudding. Thanks for offering to send my diary to me, too. That would be great! Sorry John broke his wrist. Ouch! The poor thing! What happened?

Write soon.

Lots of love,
Jane

- b) Find the sentences in model A which mean the same as the underlined sentences in model B.

4 RNE Read the rubric and underline the key words. Then discuss the questions in pairs and write your letter.

You have received a letter from your great aunt, Aunt Margaret, who writes:

... Did you like the gift that Uncle John and I sent you for your birthday? Your mother told me that you were planning a family meal out at a nice restaurant – did you all enjoy yourselves? Did you go out and celebrate with your friends as well?

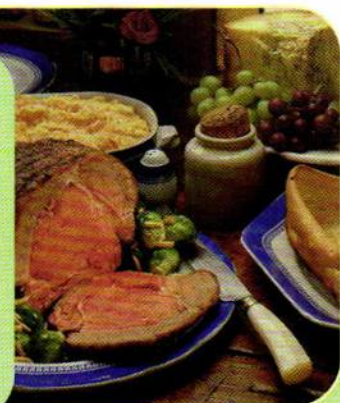
Now for some good news. Our granddaughter Sally has just got into medical school.

Write a letter to Aunt Margaret. In your letter:

- answer her questions
- ask **3 questions** about her granddaughter

Write **100-140 words**. Remember the rules of letter writing.

- 1 Who are you writing to? What style will you write in?
- 2 Which of the following will you include in your letter? What else must you include?
 - your congratulations
 - an expression of sympathy
 - thanks for something
- 3 How could you open/close your letter/email?
- 4 What greeting/ending will you use?



Writing: Letters/Emails of application/recommendation

Outline for letters/emails of application

- greeting ► Paragraph 1: **reason(s) for writing** ► Paragraphs 2, 3: **qualifications – previous experience** ► Paragraph 4: **closing remarks** ► sign off

A letter/email applying for a job/course/etc is normally formal in style.

- In the opening remarks we mention the type of job/course, and where and when we saw it advertised.
- In the main body paragraphs we write our age, present job/studies, qualifications (e.g. *I have a National Certificate in English*), aspirations (e.g. *I want to go to university to study Mathematics*) and skills and personal qualities suitable for the job/course (e.g. *I am extremely patient with ...*).
- In the closing remarks we write when we are available for an interview, where/when we can be contacted, references we can provide etc.

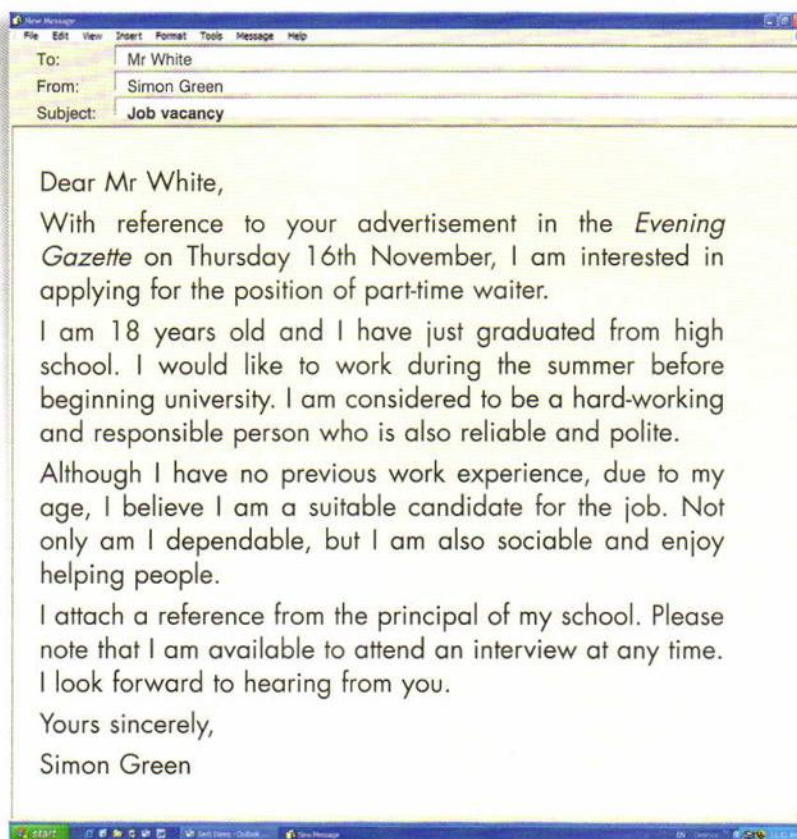
1 Read the rubric. Then read the email. What is each paragraph about?

You have seen the following job advertisement in the *Evening Gazette* newspaper. Write an email applying for the job.

WANTED

Part-time waiter for weekend work in a popular seafront restaurant, Sea Breeze.

Apply to Mr White by email to Seabreeze@msn.co.uk explaining why you would be suitable for the job.



2 Read the email again and find formal expressions to match the informal ones.

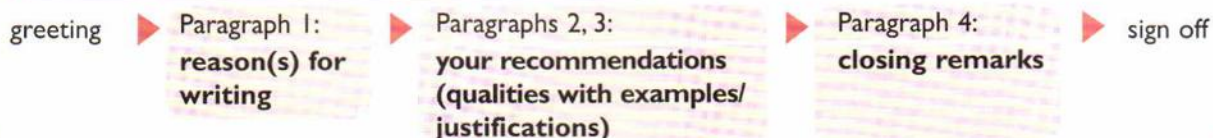
Informal style

- About your advert ...
- I want to apply for ...
- People think I'm ...
- I have not worked before ...
- I get on well with people ...
- There's a note from the head of my school ...
- I'm free to talk to you ...
- Drop me a line sometime ...

Formal style

- *With reference to your advertisement ...*
-
-
-
-
-
-
-

Outline for letters/emails of recommendation



A letter/email can ask you to recommend a person for a post, a place for an event to be held etc. These types of letters/emails include descriptive techniques. If you are asked to describe a person, make sure you include only the qualities that are relevant to the topic. Describe the person's qualities, giving examples or justifications, e.g. *She is very knowledgeable. She can answer the students' questions with ease.* When you mention negative qualities, use mild language such as *can be, seems to, is rather, has a tendency to*, e.g. *He can be impatient at times.*

3 Read the rubric and underline the key words. Read the email and answer the questions.

You belong to the ecology club in your school and you have been asked to recommend someone for this year's Ecology Club Award. Write a letter to John Bendors, the president of the Ecology Club, recommending one of the club's members. Explain why you believe this person should receive the award and what makes him/her an outstanding member of the club.

Dear Mr Bendors,
I would like to recommend Harry Pharm to receive the Ecology Club Award.

Harry Pharm is a creative member of the Ecology Club. He has come up with a lot of useful ideas for club projects this year. For example, he encouraged us to make birdhouses and nesting boxes to place in the school grounds. He also read several books on composting and taught us how to build a compost pile using grass clippings, fruit and vegetable scraps.

Secondly, Harry is very reliable and helpful. He comes to every club meeting, is always punctual and follows through on projects he is working on. He consistently volunteers to help others whenever he is needed.

Finally, Harry is a well-liked member of the club. His positive attitude makes him very popular with the other members of the club.

In conclusion, Harry Pharm is a creative, reliable and well-liked member of the Ecology Club, who works very hard to protect the environment. I believe he deserves the award.

Best regards,
Zoe Brooks

4 Match the descriptive details to the examples/justifications.

- 1 Mary is well-organised.
 - 2 Brian is a successful author.
 - 3 George is an experienced pilot.
 - 4 My youth leader is very open-minded.
 - 5 Doctor Harrison is very professional.
 - 6 Peter is an adventurous person.
 - 7 Mr Smith has an enormous amount of patience.
 - 8 Mrs Johnson is a creative problem solver.
 - 9 Phil is very dependable.
 - 10 Mrs Rogers is extremely disciplined.
- a He is very talented and develops his characters quite persuasively.
 - b She understands and recognises the nature of a problem and can find unique solutions.
 - c He does what is needed in a consistent and sensible manner.
 - d It's easy to talk to her about anything and she doesn't make judgements about you.
 - e He has spent many years in his job, so he knows how to deal with any situation.
 - f She is highly qualified and understands the needs of her patients.
 - g He enjoys visiting new places, having new experiences and taking risks.
 - h She exercises every day and sticks to a very healthy diet.
 - i He has the ability to stay calm and not show any annoyance even when others around him are not doing what they should or are being unfair.
 - j She makes a schedule of her work and activities and carries them out efficiently.

5 Read the rubric. Underline the key words. In pairs, think of what qualities a good teacher should have, giving reasons. Then write your letter.

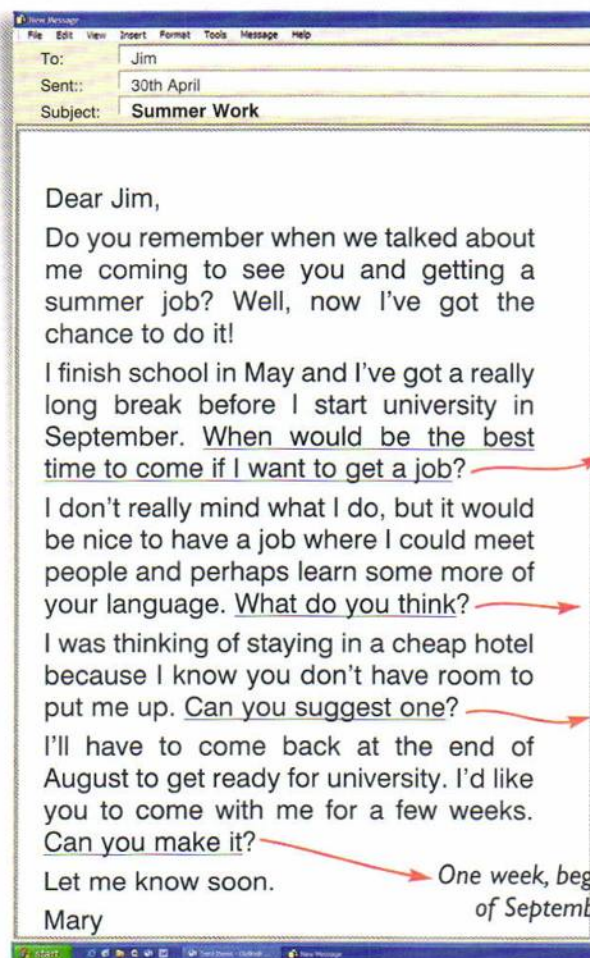
The school representative has asked your class to nominate a teacher for this year's Teacher of the Year award. Write your letter explaining why you believe this person should be nominated and what makes him/her a good teacher (120-180 words).

- 1 What qualities does Mr Pharm have?
- 2 What examples has Zoe used to support each quality?

In some letter/email writing tasks, the rubric may take the form of a letter or email from someone asking for information or advice, or it may take the form of a notice or advertisement. In these cases notes are attached to the text to indicate what information you should include in your letter/email. When dealing with such a task, remember to decide on the appropriate style (semi-formal, informal or formal) and include all the information required, using your own words. You must give the information in full sentences, using your own words where possible.

1 Underline the key words in the following rubric. Then answer the questions.

You have received this email from your English friend, Mary. She is planning a working holiday. Read her email and the notes you have made. Then write an email to Mary, using all your notes.



Say when and why

Advise ...

No! Stay with my sister

One week, beginning of September

- 1 What do you have to write?
- 2 Who do you have to write to?
- 3 What do you have to include in your writing?
- 4 What style should you use?
- 5 How many words should you write?

2 Read the model. Has the writer included all the information required? How has he reworded the information?

Dear Mary,

I'm really glad you're coming for the summer. The best time to come is in June because then there'll be plenty of seasonal jobs.

It'd be a good idea for you to try and get a job in a restaurant as a waitress. You'd meet lots of people that way. You could pick up lots of the language and your English would come in handy for the tourists, too.

By the way, don't worry about finding a place to stay. My sister says you can stay with her. It's not a problem at all and it will save you lots of money.

Thanks for inviting me to come and stay with you, too. I'd love to, but I can only make it for a week at the beginning of September, if that's OK.

Well, that's all for now. Can't wait to see you!

Love,
Jim

• Requesting information

Direct questions can be used in informal letters/emails and they can start with a wh-question word (when, why etc); e.g. *What time will you reach York?*

Indirect questions can be used mostly in semi-formal or formal letter/emails. They are introduced with:

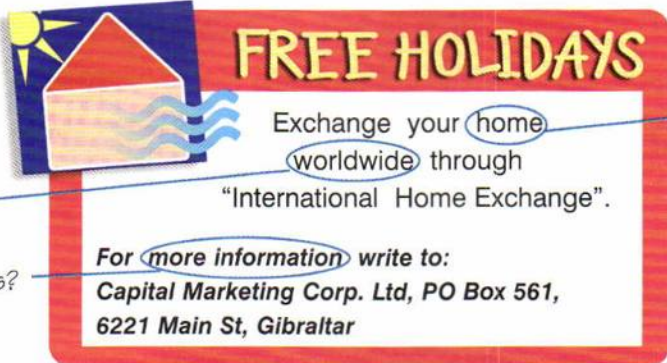
I would be grateful if you could ... , I would like to know whether/if ... , I would appreciate it if ... , Could you suggest ... ? , Do you think you ... ? , Do you have any idea ... ?
e.g. *Do you have any idea when you will be in York?*

3 Rewrite the direct questions as indirect.

- 1 Do I need to pay in advance?
- 2 Could you tell me what exactly the course is about?
- 3 Do you cater for diabetics?
- 4 Can you send me more information?
- 5 When is the best time to come?

Write your **email** (120-150 words).

- 4 Read the following advertisement and the answer. Has the writer covered all the points? What style has she used? Give examples.



including N. Africa?

travel arrangements?

What sort of home required?

Notes: - description of house: style / size / location
- 15th June – 15th July
- family of 5 (3 children aged 10, 8, 6)

Dear Sir/Madam,

I am writing with regard to your advertisement in *The Guardian* on 10th February. I would be grateful if you could send us further information about your home exchange scheme. We would also appreciate it if you could clarify a few questions we have.

We are interested in visiting North Africa, particularly Tunisia, but can only do so from 15th June to 15th July. Do you think you may be able to find an exchange in this area at such short notice?

We have three small children, so the house would need to include some facilities, such as a swimming pool, to keep them occupied.

I would like to enquire exactly what type of house you require. We have a spacious cottage with a large garden that is ideal for children. I would be more than pleased to send photographs and a more detailed description of our home if this would be of assistance.

I would also like to know if the flights must be booked through your organisation, or separately through a travel agent. Thank you for your kind attention. I would appreciate an answer at your earliest convenience.

Yours faithfully,
Jill Thomson

- 5 a) Read the rubric, the email and the notes, then write your email (120-150 words).

You have received an email from your English friend, Elaine. She is planning to visit your country. Read the email and the notes you have made. Then write an email to Elaine, using all your notes.

- b) Swap papers and evaluate your partner's piece of writing. Think about:

- paragraphs
- punctuation & spelling
- grammar mistakes
- content

Has he/she included all the points? How has he/she rephrased the notes?

How are you? It seems a long time since I heard anything from you. Anyway, I have some news for you!

I am planning to visit you next month for a couple of weeks as I will be in the country and I was wondering if you could give me some advice.

First of all, what is the weather going to be like at this time of the year? What clothes should I bring? I don't want to bring a lot of things I won't need!

I want to bring a present for your parents, too. Do you think they would like some English chocolate? Let me know!

I'll be staying in a small hotel near the centre, so it will be easy for us to meet up. I'll call you when I arrive and arrange to meet you. I can't wait to see you again!

Love,
Elaine

When, exactly?
(Might not be in town!)

Suggest ...

Not a good idea because ...

Which one?

1 Look at the pictures. Does the food look familiar? What do you usually eat for: *breakfast?* *lunch?* *dinner?*

2 What do you think makes a meal at a restaurant enjoyable? Choose from the list below. Justify your answers.

- wide choice • nutrition
- friendly company
- relaxing atmosphere
- fresh ingredients
- good conversation
- reasonable prices • polite service
- excellent chef • large portions

3 Why is breakfast the most important meal of the day? Read through text A to find out.

4 **RNE** Read text A and complete gaps 1-6 with the correct derivative of each word in capitals.

5 **RNE** Read text B. For gaps 1-7, choose A, B, C or D to complete each gap correctly.

6  Listen as you read the texts again and answer the questions.

- 1 What should we do to improve our eating habits?
- 2 What are the benefits of eating an English breakfast?
- 3 What tradition is common to both Russia and the UK?
- 4 When is a good time to eat fish and chips?
- 5 Why should we eat local fast food?

British and Russian Food



A Breakfast of Champions

We know that eating a good breakfast helps us to learn better and work more **1)**, and it gives us the energy to keep on playing when others go home **exhausted**. We know all this and yet most of us run out of the house every morning after only a hurried cup of coffee or a rushed glass of milk. Perhaps it's time to make the **2)** breakfast a more regular feature of our daily **routine**.

Take the English breakfast, for example. Eat one of these and you probably won't need anything else until the end of the day. Fried eggs, crispy bacon and sizzling sausages straight from the frying pan take pride of place on the English breakfast table. Add a slice of toast **3)** topped with fresh butter, jam or marmalade and you have a meal worth waking up for.

Cold climates call for something warm at the **4)** of the day and Russia is no **exception**. The early-morning aroma of home-cooked blini can drag even the deepest sleeper out from under the duvet. The huge **5)** of toppings means that this is one breakfast dish that will never become boring. If that did happen, you could try kasha instead. This is a type of porridge usually made from buckwheat (like the best blini!) and eaten with whatever you like – meat, fish or fruit.

And what do these feasts have in common? Whether it's from a samovar or a teapot, the perfect partner to these traditional breakfasts is the humble cup of tea – a drink shared by nations and enjoyed across **6)** continents.

EFFICIENT

TRADITION

GENEROUS

BEGIN

VARY

DISTANCE

B Something good on the go!



Forget the cheeseburger and fries! The best fast food has been available for **decades** and you don't have to **1)** to the centre of town to find a restaurant – it's on the streets in your local neighbourhood.

If you're out and about in Moscow, you must try some delicious pirozhki. These are like pies, but smaller and with soft golden-brown dough that's filled **2)** whatever you like – fruit, cheese, meat or fish.

Versions of this popular dish are **3)** all across Eastern Europe and loved by visitors from **4)** over the world.

Visiting London? Why not try the famous fish and chips? With crispy batter on the outside and delicious white fish inside, it's the perfect treat at the end of the day. It's probably best to eat the full meal either at home or in the shop, but you'll see many people **wandering** **5)** town eating a portion of chips.

There are many local **6)** to fast food, most of them healthier and cheaper. So forget the burger bar for a while and try the wealth of great food that is just around the **7)** from the place where you live.

- | | | | |
|-------------|---------------|-----------|----------------|
| 1 A tour | B voyage | C travel | D visit |
| 2 A in | B with | C of | D from |
| 3 A traced | B located | C found | D discovered |
| 4 A wide | B far | C all | D whole |
| 5 A around | B over | C along | D among |
| 6 A choices | B differences | C options | D alternatives |
| 7 A edge | B side | C angle | D corner |

7 Match the words in bold in the texts to their meanings.

- periods of ten years • things we do every day • different types • very tired
- walking without a destination • something that does not fit a pattern

8 **THINK!** Compare and contrast the different dishes in the texts. In what ways are they similar or different?

Project!

In pairs, find out about two types of **HEALTHY** fast food. Research: when and where it is sold; what the ingredients are; why it is popular.

9 **ICT** Prepare a PowerPoint presentation of your project for the class.

Unit 2.13 Literature

- 1 Look at the picture on the right. What do you think the man has discovered? Read the biography below to find out.



Herbert George Wells

(1866–1946) was a famous English writer. He was born in Kent, England. He loved to read. When he was a child he broke his leg and read lots of books while he recovered. H. G. Wells wrote many science fiction books, including *The Time Machine* (1895) and *The Invisible Man* (1897). His novel *The War of the Worlds* (1898) is about aliens invading Earth and trying to take over the world. The main character, Ogilvy, finds an alien spaceship when it lands in a park near his home.

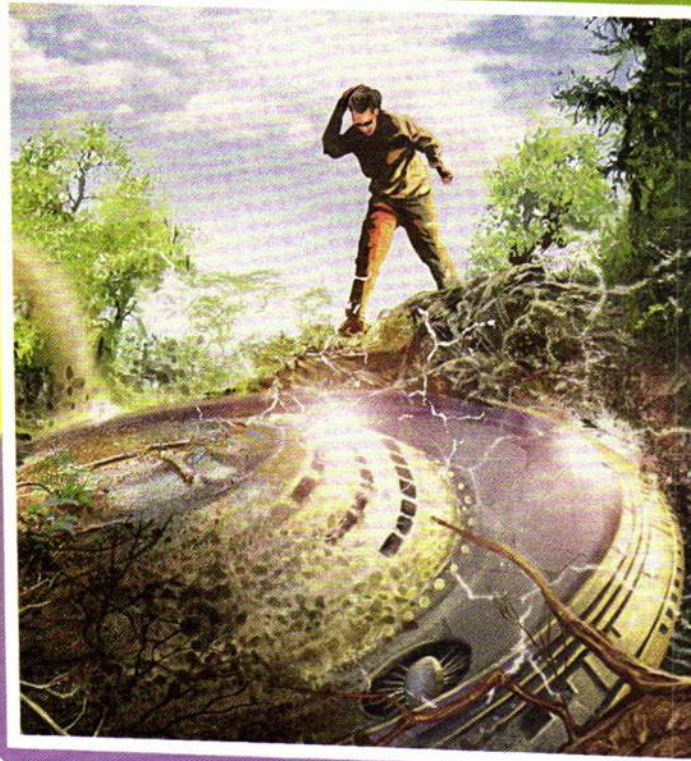
- 2 Read the extract and put the events in the order that they happen. Check your answers with your partner.

.... He gets into the hole to see the object better.
 The outer layer of the object starts to come off.
 Ogilvy runs away from the object.
 Ogilvy observes the object.
 The end of the cylinder starts to move.
 Ogilvy wants to open the cylinder.

- 3 **RNE** Listen as you read the text again. For statements 1-7, choose A, B, C or D to complete each statement correctly. Then translate lines 1-14 from the text into Russian.

- 1 On first seeing the object, Ogilvy thinks it
 - A has an unusual appearance for a meteorite.
 - B has the normal features of a meteor.
 - C is wider and heavier than he expected.
 - D is silent and hollow.
- 2 The park where Ogilvy sees the object is
 - A cold and windy.
 - B crowded with people.
 - C very sunny and hot.
 - D empty and calm.

THE WAR OF THE WORLDS



- 3 The phrase "brought his heart into his mouth" (line 32) means that Ogilvy suddenly feels
 - A scared.
 - B disappointed.
 - C excited.
 - D surprised.
- 4 Ogilvy inspects the object more carefully after
 - A it starts raining.
 - B he thinks it is safe.
 - C he sees ash falling off it.
 - D the object has cooled down.
- 5 Ogilvy doubts his own explanation for the pieces of ash falling off the object when
 - A he finds that the object is still too hot to touch.
 - B he notices where it is falling from.
 - C he looks closer at the object.
 - D he goes down into the hole the object has made.

The Thing itself lay almost completely buried in sand, among the scattered parts of a fir tree it had smashed to pieces on its way down. The uncovered part had the appearance of a huge cylinder, its outline softened by a thick coating. It had a diameter of about thirty yards. He approached the object, surprised at the size and even more at the shape, since most meteorites are rounded almost completely. It was, however, still so hot from its flight through the air that he couldn't touch it. A stirring noise within its cylinder he guessed was due to the uneven cooling of its surface; for at that time he had not thought that it might be hollow.

He remained standing at the edge of the pit that the Thing had made for itself, staring at its strange appearance, surprised mainly at its unusual shape and colour, and wondering even then why it had arrived on Earth. The early morning was wonderfully still, and the sun, just clearing the pine trees towards Weybridge, was already warm. He did not remember hearing any birds that morning, there was certainly no breeze stirring, and the only sounds were the faint movements from within the soot covered cylinder. He was all alone on the common.

Then suddenly he noticed that some of the ashy coating that covered the meteorite was falling off the rounded edge of the end. It was dropping off in flakes and raining down upon the sand. A large piece suddenly came off and fell with a sharp noise that brought his heart into his mouth. He realised that he was sweating and his knees were knocking.

For a minute he hardly realised what this meant, and, although the heat was excessive, he climbed down into the pit to see the Thing more clearly. He thought then that the cooling of the body might be the reason for this, but what disturbed that idea was the fact that the ash was falling only from the end of the cylinder.

And then he noticed that, very slowly, the circular top of the cylinder was turning on its body. It was such a gradual movement that he discovered it only through noticing that a black mark that had been near him five minutes ago was now at the other side of the circumference. Even then he hardly understood what this meant, until he heard a grating sound and saw the black mark jerk forward an inch or so. Then the thing came upon him in a flash. The cylinder was artificial – hollow – with an end that screwed out!

Something within the cylinder was unscrewing the top!

"Good heavens!" said Ogilvy. "There's a man in it – men in it! Half roasted to death! Trying to escape!"

At once, with a quick idea, in his mind he quickly linked the Thing with the flash upon Mars.

The thought of the trapped creature was so dreadful to him that he forgot the heat and went forward to the cylinder to help turn it. But luckily the dull radiation stopped him before he could burn his hands on the still-glowing metal. At that he stood unsure for a moment, then turned, scrambled out of the pit, and set off running wildly towards Woking.

- 6 The word "this" (line 48) refers to
 A the movement of a mark on the object.
 B the object landing on Earth.
 C a noise he hears from inside the object.
 D a sudden flash from the object.
- 7 Ogilvy is distressed because
 A he can't inspect the object.
 B he can't free the people he thinks are inside.
 C he's afraid of what's inside the object.
 D he burnt his hands on the object.

4 Match the highlighted words in the extract with their opposites below.

- rising • heating • solid • backward • free
- remembered • calmly

5 Match the underlined phrases from the extract with their meanings below.

- quiet, slight • harsh, raspy • covering, outer layer
- all of a sudden, unexpectedly • small pieces, bits
- awful, terrible • climbed quickly

6 a) What do you think happens next? Spend three minutes writing down your ideas. Tell your partner. Listen and check if your guesses were correct.

b) **THINK!** Imagine that you meet an alien. With a friend, act out a meeting between you and the alien. Use the ideas below and/or invent some of your own questions to ask.

- Which planet is he from? • What is it like travelling in space? • Why has he come to Earth?

1 Look at the pictures. How many of these foods/drinks can you identify? Which ones have a sharp, acid taste?

2 Read the title of the article. What do you know about the topic?

3  Do the quiz. Read and listen to check your answers.

- 1 Which of these pH numbers indicates an acid?
A 12 B 8 C 4
- 2 The thermometer in your fridge says 5°C. You should
A turn it up.
B turn it down.
C leave it as it is.
- 3 To prevent bacteria from growing, food should be kept
A warm and moist.
B cold and dry.
C warm and dry.
- 4 Bacteria are destroyed by
A low temperatures.
B high temperatures.
C high acidity.
- 5 What is the ideal temperature for a home freezer?
A 0°C B -18°C C -72°C

4 Match the words in bold in the text to these definitions.

- not active • rot • water
- groups • pace • a process
- between different substances
- proteins • tools • conserving

In pairs, ask and answer questions based on the text.

5 What have you learnt about the topic? Why does food go bad? What else would you like to learn? Work in groups. Collect information, then present it to the class.



Why does food go bad?

FOOD & ACIDITY

The pH scale, which ranges from 1 to 14, measures whether something is an acid or an alkali. A solution with a pH value under 7 is an acid whereas a solution with a pH value of more than 7 is an alkali. Anything with a pH value of 7 is considered neutral. For example, citrus fruits, which have a pH value of about 2, are acidic, while pure water is neutral. The acidity of food is important because it affects the taste and the **rate** at which microorganisms grow in the food.

FOOD & MICROORGANISMS

Moulds, yeasts and bacteria are three types of microorganisms that cause food to **spoil**. Moulds are microorganisms made of spores that move through the air and land on food. We can avoid eating mouldy food because mould grows in **colonies**, so we can see it. Yeasts are single-celled organisms that can be found on the skin of fruit, which make fruit go bad. Bacteria are single-celled microorganisms which multiply by splitting in two. They are the most dangerous microorganisms because they are not visible to the naked eye. E.coli and salmonella are two deadly bacteria that can hide in food. They need warmth, **moisture** and time to grow on food, so we can prevent bacterial food poisoning by keeping dishes, surfaces and **utensils** clean, cool and dry.

OXIDATION

Exposure to oxygen in the air also affects food. For example, an apple will quickly turn brown once it has been cut or peeled. This is because of a **reaction** between the natural proteins called **enzymes** in the fruit and the oxygen in the air. We can reduce this effect and stop food such as fruit and vegetables from turning brown by adding a natural acid (e.g. lemon juice), putting them in boiling water for ten seconds to destroy the enzymes or by **preserving** them in a sugary solution such as syrup.

TEMPERATURE

We can help food to stay fresh longer by either heating or cooling it. UHT products are termed 'long-life' because they are ultra-heat treated. This means they are heated to a temperature of about 149°C for 6-9 seconds and then quickly cooled. This destroys the bacteria. Keeping food in the fridge at 0°C - 3°C will slow the growth of bacteria and keep food fresh for longer. Freezing food at -18°C or lower keeps bacteria **dormant**. We should always make sure that we heat frozen foods to a temperature of 72°C or more to cook the food properly and kill any bacteria present. This way, we can avoid getting food poisoning.

Progress Check 2

1 **Fill in:** varied, make, calorie, do, old, wholemeal, concern, disorder, attention, products, ripened, second, consider, confirm, additives.

- 1 He asked me to his offer.
- 2 "Can you me a favour?" he asked me.
- 3 I called to the reservation.
- 4 People on a diet should watch their intake.
- 5 Read the labels on food carefully, to check for hidden
- 6 bread is better for you than white.
- 7 Many people who eat a Mediterranean diet live to an age.
- 8 Anorexia nervosa is an eating
- 9 Cheese, milk and yoghurt are all dairy
- 10 Being slim is a great to Jane.
- 11 We eat a diet with plenty of vegetables.
- 12 People with anorexia nervosa require medical
- 13 "Did you your bed this morning?" she asked.
- 14 Lots of fruit are artificially in greenhouses.
- 15 The cake was great. I asked for a helping.

(Points: $\frac{\quad}{15 \times 2 \quad 30}$)

2 **Put the verbs into the correct tense.**

- 1 A: You should (**call**) me last night. I waited for an hour.
B: I'm so sorry. You're right. I ought (**call**).
- 2 A: He can't (**be**) at work yesterday.
B: You're right. We would (**see**) him.
- 3 A: You don't need (**do**) the washing-up. I have already done it.
B: Thanks. You shouldn't (**do**) it.
- 4 A: I'm not allowed (**eat**) foods rich in fat.
B: You ought (**not/have**) that cake then.
- 5 A: I was supposed (**cook**) dinner tonight, but I was tired, so we had sandwiches.
B: You should (**order**) a takeaway.

(Points: $\frac{\quad}{5 \times 4 \quad 20}$)

3 **Change into reported speech using:** deny, suggest, apologise, invite, beg.

- 1 "Would you like to come out to dinner?"
- 2 "I didn't eat the last piece of cake!"
- 3 "Please, please help me with my homework!"
- 4 "I'm really sorry I broke the plate."
- 5 "Why don't we go to a restaurant?"

(Points: $\frac{\quad}{5 \times 2 \quad 10}$)

4 **Fill in the correct particle.**

- 1 Education alone is not enough to bring changes in people's diets.
- 2 It took him quite some time to get the shock of the accident.
- 3 After she fainted, it took the medic some time to bring her
- 4 I picked a nasty virus while on holiday.
- 5 Long dark winter nights really get me

(Points: $\frac{\quad}{5 \times 2 \quad 10}$)

5 **Complete gaps 1-5 with the correct derivative of each word in capitals.**

- 1 You should increase your intake of fruit.
DAY
- 2 I have removed junk food from my diet.
COMPLETE
- 3 countries have good standards of health care.
DEVELOP
- 4 Some people believe that wearing fur is
MORAL
- 5 The amount of charity work he does is
ADMIRE

(Points: $\frac{\quad}{5 \times 2 \quad 10}$)

6 **Complete the second sentence using the word in bold. Use two to five words.**

- 1 I bought some milk because we may run out of it later.
case I bought some milk later.
- 2 Although it had good reviews, I was disappointed with the new restaurant.
despite I was disappointed with the new restaurant reviews.
- 3 Greek and Turkish cooking are alike in a number of ways.
similar Greek cooking is very cooking.
- 4 He's in charge of ten employees.
responsible He's employees.
- 5 I've been in search of a good Indian restaurant for ages.
looking I've been Indian restaurant for ages.

(Points: $\frac{\quad}{5 \times 4 \quad 20}$)
(My score: $\frac{\quad}{100}$)

Now I can ...

- summarise a text
- talk about healthy eating, eating disorders, accidents & emergencies
- ask for and give advice; agree/disagree
- make suggestions & reach a decision
- write letters/emails

... in English

Module 2 | Focus on RNE

Reading - Task 2

Read the text and choose the correct parts of the sentences (A-G) to complete gaps 1-6. There is one extra part of a sentence you do not need to use. Write your answers in the table.

Everybody knows that you can catch a cold or the flu. But recently it has been discovered that happiness is also catching. A new study was carried out at Harvard Medical School which shows that happiness spreads just like a disease. What this means is that your happiness can have an affect on the people 1)

Think for a minute about what happens when you have a bad cold. You can give your cold to all the people around you 2) These people, your friends, your family, and the people you go to school with, catch your cold and then they pass it along to others, who then pass it along to people that they associate with.

Happiness works in a way 3) Let's say you are in a good mood 4) You tell your friends about it. They care about you and how you feel, 5) Then they go home and spread the happiness to their family members.

One of these family members, the mother, for example, goes to the supermarket and because she is happy she smiles at the check-out girl. The check-out girl, seeing this big smile, starts to think her job isn't so bad after all and then she treats her next customer 6) This chain of happiness goes on and on. Isn't it a wonderful thought that you can make so many people happy just by smiling at one other person?

- A in a way which is polite and friendly
- B if you get too close to them
- C so they feel happy too
- D that get colds from the people they live with
- E who you know and even those you don't

- F because you passed an important exam
- G which is exactly the same

1	2	3	4	5	6

Use of English - Part 1

Read the text and complete gaps 1-7 with the correct form and tense of each verb in capitals.

A Day to Remember

Julie and Cindy are best friends. They 1) each other since they were five years old. They met on the very first day of school. On that very special day, Cindy was very frightened. She didn't want to leave her mother and go into the classroom with her new teacher.

Her teacher said to her, 2) kindly, "Come on in, Cindy. We are going to have a great time together."

Cindy 3) into the room and sat down. Then she started to cry.

Julie saw her and asked, "4) you happy to be at school?"

Cindy looked at her and said, "I am happy but I 5) because I don't know anyone."

Julie laughed and said to her that she and two other girls 6) some pictures. She asked her to come and join them.

Cindy dried her tears, looked at Julie and said, "I 7) with you because I know we are going to be best friends forever." And Cindy was right!

KNOW

SMILE

GO

NOT BE

CRY

DRAW

COME



Part 2

Read the text and complete gaps 1-6 with the correct derivative of each word in capitals.

RSPCA: Adopting A Pet

If you are looking for a new 1) friend, the RSPCA (Royal Society for the Prevention of Cruelty to Animals) can help you find exactly what you want. There are hundreds of animal shelters across England and Wales you can visit in order to select a new pet for your family.

While you may have to pay something for your new pet, it will not be 2) and the price includes vaccinations and you will get reduced rates for pet insurance.

Every RSPCA 3) is fully-trained and they make it their business to ensure that all the animals they look after are happy and healthy.

Before any animal is given a new home they are examined to see what kind of family would be most 4) for them. Every animal has a different 'personality' and RSPCA staff know that families and pets have to be perfectly matched.

There are so many 5) animals in the UK that it only makes sense to come to us rather than go to a pet shop or animal breeder. When you adopt a pet from the RSPCA, you can be certain that you are giving a home to a pet that really deserves it. Show you are a 6) person by choosing a pet from any RSPCA centre.

FUR

EXPENSE

EMPLOY

SUIT

HOME

CARE

Part 3

Read the text. For gaps 1-7, choose A, B, C or D to complete each gap correctly. Circle the answer you choose.

A Great Mother

Janet Ferguson is a working mother. She loves her two children with all her heart, but sometimes she thinks how wonderful it would be to get 1) and be on her own for a little while.

Janet's mornings are incredibly busy. She gets up at the crack of dawn, so she can get herself ready before her two children wake up, hungry and 2) for breakfast, which, of course, she has to prepare. Once everyone is washed, dressed and fed, Janet 3) her son and daughter to school.

Jane, the youngest, goes to a kindergarten which is 4) about twenty minutes from the city centre. Tom's school is right in the middle of London, which means that on many mornings Janet has to deal with heavy traffic to get him there. As a(n) 5) , she is often late for her job as an accountant at a large department store. Janet works hard for eight hours, and then turns around and does everything in 6) She picks up the children, takes them home, feeds them and then makes sure they are in bed at a normal time. By this 7) every night, Janet is totally exhausted. It is only when she goes in to kiss Tom and Jane goodnight that she realises that all the work that she did that day was worth it because she has two such great people in her life.

- | | | | |
|------------|-------------|--------------|--------------|
| 1 A off | B away | C by | D back |
| 2 A asking | B demanding | C requesting | D appealing |
| 3 A brings | B goes | C arrives | D drives |
| 4 A placed | B settled | C located | D put |
| 5 A effect | B result | C outcome | D conclusion |
| 6 A return | B reserve | C repeat | D reverse |
| 7 A moment | B period | C time | D instant |



Listening - Part 1

You will hear six different speakers. Match the speakers (1-6) to sentences A-G. Use each sentence only once. There is one extra sentence you do not need to use. Write your answers in the table. You will hear the recording twice.

- A I am careful, as a consumer, not to cause unnecessary waste.
- B I don't recycle very much, but I do what I can.
- C I'm planning a special recycling project.
- D I make everyone in the family help out with recycling.
- E I recycle almost all of our domestic waste.
- F I help to educate the young about caring for the environment.
- G I don't believe any recycling I do will make a real difference.

Speaker	1	2	3	4	5	6

Part 2

You will hear a conversation between two friends. For statements 1-7, decide if each statement is True, False or Not stated. Circle the answer you choose. You will hear the recording twice.

- 1 Bob is very worried about the exams.
A True B False C Not stated
- 2 Bob has to pay £300 to his father.
A True B False C Not stated
- 3 Sue is fairly sure she will work in the shop again this year.
A True B False C Not stated
- 4 Bob is certain he would like to work in a shop.
A True B False C Not stated
- 5 Bob's mother and father work in the same profession.
A True B False C Not stated
- 6 Sue thinks that Bob should look at the job advertisements in newspapers.
A True B False C Not stated
- 7 Bob has experience working as a waiter.
A True B False C Not stated

Speaking

Task 2 (3-4 minutes)

You and your friend are going to organise a special event for a popular classmate who is moving to another town. You can choose from:

- a surprise leaving party
- dinner at a local restaurant
- an afternoon at a funfair
- an evening at a comedy club

Discuss the options with your friend and choose the one you would both like to be responsible for.

Remember to:

- discuss all the options
- be polite
- take an active part in the conversation
 - explain the situation
 - come up with your ideas
 - give good reasons
 - find out your friend's attitudes and take them into account
 - invite your friend to come up with suggestions
- come to an agreement

Writing - Part 2

You have 40 minutes to do this task.

Comment on the following statement.

Although both have their attractions, living in a village is much better than living in a large city.

What is your opinion? Where would you prefer to live?

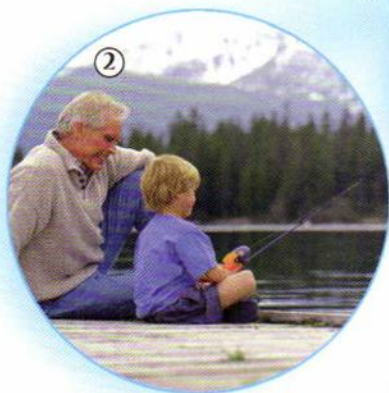
Write 200-250 words.

Use the following plan:

- make an introduction and state your opinion
- give reasons to support your opinion
- give arguments for the other point of view and explain why you disagree with it
- draw a conclusion

Module 3

Units 1-14



Travel Time

► Look at Module 3

- Describe the pictures.
- Which units are the pictures from? What is each unit about?

► Find the page numbers for

- a temple
- a strange hotel
- a campsite
- a funfair

► Listen, read and talk about ...

- festivals & celebrations
- holidays & holiday experiences
- travel & tourist attractions

► Learn how to ...

- use your senses to describe a festival
- describe and talk about past events
- ask about/recommend a place

► Practise ...

- phrasal verbs: *turn, take, put, keep, go, give, come, carry*
- gradable adverbs
- *used to/would*
- comparing pictures
- stating opinions
- giving reasons

► Write ...

- a short letter to a friend
- a description of a place of interest
- a narrative/descriptive email or letter
- letters/emails inviting/accepting - refusing
- a review

Across Cultures: World Heritage Sites

Literature: Lost Horizon

Green Issues: Eco-tourism

Unit

3.1

Lead-in

- 1  Listen to the music. What images come to mind? What can you see/feel? What is happening?

Reading

- 2  Describe the pictures. How might they be related to the text? Listen, read and check.

- 3 **RNE** Read the text again. For statements 1-7, choose A, B, C or D to complete each statement correctly. Compare answers with your partner. Then translate the first two paragraphs of the text into Russian.

- 1 The writer and his wife moved to the countryside because

- A their life was out of control.
- B their city lifestyle was too boring.
- C they wanted a more relaxed lifestyle.
- D they wanted to start a new hobby.

- 2 The main problem with Susan's ceramics was

- A they were poorly made.
- B there wasn't enough room for them.
- C they were dull and uninteresting.
- D nobody wanted to receive them as gifts.

- 3 The writer seems to feel that the Downton Cuckoo Fair is

- A an important part of history.
- B the only interesting thing to do in the countryside.
- C useful for people who live in the city.
- D an unusual country activity.



We moved to the countryside to enjoy life at a slower pace, but from the moment Susan took up pottery my quiet life seemed to **drift out of control**. Suddenly, the house was full of empty vases and unused dishes, each one requiring my **seal of approval** before being put in place on newly-built shelves. Although I appreciated the fact that my wife had discovered a hidden talent, it was becoming increasingly obvious that we had to find some use for her creations before we ran out of space completely. Susan's brightly coloured ceramic plates and dishes made ideal gifts, but birthdays and special occasions didn't come around often enough to save us, so I was delighted when she suggested renting a stall at a local craft fair.

We live a few miles from the village of Downton, near Salisbury in Wiltshire. It's a lovely, quiet village on the River Avon that's full of strange customs and

- 4 The writer was surprised when they reached Downton because

- A it was busy early in the morning.
- B it was unusually sunny.
- C it was hundreds of years old.
- D it was strangely quiet.

- 5 The reason it took so long for the writer and his wife to sell anything was that

- A there weren't many people at the fair.
- B people liked the handicrafts better.
- C people were too interested in other things.
- D nobody liked Susan's ceramics.

- 6 The writer uses the phrase 'we were soon struggling to cope' (paragraph 4) to show that

- A the American tourists were making a lot of noise.
- B they were busy as lots of people wanted the ceramics.
- C they didn't understand why people bought the ceramics.
- D they didn't have much time left to sell the ceramics.

- 7 At the end of the fair the writer

- A was extremely tired.
- B thought it had lasted too long.
- C thought it had been too noisy.
- D looked forward to returning.

A Fair to go Cuckoo About

old traditions, such as the Cuckoo Fair at the beginning of spring. Since the 16th century, people have been coming from miles around to **marvel** at this medieval festival. These days, around 20,000 people enjoy live entertainment from brass bands, street performers and Morris dancers. For those of us who were brought up in the city it seems like a lot of **quaint** countryside fun, but the fair also has about 250 stalls selling handmade crafts and local **produce**, and that's why Susan and I set off for Downton in the early hours of the morning.

Even at 6 am, Downton was a **hive of activity**. As the sun crept across the village, our fellow stall holders were laying out their **wares** on stalls that **lined** Downton's main street just as they'd done hundreds of years ago. However, this was an entirely new experience for Susan and she was strangely silent as she arranged and rearranged her display. For Susan, this was far more than an opportunity to make some money from **surplus** handicrafts. She was like an artist preparing for her first public exhibition and her **critics** would have to show their approval by **parting with** some cash if the day was going to end well.

As a crowd slowly formed, the homemade honey on the stall next to ours seemed to be selling well. The old couple who'd produced this tempting treat offered Susan a supportive smile, but by mid-morning we were still waiting to make our first sale.

A few potential customers hesitantly asked about the prices, but most were too **distracted** by the **hustle and bustle** to make a **purchase**. I **confess** that my own attention had started to **wander** when I suddenly heard the wild, enthusiastic **shrieks** of a delighted American tourist. I turned to find a group of elderly ladies **gazing** at Susan's display as though they had just discovered buried treasure. They were generous in their praise and eager to hand over their money for as many **bargains** as they could carry. The attention drew in yet more customers and we were soon struggling to **cope**.

By the early afternoon, we had nothing left to sell and we were finally free to **explore** the rest of the Cuckoo Fair. The children dancing around the Maypole looked adorable as they **weaved** around each other in their bright costumes. Then we followed a street **procession** to the **crowning** of the Cuckoo Princess. Although I can't say either of us fully understood the **significance** of this ancient ceremony, we both applauded. We wanted to **prolong** the fun, but it was time to go. As I drove home with my own cuckoo princess asleep in the passenger seat, I wondered whether this would be a regular **feature** of our quiet country life. For all the satisfaction the day had brought, I certainly hoped so.

- 4 **Fill in:** old, special, stall, supportive, main, performers, bands, potential, public, street, handmade, quiet. **Use them to make sentences related to the festival.**

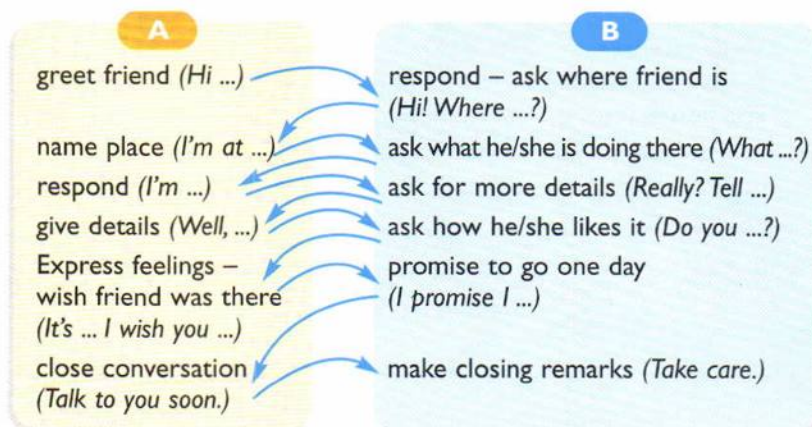
1	7 street
occasions	8
2	traditions
holders	9
3 brass	procession
4	10
exhibition	customers
5 street	11 village
6 smile	12 crafts

- 5 **Explain the words/phrases in bold. Check in your dictionaries.**

In pairs, ask and answer questions based on the text.

Speaking

- 6 **Work in pairs. Imagine that you are in Downton. You call your best friend at home. Use the diagram to talk about what you are doing there and if you like it.**



Writing

- 7 **Imagine you are Susan. Write a short letter to a friend. Include: how much you like your new home, what you did during the Cuckoo Fair, how much you enjoyed it (50-65 words).**

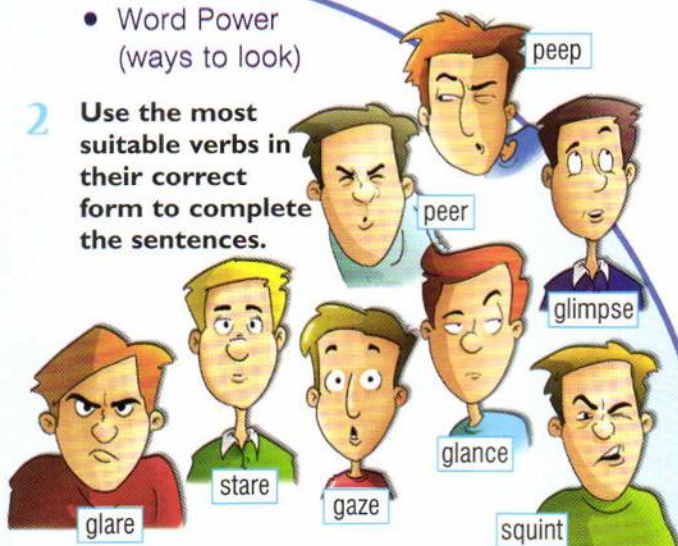
Vocabulary & Grammar

1 Choose the correct word. Then translate the sentences into Russian.

- The party didn't come until Paul showed up.
A alive B live C living D lively
- Having a homemade birthday cake is a family
A custom B habit C tradition D heritage
- We watched them perform the ceremony.
A ancient B aged C antique D elderly
- We moved to the country for a slower of life.
A walk B step C speed D pace
- The fair a lot of money, which we gave to charity.
A won B got C raised D gained
- John didn't know he would be so good at painting. It was a(n) talent.
A unseen B hidden C invisible D concealed
- Jane set off in the hours of the morning.
A soon B early C young D little
- He was reluctant to part any cash.
A with B by C to D of
- Fairs and festivals are a regular of village life.
A side B trait C feature D quality
- I enjoy watching performers.
A road B lane C street D highway

• Word Power (ways to look)

2 Use the most suitable verbs in their correct form to complete the sentences.



- He at me angrily and I was afraid.
- She around the bedroom door to check the children were asleep.
- He only the thief as he ran away, so he couldn't describe him to the police.

- She at her watch and realised she would be late for work.
- She at herself in the mirror, admiring her beauty.
- She out of the window but she couldn't see anything through the mist.
- He had lost his glasses, so he was at everything all day.
- He at her in disbelief when she told him the news.

3 Fill in: prolong or extend. Check in your dictionaries.

- | | |
|---------------------|------------------------|
| 1 a visit | 5 a farewell |
| 2 a contract | 6 a conversation |
| 3 sb's life | 7 a building |
| 4 a situation | 8 a deadline |

• Phrasal verbs

4 Choose the correct particle. Explain the phrasal verbs in your language. Check in Appendix I. Make sentences using the other particle.

- Could you please turn **down/in** the radio? I can't hear a word you're saying.
- We were taken **in/aback** by the amazing decorations.
- The festival was put **out/off** because of bad weather.
- The musicians kept **on/for** playing till the early hours.
- There was enough food to go **round/out**.
- They were giving **away/off** free CDs at the entrance.
- While at the funfair, we came **across/into** some unusual pottery.
- We got carried **out/away** by the music and couldn't stop singing.

• Phrases with 'time'

5 Fill in: play, pass, take, tell, have in the correct form.

- I like to my time when I am getting ready to go out for the evening.
- Dad said he plenty of time and offered me a lift to the station.
- The guest of honour was late, so the host had to for time until he arrived by telling jokes.
- On long journeys, I the time by reading a good book.
- I was six when I learnt to the time.

- Gradable adverbs GR p. 173

6 Choose the correct word.

- 1 Nottingham is **quite/rather** famous for its carnival.
- 2 I didn't expect to see her at the party. It was **pretty/quite** a surprise.
- 3 **Rather/Quite** soon after we arrived, the concert started.
- 4 He seemed to have a **rather/pretty** good idea of what went wrong with the party.
- 5 The instructions were **rather/quite** complicated for us to follow.

Study Skills

Using your senses

When describing a place or a scene, use language to help the reader see, feel, smell, hear or taste what you're experiencing. This will make your description more vivid.

Listening

- 7  Listen to a person describing the picture. Which of the phrases below does he use?



green grass

fresh air

bright sunshine

holding smooth
branches from
young treesbrightly coloured
headscarvesscent of
spring flowers

crisp white cotton dresses

- 8 **RNE** Read the text. For gaps 1-7, choose A, B, C or D to complete each gap correctly.

The New York Renaissance Faire

Renaissance Faires, in which people (1) out life as it was in 16th-century England, are popular in many parts of the USA. One of the largest is in New York and it has (2) a major annual event attracting 10,000 visitors a day. It takes place every weekend during August and September.

If you visit the Faire, you will find yourself in a large village of buildings just like those of Shakespeare's time, (3) actors walking the lanes in Elizabethan costume. Many visitors also dress up in costumes which can be (4) for the day. Shops sell a variety of goods, many of them made using the materials and techniques (5) by 16th-century craftsmen. Elizabethan-style taverns and inns serve traditional English food and drink.

Critics complain that the Faire is (6) of an amusement park than an accurate picture of 16th-century life, but visitors agree that it is a highly enjoyable day (7) with a difference.

- | | | | |
|------------|-------------|------------|----------|
| 1 A play | B perform | C pretend | D act |
| 2 A become | B developed | C produced | D grown |
| 3 A while | B with | C as | D by |
| 4 A sold | B hired | C borrowed | D bought |
| 5 A made | B found | C employed | D formed |
| 6 A most | B much | C such | D more |
| 7 A off | B in | C on | D out |



Speaking

- 9 Imagine you are at a funfair. Tell your partner about it.



- crowded funfair/a lot of people
- loud music
- delicious smell of hot dogs, candy floss etc
- screams of people on rides
- brightly coloured attractions
- flashing lights

e.g. The funfair is very crowded. There are a lot of people at the funfair.

Lead-in

- 1 What do you know about Madagascar? Which of the following sentences about this island are true? Decide in pairs. Read through and check.

- 1 It's the same size as Europe.
- 2 It's in the Atlantic Ocean off the coast of East Africa.
- 3 It's the oldest island in the world.
- 4 It has one national park.
- 5 There are strangely-shaped rocks in Tsingy.
- 6 A wide variety of plants and animal species live there.
- 7 There is very little rainfall in some areas.
- 8 A lot of Madagascar's plants may be used in medicine.

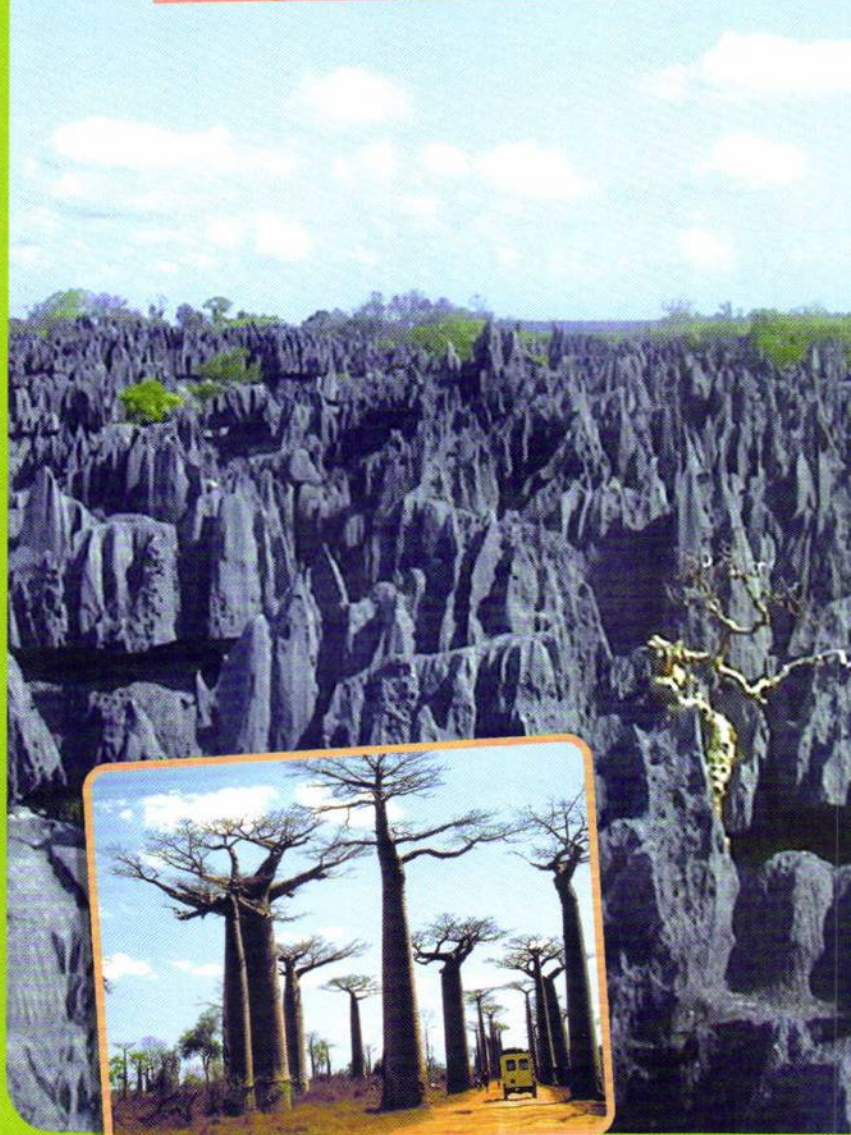
Reading

- 2 a) **RNE** Read the article and choose the correct parts of the sentences (A-G) to complete gaps 1-6. There is one extra part of a sentence you do not need to use.

- A which are not found anywhere else on the island
- B as there are many that pharmaceutical companies are interested in
- C which help them limit their water loss
- D which is located in the northwest of the island
- E which is used to treat some cancers and also diabetes
- F which may prove useful to the pharmaceutical industry
- G because it is home to more than a quarter of a million species

Tsingy Bemaraha

National Park



- b) Compare with your partner. Listen and check. Then translate the first two paragraphs of the text into Russian.

- 3 Match the words in bold with their meanings.

- monkey-like animal with fox-like face • reaching
- whitish-coloured rock used for making cement
- explored • adjust • difficult task • enormous • almost
- round and bright

Botanist Nick Leaver talks about a scientific expedition to one of the world's most remote and biodiverse nature reserves.

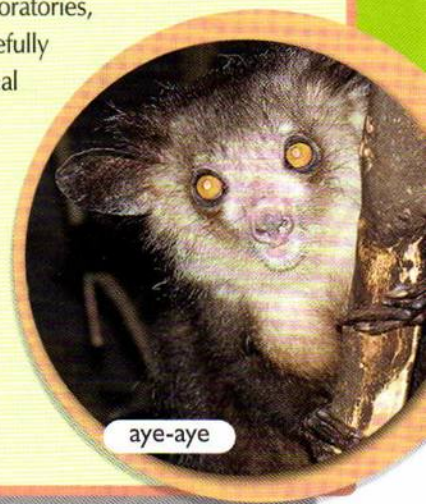
Botany may not be regarded by many as the most exciting of careers, but I can honestly say that I have never found it anything but enthralling. I have had the great fortune to travel **virtually** the entire world for my job looking for plant species **1** . Last year, my research took me to Madagascar, one of the most beautiful and fascinating countries I have ever had the good fortune to visit.

Madagascar is an island about the size of France off the south-east coast of Africa. It is a biologist's dream **2** . What is more, an estimated 80% of these are found nowhere else on Earth. The reason that Madagascar has such a treasure trove of unique species is that its animal and plant life have been evolving in isolation for millions of years. It is estimated that Madagascar broke away from the Indian subcontinent somewhere between 80 and 100 million years ago making it the world's oldest island.

With such a **tremendous** collection of species under its care, the Madagascan government has set aside about fifty areas of special interest as national parks. One of the most beautiful is the Tsingy Bemaraha National Park **3** . Tsingy consists of deciduous forests and mangrove swamps sitting on towering, jagged **limestone** rocks. Below ground, there is an enormous network of caves, rivers and streams. There are bird, reptile, **lemur** and frog species in the park **4** . The aye-aye, the world's largest nocturnal primate, lives there too. It has a very odd appearance – luminous, **beady** eyes and a very long middle finger on both its hands.

It was in this truly incredible wildlife habitat that I gathered the majority of my plant samples. **Getting to** many of the plants in Tsingy can be a **struggle** because of the terrain. You have to be prepared to climb and scramble over this wonderful rocky landscape. The limestone pinnacles soar above 150 feet in some places. The plants cling precariously to the sharp peaks and towering cliffs. Those on the tops of the rocks have had to **adapt** to extreme conditions – burning heat and long periods of drought – so they do not have leaves, but instead are covered in thorns **5** . On the other hand, those on the canyon floor have water, but live in shadow. The lack of light means they have to stretch up towards the sky to grasp whatever sunlight they can and so they have unusually long stems and branches.

To date, we, botanists, have counted roughly 650 plant species in Tsingy. Most of these have not been **investigated**, but research in laboratories, like the one I work in, will hopefully discover if any are of medicinal value. I have high hopes. Madagascar is home to the Rosy Periwinkle, **6** . I suspect there are many more Madagascan plants with potential disease-curing properties.



aye-aye

4 Fill in: extreme, wildlife, scientific, burning, rocky, sharp, towering, nature. Make sentences based on the text using the phrases.

- | | |
|--------------------|--------------------|
| 1 peaks | 5 expedition |
| 2 habitat | 6 cliffs |
| 3 conditions | 7 reserves |
| 4 heat | 8 landscape |

Mon 24 April

It's my first day here in Today has been a difficult day. We

I'm really tired, but I'm also This place is

Speaking & Writing

- In pairs, ask and answer questions based on the text.
- Imagine you are Nick Leaver. It's your first day in Tsingy. Write your diary entry. Include: where you are, what you have done, what your feelings and impressions are.

Project!

ICT What did you learn about Madagascar? What else would you like to know? Collect information in groups, then present it to the class. You can visit this website: <http://www.wildmadagascar.org>.

Unit

3.4

Vocabulary & Grammar

1 Choose the correct word. Give reasons. Then translate the sentences into Russian.

- I always in touch with old friends.
A keep B be C hold D maintain
- Tom usually our holiday arrangements.
A does B makes C carries D works
- He can't see the of going on holiday in his own country.
A reason B aim C point D intention
- I like to ... the local food whenever I go on holiday.
A feel B try C practise D undergo
- Sara cannot make up her about where to go this summer.
A brain B mind C thought D idea
- My town has seen a tourist this year because of the festival.
A rise B boost C boom D burst
- The hotel was on a quiet avenue with trees.
A marked B edged C lined D sided
- Bob did not his promise. He booked a weekend for us in Paris.
A break B throw C leave D let
- Diana works for a travel company.
A chief B main C first D leading
- She is not happy about the situation and is going to steps to improve it.
A make B do C take D follow

2 Fill in with: trip, voyage, journey, crossing, cruise, travel, tour. Check in your dictionaries.

- The ferry was quite rough.
- The across the Atlantic was uncomfortable in such a small boat.
- John went on a luxury around the Med.
- She took a of all the city sights.
- I took a book with me to read on the long train
- They say, "It's better to than to arrive."
- Bob has to go on a short business this weekend.

3 Fill in with: border, frontier, boundary. Check in your dictionaries.

- They say that space is the final
- There is a stone wall that marks the eastern of my property.
- There is a long dividing Russia from Eastern Europe.

4 Cross the odd word out. Compare with your partner. Use words from below to describe where you went on your last holiday.

- camping, beach, rucksack, skiing, summer **holiday**
- luxurious, family, modern, friendly, young **hotels**
- tourist, interesting, famous, historical, big **sights**
- pebbly, crowded, golden, traditional, secluded **beach**
- pavement, cosy, antique, outdoor, quaint **café**
- diet, local, vegetarian, delicious, cold **dishes**
- souvenir, inexpensive, new, national, trendy **shop**

e.g. Last year we went on a camping holiday to ... We stayed at a ...

Study Skills

Expanding sentences

When you write, try to expand your sentences by adding descriptive and/or specific details. Think of **who**, **what**, **how**, **where**, **when**, **why** and **what for**. This will help you make your sentences more informative and make your piece of writing more attractive to the reader.

e.g. *They were on the beach.*

Who: The boys – **What:** making sandcastles

How: happily – **Where:** on the beach

When: all morning

The boys were happily making sandcastles on the beach all morning.

5 Work in pairs. Use two or three of the points above to expand the following sentences.

- We stayed at a nice hotel.
- She went shopping.
- They ate at a local restaurant.
- He went swimming in the sea.

- Idioms with 'sight'

6 Fill in the appropriate idioms related to sight.

- They fell in love (as soon as they saw each other)
- She watched the plane take off and fly away until it was (too far away to see)
- I him hiding behind the tree. (managed to see)
- We were following her but she disappeared in the crowd and we her. (could no longer see)
- I know him but I've never spoken to him. (recognise his face)

- 7 Read the text and complete gaps 1-11 with the correct derivative of each word in capitals.

walk this way

Discover the most 1) countryside in Britain on a Land Trek walking holiday. We offer a(n) 2) range of walking holidays and short breaks around Britain, but they all have one thing in common. They are all led by our own 3) guides, who can really bring the countryside to life for you and your fellow 4)

Follow in the footsteps of the Roman Legionnaires along Hadrian's Wall, or hike from shore to shore across England. Go along the 5) paths of Cornwall or climb England's highest mountain in the Lake District.

To make your holiday a(n) 6) experience, you can stay in 7) guesthouses or small family-run hotels. We inspect every 8) and select them for the 9) of their welcome and high quality facilities.

With 10) departures and such a wide 11) of holidays in beautiful destinations, you can easily create your perfect holiday.

SPECTACLE

CREDIBLE

EXPERIENCE

WALK

COAST

**MEMORY
FRIEND**

**ESTABLISH
WARM**

**DAY
CHOOSE**

- be/get/used to/would GR p. 174

- 8 Fill in: **be/get used to, used to, would** in the appropriate form.

- 1 I go ice-skating a lot, but I hardly have the time any more.
- 2 He doesn't go swimming now, but he
- 3 Spoilt children getting their own way.
- 4 I should the new working conditions quickly.
- 5 He couldn't the fact that he had lost his job.
- 6 As a child, she ride her bike for hours.
- 7 You will the weather conditions after a few months.
- 8 It took me a while to the noise in my new flat.
- 9 They live in the country some years ago.
- 10 While staying at our grandparents' cottage we get up early and go for a long walk before having breakfast.

- 9 Complete the sentences about yourself.

- 1 I'm used to
- 2 I'm getting used to
- 3 I used to
- 4 I would
- 5 I'm not used to

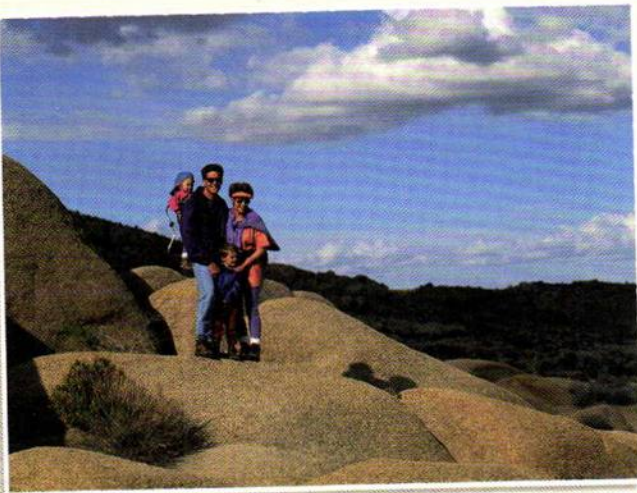
Listening

- 10  Listen to Mark and Sue discussing their holidays and mark the sentences M (for Mark) and S (for Sue).

- 1 It was a total disaster.
- 2 The scenery was incredible.
- 3 It was nice and cosy.
- 4 It rained the whole time.
- 5 The food was really cheap.
- 6 They overcharged us.
- 7 It was good value for money.
- 8 It was noisy and dirty.
- 9 It was too crowded for my liking.
- 10 It was off the beaten track.
- 11 I guess I'm too old for that sort of thing.

Writing

- 11 **THINK!** Think of a holiday you have been on where everything went wrong. Spend two to three minutes writing about it. Read it to your partner.



Unit 3.5

Lead-in

- 1 Look at pictures A-D. What can you do or see when visiting places like these? e.g. *visit museums, go shopping, go sightseeing, learn about culture/history.*
- 2 If you were to visit any of these places, which one would you choose and why? Discuss in groups.

Reading

- 3 How would you find out more about the place you were visiting on holiday: *hire a tour guide? buy a guidebook?* etc. Tell your partner.
- 4 a) **RNE** Match the headings (A-H) to extracts 1-7. Use each heading only once. There is one extra heading you do not need to use.

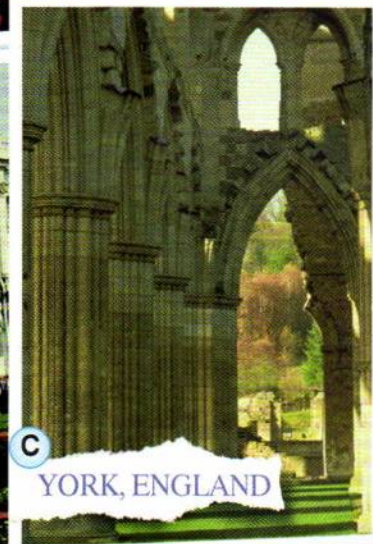
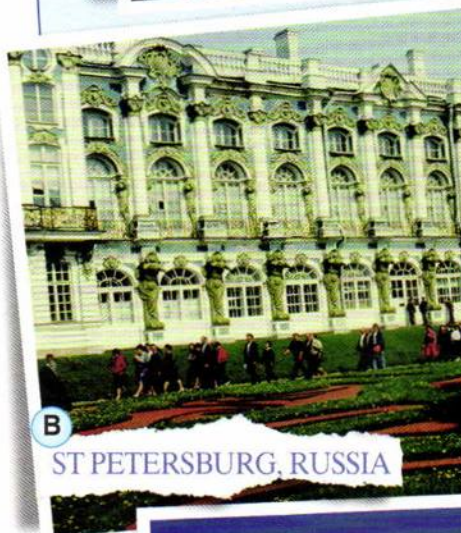
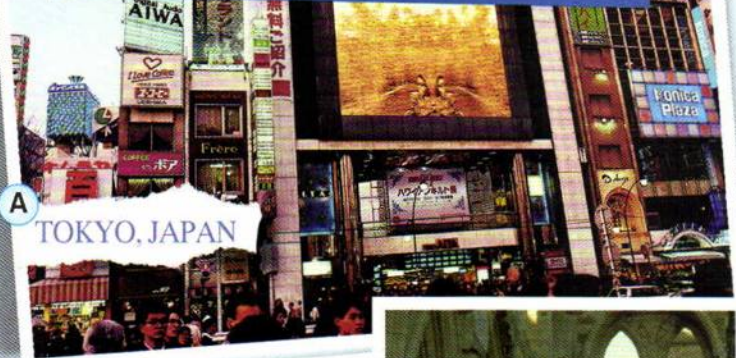
- A Imperial beginnings
- B A perilous journey
- C A nature lover's delight
- D A great monument of civilisation
- E A fictional heaven
- F Wildlife in danger
- G A service in high demand
- H Exploring the past

- b) Which extract does each picture match?

- 5 Match the words/phrases in bold to their meanings.

- rises high • important, interesting
- time of highest demand • greatly
- calm and peaceful • in large quantity
- cut down for timber
- wander • has a magical effect
- variety • witness, evidence
- productive • continuous description

Been there, done that



- 6 Fill in: **vast, mountain, conditions, bliss, running, sea, official, tour, magnificent, inspiration.**

- 1 utter
- 2 drew
- 3 travel
- 4 level
- 5 site

- 6 walking
- 7 commentary
- 8 ranges
- 9 residence
- 10 complex

1 ☐ Shangri-La is an imaginary location described in the novel *Lost Horizon* by British author James Hilton. It is a **tranquil** haven in the Tibetan mountains, a place which **casts a spell** on all who live there. Today, the word Shangri-La is synonymous with a place of complete and utter bliss, delight and peace – an earthly utopia. Robert Kuok, founder of Asia's leading luxury hotel group, the Shangri-La group of hotels and resorts, drew inspiration for his company's name from *Lost Horizon*.

3 ☐ The magnificent Paradise Forests of South-east Asia – comprising rainforests, swamp forests, coastal and mangrove forests – are home to an extraordinary **diversity** of species and hundreds of indigenous cultures. Tragically, these forests are being **logged** at a rate unequalled anywhere else on Earth. The Sumatran tiger and the world's largest flower, the one metre wide rafflesia, are threatened. Similarly, more than 1,000 languages spoken by the people who call these forests home could vanish.

5 ☐ York is a beautiful medieval city and for the last thirteen years Brian Larkin has been taking visitors on a unique walking tour around it. His tour is different because, he says, he wants to give people an understanding of how ordinary people really lived in the past. As he takes them down some of York's darkest side streets and alleyways, Brian gives visitors a **running commentary** on what life was like without the benefits of electricity or modern plumbing.

7 ☐ The Hermitage Museum in St Petersburg, Russia, is the largest art gallery in the world, with over three million works ranging from Michelangelo to Matisse. The collections are displayed in a vast complex of six buildings, including the Winter Palace, the official residence of the Russian Tsars. The Hermitage collection began as the private collection of the Empress Catherine the Great and was **substantially** expanded by succeeding Tsars, as well as the Soviet State, into the superb collection it is today.

2 ☐ In the world's largest cities, the cheapest, fastest and most **efficient** way to move around is often by underground. This is certainly true in Tokyo, a city of some 13 million people and home to the busiest underground system in the world. Every year, around three billion passenger journeys are taken on the Tokyo subway. Unsurprisingly, given such numbers, travel conditions during **peak hours** can be extremely uncomfortable. Some subway cars are filled to 160% of capacity during rush hour.

4 ☐ The Acropolis of Athens is the most famous acropolis in the world. A flat-topped rock in the middle of the city, rising 150 metres above sea level, the Acropolis has been a place of importance for thousands of years. It has several famous buildings on top of its summit, the most **notable** being the Parthenon, a temple erected in the 6th century BC to honour the Greek goddess Athena. The Acropolis is a magnificent site, a true **testament** to the glory that was Ancient Greece.

6 ☐ Spectacular mountain ranges, breathtaking scenery and **abundant** wildlife make Nepal one of the most popular travel destinations for those who love the outdoors. Home to the highest mountain in the world, Mount Everest, Nepal's topography **soars** from 70 metres to 8,848 metres above sea level. Wildlife like tigers, rhinos, monkeys, bears and leopards **roam** Nepal's forests, grasslands and deserts. 10% of the world's bird species can be found flying in the skies of this beautiful country.

Listening & Speaking

- 7  Listen to the extracts. Say two things you remember from each text about the places. Then translate texts 4 and 7 into Russian.

- 8 **THINK!** Which of the following points would you include in a description of a place? Discuss in pairs, giving reasons.

- why it is of interest • where it is situated • who lives there
- how old it is • why you like it • the cost of getting there
- what purpose it serves • how popular it is
- what threats it faces

Writing

- 9 Write a short description of a place of interest in your country. Spend three to five minutes writing about it and then read your description to your partner.

Unit 3.6

Vocabulary & Grammar

1 a) Fill in the gaps with: **goods, express, local** or **InterCity**.

- The train from London to Edinburgh also stops at Leeds and Newcastle.
- The train is faster because it doesn't stop anywhere on the way.
- The train only transports food and merchandise.
- The train is slow, but it calls at all our neighbouring towns.

b) Fill in the gaps with: **season, single** or **return**. Check in your dictionaries.

- He bought a ticket to London because he was only going one way.
- If you're going to Leeds and coming back on the same day, it's better to buy a ticket.
- She travels by train every day, so she bought a ticket to save money.

2 Fill in the gaps with: **restore, repair, renovate** or **preserve**. Use a dictionary.

- They wanted to the old house, so it would look just like it used to years ago.
- It took months to the painting to its former glory.
- When the TV broke, we couldn't it, so we bought a new one.
- Pickles are vegetables that you in vinegar.

Listening

3  Listen to three different speakers talking about what they prefer to do when they are on holiday. What does each person prefer?

1 **Peter** 2 **Ann** 3 **John**

Speaking

4 a) Look at the list below. What do you prefer to do when you are on holiday? Tell your partner.

- to stay in **historic/modern** cities
- to go shopping in **traditional/trendy** shops
- to see magnificent **ancient/contemporary** architecture
- to eat in **quaint/stylish** restaurants
- to walk along **peaceful/busy** streets
- to visit amazing **temples/art galleries**
- to appreciate **stunning views/an urban lifestyle**
- to swim in **crystal clear waters/a water park**
- to experience **colourful markets/go to superb theatres**
- to lie on **exotic beaches/ride on fairground attractions**

e.g. I prefer places where I can go shopping in trendy shops and eat in stylish restaurants.

b) Can you recommend a place for your partner to go on holiday?

e.g. If I were you, I'd go to ... / Have you ever thought about going to ...? / You should really visit ...

Everyday English

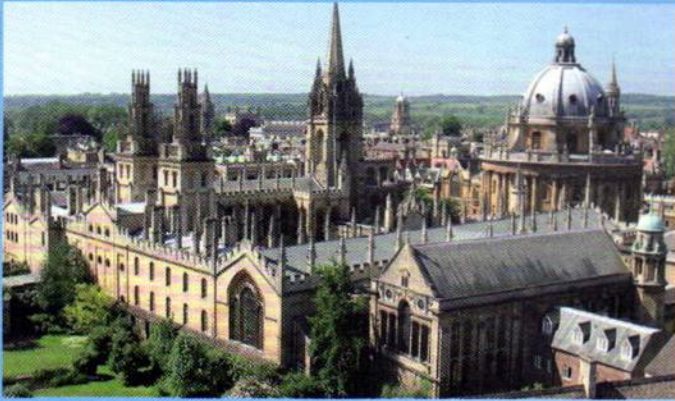
- Asking about/ Recommending places

5 Work in pairs. Make a list of places tourists could visit in your area. Imagine your partner is visiting you for a few days and wants to find out about where to go. Use the language box and phrases from Ex. 4 to recommend places to them.

Asking about places	
- What's it like? - Have you ever been to ...? - What do you think of ...? - How about ...?	
Recommending places	
Positive	Negative
- It's well worth a visit. - It's a must! - Don't miss it!	- Don't bother! - I wouldn't bother. - I'd give it a miss if I were you. - It's a waste of time.

e.g. A: What do you think of Beihai Park?
B: It's a great place to relax. It's well worth a visit.

6 RNE Read the text below and complete gaps 1-7 with the correct form and tense of each verb in capitals. Then translate the text into Russian.



Richard Dunlop first 1) guided tours for Oxford's tourists twenty years ago, but now he 2) his walking tours for a new high-tech approach.

PROVIDE

ABANDON

"I began leaving my telephone number at important sites around Oxford," he explains. "The idea is that if tourists want to know about a place, they can just call me and I 3) them all about it."

TELL

Richard's scheme 4) into trouble at first when there were a few complaints about his advertising. "People weren't sure what I 5) and I got some very strange calls," he explains.

RUN

OFFER

However, these days this telephone tourist guide 6) on extra staff to cope with demand. "For only €2.50 per minute they'll tell you anything you want to hear," he says. "The museums might have their own interactive displays, but I really 7) you can replace the personal touch."

TAKE

NOT THINK

• Prepositions

7 Fill in the correct prepositions. Check your answers in Appendix 11. Choose any five of them and make sentences using them.

- 1 I'm afraid I can't account the mistake; I have no idea what happened.
- 2 My family is very important me because they love me and help me.

- 3 The minister said he was optimistic the future of the economy.
- 4 This information is secret; it is not available the general public.
- 5 This soil is very rich nutrients so plants grow well here.
- 6 All his money is invested shares, so he never has enough cash to buy things.
- 7 Since her illness, she has found it difficult to cope the demands of her job.
- 8 You look tired; I think you would benefit a good holiday.
- 9 They moved to Edinburgh so that their son would have the benefit a Scottish education.
- 10 I have always been interested Scandinavian mythology.
- 11 Mary just stared him open-mouthed when he told her the news.
- 12 We stared amazement when she showed us the tickets.
- 13 The exam consists a number of questions and a composition.
- 14 We couldn't find a seat because the train was so packed people.

• Key word transformations

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

- 1 They were so late that it wasn't worth going out.
point They were so late that going out.
- 2 "You mustn't be late," Joss told me.
asked Joss late.
- 3 I expect you were pleased with the results.
been You with the results.
- 4 The use of mobile phones is not permitted in the library.
allowed You are mobile phones in the library.
- 5 Not so many cars use this road nowadays.
traffic There this road nowadays.
- 6 You ought to see to it immediately.
better You immediately.
- 7 They didn't let me go out.
made They in.
- 8 If they had got there a minute later, they would have missed the train.
just They got there catch the train.

Unit 3.7

Listening Skills

- Stating opinions

1 In one minute, think of as many types of holidays as possible. Compare your list to your partner's.

2 Look at the pictures. Which type of holiday do you think is the most:

- relaxing • exciting • educational • luxurious
- expensive • adventurous • interesting
- romantic • active • fun • boring • economical

3  Listen to four different speakers talking about their favourite type of holiday and complete the sentences.

- To my mind, a holiday is the best because it is very relaxing.
- If you ask me, holidays give you the to travel easily and cheaply.
- As far as I'm concerned, is educational because I can learn a lot about the history of a place.
- In my view, holidays are the best because it's great to be close to

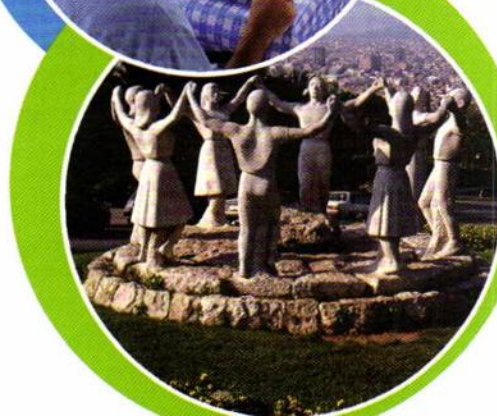
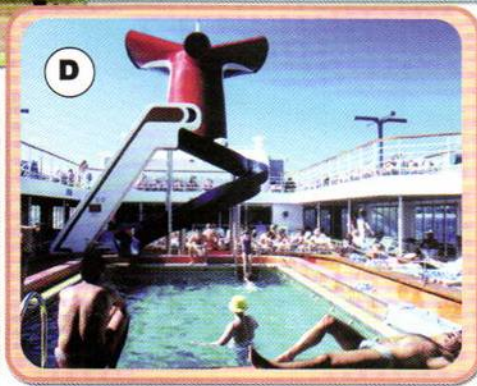
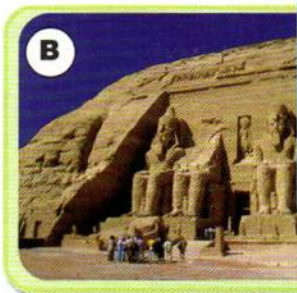
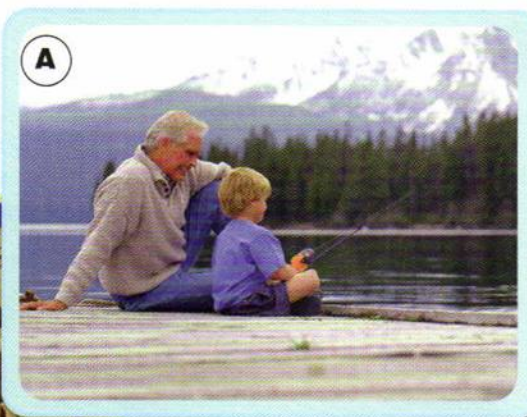
4 Which is your favourite type of holiday? Use the phrases in the table to express your opinion.

Stating opinions		Giving reasons/examples	
• Personally, I think/believe	• To my mind,	• because ...	• for example ...
• In my opinion/view,	• As far as I'm concerned,	• such as ...	• since ...
• If you ask me,	• It seems to me that		

Listening Task

5 **RNE**  You will hear six different speakers talking about their favourite type of holiday. Match the speakers (1-6) to sentences A-G. Use each sentence only once. There is one extra sentence you do not need to use.

- | | | |
|--|-----------|--------------------------|
| A I like to go on holiday in style. | Speaker 1 | ☐ |
| B I enjoy new experiences. | Speaker 2 | ☐ |
| C I like to see ancient monuments. | Speaker 3 | ☐ |
| D I go to foreign countries for the hot weather. | Speaker 4 | ☐ |
| E For me, going abroad is all about trying new dishes. | Speaker 5 | ☐ |
| F I like knowing about the things I will see. | Speaker 6 | ☐ |
| G I go overseas to learn about other cultures. | | |



- Stating opinions

6 Camping holidays are becoming more and more popular. Why do you think this is? Think about:

- cost • flexibility • exploring unspoilt countryside • enjoying nature • developing skills

7 You will hear someone talking about camping holidays. Which of the following are mentioned?

- 1 Local restaurants, pubs and shops are nearby.
- 2 You can hire a boat and go out on the lake.
- 3 You can go fishing in the lake.
- 4 The campsite has a children's play area.
- 5 Campers can use the TV room in bad weather.
- 6 There are indoor leisure facilities such as table tennis.
- 7 There are free hot showers in individual shower rooms.
- 8 The launderette is fully equipped with washers, dryers and ironing facilities.
- 9 There is a café serving food and drinks on site.
- 10 You can buy most things in the campsite shop.

8 RNE You'll hear a conversation between two friends. For statements 1-7, decide if each statement is True, False or Not stated.



- 1 Danny is not looking forward to his holiday this year.
A True B False C Not stated
- 2 Danny believes that he shouldn't have to look after his brother.
A True B False C Not stated
- 3 Danny was able to play football last year.
A True B False C Not stated
- 4 Sarah was unprepared for bad weather when she went camping.
A True B False C Not stated
- 5 Danny takes his best clothes with him on holiday.
A True B False C Not stated
- 6 Sarah doesn't help her mother with the housework.
A True B False C Not stated
- 7 Danny wants to keep up-to-date with all the news.
A True B False C Not stated

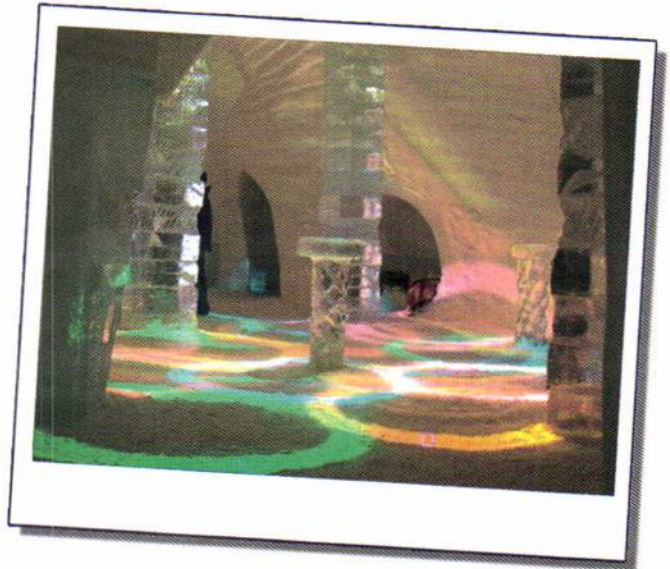
Listening Task

9 RNE You'll hear an interview with a travel writer. For statements 1-7, decide if each statement is True, False or Not stated.

Study Skills

False or Not stated

Be very careful when choosing between **False** and **Not stated**. **False** means not true according to something definitely said in the recording. **Not stated** means that it was not mentioned in the recording or we cannot be sure if it is true or false.



- 1 Jamie does not write about ordinary holidays.
A True B False C Not stated
- 2 A French artist built the first ice hotel in 1990.
A True B False C Not stated
- 3 Guests cannot stay in the ice hotel in the spring.
A True B False C Not stated
- 4 The size of the ice hotel changes every year.
A True B False C Not stated
- 5 Jamie stayed in the ice hotel for one night.
A True B False C Not stated
- 6 The hotel advises visitors to wear suitable clothing.
A True B False C Not stated
- 7 Children are not allowed at the ice hotel.
A True B False C Not stated

Unit 3.8 Speaking Skills

Similarities/Differences

1 Read the statements and choose the correct word/phrase in each.

- 1 You can visit different places on **both/also** a road trip and a cruise.
- 2 You travel overland on a road trip **whereas/however** on a cruise you travel by sea.
- 3 **Both/Neither** types of holidays are suitable for families.
- 4 Young people would like to go on a road trip **rather than/as well as** a cruise.
- 5 A cruise is very luxurious and expensive, **while/however** a road trip is not.
- 6 Entertainment is provided on a cruise **but/too** you have to find your own on a road trip.

2 Complete the table with the words in bold from Ex. 1.

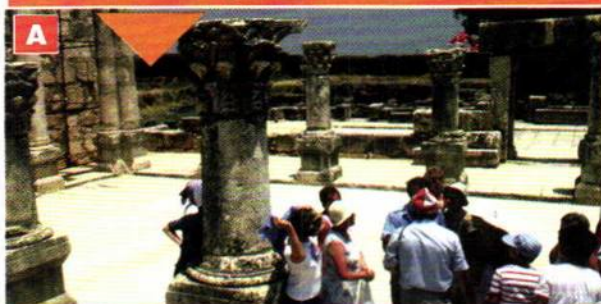
Comparing	
Expressing similar ideas	Expressing contrasting ideas
<i>both,</i>	<i>whereas,</i>

3  Listen to someone comparing a road trip to a cruise and explaining why he prefers one to the other. What reasons does he give?

Speaking Task

4 a) Look at pictures A and B. Compare the places in the two pictures and say why tourists might want to go to places like these. Use ideas from the box below.

Why might tourists want to go to places like these?



Reasons for visiting

Ancient sites

- curiosity
- better understanding of ancient cultures
- admire their beauty
- interest in history and architecture

Modern resort

- relaxation
- feeling of luxury
- see new places
- meet new people

Giving reasons

- A good reason ...
- Another reason would be ...
- On the other hand, it could ...

b)  Listen to a model monologue. What reasons does the speaker give for their answers?

Giving reasons

- 5  Listen to three different speakers explaining why young people prefer different types of holidays to those which older people choose. Whose answer is: too short? irrelevant? successful? Why? Discuss it in pairs.

Speaker 1

Speaker 2

Speaker 3

- 6  Listen again to Speaker 1. Which word(s) does he use to:

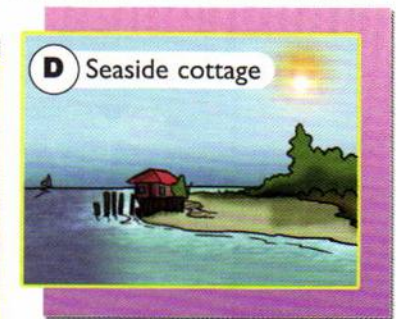
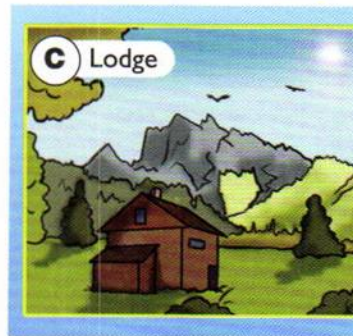
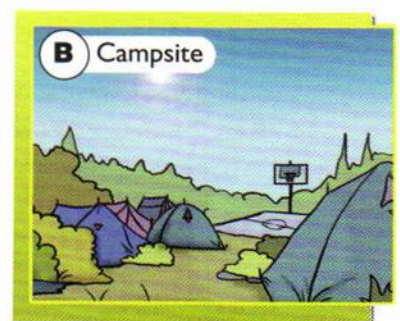
- | | | |
|------------------------|---------------------------|-------------------|
| 1 express his opinion? | a as far as I'm concerned | b I think that |
| 2 give his reason? | a because | b as well |
| 3 give an example? | a as well | b such as |
| 4 give another reason? | a besides | b apart from that |

- 7 Read the following answer to the question in Ex. 5 and make it longer. Use appropriate words to express opinions and give reasons or examples.

I think young people like to have fun. They like to be adventurous. They don't care as much about museums and famous buildings as older people do.

Speaking Task

- 8 a) The Smiths, who are on a rather tight budget, are trying to decide where to spend their summer holiday. Both parents work as teachers and they have two children – Anna, aged 16, and Bob, aged 14 – who both really like being close to nature. In pairs, decide which is the best destination for a two-week holiday for the Smiths.



Key Vocabulary

- | | |
|-------------------------|---------------------|
| • do watersports | • luxurious/ |
| • quite cheap/expensive | comfortable |
| • plenty of facilities | accommodation |
| (pool, gym, restaurant, | • economical |
| jacuzzi, tennis court) | • peaceful & quiet |
| • isolated | • relaxing/exciting |
| • not much to do | |

- b)  Listen to a pair doing the task. What do they decide on? What reasons do they give for their choice?

- 9 What are the benefits of travelling? Discuss it in pairs.

Talking about benefits

- One of the good things about travelling is ...
- If you travel, then you can ...
- One of the benefits of travelling is ...

Benefits of travelling

- | | |
|------------------------------|----------------------|
| • see new places | • taste local dishes |
| • learn about other cultures | • enjoy new |
| • experience different | experiences |
| lifestyles | |

Unit

3.9

Writing: Letters/emails inviting/ accepting – refusing invitations

Letters/Emails inviting/accepting – refusing invitations usually consist of four paragraphs. They can be formal or informal, depending on the situation and who we are writing to. They also often contain some kind of additional information such as a description of the event/trip/etc (e.g. a party, a weekend away, a request for help, directions to a place/meeting point/etc). Accepting/refusing an invitation may form only part of a task. In this case, deal with each part of the task in separate paragraphs. The paragraph plans for each type of letter/email differ, as shown below.

PLANS

Inviting

- Para. 1 opening remarks, reason for writing (to invite)
- Paras 2 & 3 a description of/details about the event/trip etc (day/place/time, food, music, decorations, meeting arrangements etc)
- Para. 4 closing remarks (express hope that he/she can come, ask person to let you know if he/she can come etc)

Accepting

- Para. 1 opening remarks, thank for invitation
- Paras 2 & 3 accept invitation, make any other comments about the event/trip/etc (offer your help, ask questions etc)
- Para. 4 closing remarks (thank again, express excitement etc)

Refusing

- Para. 1 opening remarks, thank for invitation
- Paras 2 & 3 refuse invitation, giving reasons, make any other comments (suggest meeting soon, give latest news etc)
- Para. 4 closing remarks (thank again, apologise etc)

1 Read the extracts. Which are beginnings and which are endings? Which type of letter is each from?

- How are you? Thanks so much for the invitation to your dinner party on the 16th, but I'm afraid I can't make it.
- Hi! What are you doing next Friday evening? I'm planning a DVD evening and it would be great if you could come!
- Anyway, I must go now. I really hope you can come on the weekend away. Let me know as soon as you can.
- Well, thanks again for inviting me on the trip. See you next Sunday. I can't wait!

2 Read the email. What type of email is it? Which paragraph (1-4):

- asks the person to let the writer know if she can come?
- asks for the person's help?
- gives details about the food and music?
- gives the day/place & invites the person?

Dear Jane

1 Hi! How are you? I'm planning a surprise party for my sister Annie's sixteenth birthday next Saturday at our house. I'd really love it if you could come!

2 I'm really excited about the party. I'm thinking of having Mexican food, which is Annie's favourite, and I've decided to try making her a birthday cake, too. My brother has offered to organise the music – I think he'll be quite a good DJ!

3 I've already asked Annie's best friend to take her out in the afternoon. When she brings her back home at about half past seven, all the guests will be there waiting to surprise her! It would be great if you could come round to our house a bit earlier to help me put up the decorations.

4 I really hope you can make it! Let me know as soon as you can. If you like, you can stay at our house overnight.

Love,
Emily

Inviting

- | | |
|--|---|
| • What are you doing ...?/ Are you busy/free on ...? | • Can you make it?/ Would you like to come? |
| • I'm having/planning ... | • I'd love it if you could come./I'd really like you to come. |
| • Do you think you can come? | |

Accepting

- Thanks (so much) for inviting me to/the invitation to ...
- I'd (really) love to come to ...
- It would be lovely to come to ... I wouldn't miss it for the world!

Refusing

- The/Your ... sounds lovely/exciting/etc, but ...
- Unfortunately, I can't make it/I won't be able to come.
- I'm so sorry, but ...

- 3 Read the reply and put the paragraphs in the correct order (1-4). Does it accept or refuse the invitation? What information is included in each paragraph?

Dear Emily,

☐ Well, thanks again for the invitation. I can't wait to see Annie's face when she sees everyone!

☐ It was great to hear from you!

I'm fine, thanks, but quite busy. Your sister's surprise party sounds really exciting. Thanks for inviting me!

☐ I can definitely come early to help you with the decorations. How about five o'clock? I've got some lovely candles that would look great at the party, so I'll bring those. Also, I'd love to stay overnight at your house. It will be fun!

☐ Of course I'd love to come. I wouldn't miss it for the world! It's a great idea to have Mexican food - that's my favourite, too. Would your brother like me to bring any of my CDs? I've got some fantastic ones!

Love,
Jane



- 4 Which phrases are used to invite, accept, thank, in the emails in Exs. 2 & 3? Suggest alternatives.

- 5 **RNE** Read the rubric, underline the key words and answer the questions.

You have received a letter from your English-speaking pen friend Henry, who writes:

... Have you got any plans for the summer yet? How about coming to visit me the first week in August? We could go camping with my parents in a beautiful national park near our home or just stay in the city and see the sights. What do you think?

As for my latest news, I went to a brilliant music festival last week ...

Write a letter to Henry. In your letter:

- answer his questions
- ask **3 questions** about the music festival he went to

Write **100-140 words**. Remember the rules of letter writing.

- 1 Who are you and who are you writing to?
- 2 Which of the following information must you include?
 - what your plans for the summer are
 - what kind of music you like
 - whether you can visit your friend in August
 - whether you would like to go camping or stay in the city
 - 3 questions about a festival your friend visited

- 6 Read the letter and fill in the gaps (1-8) with the phrases in the list. Compare answers with your partner. What information is included in each paragraph?

- Thanks again
- I'd really love to
- I really don't mind
- It's great that
- I'm really looking forward to
- I can't wait
- Thanks for your letter
- Write and tell me

Dear Henry,

Hi! 1) and for the invitation to come and stay with you.

2) for the summer holidays! I'm planning to go out with my friends a lot and relax in the garden with some good books. 3) come and visit you the first week in August! It would be great to go camping, but it would also be fun to see the sights in your city. 4) which we do!

5) you enjoyed the music festival. Who did you go with? Were there any famous bands there? What different kinds of music were there? 6) all about it!

Well, that's all for now. 7) for inviting me to come and stay. 8) it!

Best wishes,
Alex

- 7 **RNE** Read the rubrics, answer the questions, then do the tasks.

- A You have received a letter from your English-speaking pen friend Jenny, who writes:

... I'm thinking of organising a trip for all my friends to the new wildlife safari park 'Wild Things' for my birthday on Saturday 6th March. Do you know anything about what it's like and what you can do there? Do you think it would be a suitable place to go for my birthday? Whatever I decide to do, do you think you can come?

It's the town carnival next week ...

Write a letter to Jenny. In your letter:

- answer her questions
- ask **3 questions** about the town carnival

Write **100-140 words**. Remember the rules of letter writing.

- B You are going to spend the weekend at your grandma's cottage in the countryside. Write an email to your friend inviting him/her to join you. Write 100-140 words.
- 1 What do you have to write?
 - 2 What style will you write in?
 - 3 What will you include in each paragraph?

Unit

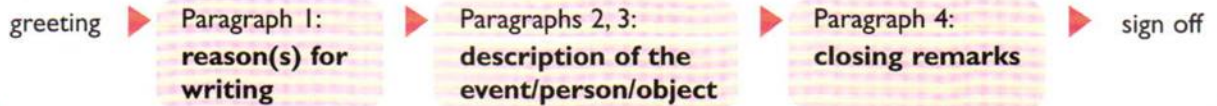
3.10

Writing: Narrative/Descriptive letters/emails

A letter/email can use descriptive and/or narrative techniques. For example, we may need to write to a hotel manager asking him to check if a piece of luggage which was left at the hotel has been found. This means that we have to write in a formal style and provide a complete description of the item we are looking for, applying

descriptive techniques. Or we may want to write to a friend of ours describing a nasty experience we had. This means that we have to write in an informal style, applying narrative techniques (what happened, when, where, how it happened, what happened afterwards etc).

Outline for narrative – descriptive letters/emails



- 1 Read the following letter and put the paragraphs into the right order. Then say what each paragraph is about. Find elements of narrative/descriptive techniques.

Dear Lucy,

☐ In the evenings, we went out to eat in local restaurants, trying all sorts of delicious local dishes. I think I have put on some weight!

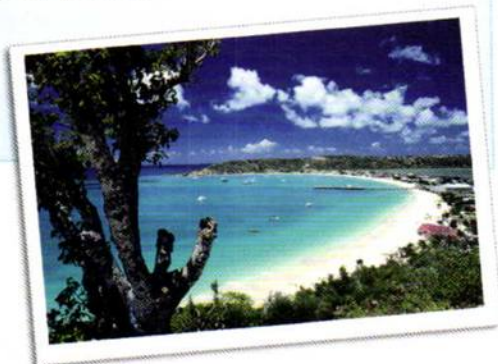
☐ Thank you for your letter and the lovely photographs of your new house. It looks beautiful. I'm writing to tell you what a great time we had during our holiday in the Virgin Islands. It was such a pretty place, I'm sure you'd have loved it.

☐ I've brought back a little souvenir for you which I'll bring with me when we come and visit you next month. I'm really looking forward to seeing you then.

☐ Our hotel was fantastic. We decided to book a hotel close to the beach and we were lucky, because our room had a huge balcony with a gorgeous view of the sea. We spent all day on the beach sunbathing and enjoying the good weather.

Best wishes,

Mary



- 2 Read the extracts. Which contains narrative/descriptive techniques?

a ... and my parents gave me an expensive black leather travel bag for my trip. It's really smart, with sturdy metal zips and lots of useful pockets and compartments, so I can ...

b ... We waited in the queue for over an hour, and then when we got to the gate I couldn't find our tickets. After I'd emptied out my handbag to check it wasn't there, John remembered I'd given the tickets to him before we left the house. He'd had them in his back pocket all the time! Anyway, they let us in and ...

- Letter/Email including narrative/descriptive techniques

- 3 Read the rubrics (1-4) and answer these questions for each task.

- 1 Who are you?
- 2 Who is going to read your letter?
- 3 What style should it be in?
- 4 What information should you include?
- 5 What techniques can you use: descriptive, narrative or both? Give examples.

- 1 Last summer you worked at a local tourist attraction. You enjoyed the experience and want to tell your English pen friend about it. Write an email to your pen friend, describing the work you did at the tourist attraction and explaining why you enjoyed it (120-180 words).
- 2 You have just returned from a summer sports camp where unfortunately you left behind a favourite item of clothing. Write a letter to the camp director, explaining what the item is, what it looks like and where you think you might have left it. Ask her if she can send the item to you if she finds it (120-180 words).
- 3 You have received a letter from your English-speaking pen friend Max, who writes:

... I'm thinking of going on a student exchange programme that my school is organising this summer and I know you've done something similar. What was your host family like? What activities did you do? What did you enjoy most about the whole experience?

I'm helping to organise our class end-of-term school trip at the moment ...

Write a letter to Max. In your letter:

- answer his questions
- ask **3 questions** about the one-day school trip

Write 100-140 words. Remember the rules of letter writing.

- 4 You have received a letter from your English-speaking pen friend Julie, who writes:

... What's your new flat like? Do you like the neighbourhood? Have you met any of your new neighbours yet?

I went on a camping trip last weekend and it was awful ...

Write a letter to Julie. In your letter:

- answer her questions
- ask **3 questions** about the camping trip

Write 100-140 words. Remember the rules of letter writing.

- Proofreading a letter/email

Dear Julie, Hi! How are you? I'm writing to tell you all about my new home.

I really love my new flat! It's quite small but it's really cosy with a lovely warm fireplace. Also, it's on the seventh floor, so it has a really fantastic view of the city, especially at night when all the lights are twinkling! I'm meeting some of the neighbors and they seem really friendly. I've even made friends with the girl which lives next door. She's really friendly and exactly my age!

Why was your camping trip awful? Who did you go with? Was the weather bad? I've just won a writing competition at school.

Well, I must go now. I look forward to your reply.

Love,

Samantha

- 5 **Read the model again and proofread it carefully to find the mistakes listed below. Rewrite the letter correctly, then compare answers with your partner.**

- 1 one missing piece of information
- 2 two spelling mistakes
- 3 two grammar mistakes
- 4 an opening or closing remark in the wrong style
- 5 a sentence which doesn't match the paragraph topic
- 6 a word used too many times

- 6 **Now choose two of the other rubrics and write your answers in the appropriate style(s). When you finish your piece of writing, proofread your letter/email by checking it against the following questions.**

CHECKLIST FOR WRITING LETTERS/EMAILS

Organisation

- Have you included all the necessary information?
- Does your letter/email flow?
- Are your paragraphs clear and in a logical order?
- Are your opening/closing remarks appropriate for the intended reader?
- Are there any unnecessary sentences you need to take out?

Language

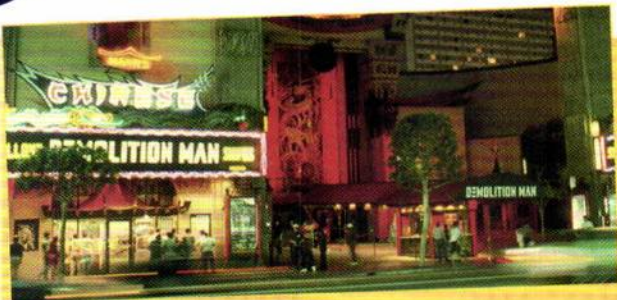
- Is your style consistent throughout your letter/email?
- Have you overused any words? If so, try to replace them with synonyms.
- Are there any spelling or grammar mistakes?

- 4 **Read the model. Which task from Ex. 3 does it answer?**

Unit

3.11

Writing: Film and Book Reviews



- A review is a brief description of a book, film, play, album, etc. A review gives the main points of the plot including the reviewer's comments/recommendation.
- When writing a review, consider the tenses you should use for each paragraph. When describing the plot, the present tense should be used. Paragraphs should include more than one sentence. When a new topic is introduced, begin a new paragraph. Your recommendation or judgement should be included in the conclusion. Always give good reasons to support your comments/opinions.
- The style of a review can be formal or informal depending on the intended reader. Reviews can be part of a letter or email.

Useful language

Films

Background: The film is set ...; It tells the story of/about ...; The film is directed/produced by ...; It is based on a book by ...; The film is a comedy/thriller/adventure film/romantic comedy/etc

Plot: The film is about/begins/concerns ...; The film's plot is fast-paced/slow moving; The plot has an unexpected twist/ending; The film reaches a dramatic climax ...

General comments & opinion: It is a rather long/slow/boring film; It is beautifully/poorly filmed/action-packed/full of special effects, etc; I found the cast excellent/weak/awful/unconvincing; The script is clever/unconvincing/dull/exciting/etc; It has a tragic/surprising/dramatic end

Books

Background: This well written/informative/fascinating book ...; It tells the story of/about ...; The book/novel was written by ...; The work is based on ... (the true story of/the life of etc)

Plot: The book/story begins/concerns/is about ...; The storyline/plot has an unexpected twist/ending; The plot/storyline is (absolutely) thrilling/(rather) boring; The plot/storyline is fast-paced/slow moving

General comments & opinion: It's a real page-turner; It's hard to put down; I thought it was rather confusing/long in parts; The characters are well developed; There are some excellent/beautiful descriptions of ...; It is beautifully/poorly/badly written; The first chapter is slow moving/dull/exciting/etc; I found the ending disappointing/thrilling/dull/clever/etc

Recommending a book/film

I would (definitely)/wouldn't recommend that you see this film/read this book, because ...; This film/book is well worth seeing/reading (because...); If I were you, I'd (definitely) watch this film/read this book; Don't miss this film/You must read this book – it will change the way you see ...

- 1 a) Read the rubric, underline the key words and answer the questions.

You have received a letter from your English-speaking pen friend Amanda, who writes:

... Have you rented a good film recently? What was it about and why did you think it was good? Would you recommend it for my DVD evening next Friday?

As for my other news, we've got an exchange student staying with us at the moment ...

Write a letter to Amanda. In your letter:

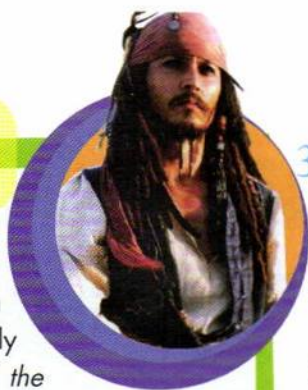
- answer her questions
- ask **3 questions** about the exchange student's visit

Write **100-140 words**. Remember the rules of letter writing.

- 1 What do you have to write?
- 2 Who is going to read it?
- 3 Which of the following should you include?
 - recommendation & reason
 - the main points of the plot
 - background information about the film (name, type of film etc)
 - what other films you've seen recently
 - good features of the film (plot, special effects, acting etc)
 - questions about an exchange student's visit
- 4 Which tenses should you use?

- a) Read the model and match the paragraphs to the topics (a-d). Does the writer include all the information asked for in the rubric?

- a closing comments
- b opening remarks/background info about film
- c questions about exchange student's visit
- d review of film (main points of plot/general comments about film/recommendation & reason(s))

PIRATES
OF THE CARIBBEAN

Hi, Amandal

☐ 1 It was great to hear from you! Actually, I've seen a really good film recently – *Pirates of the Caribbean: At World's End*. It's a brilliant action-packed adventure film!

☐ 2 In the film, Will, Elizabeth and Barbossa are on a quest to rescue Captain Jack Sparrow (played by Johnny Depp) and release the sea goddess Calypso to destroy the ship *The Flying Dutchman*. The plot is thrilling with lots of twists and turns and the special effects are excellent. I think the actors, including Keira Knightley, Orlando Bloom and of course Depp, give fantastic performances, too. I would definitely recommend this film for your DVD evening as I think it's a film that most young people would enjoy.

☐ 3 How long is the exchange student staying with you for? Do you get on well with her? Has she been going to school with you?

☐ 4 Anyway, I hope you enjoy your DVD evening and the rest of the exchange student's stay. Write back soon!

Love,

Diana

c) How does the writer recommend the film?

2 Match the sets of adjectives (1-7) to the nouns (a-g), then suggest more words to add to each category. Use the collocations to make sentences.

☐ 1 blockbuster/horror/
animated/science fiction

☐ 2 surprising/satisfying/
disappointing/unexpected

☐ 3 well-developed/evil/
interesting/likeable/dull

☐ 4 worldwide/box office/
overnight/runaway

☐ 5 mystery/fantasy/
historical/best-selling

☐ 6 gripping/fast-paced/
predictable

☐ 7 unusual/fascinating/
common/main

a plot

b characters

c film

d novel

e theme(s)

f success

g beginning/
ending

3 Underline the correct word/phrase.

A. Films

- 1 The film *Apocalypto* had a **cast/script** of hundreds.
- 2 *The Queen* is an outstanding film **based on/set in** the life of Elizabeth II.
- 3 Most of the film was rather boring, but it did have an interesting **twist/script** at the end.
- 4 *Chicago* is one of the best films I've seen in a long time. It's sure to be a **hit/flop**.
- 5 Nicole Kidman **tells the story/plays the part** of Virginia Woolf in the film *The Hours*.
- 6 Daniel Radcliffe plays the main **character/actor** in the *Harry Potter* films.
- 7 The story had such a **dull/tragic** end that I left the cinema in tears.

B. Books

- 1 This is the **author's/creator's** third novel.
- 2 The first **episode/chapter** of the book is rather slow-moving.
- 3 *Touching the Void* tells the **true/real** story of two climbers' disastrous attempt to climb Siula Grande.
- 4 This is one of the best books I've ever read. It's bound to become a **best-seller/high-seller**.
- 5 The **people/characters** in the novel are very well developed.
- 6 I found the book so exciting that I couldn't put it **away/down**.
- 7 The novel is **set in/based on** Victorian times.

4 RNE Read the rubric, answer the questions, then write your letter.

You have received a letter from your English-speaking pen friend Matthew, who writes:

... I'm going on a coach trip to the coast in two weeks and I'd like to take a good book with me to read on the journey. Can you recommend one? What's it about? What did you like about it?

As for my other news, I've decided to take a year out next year before going to university ...

Write a letter to Matthew. In your letter:

• answer his questions

• ask 3 questions about his year out

Write 100-140 words. Remember the rules of letter writing.

- 1 What do you have to write?
- 2 Who is the target reader? What style is appropriate?
- 3 What will you include in each paragraph?

Unit 3.12

Across Cultures

1 Look at the pictures of buildings, which are all World Heritage Sites. Which country is each in? What do you know about these buildings? Why are they considered important? Read through to find out. Match the texts (A-D) to the pictures (1-4).

2 Fill in the gaps in the texts with the appropriate word. Check answers with your partner.

3  Listen as you read the texts again, then answer the questions.

- 1 Which city lost its prominence as a result of foreign occupation?
- 2 Where can you find a monument built by a devoted husband?
- 3 Why is it surprising that Bath has many fine Georgian buildings?
- 4 Where would you go to see examples of the best wall paintings?
- 5 Besides its history and architecture, what is Agra noted for?
- 6 Why did Bath become a popular place to visit in the 18th century?

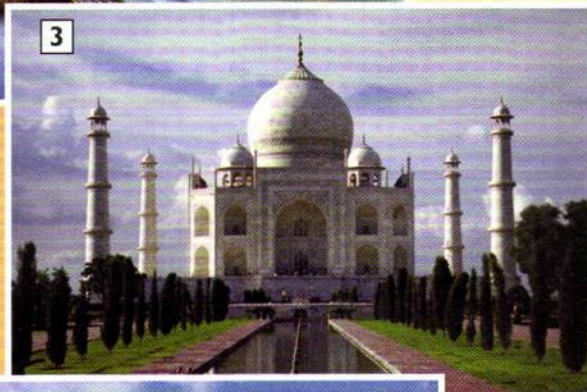
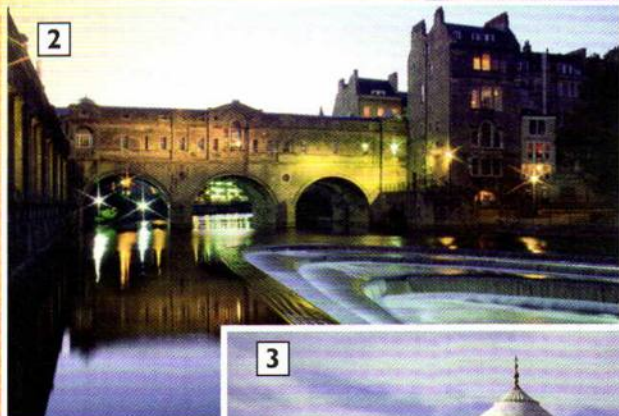
4 Match the words in bold in the texts to these meanings.

- stylish • set up • previous
- widespread • tomb • proportion
- famous • wealth • suburbs
- outer surfaces

5 Say two things about each place/building in the pictures.

6 **THINK!** Which place would you like to visit? Why? Who else in the class shares the same opinion as you?

World Heritage Sites



Project!

ICT In pairs, research a World Heritage Site building. Find out about its history and importance as a historic building today. Report your findings to the rest of the class. You can visit this website: <http://whc.unesco.org/en/list>

A Agra, India

Agra is a medieval city 1) the banks of the river Yamuna and is famous for having once 2) the capital of the Mughal empire. It has three World Heritage Sites from the Mughal era. The most important of these is the Taj Mahal, which is 3) only a World Heritage Site but is 4) one of the New Seven Wonders of the World. The Taj Mahal is a masterpiece of **symmetry** and when viewed 5) a distance appears to float in the air. It was originally built as a **mausoleum** for the favourite wife of one of the Mughal emperors. The other major sites of interest 6) the red sandstone Agra Fort, and the Fatehpur Sikri, a city built on the **outskirts** of Agra in the form of a Mughal military camp. Agra also has a long tradition 7) a centre of learning and literature.

C Vladimir, Russia

Vladimir, although traditionally accepted as having been **established** as a city in the early 12th century, has been inhabited 1) approximately 25,000 years. It was one of the medieval capitals of Russia and three of its buildings are World Heritage Sites. 2) the middle of the 12th to the early 13th century, Vladimir enjoyed immense growth and **prosperity**, 3) lasted until the Mongol invasion of Russia. After the Mongols, Vladimir 4) fully regained its **former** importance and went 5) decline. Today, the city is a significant tourist centre with many remarkable examples 6) pre-Mongol Russian architecture. The World Heritage buildings in the city 7) the magnificent five-domed Assumption Cathedral, the Cathedral of St Demetrius and the splendid Golden Gate.

B Yaroslavl, Russia

Established at the beginning of the 11th century, the historical centre of this city is a World Heritage Site. In the 17th century it 1) Russia's second largest city, and during the Polish occupation of Moscow it acted 2) the country's capital. Yaroslavl has many Orthodox shrines and monasteries located along the banks 3) the Volga River. The oldest building in Yaroslavl is the Transfiguration of the Saviour Monastery, parts of which date 4) to the 12th century. Yaroslavl is **renowned** for 5) 17th-century churches built of red brick with bright tiled **exteriors**, and for having some of the 6) impressive frescoes of the Golden Ring churches. Yaroslavl can also lay claim to having the oldest theatre in Russia. The Volkov Theatre was the first professional public theatre in the country and is still 7) use to this day.

D Bath, England

The city of Bath, a World Heritage Site, was originally founded 1) the Romans, who built baths and a temple around the natural hot springs that occur in this part of the Avon valley. But it was in the 18th century 2) Bath became one of the most **fashionable** places in England, as the aristocracy and the wealthy gathered there to enjoy the health benefits of the hot springs and the many theatres and 3) places of entertainment. The best preserved Roman site in the city is the Roman Baths complex, 4) features the Sacred Spring, the Roman Temple and the Roman Bath House. Despite the **extensive** damage the city sustained from bombing in World War II, 5) also has many fine examples of Georgian architecture in the Palladian revival style. 6) of the finest examples is The Circus, which is believed to have 7) inspired by the Colosseum in Rome.

Unit 3.13 Literature

- 1 Look at the picture. What kind of place do you think this is? Read the biography below to find out.



James Hilton

(1900–1954), was an English novelist who was born in England but spent his later life working in America. He wrote several best-selling novels

including *Goodbye Mr Chips* (1934) and *Lost Horizon* (1933). Some of his novels have been made into famous films.

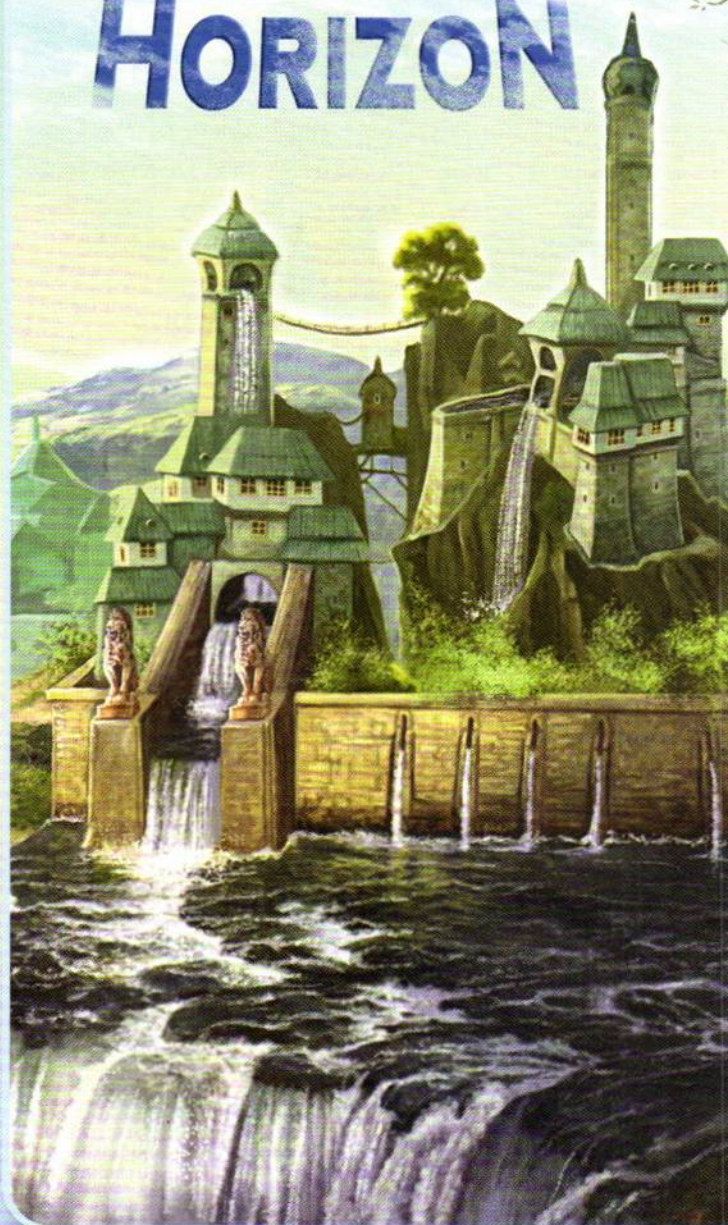
Hugh Conway, the hero of *Lost Horizon*, gets stranded with three other people when their plane crash lands. They are led to a beautiful monastery, Shangri-La, where they find peace and happiness.

- 2 Read the first paragraph. Where are the characters? How do you think they feel about being there? Read and check.

- 3 **RNE** Read the text again. For statements 1–7, choose A, B, C or D to complete each statement correctly.

- 1 The atmosphere at the monastery made Conway
 - A not notice how his friends were acting.
 - B feel bored and tired.
 - C stop caring about how he got there.
 - D feel uneasy about being there.
- 2 Conway didn't notice many details about the inside of the monastery, because
 - A he was thinking more about having a bath.
 - B he was distracted by the view outside.
 - C the host quickly took them somewhere else.
 - D the Chinese man wanted them to stay outside.
- 3 In Barnard's opinion, the monastery
 - A was the perfect place to relax.
 - B was better than he expected.
 - C had good and bad points.
 - D had everything he could want.

LOST HORIZON



- 4 Mallinson was
 - A happy to stay at the monastery for a few days.
 - B rude to the Chinese host.
 - C worried that he would have to stay at the monastery.
 - D eager to organise how they would leave.
- 5 Conway was content that evening because
 - A he and Chang were no longer arguing.
 - B he didn't have to think about anything.
 - C the bath facilities were very civilised.
 - D he was pleased with what he had found at the monastery.
- 6 What surprised Conway about the monastery was that it
 - A had bath tubs and central heating.
 - B was traditionally furnished.
 - C had elements of two cultures.
 - D was comfortable and the people were friendly.

Conway never exactly remembered how he and the others arrived at the **monastery**, or how they were greeted and led into the grounds. The thin air was dream-like and matched the light blue of the sky. With every breath and every glance, he took in a deep relaxing feeling that made him **unaware** of Mallinson's uneasiness, Barnard's witty comments, and Miss Brinklow, who looked like a lady well prepared for the worst. He just about remembered being surprised at finding the inside of the monastery **spacious**, well warmed, and quite clean.

There was no time to do more than notice these qualities, for the Chinese had left his hooded chair and was already leading the way through different rooms. He was quite pleasant now. "I must apologise," he said, "for leaving you to yourselves on the way, but the truth is, journeys of that kind don't suit me, and I have to take care of myself. I hope you were not too tired?"

"We managed," replied Conway with a tight smile.

"Excellent. And now, if you will come with me, I will show you to your rooms. No doubt you would like baths. Our **accommodation** is simple, but comfortable, I hope."

At this point Barnard, who was still affected by shortness of breath, chuckled. "Well," he gasped, "I can't say I like your climate yet – the air seems to stick on my chest a bit – but you've certainly got a fine view out of your front windows. Do we all have to line up for the bathroom, or is this an American hotel?"

"I think you will find everything quite **satisfactory**, Mr Barnard."

Miss Brinklow nodded. "I should hope so, indeed."

"And afterwards," continued the Chinese, "I should be

greatly honoured if you will all join me at dinner."

Conway replied politely. Only Mallinson had given no sign of his **attitude** in the face of these kind offers. Like Barnard, he had been **suffering** from breathing problems, but now, with an effort, he found breath to exclaim: "And afterwards, also, if you don't mind, we'll make our plans for getting away. The sooner the better, so far as I'm concerned."

"So you see," Chang was saying, "we are less **barbarian** than you expected."

Conway, later that evening, was not willing to argue. He was enjoying that pleasant feeling of his body being relaxed but his mind being awake, which seemed to him, of all feelings, the most truly **civilised**. So far, Shangri-La had been all that he could have wished, certainly more than he could ever have expected. It was not so strange for a Tibetan monastery to have a system of central heating, but that it should **combine** the baths and cleaning facilities from the Western part of the world with **tradition** from the Eastern world struck him as amazing and **rare**. The bath, for instance, in which he had recently bathed, had been of a light green pottery from America. Yet the **native** servant had washed him in a Chinese way of cleaning his ears and nostrils and under his lower eyelids. He had wondered at the time if – and how – his three companions were receiving similar treatment.

Conway had lived for nearly ten years in China, not wholly in the bigger cities; and he counted it, all things considered, the happiest part of his life. He liked the Chinese, and felt at home with Chinese ways. He really liked Chinese cooking, with its **subtle** undertones of taste; and his first meal at Shangri-La had been familiar.

- 7 As a result of Conway's time in China, he
 - A knew the monastery was not from the Eastern world.
 - B preferred to be in the monastery rather than in a big city.
 - C did not find the food at the monastery strange.
 - D did not really feel at home at the monastery.

4 Use a dictionary to explain the words in bold.

5 Fill in: **tight, feeling, thin, native, view, comments**. Make sentences based on the text using the phrases.

- | | |
|---------------|------------------|
| 1 air | 4 fine |
| 2 witty | 4 pleasant |
| 3 smile | 6 servant |

- 6  Listen as you read the extract again. How does Conway feel about the monastery when he first arrives? How does he feel about it at the end of the extract? Discuss with your partner. Give reasons. Translate the first two paragraphs of the text into Russian.

- 7 Imagine you are one of the characters in the extract. Write a letter to a friend, describing your first night at Shangri-La. Include:

- who you meet • what you do
- what you think about the people and the place

Unit 3.14

Green Issues



Eco-tourism

The Future of Holidays

What is Eco-tourism?

Tourism brings income and employment, but tourists 1) the environment and need services and accommodation, food, transport and waste disposal, which can 2) the qualities of an area that attracted tourists in the first 3) Activities such as driving and water sports can 4) problems, especially when too many people decide to do the same thing in the same place. Eco-tourism is about enjoying your holiday destination without 5) it.

The demand for eco-tourism is 6) and there are now many holiday companies that work with local people to 7) their environment. As an eco-tourist, you can help by booking your holiday with a responsible company and 8) respect for local customs when you arrive. 9) on paths when you're exploring the area and avoid 10) too close to the local wildlife. Places that 11) money for locals have a better 12) of being protected, so remember to visit local restaurants and markets during your holiday. In this way, you can 13) new places and learn about different cultures while helping to protect the world's disappearing ecosystems.

1 Describe the pictures. What kind of holiday would you prefer? Why?

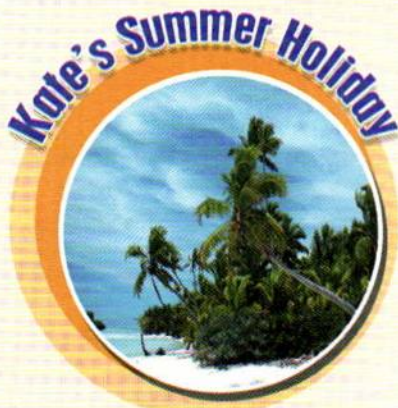
2 What do you think eco-tourism is? Read the text and check your answers.

3  Read the text again. For gaps 1-13, choose A, B, C or D to complete each gap correctly. Listen and check.

4 Tell your partner three things you remember from the text.

5 Read the extract. In pairs, decide how Kate could make her holiday eco-friendly.

- | | | | |
|-----------------|---------------|-------------|---------------|
| 1 A upset | B disturb | C annoy | D bother |
| 2 A destroy | B crash | C break | D wreck |
| 3 A post | B spot | C place | D point |
| 4 A cause | B produce | C result | D fetch |
| 5 A injuring | B spoiling | C hurting | D wounding |
| 6 A developing | B increasing | C extending | D expanding |
| 7 A guard | B protect | C prevent | D stop |
| 8 A proving | B presenting | C showing | D displaying |
| 9 A Stay | B Keep | C Follow | D Take |
| 10 A reaching | B approaching | C getting | D mixing |
| 11 A get | B give | C offer | D make |
| 12 A likelihood | B chance | C luck | D possibility |
| 13 A invent | B uncover | C discover | D travel |



I love going on holiday and every year my family and I stay on Gran Canaria. We stay in a lively resort with many restaurants, bars and night clubs. It is a very exciting place, with plenty to do for the whole family during the day and night. It's really a lot like being back at home in England.

We set off from Gatwick Airport in London. I love flying. Mum and dad are always tired when we get to the island, but I head straight to the beach and try out all the water sports. I also love the water park, which is a 10-minute drive from our hotel. I also spend a lot of time in the many souvenir shops, buying gifts for friends back home.

In the evening, we usually take our hired car into town. We have dinner at a restaurant that specialises in American food favourites, then we drive back to the beach and search for the nearest place to watch a karaoke competition.

Progress Check 3

1 Fill in: *hustle, boundary, antique, lined, early, adapt, virtually, break, feature, quaint, spectacular, cope, season, trendy, restore.*

- 1 The country road was with trees.
- 2 From the top of the tower there is a view of the countryside.
- 3 I can't stand the and bustle of big cities.
- 4 According to research, lizards can to changes in their environment easily.
- 5 It's impossible to be there by Friday.
- 6 A thick hedge forms the between the two gardens.
- 7 They set off in the hours of the morning.
- 8 I don't know how he can with all this pressure.
- 9 His car is so old that he calls it 'my'!
- 10 They decided to the old fireplace by themselves.
- 11 He didn't his promise. He had everything ready by noon.
- 12 People who commute daily usually buy a(n) ticket to save money.
- 13 There are a lot of shops to visit.
- 14 There are a lot of old villages in England.
- 15 An interesting of this old house is the underfloor heating system.

(Points: $\frac{\quad}{15 \times 2 \quad 30}$)

2 Fill in the correct word.

- 1 The actors were dressed original costumes.
- 2 The match was put due to bad weather.
- 3 I came Sue at the fair.
- 4 She didn't want to part her collection, but she had to as there was no room.
- 5 He adapted easily the new environment.

(Points: $\frac{\quad}{5 \times 3 \quad 15}$)

3 Choose the correct word.

- 1 The restaurant was good, but **pretty/rather** too expensive for me.
- 2 I was disappointed not to win, but still **quite/rather** pleased to come third.
- 3 The place is **quite/rather** famous for its festival.
- 4 They had a **rather/quite** good idea about what to do.
- 5 It was **pretty/quite** a surprise to see her again.

(Points: $\frac{\quad}{5 \times 3 \quad 15}$)

4 Fill in: *be/get used to, used to, would in the correct form.*

- 1 I living in the countryside. I just love it.
- 2 As a child, he always spend his holidays with his grandparents.
- 3 He didn't like his new neighbourhood at first, but he it now.
- 4 While on holiday, we often get up early and walk on the beach.
- 5 He drive to work before he bought a car.

(Points: $\frac{\quad}{5 \times 2 \quad 10}$)

5 Complete the sentences with a word derived from the word in capitals.

- 1 The hostel was run by a nice woman. **FRIEND**
- 2 The singer made a appearance at the concert. **SPECTACLE**
- 3 They managed to make the festival a occasion. **MEMORY**
- 4 There's a wide of dishes to sample. **CHOOSE**
- 5 The of the islanders will make your stay unique. **WARM**

(Points: $\frac{\quad}{5 \times 3 \quad 15}$)

6 Complete the second sentence using the word in bold. Use two to five words.

- 1 The use of dictionaries isn't permitted during the exam.
allowed You dictionaries during the exam.
- 2 She didn't allow me to go out.
made She in.
- 3 I expect he was satisfied with the service.
been He with the service.
- 4 You ought to pay the bill straight away.
better You the bill straight away.
- 5 There were a lot of people in the room.
packed The room people.

(Points: $\frac{\quad}{5 \times 3 \quad 15}$)

(My score: $\frac{\quad}{100}$)

Now I can ...

- talk about festivals & celebrations
- talk & write about holiday experiences & travel
- use the language of senses to describe a scene
- ask about & recommend a place
- write descriptive & narrative emails and letters
- write a description of a place of interest in my country

... in English

Module 3 | Focus on RNE

Reading

Match the headings (A-H) to extracts 1-7. Use each heading only once. There is one extra heading you do not need to use. Write your answers in the table.

- | | |
|---------------------------------------|-----------------------------------|
| A Animals help | E An educational option |
| B Plenty of school places | F A truly modern education |
| C Schooling could be difficult | G Loyal animals |
| D A tradition of sharing food | H Sharing a special meal |

① Dining out is one of life's great pleasures. What could be nicer than going to a fancy restaurant with family and friends? Nowadays, there are restaurants to suit every taste, from Indian to Chinese to Thai. The huge variety ensures that friends can easily find somewhere they all want to go for dinner with an exciting difference.

② To many people, living on a farm, far away from the hustle and bustle of the city, would be a dream come true. And in many ways it is. In rural areas, there is plenty of fresh air to breathe and one is never too far from the wonders of nature. On the other hand, schools and work places could be many miles away from where you live.

③ It has recently been proven that pet owners are happier and less anxious than those people who do not have pets. The study has also shown that people with dogs, cats or other animals in their homes may even live longer. It seems that having an animal around has far more advantages than anyone had ever expected.

④ The popularity of home-schooling is increasing in parts of the US and Canada. Years ago, children who lived in isolated rural areas had no choice but to study at home, taught by their parents or a tutor. Times have changed, however, and now there are also children living in cities who do not go to school, but receive their schooling from their parents or online.

⑤ In some societies, sharing food with others goes hand in hand with friendship. Thanksgiving, a North American holiday, and the dinner which goes along with it, is a good example of this. This holiday originates from the first meal shared by the Native Americans and the white settlers, and has long been a celebration of peace and friendship.

⑥ The lion, commonly called the King of the Jungle, is a beautiful animal. The male, with his huge mane of fur around his face, is indeed majestic. The female, although she has no mane, is also wonderful in her own way. Lions tend to mate for life, and they raise their young together.

⑦ City life is not for everyone. Of course, if you live in a big modern city there are lots of opportunities to get a job or find a school for your children. On the other hand, there is a lot of crime in cities and, in addition, pollution from cars and factories is steadily getting worse.

1	2	3	4	5	6	7

Use of English - Part 1

Read the text and complete gaps 1-7 with the correct form and tense of each verb in capitals.

A New Beginning

Jake had been working for the same company for over thirty years. One day, when he was a week away from retiring, his boss said, 1) loudly, "You know you'll never leave this place. You'll be working here long after we all leave."

Then Jake's boss 2) and went down the hall to his office.

Jake's secretary looked at him and said, "You will really be missed. You 3) some amazing things for this company."

"I think I 4) you a nice cup of tea. I'm sure that will cheer you up a bit."

Jake thought to himself, "What a nice woman she is, always 5) the time to make others feel better."

Jake looked at her and suddenly asked, "Ms Smith, 6) (you) to come for dinner with me next Friday to celebrate my retirement?"

Ms Smith then said to him that she 7) busy that night and that she would love to. Jake smiled and thought that perhaps retirement might not be so bad after all.

LAUGH

LEAVE

DO

MAKE

TAKE

LIKE

NOT BE

Part 2

Read the text and complete gaps 1-6 with the correct derivative of each word in capitals.

One of Canada's Finest

Margaret Atwood was born on November 18, 1939 in the Canadian capital of Ottawa. She is one of three 1) and her father was an entomologist, a person who studies insects, and her mother was a dietician.

Because of her father's work, Atwood spent most of her childhood in rural areas of Canada. As a result, she did not receive any formal 2) until she was eleven years old.

From an early age, Atwood loved books. She had no real 3) for any specific kind of book, but read everything from literature to murder mysteries to comic books.

Her life as an author began at the age of six, and at ten Atwood knew she wanted to be a 4) writer when she grew up.

Atwood is well known as a poet, 5) , and critic. She has won numerous awards, among them the famous Booker Prize and the Governor General's Award.

Much of Atwood's 6) is based on myths and fairy tales. Many of her short stories have appeared in publications such as *Harper's* and *CBC Anthology*.

CHILD

EDUCATE

PREFER

PROFESSION

NOVEL

POET

Part 3

Read the text. For gaps 1-7, choose A, B, C or D to complete each gap correctly. Circle the answer you choose.

A Dream Come True

To Stella Madison, the date 25 May 2007 would stand 1) in her mind forever. People remember certain dates for a variety of reasons. Maybe it is because they were promoted, or they got married, or even because they won a lot of money. None of these things, however, was the 2) why Stella remembered her red-letter day.

On 25 May 2007, Stella graduated from university. Of course, it is not 3) for people to complete university. For Stella, though, it was something truly special because nobody thought she would 4) do it. As a young student in primary school, Stella often misbehaved in class and she rarely got good marks on her exams, but she did much better in secondary school.

Not too long after that Stella got married. She had two children and the years just seemed to 5) by. Before Stella knew it, she was almost fifty and had three wonderful grandchildren. Her house was empty, though, and Stella was often sad and alone. Boredom seemed to be her constant companion.

One morning Stella woke up and realised she could not face another day with nothing to do but 6) the dishes and mop the floors. She contacted the local college and asked about taking classes. The guidance counsellor helped Stella fill in all the application 7) and she was accepted at a well-known university in the city. After three years and a lot of very hard work, Stella had done it. On 25 May 2007, she received her degree.

- | | | | |
|------------|---------------|-----------|----------|
| 1 A off | B by | C out | D up |
| 2 A reason | B explanation | C answer | D cause |
| 3 A rare | B seldom | C unusual | D normal |
| 4 A still | B yet | C never | D ever |
| 5 A fly | B drive | C row | D run |
| 6 A wash | B rinse | C get | D bathe |
| 7 A notes | B forms | C papers | D pages |



Listening - Part 3

You will hear a man talking about his childhood. For statements 1-7, choose **A**, **B** or **C** to complete each statement correctly. You will hear the recording twice.

- 1 The narrator says that as a child he
 - A** lived on a farm in the country.
 - B** enjoyed playing in fields.
 - C** wanted to be a farmer.
- 2 The farm the narrator describes
 - A** was a very large one.
 - B** was close to houses.
 - C** had a lot of cows on it.
- 3 The narrator was fascinated by the spring because
 - A** he couldn't understand how the animals got there.
 - B** there were so many different things to do there.
 - C** he liked sheltering under the trees around it.
- 4 The dams that the children made
 - A** were always destroyed by Mr Jones.
 - B** followed a professional design.
 - C** had to allow some water to pass.
- 5 The tree the narrator used to climb was unusual because
 - A** it was a peculiar shape.
 - B** he could hide in it.
 - C** it didn't have a name.
- 6 The children avoided going to Third Field and Fourth Field mainly because
 - A** it took too long to get to them.
 - B** they were dirtier than the others.
 - C** the cows in the fields frightened them.
- 7 The narrator thinks that children today
 - A** miss out on a lot of simple pleasures.
 - B** have better lives than he did as a child.
 - C** are lucky that they can now play golf.

Speaking

Task 1 (3–3.5 minutes)

Give a talk on **public transport**.

Remember to discuss:

- whether public transport is important to everyday life, and why.
- how reliable public transport is in serving your community, give examples.
- whether public transport is a better way to travel than using your own vehicle, give reasons.
- how using public transport is related to environmental issues.

You will have to talk for **1.5–2 minutes**. The examiner will listen **until you have finished**. Then he/she will ask you some questions.

Writing - Part 1

You have 20 minutes to do this task.

You have received a letter from your English-speaking pen friend Sarah, who writes:

... Next week at our college, local companies are coming to talk to us about employment opportunities. Do you receive any career advice?

Have you decided what job you would like to do in the future? I am considering becoming a Maths teacher. What subject would you choose to teach?

My grandfather is staying with us at the moment ...

Write a letter to Sarah.

In your letter

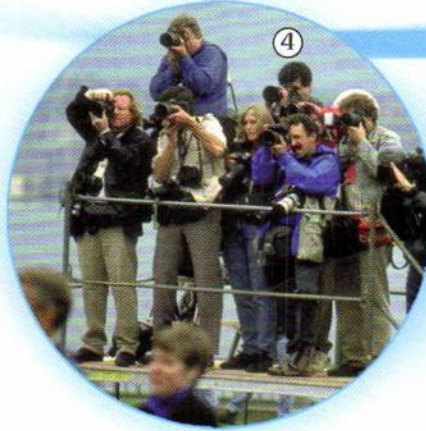
- answer her questions
- ask **3 questions** about her grandfather's visit

Write **100–140 words**.

Remember the rules of letter writing.

Module 4

Units 1-13



Environmental Issues

► Look at Module 4

- Describe the pictures.
- Which units are the pictures from? What is each unit about?

► Find the page numbers for

- newspaper headlines
- a diagram
- a polar bear
- environmental news
- a joke

► Practise ...

- the passive
- conditionals/wishes
- inversion
- phrasal verbs: *stand, keep, let, give*

► Write/Make ...

- a presentation on humpback whales
- a summary of a text
- a weather report
- an argumentative essay

► Listen, read and talk about ...

- endangered animals
- environmental issues
- extreme weather conditions

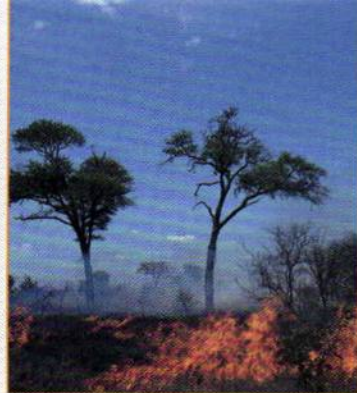
► Learn how to ...

- repeat and confirm
- express concern

Across Cultures: Disasters

Literature: Moby Dick

Curricular Cut: Geography



Lead-in

- 1 Which of the following can you see in the pictures? Which of them are common in your country?

• tornado • tsunami • avalanche • flood • volcanic eruption • sandstorm • cyclone
• lightning strike • earthquake • blizzard • drought • hailstorm • hurricane • thunderstorm
• forest fire • heatwave

Reading

- 2  Look at the title of the text and the picture of the man. What is this man's job? Discuss it in pairs. Listen as you read and check.
- 3 **RNE** Read the article about a storm chaser again. For statements 1-7, choose A, B, C or D to complete each statement correctly.

Into the **eye** of the Storm

There's a change in the sky, the clouds are gathering and there's a rumble and howl in the distance. It first appears on the horizon – a funnel of violent air that **rips** through everything in its path. It's a tornado, one of nature's most **destructive** forces. It can pick up cars, rip trees out of the ground and **demolish** houses. Most of us would panic at this point, hide in the house, lock the door and crawl under the kitchen table. But Warren Faidley **grabs** his camera, jumps in his car and heads right for the storm. Warren Faidley is a storm chaser and makes his living by getting as close to tornadoes as possible to **capture** them in photographs or on video.

Warren's photographs of the wild beauty and terrifying effects of extreme weather conditions have been used on posters and promotional material by celebrities like Sheryl Crow and Paul McCartney. Some sell for up to \$20,000. Also, the video footage he takes has been shown on television around the world and he's even worked as a consultant in Hollywood on the feature film that best **depicts** his way of life, *Twister*.

Faidley's first chase nearly killed him and taught him something that has stayed with him to this day. "When I was twelve I was swept away by a flash flood in Tucson, Arizona. I was conducting my first 'chase' along the banks of a **swiftly flowing** river. Suddenly, the bank **gave way** and I fell into the floodwaters. I was carried under water and held my breath. Then my foot found a rock, allowing me to stick my head above the water. That single event had a profound effect on my life – I knew I had to live life to the fullest."

He soon moved on to more profitable pursuits. "About a year after my near-death experience, I decided to ride my bike into the centre of a large dust devil, a much smaller type of tornado. After that, I formed a gang of local kids and we'd chase after these mini-tornadoes. It was experiences such as these

that gave me the confidence that eventually led to my first job, collecting deadly scorpions. The heavy rain storms drove them out of their hiding places and I **dodged** the lightning bolts, collected the scorpions and sold them to an old man who put them into plastic paperweights to sell by the side of the road. Eventually, some of the parents found out about my near drowning, scorpion trade and dust devil adventures. The majority of the local kids were banned from hanging out with me."

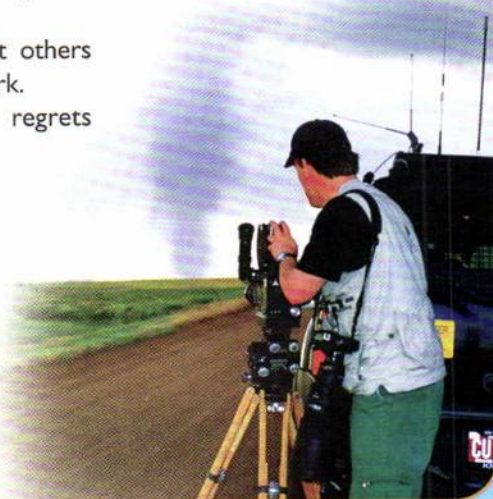
He goes on to say: "Chasing is extremely dangerous – especially when I started and there was no on-board radar to show us where and when the tornado would hit, and no pre-existing chase instructions. One recent scary event occurred when I was **fleeing** a terrible storm in Texas. The winds became so intense the chase truck could hardly move; rocks were being lifted and smashed into the windshield*. I was **literally** being **sucked** into the tornado!" Of course, he survived to tell the tale.

Some motion picture companies have made inquiries into making a film based on his adventures, but Faidley says: "I'm not **committed** to anything yet. I've **devoted** my life to chasing, sold my soul to those pursuits and turned them into a million-dollar career. I'm going to be very careful about giving it away."

Faidley's photography has been greatly admired. He explains, "As an artist, I'm always looking for that perfect shot. Someone once said: 'Artists **seek perfection** in their work to **make up for imperfections** in their lives.' That fits me. I've given up on any kind of serious personal life or family and dedicated my life to my work. Chasing involves so many things I enjoy in life: adventure, danger, travel, science, friendships and, of course, the excitement."

* windscreen

- 1 **We learn in the first paragraph that Warren Faidley**
 - A enjoys the danger involved in his job.
 - B does things other people would not do.
 - C drives right into tornadoes.
 - D takes photographs of people in danger.
- 2 **The producers of the film *Twister***
 - A based the film on his life.
 - B used his photographs to promote the film.
 - C took advice from Faidley when making the film.
 - D wanted Faidley to star in the film.
- 3 **When the writer says that Faidley 'moved on to more profitable pursuits' (para 4) he means that Faidley**
 - A changed the way he conducted his 'chases'.
 - B started to take his hobby more seriously.
 - C went on even more daring adventures.
 - D made money from a dangerous hobby.
- 4 **Eventually, most of the members of Faidley's teenage gang**
 - A joined him in his scorpion trade.
 - B had to hide their friendship with him.
 - C lost interest in storm chasing.
 - D weren't allowed to associate with him.
- 5 **Faidley tells us that when he began his career,**
 - A he was less cautious than he is now.
 - B the equipment was not as advanced as it is nowadays.
 - C the job was less dangerous than it is now.
 - D he did not take any equipment with him on his 'chases'.
- 6 **When film companies suggest making a film about his experiences, Faidley feels**
 - A cautious.
 - B proud.
 - C excited.
 - D unimpressed.
- 7 **In the final paragraph, we learn that Faidley**
 - A puts work before anything else.
 - B makes sure every shot is perfect.
 - C is pleased that others admire his work.
 - D has some regrets about his life.



- 4 **Match the words in bold in the text to these meanings.**

actually portrays collapsed

running away **snatches**

knock down drawn forcefully

quickly moving avoided dedicated

tears **look for excellence**

compensate for faults damaging

decided on record

In pairs, ask and answer questions based on the text.

- 5 **Fill in:** profitable, a flash, live, make, perfect, promotional, tell, extreme, profound, deadly. **Then use the completed phrases to make sentences about Warren Faidley.**

- 1 to one's living
 - 2 weather conditions
 - 3 material
 - 4 flood
 - 5 effect
 - 6 life to the fullest
 - 7 pursuits
 - 8 shot
 - 9 to the tale
 - 10 scorpion
- e.g. Warren Faidley makes his living chasing tornadoes.

Speaking

- 6 **THINK!** Tell your partner four things you remember from the text. Would you ever do such a risky job? Why (not)? Discuss in pairs. Then translate the first two paragraphs of the text into Russian.

Writing

- 7 **Write a short summary of the text. Swap papers with your partner and check each others' writing. Check for the following:**
 - all main points included
 - grammar mistakes
 - punctuation and spelling mistakes
 - cohesion

Unit

4.2

Vocabulary & Grammar

1 Underline the adjectives that best modify the following nouns. What are these phrases in your language?

- | | |
|-----------------------------|------------------------------|
| 1 fine/heavy drizzle | 7 strong/thick fog |
| 2 strong/heavy shower | 8 loud/thick thunderstorm |
| 3 sudden/light downpour | 9 powerful/mild hurricane |
| 4 brief/unending cloudburst | 10 brief/destructive typhoon |
| 5 powerful/freezing sleet | 11 heavy/thin snowfall |
| 6 violent/hard hailstorm | 12 dense/light rain |

- Word Power (Sounds)

2 Complete the sentences with the correct form of: rumble, pound, whistle, crash, rustle, bang, howl. Use a verb to complete the joke.

- I could hear the distant of thunder.
- The leaves as the wind blew through the trees.
- I sat by the window and watched the rain against the glass.
- When there's a storm the waves against the rocks along the coast.
- winds and flying debris made the short journey home very dangerous.
- The shutters as the wind battered against them.
- The wind through the empty building.

I know someone who while he works.

He must be happy in his work.

No, he's a traffic warden.

- 3 Fill in the correct word:
snow,
showers,
temperature,
fog, sleet,
sunny, ice,
sunshine.



"Good evening. My name is Ian Firth. The good news today is that the weather will be better than yesterday, with less rain and more 1) The 2) will be a few degrees higher, but will drop again from the early evening onwards, getting as low as 2 degrees Celsius.

The weather tomorrow will continue to be unsettled, with 3) throughout the day. There should be a few 4) periods, but later in the afternoon the showers will give way to heavier, more prolonged rain, which will die out later in the evening.

Drivers on Sunday will be hampered by thick 5) and very poor visibility. As the temperature drops, there may also be patches of black 6) on the roads, and the AA advises against travelling unless it is absolutely necessary. Later, rain will turn to 7) and possibly 8) on higher ground.

Have a good weekend, whatever the weather, wherever you are!"

4 Use the verbs to complete the sentences.

blow, drizzle, howl, freeze, pour, rip,
damage, crash, clear up

- is the most annoying kind of rain.
- Goodness! Just listen to that wind through the trees.
- By the look of those black clouds, it's going to down with rain any second.
- These high winds might down some trees.
- I hope it will this afternoon because I want to go out.
- When there's a storm the high waves against the shore and erode the coastline.
- I hope it doesn't tonight, because then the roads will be icy tomorrow.
- Storms often our house because we live in an exposed area.
- The wind is so strong that it might the roof off the shed.

5 Fill in: **snowflakes**, **raindrop**, **hailstones**, **gust**, **bolt**. Then translate the sentences into Russian.

- 1 A small fell on her face and ran down her cheek.
- 2 A strong of wind slammed the door closed.
- 3 Seconds after we saw a of lightning in the sky, we heard the thunder.
- 4 They watched the falling and covering the roofs of their houses.
- 5 the size of an orange fell in the village yesterday afternoon and damaged most of the houses.

• Idioms

6 Fill in the appropriate idioms related to weather from the list below. Are there similar idioms in your language?

- weather permitting • weather-beaten • under the weather
• in all weathers • weather the storm

- 1 The old sailor's face was from all the years he had spent at sea. (**aged by the weather**)
- 2 The stadium can be used because the roof can be closed when it rains. (**no matter what the weather is like**)
- 3 We'll go for a picnic on Sunday, Let's hope it's sunny! (**if the weather is good**)
- 4 Together we'll until things get better. (**get through difficulties**)
- 5 I didn't go to school because I was feeling (not very well)

• Inversion GR p. 175

7 Rewrite the sentences.

- 1 We have never seen such bad weather as this.
Never
- 2 We seldom go out now that winter has set in.
Seldom
- 3 She was only able to drive to work when the roads had been cleared.
Only
- 4 As soon as I got home it started to rain.
No sooner
- 5 It hadn't rained so much since the autumn of 2000.
Not since
- 6 You won't be able to get a taxi until it stops raining.
Not until
- 7 If I had been told the party was cancelled, I wouldn't have come.
Had
- 8 Jill doesn't like sitting in the sun and Jack doesn't either.
Jack doesn't like sitting in the sun and neither

Everyday English

- Expressing concern

8 Use the language in the box to act out dialogues for the following situations.

- Canada will be hit by heavy snowstorms.
- Connecticut will experience a rare summer blizzard.
- The temperature in Manchester will reach 38°C next month.
- Dust storms from the Sahara Desert are spreading across southern Europe.

Introducing a topic

- Someone told me that ...
- I read somewhere recently that ...
- Did you know that ... ?

Expressing concern

- Oh, that's terrible!
- Really? That's a bit worrying.
- That sounds quite serious.

e.g. A: I read somewhere recently that heavy snowstorms will hit Canada.
B: Really? That's a bit worrying.

Speaking

9 Describe the pictures. Talk about people, place, clothes, weather, feelings.



Writing

10 In pairs, write the weather forecast for tomorrow. Use the text in Ex. 3 as a model. Present it to the class.

Unit

4.3

Lead-in

1 What do you know about humpback whales? Which of these sentences are true about them?

- 1 Humpback whales are dangerous animals.
- 2 They sing songs in short, snappy bursts.
- 3 They can hear each other across oceans.
- 4 They face extinction.
- 5 The hunting of humpback whales hasn't been banned yet.
- 6 They are affected by sea pollution.

Read the text and check your answers.

Reading

2 **RNE** You are going to read a newspaper article about humpback whales. Read the text and choose the correct parts of sentences (A-G) to complete gaps 1-6. There is one extra part of the sentence you do not need to use. Then translate the first two paragraphs of the text into Russian.

- A which they found could travel across entire oceans
- B as the songs had generated money to fund his research
- C which he described as "exuberant, awesome, uninterrupted rivers of sound"
- D and many whale species were dangerously close to extinction
- E which turned out to be very lucky
- F which was under threat from mankind
- G in order to examine them for pollutants

3 Match the words in bold in the text to these meanings.

- unforgettable • prove • skill • only one • ban
- trouble • huge • base • insects like butterflies
- whale fat

Biologist and leading conservationist Roger Payne is the man who discovered that whales sing and that their songs can be heard across entire oceans.

In 1967, a young post-doctoral biologist named Roger Payne travelled to Bermuda to see the humpback whales that he had been told regularly passed by the island. An expert in how bats and **moths** use sound to locate their prey, Payne had recently resolved to use his **expertise** in animal acoustics to help this species, **1**. The decision, Payne says, had come about because of his increasing concern about man's destruction of the natural world.

Whilst in Bermuda, Payne met a man named Frank Watlington. It was a chance encounter **2**. Watlington was using underwater microphones in his job for the US Navy and told Payne that every now and then his microphones would pick up strange sounds. Watlington told Payne that his guess was that the sounds were coming from whales.

From this chance meeting, Payne, together with fellow researcher Scott McVay, went on to **confirm** not only that the sounds on Watlington's microphones were from humpback whales, but that the sounds were in fact songs, **3**.

Listening

4  Listen as you read the text again. Then choose the correct word to complete the summary below.

Roger Payne is a biologist who has taken a particular interest in the **1) humpback/white** whale. He first encountered the animals on a visit to **2) Bermuda/Britain** in 1967. It was during this visit that he met Frank Watlington, who told him that he had picked up strange sounds on the underwater **3) microphones/loudspeakers** he used in his job for the United States **4) Army/Navy**. Payne suspected that these sounds might be made by the whales, and he started a research programme into the phenomenon with his **5) friend/colleague**, Scott McVay. They discovered that Payne's suspicions were correct, and that the sounds were in fact **6) songs/words** that could be heard over **7) tremendous/short** distances. Having made the discovery, Payne released a recording of the sounds which became very popular with **8) scientists/the public** and helped bring about the foundation of the 'Save the Whales' movement.

Save the whales

At the time of Payne and McVay's discovery, commercial whaling was still in full force. Tens of thousands of whales were being hunted and killed every year by nations across the world **4**.

Payne decided to release a recording of the long and **haunting** humpback whale songs, **5**. This **unique** recording was an instant hit with the public. The joyful sounds of whales singing to each other as they played in the ocean placed the **plight** of these **enormous** but gentle creatures firmly at the forefront of the public's mind. It helped lay the **foundation** for the launch of the 'Save the Whales' movement, which was instrumental in bringing about an end to commercial whaling. In 1986, the International Whaling Commission (IWC)

passed a **moratorium** on whaling. The humpback whale stocks have partially recovered since then, but they are still an endangered species.

Today, Payne is still turning to this magnificent creature to show mankind his folly. He has recently collected many tiny skin and **blubber** samples from sperm whales **6**. Preliminary studies have shown terrifying levels of man-made poisons are present in the samples. Payne hopes that when the results are made public it will turn the whale into a symbol of how mankind is poisoning the oceans. For a second time, Payne looks set to make the whale an icon of the plight of our times.

5 Complete the phrases with the words in the list. Choose five phrases and make sentences using them.

• poisons • creature • concern • threat • instant
• fellow • full • locate • meeting • whaling

- | | |
|--------------------|----------------------|
| 1 their prey | 6 commercial |
| 2 hit | 7 man-made |
| 3 under | 8 force |
| 4 chance | 9 increasing |
| 5 researcher | 10 magnificent |

Speaking

6 In pairs, ask and answer questions based on the text. Then take the roles of Roger Payne and an interviewer. Use the information in the text to interview Mr Payne.

Writing

7 **THINK!** In five minutes write four things you remember from the text.

Project!

ICT What did you learn about humpback whales from the text? What else would you like to know about them? Work in groups. Collect information, then prepare a presentation on humpback whales. You can visit this website:

<http://www.acsonline.org/factpack/humpback.htm>.

Vocabulary & Grammar

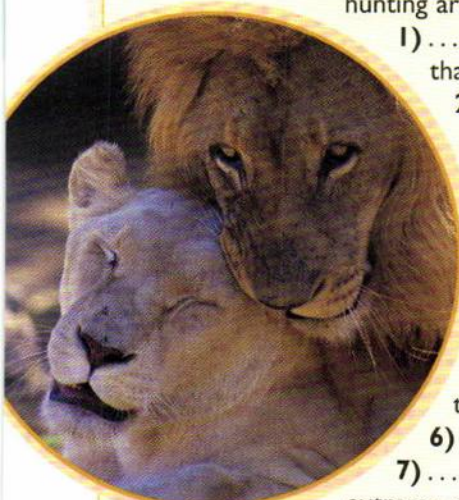
1 Fill in the correct word from the list below.

- natural • captivity • protect • confine
- released • species • breed • extinct

Human population expansion and the effects of hunting are threatening many

- 1) to such an extent that they are almost
- 2) In order to
- 3) them, many animals are kept in
- 4) in zoos and safari parks. The idea is that when animals are able to
- 5) in safety, their numbers will increase enough so that some can be
- 6) into their
- 7) habitats. Some

extreme animal rights activists, however, believe that it is better to allow a species to become extinct than to 8) them in a prison-like zoo.



2 Choose the correct word. Then translate the sentences into Russian.

- 1 If we act now, we can save most species that extinction.
A meet B face C deal D come
- 2 The grey wolf plays a vital in the health of ecosystems.
A task B job C role D post
- 3 Oil spills major problems for sea otters.
A cause B do C make D produce
- 4 Deforestation is directly to the loss of many species.
A joined B related C matched D fixed
- 5 Caged pandas signs of unhappiness.
A look B show C reveal D uncover
- 6 The remote nests of the bald eagle make it to get exact information on their numbers.
A unable B incapable C unsuitable D impossible
- 7 Conservationists warn that the situation for immediate action.
A calls B needs C requires D demands

- 8 The authorities are under to cancel plans to build a motoway through the forest.
A stress B strain C load D pressure
- 9 Most governments the idea of conservation and do their best to help protect animals.
A accept B agree C approve D assume
- 10 We need to safety measures to protect the sea turtle.
A raise B extend C advance D stretch
- 11 Some snakes eat their prey
A live B alive C living D lively
- 12 Ostriches, to popular belief, do not stick their heads in the ground.
A against B across C contrary D opposite
- 13 Due to climate change, the emperor penguin is under
A threat B risk C danger D problem
- 14 Consumers should be of possible threats to the environment from many products.
A familiar B aware C known D acquainted
- 15 The loss of natural habitats should us of the urgent need for conservation.
A remind B recall C recollect D remember

• Words often confused

3 Choose the correct word. Compare with your partner.

- 1 People should respect, value and **conserve/keep** animal habitats.
- 2 It's not easy for animals kept in zoos to **adjust/match** to life in the wild.
- 3 WWF **collaborates/correlates** with other organisations to protect animals.
- 4 The rate of **extinction/destruction** of many species has accelerated much faster than expected.
- 5 The government has been warned about the **harm/effect** of illegal hunting on endangered species.
- 6 Tigers are **alone/solitary** animals, which usually only come together to mate.
- 7 Loss of habitat is one of the greatest **threats/warnings** to the panda.
- 8 Illegal hunting and loss of habitat have **endangered/troubled** the tiger.
- 9 The turtle populations of Asia will be **wiped out/disappeared** in a few decades if nothing is done.
- 10 Global warming seems to have **given/contributed** to the decline of the American pika.

- The passive (GR p. 176)

4 Rewrite the sentences in the passive.

- 1 Rainforests regulate the Earth's weather.
- 2 Scientists have investigated only 2 per cent of 250,000 known plant species for their possible medicinal value.
- 3 Environmentalists are constantly developing projects to ensure the survival of the ecosystem.
- 4 Governments and elected officials will need to pass tougher environmental laws.
- 5 The oil exploration business nearly drove the Hawaiian monk seal to extinction.
- 6 Greenpeace was protecting the environment long before it became fashionable.
- 7 Whalers had hunted the blue whale almost to extinction.
- 8 According to some estimates, countries will have reduced greenhouse emissions in five years.
- 9 The dodo had never faced a predator before humans invaded its natural habitat.
- 10 Illegal hunters are going to destroy the elephant population.

5 Rewrite the following text in the passive.

The World Wide Fund for Nature protects hundreds of species around the world. These species need special measures and extra protection if they are to survive. The WWF is currently funding over 2,000 projects. It also employs almost 4,000 people across the planet, but it always needs more support from the public. Only the public can ensure a living planet for future generations.

e.g. *Hundreds of species around the world are protected by the World Wide Fund for Nature.*

6 Read the text and complete gaps 1-10 with the correct derivative of each word in capitals.

World's Wildlife in DANGER

1) are very concerned about the ever-growing number of 2) species in the world. 3) problems such as freak weather conditions, fire and acid rain are resulting in the 4) of vast areas of woodland and forest. These areas are home to large numbers of animals and, as the land is vital to their 5), this is having 6) effects. 7) advocate the use of ozone-friendly products and recycling to achieve a 8) in environmental damage. Safari parks have also been established in an attempt to give 9) to animals from big-game hunters. Numbers are slowly beginning to increase and will 10) continue to do so in the future.



CONSERVE
ENDANGER
ENVIRONMENT

DESTROY

SURVIVE
ALARM
ECOLOGY
REDUCE

PROTECT

HOPE

- Key word transformations

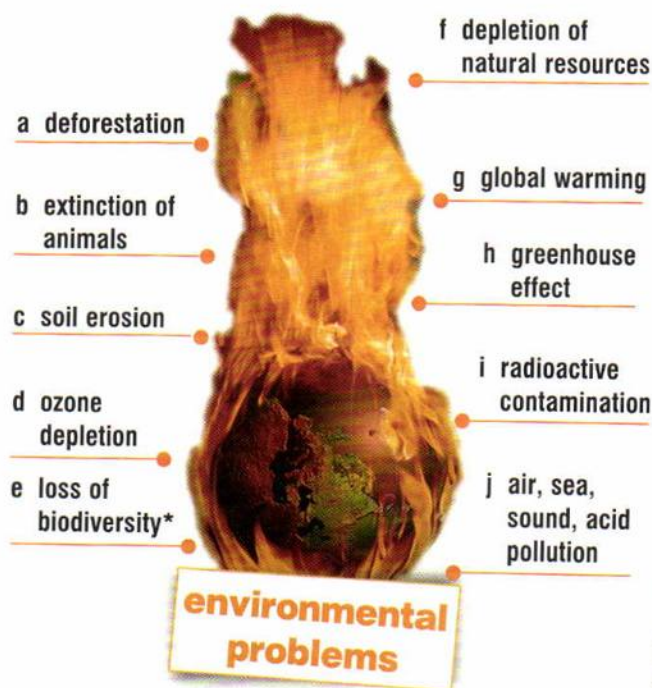
7 Complete each sentence using the word in bold. Use two to five words.

- 1 Developers destroy large areas of forest every minute.
are Large areas of forest every minute.
- 2 Governments have banned hunting elephants for their ivory.
been Hunting elephants for their ivory governments.
- 3 Tuna fishing has caused a drop in the number of dolphins.
been A drop in the number of dolphins tuna fishing.
- 4 We should think about conservation more.
thought Conservation about more.

Unit 4.5

Lead-in

- 1 Look at the diagram. Which of these problems does your country face?



* existence of a great variety of plants & animals living in their natural environment

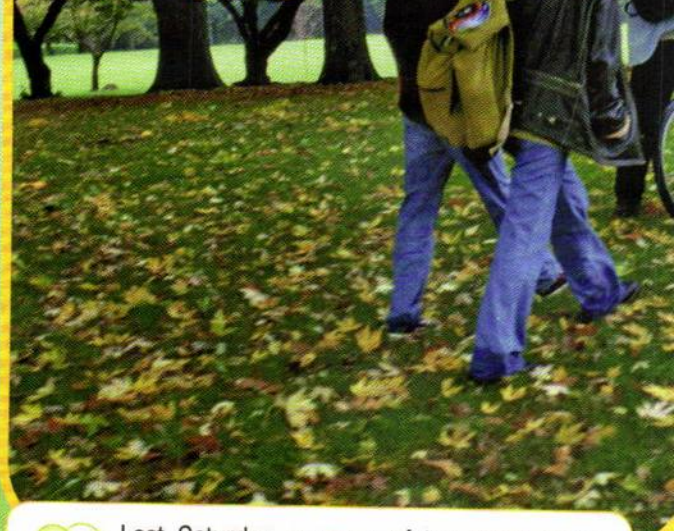
- 2 Which of the problems above do these sentences match?

- 1 Nuclear waste is highly toxic and can contaminate water or the marine environment.
- 2 They are often classified as renewable, such as wind, trees, water and sunlight or non-renewable like fossil fuels (coal, oil, gas).
- 3 Some gases trap the heat of the Earth in the atmosphere, so temperatures increase.
- 4 This thin layer in the stratosphere shields life on Earth from the harmful UV light coming from the sun.

Reading

- 3 Listen as you read the news articles. Which environmental problem does each relate to?

Environmental News



- 1 Last Saturday a group of teenagers were seen doing their part to save the environment. Early in the morning, twenty young students from St Mark's Secondary School in Granton set off by bus and **headed for** Brampton Forest – the forest that was partly destroyed in last year's dreadful fire. Armed with small shovels and buckets of pine **saplings**, these teens were determined to show that they care about the future of their planet. At final count, the youngsters managed to plant over 2,000 young trees. We should all be proud of these hard-working young people.

- 4 **RNE** Match the headings (A-H) to extracts 1-7. Use each heading only once. There is one extra heading you do not need to use.

- | | |
|-----------------------------|-------------------------|
| A Making it worthwhile | E A suitable punishment |
| B A lucky rescue | F Kid power |
| C A terrible crime | G Bad weather ahead |
| D Neighbourhood pride works | H Gone forever |

- 5 Match the words and phrases in bold in the text to these meanings.

- improved • young trees • clean and tidy
- very large • sign/proof • anxiety/worry
- serious/strong • join in • put in place
- moved towards • sense of direction
- definite • say publicly • shining brightly
- starting a fire illegally

2 The next time you go to your local supermarket take a minute to look and see if there is something different about it. The local council, supported by a government grant, has **installed** ten recycling machines in supermarkets in the area. The machines only work with returnable bottles, and when one is deposited in the machine the depositor receives ten pence for their effort. It is hoped that where **concern** for the environment has not persuaded people to recycle, money might.

3 22-year-old Rowan Peters was sentenced to six months in prison yesterday at Carlisle Crown Court. Found guilty of an act of **arson** that resulted in the destruction of over 1,000 hectares of valuable woodland, Peters continued to **proclaim** his innocence. To most people gathered outside the court, Peters' sentence was far too light and really counted as no more than a slap on the wrist for such an irresponsible and dangerous act.

4 Clydesdale Mews in the west of the city is **sparkling** this morning after a **massive** weekend clean-up by locals. Sick and tired of the rubbish littering their streets and parks, the people of the area, many of whom have lived there their whole lives, decided to get together to do something about it once and for all. Old and young alike turned out to **participate** in the clean-up. When asked about it, Mr Kline, an elderly resident, said, "Now, that's the stuff. We have always loved the area, and after this weekend we have even more reason to do so. Everywhere is **as neat as a pin**, just like in the old days!"

5 Scientists have announced that a type of West African monkey, Miss Waldron's red colobus, has probably become extinct. This large monkey is the first primate to vanish since the 19th century. Despite a series of searches conducted by anthropologists over a six-year period, no **evidence** of even one remaining monkey was found. Wildlife experts were unsurprised, as the last **confirmed** sighting of a Miss Waldron's red colobus was over 20 years ago and it was listed as endangered back in 1988.

6 Hurricane winds ripped through areas of Florida yesterday, causing millions of dollars' worth of damage. Homeowners in the state complained to the media that the local meteorological office and weather stations had given them little time to prepare for the hurricane. An expert on climate change, Stan Wren, issued a **harsh** warning that yesterday's hurricane was not simply a force of Mother Nature, but the product of man's continuing disrespect for the environment. He went on to say that we should be prepared to expect more surprises in the future.

7 Concerned conservationists rushed to the mouth of St Stephen's River late this afternoon after receiving reports that a young whale had beached itself. The desperate situation suddenly **took a turn for the better** when the water level began to rise and the whale managed, with the help of onlookers, to free itself and escape to deeper water. Once its sense of direction had returned, it turned and headed back out to sea. It seems that sometimes sonar signals from boats can confuse the young whales, and they become separated from their pod, or family group.

6 Complete the phrases with the words in the list. Choose five phrases and make sentences using them.

• worth • situation • neat • woodland • government • once
• series • proclaim • sonar • slap

- | | |
|------------------------|------------------------------|
| 1 valuable | 6 his innocence |
| 2 a on the wrist | 7 signals |
| 3 grant | 8 and for all |
| 4 as as a pin | 9 millions of dollars' |
| 5 a of searches | 10 desperate |

7 Read the texts again. Which ones describe people helping the environment? Which do you think is the best idea? Give reasons. Then translate texts 1 and 7 into Russian.

Speaking

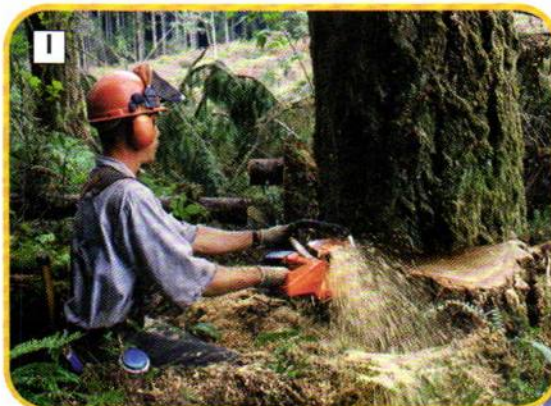
- 8 Imagine you are a student from St Mark's School. Describe your experience and your feelings about it to your partner.

Writing

- 9 Write an email to your English-speaking pen friend about the day. You should say what you did, why you did it and how you feel about it.

Unit 4.6

Vocabulary & Grammar



1 Describe the pictures. What do they show?

e.g. Picture 1 shows a man cutting down a tree.

2 Use the table to make sentences.

Causes	Consequences	Solutions
- factories produce sulphur - cars emit gases - sprays - damage ozone layer - hunters - illegal logging	- acid rain - air pollution - greenhouse effect - animal extinction - deforestation	- use filters - catalytic cars - ozone-friendly products - introduce laws against hunting - start planting campaigns

e.g. Factories produce sulphur and as a consequence there is acid rain. Using filters would reduce this.

3 Choose the correct word. Compare answers with your partner. Then translate the sentences into Russian.

- In some zoos, animals are to live in unsuitable cages.
A urged C obliged
B required D forced
- We must find a(n) to fossil fuels.
A option C choice
B alternative D replacement
- Conservation schemes are a of interest for many young people.
A source C spring
B basis D foundation
- Maintain eye contact and your audience directly to capture their attention.
A tell C speak
B lecture D address
- In recent times, we have seen radical to the world's ecosystem.
A alterations C changes
B variations D modifications
- Everyone can make a to saving the planet.
A payment C contribution
B donation D difference
- The World Wildlife Fund was in Switzerland.
A discovered C instituted
B created D founded

- Factory owners should do more to the environment.
A build B protect C value D estimate

- Environmental are on the front pages of most newspapers these days.
A issues B topics C themes D editions

- Conservationists think there is little time to
A play B spend C work D act

• Phrasal verbs

4 Fill in the appropriate particle(s). Check in Appendix I. Make sentences using the phrasal verbs.

- 'Do you know what WWF **stands**?'
'Well, it used to be the World Wildlife Fund, but now it's the World Wide Fund for Nature.'
- Because animals can't defend themselves, it's important that we **stand** them.
- Hunting deer is allowed in some parts of the country to **keep** their numbers
- The young man **was let** with a fine after he was caught fishing illegally.
- The environmental organisation **was giving** notebooks and pens.

• Conditionals/Wishes GR p. 177

5 Put the verbs in brackets into the correct form.

- If people cared more about the environment, the world (**be**) a better place to live in.
- I wish people (**not/drive**) their cars so often and would use public transport instead.
- If only I (**know**) about your problem, I would have helped you.
- If people (**work**) together, our world would be a better place.
- If the Minister (**not/give**) his approval, this wouldn't have happened.
- If the ozone layer is depleted further, we (**run**) a much higher risk of developing skin cancer.

• Key word transformations

6 Complete each sentence using the word in bold. Use two to five words.

- 1 It would have been better if you had taken the early train.
only If the early train.
- 2 I didn't go to the meeting because I didn't know about it.
known If the meeting, I would have gone.
- 3 You'd think he owns the place.
though He behaves the place.
- 4 You shouldn't have told her my secret.
told I wish her my secret.
- 5 You ought to have finished the project by now.
time It's the project.
- 6 I think you should join an environmental group.
were If, I would join an environmental group.
- 7 I didn't pass my driving test so I can't drive my car.
wish I my driving test, so I could drive my car.

Everyday English

• Repeating/Confirming

7 Read the newspaper headlines, then use the table to discuss them.

TOURISM DESTROYING HIMALAYAS
MALAYSIA TO CLONE THREATENED TURTLES
GLACIAL LAKE VANISHES IN SOUTHERN CHILE
900 MONKEYS SEIZED FROM POACHERS
DEAD SEABIRDS ALARM SCIENTISTS

Asking for repetition

- What did you say?
- (Sorry?) Could you say that again, please?
- Could you repeat that, please?

Asking for confirmation

- Did you say ... ?
- Do you mean to say that ... ?

Repeating

- I said ...
- What I said was ...
- I said that ...

e.g. A: *Tourism is destroying the Himalayas.*

B: *What did you say?*

A: *I said that the Himalayas are facing problems because of tourists.*

• Prepositions

8 Fill in the correct preposition. Check in Appendix II.

- 1 Recycling will prevent further **damage** the environment.
- 2 It is wrong to **experiment** animals.
- 3 Increased traffic leads to an **increase** exhaust fumes.
- 4 Consumers need to **insist** products that don't harm animals.
- 5 Climate change has been **obvious** scientists for many years.
- 6 We must **protect** even tiny insects extinction.
- 7 We should **prevent** hunters killing animals.
- 8 We all need to **protest** global warming.

9 RNE Read the text. For gaps 1-7, choose A, B, C or D to complete each gap correctly.

SEA Turtles



From the moment they first enter the sea, male sea turtles never return to land and females only leave the sea to (1) their eggs.

When mature, the females return every two to four years to the area (2) they were born. This may involve a journey of many thousands of kilometres. The turtle crawls on the beach and digs a hole in the sand with her back flippers for her eggs.

After about 2 months, the eggs (3) The baby turtles dig their way to the surface, then at night, they emerge (4) the nest and head for the sea. They dive into a wave and swim for a day or two without stopping, in order to get away from the dangers of land and (5) waters.

And there certainly are dangers. Apart from people, various animals love to eat baby sea turtles. Ninety percent are (6) by seabirds, crabs and large fish. To make matters worse, street lighting near beaches can confuse them to the (7) that they actually head away from the sea.

- | | | | |
|-------------|-----------|------------|-----------|
| 1 A set | B arrange | C lay | D place |
| 2 A which | B who | C there | D where |
| 3 A deliver | B hatch | C emerge | D produce |
| 4 A out | B from | C through | D away |
| 5 A thin | B fine | C low | D shallow |
| 6 A bitten | B eaten | C pecked | D chewed |
| 7 A amount | B extent | C quantity | D level |

Listening Task 1

- 1 **RNE**  You will hear a conversation between Jamie and his father. For statements 1-7, decide if each statement is True, False, or Not stated.

- | | |
|---|--|
| <p>1 Jamie normally gets up late on Saturdays.
A True B False C Not stated</p> <p>2 Jamie's dad doesn't know what a bottle drive is.
A True B False C Not stated</p> <p>3 Recycling takes a lot of time.
A True B False C Not stated</p> <p>4 Jamie's entire family thinks helping the planet is important.
A True B False C Not stated</p> | <p>5 The students are going to take half the bottles to the recycling centre.
A True B False C Not stated</p> <p>6 The students thought they could mail the leaflets to the people in the area.
A True B False C Not stated</p> <p>7 Jamie asked his dad for some money.
A True B False C Not stated</p> |
|---|--|



Listening Task 2

- 2 **RNE**  You will hear six different speakers talking about a regret they have. Match the speakers (1-6) to sentences A-G. Use each sentence only once. There is one extra sentence you do not need to use.

- A I listened to some bad advice.
B I didn't seize an opportunity.
C I decided to give up travelling.
D I kept something to myself.
E I didn't realise what I would miss.
F I missed the chance of a special experience.
G I didn't finish something.

Speaker	1	2	3	4	5	6

Listening Task 3

- 3  You will hear an interview with a man called Sam Ciustrami, who studies volcanoes. For gaps 1-10, complete the sentences.



VOLCANOES

Sam says that if a volcano has erupted within the past 1 years, it is considered to be active.

Sam says Indonesia has approximately 2 volcanoes.

More than half 3 people live near an active volcano.

Land surrounding volcanoes is inhabited because it is very 4.

Often, the frequency of 5 increases when a volcano is about to erupt.

74,000 years ago, the earth's climate was affected by a volcanic eruption in 6.

Mount Toba sent so much ash into the atmosphere, the world got cooler by 7.

Sam says he enjoys his work because he is like 8.

Sam believes it's unusual to work in a profession people are 9 in.

There are volcanic eruptions on Earth 10.

Listening Task 4

- 4 **RNE**  You will hear an interview with a travel writer called Marius Liugiasi. For statements 1-7, choose A, B or C to complete each statement correctly.

- 1 Marius agrees with the interviewer that the general public are right to believe his job
 - A is not rewarding.
 - B is well paid.
 - C is the ideal job.
- 2 Marius feels that one bonus of his job is
 - A learning other languages.
 - B developing a good memory.
 - C finding out more about yourself.
- 3 Marius finds it difficult to
 - A write at least one travel story every week.
 - B capture the sights, noises and scents of a place.
 - C make himself write regularly when he is on the road.
- 4 Marius' advice to would-be travel writers is that they
 - A can expect to become wealthy and well known.
 - B should not do this job if they like challenges.
 - C must have a passion for writing.
- 5 Marius says that to be successful a travel writer has to
 - A write beautifully.
 - B be original.
 - C be competitive.
- 6 Marius says money
 - A has never been his priority.
 - B is only important at home.
 - C allows you to live like a king.
- 7 Marius says that travelling humbles a person because
 - A you must face a lot of difficulties.
 - B you realise how lucky you are.
 - C you are usually very poor.

Unit 4.8

Speaking Skills

Student A:

Task 1 (3–3.5 minutes)

Give a talk about **the best way to stay healthy**.

Remember to discuss:

- the benefits of exercise
- the effects of good diet/nutrition on health
- the importance of regular health checks
- what you do to keep in good health

Making Suggestions (I)

- Why not ... ?
- You could try ...
- You might want to ...
- Perhaps you should ...
- A good idea might be to ...

You will have to talk for **1.5–2 minutes**. **Student B** will listen **until you have finished**. Then he/she will ask you some questions.

Questions for Student B

- Are leisure activities and free time important for good health?
- Are people healthier today than they were in the past?
- Are young people concerned about health issues? In what way?
- Do young people need to be educated more about how to stay healthy?
- Do you think your lifestyle is healthy? Why/why not?
- What could you do to be healthier?



Listen to a model answer. What does the speaker say about the benefits of good nutrition and exercise?

Task 2 (3–4 minutes)

You and your friend have been asked to organise a special event for Health Week at your school. You can choose from:

- a cooking healthy food workshop
- a talk advising on how to beat stress
- a sport and keep fit day
- a walk in the countryside

Discuss the options with your friend and choose the **one** you both prefer the most. **You begin** the conversation. **Student B** will play the part of your friend.



Listen to a model answer. What do the speakers agree on? What reasons do they give?

Remember to:

- discuss all the options
- be polite
- take an active part in the conversation
- come up with ideas
- give good reasons
- find out about your friend's opinions and take them into account

- invite your friend to come up with suggestions
- come to an agreement

Agreeing

- Yes, that would be great, because ...
- That's a good point, as ...
- I would have to agree ...
- I think you're absolutely right ...

Student B:

Task 1 (3 – 3.5 minutes)

Give a talk on **how we can protect the environment**.

Remember to discuss:

- how pollution can be reduced
- the importance of protecting the countryside
- what people can do personally to help – saving energy, recycling, not wasting water, using public transport more, etc
- what the government should do – pass laws, run awareness campaigns etc

Making Suggestions (2)

- One idea might be to ...
- We could ...
- Then we might ...
- Also, we could try ...

You will have to talk for **1.5 – 2 minutes**. **Student A** will listen **until you have finished**. Then he/she will ask you some questions.

Questions for Student A

- Do you think you could do more to help protect the environment?
- Are young people today concerned about environmental issues? Why/Why not?
- What would be the best way to increase people's awareness of environmental issues?
- Do you think the world's environmental problems will be solved in the future?
- What environmental issue affects your life the most?
- Who is to blame for the world's environmental problems?



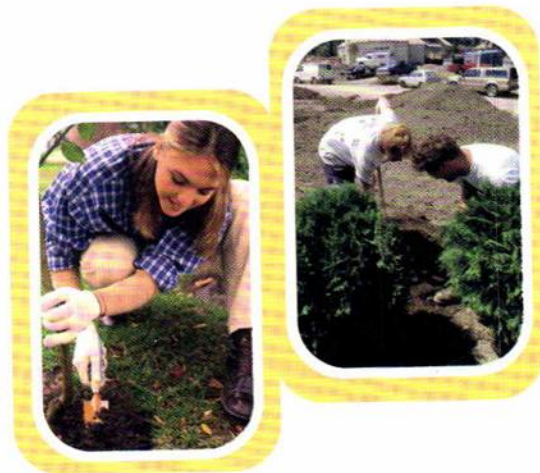
 Listen to a model answer. What does the speaker say about what the government should do and how people can help.

Task 2 (3 – 4 minutes)

You and your friend have been asked to organise a special event during the Environment Week being held at your school. You can choose from:

- a clean up the park/beach day
- a workshop on how to make homes more environmentally friendly
- a morning planting trees in the local park
- an afternoon collecting money for a local environmental group

Discuss the options with your friend and choose the **one** you both prefer the most. **You begin** the conversation. **Student A** will play the part of your friend.



 Listen to a model answer. What do the speakers decide on? What reasons do they give?

Remember to:

- discuss all the options
- be polite
- take an active part in the conversation
- come up with ideas
- give good reasons
- find out about your friend's opinions and take them into account

- invite your friend to come up with suggestions
- come to an agreement

Disagreeing

- I'm afraid I don't agree, because ...
- Actually, I don't think so.
- It's a good idea, but ...
- You have a point, although ...

Unit

4.9

Writing: Argumentative

- An **argumentative** essay is a piece of formal or semi-formal writing. It can be:
 - a **for-and-against** essay in which we discuss the advantages and disadvantages of a specific topic
 - an **opinion** essay in which we present our opinion on a particular topic
 - an **essay providing solutions to problems** in which we discuss a problem and its causes as well as the expected results or consequences of our suggestions

Argumentative writing can be used in letters to someone in authority (e.g. *a local politician, the editor of a newspaper* etc).

- Before starting to write your essay you should first make a plan.
- In an argumentative essay, quotations are a particularly useful way to start or end your piece of writing. Use a dictionary of quotations to help you and include the name and, if necessary, the occupation of the person you are quoting.
- You should use a different paragraph for each point you make. Begin each paragraph with a topic sentence which summarises the main idea of the paragraph. Give examples to support your point of view in the rest of the paragraph.
- When you write your essay use: formal/semi-formal vocabulary: e.g. *It is advisable*, and mild language e.g. *In my opinion*, and formal linkers e.g. *therefore, although, however* etc. Don't use: everyday colloquial language or short forms e.g. *why don't you ... ?*, strong, personal language e.g. *I am sure* and strong feelings e.g. *It is impossible to disagree with me*.

Useful Expressions and Linking Words/Phrases

- **to list and add points:** In the first place, To start/begin with, Secondly, Thirdly, Finally, In addition (to this), Furthermore, Moreover, Besides etc
- **to introduce or list advantages:** The main/first/most important advantage of ... , One/Another/An additional advantage of ... , One point of view in favour of ... , It is often suggested/believed/argued that ... , Some/Many people suggest/feel/argue that ... , Some/ Many people are in favour of/are convinced that ... etc
- **to introduce or list disadvantages:** The main/most important disadvantage/drawback of ... , One/Another/An additional disadvantage of ... , One point/argument against ... , Some/Many people are against ... etc
- **to introduce examples/reasons/results:** for example/instance, such as, like, in particular, therefore, for this reason, because, as, since, as a result etc.
- **to show contrast:** On the other hand, However, still, but, Nonetheless, Nevertheless, Although, Even though, Despite/In spite of (the fact that), ... etc
- **to introduce a conclusion:** In conclusion, To conclude/sum up, All in all, Finally, Lastly, All things considered, Taking everything into account/consideration, ... etc

1 Match the quotations to the essay topics.

QUOTATIONS

- 1 "The toughest thing about success is that you've got to keep on being a success."
Irving Berlin (US composer)
- 2 "Boxing is just show business with blood."
Frank Bruno (British boxer)
- 3 "Art is much less important than life; but what a poor life without it!"
Robert Motherwell (US artist)
- 4 "It's not how old you are, it's how hard you work on it."
Jonah Barrington (Irish squash player)
- 5 "The process of living is the process of reacting to stress."
Dr Stanley Sarnoff (US physiologist)
- 6 "In our factory we make cosmetics. In the store we sell hope."
Charles Revlon (founder of Revlon cosmetics)
- 7 "Whoever controls the media, controls the mind."
Jim Morrison (US singer)
- 8 "Education is a progressive discovery of our own ignorance."
Will Durant (US philosopher and writer)



TOPICS

- a Describe the role of art in life.
- b What are the problems that come with ageing and what can be done about them?
- c "Beauty is only skin deep." Do you agree?
- d What are the advantages and disadvantages of becoming famous?
- e Stress and anxiety can lead to early death. Why is this and what can we do about it?
- f What is the point of learning? Discuss.
- g How do the mass media affect people's lives? Discuss.
- h Violent sports should be banned. Discuss.

- Model Analysis

2 a) Read the rubric and answer the questions.

You have had a class discussion about different types of holidays. Now your teacher has asked you to write an essay giving your views on the following statement.

There are both pros and cons to choosing a package holiday.
Write your **essay**.

- 1 What are you going to write about?
- 2 Who is going to read your piece of writing?
- 3 What advantages/disadvantages of package holidays can you think of?
- 4 What style of writing should you use?

b) Read the two models and decide which one is the best. Justify your decision.

c) Underline the topic sentences in the main body paragraphs in Model 1. Replace them with other appropriate ones.

THE PROS AND CONS OF PACKAGE HOLIDAYS

MODEL 1

Without doubt, package holidays are the most popular type of holiday. However, tourists must carefully weigh up the good and bad points before choosing one.

A package holiday certainly has its advantages. **Firstly**, it makes booking a holiday easy. The travel agent arranges the flights, accommodation, meals and sometimes the activities, which are all booked and paid for in advance. **Secondly**, there is a wide range of holidays to popular destinations on offer. Everything from a safari in Kenya to a walking holiday in the Lake District is available. **Furthermore**, package holidays are cheap. Travel agents are able to offer package deals which are much cheaper than any holiday an individual could arrange for themselves.

However, there are also some disadvantages. **To start with**, tourists often stay in the resort complex to take advantage of the facilities and avoid additional expense. This means that they do not visit local attractions or learn about the people and culture of the country. **In addition**, choices are limited on a package holiday. **For example**, if the entertainment or food provided is not to the traveller's taste, they must put up with it or pay extra for an alternative.

To sum up, package holidays have both pros and cons. **On the one hand**, they are cheap and convenient, but **on the other hand** they can be restrictive.

MODEL 2

Package holidays are the best type of holidays. There are so many advantages to booking a package holiday and very few disadvantages.

First of all, it couldn't be easier. The travel agent makes all the arrangements and the flights, hotel and meals are included and paid for ahead of time. **Also**, there is a wide choice of destinations. **Finally**, package holidays are cheap. Travel agents are able to get huge discounts for bulk bookings that individuals cannot. Therefore, they can offer package deals that cost less than the sum of the individual parts. They pass these discounts on to you and me, and so we can go on a cruise around the Med or a safari in Kenya or skiing holiday in the Alps for a reasonable price.

All in all, it is easy to see why package holidays are so popular. They are the cheapest and easiest option.

3 Look at the words in bold in the models above. Which: list points? conclude? link similar ideas? add points? make contrasting points? Replace them with other appropriate words or phrases.

Unit 4.10

Writing: Argumentative

- Expressing Arguments For and Against a Topic

When you express arguments for and against a topic you should present both views in equal detail. Do not give your own opinion. End with a well-balanced consideration of the points discussed.

PLAN

Introduction

Para 1 Introduce the topic

Main Body

Para 2 Give the arguments in favour of the statement, with justifications/examples

Para 3 Give the arguments against the statement, with justifications/examples

Conclusion

Final para Give a well-balanced summary of the topic

- Read the rubric and the model. What is the function of each paragraph?

You have had a class discussion about shopping. Now your teacher has asked you to write an essay on the following question: *What are the advantages and disadvantages of online shopping?* Write your **essay**.

The Advantages and Disadvantages of Online Shopping

1 These days lots of people shop online. Everything from designer clothes to groceries can be bought on the Internet and delivered to our doors. Is this as good as it sounds?

2 Online shopping has some obvious advantages. To start with, you can shop from the comfort of your own home. This makes life easier, as we can avoid the crowds and traffic and there are no heavy bags to carry. Secondly, it is quick and easy to shop online. You can visit a number of different websites in no time at all and order at the click of a button.

3 However, there are also some disadvantages. Firstly, online shopping can put you at risk of credit card fraud. You must ensure that you only use reputable sites and be very careful with your credit card details, or someone else may be able to use your credit card. Secondly, pictures on a computer screen may not live up to your expectations. As you cannot touch or examine things before you buy them, you may be disappointed when your purchase arrives.

4 All in all, there are both advantages and disadvantages to shopping online. It is easy and convenient, but it is also risky and we should consider all the pros and cons before we consider doing it.

- List the arguments for and against. How does the writer justify his/her points? Complete the table.

FOR

Main Body (Para 2)

Arguments

1 *can shop from home*

2

Justifications/Examples

1 *avoid crowded shops and traffic*

2

AGAINST

Main Body (Para 3)

Arguments

1

2

Justifications/Examples

1

2

- Replace the topic sentences in the main body paragraphs with other appropriate ones.

- Match the arguments to the justifications. Which are for? Which are against?

Fame: a blessing or a curse?



Arguments	Justifications
1 ☐ have lots of money	a they are welcome wherever they go
2 ☐ never sure whether people really like them	b celebrities followed everywhere by photographers
3 ☐ people adore them	c can have comfortable life
4 ☐ complete lack of privacy	d can lead to sense of isolation

b) Use the ideas in Ex. 4a and appropriate linking words to complete the main body paragraphs below.

There are many advantages to being famous. ...
 However, there are certain drawbacks to being famous. ...

Techniques for Introductions and Conclusions

In order to grab the reader's attention and make them want to continue reading, the first paragraph should:

- start with an objective statement: *e.g. It has been shown that violence on television affects children from a young age.*
- make reference to a strange scene or situation: *e.g. The sight of hundreds of flying fish ...*
- address the reader directly: *e.g. Have you ever considered what life would be like without water?*
- start with a quotation or rhetorical question (question which requires no answer): *e.g. Is all this worth the lack of privacy?*
- start with a problem that needs a solution: *e.g. More and more species are becoming extinct ...*

The last paragraph should:

- give the reader something to consider: *e.g. Things would be different if ...*
- summarise the article: *e.g. To conclude, ...*
- end with a quotation or a rhetorical question: *e.g. "All's fair in love and war." "To be or not to be?"*
- end with an objective statement: *e.g. Many people believe that the future of our planet is the most serious issue of life today.*

5 Match the introductions to the conclusions. Which techniques are used in each?

Introductions

- 1 ☐ Increased drug use among young people today is a problem that must be tackled by society if it is to be prevented from causing more damage than it already has.
- 2 ☐ There can be no doubt that television is the sole cause of the breakdown of modern society and that it has absolutely no beneficial effect upon a child's development.
- 3 ☐ What can be done to protect our cities from environmental pollution? Over the past decade, our cities and towns have become more polluted than ever and this is a trend that looks set to continue.
- 4 ☐ Have you ever considered emigrating to another country with a warmer climate where it hardly ever rains? This tempting prospect has been on many people's minds this winter as we face endless, cold, damp days stuck indoors.

Conclusions

- a To conclude, it seems that the only way to improve the quality of our surroundings is to work together to protect the environment. Unless this is done, many cities and towns will have become uninhabitable within the next fifty years.
- b If something is not done soon, an alarming increase in the number of young drug users is inevitable, which will undoubtedly have a harmful effect upon society as a whole.
- c The negative role that television plays in the development of a child can be summed up with a quotation from the Hungarian author, George Mikes, who said: "Television is of great educational value. It teaches you while still young how to (a) kill, (b) rob, (c) shoot, (d) poison, and (e) how to grow up into a gangster by the time you leave school."
- d On balance, it must be said that although moving abroad sounds like an end to all our problems, often it is not. In many cases, it can be far more difficult than living in Britain, mainly due to the fact that it involves taking on a whole new culture and way of life.

6 a) What techniques has the writer used to begin/end the essay in Ex. 1?

b) Replace the beginning/ending with another technique. Compare answers with a partner.

7 Read the rubric. Then write your essay.

More and more people nowadays prefer watching DVDs at home to going to the cinema. What are the pros and cons of watching DVDs at home? Write your essay for your teacher (200-250 words).

Disasters

Valley of the Geysers

- 1 a) Look at the titles of the texts. What do you know about these places? Tell your partner.

b) Look at the pictures. What kinds of disaster might occur in these places? Read the texts to find out.

- 2 For texts A and B, choose A, B, C or D to complete gaps 1-7 correctly.

- 3 For text C, fill in the gaps (1-7) with one suitable word.

- 4  Listen as you read the texts again. Then answer the questions below.

Text A

- 1 What is a geyser?
- 2 What happened to the Valley of the Geysers in 2007?
- 3 Why did officials decide not to clear away the landslide from the Valley of the Geysers?

Text B

- 1 What problems affected the Volga River during the 20th century?
- 2 What was done to increase the population of fish?
- 3 What action is being taken to improve the situation?

Text C

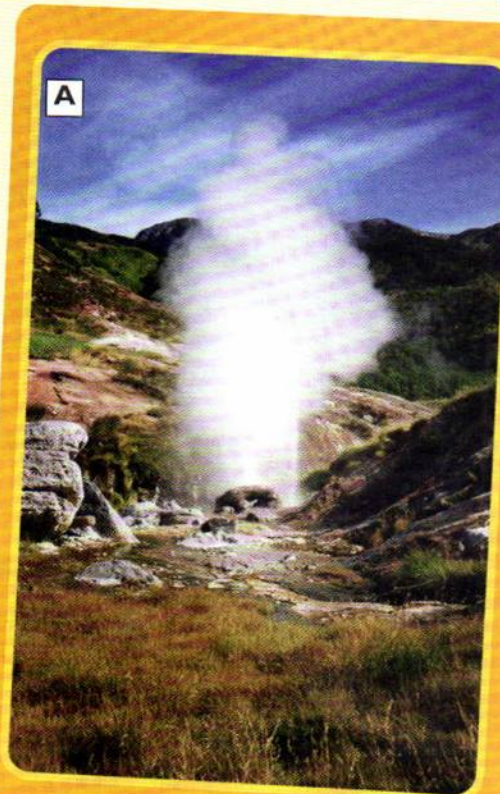
- 1 How were the terraces built?
- 2 What is happening to the terraces?
- 3 What is being done to save the terraces?

Located on the Kamchatka peninsula in Eastern Siberia, Russia's world famous Valley of the Geysers is one of 1) five places on Earth where hot springs punch holes through the Earth's crust to eject boiling water and steam skywards.

Until recently, the area 2) of some ninety geysers and hundreds of thermal pools, steam jets and mud pots. Sadly, this natural 3) was

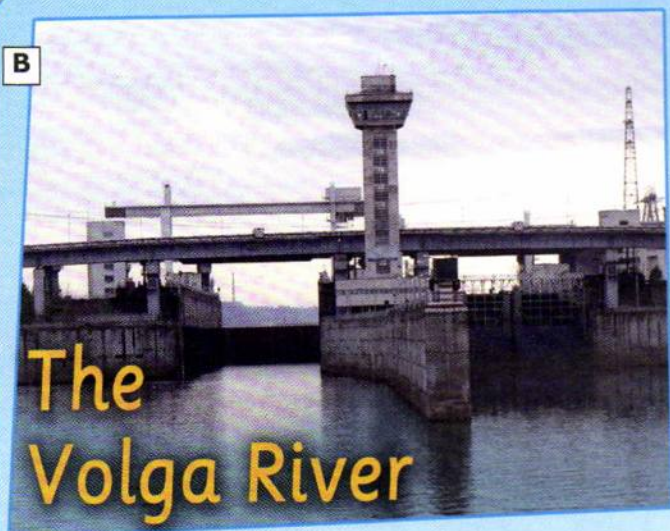
all but obliterated by a massive landslide in 2007. An entire mountainside collapsed in a nearby valley, hurling mud, stones, gravel, snow and ice into the geyser valley and covering two-thirds of it in the 4) of an eye.

Following the natural disaster, officials met to consider removing the landslide 5) in order to return the valley to its former glory. But it was agreed by all that it would be inherently wrong not to allow nature to take its course. The Kamchatka area is a strictly controlled nature reserve 6) to observe natural processes, and the landslide was a natural process. The opportunity to 7) the amazing natural transformation of a landscape and the birth of a completely new valley is, officials concluded, a unique opportunity that should be embraced.



- | | | | |
|------------|-------------|-------------|---------------|
| 1 A simply | B hardly | C only | D barely |
| 2 A formed | B consisted | C comprised | D amounted |
| 3 A scene | B wonder | C spectacle | D miracle |
| 4 A close | B open | C shut | D blink |
| 5 A debris | B ruins | C litter | D waste |
| 6 A based | B settled | C installed | D established |
| 7 A note | B witness | C perceive | D attend |

B



The Volga River

During the 20th century large swathes of the Volga River were poisoned and its natural **1)** was destroyed. The impact on its wildlife was devastating. Breeding areas were affected, and the poisonous water **2)** that the number of fish plummeted. Imposing dams, overfishing and the poaching of fish for caviar were some of the other problems affecting Russia's main river.

Fortunately, the Russian government started taking steps towards restoring the river. Programmes were established to make the water cleaner and safer, and to minimise the industrial pollution affecting the river. Fish farms were also **3)** in order to help repopulate the water. The world's largest freshwater fish, the Beluga sturgeon, which has **4)** the river for hundreds of years, is now **5)** from a rise in numbers.

Today, work is continuing and the Volga River is well on its way to full recovery. The fish are plentiful and able to **6)** naturally in the cleaner water. Further action is being taken to limit the pollution deposited in the river by factories, and fines are being **7)** on illegal fishing. Due to efforts by the Russian government, the future looks brighter for the Volga River as it is restored to its former glory.

- | | | | |
|---------------|--------------|--------------|-------------|
| 1 A tide | B run | C flow | D current |
| 2 A intended | B meant | C caused | D made |
| 3 A given | B introduced | C delivered | D issued |
| 4 A inhabited | B resided | C lived | D settled |
| 5 A gaining | B enjoying | C benefiting | D profiting |
| 6 A produce | B spread | C breed | D raise |
| 7 A noted | B advised | C suggested | D imposed |

5 Make notes under the following headings for each text: *Location, Problem, Solution*. Use your notes to summarise the texts for your partner.

Rice terraces of the Philippine Cordilleras

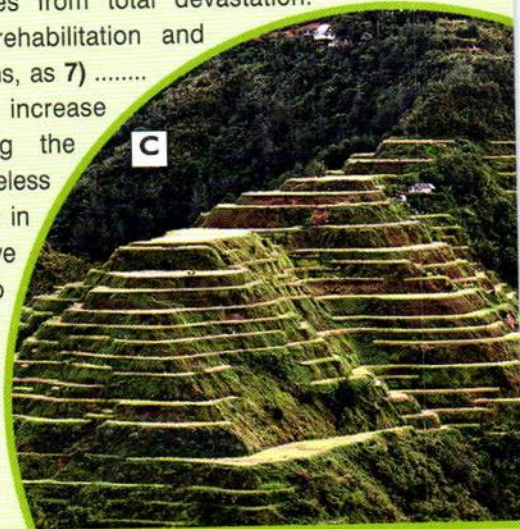
The rice terraces of the Philippine Cordilleras are man-made terraces, 2,000 to 6,000 years old, carved into the Cordillera mountain range of Luzon island in the Philippines. A UNESCO World Heritage Site, the terraces are so extraordinary that many people regard them as the 'eighth wonder of the world'. Rising majestically from deep valleys to altitudes of 1,500m, these spectacular structures **1)** painstakingly carved out of the harsh mountain terrain by ancient tribes of people using nothing more **2)** primitive hand tools. They are an absolutely astounding testament to man's engineering genius and span some 10,500 sq km. **3)** placed end to end, archaeologists estimate they would encircle half the globe.

Tragically, a series of factors including environmental degradation, erosion, and neglect **4)** the indigenous culture are threatening the survival of the terraces. Many of the once green and fertile terraces now sit as eroded grasslands **5)** to lack of care, as rice farming has fallen out of favour with the younger generation. The situation is so serious that UNESCO has placed the terraces **6)** its 'endangered sites' list.

Fortunately, the gravity of the situation is realised. In 1993, the Ifugao Rice Terraces Commission was created to save the terraces from total devastation.

Currently, terrace rehabilitation and preservation programs, as **7)**

as programs to increase appreciation among the young of their priceless cultural heritage, are in place. There are grave problems to overcome, but with effort the terraces will endure for generations to come.



Project!

ICT In groups, collect information on another man-made or natural environmental disaster in your country.

Make a presentation to the class.

Unit 4.12 Literature

- 1 Look at the picture. Why do you think Herman Melville chose to write about a sea adventure? Read the biography to find out.

Herman Melville



(1819–1891) was an American writer who wrote novels, short stories and poetry. In 1839, he went sailing for a year and a half around South America and afterwards joined the Navy. His first

two books, *Typee* (1846) and *Omoo* (1847), were about his travel adventures. His most famous book, *Moby Dick* (1851), is about a white whale that destroys a ship and bites off a man's leg. The man, Captain Ahab, is now setting sail with his crew to find the whale and get revenge.

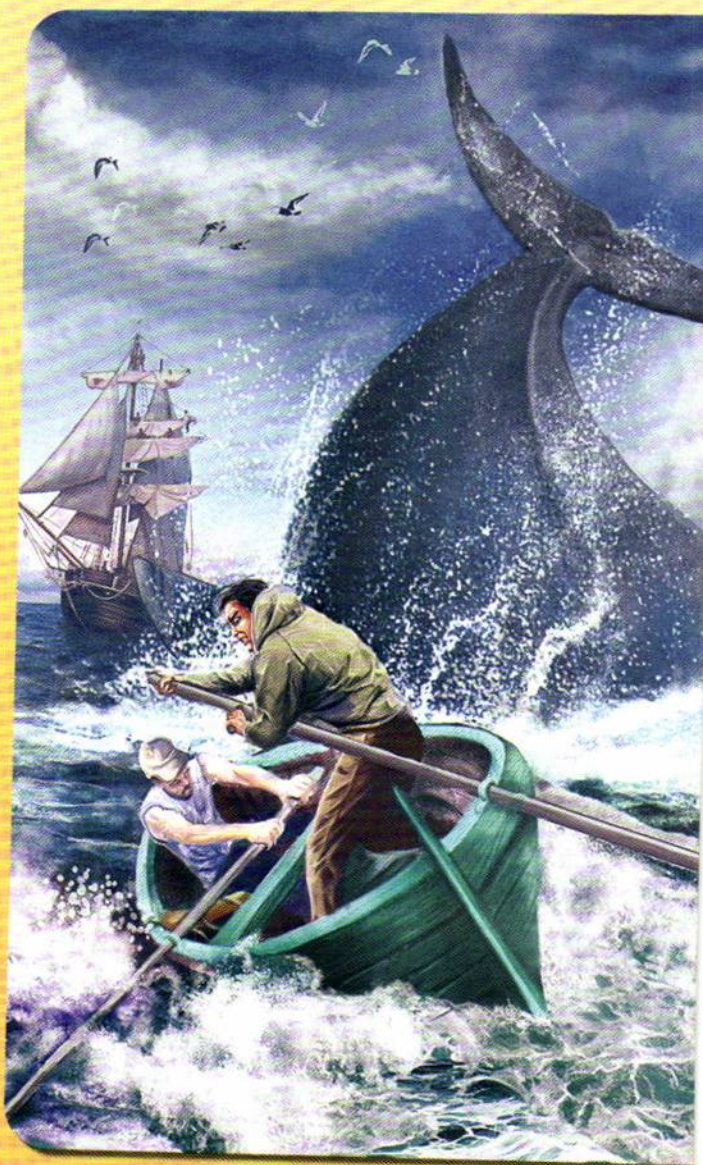
- 2 Close your eyes and listen to the sounds. What do you see and feel? What do you think the extract is about?
- 3 **RNE** Read the text and choose the correct parts of the sentences (A–G) to complete gaps 1–6. There is one extra part of a sentence you do not need to use. Then translate the last paragraph into Russian.

- 4 Listen as you read the extract again. Mark the sentences 1–5, T (true) or F (false). Correct the false sentences.

- 1 The sailors didn't want to see the whale.
- 2 Ahab thought that someone might have seen the whale before him.
- 3 Mr. Starbuck was told to guard the ship.
- 4 The men followed the whale in the ship.
- 5 Someone had already tried to attack the whale.

- 5 Use a dictionary to explain the words in bold.

Moby Dick



- 6 Match the highlighted words in the text to their definitions below.

- large pieces of cloth that catch the wind
- sparkle, shine
- people who watch for events at sea
- tall pole in the middle of a ship
- moment
- large and wide

"What do you see?" cried Ahab, looking up to the sky. "Nothing, nothing, sir!" was the reply. "The sails! Raise the sails on both sides!" After the sails were set, Ahab was lifted up to **the** main mast. When he was almost at the top, he **peered between** the sails and cried, "There she blows! – there she blows! A hump like a snowy-hill! It is Moby Dick!"

When they heard the cry, which seemed to come from the three **lookouts**, the men on the deck rushed to see the famous whale that they had been searching for. Ahab was now at the top and higher than the other lookouts. Tashtego was standing just **beneath** him on the top of the lower mast, **1**. From this height the whale could now be seen some mile or so ahead, with every wave revealing his high hump **2**. To the men on board it seemed like the same silent **spout** they had seen so long ago in the moonlit Atlantic and Indian Oceans.

"And did none of you see it before?" cried Ahab, asking the men all around him.

"I saw him almost that same **instant**, sir, **3**."

"Not the same instant; not the same – no, the whale is mine, **Fate** kept the whale for me. There she blows! – there she blows! – there she blows! There again! – there again!" he cried, in long, drawn-out tones, in the same **rhythm** of the whale's water jets. "He's going to make a sound! Take down the top sails! Stand by the boats. Mr. Starbuck, remember, stay on board, and keep the ship safe. Are the boats there ready? Bring me down, Mr. Starbuck; lower, lower – quick, quicker!" **4**.

"He is heading straight into the wind, sir," cried Stubb, "right away from us; he cannot have seen the ship yet."

"Be silent, man! Stand by the ropes! Boats, boats!"

Soon all the boats but Starbuck's were ready **5**. With **swiftness** they sailed into the wind, with Ahab taking charge. A pale **glimmer** lit up Fedallah's tired eyes and he bit his lip.

Like **noiseless** shells, the little boats sped through the sea **6**. It was like a meadow, it was so smooth. At length the hunter came so near to his prey that his entire hump was visible. Ahab saw the big wrinkles of the head and the glistening white shadow from the **broad** forehead. The blue waters flowed behind him and bright bubbles came up by his side but were popped by the feet of birds on the sea. A tall but broken pole of a spear was stuck in the white whale's back.

- A** and all the boat sails were up
- B** so that his head was almost on a level with Ahab's heel
- C** and I cried out," said Tashtego
- D** but slowed as they neared the whale
- E** and the silent spouts of water shooting into the air
- F** and he came down through the air to the deck
- G** so they couldn't see the whale

7 Imagine you are Mr. Starbuck and you are watching Moby Dick from the ship. Write a letter to your friend explaining what happened that day. Include the points below:

- what did you see?
- what did the whale do?
- what did Captain Ahab and the sailors do?
- how did you feel about staying on the ship?

1  Look at the picture and the title of the article. What do you think the article is about? Listen, read and check.

2 Read the text and mark each of sentences 1-6 as T (true), F (false) or NS (not stated).

- 1 Average global temperatures have increased in the last century.
- 2 The 1990s were one of the coldest decades on record.
- 3 Polar bears hunt for seals all year round.
- 4 There are now fewer polar bears in Hudson Bay than there were 10 years ago.
- 5 Polar bears usually raise more than two cubs.
- 6 Ice isn't essential for polar bears to survive.

3 Match the words in bold in the text to their synonyms in the list below.

1 amount of food	10 unclear
2 types	11 consequences
3 fall down	12 states
4 maintain	13 period when food is absent
5 shrinking	14 discharge
6 exactly	15 lessening
7 disturbing speeds	16 became less
8 gone up	17 places where a wild animal gives birth
9 disastrous	

4 In pairs, write a list of things that must be done to improve the condition of the environment and reduce global warming. Share your ideas with the class.

Global Warming



Global warming is a hot topic that shows little sign of cooling down. The Earth's climate is changing, but **precisely** how – or even if – we can stop the process is **uncertain**. Over the last century, average global temperatures have **increased** by approximately one degree, while in Alaska, North-Western Canada and Eastern Russia it is believed average temperatures have increased by as much as three to four degrees. In the Northern Hemisphere, the spring thaw occurs nine days earlier and the winter freeze happens about ten days later than it did 150 years ago, and the last two decades have been the warmest ever recorded since the mid-1800s.

Global warming has serious **repercussions** for life on the planet. One immediate result is that many animal **species** are fighting for survival. One example is the polar bear population that lives in the Hudson Bay area of Northern Manitoba. The **reduction** in ice, as well as a shorter winter season, means that the bears have a reduced hunting period. For some bears, their yearly **food intake** has **decreased** by as much as ten kilograms. Some of them are not able to survive the **summer fast** because they have not stored enough energy to **sustain** themselves. They need the ice to cover the sea during the winter months so they can hunt for seals, their main source of food. However, the sea ice is melting and breaking up because of global warming. Glaciers and icebergs are **receding** and disappearing at **alarming rates**. Studies suggest that the West Hudson Bay polar bear population has decreased by as much as 20 percent in just 10 years.

Warmer weather in the region also has a **cataclysmic** effect on female bears and their **maternity dens**. Many dens **collapse** in the spring, due to heavy rains, and trap the mothers and their cubs. In some instances, the increased temperatures melt the frozen ground where the dens are located, also causing them to collapse. Unless the mother and cubs are rescued, most of these animals die.

If we continue to do nothing to reduce the **emission** of greenhouse gases and continue to pollute our environment, ice **conditions** in the Hudson Bay area will not be able to sustain and support its population of polar bears, and we will have forced yet another species into extinction.

Project!

ICT Research another animal that is affected by global warming. Prepare a short presentation to share your findings with the class. You can visit this website: <http://www.greenpeace.org>.

Progress Check 4

1 **Fill in:** wiped out, protect, collaborates, confirm, increase, destroyed, captured, battered, proclaim, adjust.

- We should animals' habitats, not destroy them.
- It is said that dinosaurs were when an asteroid hit the Earth 65 million years ago.
- The southwest coast of Florida was by a severe hurricane over the weekend.
- The head zoo keeper was delighted to that the zoo had succeeded in breeding a Siberian tiger cub.
- If something isn't done soon, the rainforest will be completely
- Many people wondered whether the panda would to living in the wild after its release from captivity.
- After they had the lion, they sent it to a conservation park.
- The poacher continued to his innocence despite all the evidence against him.
- Greenpeace with many other environmental groups.
- The government plans to the number of wildlife reserves in the country.

(Points: $\frac{\quad}{10 \times 2 \quad 20}$)

2 **Fill in with:** destructive, coin, natural, keep in, soil, ozone, radical, acid, eye, ruin.

- | | |
|-------------------|----------------------|
| 1 forces | 6 of the storm |
| 2 rain | 7 changes |
| 3 -friendly | 8 one's career |
| 4 habitats | 9 captivity |
| 5 fertility | 10 the term |

(Points: $\frac{\quad}{10 \times 1 \quad 10}$)

3 **Rewrite the sentences using the passive.**

- The factory dumped large amounts of toxic waste into the lake.
- The local government is proposing a law to stop fishing at night.
- The poachers shot twelve gorillas last month.
- Greenpeace is holding a rally at the local stadium.
- People say that the Earth is heating up fast.

(Points: $\frac{\quad}{5 \times 4 \quad 20}$)

4 **Complete each of the sentences using the word in bold. Use two to five words.**

- It would have been better if they hadn't built the power plant here.
only built the power plant here.

- We didn't go on that holiday because it wasn't environmentally friendly.

been If environmentally friendly, we would have gone.

- She didn't join the organisation and now she can't go to the meeting.

wished She the organisation, so she could go to the meeting.

- Firefighters evacuated the area.

was The area firefighters.

- They ought to have banned salmon fishing on the lake by now.

been Salmon fishing on the lake by now.

(Points: $\frac{\quad}{5 \times 3 \quad 15}$)

5 **Rewrite the sentences.**

- As soon as it got hot and windy, a forest fire broke out. No sooner

- I have never heard of anything crueller than killing animals for sport. Never

- He was only able to enter the conservation area after he had shown the proper papers.

Only

- If they had known how much damage the tourists would cause, they wouldn't have let them come.

Had

- The number of species disappearing will never decrease unless people stop polluting.

Not until

(Points: $\frac{\quad}{5 \times 4 \quad 20}$)

6 **Complete the missing prepositions.**

- It should be illegal to experiment animals.
- We should insist governments punishing businesses that cause pollution.
- The group stands the rights of animals.
- Shelley didn't know what RSPCA stands
- Poachers shouldn't be let with just a fine when they are caught the first time.

(Points: $\frac{\quad}{5 \times 3 \quad 15}$)

(My score: $\frac{\quad}{100}$)

Now I can ...

- talk about endangered animals and environmental issues
- repeat and confirm
- express concern
- use the passive, conditionals/wishes, inversion
- make a presentation on humpback whales
- write a summary of a text
- write an argumentative essay

... in English

Module 4 | Focus on RNE

Reading - Part 2

Read the text and choose the correct parts of the sentences (A-G) to complete gaps 1-6. There is one extra part of a sentence you do not need to use. Write your answers in the table.

The Mariinsky Ballet

The Mariinsky Ballet is one of the world's leading ballet companies. It was established in St Petersburg in 1740 to provide amusement for the Imperial court, **1)**

In the 19th century the company really began to make its mark on the world under the direction of the choreographer, Marius Petipa. He created some of the company's greatest full-length ballets, **2)** Many of these ballets, such as *The Sleeping Beauty* and *The Nutcracker*, are still popular today.

The 1917 revolution looked like the end of classical ballet in Russia **3)** Also, some of the ballet's most famous stars left Russia to continue their careers abroad, **4)** But it wasn't long before the Mariinsky company gained recognition in the Soviet era under the new name of The Kirov Ballet.

Agrippina Vaganova was one of the people **5)** This renowned teacher trained many of the company's stars, including the two prima ballerina assolutas of the Soviet era, Maya Plisetskaya and Galina Ulanova. The ballet school of the Mariinsky company was named after Vaganova not long after her death in the 1950's.

Today, the Mariinsky/Kirov Ballet continues to delight ballet fans around the world with its spectacular productions. There are not many ballet companies with a history as long and illustrious as this one's. A visit to the Mariinsky is well worth it **6)** You won't regret it.

- A who helped to save the company
- B which took the Russian public by storm
- C which made matters even worse
- D if you ever get the chance
- E but soon became popular with a wider audience

- F because it was seen as imperial entertainment
- G although it's too expensive

1	2	3	4	5	6

Use of English - Part 1

Read the text and complete gaps 1-7 with the correct form and tense of each verb in capitals.

The Train Station

Lily put her bags down on the platform and looked at the station clock. There were only ten minutes until the train **1)** She told her boys, George and James, to guard the bags while she went for the tickets.

As she dashed to the ticket office she wondered if the boys **2)** while she was gone.

On her way back to the platform, Lily was in such a hurry that she wasn't looking where she **3)** and she tripped over someone's travel bag.

Lily sat on the floor holding her bruised knee. The gentleman whose bag she had fallen over came up to her and said, "**4)** (you) yourself? Are you alright?"

Lily **5)** by how much her knee hurt but she smiled bravely at the man and told him she was fine as he helped her up.

She was relieved to see that the boys were still where she had left them, but they were angry that she had taken so long. "Where have you been?" asked James. "We **6)** for ages!" added George.

"I'm sorry," said Lily, "I **7)** to worry you. I had an accident, I'm afraid."

DEPART

BEHAVE

GO

HURT

ASTONISH

WAIT

NOT MEAN

Part 2

Read the text and complete gaps 1-6 with the correct derivative of each word in capitals.

Supervolcano

The term Supervolcano was not invented by scientists. In fact, it was first used by the BBC in a 1) it made in 2000 for the popular science programme Horizon.

A Supervolcano is a large scale volcanic 2) which is much greater than any that have taken place in historic times. The last time such a massive volcano occurred was more than 25,000 years ago.

This type of event would be 3) for the planet, as it would cause long-lasting weather changes which could trigger another Ice Age and lead to the extinction of many species.

One area that 4) suspect may be the scene of the next Supervolcano is Yellowstone National Park in the United States.

The Yellowstone volcano is most famous for its spectacular Old Faithful geyser, which shoots a large column of water into the air every ninety minutes. But what has interested scientists is that 5) there has been an increased amount of activity within the volcano.

Many 6) have been offered for the cause of this activity, including the possibility of another Supervolcano. But as these happen only every 600,000 to 800,000 years, most scientists think we are safe – for the time being.

DOCUMENT

ERUPT

DISASTER

GEOLOGY

RECENT

EXPLAIN

Part 3

Read the text. For gaps 1-7, choose A, B, C or D to complete each gap correctly. Circle the answer you choose.

Afternoon Tea

Harriet could not imagine a Saturday afternoon without her usual tea party. She would spend every Saturday morning shopping and preparing for the arrival of her guests 1) that day. She looked forward to it every weekend and went to 2) lengths to make it as special as possible. Today was no different.

Her first port of call was the bakers to buy fresh bread and cream cakes. Then she stopped by the local delicatessen to buy smoked salmon, cured meats and a good pâté for the sandwiches. Finally, she 3) a visit to the excellent speciality tea shop on the village high street. She liked to 4) her guests a different type of tea each week. This time she chose a delicate Darjeeling.

Once she had picked up all her supplies, Harriet went into her kitchen to get everything ready. Not only did the meal have to taste good, it had to look good too. She carefully removed the crusts from all the sandwiches and cut them into neat triangles before arranging them on her best china plates. The cream cakes were placed artistically on the cake stand to make them look 5) more delicious than they already were.

When she had finished in the kitchen, Harriet went to 6) the table. The dining table was covered in beautiful white linen to show 7) her rose-patterned china tea service and she placed two bowls of fresh flowers at either end of the table. As soon as everything was ready, Harriet cast an eye over her handiwork and sighed with satisfaction. Everything was just as it should be.

1 A following

B later

C after

D soon

2 A great

B large

C big

D giant

3 A needed

B gave

C owed

D paid

4 A provide

B supply

C offer

D present

5 A just

B only

C even

D some

6 A place

B set

C make

D sort

7 A off

B in

C up

D out



Listening - Part 1

You will hear six different speakers. Match the speakers 1-6 to sentences A-G. Use each sentence only once. There is one extra sentence you do not need to use. You'll hear the recording twice. Write your answers in the table.

- A I worry about paying for the things I have bought.
- B I have changed my attitude towards shopping.
- C I think online shopping needs more safety measures.
- D I do not like shopping in a carefully planned way.
- E I am careful about spending too much money.
- F I do not mind the negative side to the way I shop.
- G I have found a way to shop that suits my lifestyle.

Speaker	1	2	3	4	5	6

Part 2

You will hear a conversation between two friends. For statements 1-7, decide if each statement is True, False or Not stated. Circle the answer you choose. You will hear the recording twice.

- 1 Every Sunday, John cooks dinner for the homeless.
A True B False C Not stated
- 2 Eating at the Royal Hotel is quite expensive.
A True B False C Not stated
- 3 The restaurant staff receive a lot of tips.
A True B False C Not stated
- 4 The hotel never throws any food away.
A True B False C Not stated
- 5 The community centre depends on gifts from the youth club.
A True B False C Not stated
- 6 Ruth's mother is better at knitting than she is.
A True B False C Not stated
- 7 John thinks that we should care about the homeless.
A True B False C Not stated

Speaking

Task 2 (3 – 4 minutes)

You and your friend have been asked to arrange an event to celebrate a classmate's 17th birthday. You can choose from:

- the cinema • a restaurant
- bowling • a rock concert

Discuss the options with your friend and choose the one you both would like to organise.

Remember to:

- discuss all the options
- be polite
- take an active part in the conversation
- explain the situation
- give good reasons
- find out your friend's attitudes and take them into account
- invite your friend to come up with suggestions
- come to an agreement

Writing - Part 2

You have 40 minutes to do this task.

Comment on the following statement.

It should be compulsory for all schoolchildren to learn a foreign language.

What is your opinion? How will they benefit from knowing another language?

Use the following plan.

- make an introduction (state the topic)
- express your personal opinion and give supporting reasons
- give arguments for the other point of view and explain why you disagree with it
- draw a conclusion

Write 200 – 250 words.

Module 5

Units 1-13



Modern Living

► Look at Module 5

- Describe the pictures.
- Which units are the pictures from? What is each unit about?

► Find the page numbers for

- a dictionary definition
- a book review
- fashion tips
- a joke
- a label

- complain and apologise
- express your opinion on modern life

► Practise ...

- quantifiers
- clauses
- phrasal verbs: *look, run, miss, back, put*
- emphatic structures (*there, it*)
- *all, both, neither, either, none, every, whole*
- causative form

► Write/Make ...

- a short article expressing your opinion
- an argumentative essay

► Listen, read and talk about ...

- careers
- fashion & clothes
- crime
- technology
- housing
- computers
- modern life

► Learn how to ...

- describe your favourite shop

Across Cultures: Heroes

Literature: The Caves of Steel

Green Issues: Energy Efficiency

The Designer



"But why do you want to be a fashion designer? You could go to any university in the country with the grades you've got and you want to go to fashion school?" Tanya bowed her head further over the piece of silk she was working on and continued to sew the small bright beads onto the fine cloth with quiet determination. She knew her father was exasperated with her decision but it wasn't going to affect her resolve in any way. He could question her over and over and insist on the ridiculousness of the idea but she was going to be a fashion designer no matter what. It was all she had ever wanted to do.

Tanya thought back to when she had first picked up a needle and thread. Her grandmother, like many women of her generation, had made most of her own clothes and when Tanya was very small she had loved to watch her cutting the cloth and stitching it together with meticulous skill. Bit by bit, under her grandmother's careful instruction, she had learned the craft herself. She had started with simple outfits for her dolls and had progressed to the point where even her grandmother said she was much better than her at making clothes.

Once she had mastered the basic skills Tanya had become adventurous and started designing her own creations. She had a wild sense of colour and liked to make clothes that stood out for the contrast in the colours, patterns and the different types of cloth that she used. There was no doubting her creativity. Her art teacher at school had nothing but praise for her talent and encouraged her to develop it further. But not everyone was quite as sympathetic to Tanya's dream of becoming a star in the world of fashion.

Her brother Dmitri, for one, did not make any attempt to hide his contempt for her obsession with fashion. As far as he was concerned, clothes were just something you threw on in the morning before going out into the outside world. As long

as they were clean and didn't have holes in them that was all that mattered. He regarded anyone who paid attention to fashions and trends as simply a victim of peer pressure and advertising. Dmitri was very fond of telling her that anyone with any sense or intelligence would put their energy into doing something that mattered in the world, like becoming a scientist. He sounded just like her father.

But she wouldn't listen. Her mind was already made up. She had been offered a place at one of the most prestigious schools of Art and Design in the country and nothing would deter her from taking her place there. Contrary to what some people thought, she wasn't a fool and she knew the road to fulfilling her dreams would be a long, hard one. She had a plan mapped out and she was going to follow it through. Fortunately, she did have support within the family. Her grandmother never failed to boast about her talent to anyone who would listen, and her mother, although she didn't make a song and dance about it, was also proud of her.

Tanya looked up from her work and gazed into her father's troubled face. She smiled at him. "You know, dad, we've had this conversation countless times now," she said gently, "and the thing is, underneath it all you know I've made the right decision for my life. This is what I'm good at. So, let me ask you one thing. What would you rather I did with my life? Something that gives me a deep sense of satisfaction and fulfillment or something that would make me unhappy, perhaps for the rest of my life?" Her father's face brightened and he chuckled. "Well, one thing is for certain," he said, "no one could ever accuse you of lacking confidence in your own abilities, and that is definitely a good thing. You know I only want the best for you." She nodded. "I know you do and this is what's best for me." He patted her on the shoulder and walked back to his chair to read the paper.

Lead-in

1 Discuss the following questions with a partner.

- 1 What do you want to do when you grow up?
- 2 What factors affect what we do later on in life?
- 3 Why is it important to consider personality and physical abilities when choosing a career?
- 4 What do you think are the most important things that affect job satisfaction?

Reading

2 Why would someone choose to be a fashion designer? Think of three questions about the topic. Listen and see if you can answer your questions.

3 **RNE** Read the text about someone who wants to be a fashion designer. For statements 1-7, choose A, B, C or D to complete each statement correctly. Then translate the last paragraph of the text into Russian.

1 Tanya's father was annoyed because

- A she refused to answer his questions.
- B she wanted to drop out of school.
- C she didn't get good grades at school.
- D she wouldn't change her plans.

2 Tanya's grandmother

- A makes all her own clothes.
- B doesn't make good clothes.
- C taught Tanya how to sew.
- D enjoys watching Tanya sew.

3 When Tanya learnt to sew she

- A decided to use only colourful materials.
- B realised she would become a fashion star.
- C impressed a teacher with her creativity.
- D began making clothes for other people.

4 Dmitri disapproved of fashion because

- A he wanted to be a scientist.
- B he thought it was unimportant.
- C he was exactly like his father.
- D he felt he was under pressure.

5 Tanya knew her plans for the future

- A would be difficult to achieve.
- B did not have a lot of support.
- C were bound to be successful.
- D had the approval of all the family.

6 To 'make a song and dance' means to

- A become very angry.
- B enjoy going to parties.
- C create a lot of fuss.
- D keep very quiet.

7 Tanya told her father that

- A she was tired of repeating the same conversation.
- B she wasn't interested in his opinion on her future.
- C she knew she had made the correct decision.
- D she wasn't certain about her own abilities.



4 Complete the sentences with the verbs in their correct forms:

• bow • sew • stitch • master • regard • sound
• deter • fulfil • boast • pat

- 1 My mother had made up her mind and nothing would her from acting on her decision.
- 2 My grandmother told me that it had taken her six months to her wedding gown.
- 3 The teacher that none of his students had ever failed an exam.
- 4 My father doubted that he would manage to my brother's wishes.
- 5 It took me a while, but I've finally this computer program.
- 6 The young boy his head over his book as he did his homework.
- 7 The dog growled when the child it roughly on the head.
- 8 When you yell like that, you just like my dad.
- 9 He anyone who spent a lot of money as immature and unwise.
- 10 She had a difficult time the two pieces of cloth together.

5 Complete the phrases with: fine, quiet, peer, countless, fashion, needle, meticulous, outside, prestigious, troubled, deep, careful.

- | | |
|-----------------------|----------------------|
| 1 world | 7 sense |
| 2 face | 8 schools |
| 3 determination | 9 designer |
| 4 and thread | 10 times |
| 5 pressure | 11 instruction |
| 6 cloth | 12 skill |

In pairs, ask and answer questions based on the text.

Speaking

- 6 **THINK!** Do you think Tanya's father was right in disagreeing with her career choice? Why do parents worry about the careers their children choose? Discuss in groups.

Writing

- 7 **THINK!** Spend three minutes writing about what career you would like to have in the future.

Vocabulary & Grammar

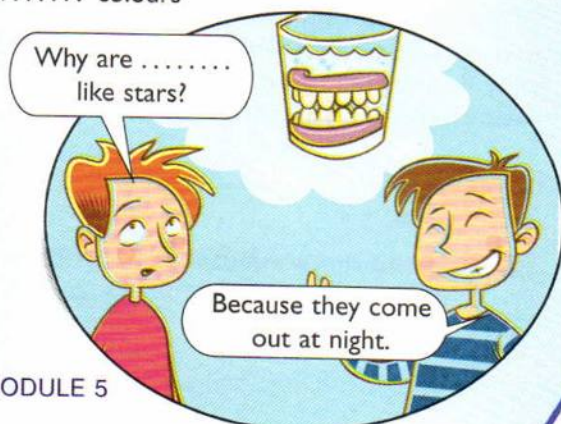
1 Choose the correct word. Then translate the sentences into Russian.

- Keeping all our personal information in one place may cause **nuisance/trouble/anxiety/problem**.
- Can you show me how to **dismiss/extract/delete/destroy** this file?
- I don't know anything about his **private/personal/individual/particular** history.
- Looking for hidden objects is the **central/essential/explicit/solitary** theme in a lot of online games.
- John is quite **able/capable/qualified/efficient** of fixing the computer himself.
- There may soon be a device that can store every **side/aspect/section/feature** of our lives on its hard drive.
- Keeping personal information private is a **delicate/tender/sensitive/soft** issue.
- Scientists have **realised/detected/identified/tracked** the problem and are working to solve it.
- Many people **refuse/object/dismiss/reject** to the authorities having access to all their personal information.
- New technology will open up **endless/continual/unlimited/everlasting** possibilities.

- Word Power
(artificial, fake, false, counterfeit)

2 Fill in: artificial, fake, false or counterfeit. Complete the joke. Choose two phrases and make sentences using them.

- money, 2 teeth,
- intelligence, 4 fur, 5 limb,
- documents, 7 modesty,
- colours



- Words often confused

3 Choose the correct word.

- Dave **forgot/left** his jacket – he's just gone back to get it.
- Remind/Remember** me to call Mark later, will you?
- I need to take my watch to be **restored/repaired**.
- Do you **recall/remind** the day we went to Preston Market?
- Tom has **remembered/memorised** the phone numbers of all his friends.
- Scientists are doing **research/examination** into new ways of compressing data.
- Tom does not **behave/treat** very politely to strangers.
- Lee's mum does not **allow/let** him to use the computer for more than 2 hours a day.
- What's that song? It sounds very **known/familiar** to me.
- She was unable to **control/check** her feelings.

- Phrasal verbs

4 Replace the words in bold with the phrasal verbs from the list below in their correct form. Check in Appendix I.

- look into • run into • call for • break down
- put away

- I guess the situation **needs** immediate action.
- The project **faced** a few problems concerning funds.
- His car **stopped working** and he missed an important meeting.
- Scientists are **investigating** the possibility of making the idea a reality.
- "Can you please **store** all your books **on the shelves** and tidy your room?" she said.

- Emphatic structures **GR p. 179**

5 Fill in: there or it.

- was a lot of information to remember. was very difficult.
-'s impossible to know what changes will be to data storage in the future.
-'s nothing we can do but wait.
-'s time to upgrade our computer. are some fantastic laptops available now.
-'s a pity I couldn't come but was nothing I could do about it.

- 6’s no point in trying to remember everything. Just get a diary and write everything in
- 7’s pointless trying to remind him – he forgets everything.
- 8 are a lot of people online and overloads the server.
- 9’s probably going to be unsafe as are a lot of ways for hackers to get into the system.
- 10’s so much you can do to improve your memory if you think you are losing

6 Fill in: all, both, whole, either, neither, none, every.

- 1 Identity theft increases more and more year.
- 2 of the two games was for a PC, so I didn’t buy them.
- 3 Sometimes I enjoy spending the evening playing video games.
- 4 I had no money left as I had spent of it at the arcade.
- 5 of the other three online players could beat my score.
- 6 My PC came with a cordless mouse and a cordless keyboard.
- 7 You could write it down in your desk diary or enter it in your PDA.

Listening & Speaking

- 7 a) Which crimes can you see in the pictures: burglary, theft, picking pockets, drug dealing, robbery, shoplifting, vandalism, mugging, murder? Which are the most serious ones?**



- b)** **THINK!** How do you think we could help reduce crime? Listen to someone talking about the topic and make notes. In pairs, use your notes to discuss whether or not you agree with the suggestions.

Everyday English

• Complaining

- 8 Use the language in the box to act out exchanges for the situations below, as in the example.**

Complaining
- I'm sorry to say I am very disappointed with ... - I'm afraid ... Could you ... ? - I'm afraid I've got a complaint ...
Apologising
- Oh, dear! I don't know what to say. - Oh, I'm so sorry. I'll make sure it doesn't/won't happen again.

- 1 You bought a camera but its lens is broken.
A: *I'm sorry to say I am very disappointed with the camera I bought yesterday.*
B: *What exactly is the problem?*
A: *Its lens is broken.*
B: *I'm so sorry. I'll see to it immediately.*
- 2 Your new computer keeps shutting itself down.
- 3 You were given a new watch but its glass is cracked.
- 4 You bought a dress but it shrank when you washed it.

- 9 Read the text. Complete gaps 1-10 with the correct derivative of each word in capitals.**

identity theft

Identity theft is a terrifying experience for the victim. It occurs when someone 1) uses someone else's personal 2) to obtain services in their name. They may even commit crimes while impersonating them! To make sure this does not happen to you, there are a number of 3) measures you can take. Firstly, make sure that you do not throw away any 4) that someone could use to impersonate you. Shred all your important papers, 5) credit card receipts or any preapproved credit applications and other 6) information. Secondly, be 7) at cash machines and make sure no one behind you can see your PIN number. Also, never carry your birth 8) or passport with you unless it is absolutely necessary. Never write down your 9) passwords or PIN numbers anywhere – 10) them.

LEGAL
IDENTIFY

PROTECT

INFORM

SPECIAL

FINANCE
CARE

CERTIFY

SECURE
MEMORY

Unit 5.3

Lead-in

- 1 Describe the pictures. What do you think each person's lifestyle might be like? Talk about:

family	not married/single, extended family, only child etc
house	modern/traditional flat, cottage, penthouse/etc in the city centre/a fashionable district/ the countryside etc
dress	smart, fashion victim, casually dressed, unconventional, classy, well-dressed, fashion conscious etc
interests/entertainment	playing sports/computer games, painting, going to concerts/art exhibitions, clubbing, reading, watching TV, travelling etc
education	primary/secondary/high school, university, degree in ... etc
work	well-paid/poorly-paid, career, qualified etc
character	easy-going, generous, quiet, reserved, fussy, independent, generous, patient, hard-working etc

e.g. It seems to me that Peter is a ... He's dressed in ... He may have a family ... He seems to be ... He must live ... He may like ...

- 2 What about you? What is your lifestyle like? Is there anything you would like to change? Tell your partner.

e.g. I'm an only child and I live with my parents in the city centre. I go to secondary school. I like casual clothes and enjoy playing computer games. I guess I'm an easy-going person.



Listening

- 3 Read the definition.

nanotechnology /ˌnænəutek'nɒlədʒi/ U n = science of making and working with things that can only be seen using a powerful microscope

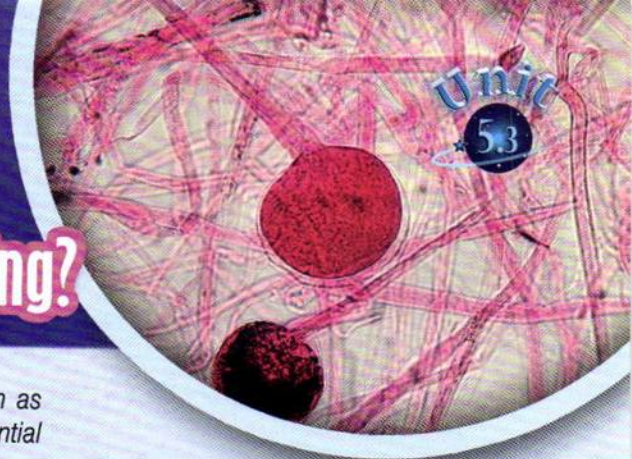
How do you think this science might affect people's lifestyles? Listen and take notes under the headings below. Tell the class.

- transportation • consumer products
- environment • food • medicine

- 4 **RNE** Read the article about nanotechnology. Choose the correct parts of the sentences (A-G) to complete gaps 1-6. There is one extra part of a sentence you do not need to use. Then translate the first two paragraphs of the text into Russian.

Nanotechnology - the next big thing?

Nanotechnology, the technology of materials of microscopic size, is seen as **controversial** by many. This article looks at some of the benefits – and potential dangers.



Imagine a world in which kitchens clean themselves, tiny brushes clean up pollutants in water, and **minute** robots move through the body **seeking out** and destroying cancerous tissue. If all this sounds like something from a 1960s science fiction movie, you should think again, **1** .

Scientists working in this new **branch** of technology see these ideas as only some of the possible **applications** of their research. There is even speculation that materials can be developed that will allow machines to **repair** themselves in much the same way that the human body does, **2** .

Although the idea of using microscopic robots to fight disease is still futuristic, nanotechnology is already being used by doctors. For example, magnetic nanoparticles have been given to patients suffering from certain cancers. These tiny metal balls concentrate in the body's unhealthy tissues, giving doctors a useful tool **3** .

Unfortunately, as with so many new ideas, it is not all good news. People are already expressing **concerns** **4** .

It has even been suggested that the world could **rapidly** be reduced to grey dust as the result of some disaster involving this new technology.

Part of the problem is the fact that nanoparticles are minute. They are so small that they are readily taken up by the body. Normally, the skin acts as a natural barrier **5** .

However, nanoparticles are able to cross biological membranes and penetrate tissues and organs. Studies have already shown that nanoparticles can cause DNA **mutation** and the destruction of cells.

Despite the fears, there are signs that nanomaterials can actively **benefit** the environment and help in the fight against global warming. They can also be used to improve the efficiency of traditional materials. For example, a nanoparticle is being added to engines in buses in Britain **6** .

However, if we are to avoid another environmental catastrophe, then, as with most advances in technology, the message must be: '**proceed** with extreme caution.'

- A which prevents invasion by foreign bodies
- B which would be an incredible development
- C because it is a world that may not be far off
- D which will improve their fuel efficiency
- E which means an operation is necessary
- F which they can use to track the spread of the disease
- G that nanotechnology may be difficult to control

5 Complete the phrases with the words below. Use the completed phrases to make sentences based on the text.

• fuel • biological • extreme • potential • foreign
• cancerous • fight • traditional • global • natural
• environmental • science

- | | | |
|--------------------|--------------------|-------------------|
| 1 dangers | 5 efficiency | 9 ... catastrophe |
| 2 tissue | 6 bodies | 10 caution |
| 3 fiction | 7 warming | 11 barrier |
| 4 to disease | 8 materials | 12 membranes |

- 6** Match the words in bold to these meanings: quickly, go ahead, area, fix, worries, tiny, looking for, uses, help, change, debatable.

Listening & Speaking

- 7** Listen as you read the text again. Then tell your partner what the positive and negative effects of nanotechnology would be.

Writing

- 8** **THINK!** Do you think nanotechnology will change people's lives? Spend three minutes writing about the topic.

Unit

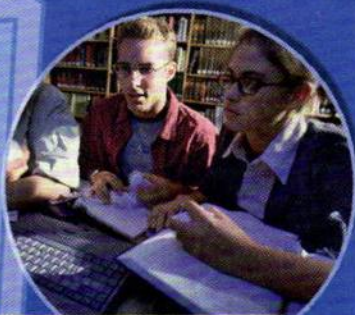
5.4

Vocabulary & Grammar

1 Complete the text with the words/phrases in the list.

- connected • download • crashes • delete • back up
• logged • burn • plugs • virus

PC for Dummies



This book takes the reader from the moment he 1) in his computer through to complicated tasks like recovering files. It starts with an introduction to all the basic functions and explains in simple language how to 2) your data, so it doesn't get lost if the computer 3), or if you accidentally 4) an important file. It also has up-to-date information about online services and step-by-step instructions for how to get 5) to the Internet and useful sites to visit once you've 6) on. In no time at all, you will be able to 7) files and install software from the Net. All the key skills that most users need to know such as how to 8) a CD and what to do if your PC gets a 9) are included. A must-have book for anyone thinking of buying a PC!

2 Choose the correct word. Then translate the sentences into Russian.

- The scanning machines at the airport should **recognise/observe/detect/note** any suspicious materials.
- Some clothes come prewashed, so they won't **decrease/diminish/lessen/shrink** when they are washed.
- Researchers have **assembled/developed/generated/built** a material which can heal itself like human skin.
- Some foods can help you **win/gain/lose/battle** serious diseases.
- Infectious diseases can **extend/stretch/span/spread** in many ways.
- The centre provides information on how to **reduce/chop/shorten/cut back** your risk of a heart attack.
- The threat of disease is **advancing/growing/expanding/maturing** as flood victims go without clean water for a week.
- Industrial chemicals are **hurtful/impairing/harmful/ruining** to the environment.
- Make sure you **assist/help/support/back** your arguments with evidence from your notes.

3 Choose the correct word. Make sentences using the other option.

- Robots and computers are examples of **artificial/false** intelligence.
- New discoveries are made by **experimenting/practising** with things.
- Students have to carry out **research/investigation** as part of their science projects.
- He has a lot of **electronic/electric** games and gadgets.
- Jack has always wanted to work in the computer **industry/factory**.
- Mr Jones said he would **consider/think** me for the post of research assistant.
- The match **completed/resulted** in a tie between the two squads.
- Rapid **steps/developments** in technology have made our lives easier.
- He **progressed/proceeded** into the building with caution trying not to be seen.

• Causative GR p. 181

4 Rewrite the sentences as in the example.

- Someone is organising a party for her.
She *is having a party organised for her*.
- The doctor examined Tim's leg.
Tim
- The cleaner washed all the floors for them.
They
- The technician has updated our computer.
We
- Her flowers will be delivered tomorrow.
She

5 Complete the sentences. Use **have**, **get** or **make** in the correct form.

- 1 She insisted that we attend the meeting.
She the meeting.
- 2 His arm was broken in a skiing accident.
He a skiing accident.
- 3 I'll ask Peter to fix the computer.
I'll the computer.
- 4 My mum told me to tidy my room.
My mum my room.
- 5 My teacher told me to complete the assignment.
My teacher the assignment.
- 6 Mike took his car to the garage to change the oil.
Mike at the garage.

• Clauses GR p. 182

6 Choose the correct item.

- 1 **However/Despite** the cost he decided to buy a new PC.
- 2 **In spite of the fact that/Despite** she doesn't like him, she is nice to him.
- 3 He took the bus, **although/no matter** it would have been quicker to walk.
- 4 She knew the children weren't listening to her, **despite/yet** she kept on talking.
- 5 I'm going to the party, **even though/in spite of** I'm tired.
- 6 Brilliant **though/although** he may be at maths and science, he has problems with all the other subjects.
- 7 **Although/However** hard he tries, he can't get a promotion.
- 8 She studied hard, **despite/yet** she didn't pass her test.

7 Fill in: **so**, **such** or **such a(n)**.

- 1 The sea was rough that I got seasick.
- 2 He ran fast that we couldn't catch him.
- 3 It was good film that we went to see it again.
- 4 He is generous that everybody likes him.
- 5 On occasions it is necessary to dress smartly.
- 6 It was bad weather that we stayed at home.
- 7 It was unusual T-shirt that he bought it.

• Prepositions

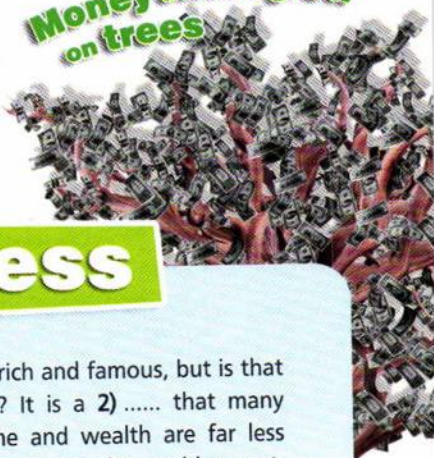
8 Fill in the correct preposition. Check in Appendix II.

- 1 The new programme is already use at universities and institutions throughout the world.

- 2 He **suffers** insomnia.
- 3 Their decision **resulted** disaster.
- 4 Chemicals are **harmful** the environment.
- 5 Could children in lower grades **benefit** technology?
- 6 According to research, modified liver cells keep diabetes **control**.
- 7 The seminar **deals** research in various fields of nanotechnology.
- 8 Environmentally friendly products are **demand**.

- 9 **RNE** Read the text.
For gaps 1-7, choose A, B, C or D to complete each gap correctly.

Money doesn't grow on trees



Happiness

Most people dream of 1) rich and famous, but is that what success is really about? It is a 2) that many people who have 3) fame and wealth are far less happy with their lives than most people would expect. They worry constantly about their money and reputation and they are rarely satisfied with what they have. Singers may lose their popularity, athletes may get 4) and no longer be able to perform well and wealthy businessmen may lose their money by making risky deals or bad decisions. The best way to be happy with your life is to reconsider what happiness really is. We must realise that human 5) and qualities are far more important than material things. A job, no matter how humble, which is done with interest and care is worth as much as instant fame. Being 6) to your family and having friends you can depend 7) also makes for a happy, successful life. These are the things that really count, and give you the right to consider yourself a success.

- | | | | |
|---------------|-------------|------------|-------------|
| 1 A becoming | B doing | C making | D working |
| 2 A reality | B fact | C truth | D certainty |
| 3 A managed | B succeeded | C achieved | D completed |
| 4 A wounded | B injured | C damaged | D harmed |
| 5 A standards | B values | C rules | D laws |
| 6 A next | B beside | C together | D close |
| 7 A to | B for | C on | D by |

Writing

- 10 **THINK!** Spend three minutes writing about what happiness means to you.

Unit 5.5

Lead-in

- 1 Look at the pictures. What characterises modern life? Think about:

- shopping • transport • food
- communication • education
- entertainment

Discuss with your partner.

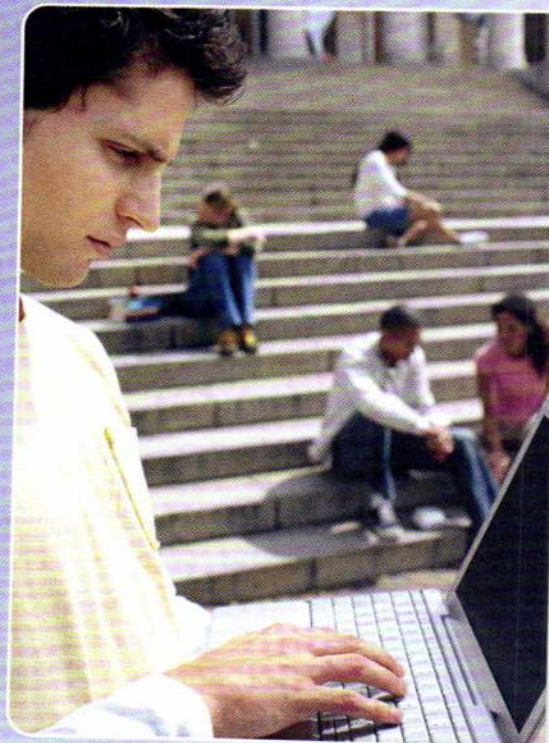
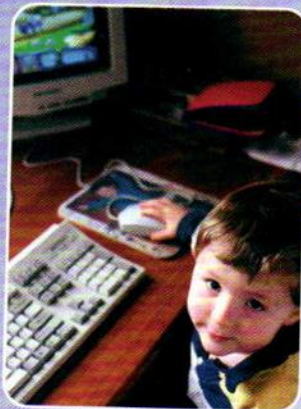
Listening & Reading

- 2 a)  You are going to listen to some texts about modern life. Which innovations do you approve of?
- b) **RNE** Read the text. Match the headings (A-H) to extracts 1-7. Use each heading only once. There is one extra heading you do not need to use. Then translate texts 1 and 6 into Russian.

- A Grounded travellers
- B Tempted to buy
- C Network connections
- D Cubicle for travellers
- E Fast food network
- F Internet exchange
- G Secret messages
- H Two in one

- 3 Fill in: **weather**, **Internet**, **tight**, **carrier**, **impulse**, **text**, **departure**, **complex**, **sleeping**, **unwanted**. Make sentences about some aspects of modern living.

- | | |
|-----------------------|------------------|
| 1 goods | 5 buying |
| 2 compartments | 6 forums |
| 3 conditions | 7 bag |
| 4 abbreviations | 8 budget |
| | 9 code |
| | 10 lounges |



- 4 Replace the words in bold in the sentences with: **concept**, **serve**, **lay out**, **sense**, **vernacular**, **fabric**, **lure**, **nation** in the correct form.

- The **idea** of using natural sources of energy has been around for quite some time now.
- Email can **act** as a very effective tool for quick, convenient communication.
- The shop sold **cloth** in every colour and texture that you could ever imagine.

SIGNS OF THE TIMES

Unit
55



1 Parents of teenagers often feel that they have to crack some kind of complex code in order to understand what their children are texting their friends. In a very real sense, they do! Teens know text language is a very effective way of keeping their parents in the dark about their conversations. Some text abbreviations are now part of everyone's text vernacular – think LOL (laughing out loud) and CUL8R (see you later). But others, like PAW (parents are watching) and LMIRL (let's meet in real life), are a way to KPC (keep parents clueless)!

2 Traditional person-to-person trading, which used to take place at flea markets, car boot sales and collectible shows has been transformed through technology. Online auction sites like e-Bay, which appeared in the 1990s, have become a global phenomenon. From the beginning, they were designed to enable individuals to sell their own unwanted goods through online auctioning. Now a huge trading community has developed in which buyers and sellers are brought together on the Word Wide Web.

3 You may have seen them on TV or heard about them from a friend – capsule hotels in Japan are the accommodation of choice for Japanese businessmen who have missed the last train back to the suburbs, or for travellers on a tight budget. They consist of tiny sleeping compartments about 2 metres long, 1 metre high and 1 metre wide that serve as one's 'room'. You may want to try one for a night just for the novelty, but don't even think about staying in one if you are claustrophobic.

4 Fast food has become one of the great conveniences of modern life, but one would be hard pushed to call it a civilised eating experience. A new patented paper carrier bag invented by Advent Global aims to change all that. Called BreakAway, the bag has a detachable sheet of paper on either side. These sheets become a small tablecloth when removed, providing a clean surface on which to lay out one's food.

5 At any airport you can see people sleeping on the seats in departure lounges and even on the floors. Weather conditions or mechanical problems can cause delays and then there are the stopovers. Many passengers cannot leave the airport and must simply wait it out. In Stockholm they have taken an old jumbo and turned it into a hostel. Parked on the edge of the airport, it provides basic accommodation in 25 rooms with shared facilities.

6 Don't think of a supermarket as just a simple store. It's a place that uses calculated strategies to lure you into purchasing items you had no intention of buying. The big chains spend millions of dollars each year researching just what will increase your impulse buying. This includes having the smell of freshly baked bread hit you when you enter the store in order to make you feel hungry, and spacing regularly-bought items across the entire store so that you need to pass by many tempting goodies in order to complete your shopping.

7 Technology is advancing far quicker than anyone could have imagined. Global communication has never been easier, thanks to social media such as email, Internet forums and blogs. Meetings now take place between people who are scattered all over the world via conference calls and video link-ups without a second thought. Even the news is being brought to us by people capturing the moment on their mobile phones and sending it by MMS.

- 4 The house was **arranged** in such a way that made it very comfortable to live in.
- 5 In a **way** I agree that we have far easier lives than our grandparents did.
- 6 In a modern democratic **country**, every person has the right to vote for their leader.
- 7 TV advertisements are designed to **tempt** consumers into buying products.
- 8 The **dialect** of the island was soft and rhythmic, making it very pleasant to listen to.

Speaking & Writing

- 5 **Look at extract 1 again. Do you and your friends use text messaging? What do you like/dislike about it? What text abbreviations do you use? Work in pairs and write down as many as you can.**
- 6 **THINK! Spend three minutes writing about teenagers texting their friends. Read it to your partner.**

Unit 5.6

Vocabulary & Grammar

1 Choose the correct word. Then translate the sentences into Russian.

- What are you going to **put/wear** for the party?
- Does your dad wear a **suit/costume** at work?
- Jack **complimented/congratulated** Jane on her outfit.
- I am knitting a cardigan with a floral **pattern/plan** on it.
- Jean always wears clothes in the latest **taste/style**.
- I like to keep up with **current/new** fashions.
- Jack cares a lot about his **look/appearance** and he spends a lot of time and money on it.
- She has a few items that have a designer **label/mark**.
- How do you usually **wear/dress** at work?
- Kim wore a beautiful **evening/night** gown to the ball.

- Idioms related to clothes

2 Choose the correct word to complete the idioms. What does each one mean? Are there similar idioms in your language?

- You look great in that suit. It fits you like a **sleeve/glove**.
- Calm down and keep your **jacket/shirt** on!
- He's been promoted, but keep it under your **hat/cap** until it's official.
- We'd better roll up our **sleeves/trousers**. There's a lot of work to be done.
- She wears the **trousers/pyjamas** in their house.
- I don't know what I'd do if I were in his **shoes/sandals**.

3 Complete the text with words from the list.

trends looking for flatter outlets designer timeless worth look budget jazz up



- Choose the look you want. Flick through magazines to see the latest 1) and choose a style that will suit your personality and 2) your body.
- If you have any extra money, spend it on a few well-made 3) items which will not go out of fashion like a tailored jacket or a pair of smart trousers.
- If there are one or two 'must-have' pieces, such as a pair of 4) jeans or boots, that you cannot 5) , ask for them as birthday gifts from your parents.
- Shop for fashionable items at large retail 6) , cheap chain stores or supermarkets. This way you can keep up with the trends and keep to a(n) 7)
- Think before you buy. Be specific about what you are 8) Don't buy something just because it's cheap. It's not 9) it.
- Look in second-hand shops for cheap accessories or clothing items that you can use to 10) your wardrobe.
- Swap or share clothes with friends to vary your 11) This works especially well with items you don't wear very often.

4 Complete the sentences with:

purchase discount on sale exchange receipt retail

- A: Can I this blouse if it's not the right size?
B: Yes, madam, you can return a(n) as long as the tags are still on it and you present the
- A: These normally for £55 but I'll let you have one for £30.
B: That's a great ! I'll take two.
- A: Excuse me. Are these ?
B: Yes, there's a 10% discount.

- Words often confused

5 Choose the correct word to fill each gap:

match

suits

goes with

fit

- That hat really you.
- I want to buy some shoes to this bag.
- This dress doesn't I can't fasten the zip.
- You look great. That top well that skirt.

- far, every, each, much, too, even, a bit, any **GR p. 184**

6 Underline the correct item.

- 1 This year skirts will be **even/very** shorter.
- 2 Sarah is **very/much** pleased with her new shoes.
- 3 Tina was not **much/very** happy when she realised she had missed the sale.
- 4 This coat is **much/too** expensive for me to buy.
- 5 She was **much/very** annoyed when she tore her new jacket.
- 6 John has recently started looking **much/very** more fashionable.
- 7 I don't think there will be any **farther/further** price cuts this season.
- 8 The dress was **far/most** shorter than she had expected.
- 9 There will be **further/farther** sales at the end of summer.
- 10 The shop assistant was **even/most** helpful.
- 11 This shop is **a bit/too** cheaper than the other one.
- 12 Can you wrap it **very/a bit** faster, please? I'm in a hurry.

- Quantifiers **GR p. 184**

7 Underline the correct item.

- 1 There were **much/lots of/a little** people at the shopping centre yesterday.
- 2 I spend **many/a good deal of/several** time shopping.
- 3 She has attracted **a few/several/a lot of** attention with her new look.
- 4 I've bought **a little/several/much** books to take on holiday.
- 5 There was **no/any/many** information about when the new shopping mall would open.
- 6 Helen spends **many/no/hardly any** of her money on clothes.
- 7 Sue has just spent **a few/a little/a great deal of** hours shopping online.
- 8 Can you lend me **several/a few/some** money to buy this bag, please?
- 9 **All/Little/Much** of sales are final. No refunds or exchanges are offered.
- 10 I've got **a little/lots of/much** pairs of jeans but these are my favourite.

- Key word transformations

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

- 1 Jackie liked her new dress very much.
pleased Jackie her new dress.
- 2 The jacket was not nearly as expensive as he expected.
far The jacket than he expected.
- 3 Susie cannot afford to buy designer labels.
too Designer labels Susie to buy.
- 4 It costs far less to buy clothes from second-hand shops.
much It is clothes from second-hand shops.
- 5 Jane dresses very smartly now that she works in an office.
more Since she started working in an office, Jane she used to.
- 6 There will be further reductions in prices next week.
reduced Prices will next week.
- 7 The price includes the cost of delivery.
included The cost of delivery the price.

Listening

- 9  Listen to three speakers talking about their favourite clothes shops. Which shop does each speaker prefer? Why?



Speaking & Writing

- 10 a) **THINK!** Which is your favourite clothes shop? Why? Where do you go shopping for clothes? Why? Tell your partner.
- b) How do clothes change a person's appearance? Spend three minutes writing about the topic.

Listening Task 1

- 1 **RNE**  You'll hear a conversation between two friends. For statements 1-7, decide if each statement is True, False or Not stated. Circle the answer you choose. You'll hear the recording twice.

Beautiful St Petersburg



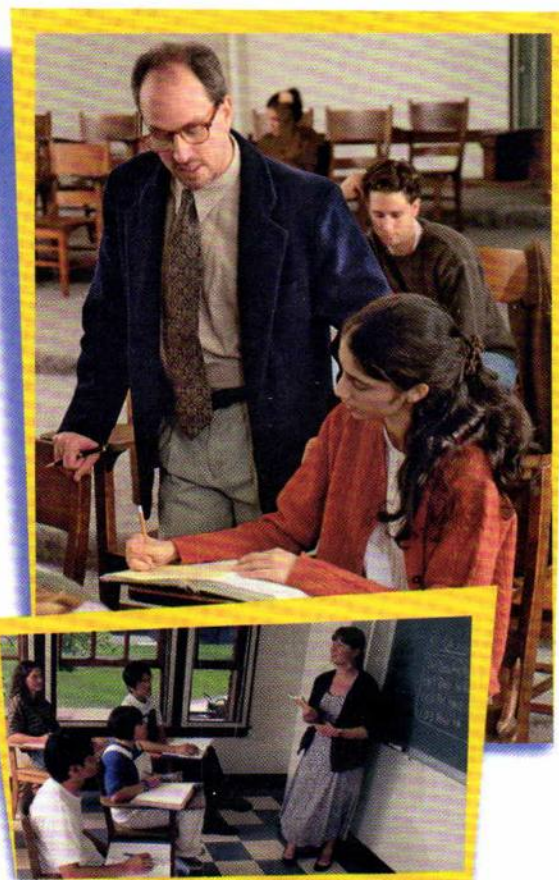
- | | |
|--|--|
| <p>1 James is tired of visiting museums.
 A True B False C Not stated</p> <p>2 All the shops in Nevsky Prospekt are overpriced.
 A True B False C Not stated</p> <p>3 James doesn't want to buy presents from the shops in Nevsky Prospekt.
 A True B False C Not stated</p> <p>4 Katya recommends one of her favourite music clubs to James.
 A True B False C Not stated</p> | <p>5 James would like to buy some modern art.
 A True B False C Not stated</p> <p>6 Katya thinks the day will be very tiring for them both.
 A True B False C Not stated</p> <p>7 James is looking forward to telling his friends about his experiences.
 A True B False C Not stated</p> |
|--|--|

Listening Task 2

- 2 RNE** You will hear six different speakers talking about their schooldays. Match the speakers (1-6) to sentences A-G. Use each sentence only once. There is one extra sentence you do not need to use.

- A** I appreciate my teachers' efforts to make learning fun.
- B** I feel education was a way to escape a difficult life.
- C** I think teachers were too strict with the pupils.
- D** I regret not paying more attention at school.
- E** I realise I was given a chance available to few people.
- F** I believe teachers should be better trained.
- G** I understand why teachers were often strict with the pupils.

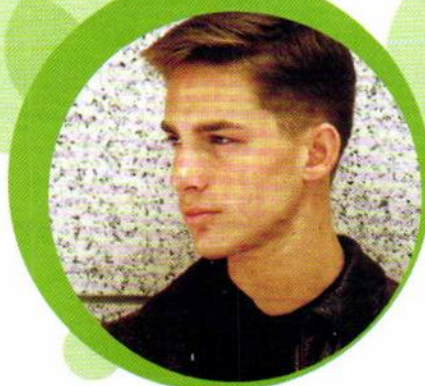
Speaker	1	2	3	4	5	6



Listening Task 3

- 3 RNE** You will hear an interview with a fashion designer. For statements 1-7, choose A, B or C to complete each statement correctly.

- 1** Patrick feels that wearing accessories
 - A** helps people to be unique.
 - B** might make you look overdressed.
 - C** can improve the appearance of clothes.
- 2** One thing Patrick enjoys about his work is
 - A** selling expensive items.
 - B** owning his own shop.
 - C** working in two cities.
- 3** Patrick thinks that what helped make him famous was
 - A** working on a popular outdoor market stall.
 - B** getting an opportunity from a fashion magazine.
 - C** studying at a well-known fashion college.
- 4** Patrick prefers to use leather because
 - A** it has many advantages.
 - B** it is a soft material.
 - C** it is a natural product.
- 5** A lot of fashion designers are beginning to
 - A** avoid man-made materials.
 - B** make eco-friendly products.
 - C** stop using chemical dyes.
- 6** Patrick gets his inspiration
 - A** from animals found in nature.
 - B** from his past studies in libraries.
 - C** from looking at the world around him.
- 7** Patrick is looking forward to
 - A** working on designs for a popular shop.
 - B** creating costumes for a television company.
 - C** taking a long holiday next month.



Unit

5.8

Speaking Skills

Student A:

Task 1 (3 – 3.5 minutes)

Give a talk on **the importance of fashion in teenagers' lives**.

Remember to discuss:

- how you and your social group dress
- what/who influences your style choices
- how your style has changed as you have got older
- what you think your style says about you

Key language

- value for money
- large wardrobe
- make a good impression
- show/express personality
- uniform
- practicality and economy
- looking good

You will have to talk for **1.5 – 2 minutes**. **Student B** will listen **until you have finished**. Then he/she will ask you some questions.

Questions for Student B:

- Do you think young people are concerned about fashion?
- Do you think designer labels are worth the price? Why/Why not?
- Do you think people are judged on what they wear?/Do you judge people on what they wear?
- Do you think girls or boys are targeted more by fashion companies? Why?
- Do you think fashion nowadays is original or does it just recycle old ideas?
- Do you think celebrities influence teen style?



Listen to a model answer. What does the speaker say about their personal style and what does he think about designer clothes?

Task 2 (3 – 4 minutes)

You and a friend have been asked to choose a special event for Carnival Week at your school. You can choose from:

- a costume making workshop
- a music concert
- a talk on international festivals
- a dance competition

Discuss the options with your friend and choose the **one** you both prefer the most. **You begin** the conversation. **Student B** will play the part of your friend.



Listen to a model answer. What do the speakers decide on in the end and what reasons do they give?

Student B:

Task 1 (3 – 3.5 minutes)

Give a talk on **the ways in which technology makes our lives better.**

Remember to discuss:

- what type of technology you use every day and what you use it for
- the importance of instant information access (the Internet)
- the benefits of instant communication from anywhere in the world (mobiles, Internet)
- how your life differs from that of your parents/grandparents when they were young

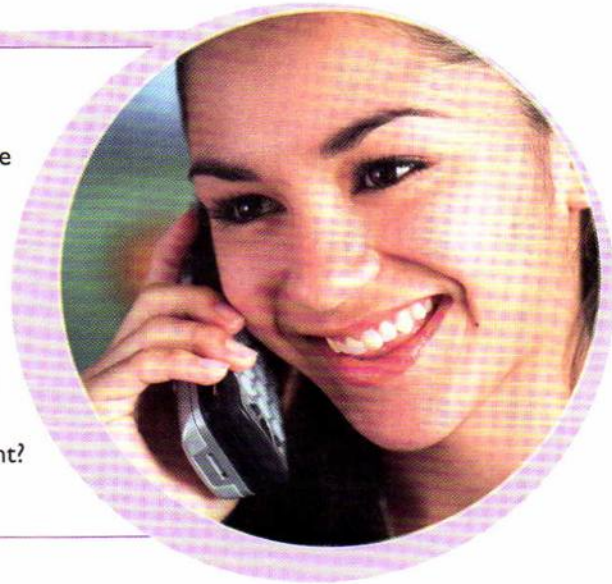
Key language

- Internet
- keep in touch
- entertainment
- satellite TV
- communication
- text messages
- online
- mobile phones

You will have to talk for **1.5 – 2 minutes**. **Student A** will listen **until you have finished**. Then he/she will ask you some questions.

Questions for Student A:

- Do you think people are becoming more or less sociable because of the Internet?
- Do you think it is a good idea for very young children to have a mobile phone? Why/Why not?
- Do you think there are any negative health consequences of using technology?
- Do you think children need to learn mental arithmetic and spelling skills now that computers can perform these tasks?
- Do you think technology is making us more or less impatient? Why/Why not?



Listen to a model answer. What does the speaker use the Internet for?

Task 2 (3 – 4 minutes)

You and a friend have been asked to organise a special event for Science & Technology Week at your school. You can choose from:

- a visit to a science museum
- a tour of the local planetarium
- a talk on robotics by a researcher
- a discussion with scientists from the university

Discuss the options with your friend and choose the **one** you both prefer the most. **You begin** the conversation. **Student A** will play the part of your friend.

Remember to:

- discuss all the options
- be polite
- take an active part in the conversation
- come up with ideas
- give good reasons
- find out about your friend's opinions and take them into account
- invite your friend to come up with suggestions



Listen to a model answer. What do the speakers decide on in the end and what reasons do they give?

Expressing Opinions

Use the introduction and conclusion to express your own personal opinion. Use phrases such as **in my opinion** and **I believe** rather than the more emotional **I think**. Always include examples and reasons in order to support your opinion.

PLAN

Introduction

Para 1 Introduce the subject and state your opinion clearly

Main Body*

Para 2 First viewpoint with reasons/ examples

Para 3 Second viewpoint with reasons/ examples

Para 4 Opposing viewpoint and reason/ examples

Conclusion

Final para Restate your opinion, using different words

*The number of main body paragraphs depends on the number of viewpoints included.

- 1 a) Read the rubric and then the model. What is each paragraph about? Which paragraphs contain the writer's opinion?

You have had a class discussion on how travel affects people's outlook. Now your teacher has asked you to write an essay on whether you agree or disagree with the following statement: *Travel broadens the mind.*

Write your **essay**.

- b) List the writer's viewpoints. What reasons does he use to support them? Complete the table.

Viewpoints	Reasons



Thanks to package deals and budget airlines, more people have the opportunity to travel abroad these days. In my opinion, travelling abroad broadens the mind by giving us an understanding of the culture, language and cuisine of other countries.

In the first place, we can learn about the local culture, traditions and history when visiting another country. Going to museums, cultural events and festivals when on holiday can give us a unique insight into how the people live and the history of their country.

In addition, trying another cuisine can expand our knowledge about food and we can discover new and enjoyable tastes. We can also learn about new ways of cooking as well as unusual or speciality dishes.

On the other hand, some people do not take advantage of the opportunities that travel abroad offers. Instead of getting out and meeting the locals, they stay in their resort, mix only with other tourists and eat the same food they would have at home. They do not give themselves the chance to expand their knowledge about a new culture by listening to the native language and music, visiting traditional sights or trying local food.

In conclusion, it seems to me that travel can offer a wealth of new experiences. I believe we should make the most of any travel experience and use it to expand our knowledge of other people and other cultures.

- 2 Use the language in the table to write sentences, as in the example.

Useful expressions for giving opinions	
- I believe/think/feel (that) ... - I strongly believe ... - In my opinion/ view, ... - The way I see it, ... - It seems/appears to me (that) ... - To my mind, ... - I (do not) agree that/with ...	- My opinion is that ... - As far as I am concerned, ... - I (completely) agree that/ with ... - I (strongly) disagree that/ with ... - I am totally against ... - I couldn't agree more that/with ... - I couldn't disagree more that/with ... - I am totally opposed to ...

- 1 we/help/poor → their lives be easier
I strongly believe that we should help the poor. If we were to do this, then their lives would be easier.
- 2 all students/study/abroad → improve language skills
- 3 people/have vegetarian diet → be healthier
- 4 children/learn/foreign language/in preschool → become fluent quicker
- 5 we/all use/public transport → pollution be reduced

- 3 Read the topic sentences and suggest suitable supporting ones.

- 1 Tourism has a number of disadvantages.
- 2 Too much money is spent on space exploration when we still have people dying from hunger.
- Giving opposing viewpoints

- 4 Use the useful language in the box to write full sentences.

On the other hand ..., Alternatively ..., It can be argued that ..., However ..., In contrast ..., Nevertheless ...

- 1 better education/deter people/from crime
- 2 people argue/education/necessary/get a well-paid job
- 3 ban cars from city centre/not help reduce pollution levels
- 4 some people argue/computers/make our lives easier

- 5 Read the rubrics. What do you have to write for each? What would you include in each paragraph? Choose one rubric and write your essay. End it with a quotation.

- 1 Comment on the following statement:
Many people say that young people shouldn't watch so much television because it is a waste of time and promotes violence. However, others insist that this is wrong because television is in fact very educational.
What is your opinion? Does television harm young people or is it mostly beneficial? Write 200-250 words.
- 2 Comment on the following statement:
Increasing pollution and traffic congestion means that life in towns and cities these days has become very unpleasant. Some people believe that cars should be banned in urban centres and people should use public transport. However, others believe this is impractical and unnecessary.
What is your opinion? Is it right to impose such conditions on urban residents? Write 200-250 words.

- 6 Before you give your essay to your teacher, check for the following:

CHECKLIST FOR ARGUMENTATIVE ESSAYS

Organisation

- Does your piece of writing follow a specific plan?
- Does your introduction state the topic clearly?
- Have you used a different paragraph for each point you make?
- Do the main body paragraphs start with a topic sentence?
- Are there supporting sentences to justify your points?
- Does the conclusion summarise the main points?

Language

- Have you used an appropriate style?
- Have you used advanced vocabulary?
- Have you used appropriate linkers to connect ideas?
- Are your points presented in sequence?
- Have you used a quotation?
- Are there any spelling, grammar or punctuation mistakes?

Providing Solutions to Problems

After stating the problem and why it arose, mention that there are also several possible solutions. Discuss each suggestion in turn and include any expected results or consequences. Use the concluding paragraph to decide which option will give the best results and explain why this is the case. You may also be asked to write a letter (e.g. to the editor of a newspaper) providing solutions to problems. In this case, use an appropriate greeting/ending and use formal style.

PLAN

Introduction

Para 1 State the problem, and/or the possible cause(s)

Main Body

Paras 2-4* Suggestions and results/consequences

Conclusion

Final para Summarise your opinion

*The number of main body paragraphs depends on the number of suggestions you want to make.

1 Read the rubric and then the model. List all suggestions and possible results/consequences.

You have had a class discussion about the negative effects of tourism on your town. Now your teacher has asked you to write an essay based on the following question:

Our town suffers from the negative effects of tourism. What are they and how can they be solved?

Write your **essay**.

Our town is very popular with tourists, especially in summer. Unfortunately, tourism has had some negative effects on our town. We have a number of problems, such as litter, traffic congestion and a lack of car parks.

One possible solution to the litter problem would be to install more litter bins along popular streets and in busy shopping areas. This would be a quick and cheap solution. Furthermore, we could also pay our road sweepers overtime to work extra hours during the tourist season. This would be more expensive but would also help solve the problem.

As for the problem of traffic congestion, one solution would be to set up a park-and-ride scheme. This way tourists and locals could leave their cars outside the town and use a specially provided bus service. This would be relatively simple to set up and would provide a long-term solution.

Another suggestion would be to build a multi-storey car park in the town centre to alleviate the problem of parking during busy periods. This would be costly but would help ease the parking problem.

To sum up, there are a number of possible solutions to our town's problems caused by tourism. However, I believe the best solutions would be to increase the number of litter bins in the busiest areas and to initiate a park-and-ride scheme to ease traffic congestion and parking problems.

Useful vocabulary

To make suggestions:

- A useful suggestion would be to ...
- Steps/Measures should be taken in order to solve/deal with ...
- Another way to ... is/would be to ...
- The situation could be improved if/ by .../It would help if you/we/etc ...
- It would be a good idea if/to ...

To present results and consequences:

- This would .../Then, ...
- By doing this, you/we/etc would ...
- If ..., the result would be ...
- The effect/consequence/result of ... would be .../In this way, ...

To begin a letter:

- After reading your article in Thursday's *Daily News* etc about ..., I would like to suggest some possible solutions to the problem.

2 a) Match the suggestions to their results.

Getting a Good Night's Sleep

Suggestions

- ☐ 1 Go to bed at a regular time.
- ☐ 2 Avoid caffeine or watching TV before bed.
- ☐ 3 Take some exercise during the day.
- ☐ 4 Make your room dark and quiet.

Results

- a your body will be tired and ready to sleep
- b your environment will be suitable for sleep
- c your mind will not be overstimulated
- d your body clock will take over

- b) Use appropriate linking words/phrases to write sentences, as in the example.

I - d A useful suggestion would be to go to bed at a regular time. This way, your body clock will take over.

- 3 Use the ideas below and appropriate linking words/phrases to write supporting sentences for the paragraphs that follow, as in the example.

- A
- walk/well-lit areas/with group of friends/at night
 - avoid/using/mobile phone in public



To begin with we should make sure that we do not make ourselves easy targets for muggers. *For example, a useful suggestion would be to walk in well-lit areas with a group of friends at night.*

- B
- they/look for/suitable vacancies on your behalf
 - look in newspapers/Internet/ask friends/for vacancies



Secondly, it would be a good idea to join an employment agency.

Discuss & Write

- 4 Go through the following rubrics and identify what each one asks for. Discuss the plan for each essay and then write any two of them. Write in the appropriate style.

- 1 Children and young teenagers should not be allowed a mobile phone.

Do you agree? Write an **essay** for your teacher (200-250 words).

- 2 Your teacher has asked you to write an essay based on the question: *What can we do to protect animals from becoming extinct?*

Write an **essay** on this subject (200-250 words).

- 3 Comment on the following statement:

Many people believe that the Internet has changed our lives for the better. Others, however, point out that it also has disadvantages.

What do you think? What are the pros and cons of the Internet? Write 200-250 words.

- 4 Read the extract from the newspaper article below, then write a letter to the editor suggesting solutions to the problem described.

... It really seems as if environmental problems in our town are getting worse and worse. There is graffiti and litter everywhere, you can hardly breathe in the town centre because of all the pollution from cars and the river is becoming more and more polluted because of the factories emptying chemicals into it. The council must act, perhaps by introducing some new laws and finding ways to get the whole town involved in cleaning up the town. Last year's clean-up day in Norton Park, for example, was a great success, so ...

Write 200-250 words.

- 5 Comment on the following statement:

Most countries consider tourism essential. On the other hand, some people believe that it can have serious negative effects. What is your opinion? Is tourism mostly good or bad for a country?

Write your **essay** (200-250 words).

- 5 Exchange essays with a partner. Your partner checks your writing against the checklist on p. 147. Make any necessary changes to your essays.

Unit 5.11 Across Cultures

1 What characteristics make a person a hero? Choose from the list below. Justify your answers.

- bravery • intelligence • wealth
- humour • kindness • selfishness
- generosity • jealousy
- determination

2 In which sense do you think the people in the pictures are heroes? Discuss with your partner. Read through to find out.

3 **RNE** Read text A and complete gaps 1-6 with the correct derivative of each word in capitals.

4 **RNE** Read text B. For gaps 1-7, choose A, B, C or D to complete each gap correctly.

5  Listen as you read the texts again and answer the questions on each of them.

Text A

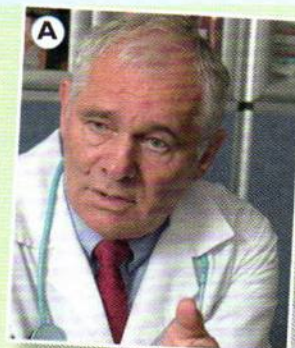
- 1 Where does Professor Roshal work?
- 2 What made the professor decide to become a pediatrician?
- 3 What qualities does the professor think a doctor should possess?

Text B

- 1 What did Sir Attenborough create?
- 2 What hobby did he have as a child?
- 3 Why is he concerned for our grandchildren's future?

Heroes

A Modern Russian Hero



World-famous Professor Leonid Roshal, whose 1) continues to grow as the years pass, is **truly** a modern hero. His many **prestigious** titles and awards include Doctor of Medicine, Professor, Director of the Moscow Research Institute of Child Surgery and Traumatology and President of the 2) Charity Fund set up to help child victims of disasters and **catastrophes**.

Leonid Roshal recalls that from the time he was a small boy, he knew that he would grow up to become a doctor. After finishing 3) school, he entered a medical institute where he decided to join the pediatric **faculty** partly due to his love for children. Upon graduating, however, he realised that he wanted to continue his studies and went on to become a **paediatric** surgeon.

Professor Roshal believes it takes a special kind of person to be a doctor. He thinks that a doctor should act 4) at all times, but they must also be, above all, kind and caring. In spite of his very heavy workload as the director of the Moscow Research Institute, Professor Roshal still **devotes** incredible amounts of time to his patients both as a medical doctor and a surgeon.

Of all the honours that Professor Roshal has received 5) his career, he insists that the title of 'Children's Doctor of the World', **bestowed** on him in 1996, has pleased him the most. Running a **close second**, he says, is the 6) he was awarded for serving society, the Honorary Civil Order Golden Cross.

REPUTE

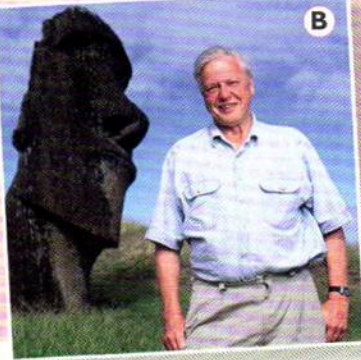
NATION

SECOND

PROFESSIONAL

THROUGH

DECORATE



A Protector of our PLANET

Over the last 50 years, Sir David Attenborough has explored and explained **virtually** every aspect of life on planet Earth. His autobiography, *Life on Air*, follows a 1) in which he invented the 2) television wildlife programme and

became one of the world's best known **broadcasters** and **naturalists**. Attenborough spent his childhood collecting fossils, stones and other natural specimens. His fascination with nature continued and 3) him to study geology and zoology at Cambridge. "The natural world is the greatest source of excitement, visual beauty and **intellectual** interest," he says.

Sir David was also the first presenter 4) prime time television to address humanity's **impact** on the planet. In the last few years, Attenborough has become increasingly outspoken in 5) of environmental causes. "It's a moral question about whether we have the right to exterminate species and leave a world that is poorer than the one we **inherited**." He asks, "Are we happy to imagine that our grandchildren may never be able to see an elephant 6) in a picture book?"

However, Sir David has a positive **outlook** on the future, "I think there will be **radical** changes," he explains, "but I don't think the natural 7) will be reduced to rats and cockroaches, nor do I think that the plant world will be reduced to some kind of desert."

- | | | | |
|--------------|---------------|--------------|------------|
| 1 A position | B occupation | C job | D career |
| 2 A stylish | B fashionable | C modern | D new |
| 3 A made | B led | C took | D pointed |
| 4 A for | B on | C at | D to |
| 5 A support | B help | C assistance | D care |
| 6 A apart | B just | C except | D only |
| 7 A planet | B earth | C world | D creation |

6 Match the words in bold to their meanings.

- awarded • took over • ecologists
- department • effect • dedicates • drastic
- academic • relating to children • tragedies
- certainly • view • TV and radio presenters
- nearly • impressive • nearly the best

7 Fill in: book, small, modern, prime, natural, every, times, famous, continue, known. Make sentences based on the text using the phrases.

- | | |
|--------------------|-----------------|
| 1 to studies | 6 hero |
| 2 world | 7 boy |
| 3 picture | 8 best |
| 4 world- | 9 -time |
| 5 aspect | 10 at all |

8 Compare and contrast the people in the texts. In what ways are they similar or different? Why are they considered to be heroes?

9 ICT With your partner, find more information (from encyclopaedias or the Internet) about the life and achievements of another renowned scientist. Report your findings to the rest of the class. Using information from your research, write a short article about the scientist you have chosen.

- 1 Look at the picture. When do you think the novel is set? Read the biography to find out.

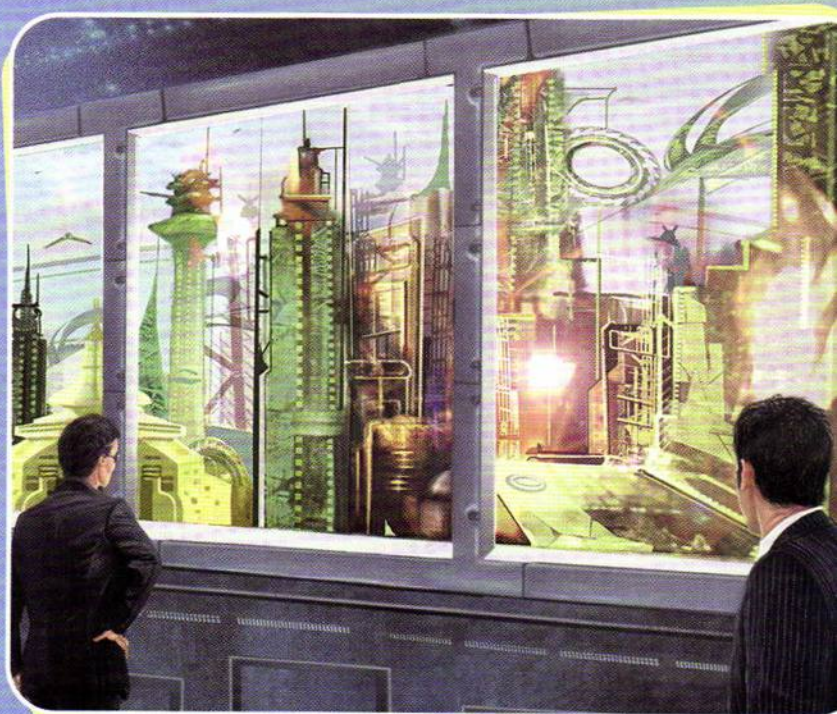
Isaac Asimov



(1920–1992) was born in Russia and was an author and a scientist. He wrote science-fiction, popular fiction as well as short stories and essays.

Many of his books are set in the future and feature robots. His novels *The Caves of Steel* (1954) and *The Naked Sun* (1957) combined science-fiction and detective stories. *The Caves of Steel* is about humans and robots living together in the future. Elijah Baley, or Lije, is a detective trying to solve a crime with his robot partner, R Daneel Olivaw. Baley's boss has called him into his office to talk to him.

The Caves of Steel



- 2 Read the extract and put the events in the order that they happen. Check your answers with your partner.

- The boss describes how life used to be.
- Baley's boss shows him a feature of his office.
- The boss warns Baley that he has bad news.
- Baley is impatient to know what the boss wants to tell him.
- The boss tells Baley of his broken glasses.
- They notice the rain outside.

- 3 **RNE** Read the text again and choose the correct parts of the sentences (A-G) to complete gaps 1-6. There is one extra part of a sentence you do not need to use.

- 4 Fill in: from the sky, from nature, to the outside world, a kind of pride, to himself, in mild surprise. Make sentences of your own using the phrases.

- | | |
|-----------------------|-------------------|
| 1 exposed | 4 dropping |
| 2 stared at him | 5 admit |
| 3 displayed | 6 separated |

- 5 Use a dictionary to explain the words in bold.

- 6 Explain the underlined phrases in your own words. Then translate the last two paragraphs of the text into Russian.

The boss smiled. "I had this arranged specially last year, Lije. I don't think I've showed it to you before. Come over here and take a look. In the old days, all rooms had things like this. They were called 'windows'. Did you know that?" Baley knew that very well, having viewed many historical novels. "I've heard of them," he said. "Come here," said the boss.

Baley **squirmed** a bit, [1]. There was something strange about the **privacy** of a room being exposed to the outside world. Sometimes the boss was over the top with his **affection** for the past. Like with his glasses, Baley thought. That was it! That was what made him look wrong! Baley said, "Pardon me, Boss, but you're wearing new glasses, aren't you?" The boss stared at him in mild surprise, took off his glasses, looked at them and then at Baley. Without his glasses, his round face seemed rounder [2]. He looked confused, too, as his eyes couldn't focus properly. He said, "Yes." He put his glasses back on his nose, then added with real anger, "I broke my old ones three days ago. What with one thing or another I wasn't able to replace them until this morning. Lije, those three days were awful." "On account of the glasses?" Baley asked.

"And other things, too. I will tell you about that." He turned to the window [3]. With mild shock, Baley realised it was raining. For a minute, he was lost in the sight of water dropping from the sky, while the boss displayed a kind of pride as though the **phenomenon** was something he'd arranged. "This is the third time this month I've watched it rain. Amazing, don't you think?"

Against his will, Baley had to admit to himself that he was impressed. In his forty-two years he had **rarely** seen rain, [4]. He said, "It always seems a waste for all that water to come down on the city. It should limit itself to the **reservoirs**." "Lije," said the boss, "you are too modern. That's your trouble. In the old days, people lived in the open. I don't mean on the farms only. I mean in the cities, too. Even in New York. When it rained, they didn't think of it as waste. They liked it. They lived close to nature. It's healthier, better. The troubles of modern life come from being separated from nature. Read up on the Coal Century, some time."

Baley had. He had heard many people moaning about the **invention** of the **nuclear reactor**. He moaned about it himself when things went wrong, [5]. Moaning like that was normal in human nature. Back in the Coal Century, people moaned about the invention of the steam engine. In one of Shakespeare's plays, a character moaned about the invention of **gunpowder**. A thousand years in the future, they'd be moaning about the invention of the human-robot brain.

He said, grimly, "Look, Julius." (It wasn't normal for him to be so friendly with the boss at work, however many times the boss called him 'Lije', [6]. "Look, Julius, you're talking about everything **except** what I came in here for, and it's worrying me. What is it?" The boss said, "I'll get to it, Lije. Let me do it my way. It's – it's trouble." "Sure. What isn't on this planet? More trouble with the Robots?" "In a way, yes, Lije."

- 7 a)  Listen as you read the text again. What do you think the boss wants to tell Baley? Write a few sentences about this and read them to your partner.

- b)  Listen to the next section of the story. Were any of your ideas right?

- 8 a) Use some ideas from the text to explain how life used to be in the 'old days'.

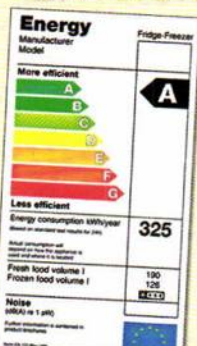
e.g. Every room had windows.

- A or when he got tired
B or any of the phenomena of nature, for that matter
C but did as he was told
D but realised his mistake
E and his chin a little more pronounced
F and so did Baley
G but something special was called for here

- b) **THINK!** In three minutes, write a few sentences about what the future world that Baley and Julius live in is like. Use some of the ideas from the text and your own ones. Read it to your partner.



Efficiency

ENERGY
EATERS

Many of the electrical appliances we use in the home **1)** huge amounts of energy. This is made worse by the **2)** that most of them are not energy efficient. Water and heating boilers, for example, are the worst culprits. Another energy guzzler is our fridge-freezer, as it is working 24/7*. In fact, everything we use in our home, from the television to the washing machine, is using much more electricity than is necessary. So when you buy a new appliance, **3)** the labelling to find out how energy efficient the product is – even your light bulbs! An energy efficient light bulb is much cheaper to use and **4)** twelve times longer than a standard one. You can save up to 30% on your electricity **5)** by using energy efficient appliances.

* twenty-four hours a day, seven days a week.

1 Have you ever seen the label in the picture before? Where might you see it? What kind of information is contained in the label? What do you know about 'energy eaters'?

2 Read the article. For gaps 1-12 choose A, B, C or D to complete each gap correctly.

3 Listen to the text. What did you learn about the topic from the text? What else would you like to know?

CHANGING OVER

In a bid to save up to 20% on energy use, the European Commission is bringing in some tough new regulations. Manufacturers will be **6)** to make their products more energy efficient. One area that has been especially targeted is the massive energy waste from appliances that have a standby mode – like TVs and DVDs – and other electrical goods that use electricity even when they're not in **7)** Also, there will be more information **8)** on exactly how energy efficient or not electrical appliances are. The measures could save up to €100 billion by 2020. So, what do consumers need to know?

UNPLUG IT

Have you ever **9)** your mobile phone charger plugged in even after you've recharged your phone? If you touch it, it will be warm. This is because it's still using electricity, just like your TV and DVD when they're on standby. Leaving things plugged in, or switched on while you're not using them, is **10)** you money and wasting energy.

MAKE A DIFFERENCE

By using energy efficient electrical goods and turning them off and unplugging them, we can help to **11)** carbon emissions which cause climate **12)** So, go on – save yourself a lot of money and help save the planet as well.

- | | | | |
|----------------|---------------|--------------|--------------|
| 1 A eat up | B finish up | C end on | D put on |
| 2 A fact | B point | C issue | D reason |
| 3 A notice | B investigate | C regard | D check |
| 4 A remains | B keeps | C lasts | D continues |
| 5 A bills | B charges | C receipts | D scores |
| 6 A required | B needed | C wanted | D used |
| 7 A practice | B use | C work | D action |
| 8 A free | B available | C handy | D spare |
| 9 A neglected | B omitted | C left | D overlooked |
| 10 A making | B amounting | C costing | D charging |
| 11 A reduce | B remove | C divide | D shorten |
| 12 A variation | B change | C difference | D alteration |

Project!

ICT In groups, collect information on how we can save energy. Make a presentation in class. You can visit this website: <http://www.energystar.gov>.

Progress Check 5

1 Fill in: recall, investigate, artificial, remind, behave, trends, discount, suit, fit, benefit.

- As a member of the theatre club you can get a on the price of tickets.
- The witness couldn't the exact time of the incident.
- I don't like the taste of sweeteners in my coffee, so I prefer to use sugar.
- The doctor told her she would from taking vitamins.
- The police have decided to the accusations against the politician.
- If none of your clothes you, perhaps you should try to lose some weight.
- My husband is so forgetful that I have to him to take his medicine every day.
- I don't know why she bought that dress because it really doesn't her.
- If he doesn't learn to himself at school, he will be expelled.
- She isn't interested in fashion as she has her own style.

(Points: $\frac{10 \times 2}{20}$)

2 Complete the sentences. Choose the correct clause.

- No matter how/How much** hard I try, I can't seem to install this programme.
- Despite the fact that/In spite of** she can't type, she can use a computer.
- Smartly dressed **although/though** he may be at work, at the weekends it's a different story.
- However/Despite** the rain, we had a great time shopping in town.
- She played the game for hours, **although/no matter** she should have gone to sleep.

(Points: $\frac{5 \times 4}{20}$)

3 Fill in: so, such or such a(n).

- The dress was expensive Jane couldn't afford to buy it.
- It was good video game that he played for hours.
- On formal occasions as balls and dinner parties, you should dress smartly.
- It was pretty skirt, she decided to buy it.
- He'd spent much time on the computer that his eyes were tired.

(Points: $\frac{5 \times 3}{15}$)

4 Fill in: into, for, away, down.

- Tina ran Bob when she was shopping.
- He looked the problem with the computer.
- My car broke on the way to work this morning and I was an hour late for the meeting.
- Can you help me put the bags?
- The situation is not good and calls immediate action.

(Points: $\frac{5 \times 3}{15}$)

5 Rewrite the sentences in the causative.

- The doctor is examining his chest.
He's
- They arranged for medical supplies to be sent to the village.
They
- He asked Al to collect his mail while he was away.
He
- Someone painted their house last Monday.
They
- He'll ask the porter to carry his luggage.
He

(Points: $\frac{5 \times 3}{15}$)

6 Complete each sentence using the words in bold. Use two to five words.

- Although he had been on a computer course, he couldn't fix the problem with his PC.
despite He couldn't fix the problem with his PC a computer course.
- There will be more rain next week.
even It next week.
- It costs a lot more to buy designer clothes.
much It is designer clothes.
- There was a lot of shopping to carry and I needed some help.
so There was that I needed some help.
- The day was so warm that we went to the beach.
such It that we went to the beach.

(Points: $\frac{5 \times 3}{15}$)
(My score: $\frac{100}{100}$)

Now I can ...

- talk about free-time activities, shopping and clothes, technology & science
- express complaints, apologise
- give my opinion on a topic
- write an argumentative essay

... in English

Module 5 | Focus on RNE

Reading - Part 1

Match the headings (A-H) to extracts 1-7. Write your answers in the table. Use each heading only once. There is one extra heading you do not need to use.

- A An occasional pleasure
- B Simple safety measures
- C Weather photography
- D Opportunity for designers

- E Fast food roots
- F Unique shapes
- G Designers in unexpected places
- H Lessons in safety

① The world's top fashion designers don't just create glamorous clothes for the rich and famous. Bruce Oldfield has designed uniforms for workers at the fast food chain McDonald's, as well as the kit for Norwich City Football Club. Also, the Italian police wear uniforms designed by Armani and the staff of the French national airline are dressed by Christian Lacroix.

② One of the great joys of childhood is riding a bicycle, but with high levels of traffic on most roads these days, parents often worry if it's a good idea to let their kids have one. Fortunately, most local councils run courses on road awareness for children, which will teach them all the do's and don'ts of riding a bike on the road.

③ In a world where everyone is on the go, lunch is often a slice of pizza or a burger. But if you think that grabbing a bite to eat is a modern convenience, think again. One of the most popular quick meals, the sandwich, dates back to the 18th century. It is said that the 4th Earl of Sandwich came up with the idea of putting cooked meat between two slices of bread so that he could eat while he was playing cards.

④ Young designers hoping to gain recognition in the glittering world of high fashion are putting their creations on the catwalk later this month at the city's Arts Centre. The top executives of some of the biggest fashion companies will be there on the lookout for new talent to employ.

⑤ A book that would make a lovely present is *Snow Crystals* by photographer Justin Elliot. Elliot has captured hundreds of snowflakes on film seconds after they fell to the ground. The pictures show the beautiful intricate pattern of each snowflake. Although most snowflakes have six sides they all have their own individual crystal pattern. They are a delight to look at.

⑥ The home is a dangerous place. Accidents in the home result in 3 million people in the UK paying a visit to the hospital every year. The most common type of accident is a fall, and ordinary household items are often involved. Slippers, flowerpots and even tissue paper have been blamed for thousands of injuries. But using just a little common sense can prevent most mishaps from occurring.

⑦ Fast food comes in for a lot of bad press. It's unhealthy, we eat too much of it and too many people have forgotten how to cook properly because of it. But, even though all this may be true, there is still something to be said in its favour. As a treat, once in a while, a fast food meal in front of the TV after a hard day's work is just the ticket!

1	2	3	4	5	6	7

Use of English - Part 1

Read the text and complete gaps 1-7 with the correct form and tense of each verb in capitals.

The Unusual Candidate

Business at the garage was booming so Mr Owen 1) to employ another mechanic. There were three mechanics at the moment but they couldn't keep up with the workload. "I'll have to call the local employment agency," he told his staff. "We need someone to start immediately and there 2) time to advertise in the paper." Mr Owen spent the whole of the next day interviewing mechanics who 3) by the agency. The last candidate was ten minutes late arriving and Mr Owen was becoming impatient. "I'm so sorry I'm late. Would you believe it? My car broke down!" she gasped as she 4) through the office door. Mr Owen was speechless. The girl was tiny and she looked so young. "5) (you) this kind of work before?" Mr Owen asked her. "It can be quite strenuous, you know." He realised that the girl 6) out her resumé for him to take. He quickly read it and couldn't help 7) She was actually twenty-five and had excellent references.

DECIDE

NOT BE

SEND

BURST

DO

HOLD

IMPRESS

Part 2

Read the text and complete gaps 1-6 with the correct derivative of each word in capitals.

FLAGS: A brief history

Flags are believed to have been invented by the ancient Indians or the Chinese. They were 1) used mainly in warfare as a means of identification or for signalling. Because the flags were designed for easy 2) from a distance, they did not use wording and had simple patterns. The two sides of the flag were always the same. In Europe, the first 'national' flags appeared in the Middle Ages. Many of the 3) of that time chose the flag of their patron saint to represent their country. By the 14th century, flags were also being used as symbols for 4) and guilds. Over the centuries, the flag has developed many special uses. A ship will hoist a yellow flag to warn others that someone on board has an 5) disease, and a white flag is used all over the world as a signal for a truce. 'The Jolly Roger' – the name given to the flag traditionally used by pirates – shows a skull above two long bones in a crossed 6)

ORIGIN

RECOGNISE

LEAD

ORGANISE

INFECT

ARRANGE

Part 3

Read the text. For gaps 1-7, choose A, B, C or D to complete each gap correctly.

Caring for your house plants

Generally, indoor plants will flourish with the minimum of care. The most 1) mistakes that owners make is to water their plants too frequently. The roots of a plant will rot and the plant will eventually die if it is given too much water. A good way to 2) whether a plant needs watering is to push your finger about an inch into the soil to 3) if it is dry.

Most indoor plants require a degree of humidity. Unfortunately, modern central heating systems can sometimes 4) the atmosphere very dry, but there are ways to increase the humidity in your house. Placing plants on trays filled with damp gravel, or simply grouping them together can 5) You can also spray the plants once or twice a day with water, using a mist sprayer.

Some species of plants, such as cacti, thrive in direct sunlight, whereas others, like the aspidistra, prefer low levels of light. In fact, the aspidistra is sometimes 6) to as the cast-iron plant, as it is one of the toughest varieties of house plants.

Your plants will also need feeding regularly throughout the spring and summer months. There are a couple of simple rules that apply to feeding. The food for plants that are grown primarily for their foliage needs to be high in nitrogen, usually indicated on the container 7) the letter 'N'. For flowering plants, look for 'K20' which denotes high levels of potash.

- | | | | |
|--------------|------------|------------|-----------|
| 1 A ordinary | B standard | C common | D regular |
| 2 A check | B estimate | C inspect | D examine |
| 3 A view | B look | C see | D watch |
| 4 A do | B cause | C make | D lead |
| 5 A help | B aid | C assist | D support |
| 6 A pointed | B related | C referred | D known |
| 7 A from | B in | C of | D by |



Listening - Part 3

You'll hear a cyclist talking. For statements 1-7, choose A, B or C to complete each statement correctly. You will hear the recording twice.

- 1 The speaker did not cycle eight years ago because
 - A cyclists had to wear face masks.
 - B there was too much traffic on the roads.
 - C there were too many couriers on the roads.
- 2 Cycle couriers were widely used because
 - A they were able to negotiate heavy traffic.
 - B they were not concerned about air pollution.
 - C they were trusted to carry official paperwork.
- 3 The fastest way to travel across London is
 - A by bicycle.
 - B by motorbike.
 - C by underground train.
- 4 The Congestion Charge was intended to
 - A reduce the number of cars.
 - B stop cars parking in the city.
 - C increase the number of cyclists.
- 5 The speaker bought himself a bicycle because
 - A he wanted to use the new cycle routes.
 - B he realised that the hazards of cycling had been reduced.
 - C he thought that he would be able to reduce his travelling time.
- 6 The speaker began by cycling to work
 - A on alternate days.
 - B only at weekends.
 - C around his neighbourhood.
- 7 The reader is most pleased with
 - A his swimming ability.
 - B his reduced journey time.
 - C his increased level of fitness.

Speaking - Part 2

Task 2 (2 – 4 minutes)

You and your friend have been asked to choose the entertainment event for the last day of school. You can choose from:

- a talent show
- a musical
- a poetry reading
- a film night

Discuss the options with your friend and choose the one you would like to be responsible for.

Remember to:

- discuss all the options
- be polite
- take an active part in the conversation
- explain the situation
- give good reasons
- find out your friend's attitudes and take them into account
- invite your friend to come up with suggestions
- come to an agreement

Writing - Part 2

You have 40 minutes to do this task.

Comment on the following statement:

More computers are being introduced into the classroom. However, children are already spending too much time in front of computer screens, and it is having a negative effect on their health.

What is your opinion? What alternative do children have?

Use the following plan:

- write an introduction (state the topic)
- express your personal opinion and give reasons for it
- give arguments for the other point of view and explain why you do not agree with it
- draw a conclusion

Write 200 – 250 words.



Comparatives and Superlatives

We use the **comparative** to compare one person or thing with another. We use the **superlative** to compare one person or thing with more than one person or thing of the same group. We often use **than** after a comparative and **the** before a superlative. *She is **younger than me**. She's **the youngest** person in the room.*

Formation of comparatives and superlatives from adjectives and adverbs:

- with one-syllable adjectives, we add **-(e)r** to form the comparative and **-(e)st** to form the superlative.
large – larger – largest

Note: for one-syllable adjectives ending in a **vowel + a consonant**, we double the consonant.

thin – thinner – thinnest

- with two-syllable adjectives ending in **-ly, -y, -w**, we also add **-er / -est**. *lively – livelier – liveliest*

Note: for adjectives ending in a **consonant + y**, we replace the **-y** with an **-i**. *tidy – tidier – tidiest*

- with other two-syllable adjectives or adjectives with more than two syllables, comparatives and superlatives are formed with **more/most**.
comfortable – more comfortable – most comfortable

- with adverbs that have the same form as their adjectives, we add **-er/-est**. *hard – harder – hardest*

- two-syllable or compound adverbs take **more/most**.
carefully – more carefully – most carefully

Note: **clever, common, cruel, friendly, gentle, pleasant, polite, shallow, simple, stupid, quiet** can form their comparatives and superlatives either with **-er/-est** or with **more/most**.

Irregular forms:

good – better – best / bad – worse – worst /
much – more – most / little – less – least /
far – farther/further – farthest/furthest /
many/lots – more – most

Types of comparisons:

- (half/twice/three times) as + adjective + as** (to show that two people or things are similar/different in some way). In negative sentences we use **not as/so ... as**. *This coat is **as expensive as** that one.*
- less + adjective + than** (expresses the difference between two people or things). The opposite is **more ... than**. *Tom is **less rich than** his friend Tony.*
- the least + adjective + of/in** (compares one person or thing to two or more people or things in the same group). The opposite is **the most ... of/in**. *She is **the least hard-working** person in our office.*
- much/a lot/far/a little/a bit/slightly + comparative** (expresses the degree of difference between two people or things). *Jack is **slightly taller than** Jeremy.*
- comparative and comparative** (to show that something is increasing or decreasing). *It gets **warmer and warmer** every day.*
- the + comparative ... , the + comparative** (shows that two things change together, or that one thing depends on another thing). ***The more** you study now, **the less** you will have to study at the end of the school year.*
- by far + the + superlative** (emphasises the difference between one person or thing and two or more people or things in the same group). *Last winter was **by far the coldest** we have ever had.*

1 Choose the correct answer.

- Film budgets are getting as actors are paid more.
A as high C higher and higher
B the highest D higher than
- Walking to the cinema took I thought it would.
A as half as long C half as long
B half as long as D as long as half
- MP3 players are definitely portable CD players.
A best of C the better of
B better than D best than
- Cycling is than parachuting.
A less dangerous C the least dangerous
B least dangerous D least danger
- 'Titanic' was film ever made.
A most profitable C the most profitable
B the more profitable D more profitable
- The more you exercise, you will feel.
A the more good C the better
B the more better D the best
- This designer jacket is expensive item of clothing I've ever bought.
A by far most C the most by far
B most by far D by far the most
- This comedian is than anyone else.
A much funnier C more funnier
B as funny D the funniest
- 'Superman Returns' is as any other superhero film.
A twice as better C twice as good
B twice as best D better twice
- This diet is by far one that I have tried.
A most easy C more easy
B any easier D the easiest

Relative Clauses

Relative clauses are introduced with either a **relative pronoun** or a **relative adverb**.

Relative pronouns

We use:

- who(m)/that** to refer to people.
 - which/that** to refer to things.
 - whose** with people, animals and objects to show possession (instead of a possessive adjective).
- Who, which** and **that** can be omitted when they are the object of the relative clause. *He's the man (who) the police are looking for.*
 - Whom** can be used instead of **who** when it is the object of the relative clause. **Whom** is always used instead of **who** or **that** after a preposition. *That's the girl to whom the courier gave the parcel.*
 - Who, which** and **that** are not omitted when they are the subject of a relative clause. *The man who is singing now is my cousin.* They can be omitted when they are the object of a relative clause; that is, when there is a noun or a subject pronoun between the

relative pronoun and the verb. *Laura met a friend (who/whom/that) she hadn't seen for years.*

- Whose** is never omitted. *That's the man whose dog chased our cat.*

Relative adverbs

We use:

- when/that** to refer to a time (and can be omitted). *That was the year (when/that) we got married.*
- where** to refer to a place. *The hotel where we stayed is closing down.*
- why** to give a reason, usually after the word **reason** (**why** can be omitted). *That's the reason (why) I want to do this.*

Note: When using **where** or **when**, we do not need a preposition. *The house where he grew up is being demolished.* (NOT: ~~The house where he grew up in ...~~)

Identifying and Non-Identifying Relative Clauses

An identifying relative clause gives necessary information essential to the meaning of the main sentence. It is not put in commas and is introduced with **who, which, that, whose, where, when** or the **reason (why)**. *The woman who teaches us English at school lives next door.*

A non-identifying relative clause gives extra information and is not essential to the meaning of the main sentence. It is put in commas and is introduced with **who, whom, which, whose, where** or **when**. *The woman, who was reading a newspaper, seemed familiar to me.*

2 Choose the correct answer.

- Stamford is the village in I grew up.
A where C which
B who D whose
- That's the referee bad decision caused us to lose the last match.
A who C whom
B whose D which
- Tom's poor health was the main reason he gave up his job.
A why C where
B which D whose
- Cornwall was the place we always used to spend our holidays.
A which C that
B when D where
- The player scored the most goals is the best player on the team.
A whose C when
B who D which

- 'Superman Returns' is the best film I've ever seen, is now out on DVD.

A when C which
B who D that

- That was the summer I got my driving license.

A where C which
B when D why

3 Link column A with column B using the correct relative pronoun/adverb.

- | | | |
|----------------------------|-------|--|
| 1 This is the hotel | who | a I graduated from college. |
| 2 That is the restaurant | whose | b brother is an actor. |
| 3 The man | which | c we spent our honeymoon. |
| 4 Tony is watching the DVD | where | d is giving a speech is my uncle. |
| 5 The reason | when | e serves Chinese food. |
| 6 That's the girl | why | f he rented yesterday. |
| 7 That was the year | | g Frank has high marks is because he studies hard. |

Present Simple and Present Continuous

We use the present simple for:

- facts and permanent states. *Jane **works** as a nurse.*
- general truths and laws of nature. *The sun **sets** in the west.*
- habits and routines (with **always**, **usually** etc). *She **usually goes** to the cinema twice a month.*
- timetables and programmes (in the future). *His plane **leaves** at ten o'clock next Friday.*
- sporting commentaries, reviews and narrations. *Terry **wins** the ball, **crosses** and **Lampard scores** for Chelsea.*
- feelings and emotions. *I **love** Mozart. His music **is** wonderful.*

The time expressions we use with the present simple are: *usually, often, always, every day/week/month/year etc, in the morning/afternoon/evening, at night/the weekend, on Fridays etc*

We use the present continuous (to be + verb -ing):

- for actions taking place at or around the moment of speaking. *Jean **is doing** her homework.*
- for temporary situations. *We **are fixing** the fence this week.*
- for fixed arrangements in the near future. *I'm **going out** with Tony tonight.*
- for currently changing and developing situations. *The temperature **is becoming** warmer and warmer.*
- with adverbs such as **always** to express anger or irritation at a repeated action. *She **is always taking** my things.*

The time expressions we use with the present continuous are: *now, at the moment, at present, these days, nowadays, still, today, tonight etc*

Stative Verbs

Stative verbs are verbs which describe a state rather than an action, and so do not usually have a continuous tense. These verbs are:

- verbs of the senses (**see, hear, smell, taste, feel, look, sound, seem, appear** etc). *Your perfume **smells** lovely.*
- verbs of perception (**know, believe, understand, realise, remember, forget** etc). *I **know** what the problem is.*
- verbs which express feelings and emotions (**like, love, hate, enjoy, prefer, detest, desire, want** etc). *Nick **enjoys** rock music.*
- some other verbs (**be, contain, include, belong, fit, need, matter, cost, own, want, owe, weigh, wish, have, keep** etc). *Those jeans **cost** me a fortune.*

Some of these verbs can be used in continuous tenses, but with a difference in meaning.

Present Simple	Present Continuous
THINK <i>I think he will become a good teacher. (= believe)</i>	<i>They are thinking about buying a new car. (= are considering)</i>
HAVE <i>She has a huge house. (= own, possess)</i>	<i>I am having a fantastic time. (= am experiencing)</i> <i>She is having a bath. (= is taking)</i> <i>They are having dinner. (= are eating)</i>
SEE <i>I can see the park from my office. (= it is visible)</i> <i>I see what you mean. (= understand)</i>	<i>I'm seeing Mr Stewart at ten o'clock. (= am meeting)</i>
TASTE <i>The fish tastes delicious. (= it is, has the flavour of)</i>	<i>Sue is tasting the stew to see if it needs more pepper. (= is testing)</i>
SMELL <i>This rose smells lovely. (= has the aroma)</i>	<i>She is smelling the flowers. (= is sniffing)</i>
APPEAR <i>He appears to be going in the wrong direction. (= seems to)</i>	<i>He is appearing in a play at The Arts theatre. (= is performing)</i>
FIT <i>The jeans fit him perfectly. (= are the right size)</i>	<i>The technician is fitting a new air conditioner on the wall. (= is attaching)</i>

Note:

- The verb **enjoy** can be used in continuous tenses to express a specific preference. *My brother really **enjoys** playing football.* (general preference) **BUT** *He's **enjoying** the match very much.* (specific preference)
- The verbs **look** (when we refer to somebody's appearance), **feel** (experience a particular emotion), **hurt** and **ache** can be used in simple or continuous tenses with no difference in meaning. *I **feel** very sad. = I **am feeling** very sad.*

Present Perfect

We use the present perfect (**have + past participle**) for:

- an action that happened at an unstated time in the past. The emphasis is on the action, the time when it occurred is unimportant or unknown. *I **have washed** the car. Ann **has been** to London once.*
- an action which started in the past and continues up to the present, especially with stative verbs (see above) such as **be, have, like, know** etc. *I **have known** the Browns for six years.*
- a recently completed action. *I **have painted** the house.*
- personal experiences or changes. *She **has put on** five kilos.*

The time expressions we use with the present perfect are: *for, since, already, always, just, ever, never, so far, today, this week/month etc, how long, lately, recently, still (in negations), yet, by now etc*

Present Perfect Continuous

We use the present perfect continuous (**have + been + verb -ing**):

- to put emphasis on the duration of an action which started in the past and continues up to the present. *We **have been decorating** the living room all morning.*
- for an action which started in the past and lasted for some time. It may still be continuing or has finished already with the result visible in the present. *He's **soaking wet** because it **has been raining** all morning.*
- to express anger, irritation or annoyance. *He **has been taking** my things without my permission.*
- for repeated actions in the past continuing to the present. *She **has lost** weight because she **has been dieting**.*

The time expressions we use with the present perfect continuous are: *for, since, how long, all day/morning/month etc, lately, recently*

Note: with the verbs **live, work, teach** and **feel** we can use the present perfect simple or the present perfect continuous with no difference in meaning. *She **has worked/has been working** as a teacher for the last eight years.*

4 Put the verbs in brackets into the present simple or present continuous.

- A: This is the stadium where I (**run**) every weekend. It's usually full.
B: It might be busy then but nobody (**run**) here now.
- A: (**you/do**) anything special tonight?
B: Yes! I (**go/out**) for a meal with Ann. It's her birthday.
- A: I (**think**) of taking up snowboarding this year.
B: I (**not/think**) that's a very good idea!
- A: Their son (**look**) at an expensive pair of trainers in the shop window.
B: That's why his parents (**look**) so miserable!
- A: What time (**the match/start**)?
B: Hurry! It (**start**) now!
- A: (**you/want**) to come to the cinema with us tonight?
B: Sorry, I can't. I (**babysit**) tonight.
- A: Why (**you/smell**) the pot?
B: I've washed it twice, and it still (**smell**) of onion.

5 Complete the sentences using the present perfect or the present perfect continuous.

- A: (**you/watch**) that film all this time?
B: Yes. It's over three hours long.
- A: I (**run**) every London Marathon since I moved here three years ago.
B: That's very impressive. I (**never/do**) anything like that.
- A: How long (**you/play**) the guitar?
B: Well, I (**learn**) for a few months now.
- A: Is Andy a good friend of yours?
B: Yes, he is. I (**know**) him since I was 6 years old.
- A: How (**you/be**) recently?
B: Not good. I broke my leg skiing so I (**use**) crutches for the last three weeks.
- A: I (**not/see**) your sister lately.
B: I know. She (**work**) really hard these past few weeks.
- A: Why are you angry with your sister?
B: She (**use**) my things without asking for permission.

Past Simple

We use **the past simple**:

- for an action that occurred at a definite time (stated or implied) in the past. *He **went** to the doctor yesterday.*
- for actions that happened immediately after one another in the past. *She **got up**, **had** breakfast and **went** to work.*
- for habits or states which are now finished. *Mr Ferguson **worked** as a teacher when he was younger.*

Note: **Used to** can also be used instead of the past simple for habits/repeated actions in the past.

The time expressions we use with the past simple are: *yesterday, then, when, How long ago ...?, last night/week/month/year/Friday/October etc, three days/weeks etc ago, in 1999 etc*

Past Continuous

We use **the past continuous**:

- for an action which was in progress when another action interrupted it. We use the past continuous for the action in progress (the longer action), and the past simple for the action which interrupted it (shorter action). *We **were doing** our homework when the lights **went out**.*
- for two or more simultaneous actions in the past. *Ben **was watching** TV in the living room while Alice **was cooking** dinner.*
- for an action which was in progress at a stated time in the past. We don't mention when the action started or finished. *At 8 o'clock yesterday, I **was having** a shower.*
- to describe the atmosphere, setting etc and to give background information to a story. *The birds **were singing** and the sun **was shining** as we **were driving** towards our country house.*

Note: When there are two past continuous forms in a sentence with the same subject, we can avoid repetition by just using the present participle (-ing form) and leaving out the verb to be. *He **was fixing** his bike; he **was listening** to the radio. = He **was fixing** his bike while **listening** to the radio.*

The time expressions we use with the past continuous are: *while, as, all morning/evening/day/week etc*

Past Perfect

We use **the past perfect** (had + past participle):

- for an action which happened before another past action or before a stated time in the past. *Ann **had finished** ironing by eight o'clock.*
- for an action which finished in the past, and whose result was visible at a later point in the past. *She **had broken** her wrist a month ago and she still couldn't write properly.*

The time expressions we use with the past perfect are: *before, after, already, just, for, since, till/until, when, by the time, never etc*

Past Perfect Continuous

We use **the past perfect continuous**:

- to put emphasis on the duration of an action which started and finished in the past, before another action or stated time in the past, usually with **for** or **since**. *He **had been jogging** for about an hour **before** he **got** home and **had** a shower.*
- for an action which lasted for some time in the past and whose result was visible in the past. *She **had been making** a cake and her clothes **were covered in flour**.*

The time expressions we use with the past perfect continuous are: *for, since, how long, before, until etc*

Time expressions to talk about the past:

ago (= back in time from now) is used with the past simple. *I **did** my homework about an hour **ago**.*

since (= from a starting point in the past) is used with the present perfect (simple and continuous). *I **haven't seen** her **since** she **moved**.*

for (= over a period of time) is used with the present perfect (simple and continuous). *They've **been watching** DVDs **for** hours.*

already is used in statements and questions (to show surprise). *I **have already** written to him. Have you **finished** writing **already**?*

yet is used with the present perfect in questions and negations. *Have you **finished** reading **yet**? I **haven't done** the washing up **yet**.*

6 Complete the sentences using the correct tense of the verbs in brackets.

- 1 A: What (you/do) when the phone (ring)?
 B: I (water) the plants in the garden. That's why I (not/hear) it.
- 2 A: I (come) by your house at 8 o'clock but you (not/be) there.
 B: Oh, I'm sorry. I (walk) the dog at that time.
- 3 A: (you/manage) to fix the car on your own?
 B: No. I (try) all morning, but in the end I (take) it to the garage.
- 4 A: Stella (travel) to Barcelona twice this year already.
 B: Lucky her! I (never/be) there, but I (hear) it is a beautiful city.
- 5 A: Why was he tired?
 B: Well, he (work) in the garden for hours.
- 6 A: (you/ever/try) scuba diving?
 B: Yes, actually I (take) lessons since last summer.

- 7 A (you/see) him pass the finish line?
 B: He's not even close. He (not/even/get) to the halfway point yet.

7 Put the verbs in brackets into the correct present and past tenses.

Channel Swimming

Everyone 1) (hear) of Eurostar, the trains which 2) (take) passengers under the English Channel since 1994, but 3) (you/ever/hear) of anyone swimming from England to France? Well, believe it or not, there 4) (be) actually a sport called 'Channel Swimming', which 5) (begin) in the late 19th century when Captain Matthew Webb 6) (swim) the English Channel in 21 hours and 45 minutes.

Today, many people 7) (attempt) to swim this 21-mile stretch of water every year, but at least 50% 8) (not/succeed). Samantha Wilkins, only 14 years old, 9) (just/become) one of the successful ones. So how 10) (she/do) it? "While I 11) (swim), I just 12) (focus) on my goal and 13) (not/let) myself think about feeling cold or tired! Now I 14) (think) about attempting the swim again. I 15) (complete) my first crossing in just over 16 hours. I really 16) (want) to beat that!"



Module 2

Reported Speech

Reported speech is the exact meaning of what someone said, but not the exact words. We do not use quotation marks. The word **that** can either be used or omitted after the introductory verb (*say, tell, suggest* etc).

She said (that) she wouldn't tell anyone our secret.

Say – Tell

- **say + no personal object.** *He said he was very happy.*
- **say + to + personal object.** *He said to us (that) he was very happy.*
- **tell + personal object.** *He told us he was very happy.*

Expressions formed with **say, tell** and **ask**.

Say	hello, good morning/afternoon etc, something/nothing, so, a prayer, a few words, no more, for certain/sure etc
Tell	the truth, a lie, a story, a secret, a joke, the time, the difference, one from another, somebody one's name, somebody the way, somebody so, someone's fortune etc
Ask	a question, a favour, the price, after somebody, the time, around, for something/somebody etc

Reported Statements

- In reported speech, personal/possessive pronouns and possessive adjectives change according to the meaning of the sentence.
*Philip said, "I'm having **my** hair cut."* Philip said (that) **he** was having **his** hair cut.
- We can report someone's words either a long time after they were said (out-of-date reporting) or a short time after they were said (up-to-date reporting).

Up-to-date reporting

The tenses can either change or remain the same in reported speech.

Direct speech: *David said, "I still **haven't finished** it."*
Reported speech: *David said (that) he still **hasn't/hadn't finished** it.*

Out-of-date reporting

The introductory verb is in the past simple and the tenses change as follows:

Direct speech	Reported speech
Present Simple → Past Simple	
"My bus leaves at 4 o'clock."	He said (that) his bus left at 4 o'clock.
Present Continuous → Past Continuous	
"I am playing basketball this afternoon."	He said (that) he was playing basketball that afternoon.
Present Perfect → Past Perfect	
"I have washed my hair."	She said (that) she had washed her hair.
Past Simple → Past Simple or Past Perfect	
"I paid £20 for the book."	He said (that) he paid/had paid £20 for the book.
Past Continuous → Past Continuous or Past Perfect Continuous	
"I was studying for the exam."	He said that he was studying/ had been studying for the exam.
Future (will) → Conditional (would)	
"I will call you tomorrow."	He said that he would call me the next day.

- Certain words and time expressions change according to the meaning as follows:
now → then, immediately
today → that day
yesterday → the day before, the previous day
tomorrow → the next/following day
this week → that week
last week → the week before, the previous week
next week → the week after, the following week
ago → before
here → there
come → go
bring → take
- The verb tenses remain the same in reported speech when the introductory verb is in the present, future or present perfect.
*Trevor **has (often) said**, "The system **doesn't work**."*
*Trevor **has (often) said** (that) the system **doesn't work**.*
- The verb tenses can either change or remain the same in reported speech when reporting a general truth or law of nature.
*The teacher said, "Corfu **is** an island."*
*The teacher said (that) Corfu **is/was** an island.*

Reported Questions

- Reported questions are usually introduced with the verbs **ask**, **inquire**, **wonder** or the phrase **want to know**.
- When the direct question begins with a question word (**who**, **where**, **how**, **when**, **what** etc), the reported question is introduced with the same question word.
*"**What time** do shops close, please?"* (direct question)
*He asked me **what time** shops closed.* (reported question)
- When the direct question begins with an auxiliary (**be**, **do**, **have**), or a modal verb (**can**, **may** etc), then the reported question is introduced with **if** or **whether**.
*"**Are there any oranges left?**"* (direct question)
*He asked me **if/whether** there were any oranges left.* (reported question)
- In reported questions, the verb is in the affirmative. The question mark and words/phrases such as **please**, **well**, **oh** etc are omitted. The verb tenses, pronouns and time expressions change as in statements.
*"**Can you tell me when the next flight to Spain is, please?**"* (direct question)
He asked me when the next flight to Spain was. (reported question)

Reported Orders

To report orders in reported speech, we use the introductory verbs **order** or **tell + sb + (not) to-infinitive**.

"Stop!" (direct order)

*He **ordered** them **to stop**.* (reported order)

"Don't run!" (direct order)

*She **told** us **not to run**.* (reported order)

Reported Commands/Requests/Suggestions etc

To report commands, requests, suggestions, instructions etc, we use a special introductory verb followed by a **to-infinitive**, **-ing form** or **that-clause**, depending on the introductory verb.

Introductory verb	Direct speech	Reported speech
+ to-infinitive agree *claim *demand offer *promise refuse *threaten	<i>"Yes, I'll lend you my MP3 player."</i> <i>"I'm working this weekend."</i> <i>"I want to make a phone call now."</i> <i>"Would you like me to come with you?"</i> <i>"I promise I'll tell you."</i> <i>"No, I won't take that."</i> <i>"Stop arguing or I won't let you go out to play in the afternoon."</i>	<i>He agreed to lend me his MP3 player.</i> <i>He claimed to be working that weekend.</i> <i>He demanded to make a phone call then.</i> <i>He offered to go with me.</i> <i>He promised to tell me.</i> <i>He refused to take that.</i> <i>He threatened not to let us go out to play in the afternoon if we didn't stop arguing.</i>
+ sb + to-infinitive advise allow ask beg command encourage forbid invite order *remind *warn	<i>"You should try to lose weight."</i> <i>"You can go out."</i> <i>"Please stop making noise."</i> <i>"Please, please, tell me."</i> <i>"Halt!"</i> <i>"You should at least try it."</i> <i>"You cannot smoke in the office."</i> <i>"Will you come to the reunion?"</i> <i>"Come here!"</i> <i>"Don't forget to check everything before you leave."</i> <i>"Don't swim on a full stomach."</i>	<i>He advised me to try to lose weight.</i> <i>He allowed me to go out.</i> <i>He asked me to stop making noise.</i> <i>He begged me to tell him.</i> <i>He commanded them to halt.</i> <i>He encouraged me to try it.</i> <i>He forbade me to smoke in the office.</i> <i>He invited me to go to the reunion.</i> <i>He ordered me to go there.</i> <i>He reminded me to check everything before I left.</i> <i>He warned me not to swim on a full stomach.</i>
+ -ing form accuse sb of *admit (to) apologise for *boast about/of *complain (to sb) of/about *deny *insist on *suggest	<i>"She told everyone I am a liar."</i> <i>"Yes, I broke the window."</i> <i>"I'm sorry I didn't call you."</i> <i>"I'm an excellent guitar player."</i> <i>"I feel very exhausted."</i> <i>"I didn't hit that boy!"</i> <i>"I am going to take you to the zoo."</i> <i>"Why don't we go on holiday?"</i>	<i>He accused her of telling everyone he was a liar.</i> <i>He admitted to breaking/having broken the window.</i> <i>He apologised for not calling her.</i> <i>He boasted of/about being an excellent guitar player.</i> <i>He complained (to me) of feeling very exhausted.</i> <i>He denied hitting/ having hit that boy.</i> <i>He insisted on taking me to the zoo.</i> <i>He suggested going on holiday.</i>
+ that-clause explain inform sb	<i>"It is faster to go by plane."</i> <i>"You passed the test."</i>	<i>He explained that it was faster to go by plane.</i> <i>He informed me that I had passed the test.</i>

* The verbs marked with an asterisk can also be followed by a that-clause in Reported Speech. *He **claimed** that he didn't know about it.*

- In conversation we use a mixture of statements, commands and questions. When we turn them into reported speech, we use **and**, **as**, **adding that**, **and he/she added that**, **because**, **but**, **since** etc. Words such as **oh!**, **oh dear**, **well** etc are omitted in reported speech.

Direct: *"Oh! That's a nice pair of jeans," Ann said to me. "They suit you perfectly."*

Reported: *Ann said that they were a nice pair of jeans **and added that** they suited me perfectly.*

Modals in Reported Speech

- Modals change as follows: 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).

8 Turn the following sentences into Reported Speech.

- 1 "I'm trying to be more health conscious," said Helen.
- 2 "I've already read this book," Frank said.
- 3 "I'm starting a new job next week," Sally said.
- 4 "I'll see you tomorrow," he said to her.
- 5 "The support group meets on a monthly basis," said Dr Evans.
- 6 "I got up early," Tom said.
- 7 "I don't usually like trying new food, but I'll try some of that curry," said Sarah.
- 8 "I've booked a cooking holiday in Thailand," Sam said.
- 9 "I have a surprise for you," Robert said to Jane.
- 10 "Malta is an island," he said.
- 11 "Peter has put on a lot of weight," said Gary.
- 12 "I was working at eight o'clock," said James.
- 13 "I don't like riding a bike through heavy traffic," said Greg.
- 14 "I am going for a takeaway pizza tonight," Jill said to him.
- 15 "My house is not for sale," he says.
- 16 She said, "I'll come by later."

- 17 He said, "She can start work on Monday."
- 18 He said, "He should exercise more."
- 19 "I may go to university to study medicine," he said.
- 20 He asked, "Shall I make some tea?"
- 21 She said, "They won't arrive on time."

9 Use an appropriate introductory verb from the list to report the following sentences.

- apologise
- boast
- invite
- beg
- promise
- inform
- complain
- warn
- suggest
- advise

- 1 "You should eat more nutritious meals," she said.
She advised me to eat more nutritious meals.
- 2 "You always leave the window open," she said..
- 3 "Let's make a curry," Tom said..
- 4 "I'm sorry I was late," he said.
- 5 "I own the best restaurant in the area," said Charles.
- 6 "Please, please, help me!" he said.
- 7 "Would you like to come to a party with me?" he said.
- 8 "Don't touch the wire!" she said.
- 9 "Your results will come out tomorrow," he said.
- 10 "I'll definitely arrive early," she said.

Future Simple

We use the future simple (**will + bare infinitive**) for:

- decisions made at the moment of speaking. *The phone's ringing. I'll answer it.*
- predictions about the future, based on what we think, believe or imagine, using the verbs **think, believe, expect** etc; the expressions **be sure, be afraid** etc; and the adverbs **probably, certainly, perhaps** etc. *He will probably come later on.*
- promises, threats, warnings, requests, hopes and offers. *Will you help me with my homework?*
- actions, events, situations which will definitely happen in the future and which we can't control. *Rod will be fifty years old in June.*

Be going to

We use **be going to**:

- for plans, intentions or ambitions for the future. *He's going to be a doctor when he finishes university.*
- actions we have already decided to do in the near future. *Laura is going to spend her holidays in France.*
- predictions based on what we can see or what we know, especially when there is evidence that something will happen. *Look at that man with the guitar. He's going to start playing.*

The time expressions we use with the future simple and be going to are: tomorrow, the day after tomorrow, tonight, soon, next week/month/year/summer etc, in a week/month etc

Future Continuous

We use the future continuous (**will be + verb -ing**):

- for actions which will be in progress at a stated future time. *This time next month, I'll be sitting in a café in Paris.*
- for actions which will definitely happen in the future as the result of a routine or arrangement. *We will be going to the museum at the weekend.*
- when we ask politely about someone's plans for the near future. *Will you be wearing your new jacket tonight?*

Future Perfect

- We use the **future perfect (will have + past participle)** for actions that will have finished before a stated time in the future. *We will have finished the exams by the end of this week.*

The time expressions we use with the future perfect are: before, by, by then, by the time, until/till (only in negative sentences)

Future Perfect Continuous

- We use the **future perfect continuous (will have been + verb -ing)** to emphasise the duration of an action up to a certain time in the future. The future perfect continuous is used with: **by ... for**. *By the end of May, Jill will have been living here for fifteen years.*

Time clauses when talking about the future:

When we use words and expressions such as **while, before, after, until/till, as, when, whenever, once, as soon as, as long as, by the time** etc to introduce time clauses, we use the **present simple** or **present perfect, NOT future forms**.

By the time we get there, the ship will have left.
(NOT: ~~By the time we will get there ...~~)

We also use the **present simple** and **present perfect, NOT future forms**, after words and expressions such as **unless, if, suppose/supposing, in case** etc. *Take an umbrella in case it rains later.* (NOT: ~~... in case it will rain later.~~)

We use **future forms** with:

- **when**, when it is used as a question word. *When will you be going sailing?*
- **if/whether**, after expressions which show uncertainty/ignorance etc, such as **I don't know, I doubt, I wonder, I'm not sure** etc. *I don't know whether he will come or not.*

Note: We use the present simple to refer to timetables/programmes. *The film starts at 7:30.*

We use the present continuous for a fixed arrangement in the near future. *I'm seeing Tom tonight.*

10 Fill in will or be going to.

- A: Are you studying maths, chemistry and biology?
B: Yes, because I study medicine at university.
- A: I have decided what to buy Tom for his birthday.
B: Really? What buy him, then?
- A: Have you finished your report yet?
B: No, but I'm sure I finish it on time.
- A: I have three friends coming to dinner tonight.
B: Don't worry. I help you cook.
- A: Why do you need so much flour?
B: I make a pizza.
- A: I'm so tired. I'm about to fall asleep.
B: I get you some coffee.
- A: How old is your son?
B: He be twelve next month.

11 Put the verbs in brackets into the appropriate future forms.

- A** A: What 1) (do) tonight?
 B: I 2) (tidy) my room.
 A: What time 3) (finish)?
 B: I 4) (finish) by nine o'clock. I hope.
 A: Shall we go to the cinema then? The film starts at 9:30.

- B** This time next week I 1) (relax) on a beach in Thailand and I 2) (forget) all my problems at work. I 3) (sunbathe) and the kids 4) (swim) and we 5) (have) lots of fun. I just can't wait.

Infinitive

The **to-infinitive** is used:

- to express purpose. *He took the train **to arrive** early.*
- after certain verbs (agree, appear, decide, expect, hope, plan, promise, refuse etc). *They **expect to start** printing next week.*
- after **would like, would prefer, would love** etc to express a specific preference. *I **would prefer to go to the theatre tonight**.*
- after adjectives which describe **feelings/emotions** (happy, sad, glad etc); express **willingness/unwillingness** (willing, eager, reluctant etc); refer to a **person's character** (clever, kind etc) and the adjectives **lucky** and **fortunate**. *I **was very happy to hear that Jennifer and Darren got married**.*
Note: With adjectives that refer to character we can also use an impersonal structure. *It **was kind of you to inform me about it**.*
- after **too/enough**. *It **is too cold to go swimming**.*
- to talk about an unexpected event, usually with **only**. *I **finally arrived home only to find that my house had been broken into**.*

- with **it + be + adjective/noun**. *It **wasn't easy to find a new accountant**.*
- after **be + first/second/next/last** etc. *He **was the last person to talk at the conference**.*
- after verbs and expressions such as **ask, learn, explain, decide, find out, want, want to know** etc, when they are followed by a question word. *She **explained how to use the vending machine**.*
Note: **why** is followed by **subject + verb, NOT** an infinitive. *I **wonder why she didn't come to me with her problem**.*
- in the expressions **to tell you the truth, to be honest, to sum up, to begin with** etc. ***To tell you the truth, I didn't want anyone to find out**.*
Note: If two **to-infinitives** are linked by **and** or **or**, the **to** of the second infinitive can be omitted. *I **would like to go and see the performance tonight**.*

Tenses of the Infinitive

Present: (to) read

Present Continuous: (to) be reading

Perfect: (to) have read

Perfect Continuous: (to) have been reading

- The Present Infinitive refers to the present or future: e.g. *You **are expected to work** from 9.00 to 4.00 every weekday.*
- The Present Continuous Infinitive expresses an action happening now: e.g. *She **seems to be working** on the project at present.*
- 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 to Austria twice**.*
- The 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. *He **seems to have been reading** all night. His eyes are red.*

The **infinitive without to** is used:

- after modal verbs. *Beth **can play** the saxophone well.*
- after the verbs **let, make, see, hear** and **feel**. *They **made him leave** the building. **BUT** we use the **to-infinitive** after **be made, be heard, be seen** etc (passive form). *He **was made to leave** the building.*
Note: When **see, hear** and **watch** are followed by an **-ing form**, there is no change in the passive. *He **saw me reading** the email. I **was seen reading** the email.**
- after **had better** and **would rather**. *We **had better take** a taxi.*
- help** can be followed by either the **to-infinitive** or the **infinitive without to**. *She **helped me (to) solve** the problem.*

-ing form

The **-ing form** is used:

- as a noun. *Smoking is not good for your health.*
- after certain verbs: **admit, appreciate, avoid, continue, deny, fancy, go** (for activities), **imagine, mind, miss, quit, save, suggest, practise, consider, prevent**. *He suggested solving the problem on our own.*
- after **love, like, enjoy, prefer, dislike, hate** to express general preference. *Jeremy loves eating chocolate ice-cream.* **BUT** for a specific preference (would like/would prefer/would love) we use a **to-infinitive**.
- after expressions such as **be busy, it's no use, it's (no) good, it's (not) worth, what's the use of, can't help, there's no point in, can't stand, have difficulty (in), have trouble** etc. *There is no point in talking to her; she is so headstrong!*
- after **spend, waste** or **lose** (time, money etc). *He spent a lot of money buying a home cinema system.*
- after the preposition **to** with verbs and expressions such as **look forward to, be used to, in addition to, object to, prefer (doing sth to sth else)**. *He prefers eating at home to eating out.*
- after other prepositions. *He was thinking of changing his look.*
- after the verbs **hear, listen to, notice, see, watch** and **feel** to describe an incomplete action. *I heard John talking to Elaine.* (I only heard part of the conversation.)
BUT we use the **infinitive without to** with **hear, listen to, notice, see, watch** and **feel** to describe the complete action. *I heard Larry tell the story.* (I heard the whole story.)

Difference in meaning between the to-infinitive and -ing form

Some verbs can take either the **to-infinitive** or the **-ing form** with a change in meaning.

- forget + to-infinitive** = (not) remember. *He forgot to lock the door.*
forget + -ing form = not recall. *I'll never forget living in Hawaii.*
- remember + to-infinitive** = not forget. *Did you remember to post the letter?*
remember + -ing form = recall. *I remember hearing him say that.*
- mean + to-infinitive** = intend to. *I'm sorry, I never meant to make you feel so bad.*
mean + -ing form = involve. *If I lose my job, I'm afraid it will mean selling my car.*
- regret + to-infinitive** = be sorry to (normally used in the present simple with verbs such as **say, tell, inform**). *We regret to inform you that you have not been accepted into university.*
regret + -ing form = feel sorry about. *I regret losing touch with my friends in America.*
- try + to-infinitive** = do one's best, attempt. *She tried to tell him but he just didn't want to listen.*
try + -ing form = do something as an experiment. *Why don't you try adding more sugar?*

12 Put the verbs in brackets into the infinitive or the -ing form.

- A: I'll never forget (meet) David Beckham.
B: Yes, but you forgot (get) his autograph, didn't you?
- A: Do you regret (lend) the money to Nick?
B: Yes. I regret (say) he's not a very trustworthy person.
- A: Did you remember (return) the DVDs we rented?
B: I remember (take) them but I think I left them in my briefcase.
- A: I've been trying (get) in touch with Sharon all day.
B: Why don't you try (call) her on her mobile?

13 Fill in the blanks with the correct form of the infinitive or the -ing form. Mind the tenses.

- A: I'm getting colds and headaches on a regular basis.
B: You'd better (go) to the doctor.
- A: Do you know any good ways of (reduce) stress levels?
B: I've heard that some people meditate every day.
- A: I can't lose any weight so I've decided (join) a dieting club.
B: Good idea! I lost loads of weight when I joined one.
- A: Josh wasn't at the lesson today and the teacher was very angry.
B: He'd better (have) a good excuse or he'll be in trouble.

Summary of Functions of Modal Verbs

Use	Present/Future	Past
ability	He can speak Japanese. She's able to make people laugh.	He could/was able to speak Japanese. (repeated action – ability in the past) We were able to go on a three-month tour of Australia. (single action)
possibility	He can still be at work. (90% certain) She could be angry. (50% certain; it's possible she is angry) Sally may be teaching. (50% certain; it's possible that she is teaching) You might need to come tomorrow. (40% certain; perhaps you need to come tomorrow) It is likely that Sue will give up working. Sue is likely to give up working.	— We could have had an accident. (luckily we didn't) John may have broken that vase. (perhaps he did) Jane might have lost our telephone number. (perhaps she has lost it) It was likely that she had taken the last train. She was likely to have taken the last train.
probability	They will be in Spain tomorrow. (100% certain; prediction) We should see him there. (90% certain; future only; it's probable) She ought to be in Canada by now. (90% certain; she will probably be in Canada)	— He should have finished by now. (He has probably finished.) They ought to have started the course by now. (They have probably started the course.)
logical assumptions	He must be exhausted. (90% certain – positive; I'm sure he's exhausted) She can't be serious. (negative; I'm sure she's not serious) They couldn't be on holiday. (negative; I don't think they are on holiday)	He must have won the competition. (positive; I'm sure he has won the competition) She can't have married Ted. (negative; I'm sure she didn't marry Ted) They couldn't have been friends. (negative; I don't think they were friends)
permission	You can/can't have a party. (giving or refusing permission; informal) Could I be excused? (polite; asking for permission) You may be excused. (formal; giving permission) Might I bring a friend to the wedding? (more formal; asking for permission) I'm afraid you can't/mustn't have visitors. (informal; refusing permission) Guests may not smoke in their rooms. (formal; refusing permission – written notice)	He wasn't allowed to/couldn't board the plane. He was allowed to see the patient. (NOT: could) — — — — —
necessity	I must return these books soon. (I say so) She has to find a new job. (necessity coming from outside the speaker) They've got to sell their caravan. (informal) The plants need watering. OR The plants need to be watered. (it's necessary) She doesn't have to/doesn't need to/needn't leave when they do. (it isn't necessary – absence of necessity) We ought to reply to the invitation. (it's necessary)	I had to return the books to the library. (I was obliged to) She had to find a new job after she was dismissed. They had to sell their caravan. The plants needed watering. OR The plants needed to be watered. (it was necessary) She didn't have to/didn't need to work as hard as me. (it wasn't necessary for her to work as hard as me and she didn't – absence of necessity) She needn't have got a taxi. (it wasn't necessary for her to get a taxi but she did)

Summary of Functions of Modal Verbs

Use	Present/Future	Past
advice	You should try to make more of an effort. (general advice; I advise you) You ought to keep to the speed limit. (I advise you; most people believe this) You had better not keep her waiting. (It's not a good idea; advice on a specific situation) Shall I apply for the job? (asking for advice)	You should have paid more attention. (but you didn't) She ought to have reserved a table. (but she didn't) It would have been better if you hadn't kept her waiting. (but you did) —
criticism	She could at least wait until 5 o'clock. They should warn us. You ought to be more polite to her.	She could at least have waited until 5 o'clock. They should have warned us. (but they didn't) You ought to have been more polite to her. (It was the right thing to do, but you didn't do it.)
obligation	I must get more exercise. (I need to; I say so) I have to get more exercise. (I'm obliged to; the doctor says so) We ought to give more money to charity. (It's the right thing to do, but we don't always do it.)	I had to get more exercise because I was unfit. I had to get more exercise because I was unfit. We ought to have given more money to charity. (It was the right thing to do but we didn't do it.)
requests	Can I use your phone? (informal) Could I use your phone? (polite) May I make a phone call, please? (formal) Might I borrow your pen? (very formal) Will you give me a hand? (very friendly) Would you mind helping me? (polite)	— — — — — —
offers	Can I/we do anything to help? (informal) Shall I/we help you tidy up? (informal) Would you like me to do it for you?	— — —
suggestions	Shall we stop for a drink? I/We can always leave early. We could eat out tonight if you want.	— — He could have asked for advice.
prohibition	You can't wear jeans at work. (you aren't allowed to) You mustn't walk on the grass. (it's forbidden) You may not talk during the test. (formal)	They couldn't wear jeans at work. (they weren't allowed to) — —
duty	All members must follow the rules. People ought to live in peace. (It's the right thing to do, but people don't do it.)	All members had to follow the rules. She ought to have treated us more fairly. (It was the right thing to do but she didn't always do it.)

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

- It's forbidden to eat in the library.
not
You library.
- Perhaps she will be late.
be
She late.

- It wasn't necessary for her to buy me a gift.
needn't
She a gift.
- I'm certain it has stopped snowing now.
have
It snowing now.

- 5 I'm sure he isn't at home now.
be
He now.
- 6 I advise you to read the contract before you sign it.
had
You before you sign it.
- 7 It's possible that she has forgotten his birthday.
may
She his birthday.
- 8 Perhaps Daniel is at the chemist's.
could
Daniel the chemist's.
- 9 I'm sure he has written his report now.
have
He his report now.
- 10 It wasn't necessary for Bob to work overtime.
need
Bob overtime.
- 11 Alex was obliged to wear glasses because he couldn't see properly.
had
Alex glasses because he couldn't see properly.

15 Circle the correct answer.

- 1 Your acne due to your unhealthy eating habits.
A ought to be **C** would be
B could be **D** should be
- 2 I like to rely on alternative medicine for my health.
A mustn't **C** couldn't
B needn't **D** wouldn't
- 3 You go to the dentist soon.
A had better **C** should have
B ought to have **D** had to
- 4 As it's very sunny today, you wear plenty of sunscreen when you go outside.
A are likely to **C** will be able to
B are able to **D** must
- 5 You be so rude to the customers.
A shouldn't **C** aren't likely to
B couldn't **D** might not
- 6 After qualifying, new doctors decide in which area of medicine they like to specialise.
A must **C** would
B could **D** should



Module 3

Quite – Rather – Fairly – Pretty – Very

- **Quite** (= fairly, to some degree) is used in favourable comments. *He's quite good at geography.* **Quite** is used before a/an. *He's quite a good football player.* **Quite** (= completely) is used with adverbs, some verbs and adjectives such as: amazing, brilliant, certain, dreadful, different, exhausted, horrible, impossible, perfect, right, sure, true, useless etc. *I'm quite sure she will come with us.*
- **Rather** is used in unfavourable comments. *He's rather bad at tennis.* It can also be used in favourable comments meaning "to an unusual degree". *The lecture was rather interesting. (more interesting than we expected).* **Rather** is also used with comparative degree. *My MP3 player was rather more expensive than yours.* **Rather** is also used before or after a/an. *It's a rather warm summer.* or *It's rather a warm summer.*
- **Fairly/Pretty** are synonymous with **quite** and **rather**. They are used after a. *She's a fairly/pretty good actress.*
- **Very + adj/adv of positive degree.** *He is very careless with his things.*

16 Choose the correct word.

- 1 It will take me **pretty/rather** a long time to finish painting the house.
- 2 Bill had a **quite/pretty** good reason for being late for school, as the bus had broken down.
- 3 It's been **quite/rather** a while since I've seen her.
- 4 Although organic foods cost **pretty/quite** a lot, they are probably better for your health.
- 5 The cost of the meal was **rather/quite** more than we had expected.
- 6 He is a **pretty/quite** good singer.
- 7 It's **rather/pretty** a cold day, so take a jacket with you.
- 8 Shirley is **quite/rather** bad at chess.
- 9 It was **quite/pretty** a surprise to see them again.
- 10 Are you **rather/quite** certain the film doesn't start until nine o'clock?
- 11 The band played **quite/rather** better this time than at their last performance.
- 12 My new laptop is **quite/rather** more advanced than his.

Be/Get used to – Used to – Would

- **Be/Get used to + -ing form/noun/pronoun** (= be/get accustomed to, be in the habit of) expresses habitual actions. *He **isn't used to** driving on the left. He **got used to** the noise pollution.*
- **Used to** expresses past habitual actions. *He **used to** play football more when he was 20.*
- **Would** expresses past repeated actions and routines but not states. *When she was 15, she **would** go swimming every day for an hour. (also: she used to go)* Stative verbs are not used with "would". *He **used to** live in London. (NOT: he would live)*

17 Put the verbs in brackets into the correct form.

- 1 Fiona used to (wake up) at 7 am every day.
- 2 My grandmother would always (cook) a roast dinner on Sundays.
- 3 My mother never had a washing machine, so she was used to (do) the washing by hand.
- 4 I am not used to (be) spoken to so rudely!
- 5 I didn't use to (like) fish, but now I love it.
- 6 When Michael was young, he used to (go) fishing with his grandfather every Saturday.
- 7 Although Pete was a postman all his life, he never got used to (get) up early in the morning.
- 8 I would never (sleep) without the light on when I was a child.
- 9 When she was younger, Mary used to (be) chubby, but now she has lost a lot of weight.
- 10 My parents aren't used to (stay up) late at night.

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

- 1 When Amy was a nurse, she used to work night shifts.
would When Amy was a nurse, night shifts.
- 2 Paula found her job difficult at first, but now she quite likes it.
used Paula found her job difficult at first, but now it.
- 3 Billy lived in Egypt when he was a child.
live Billy when he was a child.
- 4 I don't think I'll ever find it easy to live in this noisy neighbourhood.
get I don't think I'll ever this noisy neighbourhood.

- 5 My father was in the habit of taking a long walk on Sundays.

always My father
..... a long walk on Sundays.

- 6 Dean hasn't become accustomed to the climate abroad yet.

got Dean
the climate abroad yet.

19 Choose the correct item.

- 1 Are you used to your new car now?
A get **C** to get
B getting **D** to getting
- 2 Susan have black hair, but now she's blond.
A would **C** used to
B was used **D** used
- 3 I can't get used on the left-hand side of the road.
A to drive **C** drive
B driving **D** to driving
- 4 When I was younger, I play football every weekend.
A used **C** was used
B got used **D** would
- 5 Your dancing has improved. You didn't to be so good!
A would **C** use
B was used **D** is used
- 6 When Tommy was younger, he live in Canada.
A got used to **C** would
B was used to **D** used to
- 7 I get used to your unusual accent!
A would never **C** will be
B would always **D** will never
- 8 It's taking me a long time to speaking French.
A am used to **C** used to
B get used to **D** would
- 9 Before she started cycling, she go to work by bus.
A used to **C** was used to
B got used to **D** used



Inversion

A. modal/auxiliary verb + subject + main verb

It is used in the following cases:

- in questions.
Can you really sing well?
- after the following words or expressions, when they come at the beginning of a sentence.

Seldom	Only in this way
Rarely	Only then
Little	Hardly (ever) ... when
Barely	No sooner ... than
Nowhere (else)	Not only ... but (also)
Never (before)	Not until
Not (even) once	In no way
On no account	In/Under no circumstances
Only by	So/Such
	Not since etc.

Never (before) have I seen such an exciting match.
Not only did they make a lot of money but they (also) made a good name for themselves.
Seldom do we go out since I took up Spanish classes.
BUT *We seldom go out since I took up Spanish classes.*
 (There is no inversion because the word seldom does not come at the beginning of the sentence.)

Note: When the expressions **only after, only by, only if, only when, not until/till** come at the beginning of a sentence, the inversion is in the main clause.

Only after saving money for months was she able to buy a new car.

Only if you do what the doctor tells you will you get well soon.

- with **so, neither, nor**, as to express agreement.
*"I love chocolate yoghurt. **So do I.**" (We use "so" to agree with an affirmative statement.)*
*She was a talented artist, **as was her brother**/and **so was her brother.***

"Neither/Nor can I." (We use "neither/nor" to agree with a negative statement.)

*"I can't stand classical music." **Neither/Nor can I.***

- with **should, were, had** when they come at the beginning of an if-clause instead of "if":

e.g. Type 1: *Should he call, tell him I'll meet him at six.*
 (= If he should call ...)

Type 2: *Were I you, I would tell her how I feel.*
 (= If I were you ...)

Type 3: *Had I been told, I would have been prepared for what would follow.* (= If I had been told ...)

B. main verb + subject

It is used in the following cases:

- after verbs of movement or adverbial expressions of place when they come at the beginning of a sentence.

Outside the house was a big pine tree.

On the chair lay a cat.

Here comes the bus.

There goes the train.

If the subject is a pronoun, there is no inversion.

Here they come. (NOT: ~~Here come they.~~)

Out you go. (NOT: ~~Out go you.~~)

- in direct speech when the subject of the introductory verb is a noun.

"I don't like this book," said Jimmy.

(OR: ... Jimmy said.)

"I'll call you tomorrow," said her mother.

(OR: ... her mother said.)

BUT *"How can I help you?" she asked.*

(NOT: ~~asked she,~~ because the subject of the introductory verb is a pronoun.)

20 Rewrite the sentences.

- 1 The authorities seldom pay any attention to environmental activists.

Seldom

- 2 Our country has never seen such extreme weather conditions before.

Never before

- 3 The police didn't know that the man was a thief.

Little

- 4 If we had known how easy it is to recycle, we would have started a long time ago.

Had

- 5 Deforestation not only reduces the number of trees, but it also affects biodiversity.

Not only

- 6 You shouldn't put a metal utensil in the microwave on any account.

On no account

- 7 Patricia won't cancel the trip under any circumstances.

Under no
.....

- 8 She had just finished her speech when he walked in the door.

No sooner
.....

The Passive

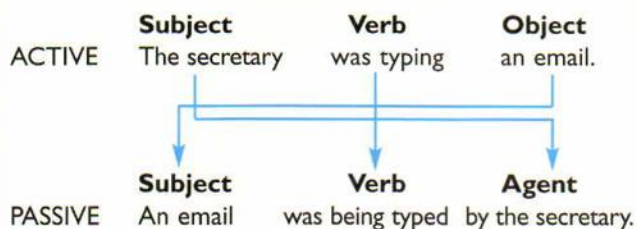
We form the passive with the verb **to be** in the appropriate tense and the **past participle** of the main verb. Only transitive verbs (verbs which take an object) can be used in the passive: (e.g. *live* does not have a passive form.)

We use **the passive**:

- when the person or people who do the action are unknown, unimportant or obvious from the context. *Jane's handbag was stolen.* (We don't know who stole it.) *The house is being painted.* (It's unimportant who is doing it.) *The criminal has been arrested.* (It's obvious that the police arrested him.)
- when the action itself is more important than the person/people who do it, as in news headlines, newspaper articles, formal notices, advertisements, instructions, processes etc. *The wedding will be held on May 4th.*
- when we want to avoid taking responsibility for an action, or when we refer to an unpleasant event and we do not want to say who or what is to blame. *The man was beaten to death.*

Changing from the active into the passive:

- the **object** of the active sentence becomes the **subject** in the passive sentence
- the active verb remains in the same tense but changes into a passive form
- the **subject** of the active sentence becomes the **agent**, and is either introduced with the preposition **by** or is omitted.



- Only transitive verbs (verbs which take an object) can be changed into the passive. **Active:** *Monkeys live in trees.* (intransitive verb) **No passive form:** *Trees are lived in by monkeys.*
Note: Some transitive verbs (*have, exist, seem, fit, suit, resemble, lack* etc) cannot be changed into the passive. *Roy has a new bike.* (NOT: *A new bike is had by Roy.*)
- we can use the verb **to get** instead of the verb **to be** in everyday speech when we talk about things that happen by accident or unexpectedly. *He got injured when he was trying to climb the tree.* (instead of *He was injured ...*)

- By + the agent** is used to say who or what carries out an action. **With + instrument/material/ingredient** is used to say what the agent used. *The design was made by Roselyn.* *It was made with fresh cream.*
- The agent can be omitted when the subject is *they, he, someone/somebody, people, one* etc. *Somebody has opened the window.* → *The window has been opened.*
- The agent is not omitted when it is a specific or important person, or when it is essential to the meaning of the sentence. *Jurassic Park was directed by Steven Spielberg.*
- With verbs which can take two objects, such as **bring, tell, send, show, teach, promise, buy, sell, read, offer, give, lend** etc, we can form two different passive sentences.
Bob gave Jean flowers. (active)
Jean was given flowers by Bob. (passive, more usual)
Flowers were given to Jean by Bob. (passive, less usual)
- If in an active sentence a preposition follows a verb, then in the passive it is placed immediately after the verb. *A snake bit Ann on the leg.* *Ann was bitten on the leg by a snake.*
- The verbs **hear, help, see** and **make** are followed by the bare infinitive in the active, but by the to-infinitive in the passive. *She made me do my homework.* *I was made to do my homework.*
- Let** becomes **be allowed to** in the passive. *The mother let the children watch TV.* → *The children were allowed to watch TV.*
- To ask questions in the passive, we follow the same rules as for statements, keeping in mind that the verb is in the interrogative form. *Have they received the email yet?* → *Has the email been received yet?*
- When we want to find out who or what performed an action, the passive question form is **Who/What ... by?** *Who was the book written by?*
- The verbs **believe, expect, feel, hope, know, report, say, think** etc are used in the following passive patterns in personal and impersonal constructions.
They expect he will pass his driving test.
- subject (person) + passive verb + to inf**
He is expected to pass his driving test. (personal construction)
- It + passive verb + that-clause**
It is expected that he will pass his driving test. (impersonal construction)

21 Complete the exchanges using the correct passive form.

- A: What happened at the WWF meeting yesterday?
B: We (**advise**) to adopt an animal.
- A: How does he make money from stormchasing?
B: His photographs (**use**) on publicity posters.
- A: Are most of the animals kept in captivity?
B: No, some (**release**) into their natural habitat.
- A: Who started the Rocky Mountain Institute?
B: It (**found**) by a visionary, Amory Lovins.
- A: Have we made any progress in helping the planet?
B: Well, greenhouse gases (**reduce**) considerably because of specific measures to limit pollution.

22 Choose the correct answer.

- Sammy by the WWF for three years now.
A has been employing C has been employed
B is employed D is being employed
- Hundreds of plant species extinct by deforestation.
A have been made C having been made
B being made D have made
- The scientific results in the next issue of the magazine.
A are published C will be published
B to be published D to publish
- The natural habitats of many species by housing developers.
A is being destroyed C is destroyed
B has been destroyed D have been destroyed
- Five years from now, factory emissions reduced.
A are being C will have been
B have been D were being
- The video footage Faidley took on TV channels around the world.
A being shown C had shown
B has been shown D to be shown
- Wangari Maathai was the first African woman the Nobel peace prize.
A to award C to be awarded
B being awarded D having been awarded
- Approximately two hundred volcanoes in Indonesia.
A are being located C is located
B are to be located D are located
- In what ways can informed about extreme weather conditions?
A we be kept C we are keeping
B we will keep D we have been keeping

Type 0/I Conditionals

Type 0 conditionals are used to express a general truth or a scientific fact. In this type of conditionals we can use **when** instead of **if**.

If-clause	Main Clause
If/When + present simple →	present simple
<i>If/When you drop something, it falls to the ground.</i>	

Type I conditionals are used to express a real or very probable situation in the present or future.

If-clause	Main Clause
If + present simple →	future simple, imperative, can/must/may etc + bare infinitive
<i>If I go to the party, I will/may/etc have a good time.</i>	

When the hypothesis comes before the main clause, we separate them with a comma. When the main clause comes before the if-clause, then we do not use a comma to separate them.

Note: With type I conditionals we can use **unless** + affirmative verb (= if + negative verb). *I will not be able to come unless it stops raining.* (= if it does not stop raining, ...)

Type 2 and 3 Conditionals

- Type 2 conditionals (unreal in the present)** are used to express imaginary situations which are contrary to facts in the present, and therefore are unlikely to happen in the present or the future. We can use either **was** or **were** for **I, he, she, it**, in the if-clause. We can also use the structure **If I were you** ... to give advice.

If-clause	Main Clause
If + past simple/past continuous →	would/could/might + present bare infinitive
<i>If I knew how to do it, I would do it myself. If Sue was working today, we would see her. If I were you, I would tell them not to interfere.</i>	

- Type 3 conditionals (unreal in the past)** are used to express imaginary situations which are contrary to facts in the past. They are also used to express regrets or criticism.

If-clause	Main Clause
If + past perfect/past perfect continuous →	would/could/might + perfect bare infinitive
<i>If they had asked me, I would have told them not to do it. If I hadn't been working today, we would have done the shopping.</i>	

Mixed Conditionals

We can form mixed conditionals, if the context permits it, by combining an if-clause from one type with a main clause from another.

If-clause	Main Clause
Type 2 <i>If he went to bed late last night,</i>	Type 1 <i>he won't be able to get up on time today.</i>
Type 2 <i>If you were more careful,</i>	Type 3 <i>you wouldn't have broken your leg.</i>
Type 3 <i>If he hadn't missed the bus,</i>	Type 2 <i>he would be at work now.</i>

Wishes

- We can use **wish/if only** to express a wish.

Verb Tense	Use
+ past simple/ past continuous <i>I wish I was rich now. (but I'm not) If only I were going to the beach. (but I'm not)</i>	to say that we would like something to be different about a present situation
+ past perfect <i>I wish I had finished the housework. (but I didn't) If only she hadn't told me to leave her alone. (but she did)</i>	to express regret about something which happened or didn't happen in the past
+ subject + would + bare inf. <i>I wish you would stop smoking. If only it would stop raining.</i>	to express: • a polite imperative. • a desire for a situation or person's behaviour to change

- Note:**
- **If only** is used in exactly the same way as **wish** but it is more emphatic or more dramatic.
 - We can use **were** instead of **was** after **wish** and **if only**. *I wish I **were/was** at the beach.*

Note: *I wish to speak to you now (I want to ...)*

Unreal Past – had better/would rather

The **Past Simple** can be used to talk about imaginary, unreal or improbable situations in the present, and the **Past Perfect** can be used to talk about imaginary, unreal or improbable situations in the past. This is called unreal past. Unreal Past is used as follows:

Past Simple to refer to the present:

- **Type 2 conditionals:** e.g. *If I **were** you, I'd ask for help.*
- **wish/If only:** e.g. *I **wish** he **were** more patient with children.*
- **I'd rather/sooner sb ...:** e.g. *I'd rather he **studied** more.*
- **Suppose/Supposing:** e.g. ***Suppose** you **were asked** to stay back, what would you do?*
- **as if/as though:** e.g. *He behaves **as if** he **were** the boss.*
- **It's (about/high) time ...:** e.g. ***It's time** we **left**.*

Past Perfect to refer to the past:

- **Type 3 conditionals:** e.g. *If I **had been** more careful, I **wouldn't have had** the accident.*
- **wish/If only:** e.g. ***If only** I **hadn't told** lies to my mum.*
- **I'd rather/sooner sb ...:** e.g. *I'd rather he **hadn't spent** so much money yesterday.*
- **Suppose/Supposing:** e.g. ***Suppose** he **had seen** you, what would you have done?*
- **as if/as though:** e.g. *They looked at each other **as if** they **had met** before.*

had better = should

- **I had better + present bare infinitive** (for present/future reference): e.g. *You'd better **take** an aspirin.*
- **It would have been better if + Past Perfect** (for past reference): e.g. *It **would have been better** if you **had told** them the truth.*

would rather = I'd prefer

- When the subject of **would rather** is also the subject of the following verb, we use **I'd rather + present bare infinitive** (for present/future reference) or **I'd rather + perfect bare infinitive** (for past reference): e.g. *I'd rather **leave** now. I'd rather **have admitted** taking the money.*
- When the subject of **would rather** is different from the subject of the following verb, we use: **I'd rather sb + Past Simple** (for present/future reference) or **I'd rather sb + Past Perfect** (for past reference): e.g. *I'd rather you **put on** the green dress tonight. I'd rather you **had called** me earlier.*

Note:

- **prefer + gerund/noun + to + gerund/noun** (general preference): e.g. *I **prefer swimming to skiing**.*
- **prefer + full infinitive + rather than + bare infinitive** (general preference): e.g. *I **prefer to dress casually rather than dress formally**.*
- **would prefer + full infinitive + rather than + bare infinitive** (specific preference): e.g. *I'd **prefer to go hiking rather than go horse riding**.*
- **would rather + bare infinitive + than + bare infinitive:** e.g. *I'd rather **read than watch** TV.*

23 Put the verbs in brackets into the correct tense.

- 1 A: Look at all that packaging you're throwing away!
B: I know, but what can I do? I wish there
..... **(be)** more recycling bins near here.
- 2 A: Sorry I didn't come to the Greenpeace meeting last night. I couldn't make it.
B: If I **(know)** that, I **(change)** the date.
- 3 A: Stockport Zoo has closed down.
B: That's a shame. I wish I
(visit) it more often when it was open.
- 4 A: If you **(go)** to the environmental conference,
..... **(you/pick up)** some brochures, please?
B: Of course!
- 5 A: Shall I put this rubbish in the bin?
B: No, if I **(be)** you, I
..... **(take)** it to the recycling centre.
- 6 A: If I **(know)** about the park clean up, **(sign/up)** to help.
B: Don't worry. There's going to be another one next week.
- 7 A: I wish I **(know)** you were free last weekend. We could have gone out somewhere together.
B: Oh, that **(be)** nice!

- 8 A: It's pouring down. We're going to get soaked.
B: I wish I **(bring)** my umbrella with me.
- 9 A: Sorry. What did you say?
B: Oh, I wish you **(pay)** more attention when I'm speaking to you.

24 Rewrite the following as mixed conditionals.

- 1 We didn't recycle and now we are running out of natural resources.
If we had recycled, we wouldn't be running out of natural resources now.
- 2 The authorities didn't prevent the flooding in time, and now we are facing an environmental disaster.
.....
- 3 She isn't a reliable worker, so she didn't get a promotion.
.....
- 4 The bus drivers have gone on strike, so I'm not using public transport at the moment.
.....
- 5 She walked 20 kilometres, so her feet are sore now.
.....



Module 5

There – It

- **There + be** is used to mention sth for the first time or to say that sb or sth exists. *There are a lot of people at my party.*
- **It + be ... to-inf / that clause** is used to begin a sentence. *It's so nice to see you again.* It is also used for distance, temperature, weather and in the following expressions: *It appears/seems that, It looks like, It is said that, It doesn't matter* etc. *It looks like it is going to be a warm day.*
- **Note:** There's no point in/It's pointless + -ing form. *There's no point in/It's pointless trying to change his mind.*

25 Fill in: there or it.

- 1 's a great school and are lots of after-school clubs.
- 2 's a good documentary on in a while; do you want to watch it?
- 3 are many advantages to nanotechnology but still needs a lot of research.
- 4 seems that someone has broken into Ann's flat.
- 5 's pointless trying to talk to Tim; he's in a really bad mood.
- 6 are ways in which we can all help to reduce crime.
- 7 Are any good films on at the cinema?
..... 's a good night to go out.
- 8 looks easy to operate but are always hidden problems.
- 9 Is a good thing to rely on technology so much?
- 10 That's a great thriller; will have you on the edge of your seat!

All/Both/Neither/None/Whole/Either/Every

- **All** refers to more than two people, things or groups. It is followed by a plural verb. *All of them are interesting books.* It can go after the verb to be, *They are all very happy about the family reunion,* or after an auxiliary verb, but before the main verb. *They have all gone away. They all enjoyed the party.*
All can be followed by *day/morning/week/year.* *He has been lying in bed all day.*
- **Both/All** can go: a) after the verb to be, *They are all/both excited. They were both/all tired.* or b) after an auxiliary verb but before the main verb. *They both left early. They have both/all failed their exams.*
- **Both (... and)** refers to two people, things or groups. It has a positive meaning and is followed by a plural verb. *Both Jim and Ben speak Chinese fluently.*
- **Neither (... or)** refers to two people, things or groups. It has a negative meaning and is followed by a singular verb in the affirmative. *Neither composition is descriptive enough. Neither John nor Peter is coming.* **Neither of + plural noun phrase** can be followed by either a singular or plural verb in the affirmative. *Neither of the films are box-office hits./is a box-office hit.*
- **None of** refers to more than two people, groups or things and has a negative meaning. It is used with nouns or object pronouns and is followed by either a singular or a plural verb. *None of the guests is/are here yet.*
- **Whole** is used with countable nouns. *It took me an hour to read the whole essay.*
- **Either (... or)** refers to two people or things and means any one of two. *Either Tom or Paul is coming with us.*
- **Every** is used with singular countable nouns. *Every applicant has to attend an interview.*
- **Either of + plural noun phrase** can be followed by either a singular or plural verb. *Either of these two dresses suits/suit you. BUT Either dress suits you.*

26 Underline the correct item.

- 1 Both/Neither Johnny and Brad applied for the job but neither/none of them got it.

2 I buy all/every my clothes from designer outlets; my whole/all wardrobe is full of brand names.

3 Neither/Either of the hackers admitted to identity theft but both/either looked very guilty.

4 Sammy watched the whole/all trilogy on DVD last night and he loved every/all of it.

5 Both/Either shirts suit you and neither/either of them is expensive.
- 6 Renovating historic buildings is both/either time-consuming and expensive.

7 I didn't buy either/neither of the vases even though they were either/both nice.

8 Whole/Every areas of science will be transformed by nanotechnology and none/all of us will remain unaffected.

9 Instructions are included with every/all computer and all/every items can be delivered to your door.

10 We can neither/either watch TV or go to the cinema; what do you think?

27 Rewrite the sentences using both ... and, neither ... nor, either ... or, not only ... but also.

- 1 Steven bought a computer game and so did his friend.
Both Steven and his friend bought a computer game.

2 Nicole Kidman is an actress and so is Meryl Streep.
.....

3 Nanotechnology hasn't been fully developed and memory storage systems haven't either.
.....

4 The film wasn't just a success at the box office, it was a success with the critics, too.
.....

5 I have enough money to buy the MP3 player, but not the digital camera too.
.....
- 6 Terry doesn't like football and his brother doesn't either.
.....

7 If you would like something to drink, I have coffee and I have tea.
.....

8 The children use computers a lot and so do their parents.
.....

9 Leaving a TV on standby isn't just a waste of energy, it's a waste of money too.
.....

Causative Form

- We use **have + object/(thing) + past participle** to say that we arrange for someone to do something for us. *He asked the gardener to mow the lawn. He **had the lawn mown**. (He didn't do it himself. The gardener did it.)*

Present Simple *He **has his car serviced** twice a year.*
Present Continuous *He **is having his car serviced** at the moment.*
Past Simple *He **had his car serviced** last month.*
Past Continuous *He **was having his car serviced** when his brother called.*
Future Simple *He **will have his car serviced** next Monday.*
Future Continuous *At 11 o'clock tomorrow, he **will be having his car serviced**.*
Present Perfect *He **has just had his car serviced**.*
Present Perfect Continuous *He **has been having his car serviced** since this morning.*
Past Perfect *He **had had his car serviced** before he left for holiday.*
Past Perfect Continuous *He **had been having his car serviced**.*
Infinitive *He **may have his car serviced** tomorrow.*
-ing form *His car is so old that there's no point in **having it serviced**.*
- The verb "to have", used in the causative, forms its negations and questions with **do/does** (Present Simple) or **did** (Past Simple). *She **didn't have** the dress shortened. **Did he have** the parcels delivered?*
- The causative form can be used instead of the passive to refer to accidents and misfortunes. *He **had his leg broken** in the accident. (= His leg was broken in the accident.)*
- **Make/Have + object/(person) + 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/(person) + to-inf** shows that someone persuades someone else to do something: e.g. *He **got Steve to move** the furniture. (He persuaded Steve to move the furniture)*

28 a) Rewrite the sentences using the causative form, as in the example.

- 1 The decorator is painting Julie's house.
Julie is having her house painted.
- 2 The hairdresser is cutting Jimmy's hair.
.....
- 3 Someone fixed his computer for him.
.....
- 4 The mechanic is going to repair David's car tomorrow.
.....
- 5 Someone has delivered pizza to Norman.
.....

b) Rewrite the sentences in the causative form, as in the example.

- 1 Does someone mow your lawn?
Do you have your lawn mown?
- 2 Will the secretary type your letters?
.....
- 3 Is someone going to install an alarm system for you?
.....
- 4 Is the optician going to test his eyes today?
.....
- 5 Did someone replace your broken window?
.....

29 Rephrase the following using have, make or get, as in the example.

- 1 Her husband persuaded her to wear the red dress.
Her husband got her to wear the red dress.
- 2 She asked the shop assistant to deliver her purchases to her house.
.....
- 3 Douglas insisted that his brother help him do the washing up.
.....
- 4 I'll try to persuade them to go on holiday with us.
.....
- 5 Why don't you ask your brother to pick you up from the airport?
.....
- 6 She is going to insist that the travel agent give her a full refund.
.....
- 7 The protesters persuaded the scientists to change their minds.
.....

Concession

Clauses of concession are used to express a contrast. They are introduced with the following words/phrases:

but, although/even though/though, in spite of/despite, however, while/whereas, yet, still, nevertheless, on the other hand

- **but**
*He had a good voice **but** he never sang in public.*
- **although/even though/though + clause**
Even though is more emphatic than **although**. **Though** is informal and is often used in everyday speech. It can also be put at the end of a sentence.
***Although/Even though/Though** it was hot, he wore boots.*
*He wore boots **although/even though/though** it was hot. It was hot. He wore boots, **though**.*
- **in spite of/despite + noun/-ing form**
***In spite of/Despite** his talent, he couldn't find a job.*
*He couldn't find a job **in spite of/despite** his talent.*
- **in spite of/despite + the fact that + clause**
***In spite of/Despite** the fact that he had talent, he couldn't get a job.*
- **however/nevertheless**
A comma is always used after *however/nevertheless*.
*He left early. **However/Nevertheless**, he missed the bus.*
- **while/whereas**
*She is blonde, **while/whereas** her brother has dark brown hair.*
- **yet (formal)/still**
*It was June, **yet** it was quite cold.*
*My house is old. **Still**, it is in very good condition.*
- **on the other hand**
*My new house is in a safer area. **On the other hand**, it is much smaller than my old one.*
- **however/no matter how + adj/adv + subject + verb**
*We couldn't convince him **however/no matter how hard** we tried.*

Clauses of Result

Clauses of result are used to express result. They are introduced with the following words/phrases:

as a result, therefore, consequently/as a consequence, so, so/such ... that etc

- **as a result/therefore/consequently/as a consequence** *The hole in the ozone layer is becoming bigger and bigger. **As a result/Therefore/Consequently/As a consequence** the Earth's temperature is rising at an alarming rate.*
- **so** *I was feeling lonely, **so** I went to visit my friend.*
- **such a/an + adjective + singular countable noun**
*Jack is **such a good singer** that everybody loves him.*
- **such + adjective + plural/uncountable noun**
*They were **such nice people** that I will never forget their kindness.*
*It was **such heavy luggage** that we had to pay excess baggage charge at the airport.*
- **such a lot of + plural/uncountable noun**
*He has got **such a lot of books** that he has to buy a new bookcase.*
*There was **such a lot of work** to do that I couldn't finish on time.*
- **so + adjective/adverb**
*She felt **so embarrassed** that she blushed.*
*The thief ran **so fast** that nobody was able to catch him.*
- **so much/little + uncountable noun**
so many/few + plural noun
*There was **so much smog** that I couldn't see the view.*
*I've got **so little money** that I can't pay the rent.*
*There were **so many mistakes** in the book that it had to be reprinted.*
*He had **so few plastic cups** that he had to go and buy more.*

Clauses of Purpose

Clauses of purpose are used to explain why somebody does something. They are introduced with the following words/expressions:

- **to-infinitive** *Mary phoned the doctor **to make** an appointment.*
- **in order to/so as to + infinitive (formal)** *The editor requested that everyone work overtime **in order to meet** the newspaper deadline.*
- **so that + can/will (present/future reference)** *Take my number **so that you can call** me when you get there.*
- **so that + could/would (past reference)** *He finished his homework early **so that he could go** out with us.*
- **in case + present tense (present or future reference)** *Take a coat **in case it is** cold.*
- **in case + past tense (past reference)** *She had taken her cell phone **in case she needed** it.*
Note: in case is never used with **will** or **would**.
- **for + noun (expresses the purpose of an action)**
*They went to their friend's house **for dinner**.*
- **for + -ing form (expresses the purpose of something or its function)** *Knives are also used **for cutting** meat.*
- **with a view to + -ing form** *The Richardsons saved money **with a view to buying** a house.*

We can express **negative purpose** using:

- **in order not to/so as not to + infinitive** *He made a list of the things he had to buy **so as not to forget** anything.*
- **prevent + noun/pronoun (+ from) + -ing form**
*Violent winds **prevented the plane (from) departing**.*

30 Join the sentences using the words in brackets.

- 1 She borrowed her dad's car without asking him. He was in a bad mood all day. (**as a result**)
She borrowed her dad's car without asking him, and as a result he was in a bad mood all day.
- 2 It was a windy night. Some tiles blew off our roof. (**such ... that**)
.....
- 3 The shop is expensive. Not many people can afford to shop there. (**so ... that**)
.....
- 4 Shaun has short spiky hair and wears unusual clothes. People often misjudge him. (**as a consequence**)
.....
- 5 There are many advantages to nanotechnology. More time and money should be invested in it. (**so ... that**)
.....
- 6 I moved out of the city. It was too noisy and polluted. (**due to the fact that**)
.....
- 7 John hasn't got married yet. He hasn't found the right girl. (**as**)
.....
- 8 *Pirates of the Caribbean* is a fantastic film. I'm going to buy it on DVD. (**such ... that**)
.....
- 9 Dave never has any money left at the end of the month. He spends it all on computer games. (**since**)
.....
- 10 He was arrested by the police. A witness had identified him. (**on the grounds that**)
.....

31 Underline the correct item.

- 1 The match went ahead **despite/although** the heavy rain.
- 2 I'm going to solve this problem **even though/however** long it takes.
- 3 I'll write it down **so that/in case** I forget it.
- 4 **In spite of the fact that/Despite** she is poorly-paid, she is always well-dressed.

- 5 **Yet/Even though** he bought a car to get to work, he was still late almost every day.
- 6 Nicky didn't expect to pass the exam. **Despite/Nevertheless**, she was disappointed when she didn't.
- 7 **Despite/Although** he ran well, he only finished third.
- 8 **However/Even though** I have a good memory, I still write shopping lists.
- 9 **While/Despite** being very handsome, he didn't have a lot of confidence.
- 10 Philip is studying history **in case/so that** he can become a teacher.

32 Choose the correct answer.

- 1 It was raining she didn't have an umbrella.
A while **C** but
B despite **D** in spite of
- 2 Attractive it seemed to live in the countryside, we found it far too quiet.
A even though **C** though
B however **D** despite
- 3 I love new gadgets, I wouldn't want all my memories in a storage system.
A However **C** Despite
B Even though **D** In spite of
- 4 Computers undoubtedly make our lives easier., they also lead to the digital divide.
A Though **C** However
B Despite **D** In spite of the fact
- 5 being extremely rich, he still lives in a small flat in the city.
A In spite of the fact that **C** Despite
B Although **D** Whereas
- 6 There are high street fashion shops nowadays that people are spoilt for choice.
A so much of **C** such lots of
B such a lot of **D** so many of
- 7 She's taken out a loan buy a house.
A so that **C** to
B in case **D** in order
- 8 hard he tries, he just can't seem to save any money.
A Despite **C** Nevertheless
B Although **D** However
- 9 If that film is good, then why did it get bad reviews from the critics?
A such **C** so
B so much **D** such a lot of
- 10 His job was badly paid., he decided to find a better one.
A In spite of **C** Despite
B Therefore **D** Even though

Far – Every – Each – Much – Too – Even – A bit – Any

- **further/farther** (adv) = longer in distance *He runs **further/farther** every day.*
further (adj) = more ***Further** information is needed to complete the report.*
- **very** + adj/adv of positive degree *He is **very** patient with his children.*
- **even/much/far/a bit** + adj/adv of comparative degree *It is **even/much/far/a bit** colder than it was yesterday.*
- **most** + adj/adv of positive degree = very *You are **most** welcome to visit us. They are **most** hospitable with visitors.*
- **any** + adj/adv of comparative degree (used in negations and questions) *Is he feeling **any** better?*
- **too** + adj of positive degree + for sb + to do sth *This box is **too** heavy for me to lift.*
- **each** + singular countable nouns = one by one (considered individually) ***Each** member of the team was given a silver medal.*
- **every** + singular countable nouns = all (people and things in a group) ***Every** house on the street has a fireplace.*
every + plural countable nouns: to show how often something happens *There is a bus **every** twenty minutes.*

33 Choose the correct answer.

- 1 She was helpful and answered all my questions.
A too **C** even
B much **D** most
- 2 Can you walk faster, please?
A a bit **C** very
B most **D** too
- 3 His house is away from the supermarket than ours.
A much **C** further
B very **D** far
- 4 I don't buy designer labels. They are expensive.
A much **C** far
B too **D** further
- 5 employee will be given a pay increase.
A Every **C** Most
B Any **D** Much
- 6 It's hotter today than yesterday.
A most **C** much
B too **D** very
- 7 The European football championship is held four years.
A each **C** every
B most **D** any
- 8 Unfortunately, the weather isn't going to be better tomorrow.
A any **C** too
B very **D** even
- 9 This jacket is big for me to wear.
A also **C** even
B too **D** far

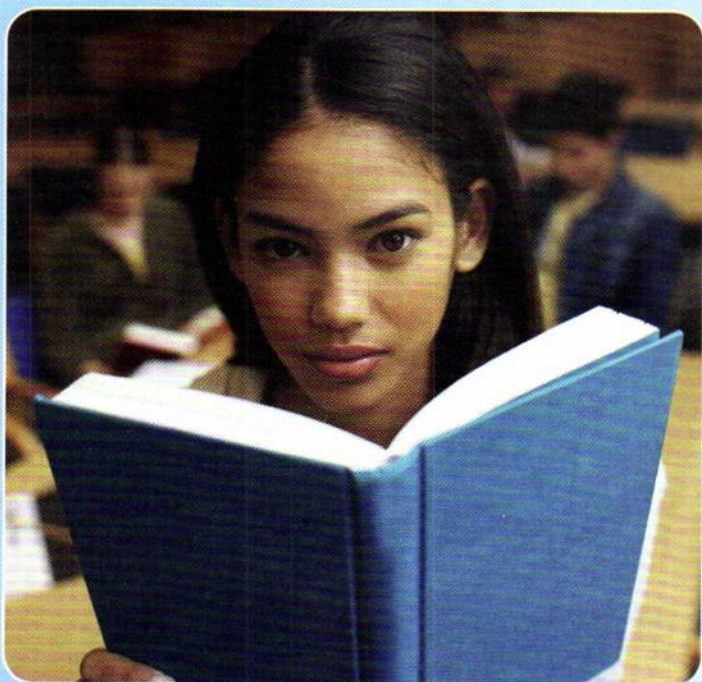
Quantifiers

- **Several, (a) few, many, a (large/great/good) number of** are followed by a **countable noun**: e.g. *A **few** students passed the exam.*
- **Much, (a) little, a great/good deal of, a large/small amount/quantity of** are followed by an **uncountable noun**: e.g. *There was **little** sugar left.*
- **A lot of, lots of, hardly any, some, no, plenty of** are followed by a **countable** or **uncountable** noun: e.g. *There is **hardly any** food left. There are **hardly any** biscuits left.*

34 Underline the correct item.

- 1 There wasn't **little/much/no** milk left so I bought some more.
- 2 There is **a great deal of/many/few** interest in this cutting-edge technology.
- 3 **Hardly any/No/A little** of the students passed the exam.
- 4 **Little/Few/Hardly any** did he know that he was being followed.
- 5 Bobby expressed his gratitude to Ann by sending **any/some/much** flowers to her office.
- 6 He didn't see her again until **several/few/a great deal of** days later.
- 7 **Much/A lot/Many** to my annoyance, the Internet wouldn't work just when I needed it most.
- 8 My sister was up all night studying and didn't get **many/much/few** sleep.
- 9 **Much/A little/Hardly any** shops open on Sundays.
- 10 The patient shows **no/few/a few** sign of memory loss.
- 11 Karen made **little/much/plenty of** biscuits this morning.
- 12 Ben obviously has **a lot of/much/many** money.
- 13 We get **few/a little/little** opportunities to go to the countryside.

Further Writing Practice : Stories



- **Stories** can be written either in the first or the third person and present a series of events, real or imaginary.
- We normally use past tenses in stories: *e.g. He stood on the deck looking out to sea as the ship was leaving the harbour.*
- When writing a story, we need to keep a time sequence in mind. Stories describe a sequence of events which need to be linked with appropriate sequence words such as: **First, Then/Next, After/Before (that), During/Meanwhile, Finally, As soon as, The moment that, As, No sooner ... than, Hardly ... when, Immediately, Since, While, Until, By the time, As long as:** *e.g. He stood up and walked towards the door. Meanwhile, Stella was poking the fire.*
- Using a variety of adjectives (*disgusted, amusing, astonished etc*) and adverbs (*fearlessly, cautiously, amazingly etc*) will make our stories more interesting to the reader: *e.g. He carefully approached the empty house and knocked on the wooden door.*
- We can use descriptions of people, places or objects to create atmosphere and emphasise specific parts of the narration: *e.g. Behind the desk there was a cheerful little girl looking at me smiling shyly.*
- We can use direct speech to make our stories more dramatic: *e.g. "What's this?" she asked.*

PLAN

Introduction

Para 1 **Set the scene** (describe the weather, time, atmosphere, people involved, possible feelings etc)

Main Body *

Para 2 **Before the main event(s)** (incidents leading to the main event)

Para 3 **The main event(s)** (describe the main event(s), people involved, more details and the climax event)

* The main body may include 1-3 paragraphs.

Conclusion

Final para **End the story** (refer to moods, consequences, people's reactions, feelings etc)

- Interpreting rubrics

1 Read the rubric and look at the underlined key words. Then answer the questions below.

Your teacher has asked you to write a story about a frightening experience for the school magazine. The story must begin with the following words: It was raining heavily yesterday ...

Write your story (120-180 words).

- 1 What are you going to write?
- 2 Who is going to read your piece of writing?
- 3 Who will the main character(s) be?
- 4 What can the story be about?
- 5 What words must you use in your writing? Where?
- 6 How many words must you write?
- 7 How can you begin your story?

Trapped

It was raining heavily yesterday evening as I was walking to work. I reached the building and, as usual, I went up to the security office and changed into my uniform. I was in a good mood and I figured that I could easily finish my first patrol before 9 pm.

I had only just begun my security patrol when there was a terrible rumble, like thunder, and the building literally started to collapse around me. I remember falling and then I was lying on cold concrete in total darkness.

I was trapped. I started to shout frantically but I realised it was useless. That turned into the longest night of my life. It seemed like an eternity before I heard faint voices above me. I shouted for help. A man shouted back, "Where are you?" "Here, here!" I yelled at the top of my voice. "Don't panic - we'll get you out of there," he called.

When a chunk of debris was moved and I saw the dim lights, I knew I would be safe. As the rescuer climbed down carefully and pulled me out, I felt relieved. Although my leg was hurting terribly, I was happy to be safe and sound.

Para 1

Para 2

Para 3

Para 4

- Model analysis

2 a) Read the model.

- 1 Which paragraph sets the scene?
- 2 What is the main event?
- 3 What happened before it?
- 4 What happened in the end?
- 5 How did the character feel?
- 6 Underline the direct speech in the model.

b) Read the model again and complete the paragraph plan.

c) List the events in the order they happened. Use them to tell the class a short summary of the story.

- ☐ The building started to collapse.
- ☐ He went to the security office.
- ☐ A man found him.
- ☐ He fell and got trapped.
- ☐ He went to work.
- ☐ He heard a rumble.
- ☐ He heard voices.
- ☐ The rescuer pulled him out.
- ☐ He shouted for help.

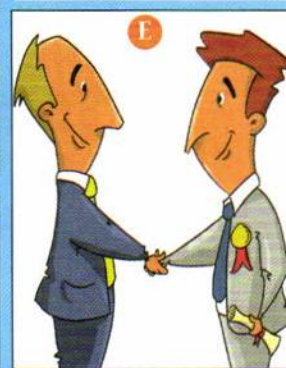
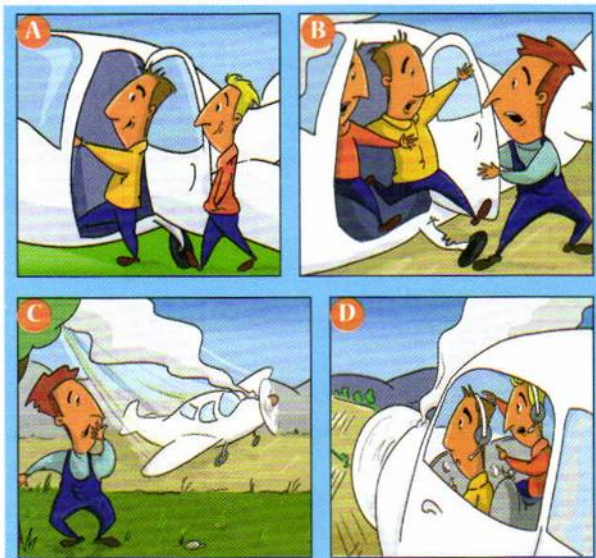
3 What adjectives has the writer used to describe the following?

mood concrete rumble darkness night voices lights

4 Fill in the adverbs the writer uses with the following verbs. Make sentences using these phrases.

- | | |
|-----------------------------|----------------------|
| 1 finish | 4 climbed down |
| 2 started to collapse | 5 hurting |
| 3 shout | |

5 Listen to the story and put the pictures into the correct order. Then write a story based on them entitled: A Flight to Remember. Write your story (120-180 words).



- | | |
|--------|--------|
| 1 | 4 |
| 2 | 5 |
| 3 | |

• Descriptive Techniques

To make your story more interesting to the reader you can:

- use a variety of **adjectives** and **adverbs** that bring the text to life: e.g. *The lovely old lady smiled warmly at me.*
- use direct speech and a variety of **verbs** such as: *exclaimed, uttered, screamed, announced, mentioned, stated, expressed, shouted*, etc to avoid using **said** all the time: e.g. Instead of saying "Let's go!" he said, you can say "Let's go!" he **exclaimed**.
- use your **senses** (sight, sound, smell, taste, touch): e.g. *I heard the sound of shattering glass and saw people running hurriedly towards the exit. I could smell something burning and a blast of hot air blew past me. I felt the heat increasing as I struggled to stand up.*

• Adjectives/Adverbs

6 Replace the words in bold with one of the adjectives or adverbs from the lists.

countless fierce terrible
quickly freezing

A

That day, Amy and Mark couldn't believe their bad luck! They had gone mountain climbing 1) **many** times before, but never had they experienced such 2) **cold** temperatures and 3) **strong** winds. They realised they would have to find shelter 4) **fast** before they got into 5) **serious** trouble.

huge awful narrowly
extremely pleasant

B

Tom and Amanda had just shared a(n) 1) **nice** evening out with friends. On their way home, driving along a mountain road, they suddenly saw a(n) 2) **big** rock blocking their way. Tom slammed on the brakes immediately and managed to stop the car. They were 3) **very** lucky because they 4) **just** missed having a(n) 5) **bad** accident.

large antique elderly beautiful
peaceful blazing tiny

C

The 1) **old** lady lived in a(n) 2) **big** house on a(n) 3) **quiet** street near the edge of town. She had lived there all her life and her house was filled with 4) **nice** 5) **old** furniture and collectibles. She spent most of her time in a(n) 6) **small** parlour at the back of the house reading books in front of a(n) 7) **hot** fire.

7 Fill in: victoriously, politely, cautiously, quickly, happily, wearily, fortunately, gently, always, seriously.

- 1 She excused herself from the dinner table.
- 2 None of the hotel guests were injured in the fire.
- 3 You should wash your hands before you eat.
- 4 The man instructed everyone to walk towards the exit.
- 5 The trainer approached the lion.
- 6 the plane landed safely and on time.
- 7 Becky accepted the invitation to the birthday party.
- 8 The boy stroked the puppy and wrapped it in a blanket.
- 9 The family returned home after their weekend of camping in the mountains.
- 10 The team celebrated winning the championship.

• Using a variety of verbs

8 Complete the sentences with: exclaimed, shouted, assured, whispered, explained, screamed.

- 1 "Everything will be fine," he her.
- 2 "You look gorgeous," Tom in admiration.
- 3 "Hide in here! Quick!" she just before the door burst open.
- 4 "Oh, no! It's going to fall!" she in terror.
- 5 "It was all my fault," he to the police officer.
- 6 "Psst. Over here," a strange voice.

• Feelings

Stories should illustrate how the characters feel. e.g. *anger, happiness, sadness, frustration, loneliness*, etc. This makes them more interesting to the reader and brings the characters to life.

9 Read the following story endings which describe how the characters feel. Fill in the gaps with the adjectives: *frustrated, angry, lonely, happy, sad*.

- | | |
|---|---|
| <p>1 The boy looked at me and smiled. I had saved his life. I felt so</p> <p>2 She was badly hurt. There was nothing I could do to help her. I was so</p> <p>3 I knew the vet had done his best but he couldn't save my dog. I wanted to cry; I felt really</p> | <p>4 Everything she had told me was a lie. I was very with her and I could never forgive her.</p> <p>5 He waved his mother goodbye as she entered the coach. Suddenly, he felt very</p> |
|---|---|

• Beginning and ending a story

The beginning and ending of a story is very important. A good beginning will stimulate interest and make the reader want to continue reading the story. A good ending will give the reader a sense of satisfaction.

Ways of starting a story:

- a creating atmosphere by describing the weather, people, setting the scene, etc
- b using direct speech, either a statement or a question
- c expressing someone's mood or feelings

- d directly addressing the reader
- e asking a rhetorical question

Ways of ending a story:

- a using direct speech
- b asking a rhetorical question
- c describing your reactions, feelings or mood
- d describing other people's reactions or feelings
- e creating a feeling of suspense or mystery

Remember that more than one technique may be used to begin or end a story.

10 Match the beginnings (1-4) to the endings (A-D), then decide which techniques have been used in each.

Beginnings

1 "Bob, what's that over there?" Jack sounded nervous as he pointed towards the trees. I looked. What was that pile of clothes?

2 Why is it that the most important things happen when we don't expect them? The sun was shining as they walked through the jungle. Everybody was nervous, especially James Johnson. The scientist had been working all his life to find the lost tomb of Itawa, the ancient Brazilian god.

3 Have you ever been to a haunted house? Brian stood in the dark, deserted street looking up at the haunted house. He wondered why he had agreed to go inside since it made him nervous. He had no choice, though, but to go in.

4 The train had not moved for some time. We were worried. It was becoming hard to breathe as it was extremely hot in the carriage and the air conditioning had stopped working ages ago.

Endings

A When we got out into the fresh air, we felt relieved. We were safe at last.

B He ran away as fast as he could. He wasn't sure what he had seen but he knew he would never go near that house again.

C When the doctor told us we had saved the man's life we were glad. He was lucky that we had gone to work a little earlier that winter's morning.

D James was tired. "OK, so it wasn't in this valley," he thought, "but I know it exists. I'll just have to keep looking." He walked back to the camp, anxious to start his search again.

11 Write a beginning and an ending for a story entitled "A Day to Remember". Use any of the techniques above.

• Descriptions in stories

Stories may include descriptions of the people, objects or places involved in the event(s).



Describing People

- When you describe **physical appearance**, remember to include details of: **height, build, age, facial features, hair, clothes**, moving from general adjectives to more specific ones: *e.g. John was a tall, well-built man. He had an oval face with bright blue eyes and a big nose. His short, fair hair made him look sophisticated. He always dressed smartly in a well-cut suit and tie.*
- When you describe a **person's character**, you should always justify the qualities you mention each time: *e.g. He was so reliable, he would never let you down.*
- The negative qualities should be written using mild language: *e.g. Instead of saying: He was aggressive, you can say: He had/showed/displayed a tendency to be aggressive or He could be aggressive at times.*

- 12 a) The following adjectives describe people's physical characteristics. List them as in the example. Compare with your partner.

• blue • short • oval • tiny • straight • freckled
 • dark • of medium height • slim • upturned
 • muscular • brown • wavy • overweight
 • blond(e) • almond-shaped • long • plump
 • wrinkled • ugly • shabby • crooked • elegant
 • attractive • fashionable • slanting • tall
 • casual • curly • green • well-built

Height	short
Build	tiny
Face	oval
Eyes	blue
Nose	straight
Hair	brown
Clothes	shabby

- b) Find pictures of people from magazines. Describe them to your partner.

- 13 a) Fill in: lazy, intelligent, practical, reliable, patient, lively, unstable, generous, boring, optimistic.

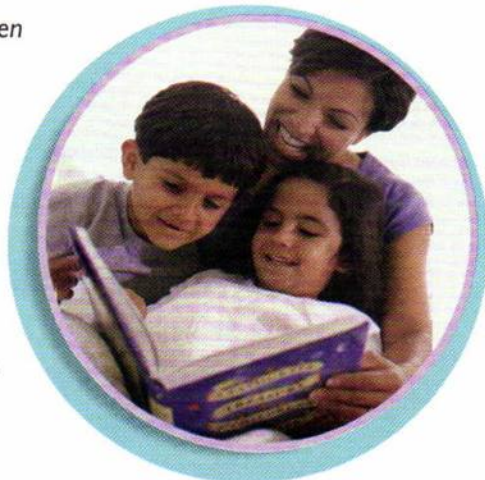
- 1 Mary was a very person. You could always count on her to do what you asked her to.
- 2 He tended to be His mood was likely to change at any time.
- 3 He was a very person. He did nothing but watch TV most of the day.
- 4 Mike could often be He had a tendency to repeat the same old stories.
- 5 She had a very outlook on life. She always looked on the bright side. She never expected anything to go wrong.
- 6 The teacher was very with her students. She always explained things several times.
- 7 The little boy was so he could learn things quickly and easily.
- 8 Her uncle was very He always gave money to charity.
- 9 Josh was very He was full of energy and high spirits.
- 10 Her husband was very He repaired everything around the house.

- b) Use appropriate adjectives to describe a friend of yours to your partner.

- 14 Make sentences with the following personality traits. Justify the adjectives when describing a person.

• pleasant • reserved • sensible • selfish
 • helpful • naïve • unreliable • silly • honest
 • unpredictable • serious • curious • dishonest
 • pessimistic • sociable • witty • amusing • dull

e.g. Her children were very pleasant. They always behaved in a polite and friendly manner.





Describing Objects

- When you describe objects you can use a variety of adjectives. You should bear in mind the following order:

Opinion, Size/Weight, Age, Shape, Colour, Country of Origin, Material **NOUN**

Instead of saying "*He was holding a box*" we can say "*He was holding a beautiful, heart-shaped, velvet box*." We do not normally use more than three adjectives to describe a noun.

- We can add more information in a prepositional phrase after the noun: e.g. *It was a beautiful, heart-shaped, velvet box with a red ribbon on it.*

- 15** The following adjectives describe objects. Use them to complete the table, as in the example.

enormous	ancient	light	rubber	round
modern	little	purple	Spanish	British
steel	Chinese	metal	red	heavy
disgusting	new	black	attractive	flat

Opinion	beautiful
Size/Weight	large
Age	old
Shape	oval

Colour	blue
Origin	Egyptian
Material	woollen
Noun	carpet

- 16** Read the following extract from a story and put the adjectives into the correct order, then cover the text and try to describe the suitcase in the picture.

As I entered the house I heard people laughing in the living room. A(n) (**leather, old, square**) suitcase was in the corridor. Each corner of the suitcase was covered by a (**dark, small, leather**) patch, which was fastened by (**metal, tiny, round**) studs. The suitcase was covered with many (**colourful, interesting, paper**) labels, and had a sturdy handle. There were also two (**metal, silver, small**) locks on either side of the handle. "Who can this suitcase belong to? What is in it?" I wondered as I headed towards the living room.



- 17** Show and tell. Bring objects from home or choose objects in the classroom and describe them to your partner.

- Discuss & Write

- 18** Read the rubrics and answer the questions. Choose one and write your story.

A

Your teacher has asked you to write a story for an international magazine. The story must start with the following words: *I had never been so surprised in my whole life.*

Write your story (120-180 words).

B

You have decided to enter a short story competition. The competition rules say that the story must be entitled: *A Special Birthday Present.*

Write your story (120-180 words).

- What should you write?
- Who is your target reader?
- Who can the main character(s) be?
- What can the story be about?

Swap papers and evaluate your partner's story. Think about: spelling mistakes, paragraph structure, sequence of events, tenses.

Appendix I - Phrasal Verbs

int = intransitive
opp = opposite

tr = transitive

Be

- be about to** = (int) be on the point of *He was about to leave when the phone rang.*
- be after** = (tr) chase *The police were after the thief.*
- be/go down with** = (tr) be ill with *John is down with the flu.*
- be for** = (tr) be in favour of (opp: **be against**) *They are (all) for the proposal to demolish the old building.*
- be in for** = (tr) expect sth, usu bad *We are in for bad weather.*
- be off** = (tr) be absent from school/work *Bill isn't in his office. He's off for two days.*
- be on** = (tr) be shown on TV, at the cinema/theatre etc *There's a good film on at the Odeon.*
- be out** = 1) (int) be unfashionable *Baggy trousers are out this season.*
2) (int) (of light/fire) have stopped burning. *The fire is out - that's why it's cold in here.*
- be over** = (int) have come to an end *The film starts at 6.00 and will be over at 8.00.*
- be through with** = (int) have ended a relationship/job etc *We're through with Bob; he's so selfish.*
- be up to** = 1) (tr) be capable of *Let's take the coach - I don't think I'm up to driving so far.*
2) (tr) feel like doing sth usu sth wrong *The children must be up to something - they're very quiet.*

Break

- break down** = 1) (int) (of machinery) stop working *The car broke down so we missed our flight.*
2) (int) (of a person) lose control of feelings. *She broke down when she was told her grandmother was dead.*
3) (int) fail (talks/negotiations etc) *Negotiations broke down and war was declared.*
4) (tr) separate under headings *She broke the list down into categories.*
- break in** = (int) enter by force or illegally *Burglars broke in and stole all our money.*
- break into** = 1) (tr) enter by force *He broke into the house and stole some money.*
2) (tr) interrupt *He broke into our conversation to ask something.*
- break off** = (tr) end a relationship/agreement *Ann broke off her relationship with Tony.*
- break out** = 1) (int) begin suddenly (war etc) *War broke out between the two countries.*
2) (int) escape (from prison) *The prisoner broke out of prison.*
- break through** = (int) advance (in spite of opposition) *The soldiers broke through the enemy lines.*

break to = (tr) tell (usu bad news) to sb in a kind way *She had to break the bad news to John.*

break up = (int) end a relationship *Ann and Tony are no longer together; they broke up last week.*

Bring

- bring about** = (tr) cause to happen *The end of the war brought about great changes.*
- bring round to** = 1) (tr) cause to regain consciousness; **bring to** *They poured cold water on her face to bring her round.*
2) (tr) persuade; **bring over (to)** *She tried to bring him round to her point of view.*
- bring back** = (tr) cause to recall *This smell brings back childhood memories.*
- bring down** = (tr) cause to fall *The measures brought down the government.*
- bring forward** = (tr) move sth to an earlier date or time *The exam date was brought forward by a week.*
- bring in** = (tr) create profit/money *His plan brought in lots of money.*
- bring on** = (tr) cause, usu sth unpleasant *The damp weather brought on his cold.*
- bring out** = (tr) put on the market *The new shampoo will be brought out next May.*
- bring up** = 1) (tr) raise a child *She was brought up by her grandparents as her parents were abroad.*
2) (tr) mention/introduce a subject *You shouldn't have brought that matter up in front of Steve.*

Call

- call for** = (tr) need *The situation calls for immediate action.*
- call in** = (int) visit briefly *She called in last Monday to see our new flat.*
- call off** = (tr) cancel *The trip was called off due to bad weather.*
- call on sb** = (tr) visit formally *Our representative will call on you next Monday.*
- call out** = (tr) order to come to sb's help *All firefighters were called out to save the burning theatre.*
- call up** = (tr) order to join the army *Thousands of young men were called up during World War I.*

Carry

- be carried away** = be very excited *They were all carried away by his performance.*
- carry off** = (tr) handle a difficult situation successfully *She carried her speech off well.*
- carry on (with)** = (tr) continue with *Carry on with your work while we are out.*

carry out = (tr) conduct an experiment *They carried out some tests to see the effects of the new drug.*

carry through = complete successfully *I don't think anyone but Matt can carry this project through.*

Come

- come across** = (tr) find/meet by chance *I came across this ring in an antique shop.*
- come around** = 1) (int) visit casually *Come around any time for coffee.*
2) (int) recover consciousness *To the doctors' surprise the patient came around quickly.*
3) (int) happen again (for regular events) *Easter comes around early this year, doesn't it?*
4) (int) be persuaded to change your mind (about) *I'm beginning to come around to your way of thinking.*
- come by** = (tr) obtain *Everybody wonders how he came by so much money.*
- come down with** = (tr) become ill; **go down with** *I'm sure I'm coming down with the flu.*
- come forward** = (int) appear and offer help or information *A witness came forward and described the events of the crime.*
- come into** = (tr) inherit *He came into a large sum of money after his grandfather died.*
- come off** = (int) succeed *Despite all his planning the deal didn't come off.*
- come on** = 1) (int) make progress *The project has really come on quickly in the last two days.*
2) (int) begin broadcasting *The new series comes on Channel 4 in an hour.*
- come out** = 1) (int) (of flowers) begin to blossom *Roses come out in summer.*
2) (int) be published *When does his new book come out?*
3) (int) (of stains) be able to be removed *This wine stain will come out if you let it soak in warm water.*
- come over** = (int) visit *Come over for dinner tomorrow night.*
- come to** = (tr) amount to a total *The bill came to £50.*
- come up** = 1) (int) be mentioned *His name came up in the conversation.*
2) (tr) arise; occur *Such an opportunity comes up once in a lifetime.*
- come up to** = (tr) approach *A strange man came up to me and asked me for money.*
- come up with** = (tr) find (an answer, solution etc) *He came up with a brilliant plan to save the company.*

Cut

cut across = (tr) take a shorter way **Cut across** this field if you're in a hurry.
cut back (on) = (tr) reduce (expenses, production); **cut down on** We must **cut back on** eating out; we just can't afford it.
cut in = 1) (int) move suddenly in front of another car A car **cut in** and forced us to slow down.
 2) (int) interrupt Would you mind not **cutting in** until I've finished speaking?
cut into = (tr) interrupt The children kept **cutting into** our conversation.
cut off = 1) (tr) disconnect Our electricity was **cut off** as we didn't pay the bill on time.
 2) (tr) isolate (usu places) The flood **cut off** the village for a week.
cut out = (tr) omit Your article is fine provided you **cut out** the fourth paragraph.
be cut out = be suited for (a profession) I don't think I'm **cut out/to be** a teacher – I haven't got enough patience.
cut up = (tr) cut into small pieces **Cut up** the meat for Johnny – otherwise he won't be able to eat it.

Do

do away with = (tr) abolish Most countries have **done away with** capital punishment.
do in = (tr) kill He threatened to **do her in** if she didn't cooperate.
do over = (tr) do sth again from the beginning My boss didn't like the report, so I had to **do it over**.
do up = (tr) fasten; tie **Do up** your jacket; it's cold.
do with = (tr) want I could **do with** a cup of tea.
do without = (tr) live or continue without having sth/sb There's no milk left - we'll have to **do without**.

Draw

draw back = 1) (tr) be unwilling to fulfil a promise; **pull back** Although he had promised to help us, he **drew back** at the last minute.
 2) (int) move away On seeing the snake she **drew back** in terror.
draw in = (tr) (of breath) breathe deeply He **drew in** a deep breathe before answering the question.
draw on = (tr) to use previous knowledge or experience to do sth His music **draws heavily on** his difficult childhood.
draw out = 1) (tr) encourage sb to be less shy He's very shy; someone should **draw him out**.
 2) (tr) take money out of a bank account He **drew out** some money to pay his rent.

draw up = 1) (of a vehicle) stop The car **drew up** outside the building and two men got out.
 2) (tr) write out (will, list, contract etc) My grandfather had a lawyer **draw up** his will last year.

Fall

fall apart = (int) come to pieces This book is so old that it's **falling apart**.
fall back on = turn to sb/sth for help when other plans have failed Keep some money in the bank to **fall back on** in case something goes wrong.
fall behind = (int) fail to keep up with The company cancelled his credit card when he **fell behind** with his payments.
fall for = 1) (tr) fall in love with sb Gus **fell for** Mary at first sight.
 2) (tr) be deceived Everybody **fell for** her lies.
fall in = (int) collapse I'm afraid the roof will **fall in** if an earthquake hits the area.
fall in with = (tr) agree with All members of the committee **fell in with** their suggestion to build a new hospital.
fall into = (tr) be divided into (categories) This novel **falls into** the category of historical adventure.
fall through = (int) fail to be completed Our plans **fell through** due to lack of money.

Get

get across = (tr) successfully communicate ideas The teacher **got** his message **across** by using diagrams.
get along = (int) continue despite difficulties She is **getting along** fine despite all her problems.
get along with = (tr) be on friendly terms; **get on with** They **get along with** each other despite their differences.
get around to (tr) = find time to do sth I haven't **got around to** writing that letter yet.
get at = (int) mean I don't know what you're **getting at** by saying such things.
get away with = (tr) escape punishment for a wrongful, illegal act He **got away with** a fine of only £30.
get back = (tr) recover possession of She managed to **get back** the ring she had lost a month before.
get by = (int) manage to live (financially) My paycheck is small, but I can **get by** on it.
get down = 1) (tr) swallow with difficulty I can't **get** this steak **down**. It's very tough.
 2) (tr) depress This rainy weather **gets** me **down**.
get down to = (tr) start doing sth seriously It's time you **got down to** looking for a better job.

get on = 1) (tr) enter (bus, train etc) **Get on** the bus before it starts.
 2) (int) make progress He's **getting on** well at school.
get on with = (tr) be on good terms with She **gets on** well **with** her friend Lucy.
get out = (int) (of news) become known How did the news of his promotion **get out**?
get over = (tr) recover from He's trying hard to **get over** the death of his wife.
get through = 1) (tr) finish (a piece of work) I've got to **get through** this chapter before I go out.
 2) (int) go on living through difficult times How did people **get through** World War II?
get through to = (tr) reach by phone Did you **get through to** your dentist or will you call him later?
get up = (int) rise from bed What time did you **get up** today?

Give

give away = 1) (tr) reveal Promise not to **give away** my secret.
 2) (tr) give sth free of charge She **gave away** most of her clothes to the poor.
give back = (tr) return **Give me back** the money or I'll sue you.
give in = (int) surrender; yield He finally **gave in** and admitted he was wrong.
give off = (tr) emit (smells, heat, fumes etc) The radiators **give off** lots of heat.
give out = 1) (int) come to an end Their supplies **gave out** halfway through the climb.
 2) (tr) distribute They were **giving out** free samples of the new shampoo at the supermarket.
give up = 1) (tr) abandon an attempt/habit He **gave up** smoking last year and hasn't smoked since.
 2) (tr) surrender The thieves **gave** themselves **up** to the police.

Go

go after = (tr) pursue The policeman **went after** the thief and caught him.
go ahead = (int) be allowed to happen Although several members were absent, the board meeting **went ahead** as planned.
go away = (int) stop; cease If you take an aspirin, your headache will **go away**.
go back on = (tr) break a promise/agreement Although he had promised to help us, he **went back on** his word.
go by = (tr) base one's ideas on You shouldn't **go by** what he says - he always exaggerates.
go down (as) = (tr) be remembered for doing sth noteworthy The president will **go down as** one of the greatest leaders of our generation.

go for = 1) (tr) attack A big German Shepherd **went for** my little dog.

2) (tr) apply for (a job) Why don't you **go for** this job? You may get it.

go into = (tr) discuss I asked her what the problem was, but she wouldn't **go into** it until after the meeting.

go off = 1) (int) explode (bomb) The bomb **went off**, killing 20 people.

2) ring (alarm) When the alarm **went off** she woke up and got out of bed immediately.

go on = 1) (int) continue; **carry on** Go on, finish what you were saying.

2) (int) happen A lot of people gathered to see what was **going on**.

go out = (int) stop burning Put some coal on the fire before it **goes out**.

go over = 1) (tr) examine details; **go through** The police **went over/through** the evidence many times trying to come up with something.

2) (tr) repeat **Go over** the details again please. I wasn't following you.

go round = 1) (int) be enough for everyone to have a share There's enough food to **go round**.

2) (int) (news/disease) spread; circulate; **get round** The news **went round** very quickly.

go through = 1) (tr) experience She **went through** a painful time when her father died.

2) (int) (of a deal/arrangement) be completed with success Has the sale of your flat **gone through** yet?

3) (tr) discuss in detail They **went through** his suggestions again before making a decision.

go up = (int) rise (price) The price of petrol **went up** again yesterday.

go with = (tr) match This top really **goes with** your skirt.

go without = (tr) endure the lack of sth; **do without** Since they had run out of milk, they had to **go without**.

Hold

hold back = 1) (tr) control (tears, laughter) She tried to **hold back** her tears and not cry in front of her parents.

2) (int) hesitate Don't **hold back**; take the opportunity while it's there.

hold in = (tr) restrain He **held** his anger in and didn't shout at the boy.

hold off = (int) keep at a distance The police **held off** the crowd until the troops arrived.

hold on = (int) wait (esp on the phone) Please **hold on**; Mr Black is on the other line.

hold out = 1) (int) last The food supplies won't **hold out** until Monday so we'll have to find some food before then.

2) (int) persist The miners **held out** for 18 months before they called off the strike.

hold up = 1) (tr) delay Sorry we're late; we were **held up** in traffic.

2) (tr) use violence in order to rob The robbers **held up** the train and stole €22,000.

Keep

keep away (from) = (tr) stay away She had to be **kept away** from school as she had measles.

keep back = (tr) conceal How did she manage to **keep back** her true feelings?

keep down = 1) (tr) cause to remain at a lower level The government is trying to **keep** prices down.

2) (tr) not eating or drinking without vomiting When I had the flu, I couldn't **keep** anything down for two days.

keep in = (tr) make sb stay indoors (as punishment) The teacher **kept** us in for misbehaving in class.

keep off = (tr) stay away from; avoid **Keep off** the benches. The paint is wet.

keep on = (int) continue despite difficulties Although he failed his test, he **kept on** studying and retook it in May.

keep out = (tr) exclude sb/sth He locked the gate to **keep out** unwanted visitors.

keep up (with) = (tr) stay at the same level as sb/sth Despite being ill he **kept up** with his work and passed the exam.

keep up with = (tr) continue to be informed He reads a newspaper every day to **keep up with** the news.

Let

let down = 1) (tr) (of clothes) lengthen (opp: **take up**) I need to **let down** my skirt; it's too short.

2) (tr) disappoint He **let me down** by lying to me.

let in(to) = allow sb to enter a place They **let us into** the room after we showed them our invitation card.

let off = 1) (tr) cause a bomb, etc to explode We **let off** some fireworks for the 4th of July celebration this weekend.

2) (tr) not to punish The police officer **let him off** without arresting him.

let on = (int) reveal a secret He **let on** that she had stolen the money.

let out = 1) (tr) release He was **let out** of prison after 10 years.

2) (tr) (of clothes) make larger (opp: **take in**) I have to have my trousers **let out**; I've gained several pounds.

let up = (int) become less strong The boats won't sail until the strong winds **let up**.

Look

look after = (tr) take care of My mother **looks after** my son when I'm at work.

look back (on) = (tr) consider the past My grandfather likes to **look back on** his army days.

look down on = (tr) regard as inferior (opp: **look up to**) She **looks down on** Steve because he isn't rich.

look forward to = (tr) anticipate with pleasure I'm really **looking forward to** my brother's wedding.

look in on sb = (tr) pay a short visit to I'll **look in on** my mother on my way home.

look into = (tr) investigate The police are **looking into** the case of the smuggled diamonds.

look on = (int) observe He was just **looking on** while the other two were playing.

look out = (int) be careful **Look out!** There's a car coming.

look out for = (tr) be alert in order to see/find sb/sth When you're cleaning the flat, please **look out for** my silver earring. I lost it somewhere.

look over = (tr) examine carefully; **go through** The judge **looked over** the evidence before passing judgement.

look through = (tr) look at quickly **Look through** these books and see if you want any of them.

look up = (tr) look for information in an appropriate book/list **Look up** her number in the phone book.

look up to = (tr) admire sb I **look up to** my dad because he's a very smart man.

Make

be made for = suit exactly Buy this dress - it's simply **made for** you.

make off = (int) escape, leave The criminal **made off** before the police arrived.

make out = 1) (tr) distinguish I can't **make out** what the name on the bell is.

2) (int) pretend Karen **made out** like she was the one who bought the gift.

3) (tr) write out; fill in Please **make** the check **out** to Norman Brothers Ltd.

make over = (tr) give possession of sth to sb else Before their uncle died he **made over** his whole estate to them.

make up = 1) (tr) invent That is not true; she **made** the whole thing up.

2) (tr) put cosmetics on She **made herself up** before she went out.

3) (int) reconcile Thank goodness they've **made up** after their quarrel.

make up for = compensate The good summer weather is **making up for** the bad winter.

make up one's mind = decide She can't **make up her mind** whether to go to Spain or Italy.

Pass

- pass away** = (int) die I'm sorry to tell you your aunt **passed away** last night.
- pass off as** = (tr) pretend to be sth/sb else successfully She **passed herself off as** a police officer in order to get into the building.
- pass out** = (int) lose consciousness He **passed out** from the fumes, and it took them some time to bring him round.
- pass up** = (tr) decide not to use an opportunity to do sth This is an offer you won't want to **pass up**.

Pay

- pay back** = 1) (tr) return money owed I promise I'll **pay you back** as soon as I get paid.
2) (tr) take revenge on sb I promise I'll **pay you back** one day for what you did to me.
- pay down** = (tr) pay part of the price for sth and the rest over a period of time We **paid €50 down** and the balance over a period of 6 months.
- pay for** = (tr) receive punishment All criminals should **pay for** their crimes.
- pay off** = (tr) pay sb to leave employment They **paid off** all their senior management in an attempt to restructure the company.
- pay up** = (tr) pay (a debt) in full As I hadn't paid my monthly instalments the company requested me to **pay up** the balance.

Pull

- pull down** = (tr) demolish They **pulled down** the old building as it was dangerous.
- pull in** = (int) (of trains) arrive (opp: **pull out**) The train from York is due to **pull in** at 5.30 pm.
- pull oneself together** = bring one's feelings under control Although she was tired, she **pulled herself together** and continued working.
- pull through** = (int) succeed despite difficulties If all employees work harder, the company will definitely **pull through**.
- pull up** = stop A huge white car **pulled up** outside the hotel.

Put

- put across** = (tr) communicate successfully; **get across/ over** The lecturer managed to **put** his ideas **across** to the audience.
- put aside/by** = (tr) save He **puts aside** \$50 a month for his summer holidays.
- put away** = 1) (tr) store **Put** the toys **away** in the cupboard. We're expecting guests tonight.
2) (tr) put sb into prison/mental hospital The murderer **was put away** for 10 years.
- put down** = 1) (tr) write down; **take down** Make sure you **take down** everything said at the meeting.
2) (tr) criticise Tony is always **putting me down** and saying I'm not fast enough in sports.
3) (tr) suppress forcibly The police try to **put down** rioting at football games.
- put down to** = (tr) attribute to She **puts** her recent success **down to** hard work and dedication.
- put forward** = (tr) propose He **put forward** a new plan to help decrease unemployment.
- put off** = 1) (tr) displease I don't like amusement parks; the long lines really **put me off**.
2) (tr) postpone The meeting was **put off** due to the president's illness.
- put on** = 1) (tr) dress oneself in **Put on** your coat and come with me.
2) (tr) increase (in weight) He has **put on** weight since he stopped working.
3) (tr) cause to take place (show/ performance) They are **putting on** "My Fair Lady" on Broadway next month.
- put out** = 1) (tr) extinguish (fire etc) The firefighters **put out** the fire quickly.
2) (tr) cause inconvenience I hope I'm not **putting you out** by asking you to do this.
- be put out** = be annoyed She **was put out** by his bad behaviour.
- put through** = (tr) connect by phone Can you **put me through** to Mr. Jones, please?
- put up** = 1) (tr) erect; build They've **put up** a statue in the square.
2) (tr) offer hospitality When you are in town, I'll **put you up** in my house.
3) (tr) show in a public place The WWF has **put up** posters all around the city.
- put up with** = (tr) tolerate I won't **put up with** such rude behaviour any longer.

Run

- run across/into** = (tr) meet/find by chance She **ran across** an old friend while on holiday.
- run after** = (tr) chase The dog **ran after** the cat.
- run away with** = (tr) secretly go away with sb/sth The thieves **ran away with** €15,000,000 from the bank.
- run down** = 1) (tr) knock down (with a vehicle); **run over** The old man was **run down/over** by a bus.
2) (tr) speak badly of sb You shouldn't **run down** your sister; you've got no reason to criticise her.
- run off** = (tr) make prints/copies Can you please **run off** 100 copies for me?
- run out of** = (tr) no longer have a supply We've **run out of** coffee. Could you buy some when you go out?
- run through** = 1) (tr) use up It's unbelievable; he has **run through** all his money already.

- 2) (tr) rehearse, check or revise quickly Let's **run through** the last scene once more.

run up = (tr) accumulate He **ran up** a huge debt on his credit card which he couldn't pay off.

run up against = (tr) encounter (difficulties/ opposition) He **ran up against** difficulties when he tried to enter the country without a visa.

See

- see about** = (tr) deal with; **see to** I'll **see about** the food if you get the table ready.
- see off** = (tr) accompany a traveller to his/her plane, train, etc. When she left for Berlin her parents **saw her off** at the station.
- see out** = (tr) accompany sb to the door/exit of a house/building Don't bother to **see me out**, I can find my own way.
- see over** = (tr) inspect a place; **look around** Can I **see over** the flat before I make my decision?
- see through** = (tr) not be deceived He was such a poor liar that they **saw through** him at once.
- see through to** = (tr) finish an unpleasant project or event I **didn't like my piano class after a couple of weeks, but I decided to see it through to the end.**
- see to** = (tr) deal with I usually **clear the table, while my sister sees to washing the dishes.**

Set

- set about** = (tr) begin to do He **set about** fixing the door while she cleaned the house.
- set aside** = (tr) save for a special purpose She **sets aside** \$20 a week to buy a car.
- set back** = 1) move the hands of a clock/ watch to show an earlier time We usually **set** the clocks **back** one hour at the beginning of autumn.
2) (tr) hinder The fire has **set** our plans **back**.
- set in** = (int) (of weather) start and seem likely to continue The rain seems to have **set in**.
- set off/out** = (int) start a journey We'll **set off/out** for the airport at 7 am.
- set on** = (tr) (cause to) attack He threatened to **set the dogs on** us if we didn't leave.
- set out** = (tr) describe in better detail Your points are good, but you need to **set out** your suggestions better.
- set to** = (int) begin working hard Get the duster and **set to**; there's lots of work to do before our visitors arrive.
- set up** = (tr) start a business She left her job to **set up** her own business.

Stand

- stand by** = 1) (tr) support sb, esp in difficulties
I'll **stand by** you, whatever happens.
2) (int) be ready for action The army was **standing by** in case war broke out.
- stand for** = 1) (tr) represent Do you know what RSPCA **stands for**?
2) (tr) tolerate; **put up with** We won't **stand for** his rude behaviour any longer.
- stand in for** = (tr) replace sb temporarily
Since John is ill I'll **stand in for** him tonight at work.
- stand out** = (int) be noticeable She really **stands out** wearing that pink suit.
- stand up** = 1) (int) rise to one's feet **Stand up** and come over here.
2) (tr) fail to meet We were supposed to meet at 11:00 but he **stood me up**.
- stand up for** = (tr) support You ought to **stand up for** your friends when people criticize them.
- stand up to** = (tr) resist The building has been reinforced to **stand up to** earthquakes.

Take

- take away** = (tr) remove May I **take away** the dirty dishes now?
- take back** = (tr) apologise He **took back** his remarks about her cooking because she was obviously upset.
- take down** = (tr) write down Can you **take down** notes during the meeting?
- take for** = (tr) identify wrongly Sorry, I **took you for** your brother. I always mix you up.
- take in** = 1) (tr) give accommodation Seaside villagers often **take in** tourists as paying guests.
2) (tr) make clothes narrower (opp: **let out**) Now that I've lost weight I should **take in** my clothes in.
3) (tr) fully understand Did you **take in** what I said or should I repeat it?
4) (int) trick My sister is rather naive; she's always getting **taken in** by other people's lies.
- take off** = 1) (int) become very successful Hybrid cars have not been popular, but now they're really starting to **take off**.
2) (tr) remove clothes (opp: **put on**) **Take off** this dirty dress and I'll wash it for you.
3) (int) (of planes) leave the ground (opp: **come down**) We saw the plane **take off** and disappear into the clouds.
4) (tr) (of time) take time as a vacation He **took three days off** work to go and see his parents.

take on = 1) (tr) undertake

work/responsibility He **took on** an extra class as the previous teacher had quit.

2) (tr) employ They decided to **take on** two extra assistants during the sales period.

take out = 1) (tr) remove The dentist **took out** my bad tooth.

2) (tr) clean (mark, dirt) Use this spray to **take out** the stain.

take over = 1) (tr) gain control of sth She'll **take over** the company when her father retires.

2) (tr) to start being responsible for sth that sb else was doing or working before you Tony will **take over** the family business when his father retires.

take to = 1) (tr) begin a habit I don't know why she's **taken to** biting her nails.

2) (tr) like She has really **taken to** her nephew and always buys him expensive presents.

take up = 1) (tr) begin a hobby, sport, job When he retired, he **took up** sailing as a hobby.

2) (tr) fill (time, space) This sofa **takes up** most of the living room.

Turn

turn around = (int) go back in the direction you came from We forgot our tickets so we had to **turn around** and go back to the house.

turn away = (tr) refuse admittance They tried to enter the place but they were **turned away** at the door.

turn down = 1) (tr) refuse an offer He proposed to her but she **turned him down**.

2) (tr) reduce loudness (opp: **turn up**) Could you **turn down** the radio a little? I can't hear him on the phone.

turn in = 1) (int) go to bed It's late and I'm tired. I'd better **turn in**.

2) (tr) give to the police They **turned the** fugitive **in** to the police.

turn into = (tr) change from one situation to another When our bags were stolen, our holiday **turned into** a disaster.

turn off = (tr) switch off (opp: **turn on**) **Turn off** the oven before you leave.

turn out = 1) (tr) produce Our factory **turns out** 100 cars a day.

2) (int) prove to be He **turned out** to be the one who had stolen the money.

turn over = (int) turn to a new page; change the TV channel Now children, **turn over** to the next page.

turn to = 1) (tr) go to sb for help/advice When I'm in trouble, I always **turn to** my family.

2) (tr) begin (a way of life or doing sth) Why did he **turn to** drinking in the first place?

turn up = 1) (int) arrive or appear

(unexpectedly) He finally **turned up** at the meeting an hour late.

2) (int) (of an opportunity) arise When a better job **turned up** she seized the chance and applied for it.

Wear

wear away = (tr) (of wood/stone) reduce gradually We couldn't make out the names on the door because the letters had been completely **worn away**.

wear down = (tr) reduce opposition gradually A few weeks in solitary confinement will **wear down** the prisoner's resistance.

wear off = (int) stop gradually Your nervousness will **wear off** when the exams are over.

wear out = 1) (tr) exhaust I've worked so hard today, I'm **worn out**.

2) (int) use until no longer serviceable We'll have to replace this plug – it is completely **worn out**.

Work

work off = 1) (tr) gradually overcome the effects of sth by doing sth different He **works off** his stress by exercising regularly.

2) (tr) (a debt) repay a debt by working without pay She worked without pay to **work off** what she owed the company.

work on = (tr) have an effect on We have to check this new drug to see how it **works on** animals.

work out = 1) (tr) find a solution to a problem by reasoning or calculation I'm sure we can **work out** our problems if we talk about them.

2) (int) develop successfully I hope things will **work out** well for you in your new job.

work up = to make yourself hungry by doing exercise or hard work I've been walking all day so I've **worked up** a really good appetite.

Appendix II - Verbs, Adjectives, Nouns with Prepositions/Prepositional Phrases

adj = adjective
n = noun

v = verb

A

abide by (v)
absent from (adj)
abstain from (v)
accompanied by (adj)
according to (prep)
account for (v)
accuse sb of (v)
accustomed to (adj)
acquainted with (adj)
addicted to (adj)
adequate for (adj)
adjacent to (adj)
advantage of (n) (but: there's an
advantage in – (have) an
advantage over sb)
advice on/against (n)
afraid of (adj)
agree to/on sth (v)
agree with sb (v)
ahead of (prep)
aim at (v)
allergic to (adj)
amazed at/by (adj)
amount to (v)
amused at/with (adj)
angry at what sb does (adj)
angry with sb about sth (adj)
angry with sb for doing sth (adj)
annoyed with sb about sth (adj)
(in) answer to (n)
anxious about sth (adj)
(be) anxious for sth to happen (adj)
apologise to sb for sth (v)
(make an) appeal to sb for sth (n)
appeal to/against (v)
apply in writing (v)
apply to sb for sth (v)
approve of (v)
argue with sb about sth (v)
arrange for sb to do sth (v)
arrest sb for sth (v)
arrive at (a small place) (v)
arrive in (a town) (v)
ashamed of (adj)
ask about/for (v) (but: **ask sb a question**)
assure (sb) of (v)
astonished at/by (adj)
attached to (adj)
attack on (n)
attack sb for sth (v)
attend to (v)
available to (adj)
(un)aware of (adj)

B

bad at (adj) (but: He was very
bad to me.)
ban sb from sth (v)
base on (v)
basis for (n)
beg for (v)
begin by/with (v)
believe in (v)
belong to (v)

benefit from (v)
bet on (v)
beware of (v)
(put the) blame on sb (n)
blame sb for sth (v)
blame sth on sb (v)
boast about/of (v)
bored with/of (adj)
borrow sth from sb (v)
brilliant at (adj)
bump into (v)
busy with (adj)

C

campaign against/for (v)
capable of (adj)
care about (v)
care for sb (v) (= like)
(take) care of (n)
care for sth (v) (= like to do sth)
careful about/of/with (adj)
careless about/with (adj)
cause of (n)
certain of (adj)
change into (v)
characteristic of (n/adj)
charge for (v)
charge sb with (v)
check for (v)
choice between/of (n)
clever at (adj) (but: It was very
clever of you to buy it.)
close to (adj)
coax sb into (v)
coincide with (v)
collaborate with (v)
collide with (v)
comment on (v)
communicate with (v)
compare with (v) (how people
and things are alike and how
they are different)
compare to (v) (show the
likeness between sb/sth and
sb/sth else)
comparison between (n)
compete against/for/with (v)
complain of (v) (= suffer from)
complain to sb about sth (v) (= be
annoyed at)
compliment sb on (v)
comply with (v)
conceal sth from sb (v)
concentrate on (v)
(have) confidence in sb (n)
confident in (adj)
confine to (v)
confused about/by (adj)
confusion over (n)
congratulate sb on sth (v)
connection between (n) (but: in
connection with)
conscious of (adj)
connect to/with (v)
consider sb for sth (v)
consist of (v)

contact between (n) (but: in
contact with)
content with (adj)
contrary to (adj)
contrast with (v)
contribute to (v)
convert to/into (v)
cope with (v)
correspond to/with (v)
count against (v)
count on sb (phr v)
cover in/with (v)
covered in/with (adj)
crash into (v)
(have) a craving for sth (n)
crazy about (adj)
crowded with (adj)
cruel to (adj)
cruelty towards/to (n)
cure for (n)
curious about (adj)

D

damage to (n)
date back to (v)
date from (v)
deal with (v)
dear to (adj)
decide on/against (v)
decrease in (n)
dedicate to (v)
deficient in (adj)
definition of (n)
delay in (n)
delight in (v)
delighted with (adj)
demand for (n)
demand from (v)
depart from (v)
departure from (n)
depend on/upon (v)
dependent on (adj)
deputise for (v)
descended from (adj)
describe as (v)
describe sb/sth to sb else (v)
description of (n)
die off/from (v)
die in an accident (v)
differ from (v)
(have) difference between/of (n)
different from (adj)
difficulty in/with (n)
disadvantage of (n) (but: there's a
disadvantage in doing sth)
disagree with (v)
disappointed with/about/by (adj)
disapprove of (v)
discharge sb from (v)
discouraged from (adj)
discussion about/on (n)
disgusted by/at (adj)
dismiss from (v)
dispose of (v)
disqualified from (adj)
dissatisfied with (adj)
distinguish between (v)

divide between/among (v)
divide into/by (v)
do sth about (v)
doubtful about (adj)
dream about (v)
dream of (v) (= imagine)
dressed in (adj)

E

eager for (adj)
economise on (v)
efficient at (adj)
(put) effort into sth (n)
emphasis on (n)
engaged to sb/in sth (adj)
engagement to sb (n)
enthusiastic about (adj)
envious of (adj)
equal to (adj)
escape from/to (v)
example of (n)
excellent at (adj)
exception to (n) (**make an exception of sth/sb** = treat sth/sb as a special case – **take exception to sth** = object to sth)
exchange sth for sth else (v)
excited about (adj)
exclaim at (v)
excuse for (n)
excuse sb for (v)
exempt from (adj)
expel from (v)
experienced in/at (adj)
experiment on/with (v)
expert at/in (sth/doing sth) (n) (= person good at)
expert at/in/on (sth/doing sth) (adj) (= done with skill or involving great knowledge)
expert with sth (n) (= good at using sth)
expert on (n) (= person knowledgeable about a subject)

F

fail in an attempt (v)
fail to do sth (v)
failure in (an exam) (n)
failure to (do sth) (n)
faithful to (adj)
fall in (n)
familiar to sb (adj) (= known to sb)
familiar with (adj) (= have knowledge of)
famous for (adj)
fed up with (adj)
fill sth with sth else (v)
finish with (v)
fire at (v)
flee from (v)
fond of (adj)
forget about (v)
forgive sb for (v)

fortunate in (adj)
 free from/of/for (adj)
 friendly with/to (adj)
 frightened of (adj)
 full of (adj)
 furious with sb about/at sth (adj)

G

generosity to/towards (n)
 genius at (n)
 glance at (v)
 glare at (v)
 good at (adj) (but: He was very **good to** me.)
 grateful to sb for sth (adj)
 grudge against (n)
 guess at (v)
 guilty of (adj) (but: he felt **guilty about** his crime)

H

happen to (v)
 happy about/with/for (adj)
 harmful to (adj)
 hear about (v) (= be told)
 hear from (v) (= receive a letter)
 hear of (v) (= learn that sth or sb exists)
 heir to (n)
 hinder from (v)
 hint to sb about sth (v) (but: **hint at** sth)
 hope for (v)
 hope to do sth (v)
 (no) hope of (n)
 hopeless at (adj)

I

idea of (n)
 identical to (adj)
 ignorant of/about (adj)
 ill with (adj)
 impact on (n)
 important to sb (adj)
 impressed by/with (adj)
 (make an) impression on sb (n)
 improvement in/on (n)
 incapable of (adj)
 include in (v)
 increase in (n)
 independent of/from (adj)
 indifferent to (adj)
 indulge in (v)
 inferior to (adj)
 information about/on (n)
 (be) informed about (adj)
 inject sth into sb/sth (v)
 inoculate against (v)
 insist on (v)
 instead of (prep)
 insure against (v)
 intelligent at (adj)
 intent on (adj)
 (have no) intention of (n)
 interest in (n)
 interested in (adj)

interfere with/in (v)
 interpretation of (n)
 invasion of (n)
 invest in (v)
 invitation to (n)
 invite sb to (v)
 involve in (v)
 irritated by (adj)

J

jealous of (adj)
 join in (v)
 joke about (v)

K

knock at/on (v)
 know about/of (v)
 keen on sth (adj)
 keen to do sth (adj)
 kind to (adj)
 key to (n)
 knowledge of (n)

L

lack in (v)
 lack of (n)
 laugh at (v)
 lead to (v)
 lean on/against (v)
 learn about/by (v)
 leave for (v) (= head for)
 lend sth to sb (v)
 listen to (v)
 live on (v)
 long for (v)
 look at (v)
 look for (v) (= search for)

M

married to (adj)
 marvel at (v)
 mean to (adj)
 mention to (v)
 mistake sb for (v)
 mix with (v)

N

name after (v)
 necessary for (adj)
 need for (n)
 neglect of (n)
 nervous about (adj)
 new to (adj)
 nice to (adj)
 nominate sb (for/as sth) (v)
 (take) (no) notice of (n)
 notorious for doing sth (adj)

O

obedient to (adj)
 object to (v)
 objection to (n)
 obliged to sb for sth (adj)
 obsessed with (adj)
 obvious to (adj)

occur to (v)
 offense against (n)
 operate on (v)
 opinion of/on (n)
 opposite of/to (n)
 optimistic about sth (adj)

P

packed with (adj)
 part with (v)
 patient with (adj)
 pay by (check) (v)
 pay for (v) (but: **pay a bill**)
 pay in (cash) (v)
 peculiar to (adj)
 persist in (v) (but: **insist on**)
 (take a) photograph of (n)
 picture of (n)
 pity for (n)
 take pity on sb (exp)
 pleasant to (adj)
 pleased with (adj)
 (take) pleasure in (n)
 (have the) pleasure of (n)
 point at/to (v)
 (im)polite to (adj)
 popular with (adj)
 praise sb for (v)
 pray for sth/sb (v)
 prefer sth to sth else (v)
 (have a) preference for (n)
 prepare for (v)
 present sb with (v)
 prevent sb/sth from (v)
 (take) pride in (n)
 pride oneself on sth/on doing (v)
 profit from (v)
 prohibit sb from doing sth (v)
 prone to (adj)
 protect against/from (v)
 protection from (n)
 protest about/at (v)
 proud of (adj)
 provide sb with (v)
 provide sth for sb (v)
 punish sb for (v)
 puzzled about/by (adj)

Q

quarrel about sth/with sb (v/n)
 qualify as/in (v)
 qualified for (adj)
 quick at (adj)
 quotation from (n)

R

rave about (v)
 react to (v)
 reaction to (n)
 ready for (adj)
 reason for (n)
 reason with (v)
 rebel against (v)
 receive from (v)
 (keep) a record of (n)
 recover from (v)

reduction in (n)
 refer to (v)
 (in/with) reference to (n)
 refrain from (v)
 regard as (v)
 regardless of (prep)
 related to (adj)
 relationship between (n) (but: **a relationship with** sb)
 relevant to (adj)
 rely on (v)
 remind sb of/about (v)
 remove from (v)
 replace sth with sth else (v)
 reply to (n/v)
 report on (n/v)
 reputation for/of (n)
 research on/into (n)
 respect for (n)
 respected for (adj)
 respond to (v)
 responsibility for (n)
 responsible for (adj)
 result from/in (v) (= be the consequence of)
 result in (v) (= cause)
 result of (n)
 resulting from (adj)
 rhyme with (v)
 rich in (adj)
 (get) rid of (phr)
 rise in (n)
 (make) room for (n)
 rude to (adj)

S

safe from (adj)
 same as (adj)
 satisfied with/by (adj)
 save sb from (v)
 save sth for sb (v)
 scared of (adj)
 search for (v/n)
 (be) in search of (n)
 sensible of sth (adj) (= aware of sth)
 sensitive to (adj)
 sentence sb to (v)
 separate from (v)
 serious about (adj)
 settle for/on (v)
 share in/of sth (n)
 shelter from (v)
 shocked at/by (adj)
 shoot at (v)
 short of/on (adj)
 shout at (v)
 shy of (adj)
 sick of (adj)
 silly to do sth (adj) (but: it was **silly of** him)
 similar to (adj)
 skillful/skilled at (adj)
 slow in/about doing sth/to sth (adj)
 smell of (n/v)
 smile at (v)

Appendix II - Verbs, Adjectives, Nouns with Prepositions/Prepositional Phrases

solution to (n)
 sorry about (adj) (= feel sorry for sb) (but: I'm **sorry for** doing sth)
 speak to/with sb about (v)
 specialise in (v)
 specialist in (n)
 spend money on sth (v)
 spend time in/doing sth (v)
 split into/in (v)
 spy on (v)
 stare at (v)
 strain on (n)
 study for (v)
 subject to (adj/v)
 submit to (v) (but: **submit sth for** publication)
 subscribe to (v)
 succeed in (v)
 suffer from (v)
 sufficient for sth/sb (adj)
 suitable for (adj)

superior to (adj)
 sure of/about (adj)
 surprised at/by (adj)
 surrender to (v)
 surrounded by (adj)
 suspect sb of (v)
 suspicious of (adj)
 sympathetic to/towards (adj)
 sympathise with (v)

T
 take sth to sb/sth (v)
 talent for sth (n)
 talk to sb about sth (v)
 (have) taste in (n)
 taste of (v)
 terrible at (adj)
 terrified of (adj)
 thank sb for (v)
 thankful for (adj)
 think about/of (v)

threat to sb/sth/of sth (n)
 threaten sb with sth (v)
 throw at (v) (in order to hit)
 throw to (v) (in order to catch)
 tire of (v)
 tired of (adj) (= fed up with)
 translate from ... into (v)
 tread on (v)
 trip over (v)
 trouble with (n)
 typical of (adj)

U
 unaware of (adj)
 understanding of (n)
 uneasy about (adj)
 upset about/over sth (adj)
 (make) use of (n)
 used to (adj)
 useful for/to (adj)

V
 valid for (length of time) (adj)
 valid in (places) (adj)
 value sth at (v)
 vote against/for (v)
 vouch for (v)

W
 wait for (v)
 warn sb against/about/of (v)
 waste (time/money) on (v)
 weak in/at (adj)
 wink at (v)
 wonder about (v)
 work as/in/at sth (v)
 worry about (v)
 worthy of (adj)
 write about (v)
 write to sb (v)
 wrong about (adj)

Prepositional Phrases

Against
 against the law

At
 at an advantage
 at the age of
 at the airport
 at an auction
 at the beginning of (when sth started) (but: **in the beginning** = originally)
 at one's best
 at breakfast/lunch etc
 at the bottom of
 at the bus stop
 at church
 at college
 at the corner/on the corner
 at all costs
 at the crossroads
 at dawn
 at one's desk
 at the door
 at ease
 at the end (= when sth is finished) (but: **in the end** = finally; at all events)
 at your expense
 at fault
 at first
 at first hand
 at first sight

at a glance
 at hand
 at heart
 at home
 at/in a hotel
 at ... miles per hour
 at large
 at last
 at the latest
 at least
 at the very least
 at length
 at liberty
 at a loss
 at the match
 at midnight
 at the moment
 at most
 at night
 at noon
 at once
 at peace/war
 at a place
 at present
 at a profit
 at the prospect
 at random
 at any rate
 at one's request
 at the same time
 at school
 at sea
 at short notice
 at (high/full) speed

at/in the station
 at sunset
 at the table
 at the time
 at times
 at the top of (but: **on top of**)
 at work
 at 230 Mills St
 at the weekend

Before
 before long

By
 by accident
 by all accounts
 by appointment
 by the arm/hand
 by auction
 by birth
 by bus/train/plane/helicopter/taxi/ship/boat/sea/air/car etc (but: **on a/the** bus/plane/train/ship/boat – **in a** taxi/car/helicopter/plane)
 by chance
 by check
 by correspondence
 by day/night
 by degrees
 by the dozen
 by eye
 by far

by force
 by hand
 by heart
 by invitation
 by land/sea/air
 by law
 by marriage
 by means of
 by mistake
 by nature
 by now
 by oneself
 by order of
 by phone
 by mail
 by profession
 by request
 by (the/one's) side
 by surprise
 by the time
 by the way
 by oneself
 by one's watch

For
 for ages
 for breakfast/lunch/dinner
 for certain
 for a change
 for ever
 for fear (of)
 for fun (= for amusement)
 for good

for granted
for hire
for keeps
for instance
for luck
for life
for love
for nothing
for once
for the rest of
for safe keeping
for one's sake
for the sake of
for sale (= to be sold)
for short
for the time being
for a vacation
for a walk
for a while

From

from now on
from scratch

In

in action
in addition to (+ -ing form)
in advance (of)
in agreement (with/on/ about)
in aid of
in all (= all in all)
in an attempt
in answer to
in an armchair
in bed
in the beginning (= originally)
in blossom
in a book
in brief
in business
in any case
in cash
in the centre of
in charge (of)
in cities
in code
in colour
in comfort
in common
in comparison with
in conclusion (to)
in (good/bad) condition
in confidence
in control (of)
in the corner
in the country
in danger
in the dark
in debt
in demand
in detail
(be) in difficulty
in the direction of
in doubt
in a ... dress
in due course
in the end (= finally)

in exchange for
in existence
in fact
in fashion
in favour of
in flames
in the flesh
in focus
in one's free time
in full swing
in the future
in general
in good time
in half
in hand
in haste
in good/bad health
in hiding
in honour of
in hopes of
in the hospital
in a hotel
in a hurry
in ink/pencil/pen
in sb's interest
in isolation
in length/width etc
in all sb's life
in the limelight
in a line
in the long run
in love (with)
in luxury
in the meantime
in a mess
in the middle of
in a mirror
in moderation
in a moment
in a good/bad mood
in the mood
in the morning
in mourning
in name only (= not in reality)
in need of
in the news
in a newspaper
in the name of (= on behalf of)
in the nick of time
in the north/south
in a nutshell
in the open
in one's opinion
in orbit
in other words
in pain
in pairs
in the park
in particular
in the past
in person
in pieces
in place of
in politics
in pounds
in practice/theory
in principle
in prison

in private/public
in all probability
in progress
in question
in reality
in return
in the right/wrong
in a row/rows
in ruins
in safety
in season
in secret
in self-defence
in the shape of
in short
in sight (of)
in the sky
in silence
in some respects
in stock
in style
in the streets
in succession
in the suburbs
in the sun/shade
in good/bad taste
in tears
in theory
in time
in no time
in touch
in town
in tune (with)
in turn
in two/half
in uniform
in use
in vain
in view of
in a loud/low voice
in a way (= in a manner)
in the way
in writing
in a word
in the world

On

on account of
on a ... afternoon/evening
on the agenda
on the air
on approval
on arrival
on average
on bail
on balance
on the beach
on behalf of
on one's birthday
on board
on the border
on the bottom
on business
on call
on/at a campsite
on the coast
on condition

on the contrary
on credit
on a cruise/excursion/trip/tour
on (a ...) day
on demand
on a diet
on duty
on earth
on edge
on an expedition
on a farm (but: **in a field**)
on fire
on the (4th) floor (of)
on the floor
on foot
on the ground
on the one hand
on holiday
on horseback
on impulse
on the Internet
on an island (but: **in the mountains**)
on a journey
on one's knees
on leave
on the left
on loan
on the market (= available to the public)
on one's mind
on that morning
on the move
on New Year's Day
on the news
on this/that occasion
on order
on the outskirts
on one's own
on page ...
on parade
on the pavement
on the phone
on a platform
on principle
on purpose
on the radio/TV
on the right
on sale (= sold at reduced price) (but: **for sale** = to be sold)
on schedule
on the screen
on second thought
on the side
on sight
on the sofa
on this street/on the street(s)
on strike
on good/bad terms
on time
on top of
on the trail of
on a trip
on the way (to) (= as I was going)
on the whole

Prepositional Phrases

Out of

out of breath
out of character
out of condition
out of control
out of danger
out of date
out of debt
out of fashion
out of focus
out of hand
out of luck
out of order
out of the ordinary
out of place
out of practice

out of print
out of the question
out of reach
out of season
out of sight
out of step
out of stock
out of tune
out of turn
out of use
out of work

Off

off the air
off colour
off duty

off limits
off the map
off the point
off the record
off the road
off school/work
off the top of your head

To

to some extent
(come) to an end

Under

under arrest
under one's breath
under control

under the control of
under discussion
under extinction
under the impression
under orders
under pressure
under repair
under the weather

Without

without fail

Appendix III - Spelling Rules

1	-(e)s ending a. words ending in -s, -ss, -ch, -x, -sh, -z, -o add -es b. nouns ending in vowel + o, double o, short forms/ musical instruments/proper nouns ending in -o add -s	bus - buses, mass - masses, pitch - pitches, mix - mixes, topaz - topazes, tomato - tomatoes, zoo - zoos rodeo - rodeos, igloo - igloos, radio - radios, piano - pianos, Filipino - Filipinos
2	-f/-fe ending nouns ending in -f/-fe drop -f/-fe and add -ves	wife - wives, leaf - leaves
3	-y ending a. words ending in consonant + y drop -y and add -ies, -ied, -ier, -iest, -ily b. words ending in consonant + y add -ing c. words ending in vowel + y add -s, -ed, -ing, -er, -est	hurry - hurries - hurried, funny - funnier - funniest, worry - worrying employ - employs - employed - employing, coy - coyer - coyest
4	-ie ending words ending in -ie change -ie to -y before -ing	die - dying
5	dropping -e a. words ending in -e drop -e and add -ing, -ed, -er, -est b. adjectives ending in -e add -ly to form their adverbs c. adjectives ending in -le change -le to -ly to form their adverbs d. verbs ending in -ee add -ing	save - saving - saved (but: be - being) tame - tamer - tamest rare - rarely, nice - nicely (but: true - truly) incredible - incredibly (but: whole - wholly) see - seeing

Appendix IV - Pronunciation

Pronunciation of -(e)s ending (noun plurals and the 3rd person singular of verbs in the Present Simple)		
/s/ after /f/, /t/, /p/, /k/	/ɪz/ after /z/, /dʒ/, /tʃ/, /s/, /ʃ/	/z/ after /b/, /g/, /m/, /d/, /l/, /n/, /v/ or any vowel sound
laughs, spots, drips, racks	houses, dodges, ditches, passes, lashes	dabs, rigs, beams, thrills, pains, leaves, toys
Pronunciation of -ed ending		
/ɪd/ after /t/, /d/	/t/ after /k/, /tʃ/, /f/, /s/, /ʃ/, /p/	/d/ after /b/, /dʒ/, /m/, /v/, /g/, /l/, /n/, /z/, vowel + /r/
lifted, branded	baked, matched, laughed, lanced, dashed, trapped	snubbed, nudged, dimmed, craved, drugged, spilled, opened, cruised, cared

Irregular Verbs

Base Form	Simple Past	Past Participle	Base Form	Simple Past	Past Participle
be	was, were	been	lend	lent	lent
bear	bore	born(e)	let	let	let
beat	beat	beaten	light	lit/lighted	lit/lighted
become	became	become	lose	lost	lost
begin	began	begun	make	made	made
bite	bit	bitten	mean	meant	meant
blow	blew	blown	meet	met	met
break	broke	broken	pay	paid	paid
bring	brought	brought	put	put	put
build	built	built	read	read	read
burst	burst	burst	ride	rode	ridden
buy	bought	bought	ring	rang	rung
can	could	(been able to)	rise	rose	risen
catch	caught	caught	run	ran	run
choose	chose	chosen	say	said	said
come	came	come	see	saw	seen
cost	cost	cost	sell	sold	sold
cut	cut	cut	send	sent	sent
deal	dealt	dealt	set	set	set
dig	dug	dug	sew	sewed	sewn
do	did	done	shake	shook	shaken
draw	drew	drawn	shine	shone/shined	shone/shined
drink	drank	drunk	shoot	shot	shot
drive	drove	driven	show	showed	shown
eat	ate	eaten	shut	shut	shut
fall	fell	fallen	sing	sang	sung
feed	fed	fed	sit	sat	sat
feel	felt	felt	sleep	slept	slept
fight	fought	fought	speak	spoke	spoken
find	found	found	spend	spent	spent
fly	flew	flown	stand	stood	stood
forbid	forbade	forbidden	steal	stole	stolen
forget	forgot	forgotten	stick	stuck	stuck
forgive	forgave	forgiven	sting	stung	stung
freeze	froze	frozen	swear	swore	sworn
get	got	gotten	sweep	swept	swept
give	gave	given	swim	swam	swum
go	went	gone	take	took	taken
grow	grew	grown	teach	taught	taught
have	had	had	tear	tore	torn
hear	heard	heard	tell	told	told
hide	hid	hidden	think	thought	thought
hit	hit	hit	throw	threw	thrown
hold	held	held	understand	understood	understood
hurt	hurt	hurt	wake	woke	woken
keep	kept	kept	wear	wore	worn
know	knew	known	win	won	won
lead	led	led	write	wrote	written
leave	left	left			