

Starlight

11

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Student's Book




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Contents

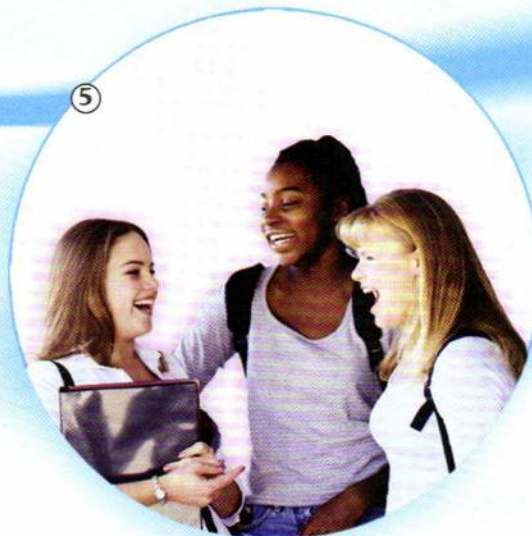
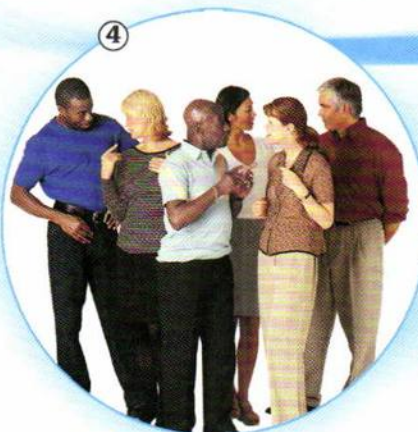
Module	Vocabulary	Grammar	Reading	Listening	Speaking & Functions	Writing
1 Communication (pp. 5-36)	gestures & emotions body language music/places of entertainment character traits feelings & moods friendship ways to look ways to talk phrasal verbs languages, dialects & accents the senses	comparisons -ing/(to-) infinitive clauses of reason/ purpose/ cause & effect	<i>Body Talk</i> (multiple choice) (pp. 6-7) <i>The Universal Language of Music</i> (text completion) (pp. 10-11) <i>More than Words: Mime, Music and Dance</i> (multiple matching) (pp. 14-15)	for specific information for gist for detail for opinion Task 1 (p. 18) Task 2 (p. 19) Task 3 (p. 19)	express preference give reasons ask for opinion/ agree/disagree ask for advice/ give advice ask about/express feelings invite/accept refuse invitations Tasks 1,2 (p. 20) Tasks 1,2 (p. 21)	an email to a friend describing a festival you attended a paragraph about giving a performance informal/semi-formal/formal letters/emails
Across Cultures – <i>Language Roots</i> (pp. 28-29); Literature – <i>Dr Dolittle</i> (pp. 30-31); Curricular Cut: Biology – <i>Animal Talk</i> (p. 32); Progress Check 1 (p. 33); Focus on RNE (p. 34)						
2 Challenges (pp. 37-68)	animal groups animal sounds ways to speak disasters idioms feelings phrasal verbs extreme sports	tense revision collective nouns conditionals wishes unreal past time adverbs	<i>The Serengeti</i> (multiple choice) (pp. 38-39) <i>In the shadow of Vesuvius</i> (text completion) (pp. 42-43) <i>Challenges</i> (multiple matching) (pp. 46-47)	for gist for detail for specific information Task 1 (p. 50) Task 2 (p. 50) Task 3 (p. 51)	express dissatisfaction give & react to news express opinion agreeing and disagreeing encouragement and response Tasks 1, 2 (p. 52) Tasks 1, 2 (p. 53)	a summary of a text a letter to a pen friend telling him your news a diary entry about a disaster you experienced semi-formal/formal letters/emails a letter of application
Across Cultures – <i>Natural Treasures</i> (pp. 60-61); Literature – <i>The Burning World</i> (pp. 62-63); Curricular Cut: Science – <i>Standing on Solid Ground?</i> (p. 64); Progress Check 2 (p. 65); Focus on RNE (p. 66)						
3 Rights (pp. 69-98)	crime technology education social/world issues welfare work festivals organisations phrasal verbs idioms	clauses of concession modals intensifying adjectives passive causative prepositions	<i>Caught in the act</i> (multiple choice) (pp. 70-71) <i>Clockwork communication</i> (text completion) (pp. 74-75) <i>Watching the Detectives</i> (multiple matching) (pp. 78-79)	for gist for detail for specific information Task 1 (p. 82) Task 2 (p. 82) Task 3 (p. 83)	give an eye-witness account buy things narrate experiences express feelings Tasks 1, 2 (p. 84) Tasks 1, 2 (p. 85)	a formal letter of complaint a diary entry a presentation on an organisation a review of a TV series letters/emails based on notes/recommendation
Across Cultures – <i>Festivals</i> (pp. 90-91); Literature – <i>The Caves of Steel</i> (pp. 92-93); Curricular Cut: Citizenship – <i>Unicef</i> (p. 94); Progress Check 3 (p. 95); Focus on RNE (p. 96)						



Module	Vocabulary	Grammar	Reading	Listening	Speaking & Functions	Writing
4 Survival (pp. 99-130)	evolution conservation heredity space GM foods food/drink	inversion emphatic structures so – neither/nor linkers prepositions countable/uncountable nouns	<i>Lonesome George</i> (multiple choice) (pp. 100-101) <i>Will we all have to leave home?</i> (text completion) (pp. 104-105) <i>Science vs Nature</i> (multiple matching) (pp. 108-109)	for gist for opinion for detail for specific information synonyms Task 1 (p. 112) Task 2 (p. 113) Task 3 (p. 113)	make & respond to suggestions express advantages/disadvantages decide on food/drink express agreement/disagreement approve of an idea express probability make decisions use quotations Tasks 1,2 (p. 114) Tasks 1,2 (p. 115)	a summary of a text a short paragraph stating your opinion on GM food essays an article on global warming
	Across Cultures – <i>Banking on the Future</i> (pp. 122-123); Literature – <i>The Lost World</i> (pp. 124-125); Green Issues – <i>Deserts</i> (p. 126); Progress Check 4 (p. 127); Focus on RNE (p. 128)					
5 Spoilt for Choice (p-p. 131-160)	teenage problems weather travel shopping money phrasal verbs idioms	relatives – relative clauses the definite article quantifiers prepositions	<i>First days</i> (multiple choice) (pp. 132-133) <i>To the ends of the Earth</i> (text completion) (pp. 136-137) <i>Let's Talk Shop</i> (multiple matching) (pp. 140-141)	for specific information for gist for detail Task 1 (p. 144) Task 2 (p. 144) Task 3 (p. 145)	express annoyance/sympathy make deductions make suggestions/accept/reject reach a decision compliment/thank Tasks 1,2 (p. 146) Tasks 1,2 (p. 147)	a diary entry describing your first day at school a short paragraph on advertising essays
	Across Cultures – <i>Shopping in Style</i> (pp. 152-153); Literature – <i>800 Leagues on the Amazon</i> (pp. 154-155); Curricular Cut: Science – <i>Clouds</i> (p. 156); Progress Check 5 (p. 157); Focus on RNE (p. 158)					
Grammar Reference (pp. 161-176) Further Writing Practice (pp. 177-190) 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 1-14



Communication

► Look at Module 1

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

► Find the page numbers for

- a pop group
- an aeroplane
- a joke
- a music festival

► Listen, read and talk about ...

- body language
- music, mime, dance
- character adjectives
- languages
- ways animals communicate

► Learn how to ...

- express preferences
- ask about/express feelings
- make decisions

- ask for/give advice
- structure discourse

► Practise ...

- comparisons
- -ing/(to-) infinitive in expressing preferences
- clauses of reason/purpose/cause & effect
- phrasal verbs

► Write/Give ...

- a presentation of gestures used in your country to express feelings
- an informal email describing a festival you attended
- a short paragraph about a performance
- informal letters/emails

Across Cultures: Language Roots

Literature: Doctor Dolittle

Curricular Cut (Biology): Animal Talk

Lead-in

- 1 Who's the man in the pictures? Which character does he portray? What is special about the character?
- 2 Read the title of the text. How do you think this character is related to the text? Read through to find out.

Reading

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

You will probably laugh when I tell you that my interest in body language was sparked by a favourite professor of mine at university. He mentioned 'Pinocchio Syndrome' to me one wintry morning after claiming that I always rubbed my nose when giving excuses for being late to his lectures. Apparently, when someone tells a lie, the person's blood **rushes** to the nose and the extra blood makes it itchy. So if you think someone is not being entirely honest with you, perhaps like my professor you should watch to see if they **scratch** their nose! This little example of non-verbal communication inspired me to become a body language expert.

Now, I earn my living by training people in non-verbal communication. Knowing when someone is lying and knowing how to **convince** people you're telling the truth are two of the most important skills you'll ever learn. For example, lawyers build their reputation on their deductive skills when cross-examining in court, while politicians need to rely on their powers of persuasion to gain support.

I have dedicated my life to studying the ways the human body gives more **reliable** information than the words we speak. The words say one thing but the body may say something completely different. This is the theory of body language and most of us are familiar with the **basics**. We know that crossed arms can be seen as either defensive or aggressive, but what about facial expressions, gestures, posture, and the intonation and rhythm of our speech? All of these speak volumes and can be understood if you only know how to make sense of the signs.



BODY TALK

by Mark Evans

Take the eyes, for example. If I told you a lie, you would probably expect me to look away rather than look you full in the face. However, this is not, as commonly thought, the sure sign of a lie, but the reflexive movements we make when we are trying to remember something. Because of this, glancing away is not as easy to **interpret** as you might believe. A good liar is not searching his memory for the truth, so he can quite easily look you straight in the eyes as he speaks to make the lie more **convincing**. Here's a tip, though. Watch the pupil of the eye; does it change size? If it gets bigger, this is probably an **involuntary sign** that something is being hidden.

Body language is something that the majority of us cannot control; it's what escapes when we're **concentrating** on something else. I might think I'm creating a good impression because my voice is strong and steady and my speech is clear, but the sweat pouring off my forehead and my constantly moving feet say otherwise.

Business clients are constantly in need of my services and I try to improve their confidence in themselves by teaching them about body language. I give advice about handshakes, which should always be firm and steady, and I teach the importance of personal space, explaining that people who live in warm climates stand a lot closer to one another than people in cooler climates. They may seem like minor matters, but these codes of behaviour can be the **key** to making or breaking a business deal.

My working life gives me a great deal of satisfaction. I feel that I'm providing a public service, but it is a service that has had its **downside**. Whenever I meet someone new and I tell them what I do for a living, they immediately put their guard up and they're no longer relaxed. They quite literally freeze in the attempt to hide all the signals that they **assume** I'm reading. It makes life difficult at times, but I consider it a small price to pay for a job I enjoy so much.

Study Skills

Multiple Choice

Read the text quickly to get an idea of what it is about. Read the 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 might be rephrased.

- 1 **The writer originally became interested in body language because**
 - A of a comment someone made to him.
 - B he wanted to know why people tell lies.
 - C he wanted to learn more about 'Pinocchio Syndrome'.
 - D his professor recommended the subject to him.
- 2 **According to the writer, non-verbal communication is important because**
 - A it helps lawyers to be more skilful.
 - B politicians need to know when people are lying.
 - C it can help make people believe what you tell them.
 - D it provides a unique way of earning one's living.
- 3 **The writer assumes that his readers**
 - A are able to change their intonation.
 - B need to develop good posture.
 - C use only words to communicate.
 - D know something about the subject.
- 4 **The writer feels it is not easy to recognise when someone is lying because**
 - A they have an honest look on their face.
 - B they move their eyes very rapidly.
 - C listeners can read body language incorrectly.
 - D listeners do not look into their eyes.
- 5 **The most important thing for businessmen to learn is the**
 - A laws of a particular country.
 - B correct way to behave.
 - C necessity of being polite.
 - D skill of appearing confident.
- 6 **People react in a negative way when they meet the writer because they**
 - A think he is too self-confident.
 - B assume that he is always lying.
 - C have heard about him previously.
 - D believe he is studying them.
- 7 **From the passage, we learn that the writer**
 - A makes a lot of money from his job.
 - B travels the world giving advice.
 - C is dedicated to his work.
 - D trains body language experts.

- 4 **Match the words/phrases in bold from the text to their definitions:** *likely to be correct, moves quickly, simplest ideas, understand the meaning, make someone believe something is true, rub fingernails against the skin, unconscious physical response, suppose, believable, focusing on, the deciding factor.* **Then, explain the underlined words/phrases.**

- 5 **Fill in:** *build, improve, facial, business, non-verbal, powers, crossed, body language, space, minor.* **Make sentences based on the text, using the phrases.**

- | | |
|--------------------------|---------------------|
| 1 communication | 6 arms |
| 2 expert | 7 expressions |
| 3 one's reputation | 8 personal |
| 4 of persuasion | 9 matters |
| 5 one's confidence | 10 deal |

Speaking & Writing

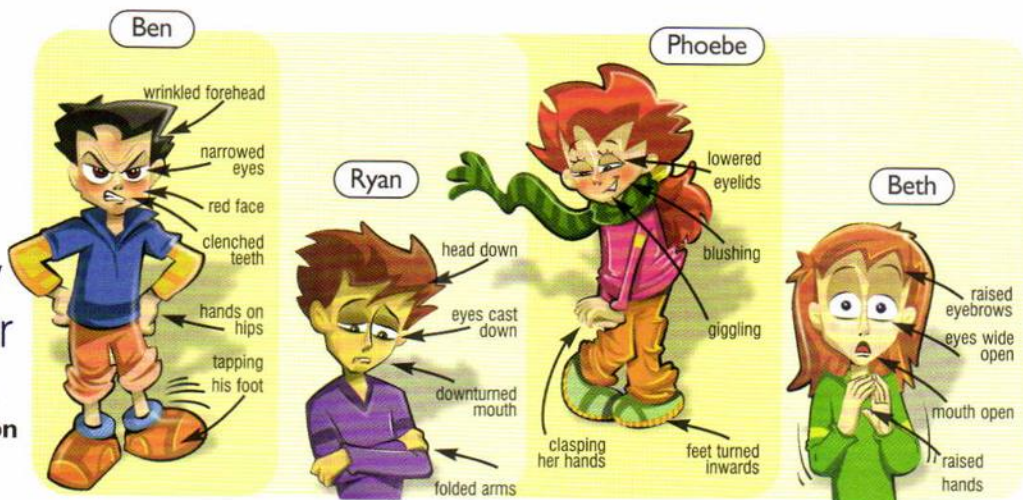
- 6  **THINK!** Listen as you read the text again. How does the writer feel about his job? Give reasons based on the text. Would you ever choose to do this kind of job? Why/Why not?

- 7 **Project:** What gestures do people in your country use to show anger, joy, worry, regret, annoyance and other emotions? Collect as much information as you can and prepare a presentation for the class. Use photographs to illustrate your work.

Unit 1.2

Vocabulary & Grammar

- 1 Use the phrases to describe the cartoon drawings. How do you think each person is feeling?



e.g. Ben has his hands on his hips. His face is red and ...

- 2 Use the verbs in the list to complete the sentences below.

• clenched • bowed • wrinkled • squinted
• shrugged • snapped • shook • drummed
• scratched • licked

- He had forgotten his glasses, so he to read the small print.
- Robert his head in shame when he remembered how rude he had been to his teacher.
- She her fingers impatiently on the counter as she waited for the manager to come.
- She her teeth angrily and made a brave effort not to show how much she hated him.
- He his fingers to attract the waiter's attention.
- She her nose in disgust when she smelt the bad meat in the fridge.
- The children their lips hungrily when they saw the delicious cake.
- James just his shoulders as if he didn't care when he heard the news.
- My grandfather his head in disbelief when he heard how much my new designer jeans cost.
- He his head thoughtfully as he read the difficult questions in the exam.

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

- I don't **trust/recall/consider/think** him to be a very reliable person.
- My father cannot lift anything heavy because he **hurts/suffers/aches/pains** from a bad back.
- I'm afraid that I'm not **familiar/aware/known/recognised** with any of his books so I can't answer your question.

- Many people move to big cities hoping to make a better **income/earning/wage/living** for themselves.
- I can't make any **sense/logic/reason/explanation** of this letter – the handwriting is so bad!
- The little girl was so **curious/fascinated/interested/attracted** by the story that she asked her mother to read it again.
- Peter **turned/bent/nodded/lowered** his head in understanding when I explained the problem.
- He clenched his **nose/fingers/eyes/teeth** when the doctor gave him an injection.
- The audience **punched/clapped/tapped/smacked** their hands enthusiastically at the end of the performance.
- He couldn't **look/stare/glance/gaze** his mother in the eye because he was so ashamed of what he had done.

• Ways to look

- 4 Check these words in the dictionary. Use the words in their correct form to complete the phrases. Which of these verbs best describe the people in the pictures?

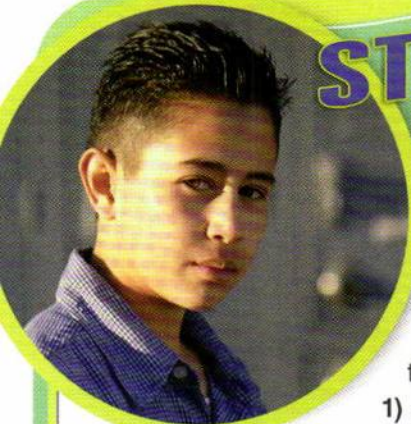
• glare • stare • wink • peer • glance

- You shouldn't at people. It's rude.
- She at the children so that they knew she was joking.
- He through the keyhole to see what was happening in the room.
- The teacher angrily at the children.
- The doctor only had to at his patient to see he was ill.



• Multiple Choice Cloze

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



STANDING Messages

You are standing in a public area. Suddenly there is a disturbance, and even though you can't see what's going on, you, and those near you, immediately feel 1) and quickly move away.

Scientists have long known about animal 2) to danger. For instance, if one animal begins to run away, then all the other animals in the group will follow. But scientists have been baffled by what causes 3) behaviour in humans. What is it that causes fear to spread so quickly through a group of people?

Researchers at Harvard believe they may have begun to unravel the mystery. In the past it was accepted that people judged emotional situations simply by looking at faces. What this new study has 4) is that the position of the body is also very important.

To test their theory, the scientists showed pictures of people 5) in different poses but with their faces rubbed out. The pictures showed people in happy, neutral and fearful positions. While the test subjects looked at the pictures, their brains were scanned to see how they reacted. The researchers found that the fearful position caused a very 6) reaction despite the lack of any facial expression in the pictures. The effects suggest that humans react instinctively to a position of fear in other people and that this 7) in our behaviour has helped humans to survive in dangerous situations throughout our evolution.

- | | | | |
|---------------|----------------|-------------|--------------|
| 1 A irritable | B nervous | C impatient | D doubtful |
| 2 A replies | B explanations | C answers | D responses |
| 3 A similar | B equal | C like | D same |
| 4 A founded | B realised | C exposed | D revealed |
| 5 A forming | B having | C standing | D taking |
| 6 A hard | B strong | C tough | D strict |
| 7 A effect | B development | C result | D conclusion |

• Comparisons GR p. 161

- 6 Complete the sentences with a positive or negative comparative form to show your opinion.

- Doctors should be paid (much) money than footballers.
- It is (hard) to forget than to forgive.
- Happy people tend to be (self-centred) than unhappy ones.
- Painting is (relaxing) than listening to music.
- Rich people are (happy) than poor people.

- 7 Complete the sentences so that they are true for you.

- (good) actor in the world ... *I think the best actor in the world is ...*
- (funny) person I know ...
- (tiring) job ...
- (expensive) restaurant in my town ...
- (cold) place in my country ...
- (difficult) language in the world ...
- (windy) place in my country ...

• Key word transformations

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

- Bill earns more money than Ann.
as Ann doesn't Bill.
- If you practise, you'll get better.
the The more will get.
- We finished in half the time she took.
twice It took her it took us to finish.
- This is the fastest she can run.
any She can't this.
- He didn't expect it to cost so much.
paid He he expected.

Unit 1.3

Lead-in

1 Look at the two pictures. How are they related? Why do people enjoy events like this?

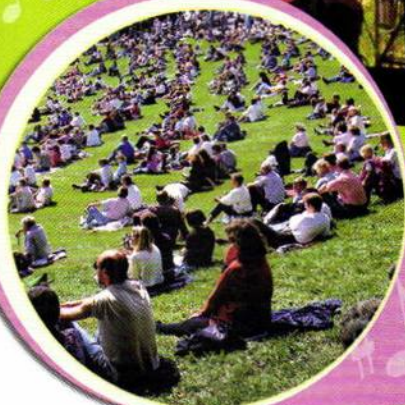
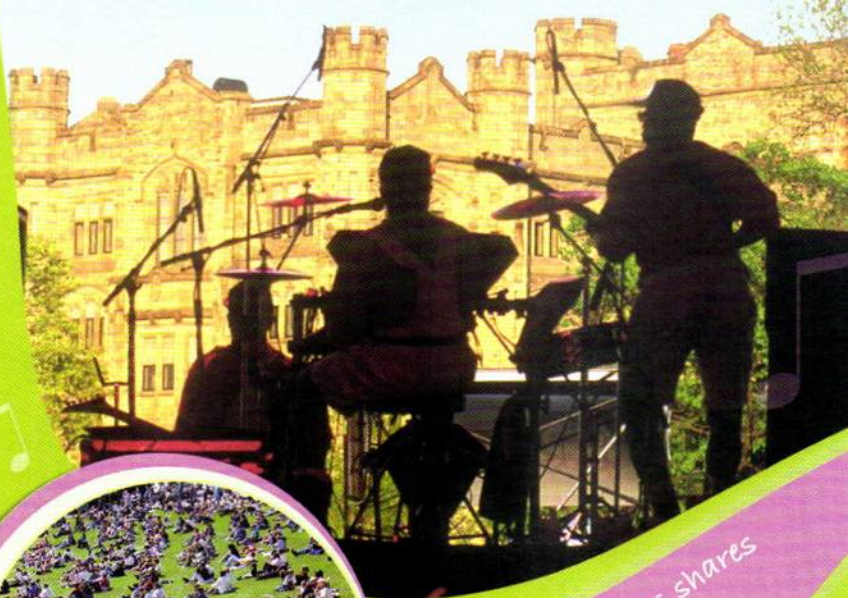
2  What types of music do you enjoy? How do they make you feel? Listen to the music clips and match them to the type of music.

- | | |
|-------------------|---------------|
| A classical | E pop |
| B folk | F rock |
| C country | G blues |
| D jazz | |

3 **THINK!** Read the quotation. In pairs, discuss its meaning and then say whether you agree or disagree with it.

"Music is the shorthand of emotion."
Leo Tolstoy

The Universal Language of Music



Christine Manners shares her experiences of a popular musical event.

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 phrase with the topic of the phrase before and after each gap. Look for clues such as reference words (*he, there, etc*) or linking words 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

- 4 **RNE** 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.
- 5 Explain the words in **bold**. Use them in sentences of your own to illustrate their meanings.
- 6 **Fill in:** *hand-crafted, language, main, swap, high, broaden, get, common*. Use the phrases to make sentences based on the text.

- | | |
|---------|--------------|
| 1 | attraction |
| 2 | goods |
| 3 | our horizons |
| 4 | stories |

- | | |
|---------|------------|
| 5 | sight |
| 6 | barriers |
| 7 | spirits |
| 8 | the chance |

The skies open and the rain **pours** down, a sure sign that we are enjoying an English summer. The ground beneath our feet is rapidly turning into a field of mud, but it doesn't matter. I am having the time of my life, dancing and singing along to the music at the local WOMAD festival with thousands of other fans from all over the country.

The World of Music, Arts and Dance, or WOMAD, tries to give us a taste of the musical styles that are enjoyed all over the world, and it has become so successful that WOMAD festivals are now held in several countries. The idea for the festival was the brainchild of Peter Gabriel, **1**. His dream is to broaden our **horizons**, getting us away from the music we hear on the radio or TV everyday.

Gabriel says, "The festivals have always been wonderful and **unique** occasions **2**. Equally important, they have also helped audiences to understand cultures other than their own through the enjoyment of music. Music is an international language that brings people together.

World music was the **motivation** for these hugely important three-day carnivals and to this day remains the main attraction but there are now other delights to experience. Over the years, the festival has turned into an event for the whole family. At this particular festival, I find activities designed for children as well as workshops, multi-media exhibits and stalls selling all kinds of hand-crafted goods. The fun is not only experienced by those in front of the stage, **3**. I am lucky enough to be invited backstage, where there is a feeling of **brotherhood** and **sisterhood** among many of the artists, as well as a feeling that they are doing something to **improve** international

understanding. The musicians have come here from all over the world, from Alaska to Zanzibar, so it is not surprising that the festivals have become known as the 'Global Village'. Nobody is in competition to be the biggest or the best **4**. Artists share changing rooms and food, laugh, joke and **swap** stories about life on the road. Although people are in high spirits, the weather is a major problem for this British festival. A common sight is people wearing a plastic bag on each foot. These do-it-yourself boots protect the wearer from the brown soup the field has become. Experiences like this explain why WOMAD has occasionally been renamed WOMUD.

Nothing, however, can dampen the enthusiasm of the audience. Taking a look at the fans from the stage, I see a crowd that is unified despite their differences. This togetherness is reflected in the final performance of the weekend, designed as a celebration of the main idea behind the festival. The artists gather on stage to give a performance in a **multitude** of languages. We might not understand every word, but the feelings are **unmistakably** universal. It just goes to prove that music truly has the ability to break down the language **barriers** **5**.

The concert ends and I join the crowd as it **drifts away**, leaving behind the echo of the last note played **6**. The stage comes down and the tents, stalls and canteens are taken apart. The car park slowly empties as a quieter day dawns over the countryside. Another festival is over and all that remains are the fond memories. But the die-hard WOMAD fans are already looking forward to next year's event. The real joy of having happy memories is the belief that, sometime, somewhere, you'll get the chance to create even happier ones.

- A who came to fame as the lead singer of the rock group 'Genesis'
- B and the focus is firmly on community spirit
- C along with the mud-splattered field
- D but without the rain
- E which have introduced many **talented** artists to an international audience
- F but also by those backstage
- G which so often divide us

- 8 **THINK!** "Music can help make world peace." Spend three minutes writing a few sentences on the topic. Read your sentences to the class. Who agrees with you? Then translate the first three paragraphs of the text into Russian.

Writing

- 9 **Portfolio:** Imagine you attended WOMAD. Send an email to your English pen-friend, describing your experience. Write when it happened, how you went there, who with, what the weather was like, what you did/saw and your feelings.

Listening & Speaking

- 7  Listen as you read the text again. What reasons does the writer give for the popularity of such events? Discuss your answers with a partner and then present your findings to the class.

Vocabulary



1 Choose the correct word.

- The Beatles were a famous British **orchestra/band**.
- Coldplay's new song has gone straight into the **top/box** ten.
- We haven't seen this group on **scene/stage**.
- The **spectators/audience** sang along with the band.
- I always wanted to hear them perform **live/living**.
- Social surroundings seem to **affect/effect** the music and lyrics of different artists.
- He was tapping his foot to the **rhythm/rhyme** of the music.
- He plays music entirely from **mind/memory**.
- Live music can be **transmitted/broadcast** over the radio, TV or the Internet.
- Some amateur musicians have **private/personal** music lessons with a teacher.

2 Complete the sentences with the verbs in the correct form.

• keep • call • cut • hear • put • lose • bump
• get • hold

- Although we all promised **a)** in touch when we left school, we soon went our separate ways and **b)** contact with one another.
- I find it very annoying when you ask to speak to somebody on the telephone and you are told **a)** the line for what seems like hours! If the operator can't **b)** you through to the person you want to speak to straight away, why don't they simply ask you **c)** back when the person is available?
- It was an amazing coincidence really; I was just thinking I hadn't **a)** from my friend Susan for a long time when I **b)** into her in the high street!
- I telephoned Customer Services for help but we were **a)** off as I was explaining the problem and after that I couldn't **b)** through to them again for the rest of the day.

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

- Hand and facial expressions register with children before they learn to speak.
A indications **B** gestures **C** signals **D** signs
- When the radio popularity in the 20th century, it revolutionised the way people saw the world.
A gained **B** earned **C** got **D** found
- When talking pictures emerged in the 20th century, lots of cinema pianists found themselves out of
A work **B** job **C** favour **D** duty
- The festival gave us a of Asian music.
A test **B** style **C** sample **D** taste
- At the end of the show, all the musicians on stage for a last song.
A gathered **B** flocked **C** collected **D** grouped
- Jennifer Aniston to fame playing Rachel Green in the popular TV series *Friends*.
A moved **B** came **C** arrived **D** reached
- The dolphin show the main attraction of the water park.
A remains **B** stands **C** keeps **D** holds
- Opinions are on whether a single world language would be a good idea.
A split **B** separated **C** torn **D** divided

• Ways to talk

4 Decide on the correct word. Make sentences of your own using the other word.

- He usually **mutters/mumbles** his words, so I find it difficult to understand what he is saying.
- There was a **whisper/murmur** of approval when the Prime Minister announced his plans.
- There's no need to **shout/scream**, I can hear you perfectly well.
- She gave a little **yell/cry** of surprise when I opened the door.
- He **sighed/breathed** with relief when he heard the plane had landed.

• Words often confused

5 Choose the correct word. Compare with a partner.

- I promise to drop you a **line/letter** as soon as I have any news for you.
- Peter promised to **give/send** me a call today, but I haven't heard from him yet.
- Please don't hang **up/off**; I'll see if Mr Jones can speak to you now.
- We will **send/post** you a fax to confirm your order.

6 Match the places of entertainment to the activities. Make sentences using your own ideas.

- | | |
|---|---|
| 1 ☐ nightclub | a meet other people for social activities |
| 2 ☐ leisure centre | b see a film |
| 3 ☐ amusement arcade | c play video games |
| 4 ☐ cinema | d go on a roller-coaster ride |
| 5 ☐ funfair | e see trapeze artists |
| 6 ☐ circus | f dance |
| 7 ☐ rock concert | g listen to your favourite band |
| 8 ☐ youth club | h play a game of squash |

e.g. At a nightclub you can dance.

Everyday English

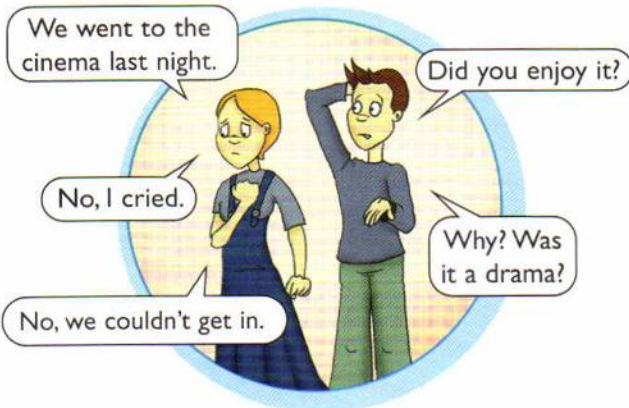
- Expressing preferences

7 You and your friend are trying to decide what to do this Saturday evening. Use the table below to discuss your preferences. You can use ideas from Ex. 6.

Asking about preferences
- Do you want + to -infinitive ...? - Do you fancy + -ing form ...? - Would you like + to -infinitive ...? - Where would you rather + bare infinitive
Expressing preferences
- I'd prefer + to -infinitive/noun - I'd much rather + bare infinitive (+ than + bare infinitive) - I'd rather not ... I'm not so keen on ... - Not really. I'd rather ...

- e.g. A: Would you like to go to a nightclub this Saturday?
 B: I'd prefer to go to the cinema. There's a good comedy on.
 A: Well, I'd rather not. I'm not in the mood. Would you like to ...?

8 **THINK!** Read the joke. Why do you think Sally cried?



Study Skills

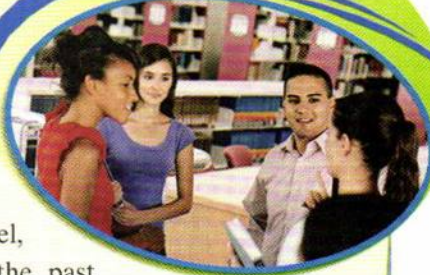
Word formation

Read the title to get a general idea of what the text is going to be about. Read the text once to get the main idea. Read again. Pay close attention to the words before and after each gap. Look at the word given in capitals and choose the appropriate derivative of the word to fill the gap. Read the completed text to see whether it makes sense.

- Word formation

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

A Global Language



Many languages are spoken throughout the world, yet according to the myth of the Tower of Babel, there was a time in the past when all people spoke a 1) language. Although this doesn't seem a very 2) story if you consider how many languages are spoken in the world today, what is true is that all through history people have always searched for the ideal language of 3) between different 4) Historically, languages have risen and fallen in popularity. Both Latin and Greek were once the world's most 5) languages. At the moment, English is the nearest we have to a common language but the 6) is that this will change in the future. There are some that claim that Chinese will become a global language one day.

UNIVERSE

BELIEVE

COMMUNICATE
NATIONAL

INFLUENCE

LIKE

Unit 1.5

Lead-in

- 1 Look at the pictures and the title. Do you know any of the people in the pictures? How do you think they relate to the title?
- 2 Are words the only way to communicate? Can you think of any other ways in which we communicate ideas or feelings? Discuss with a partner.

Listening

- 3  Listen to three people talking about a performance they recently attended. Match the speakers to the performance.

☐ A	Speaker 1	1 mime
☐ B	Speaker 2	2 ballet
☐ C	Speaker 3	3 concert

Reading

- 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.

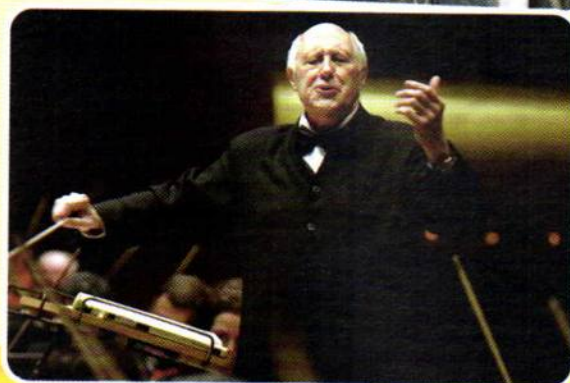
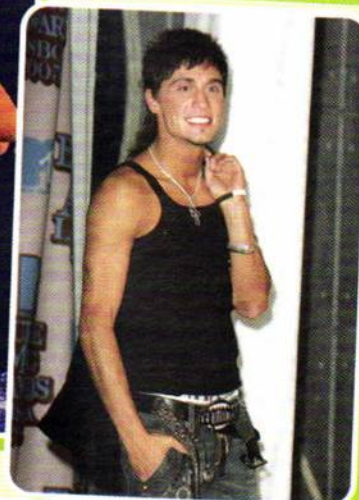
- A Setting the standard
- B Still going strong
- C The shock of the new
- D A replay of past glories
- E Blending a range of feelings
- F Great works and good will
- G Once more for glory
- H Uniting many styles

- 5 Fill in: **work, international, living, build, receive, remarkable, follow, innovative, modern, powerful.** Use the phrases in sentences of your own.

- | | |
|--------------------------|----------------------|
| 1 legend | 7 performances |
| 2 awards | 8 a reputation |
| 3 masterpiece | 9 emotion |
| 4 skill | 10 of art |
| 5 career | |
| 6 in her footsteps | |

MORE THAN WORDS:

MIME, MUSIC AND DANCE



- 6 Match the words in bold in the extracts to their definitions.

- completely changed the way something is done
- type of music, film, painting, etc
- respected and admired
- extremely funny
- dispute involving strong disagreement
- ensured
- feeling of sympathy for others
- with smooth, elegant movements

1 In the world of mime, Slava Polunin is a living legend. He is one of the most famous mime artists on the world stage and his stage persona, Asisyai, with his yellow boiler suit and fluffy red slippers, is instantly recognisable. *Slava's Snowshow*, which is still performed worldwide, is a modern masterpiece, captivating audiences with its mixture of **hilarious** comedy and powerful emotion. This hugely imaginative performance ends as an indoor blizzard sweeps across the auditorium sprinkling an amazed audience with snowflakes.

2 The ballet *The Rite of Spring* by composer Igor Stravinsky and choreographer Vaslav Nijinsky, which was first performed in 1913, **revolutionised** both ballet and orchestral music. This modern approach to ballet broke with artistic tradition and almost brought the house down on the first night – literally. The boos of the audience soon developed into a riot that only calmed down after the police arrived during the intermission. Classical music doesn't often cause such **controversy**, but *The Rite of Spring* is now universally acknowledged as a true work of art.

3 After coming second in the 2006 Eurovision Song Contest with his song *Never Let You Go*, Dima Bilan was **guaranteed** a successful career. What few people expected though, was that he would try again in 2008 and, this time, take first place with *Believe*. Now with an international career that has him touring worldwide and recording with some of pop music's most famous names, Dima is the face of Russian pop that brought the Eurovision Song Contest to Moscow in 2009.

4 Maya Plisetskaya has been acclaimed as one of the superstars of twentieth century ballet. Having trained from an early age, she first performed with the Bolshoi Ballet at the age of 11 and stayed with them until 1990. Famed for her red hair, **graceful** movements and electric performances, she impressed the world when she took to the stage in such ballets as *Swan Lake* and *Sleeping Beauty*. She has received many honours both at home and abroad. Maya Plisetskaya is the ultimate role-model for all the dancers who have followed in her footsteps.

5 Oleg Popov, the Sunshine Clown, trained at the circus school in Moscow and soon became one of the most popular clowns in Russia. Over the course of his career he has received many awards. In 1969, he was honoured as the People's Artist and in 1981 he received the **prestigious** Golden Clown of Monte Carlo award. Despite being in his seventies, Oleg still performs both at home and internationally. He says that his goal is to: 'create joy, not laughter for its own sake.'

6 Chelyabinsk Contemporary Dance Theatre has built a reputation on innovative performances that combine dance with elements of theatre. Olga Pona, the group's choreographer, only became interested in modern dance when she was at university. Her late start hasn't stopped her from becoming a major name in this **genre** though. She believes that there are many types of contemporary dance and that allows her to make her own rules for the work she performs. She combines folkdance, modern movement, sound and silence to forge unforgettable performances.

7 Mstislav 'Slava' Rostropovich was a cellist and composer who inspired entire generations of musicians. Coming from a family of musicians, he soon demonstrated his natural talent with the cello. His remarkable skill was only matched by his genuine **compassion** for others. The Rostropovich-Vishnevskaya Foundation was set up to improve the health of children and to this day it has helped over nine million through immunisation programmes. Rostropovich died in 2007, but his legacy lives on.

Listening & Speaking

- 7**  Listen as you read the extracts again. Imagine that you went to one of the performances. Tell your partner about the performance and why he/she should go and see it. Then translate extracts 3 and 5 into Russian.

Writing

- 8** **THINK!** What would it be like to perform in front of an audience? How would you prepare? How would you feel on stage after the performance? Spend three minutes writing about it. Read your piece of writing to your partner.

Unit

1.6

Vocabulary & Grammar

- Character adjectives

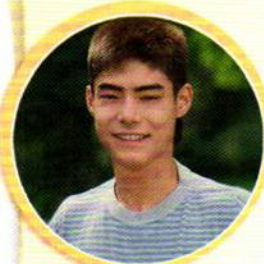
1 Choose the correct word. Check in the dictionary.

- 1 My younger sister is very **sensitive/impatient** and she gets very upset if you say the wrong thing to her.
- 2 When Michael is in one of his **stubborn/aggressive** moods he refuses to admit that he might be wrong about things.
- 3 She is a very **unhelpful/lazy** person who expects other people to do everything for her.
- 4 It is best to leave Peter alone when he has a headache because he can be very **bad-tempered/jealous**.
- 5 She is so **outgoing/broadminded** that she is never shocked by other people's behaviour.
- 6 Fortunately, my employer is quite **easy-going/inconsiderate** so I can take time off if I need to.
- 7 I remember John was very **bossy/arrogant** when he was young; he was always telling the other kids what to do!
- 8 Janet is very **reliable/loyal** so you can be sure she will do what she promised.

2 a) Match the adjectives to their opposites. Can you add three more pairs to the list?

1 ☐ intelligent	A aggressive
2 ☐ polite	B pessimistic
3 ☐ hard-working	C mean
4 ☐ generous	D stupid
5 ☐ optimistic	E unsociable
6 ☐ sociable	F lazy
7 ☐ popular	G rude
8 ☐ calm	H unpopular

b) Read the school report below. Change the adjectives in bold to make the report positive. Begin like this: 'Dennis is doing very well this term.'



Dennis is not doing very well this term. He is 1) **rude** to his teachers and he is very 2) **unsociable** with the other children. In fact, he is very 3) **aggressive** in his behaviour towards everybody. He is very 4) **lazy** in class and this makes him very 5) **unpopular**.

3 **THINK!** Work in pairs. Choose three adjectives from Ex. 2 which best describe your partner. Give reasons. Does your partner agree with your description?

e.g. *I think you are extremely hard-working.*

- Idioms

4 Explain the idioms in bold. Which are positive/negative? Are there similar idioms in your language?

- 1 She seems to **be on cloud nine** after getting her degree.
- 2 The party was great. Everyone seemed to **be in high spirits**.
- 3 Despite all her problems, she's trying to **keep her chin up**.
- 4 He almost **jumped out of his skin** when I tapped him on the shoulder.

What would you say if ...

- 1 you were told you'd won first prize in a short story competition?
- 2 you and your friends were having a great time at the school party?
- 3 you hear a loud bang behind you?

- Prepositions

5 Choose the correct preposition. Check in Appendix II. Which of these sentences do you agree with? Correct the sentences which aren't true for you.

- 1 I'm fed up **with/in** rude people.
- 2 You can't blame others **at/for** being indifferent to your problems.
- 3 Don't put the blame **in/on** others when it's your fault.
- 4 In order to be happy you need to learn to deal **with/of** disturbing events.
- 5 Patience is the key **for/to** success.
- 6 Self-doubt can result **in/to** a lack of confidence.

- Phrasal verbs

6 Choose the correct particle. Check in Appendix I. Make sentences using the other particle.

- 1 Don't run **down/off** others if you don't know them.
- 2 He lied to us but we saw **off/through** him at once.
- 3 Always stand **up for/in for** your rights.
- 4 He was extremely put **up/off** by her rudeness.
- 5 She's so naive. She's always taken **in/up** by his lies.
- 6 He's so patient; he's cut **up/out** to be a teacher.

- Clauses of reason/purpose/cause & effect
GR pp. 162-163

7 Join the sentences. Use the words in brackets.

- 1 He was very noisy. He was asked to leave the class.
(so) *He was so noisy that he was asked to leave the class.*
- 2 They invited a lot of people. There was nowhere to sit. (such)
- 3 She has been practising every day. She wants to do well in the contest. (so that)
- 4 You should drive slowly. The road might be slippery. (in case)
- 5 He was late for work. He asked his friend for a lift. (since)
- 6 He didn't comment on her new hairstyle. He was afraid of upsetting her. (so as not to)
- 7 There has been a heavy snowfall. They have closed the road. (due to)
- 8 He declined the invitation. He said he was working that weekend. (on the grounds that)

Everyday English

- Asking about/Expressing feelings

8 a) Read the dialogue. How does speaker B feel? Why?

- A: Is everything OK? You look upset.
B: Well, it's been a really long day, and I've just found out that I failed my exam.
A: Oh no!

b) In pairs, use the language in the box to act out dialogues for the following situations. You can continue your dialogue if you like.

- your friend has lost her handbag
- your friend's computer broke down
- your friend had a tooth taken out
- your friend wanted to attend a rock concert but there were no tickets left

Asking about feelings	Expressing feelings
• How are you? • Are you alright/angry/upset/pleased? • Is everything OK? • What's wrong with you?	• Well, it's been a ... day and ... • The thing is I ... , • I've been in a bad mood all ... • Actually, ... • To be honest, I ...

- Word formation

9 RNE Read the text and complete gaps 1-6 with the correct derivative of each word in capitals. Then translate the text into Russian.

Pleased to meet you

Do you find it difficult to build friendships? Are you shy when you meet someone for the first time? If so, then don't worry. Studies show that very few people are naturally gifted when it comes to making friends. So for those of us who have a problem, here is a quick and simple 1) of what the experts have to say.

First of all, don't forget to smile. Smiling makes everyone appear more 2) It also helps the other person to relax. First impressions are important, so try to remember the name of the person you have just met and use it in your 3) Doing this sends a signal that you want to get to know the person. Above all, experts stress the 4) of showing a genuine interest in the other person. If you ask questions to find out what he or she likes, you will find that your popularity will increase. A lot of people experience 5) anxiety when meeting new people. Try following these 6) tips and don't forget that the other person probably wants to make friends just as much as you do!

SUM

ATTRACT

CONVERSE

IMPORTANT

NECESSARY

VALUE

10 a) THINK! Complete the sentences.

- 1 My friend is
- 2 My parents are
- 3 My teachers are

b) Complete the sentences. How do your sentences differ from those in Ex. 10a?

- 1 I love my friend because
- 2 I appreciate my parents for
- 3 I value my teachers as

Unit 1.7

Listening Skills

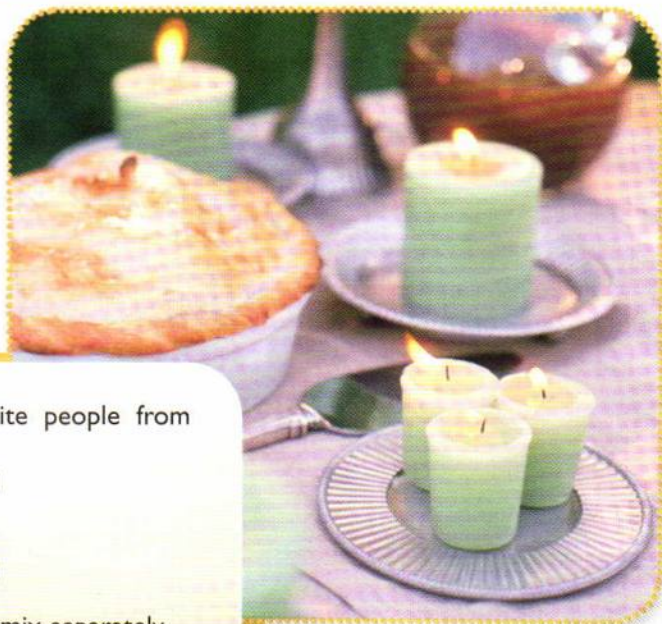
Study Skills

Listening for the specific information

Read the statements and underline key words to help you focus on what is important in the recording. Be careful to note if the statement is positive or negative. Think about the topic, use your own knowledge of the topic and predict what you might hear. Try to identify the correct answer on the first listening and confirm why it isn't the other options on the second listening.

Listening Task 1

- 1 **RNE**  You will hear a radio interview with Hannah, the editor of a lifestyle magazine. For statements 1-7, decide if each statement is True, False or Not Stated. Circle the answer you choose.



- 1 When choosing guests for a party don't invite people from different backgrounds.
A True B False C Not stated
- 2 Send out more invitations than you really want.
A True B False C Not stated
- 3 Always split couples up and encourage them to mix separately.
A True B False C Not stated
- 4 Always serve food and drinks yourself.
A True B False C Not stated
- 5 It's a good idea to use a catering company for the food.
A True B False C Not stated
- 6 For dinner parties, tell the guests where to sit.
A True B False C Not stated
- 7 Send an email or a card to say 'thank you' for any gifts.
A True B False C Not stated

Study Skills

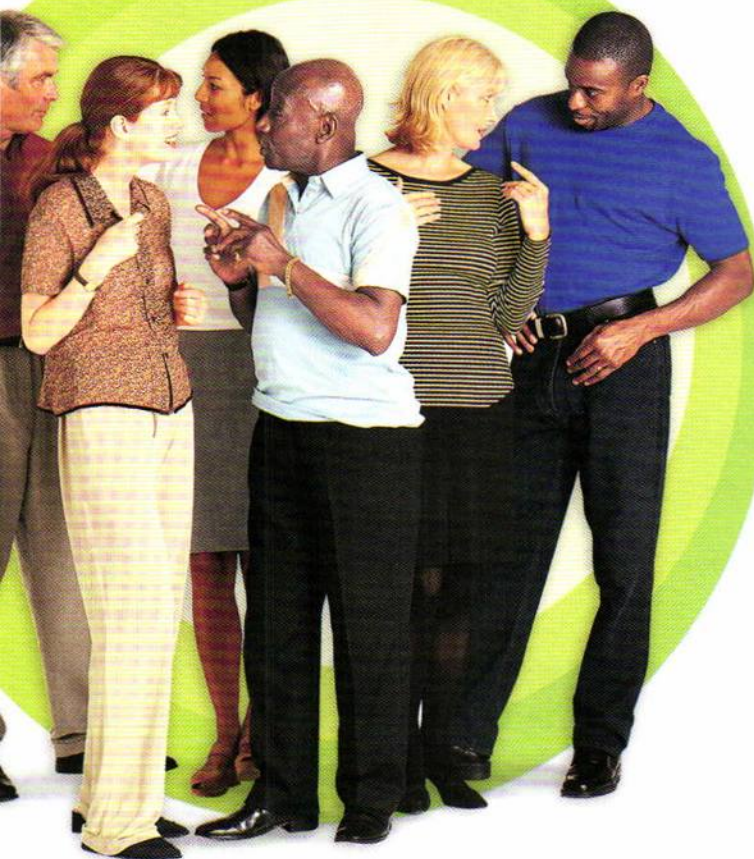
Listening for the specific information

Read the sentences before you listen and underline key words in the sentences. Think of/listen for words that mean the same as the words in the sentences (synonyms) and related words. The exact words in the sentences will not be heard on the recording. When you listen, think of a word that sums up what the speaker is talking about. You will hear information which may make one or more answer seem appropriate. Listen for the key words and expressions that indicate the correct answer. When you hear the recording again, listen carefully to check your answers.

Listening Task 2

- 2 **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 opted for a new line of work.
B I chose an alternative lifestyle.
C I altered my dietary habits.
D I turned a talent into an occupation.
E I went back to raising livestock.
F I have taken up a hobby.
G I furthered my education.

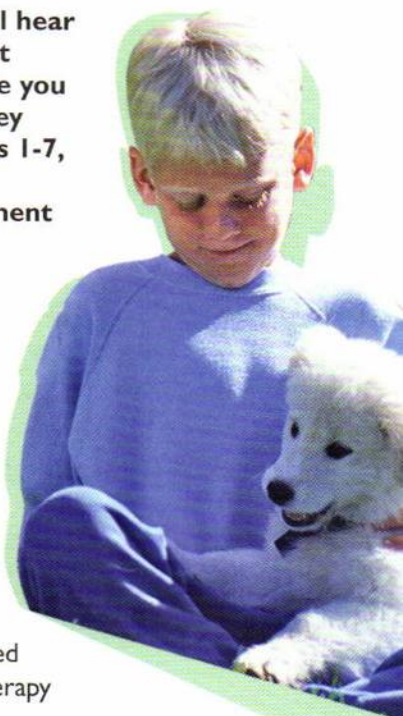


Speaker	1	2	3	4	5	6

Listening Task 3

- 3 **RNE**  You will hear a person talking about animal therapy. Before you listen underline the key words. For statements 1-7, choose A, B or C to complete each statement correctly. Circle the answer you choose.

- According to Scott
 - he only works with children.
 - he developed the use of Pet Therapy.
 - he has been a psychiatrist for more than 10 years.
- Boris Levenson discovered the advantages of pet therapy
 - after much research.
 - somewhat by chance.
 - through another psychiatrist.
- Pet therapy is now practised
 - all over the world.
 - only with young people.
 - by a handful of professionals.
- Sam and Elizabeth Corson
 - were successful with all their patients.
 - had not expected to get the results they did.
 - conducted their programme over a long period.
- The Australian study
 - used numerous animals.
 - was conducted in one place.
 - involved older people.
- Patients suffering from depression reported that Pet Therapy
 - had a temporary effect.
 - had altered their view of life.
 - meant they could stop using all medication.
- According to Scott, pet owners
 - are generally the same as non-pet owners.
 - are easy to understand as people.
 - tend to be more friendly to others.



Student A:

Task 1 (3 – 3.5 minutes)

Give a talk about **the advantages and disadvantages of public transport.**

Remember to discuss:

- why public transport systems are necessary.
- the problems in cities and towns caused by private transport (cars, motorbikes, etc).
- the difference in cost between private and public transport.
- whether you prefer public or private transport and why.

Useful phrases

- On the one hand ...
- On the other hand ...
- There are many benefits to ...
- One of the drawbacks of ... is ...
- My personal opinion is that ...

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

- Is public transport too expensive?
- Should private transport be banned from town/city centres?
- Does your town/city have a good public transport system?
- How could the public transport system in your area be improved?
- Do you use public transport regularly? Why/Why not?



Listen to a model answer. Why doesn't the speaker approve of private transport?

Task 2 (3 – 4 minutes)

You and your friend have been asked to choose a leaving gift for a popular teacher who is retiring. You can choose from:

- a silver watch
- a framed photograph of the school
- a set of leather bound books of literature classics
- a camera



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

Useful phrases

- Do you think it would be a good idea to ...
- What about ...
- Would it be better if ...
- I like this too because ...
- I'm not sure I agree with that because ...

Student B:

Task 1 (3 – 3.5 minutes)

Give a talk on **the advantages and disadvantages of foreign travel**.

Remember to discuss:

- how travelling abroad can broaden the mind (learning about other cultures, etc).
- how foreign travel is easier and cheaper than in the past.
- what the effects of mass tourism are on the environment.
- the benefits of travelling in your own country.

Useful phrases

- I would say that ...
- I think it's fair to say ...
- One thing that should be mentioned is ...
- There's no doubt in my mind that ...
- A (serious) downside of ... is ...

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

- Are young people today more interested in foreign travel than previous generations? Why/why not?
- Does travelling abroad make people more tolerant of the customs and traditions of other cultures? Why/Why not?
- Can tourism ever be good for the environment?
- Do many foreign tourists visit your area? Why/Why not?
- Where would you prefer to travel? At home or abroad?



Listen to a model answer. What does the speaker say about the benefits of foreign travel?

Task 2 (3 – 4 minutes)

You and your friend have been asked to organise an event to celebrate the 100th anniversary of your school. You can choose from:

- a lecture about the school's history from a local historian.
- an exhibition of photographs of the school throughout its history.
- a reunion party, inviting former pupils and teachers from the school.
- an evening of music performances by the school's pupils.



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 friends opinions and take them into account
- invite your friend to come up with suggestions
- come to an agreement

Useful phrases

- It's a good idea but ...
- I think this would be popular because ...
- Some people might not be too keen on that because ...
- I think it would be a better idea to ...
- Do you agree with me that ...

Unit

1.9

Writing: Letters/Emails



- There are various types of **letters/emails**. The type of letter/email you write depends on the reason for writing. The most common reasons for writing a letter/email are: **giving/asking about news, thanking/congratulating someone, inviting someone, making suggestions/complaints, giving/asking for advice/information, apologising for something, accepting/refusing an invitation, applying for a job, etc**
- Letters/emails can be written in informal, semi-formal or formal style. You need to think about who you are writing to before you start writing in order to use the correct style.
- **Informal letters/emails** are written to people you know very well (*e.g. close relatives, good friends, etc*). An informal letter/email should have:
 - an **informal greeting** (*e.g. Dear Sally/Mum/Uncle David, etc*),
 - an **introduction** – opening remarks (*e.g. It was great to get your letter, etc*) and the reason for writing (*e.g. I'm writing to ..., etc*),
 - a **main body** – the main subject of your letter.
 - a **final paragraph** – closing remarks (*e.g. Well, that's all for now.*),
 - an **informal ending** (*e.g. Yours/Love/All the best + your first name*).
- **Semi-formal letters/emails** are written to people you know, but not very well (*e.g. your friends' parents, a schoolteacher, etc*). A semi-formal letter/email should have:
 - a **formal greeting** (*e.g. Dear Mr and Mrs Stewart*),
 - an **introduction** – opening remarks (*e.g. Thank you very much for your kind offer, etc*) and the reason for writing (*e.g. I would love to ..., etc*),
 - a **main body** of two or three paragraphs – main topic of your letter.
 - a **final paragraph** – closing remarks (*e.g. I am looking forward to seeing you next month, etc*),
 - a **semi-formal sign off** (*e.g. Regards/Best wishes, etc + your full name*).
- **Formal letters/emails** are written to people you do not know well (*e.g. headmasters, employers, people in official positions, etc*). A formal letter/email should have:
 - a **formal greeting** (*e.g. Dear Sir/Madam – if you do not know the person's name, Dear Ms Green – if you know the person's name*),
 - an **introduction** – opening remarks which give the reason for writing (*e.g. I am writing in regards to ..., etc*),
 - a **main body** of two or three paragraphs – main topic of your letter.
 - a **final paragraph** – closing remarks (*e.g. Thanking you in advance for ..., etc*),
 - a **formal ending** (*e.g. Yours faithfully – if you do not know the person's name, Yours sincerely – if you know the person's name + your full name*).

- Style in informal and formal letters/emails

INFORMAL OR SEMI-FORMAL STYLE

Greeting:

Dear Mum/Sue/Uncle Bob, etc

- chatty and personal tone for informal letters/emails (*e.g. Sorry I haven't written in ages, but ...*)
- friendly but polite tone for semi-formal letters/emails (*e.g. How are your parents?*)
- contractions, colloquial expressions, idioms, phrasal verbs (*e.g. So what've you been up to lately?*)
- pronouns sometimes omitted (*e.g. Got to go now!*)

Sign off:

Best wishes/Love/Yours/Regards,
John

FORMAL STYLE

Greeting:

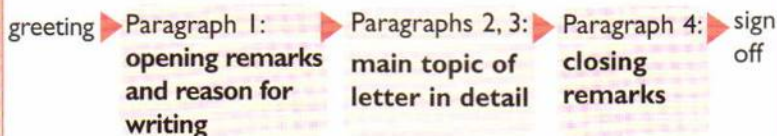
Dear Sir/Madam,/Dear Mr/Mrs/
Ms Green,

- advanced vocabulary (*e.g. I am writing to enquire whether ...*)
- serious, impersonal tone (*e.g. With reference to your advertisement ...*)
- no contractions, colloquial expressions, idioms, phrasal verbs
- frequent use of passive voice (*e.g. I can be contacted on...*)
- complex sentence structure (*e.g. No sooner had I ...*)

Sign off:

Yours faithfully/Yours sincerely,
John White

General outline for letters/emails



1 What type of letter/email is each sentence (1-20) from? Which sentences are formal? Which are informal? Put an F for formal and an I for informal language. Give reasons for your answers.

- | | |
|---|--|
| <p>1 In reply to your complaint about ... ☐</p> <p>2 I trust that this will answer your query. ☐</p> <p>3 Hope you can come. ☐</p> <p>4 I would like to inform you that you have been chosen ... ☐</p> <p>5 I hate to say it but I think I'll have to miss ... ☐</p> <p>6 Why don't you come and visit us? ☐</p> <p>7 I look forward to our meeting. ☐</p> <p>8 Can't wait to see you. ☐</p> <p>9 I am writing with regard to the advertisement ... ☐</p> <p>10 How about getting together next Sunday? ☐</p> | <p>11 Drop in whenever you get the chance. ☐</p> <p>12 You have been very helpful and I thank you for ... ☐</p> <p>13 I'm so happy you passed your exams. ☐</p> <p>14 By the way, I forgot all about ... ☐</p> <p>15 I am writing in response to your request ... ☐</p> <p>16 It is with great pleasure that we offer you ... ☐</p> <p>17 Please accept our sincere congratulations on ... ☐</p> <p>18 Drop me a line when you can. ☐</p> <p>19 You are cordially invited to attend ... ☐</p> <p>20 We regret to tell you that ... ☐</p> |
|---|--|

- Beginnings and endings of letters/emails

2 Match the beginnings to the endings, saying whether the beginnings and endings are formal or informal and identifying which style elements have been used.

Beginnings

- 1 Hey Jenny,
Just wanted to let you know how sorry I am that I couldn't come to your brother's wedding. You know that I really wanted to come.
- 2 Dear Sir/Madam,
I am writing in response to your advertisement in this week's paper for a junior secretary. I am very interested in applying for this position.
- 3 Dear Aunt Sue,
Hope this letter finds you well. I'm writing to you because I need your advice about something.
- 4 Dear Mr Grant,
I am writing to you because I am not at all satisfied with the changes that have been made at the gym. In the past I really used to look forward to coming to the gym every afternoon. Unfortunately, this is no longer the case.

Endings

- A I hope that you will consider me for the job. I have included a copy of my CV as well as several letters of reference. I look forward to hearing from you in the near future. Thanking you in advance,
Yours faithfully,
Kevin Murdock
- B So, Auntie, now you know about my problem. I really hope you can help me out. Hope to hear from you soon.
Love,
Joanie
- C I trust that you will take my complaints seriously. I expect that you will investigate the problems that I have described and take action to improve the situation. I look forward to hearing from you in the near future.
Yours sincerely,
Trent Phelps
- D So, as I said before, I'm really sorry I couldn't come but you know how it is ... sometimes things just come up out of the blue. Anyway, take care and keep in touch.
Kisses,
Annie

3 Write the first and the last paragraph for the following:

- 1 You are writing a letter to invite your friend to spend a weekend at your house.
- 2 You are sending an email to congratulate your English pen-friend on his success in his exams.
- 3 You are writing a letter to thank your English pen-friend's parents for their hospitality while you stayed with them.

Writing : Rubric analysis - Informal letters/emails

• Rubric analysis

- Always think about the situation in the **rubric**. This will help you plan your writing. Read the rubric carefully and underline the key words/phrases.

These indicate:

- **the imaginary situation** you will write about, who you are and the reason you are writing.
- **the imaginary reader** who is going to read your piece of writing. This will help you decide on the writing style you should use: formal, semi-formal or informal.

- **the type of writing task.**
- **the specific topics** you should include in your piece of writing.

Study the example below.

e.g. *'You are working abroad as a tour guide. Write a letter to your English pen-friend, describing the job saying what you like and what you don't like about it.'*

¹ situation, ² type of writing task, ³ reader - style, ⁴ specific topics

1 Read the rubrics below. Underline the key words. Find the imaginary situation, the imaginary reader, style, type of writing task and the specific topic(s).

- A** You recently bought a TV but you were given the wrong model by mistake. When you complained, the shop assistant was rude to you. Write a letter to the company's Complaints Department expressing your dissatisfaction and saying what action you expect to be taken (100-140 words).
- B** You have seen the following advertisement in an international magazine. Write your email applying for the job (100-140 words).

WANTED - SUN CAMP WALES

We are looking for young energetic people to work in our camp in July. There are all kinds of jobs available from cooking to entertaining campers.

Contact: Toby James at suncamp@yahoo.com

- C** You spent three weeks at your English pen-friend's house. You are back now. Write a letter to your friend's parents thanking them for their hospitality and explaining how your visit helped you improve your English (100-140 words).
- D** You won first prize in a short story competition. Send your English pen-friend an email telling him/her the news and how this could change your life (100-140 words).

2 Read the two models. Which is a(n) letter/email? Which is formal/informal? Give reasons. Which of the two models is an answer to one of the rubrics in Ex. 1?

A

Dear Ms Smith,

We are writing to inform you that your entry for our short story competition has been chosen by our judges as the best submitted. As you are aware, being the winner of our competition, your entry will appear in the next issue of *It's a Wonderful Life*.

In addition, you also win a €100 cash prize. We would like you to come to our offices to claim your prize and have your photograph taken for the local newspaper.

Please contact our offices to arrange for a suitable date and time for the photograph session. You can contact us on 210 87655544 from 9 to 5, Monday to Friday.

We look forward to hearing from you soon. Once again, congratulations on your winning entry.

Yours sincerely,

Cindy Giasson

Cindy Giasson (Editor-in-Chief)

B

To: Janie
From: Pam
Subject: I WON!

Janie,

You're not going to believe this! Remember that short story competition I entered? You know, the one for *It's a Wonderful Life* magazine? Well I won! I'm so excited, I'm on cloud nine! Not only will my story be coming out in next month's magazine, but I also get 100 euros! I even get my picture in the paper. This could change my whole life. You know how badly I wanted to become a writer. I'm so happy! Talk to you soon.

Take care,

Pam

- Informal letters/emails

- Informal letters/emails** are sent to people we know well. They can include: invitations, accepting or refusing invitations, giving news, asking for/giving information, asking for/giving advice, expressing thanks/regrets/congratulations, etc.

Opening remarks in informal letters/emails may include:

- **questions/wishes** about recent events, the person's health, etc.
- a **thank you** to the person for their last letter.
- **comments** about their news.
- an **apology** for a delay in writing/replying.
- the **reasons** why you are writing.

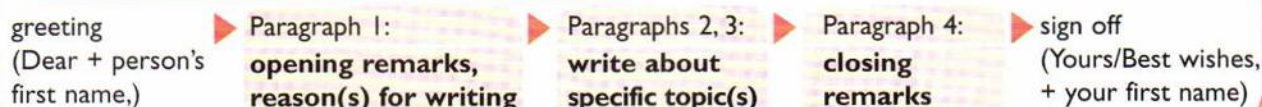
Closing remarks in informal letters/emails may include:

- **greetings** to the person's family/friends.
- **wishes, a promise** (e.g. *to write soon*), etc.
- a **request** to the person to reply soon.
- the **reason for ending** the letter/email.

- In **informal letters/emails** you may often talk about more than one topic.

e.g. Tell your friend about your summer plans and invite him/her to come with you.

General Outline for informal letters/emails



3 Read the following sentences. Mark them as O (opening remarks) or C (closing remarks). What point does each include?

- Sorry for not writing earlier, but
- I have to go now as Mum needs some help.
- Give my best wishes to your parents.
- Thanks for the lovely present.
- I hope that things will improve.
- How are you? Hope you're feeling better.
- Do write back soon.
- I'm writing to ask for your advice.

4 Read the rubrics. What points will the main body paragraphs include?

- You are going to spend a week at your English pen-friend's house and you aren't sure what clothes to take with you or how to get there. Write him/her an email asking your questions (100-140 words).
- You are on holiday in a country cottage. Send your pen-friend a letter describing your holiday so far and inviting him/her to spend a week with you (100-140 words).
- Your cousin has invited you to go on a five-day cruise. Write him/her a letter refusing the invitation and explaining why you aren't able to go (100-140 words).

5 Read the model. Which rubric in Ex. 4 does it answer? What is each paragraph about?

File Edit View Insert Format Tools Message Help

To: Peter

From: Robert

Subject: Questions

Dear Peter,

Hi, how are things with you? Thanks so much for inviting me to your house. I'm so excited that I can't wait! There are just one or two things I'd like to ask you before I come.

I was wondering what clothes I should bring with me for the week I'll be staying with you. You say the weather is usually good at this time of year, so I'm packing mainly light clothes. Should I bring a pullover and a jacket in case the evenings are chilly? What do you advise?

Could you also please give me some idea of how to get to your house? I'll probably be coming by train, in which case could you send me some directions on how to reach your house from the station?

Do write back soon and please give my best wishes to your parents. I'm really looking forward to seeing you.

Best wishes,

Robert

6 Choose one of the other rubrics and write your email/letter.

Unit 1.11

Writing : Informal letters/emails

- Letters/Emails inviting/accepting – refusing invitations

- Letters/Emails inviting/accepting – refusing invitations consist of four paragraphs. See how the paragraph plans differ.

INVITING	ACCEPTING	REFUSING
Para 1: opening remarks	Para 1: opening remarks, thanks for invitation	Para 1: opening remarks, thanks for invitation
Paras 2,3: details about the event (place, time, guests, food, decorations, etc)	Paras 2,3: accept invitation, make comments about the event, ask questions, offer to help, etc	Paras 2,3: refuse invitation, giving reasons
Para 4: closing remarks (ask person to let you know if he/she can come, express hope to see them, etc)	Para 4: closing remarks, thank person again	Para 4: closing remarks, thank person again

1 Read the extracts. Which type of letter is each from?

A Hi! How are you? Are you doing anything this weekend? We've decided to hold a party and we'd love it if you could come.

B Thanks a lot for the invitation. Unfortunately, I won't be able to make it.

C Thanks for the invitation to the party. Sounds like a great idea. I'd love to come and meet all your friends.

2 a) Read the email. What type of email is it?



b) Which paragraph

- gives details about food, drink, theme?
- invites the person, giving details about place and time?
- asks the person to let the writer know if she can come?
- invites the person to stay the night?

3 Read the email. Which language does the writer use to accept the invitation?



- Letters/Emails asking for/giving advice

- Letters/Emails asking for/giving advice from a friend usually consist of four paragraphs. See how the paragraph plans differ.

ASKING FOR ADVICE

- Para 1:** opening remarks, state the problem
Paras 2,3: describe the problem in detail and how it affects you
Para 4: ask for help/advice, closing remarks

GIVING ADVICE

- Para 1:** opening remarks, express sympathy
Paras 2,3: give advice supported by expected results
Para 4: express hope things will improve, closing remarks

Useful language

Asking for advice

- Do you think I should ...?
- Do you have any idea about ...?
- Can you think of anything that ...?
- What do you advise? • What can I do?

Giving advice

- If I were you, I'd ... • You should/shouldn't ...
- The best thing to do is ... • Why don't you ...?
- Have you thought of/about (+ing) ...?
- Another idea is to ... • It's best not to ...

Result

- This would/will mean that ... • That way ...
- If you do this, (you will/ won't ...) ...

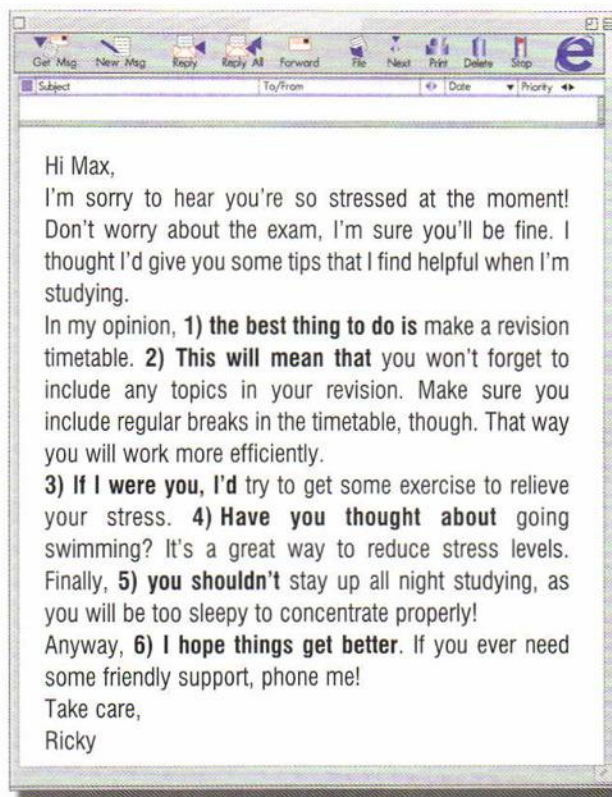
Ending the letter/email

- I hope my advice helps.
- Hope things get better.
- Let me know what happens.

4 Read the rubrics. What will the main body paragraphs be about?

- A** Your pen-friend is planning to travel to your country for the first time this year. Write a letter giving advice about when to come and what places to visit (100-140 words).
- B** Your best friend has an important exam coming up and is very anxious. Write an email giving advice about how to study well without becoming stressed (100-140 words).

5 Read the model. Which rubric from Ex. 4 does it answer?



6 Read the model again.

- a) Replace the phrases in bold with other phrases from the useful language box.
- b) What is Ricky's advice? What will the expected results be? Complete the table.

Advice	Results

7 Write your letter of advice for rubric A (100-140 words).

Unit 1.12

Across Cultures

1 What is the difference between **accent** and **dialect**? Fill in the dictionary definitions.

1 (noun) the way the words of a language are pronounced in a particular region.

2 (noun) a form of a language that is spoken in a particular region, sometimes with different words, grammar and syntax.

2  Listen to two people talking about accents and dialects. Underline the correct word in the sentences below.

- 1 People from Liverpool speak with a strong **accent/dialect**.
- 2 The local **grammar/dialect** in Liverpool is called Scouse.
- 3 At first, Mark couldn't understand the **dictionary/vocabulary**.
- 4 Sometimes, the **accent/grammar** in Scouse has different rules.

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

4 Match the words/phrases in bold in text A to their meanings below.

- difficult to reach • change/modify
- made to conform • taken up
- easy to use or understand
- protection/maintenance
- developed gradually

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



A Various Versions

Even though the roots of the Russian language are ancient, it did not really become **standardised** until the 19th century. One of the people to have the greatest influence 1) the Russian language was Alexander Pushkin, who, like Shakespeare, is one of the few writers who not only used language but created it and helped to 2) a nation.

Although standard Russian is taught 3) Russia and other Russian-speaking countries, it is not the only form of the language there is. Like most other languages, Russian also has many different dialects. One local dialect that has survived in Russia is called Varguza. Speakers of this dialect live in villages along the 4) of the White Sea in the Northwest of Russia. The **preservation** of this dialect may be 5) to the fact that these villages are quite **isolated** from the central, urban areas of Russia and because of the linguistic influences from other cultures that trade along these coasts.

Another interesting dialect of the Russian language is one that has **evolved** in modern times among native Russian speakers living abroad. This dialect is a 6) of English and Russian. It began life as a way of making communication easier between astronauts on the International Space Station but it is increasingly being **adopted** by 7) native Russian speakers. In New York you might hear Russian-Americans making *appointmyenti* (appointments) or referring to the *syim karti* (sim cards) in their mobile phones. This is a good example of how people **adapt** language to make it more **user-friendly**.

- | | | | |
|------------|---------|------------|--------------|
| 1 A in | B on | C to | D for |
| 2 A frame | B model | C shape | D produce |
| 3 A across | B over | C through | D about |
| 4 A beach | B shore | C coast | D seaside |
| 5 A as | B since | C because | D due |
| 6 A range | B blend | C compound | D collection |
| 7 A other | B extra | C further | D additional |

6 Match the words/phrases in bold in text B to their meanings below.

- defeated by force • a common language used by speakers of other languages
- taken in • became established
- a series of actions that achieve a particular result
- slightly different forms

LANGUAGE ROOTS



B Outside Influences

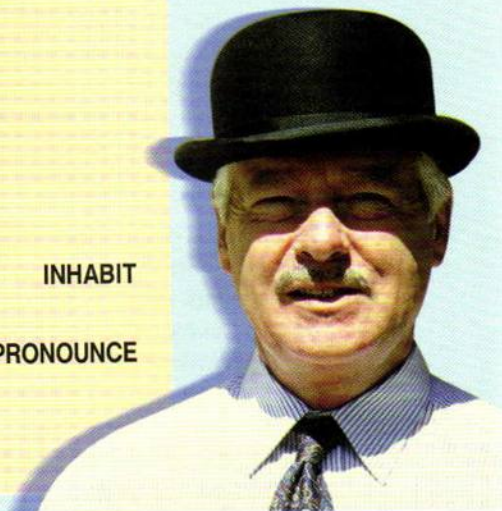
Perhaps one of the things that has made the English language today the closest the world has to a **lingua franca** is its 1) The history of Britain is a tale of many 2), from Anglo Saxons to Vikings and Normans, to name but a few, and they all left a 3) mark on the development of English as it is spoken today. One of the results of this is that English has always 4) **absorbed** words from other languages and this is a **process** that continues to this day. English has borrowed a very wide variety of foreign words and made them its own. Words like *char* from Chinese, *hoi polloi* from Greek and *apparatchik* from Russian are all words that are commonly used in English.

The language grew not only because Britain was **conquered** so many times but it also changed because of the British Empire. As the old empire spread the language across the world, it lost control of it too. Whatever part of the world English **took root in**, as either a native language in places like the US and Australia, or as a second language, the 5) changed the way it was used. Each region has its own dialect of the language, which has added new vocabulary and uses its own unique 6) or accent. What is fascinating is that these new **variations** on the language have also influenced how it is spoken in the land it originated in. English is a language that changes continually because of the vast variety of peoples and cultures that use it.

FLEXIBLE
INVADE
LAST

READY

INHABIT
PRONOUNCE



Speaking

7 Listen as you read the texts again. What do you think about regional dialects? Should all speakers of a language use the same form or not? Should dialects be encouraged or discouraged? Discuss your ideas with a partner and present them to the class.

8 In text B there are some examples of loan words (words borrowed from a different language). What do these words mean in English? Look them up in the dictionary and compare their meanings with the original meanings of the words below. Are there any differences?

- char — tea from Mandarin *cha*
- hoi Polloi — the many
- apparatchik — a member of a political party who always strictly obeys the party's orders

9 **THINK!** Why do you think it is important to study languages? In five minutes write down your opinion on the topic and then tell your partner.

Project!

ICT Use the texts and other sources to prepare a presentation on how and why the English and Russian languages have changed over the years. Make your presentation to the class.

- 1 Look at the picture. What do you think makes Doctor Dolittle different from other doctors? Read the biography to find out.



Hugh Lofting

(1886-1947) was born in England but lived most of his life in America. He spent many years travelling the world as a civil engineer and joined the Irish

Guards to fight in World War I.

While he was at war he saw many horrible and shocking things. Instead of writing about what he saw, he wrote imaginative letters and stories to his children back home.

These stories about animals were the basis for his most famous novel, *Doctor Dolittle* (1920). The story is about a village doctor who loves animals. He has many pets and discovers a way to communicate with animals, which changes his life completely.

- 2 Read lines 1-22. How might Doctor Dolittle's new way of communicating change his life? What do you think happens in the rest of the text? Read to find out. Then translate lines 1-22 into Russian.
- 3 RNE Listen as you read the text again. For statements 1-7, choose A, B, C or D to complete each statement correctly.

- 1 Doctor Dolittle is surprised and excited that ...
A parrots can speak more than one language.
B the parrot is asking about the porridge.
C Polynesia has never spoken to him before.
D birds have their own language.
- 2 When Dolittle asks Polynesia for "the Birds' ABC", he wants the parrot to tell him ...
A how to say these three letters in bird language.
B the whole alphabet in bird language.
C words starting with A, B or C in bird language.
D every word in bird language.
- 3 Soon after Dolittle becomes an animal doctor, ...
A different kinds of people bring sick animals to him.
B animals start coming to see him themselves.
C old women bring different kinds of animals to him.
D he deals only with farm animals.



- 4 The plough-horse ...
A thinks the other vet understood him.
B knows what is wrong with him.
C doesn't know why the pills don't work.
D thinks Doctor Dolittle is a stupid man.
 - 5 The word "him" (line 53) refers to ...
A the vet over the hill. C Doctor Dolittle.
B Polynesia the parrot. D the plough-horse..
 - 6 Dolittle takes the Italian's monkey because ...
A it isn't being treated very well.
B he is angry at the Italian.
C the Italian is rude.
D he wants to learn monkey language.
 - 7 The text is about ...
A learning new languages.
B how similar people and animals are.
C the ability to communicate.
D how to be a good doctor.
- 4 Mark the statements below T (true) or F (false).
- 1 It was the first time Polynesia had spoken to the doctor in bird language.
 - 2 After learning the animals' language the doctor completely stopped treating people.
 - 3 It was unusual for farm animals to wear glasses in Puddleby.
 - 4 The doctor's garden was often full of animals.

"Now listen, Doctor, and I'll tell you something. Did you know that animals can talk?" asked the parrot. "I knew that parrots can talk," said the Doctor.

"Oh, we parrots can talk in two languages – people's language and bird-language," said Polynesia proudly. "If I say, 'Polly wants a cracker,' you understand me. But hear this: Ka-ka oi-ee, fee-fee?"

"Good Gracious!" cried the Doctor. "What does that mean?"

"That means, 'Is the porridge hot yet?' – in bird-language."

"My! You don't say so!" said the Doctor. "You never talked that way to me before."

"What would have been the use?" said Polynesia. "You wouldn't have understood me if I had."

"Tell me some more," said the Doctor, all excited; and he rushed over to the dresser-drawer and came back with a book and a pencil. "Now don't go too fast – and I'll write it down. This is interesting – very interesting – something quite new. Give me the Birds' ABC first – slowly now."

So that was the way the Doctor came to know that animals had a language of their own and could talk to one another. And all that afternoon Polynesia gave him bird words to put down in the book. After a while, with the parrot's help, the Doctor learnt the language of the animals so well that he could talk to them himself and understand everything they said. Then he gave up being a people's doctor altogether. Old ladies began to bring him their pet dogs who had eaten too much cake; and farmers came many miles to show him cows which had the flu, and sheep with broken bones.

One day a plough-horse was brought to him; and the poor thing was terribly glad to find a man who could talk in horse-language. "You know, Doctor,"

said the horse, "that vet over the hill knows nothing at all. I am going blind in one eye. But that stupid man over the hill never even looked at my eyes. He kept on giving me big pills. I tried to tell him; but he couldn't understand a word of horse-language. What I need is spectacles. I would like a pair like yours – only green. They'll keep the sun out of my eyes while I'm ploughing the Fifty-Acre Field." "Certainly," said the Doctor. "Green ones you shall have." And soon it became a common sight to see farm-animals wearing glasses in the country round Puddleby; and from then on there was never a blind horse.

And so it was with all the other animals that were brought to him. As soon as they found that he could talk their language, they told him where the pain was and how they felt, and of course it was easy for him to cure them. Whenever any creatures got sick – not only horses and cows and dogs, but all the little things of the fields, like harvest mice and water voles, badgers and bats – they came at once to his house on the edge of the town, so his big garden was nearly always crowded with animals trying to get in to see him.

Once an Italian organ grinder came round with a monkey on a string. The Doctor saw at once that the monkey's collar was too tight and that he was dirty and unhappy. So he took away the monkey from the Italian, gave the man a shilling and told him to go away. The organ grinder got very angry and said that he wanted to keep the monkey. But the Doctor wouldn't let him and said he would look after the monkey from then on. So the Italian went away saying rude things and the monkey stayed with Doctor Dolittle and had a good home. The other animals in the house called him "Chee-Chee" – which, in monkey-language, means "ginger".

5 Match the verbs and adverbs/prepositions to make phrases from the text.

- rushed • put • gave • came • took • look
- after • over • round • down • up • away

... he **rushed over** to the dresser-drawer ... (line 18)

Listening

6 Listen to the extract and write what is wrong with each of the animals.

- monkey *collar too tight; dirty, unhappy*
- pet dogs
- cows
- sheep
- horse

Speaking

7 In pairs, take turns telling the story briefly in your own words.

Writing

8 **THINK!** Imagine you are an animal who has been to visit Doctor Dolittle. Write a letter to your animal friend telling him/her about your experience. Use the questions below and your own ideas to write your letter.

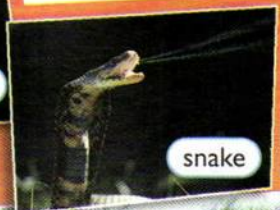
- What animal are you and what was the problem?
- How did Doctor Dolittle help you?
- What other animals did you see at his house?
- What do you think of Doctor Dolittle?



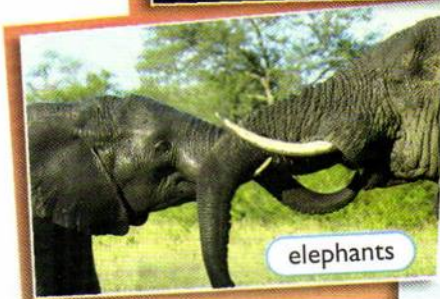
- Look at the animals in the pictures. Which animal seems to be on the attack? trying to scare something away? affectionate? playing? What helped you decide?
- Read the article and for gaps 1-12, choose A, B, C or D to complete each gap correctly.



blowfish



snake



elephants



horses

Animal Talk

Have you ever seen bees dancing, gorillas sticking out their tongues or horses rubbing noses? Well, you might be surprised to learn that these are not simply things they do to 0) entertain themselves or visitors at the zoo! They are actually very important 1) of communication. So, how exactly do animals use the different senses in order to speak to one another?

SMELL

The sense of smell is the most basic way in which even the simplest of creatures communicate. Many animals, including humans, 2) scents to attract others to them for reproduction, to keep 3) predators or to attract prey, whereas others, such as ants, leave scents to show others where to find food. Sometimes, how these scents are detected can be quite incredible. Snakes, for example, use their tongues to pick up scent in the air, whereas sharks can detect blood in the ocean about one mile away!

SIGHT

Many animals 4) wide use of body language in order to get their message 5) A female rabbit, for example, shows the white underside of her tail to tell her young to follow her to the safety of the burrow. In the same 6), bees perform a complicated dance to communicate the direction and distance of a food 7), while a blowfish blows up like a balloon to scare away predators. Meanwhile, gorillas stick out their tongues to show anger!

TOUCH

It's not just humans that 8) hands when they meet – chimpanzees also greet one another by touching hands. Other animals use the sense of touch in order to show their feelings 9) one another. To show affection, for example, elephants link their trunks together, while horses rub noses and giraffes press their necks together.

SOUND

We've all enjoyed waking 10) to the lovely sound of birds singing, but birds are not the only animals that use the sense of sound to communicate. The world's largest mammal, the whale, for example, has a complicated repertoire of low-frequency songs to communicate to others where they are and where there is food, sometimes 11) hundreds of kilometres. In fact, all sorts of animals use sound to speak in different ways. Elephants, for instance, trumpet in 12) of excitement or danger, male grasshoppers rub their hind legs over their wings to attract females and snakes and crocodiles hiss loudly to ward off intruders.

- | | | | |
|---------------|-----------|--------------|-------------|
| 0 A present | B perform | C enjoy | D entertain |
| 1 A processes | B schemes | C routes | D means |
| 2 A free | B release | C transfer | D supply |
| 3 A down | B over | C away | D up |
| 4 A make | B put | C have | D do |
| 5 A around | B across | C up | D forward |
| 6 A style | B form | C method | D way |
| 7 A means | B origin | C place | D source |
| 8 A shake | B shrug | C clench | D tap |
| 9 A at | B towards | C over | D against |
| 10 A by | B away | C over | D up |
| 11 A over | B for | C throughout | D during |
| 12 A minutes | B moments | C points | D stages |

- Listen as you read the text again. Tell your partner five things from the text that you found particularly interesting.

Project!

ICT Choose an animal and find information on the ways it communicates. You can visit this website: http://en.wikipedia.org/wiki/Animal_communication Write a short text about it. Present it to the class.

Progress Check 1

1 Fill in: volumes, shook, sense, concentrated, stare, hold, aggressive, blame, sighed, valuable.

- 1 I don't think I can make of what he says.
- 2 It's rude to at people.
- 3 He on his studies and got his degree in Medicine.
- 4 Intonation and rhythm of speech speak if you know how to interpret them.
- 5 Could you please the line?
- 6 He his head in disbelief when he heard the news.
- 7 She with relief when she found her missing keys.
- 8 Our teacher gave us some tips on dealing with exam stress.
- 9 Tom was given a warning about his behaviour in school.
- 10 Don't others when it's your fault.

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

2 Fill in: facial, build, nonverbal, talented, keep, gain, spirits, youth, work, user.

- | | |
|-----------------------|----------------------|
| 1 communication | 6 expressions |
| 2 in touch | 7 artists |
| 3 of art | 8 a reputation |
| 4 friendly | 9 popularity |
| 5 club | 10 be in high |

(Points: $\frac{\quad}{10 \times 1}$ 10)

3 Choose the correct preposition.

- 1 Never put the blame **in/on** others.
- 2 His hard work is the key **for/to** his success.
- 3 We saw them **off/down** at the station.
- 4 She was always running **out/down** other people's ideas.
- 5 Are you aware **of/for** the consequences?

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

4 Choose the correct word.

- 1 He gets paid more **than/from** his father.
- 2 The sooner you finish, the **best/better** it will be.
- 3 Do you fancy **come/coming** with us?
- 4 He can't run any **fast/faster** than that.
- 5 This is the **more/most** complicated issue I've had to deal with.
- 6 She was **such/so** tired she decided to have an early night.

- 7 I'd rather **stay/to stay** in tonight.
- 8 Take your credit card with you in case you **will need/need** extra money.
- 9 The road was closed **due to/because** heavy rain.
- 10 I'd prefer **travelling/to travel** by car.

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

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

- 1 The match was cancelled because it was snowing heavily.
due The match was snow.
- 2 Buy some juice because John might come round later.
case Buy some juice later.
- 3 She gets less money than her brother.
earns Her brother her.
- 4 This is the best she can do.
any She can't this.
- 5 We didn't expect they would charge us that much.
more We expected.

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

6 Complete the gaps with the words derived from the words in capitals.

- 1 She did her best to make a good on everyone. **IMPRESS**
- 2 He's very to criticism and gets upset easily. **SENSE**
- 3 Her has increased since she won the competition. **POPULAR**
- 4 They were deep in when I entered the room. **CONVERSE**
- 5 The audience reacted to his moving speech. **EMOTION**

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

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

Now I can ...

- talk about how people/animals communicate
- talk about gestures, emotions and languages
- talk and write about a festival I attended
- express preferences
- talk about performers and performing
- write informal letters/emails

... in English

Module 1 | Focus on RNE

Reading - Part 2

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 A skilful task | E A timeless drink |
| B A handy craft to know | F Helping out youth |
| C A fizzy favourite | G A traditional handicraft |
| D An international club | H A necessary skill |

① Knot tying uses various types of knots to fasten things such as rope, string and twine. Different types of knots are used for different tasks. The ability to tie knots is essential for mountain climbers, sailors, fishermen and even surgeons. The huge amount of information available about knot tying shows how important it is for people in their jobs and everyday lives.

② *Big Brothers* is one of the largest organisations in the United States dealing with one-on-one youth counselling. Established over a century ago, *Big Brothers* has proved time and time again that when young people have a positive mentor in their lives to guide and advise them, such as a *Big Brother* volunteer, they will have a brighter future.

③ The *Scout* movement, more commonly known as *Scouting*, has been around for a very long time. Begun in 1907 by Robert Baden-Powell, a senior officer in the British Army, scouting has spread around the world. In 1910, a similar movement, the *Girl Guides*, was set up for young females. The aim of the two movements is to support young people with emphasis on developing physical fitness and survival skills as well as citizenship training.

④ Cola, a caramel-flavoured caffeine beverage, was invented by the pharmacist John Pemberton. The drink, with its trademark bubbles, has become popular all over the planet. Cola often contains different kinds of sweetener such as sugar, stevia or corn syrup. Many cola manufacturers keep their cola recipe a closely guarded secret in hopes of staying ahead of their competition.

⑤ The beginnings of the art of embroidery, decorating cloth with small complex stitches, have been lost in history. Demanding great patience, each stitch is sewn by hand onto the fabric in what can be very elaborate designs. Some of the basic embroidery stitches include the chain stitch, the cross stitch and the buttonhole stitch.

⑥ Tea is a hot aromatic beverage that is made by pouring boiling water over the leaves or buds of the *Camellia sinensis* plant. Drunk around the world, it is the most highly-consumed beverage after water. The origins of tea and tea drinking have been lost in time but many believe that tea's 'discovery' was a fortunate accident.

⑦ Macramé utilises knots, rather than weaving or knitting, to make textiles. Cotton twine, hemp and yarn are the most commonly used materials for this decorative, but highly practical, handicraft. Once the basics have been learned, macramé can be used to make plant hangers and pot holders, for the edging on towels, shawls and veils, or to decorate anything from knife handles to bottles and jars.

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 Sign of Growing Up

It was the first time that Kevin and John 1) to stay home without a babysitter. Their parents were going out for dinner to celebrate their anniversary and the boys would be on their own.

As Mr and Mrs Smith 2) out the door they told the boys once again that they expected them to behave themselves. The boys nodded their heads and told them they didn't need to worry.

The front door closed and John, 3) mischievously at his brother, said, "So, what do you want to do first?"

For a few moments Kevin thought about all the things they 4) do now that they were all alone. Then he came to his senses. He said to his brother, "You know, John, I 5) to convince Mum and Dad for months that we don't need a babysitter. I don't want to let them down."

John stared thoughtfully at his brother and replied, "You're right, Kevin. If we cause trouble, Mum and Dad 6) us alone again."

Kevin said, "Exactly, so let's prove they 7) wrong about us. I say we do our homework and then play some videogames."

ALLOW

GO

GRIN

CAN

TRY

NOT LEAVE

NOT BE

Part 2

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

The Golden Age

The first half of the 19th century saw ground-breaking 1) in Russian literature. This period was the 'Golden Age' in which artistic 2) thrived. Romanticism, a genre of art, music and writing that focused on 3) emotions and the beauty of nature, was on the rise. The heroes and heroines of this style of writing often have a strong sense of being out of place in society and in many ways it was the 4) of the anti-hero. Two writers who were at the forefront of Russian romanticism were Pushkin and Lermontov.

Pushkin was an incredibly 5) writer. His use of everyday language in his poetry, plays and novels was quite original at the time, as was his ability to combine drama, romance and satire. Lermontov had only one volume of poems published in his lifetime, yet his works still speak directly to 6) despite a distance of almost two centuries. Both Lermontov and Pushkin died tragically in duels, but their genius lives on in the great works of the 'Golden Age'.

DEVELOP

CREATIVE

POWER

BEGIN

INNOVATE

READ

Part 3

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

Perceiving the Past

Memories are not always to be 1), thought Joanne as she sat in her sun-lit living room one Sunday afternoon. She had just been talking to her sister, Sherry, on the phone. The 2) had been about an event that had happened 30 years before. The strange thing was that the two sisters had very different memories of the event.

They had been talking about a dog and Sherry's 3) of it. Joanne had mentioned it because she thought it funny that Sherry, five years old at the time, had been so 4) by a tiny dog that was little more than a puppy. Joanne had finished relating her 5) of the story in which the dog playfully jumped up and licked their faces when she 6) that Sherry hadn't said a word and all she could hear was silence. Joanne thought that she had been cut 7), but then Sherry blurted out, "Are you mad? That animal was huge and vicious. Don't you remember? It attacked me!"

- | | | | |
|----------------|------------|------------|----------------|
| 1 A relied | B trusted | C depended | D counted |
| 2 A debate | B speech | C lecture | D conversation |
| 3 A fear | B fright | C scare | D panic |
| 4 A alerted | B alarmed | C warned | D worried |
| 5 A model | B kind | C version | D type |
| 6 A understood | B gathered | C realised | D comprehended |
| 7 A up | B off | C down | 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. Write your answers in the table. You'll hear the recording twice.

- A** I believe that the right types and quantities of food are key to a healthy lifestyle.
- B** I think that shops need to sell a wider range of natural foods.
- C** I believe that exercise is the only way to a healthier lifestyle.
- D** I am sure many people need to improve their cooking skills.
- E** I hope to adopt a healthier lifestyle in the future.
- F** I believe that people can decide if they want a healthier lifestyle.
- G** I know that I would have a healthier lifestyle if I had more free time.

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** David is leaving as soon as the exams finish.
A True B False C Not stated
- 2** David plans to fly from Paris to the south of France.
A True B False C Not stated
- 3** Nicola tells David that his plans sound perfect.
A True B False C Not stated
- 4** Nicola has been told that Mexico is a nice place to visit.
A True B False C Not stated
- 5** Nicola will delay booking a holiday.
A True B False C Not stated
- 6** Both David and Nicola have an exam on Tuesday.
A True B False C Not stated
- 7** Nicola will see Mrs Clarke about Module 4.
A True B False C Not stated

Speaking

Task 1 (3 – 3.5 minutes)

Give a talk on **the value of homework**.

Remember to discuss:

- whether homework has any educational value for children
- whether children should be encouraged to spend time on other activities after a long day at school
- how well it helps prepare students for the type of work they will have to do at university
- whether teachers should spend more time preparing lessons rather than marking homework

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 2

You have **40 minutes** to do this task.

Comment on the following statement.

Some people consider reality television shows to be low quality television. Others, however, find them an enjoyable and unique form of entertainment.

What is your opinion? Why do you think reality television shows are of such interest to some people?

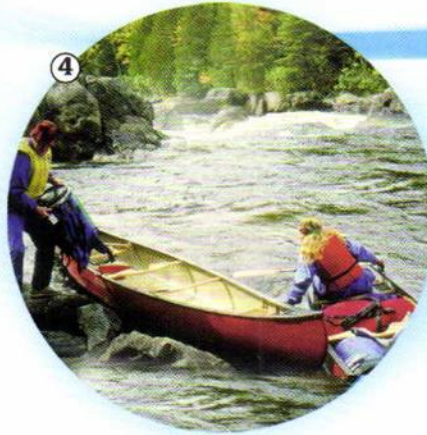
Your answer must be 200-250 words.

Use the following plan:

- make an introduction (state the topic for discussion)
- express your personal opinion and give reasons for it
- give arguments for the other point of view and explain why you don't agree with it
- draw a conclusion

Module 2

Units 1-14



Challenges

Look at Module 2

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

Find the page numbers for

- a volcanic eruption
- a Masai tribesman
- bungee jumping
- a diagram of the Earth

Listen, read and talk about ...

- animal groups & animal sounds
- national parks
- disasters
- extreme sports

Learn how to ...

- express dissatisfaction
- give & react to news
- encourage sb/respond to encouragement
- express opinions, agree/disagree
- make opening and closing remarks

- change informal language to semi-formal language

Practise ...

- conditionals, wishes, unreal past
- phrasal verbs

Write ...

- a letter to a pen friend telling him/her your news
- a diary entry about a volcanic eruption you witnessed
- a short paragraph giving your opinion on extreme sports
- write a formal letter/email

Across Cultures: Natural Treasures

Literature: The Burning World

Curricular Cut (Science): Standing on solid ground?

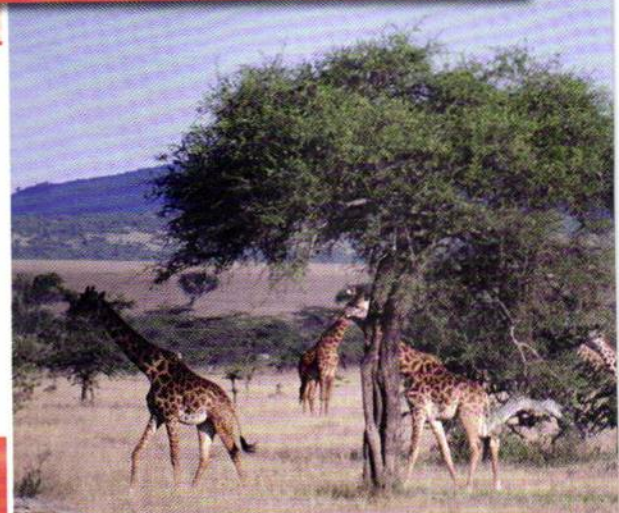


Lead-in

- 1 The pictures on pp. 38-39 were taken in Africa. Describe them. Why do you think people go on holiday there? How does tourism affect the people and the animals that live there? Read the text to find out.

Reading

- 2 **RNE** Read the text. For statements 1-7, choose A, B, C or D to complete each statement correctly. Then translate the first two paragraphs into Russian.



The Serengeti

As dawn breaks over the vast Serengeti an elephant herd slowly wanders to the side of the waterhole to drink, nearby a pride of lions is lazing in the dry yellow grass and a wild dog howls in the distance. The waterhole is a gathering place for the wildlife in this part of the Serengeti and for people, too. At night, the animal kingdom **reigns** over the area but the day brings tourists to photograph the wildlife, biologists to study the ecosystem and Masai tribesmen to water their herds of cattle. It appears that animals and humans are managing to live together in harmony in one of the last great wildlife refuges in Africa.

The name for the Serengeti comes from a Masai word that means 'the place where the land runs on forever' but it may not be big enough for the Masai to continue their traditional way of life there for much longer. Although the Masai were once free to **roam** wherever they pleased, since 1959 they have been **confined** to one small part of the Serengeti ecosystem, the Ngorongoro Conservation Area. The area was established as a place where the Masai could continue with their nomadic lifestyle, where wildlife could be protected and tourism could **flourish**.

Wildlife and tourism are both doing very well but the same cannot be said for the Masai tribes. In the past fifty years the Masai population has increased from about 10,000 to over 50,000. The result is that there are too many people and too few **resources** to support the traditional Masai way of life. The land available for them to **graze** their cattle is limited and they are only allowed to grow enough food to live on for fear that large scale farming will affect the area's natural habitat.

The rise in the Masai population is also worrying because of how it might affect the animals in the conservation area. Herds of wildebeest, zebras and other animals travel through the Ngorongoro region on their migratory paths. Masai settlements, farms and grazing cattle could interfere with these important **routes** and conservationists do not

want to cause any problems for the now growing numbers of animals in the area. So it's the Masai who are being asked to move out of their homelands and to change their way of life, even though the conservation zone was originally created to be a multiple-use area not just for wildlife.

In the Masai village of Endulen women with shaved heads, gleaming silver jewellery and colourful red robes are busy washing clothes in the stream. Tall, spear-carrying warriors hiss at their cattle as they drive them down the dusty main street towards the only water supply in the village. There is a hospital, a school and a market in this village of 8,000 but there is no fresh water supply, only the stream. A stream that supplies all the needs of the people and animals for drinking, washing, cooking and bathing. It is without doubt the life source of this bustling community, a community which continues to grow year by year.

Yet the conservation authorities do not want to provide the Masai with a reliable water supply. This is because they do not want to encourage **permanent** settlements within the conservation area. As far as the authorities are concerned, the Masai are only allowed to live in the area as nomads who make light use of the land. If the Masai want to make the shift from a nomadic existence to a farming community with full **amenities** such as a water supply and electricity, then they should, once again, be moved out of the Ngorongoro region.

The Masai have other ideas, though. Namely that they have no intention of being moved on again. Although the old ways are slowly fading, they still keep their livestock and go out on the land, even if it is only for days at a time rather than months. In the village they work on vegetable plots **outlawed** by the authorities and live in permanent **dwellings**. The flowing traditional red robes and leather sandals are still worn by many Masai but you can also see trainers and T-shirts, too. As another cell phone starts to buzz it becomes obvious that the Masai are making the long, slow **transition** to a more modern way of life.

1 The impression the writer gives of this part of the Serengeti is that

- A the animals rule in this region of Africa.
- B people and wildlife exist peacefully there.
- C there are too many people coming to the area.
- D it is one of the few places to see wildlife in Africa.

2 The writer says the Masai way of life has changed because

- A they have had to accept living with animals and tourists.
- B the Serengeti is no longer large enough to support them.
- C they are no longer allowed to go wherever they want.
- D they cannot continue their traditions in the conservation area.

3 The writer feels the growing Masai population has caused problems for the tribe because

- A it has made it very difficult to continue their traditions.
- B they are unable to grow enough food to survive.
- C there is too little room for them and the tourists.
- D they do not have sufficient space to graze their cattle.

4 Conservationists want the Masai to move to another area because

- A there has been a recent fall in the wildlife population.
- B the conservation area was designed to protect animals.
- C the wildlife could be a danger to their way of life.
- D they could disturb the movements of the wildlife.

5 The writer is surprised that in the village of Endulen

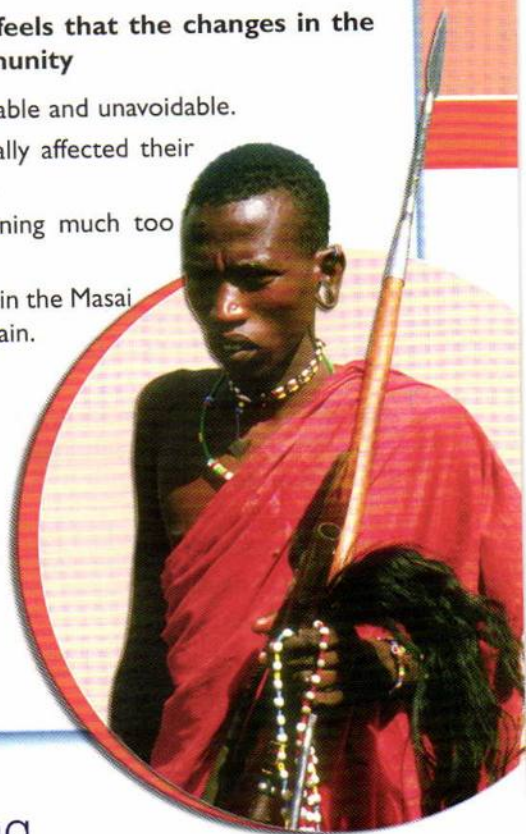
- A there are herds of cattle walking through the streets.
- B the community's water supply comes from a single source.
- C the community cannot provide enough water for the residents.
- D the women dress up before going to clean their clothes outside.

6 The writer uses the phrase 'to make the shift' (line 58) to mean

- A a change in lifestyle.
- B a move to a new area.
- C the Masai have become farm owners.
- D the tribe make too many demands.

7 The writer feels that the changes in the Masai community

- A are noticeable and unavoidable.
- B haven't really affected their traditions.
- C are happening much too fast.
- D will result in the Masai moving again.



3 Fill in: **conservation, breaks, support, use, live, grow, tourism, supply.** Make sentences using the phrases. Then translate lines 1-21 into Russian.

- | | |
|--------------------|-----------------|
| 1 dawn | 5 food |
| 2 in harmony | 6 area |
| 3 flourishes | 7 water |
| 4 life | 8 make of |

4 Match the words in bold with their definitions. Then explain the underlined phrases.

- roads • housing • change • thrive • means
- facilities • feed • restricted • made illegal
- wander • rules • everlasting

Speaking

5  Listen as you read the text again and make notes under the headings below. Use your notes to give your classmates a summary of the text.

- reasons the Masai way of life has changed
- problems the Masai face
- the future for the Masai

Writing

6 **THINK!** Spend three minutes writing about the problems the Masai face and what they should do.

Vocabulary & Grammar

• Animal groups

Collective nouns can refer to groups of animals of the same kind, e.g. a colony of penguins.



- 1 **Fill in:** swarm, pack, litter, pod, herd, army, pride, flock, school, colony. **What are these phrases in your language? Which are mentioned in the text on p. 38.**

- | | |
|----------------------------|------------------------|
| 1 a(n) army of ants | 6 a of wolves |
| 2 a of bees | 7 a of kittens |
| 3 a of butterflies | 8 a of elephants |
| 4 a of sheep | 9 a of fish |
| 5 a of dolphins | 10 a of lions |

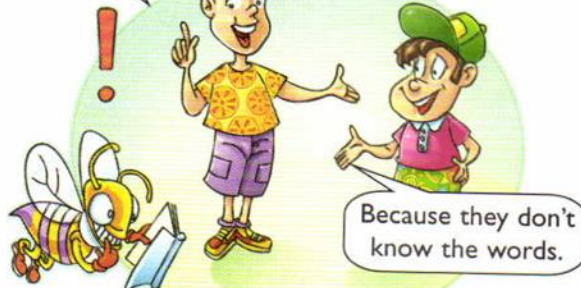
• Animal sounds

- 2 **Listen and number the sounds in the order you hear them. Then complete the joke.**

- | | |
|---|-----------------|
| a | bears growl |
| b | bees hum |
| c | birds twitter |
| d | cats purr |
| e | dogs bark |
| f | wolves howl |
| g | lions roar |
| h | peacocks scream |
| i | snakes hiss |



Why do bees?



Because they don't know the words.

• Ways to speak

- 3 **Choose the correct word to complete the sentences. Check in your dictionaries.**

- Stephen suddenly **roared/screamed** with laughter, making us all jump.
- All the children **howled/shrieked** in alarm when the mouse ran across the floor.
- The captain had to **call/shout** to make himself heard above the noise of the storm.
- The crowd **cried/yelled** with excitement when their team scored in the last seconds of the game.
- We all **purred/howled** with delight when our team won.
- The audience **twittered/roared** in approval when the name of the winner was announced.
- The room **buzzed/growled** with nervous conversation as the students waited for the examination to begin.
- "What do you think you're doing?" he **purred/roared** in a threatening voice.

- 4 **Choose the correct word. Give reasons. Then translate the sentences into Russian.**

- She tried to with her life despite the difficulties.
A carry B continue C maintain D keep
- The new model is now for the US and Canada.
A accessible B ready C available D free
- It is believed that changes in the weather people's moods.
A amend B relate C influence D affect
- They don't know what him to lose control of the vehicle.
A resulted B caused C led D made
- Groundwater is the only water for the village.
A provision B store C supply D origin
- Locals have no intention of from their area.
A removing B changing C leaving D moving
- The zoo was originally to protect endangered animals.
A formed B settled C established D started
- Guests are asked to make use of facilities such as the Internet.
A slight B light C faint D soft
- Old ways slowly away, making way for a new way of life.
A fade B vanish C lose D die
- There is a(n) number of people who move from big cities to the countryside.
A developing B expanding C growing D advancing

5 Fill in **clean** or **clear**. Make sentences using the phrases.

- 1 energy; 2 crystal water;
3 sky; 4 start;
5 case; 6 meaning;
7 voice; 8 instructions

• Phrasal Verbs

6 Replace the verbs/phrases in bold with the correct form of the phrasal verbs in the list. Check in Appendix I.

- come across • hang up • put up
• put off • put across

- I **found** this ring by chance when I was clearing out the attic.
- My cousin always **provides** me **with accommodation** when I go to York.
- He is a brilliant mathematician, but he cannot **explain** his ideas easily.
- Sarah **ended the telephone conversation** before I could give her my new number.
- Don't **delay** seeing a doctor.

Listening

- 7 a)  Listen to someone talking about the way animals are treated in circuses. How does he feel about it?

- b) **THINK!** Should animals be used for our entertainment? Use ideas from the listening above and the language in the box below to tell your partner.

Everyday English

• Expressing dissatisfaction

Expressing dissatisfaction

- There seems to be something wrong with ...
- That's/It's (just/simply/clearly, etc) unacceptable/not acceptable.
- That's/It's not good enough.
- That/It (just/simply/clearly, etc) won't do.
- This is not right.
- It's a (real) shame./It seems a (real) shame to me that ...
- It's disgusting!/It's a disgrace!

• Key word transformations

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

- He didn't manage to persuade the board of directors.
succeed He the board of directors.
- She said nothing as she was afraid they would misunderstand her.
fear She said nothing misunderstood.
- In my opinion the measures taken are not enough.
concerned As the measures taken are not enough.
- They do not plan on moving to the countryside.
intention It's to the countryside.
- To me, the twins are completely different from each other.
comparison To me, there the twins.
- You can't enter this area.
allowed You this area.

• Tense revision

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

Dear Jane,

Well, here I am in Africa. It's much hotter than I thought it would be and drier too, but it's so beautiful. I knew Kenya would be beautiful, but I have to admit I 1) that it would be so thrilling.

Anyway, after 2) yesterday it took us a couple of hours to get from the airport to the safari lodge. As we 3) I saw lots of wild animals on the way, mostly antelope and zebra, so I can't wait to see something really exciting, like a lion.

We thought about staying in a tent for a more authentic experience, but now I'm glad we 4) to stay in the safari lodge. I think a tent 5) really uncomfortable.

Well, I'm off to get some breakfast now and then we are taking a jeep into the Serengeti National Park. I am hoping we 6) lots of different kinds of animals. It's only the first day and I 7) myself already.

Love to all,
Rachel



NOT EXPECT

ARRIVE

DRIVE

DECIDE
BE

SEE
ENJOY

10 Use the time adverbs below to make true sentences about yourself. Tell your partner.

- at the moment • at 6 o'clock yesterday afternoon • already • never
• last summer • at present • yet • since • always • every day

e.g. I'm having an English lesson at the moment.

Writing

11 Portfolio: You are on holiday. Write a letter to your English pen friend telling him/her your news. Use the letter in Ex. 9 as a model (100-140 words).

Unit

2.3

Lead-in

1 In pairs answer the questions.

- 1 What is a volcanic eruption? What causes it?
- 2 What is the difference between an active and a dormant volcano?
- 3 Can you name some volcanoes? What type are they?

2 Look at the title of the text and the pictures. What do you think the article will be about? Discuss with your partner.

3 In pairs, decide whether the following statements about Mount Vesuvius are true or false. Read through the text and check.

- 1 Mount Vesuvius is a volcano near Naples in Italy.
- 2 The volcano last erupted nearly 4,000 years ago.
- 3 Everybody living closer than 10 miles to the volcano was killed during an eruption.
- 4 The bodies of victims were preserved for thousands of years.
- 5 You can see victims' bodies in the British Museum.
- 6 Experts believe that Vesuvius is a dormant volcano.

Reading

4 a) **RNE** 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.

Study Skills

Using text linkers

When you choose the part of the sentence that best fits each gap make sure you look for linguistic devices, e.g. words/phrases showing time periods, pronouns, repetition of words, tense concordance, ideas etc that mark text cohesion. These words will help you make the correct choice.

b) Compare answers with your partner. Which words helped you make your choice?

In The Shadow of VESUVIUS



- A which was lying on a bed of pumice stone
- B who was working a short distance away
- C but they would have had no time to flee
- D which made it more and more difficult to breathe
- E which is aimed at investigating Mount Vesuvius's deadly history
- F in order to shield herself from the ever-thickening ash
- G which will show that there will, indeed, be further eruptions

Over 4,000 years ago, and long before burying Pompeii under ashes, Mount Vesuvius erupted and **devastated** the region of Naples in Italy. According to certain geologists and archaeologists we need to take a look at the past to prevent a similar disaster in the future.

The young woman was hard at work, tending the crops that were her family's **livelihood**. Suddenly, she straightened up and looked around her. Something was not right. She spotted an older man, perhaps her uncle, **1** . Focused on his task, he had not seemed to notice anything strange or unusual. Then they heard a thunderous **roar**, like the coming of the end of the world. Instantly, the woman and man began running.

Approximately 3,780 years ago, and not for the last time, the Italian volcano Mount Vesuvius erupted. For the thousands of inhabitants living within a 10-mile radius of the mountain, the eruption meant almost certain death. Many of these locals chose to run towards what is now the modern-day town of Avellino. Unfortunately, this decision led them directly into the eruption's fury. Rocks **pelted down** onto their heads from the skies above and ash filled the air, **2** . The sun was blocked out and it became very dark.

In an attempt to **escape** from the nightmare, the young woman and older man desperately ran up a nearby hill. **Instinctively**, they thought that if they could only make it to the top they would find safety in a grove of trees that grew there. The incline seemed to become steeper and steeper. Their lungs felt as though they would burst. First the man, then the woman fell to the ground gasping for air. The woman covered her face with her hands, **3** .

When her remains were discovered in December, 1995, the woman was still in this position. While drilling test

holes for a proposed gas pipeline, Italian archaeologists found her near-perfectly preserved body **4** . Not long after, during further excavation, the scientists came across a second skeleton. It was that of the older man who had tried to escape with the young woman. He too, in a last desperate attempt at life, had **shielded** his mouth and nose with his hands.

The two bodies now lie in the Museum of Anthropology at the University of Naples. After the remains had been found, anthropologist Pier Patrone and volcanologist Giuseppe Mastrolorenzo were called in. According to this pair of experts, the final resting spots of the two victims provided perfect evidence for when their deaths, and the eruption that had caused them, had occurred.

Patrone and his colleague were given exactly two afternoons to remove the bodies from the site. Using all their skills, the men managed to accomplish their task in the short time they had been allotted. It was the remains of these two unfortunate beings that led to the setting up of a project **5** .

Working together over the past ten years, volcanologists, anthropologists and archaeologists from all over Italy are on a quest for more information. This team of professionals needs to find proof **6** . Without **concrete** evidence that Vesuvius is a disaster waiting to happen, their warnings will fall on deaf ears.

Petrone and Mastrolorenzo continue to **scour** the area surrounding Naples, collecting data based on their findings from various excavation sites and the remains they contain. Their investigations provide background for what happened on that terrible day almost four **millennia** ago. For, as far as Petrone and Mastrolorenzo are concerned, it is not a question of 'if' Vesuvius will erupt again, but rather 'when'.

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

- | | |
|--------------------------|-----------------------------|
| • fell with great force | • without conscious thought |
| • destroyed completely | • thousands of years |
| • loud frightening noise | • get away |
| • specific and definite | • way of earning money |
| • protected | • thoroughly search |

6 Fill in: **thunderous, ever-thickening, pumice, drill, perfectly, quest, gasp, grove, excavation, provide, set up, desperate.** Make sentences using the phrases.

- | | |
|---------------------------|------------------------|
| 1 a for information | 7 preserved body |
| 2 roar | 8 evidence for |
| 3 for air | 9 sites |
| 4 ash | 10 a project |
| 5 holes | 11 stone |
| 6 attempt | 12 of trees |

Speaking

- 7  Listen as you read the text again. Which four things impressed you? Tell your partner. Then translate the last three paragraphs into Russian

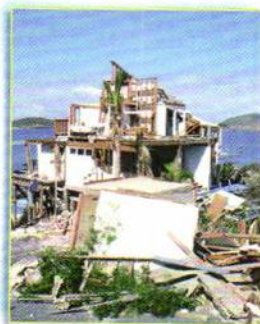
Writing

- 8 **THINK!** Imagine you lived close enough to see the disaster. In three minutes, write your diary entry for the day, describing the events and your feelings. Read your entry to the class.

Unit 2.4

Vocabulary & Grammar

- Disasters



1 Which of the following disasters often happen in your country? Which one do you think would cause the most damage?

- earthquake • flood • oil spill • avalanche • famine
- volcanic eruption • hurricane • landslide
- tsunami • drought • heatwave • forest fires

e.g. In my country earthquakes happen quite often.

2 Fill in: howl, flood, burst, shake, rustle, pour, rumble in the correct form. Check in your dictionaries.

- When the house started, he realised that he was experiencing a strong earthquake.
- We knew there was going to be a storm because we could hear the thunder in the distance.
- It with rain all night so we were not surprised to learn that the town centre had
- If the dam, it will be a huge disaster.
- The wind as the hurricane approached us.
- A sudden puff of air the dead leaves in the courtyard.

3 Choose the correct word. Give reasons.

- Countless/Limitless/Unlimited/Extensive people died in the earthquake last week.
- The 2004 tsunami demanded/claimed/moved/removed the lives of over 200,000 people.
- Their decision led/drove/guided/showed them to leave the country.
- In a(n) trial/attempt/struggle/test to save her cat, the little girl got seriously injured.
- Jay swam to the surface of the water and gulped/gasped/strangled/caught for air.
- The theatre was built on the rest/remains/leftovers/debris of a Roman arena.
- We saw no fact/evidence/proof/signal of damage from the hurricane.
- It was too hot to sit in the sun, so Sam sat in the shadow/shade/cover/shelter of a tree to stay cool.
- There were a lot of patients/targets/victims/sufferers in the flood.
- As he held his breath, he felt that his lungs were going to burst/blow/crack/break.

Everyday English

- Giving & Reacting to news

Giving news	Reacting to good/bad news
• Have you heard?	• That's great/remarkable/amazing!
• Listen to this. You won't believe it.	• What a relief.
	• Oh, how awful.
	• Oh, no. Don't tell me.
	• Is that true?
	• Oh, dear. That's terrible/tragic.

4 Work in pairs. Use the language in the table above and the newspaper headlines to act out exchanges, as in the example.

HUNDREDS RESCUED FROM DEBRIS AFTER EARTHQUAKE STRIKES

FIREFIGHTERS SAVE TWENTY FROM CERTAIN DEATH IN BLAZE

FERRIES CAPSIZE IN FLOOD

SEVEN PEOPLE DIE IN AVALANCHE IN BRITISH COLUMBIA

FAMINE KILLS THOUSANDS IN ETHIOPIA

HUNDREDS OF HOMES DESTROYED AS HURRICANE STRIKES

e.g. A: Have you heard? Hundreds of people were rescued from the debris shortly after the earthquake.
B: That's remarkable! The rescue workers must have worked really hard.

- Words often confused

5 Pair or couple? Complete the phrases. Then complete the joke.

1 a of gloves; 2 a of days;
3 a of miles; 4 a of scissors;
5 a of boots; 6 a of dancers;
7 a of glasses; 8 a of reporters



• Idioms

6 Choose the correct word. What are these idioms in your language?

- 1 His **blood/sweat ran cold** when he saw the huge tidal wave approach.
- 2 He **was chilled to the neck/bone** when he came out of the cold sea.
- 3 She was so scared she **couldn't move a toe/muscle**.
- 4 It rained heavily. We got **soaked to the bone/skin**.
- 5 His warnings **fell on deaf eyes/ears**.

• Prepositions

7 Fill in the correct preposition. Check in Appendix II.

- 1 You must focus the details.
- 2 His decision led them wrong conclusions.
- 3 They ran up to the highest point an attempt to escape from the waves.
- 4 The search was aimed locating any people buried under the debris.
- 5 They removed the rocks the site.

• Conditionals –
Unreal Past – Wishes

GR pp. 167-168

8 Put the verbs in brackets into the correct tense. Give reasons.

- 1 If I (be) you, I would ask for help.
- 2 If we (not/have to) evacuate our homes, we wouldn't be living in tents at the moment.
- 3 I'd rather you (leave) the weather forecast, we wouldn't be stranded in this tiny village.
- 4 If only we (hear) the weather forecast, we wouldn't be stranded in this tiny village.
- 5 When an earthquake hits, the ground (shake).
- 6 If he (have) a lot of money, he would help those in need.
- 7 If they (leave) the building on time, they wouldn't have been trapped inside it.

• Key word transformations

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

- 1 You should pay attention to what he says.
take You'd what he says.
- 2 It took them months to repair their houses.
spent They their houses.
- 3 It's a pity they didn't find the missing boy.
only If the missing boy.
- 4 Would you mind if I left an hour earlier?
object Do you an hour earlier?

- 5 The heavy rain caused the village to be cut off.
result The village was cut off raining heavily.
- 6 They continued to look for survivors.
carried They for survivors.

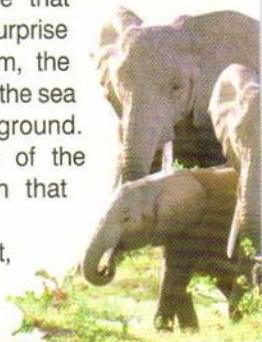
10 RNE Read the text. For gaps 1-7, choose A, B, C or D to complete each gap correctly. Then translate the text into Russian.

Animals in the Know?

If anyone were to tell you that animals had some kind of sixth 1) that allowed them to predict when a disaster was about to happen, would you think you were being teased? Many people would, but an increasing 2) of animal behaviour experts are beginning to suspect that animals have some sort of ability to sense impending danger.

As an example 3) this, it has been reported that on the morning of the catastrophic tsunami in Thailand, a 4) of elephants that were feeding on a beach near the village of Bang Koey seemed to be aware that something terrible was about to occur. To the surprise of the villagers who were in 5) of them, the elephants suddenly stopped feeding, looked at the sea and then began running 6) higher ground. Mystified by this peculiar behaviour, many of the villagers chose to follow them, a decision that probably saved their lives.

It wasn't long afterwards, only minutes in fact, that the huge 7) swept in from the sea destroying everything in its path.



- | | | | | |
|---|-----------|-------------|----------|--------------|
| 1 | A feeling | B judgement | C sense | D awareness |
| 2 | A total | B amount | C number | D quantity |
| 3 | A of | B for | C to | D with |
| 4 | A pack | B colony | C flock | D herd |
| 5 | A care | B duty | C charge | D protection |
| 6 | A beyond | B towards | C along | D through |
| 7 | A tide | B wave | C flood | D swell |

Listening & Writing

- 11 Listen to three people describing a disaster they each experienced. Which disaster is each person talking about: **avalanche**, **earthquake**, **hurricane**?

Rosa Liam May

- 12 Think of a disaster you have heard about on TV. Write a short paragraph about it. Write what, when and where it happened and what the consequences were.

Lead-in

- 1 Look at the pictures. What do they show? Use the words below and discuss with your partner.

• thrilling • scary • fun • risky • intense
• exhilarating • dangerous • incredible challenge

Reading

- 2 a) Read the texts. Which of the activities can you see in the pictures? Which one do you think is the most challenging?

b) **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.

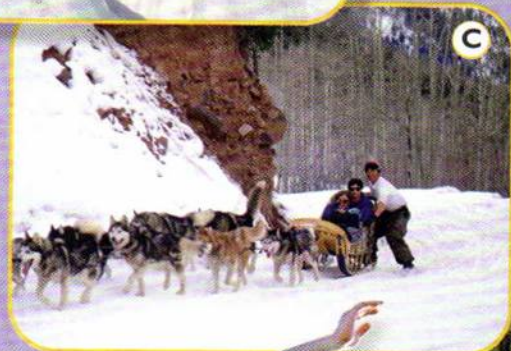
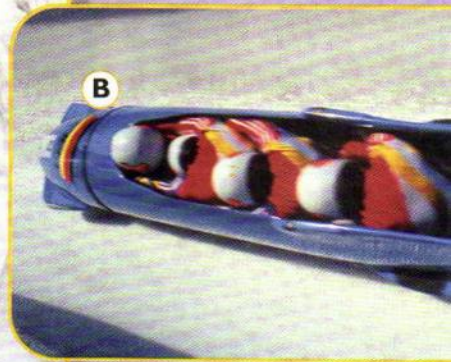
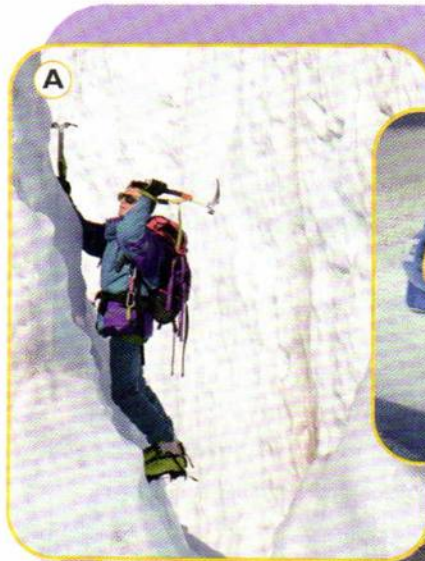
- A Prizes before pride
- B Battle of the brains
- C Preparation and pleasure
- D Going to extremes
- E Racing out of necessity
- F Inspired by others
- G Going for gold
- H Reaching a peak

- 3 Match the words in bold in the texts to their meanings and make sentences of your own. Then translate texts 3 and 5 into Russian.

• opens up • perseverance • remember • tension
• embarrassment • crater • extensive • passion
• obstruct • fearful • barren/gloomy • represent
• evaluate • landscape • supporters

- 4 Fill in: members, climbing, question, knowledge, race, lava, power, arrangements, range, pace. Make sentences based on the text using the phrases.

- | | |
|-----------------------|------------------|
| 1 will | 6 sleeping |
| 2 walking | 7 in |
| 3 team | 8 mountain |
| 4 in-depth | 9 rock |
| 5 cross-country | 10 molten |



Listening & Speaking

- 5 Listen as you read the texts again. Choose one of the challenges from the texts and tell your partner what it is that makes that challenge interesting or exciting.

Writing

- 6 **THINK!** Choose a challenge you would like to undertake and spend three minutes writing about it. Read your sentences to the class.

CHALLENGES

1 If you are looking for the adventure of a lifetime, how about bungee jumping into the **basin** of an active volcano in Chile? This is definitely not for the **faint-hearted**. To begin with, you will have to fly on the outside of a helicopter travelling at high speed. Once the helicopter is hovering over the crater you make the leap. The bungee extends up to 450 feet below the helicopter and you will end up within 700 feet of the molten lava.

2 University Challenge is a quiz programme that has been watched by British TV viewers since 1962. Every series starts with 28 teams, each with four contestants from a single university. The questions mostly require the contestants to **recall** knowledge although sometimes they involve calculation. A starter question is asked and the first contestant that presses a buzzer can answer. If the answer is correct, their team is given three more questions. The team scoring the most points in the match goes on to the next round. After 16 matches a winning team emerges.

3 Rock climbing and mountaineering are popular sports in Russia, which is not surprising as this is where the highest mountain in Europe is found. Mount Elbrus is 5,642 metres high and is just north of the main Caucasus mountain range. In the summer, it is not necessary to have in-depth knowledge or wide experience of mountaineering techniques to climb the mountain. However, courage and plenty of will power are needed to cope with the weather conditions. It is often cloudy with low temperatures and strong winds. Climbers who reach the summit are rewarded with spectacular **panoramic** views.

4 *Iron Will* is a fascinating film with a well developed plot. The story **unfolds** when Will Stoneman's father dies in an accident and he is left to look after his family. They need money, so Will decides to join a cross-country dog-sled race with his eyes on the prize money. He prepares for the race both physically and mentally with the help of a coach, Ned Dodd. The harsh weather and **bleak** landscape seem to **symbolise** the hardship in Will's life that must be overcome. When it comes to the actual race, the **suspense** created in the film is absolutely brilliant.

5 In the Japanese TV game show *Takeshi's Castle*, the castle in question is guarded by Count Takeshi and his **henchmen**. It is their job to **hinder** the progress of 100 keen contestants who take part in the game and who undertake a variety of physically challenging tasks. These include climbing slippery walls, running through mud, jumping onto moving objects and attempting to cling to the castle in a Velcro* suit. The tasks get harder as the game progresses but contestants seem quite happy to put up with a lot of **humiliation** in their attempt to win prizes.

*Velcro (n): trademark for special material used to fasten sth

6 One of the attractions of a good sports movie is the enthusiasm — even **obsession** — of a dedicated athlete that comes across so effectively on screen. In *Cool Runnings*, the hero Derice Bannock is determined to make it into the Olympics so he starts Jamaica's first Olympic bobsledding team. His determination and **persistence** are inspirational and this is cleverly balanced with the humour provided by the dynamics* between him, the other team members and their less than willing coach. Altogether, this is a thoroughly good family film.

*dynamics (n): opposing forces among a group of people that causes change

7 Anyone who wants to undertake a mountain trek for charity should take part in a training weekend. Having the chance to walk for two days in the mountains enables volunteers to **assess** their fitness and walking pace and learn how to cope with the **terrain**. It also provides an opportunity to meet people who have already undertaken such a challenge and others who are about to. Being informed about such issues as foot care, altitude, sleeping arrangements and medical issues can make a big difference to your enjoyment of the trek.

Unit

2.6

Vocabulary

• Extreme sports

- 1 In one minute, try to add two more sports to each category. Compare with your partner.

extreme sports → *paragliding*

team sports → *rugby*

water sports → *water polo*

ball sports → *squash*

spectator sports → *football*

contact sports → *karate*

winter sports → *skiing*



- 2 Fill in: *spectator, umpire, referee, attempt, pitch, game, match, fan*.

- He's not interested in football, but he is a great of tennis.
- She was very proud of having received a bronze medal for her first at diving.
- The blew his whistle to end the game just after the home side scored the winning goal.
- The game had to be cancelled because the was frozen.
- We had a lovely picnic on the green as we watched the cricket
- Peter persuaded me to stay and play another of table tennis.
- My father has been a tennis for more than twenty years and he says players have never argued with his decisions.
- I don't really enjoy being a at sports events, I'd much rather be playing!

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

- The top golfers in the world can earn huge amounts in **prize/reward** money.
- Everybody **cheered/approved** loudly when the leading runners entered the stadium.
- Last night Liverpool **beat/won** Manchester United by three goals to one.
- More people **contested/competed** in this year's marathon than ever before.

- They **missed/lost** the game when their goalkeeper was injured.
- The crowd went wild when the captain was **presented/awarded** with the cup.

- 4 Choose the correct word.

- She felt numb with **fear/horror/alarm/panic**.
- We **gave/left/missed/lost** all hope of our team qualifying for the final.
- Let's give it a(n) **try/effort/attempt/push** and see how things go.
- Paragliding really **urges/drives/presses/pushes** you to the limits.
- There's no better **feeling/sense/emotion/passion** than skiing down a steep slope.
- He can't **knock/hit/beat/get** his fear of spiders.
- He learnt about the course by pure **fate/luck/will/fortune**.
- He took a **rich/strong/broad/deep** breath and jumped.

• Prepositions

- 5 Fill in the correct preposition. Check in Appendix II.

- The pool is open the public in July only.
- I was too tired to concentrate the game.
- Laura participated the competition.
- Thanks our coach, we won the match.
- The construction of the new sports centre is still progress.
- He likes competing others.
- You can't blame Jamie losing the game.
- I took up squash chance and I'm glad I did.
- Young children are risk of becoming obese if they don't exercise.

- 6 Make or take? Tick (✓) the correct box. Then use four phrases in sentences of your own.

	aim	a break	place	the rules
make				
take				

• Words often confused

- 7 Use the verbs in the boxes in the correct form to complete the sentences.

• lie – lay

- The injured player on the ground.
- You shouldn't to your parents.
- Could you please the table?

• rise – raise – arise

- 4 Serious problems when the player was disqualified from the team.
- 5 She slowly from her chair and walked towards the window.
- 6 The winner his hands and waved to the spectators.

• Word Formation

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



Go Extreme!

Extreme sports require skill, ability and nerves of steel. They are also 1) more dangerous as well as more 2) challenging than regular sports. Athletes are judged not only on their performance but also on how much danger is involved. They also have to cope with environmental variables such as wind, water, ice or snow as well as compete with other athletes. Despite this, their 3) is increasing and more and more people are attracted to the excitement and danger of skydiving, snowboarding and bungee jumping to name a few. Extreme sports even have their own annual 4) called *The X Games* with winter and summer versions. The events are televised, and audience ratings, 5) and participation have increased 6) over the years since the games started in 1997.

CONSIDER
PHYSICAL

POPULAR

COMPETE

ATTEND
DRAMA

• Key word transformations

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

- 1 Tickets cost the same as they did last year.
changed Ticket prices last year.
- 2 You might get cold, so take a jumper.
case Take a jumper cold.
- 3 We watched TV and didn't go out.
instead We watched TV out.
- 4 The snowstorm caused several roads to be closed.
result Several roads were the snowstorm.

- 5 Jane regrets not going to the match.
wishes Jane to the match.
- 6 He wasn't in the mood to go to the cinema.
like He didn't to the cinema.
- 7 He didn't intend to be late.
intention He had late.
- 8 Rather than walk to the stadium, we took a taxi.
foot Instead, , we took a taxi to the stadium.

Listening

- 10 Listen to two people discussing extreme sports. Who is in favour of them? Who is against them? Which of the reasons below does each person use to support their point of view?

- You get to test your limits.
- You are risking your life.
- Most people get the proper training and equipment.
- You can get addicted to the danger.

Everyday English

• Encouraging/Responding

- 11 Work in pairs. Try to encourage your friend to do an extreme sport. Use the language in the box below to act out your dialogue. You can use ideas from Ex. 10.

Encouraging	Responding
• You'd be great as a ... • This would be ideal. • I just imagine you ... • You'd love all the ... • Think of all the ... you'd ...	• You might be right, actually. • I hadn't thought of that. • You've got a point. • It's not my kind of thing at all. • I don't think I could cope. • No, that's not for me.

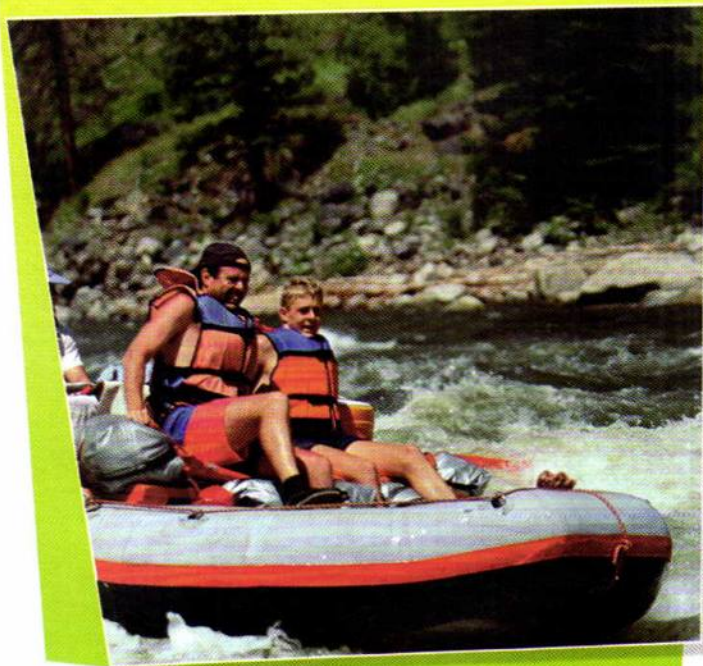
Writing

- 12 What is your opinion of extreme sports? In five minutes, write a few sentences on the topic. Read your sentences to your partner.

Listening Task 1

- 1 RNE**  You will hear an interview. For statements 1-7, decide if each statement is True, False or Not stated. Circle the answer you choose.

- 1 Jed's job is to help encourage employees to become better workers.
A True B False C Not stated
- 2 Jed doesn't think it's very easy to get workers to build up team spirit.
A True B False C Not stated
- 3 Clients at the camp can only finish tasks by using team work.
A True B False C Not stated
- 4 All clients at the camp take part in paintballing.
A True B False C Not stated
- 5 Jed says many employees cheat their employer.
A True B False C Not stated
- 6 On arrival at the camp, clients discuss what they are good and bad at.
A True B False C Not stated
- 7 Clients at the camp do not stay in a room on their own.
A True B False C Not stated



Study Skills

Multiple matching

Read the instructions carefully, then underline the key words in each item.

Listen for clues in the form of related concepts and paraphrases to match each speaker to the correct item.

Remember that what you are listening to may contain information intended to distract you.

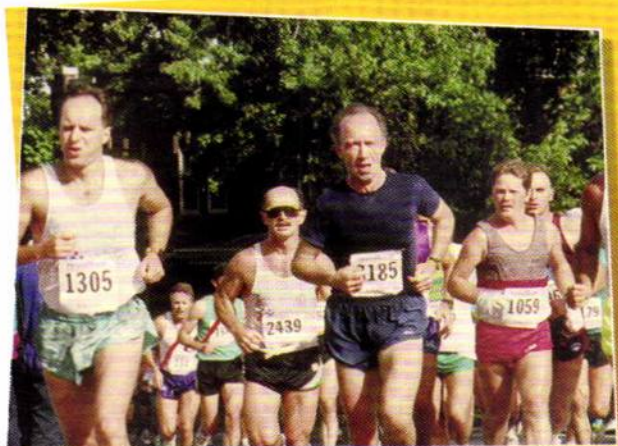
When you listen for the second time, check your answers carefully.

Listening Task 2

- 2 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. You will hear the recording twice.

- A I took on more responsibility at work.
- B I had to admit I was wrong.
- C I made a career change.
- D I had to change schools.
- E I tested my physical limits.
- F I found the courage to try new things.
- G I said no to an opportunity.

Speaker	1	2	3	4	5	6



Listening Task 3

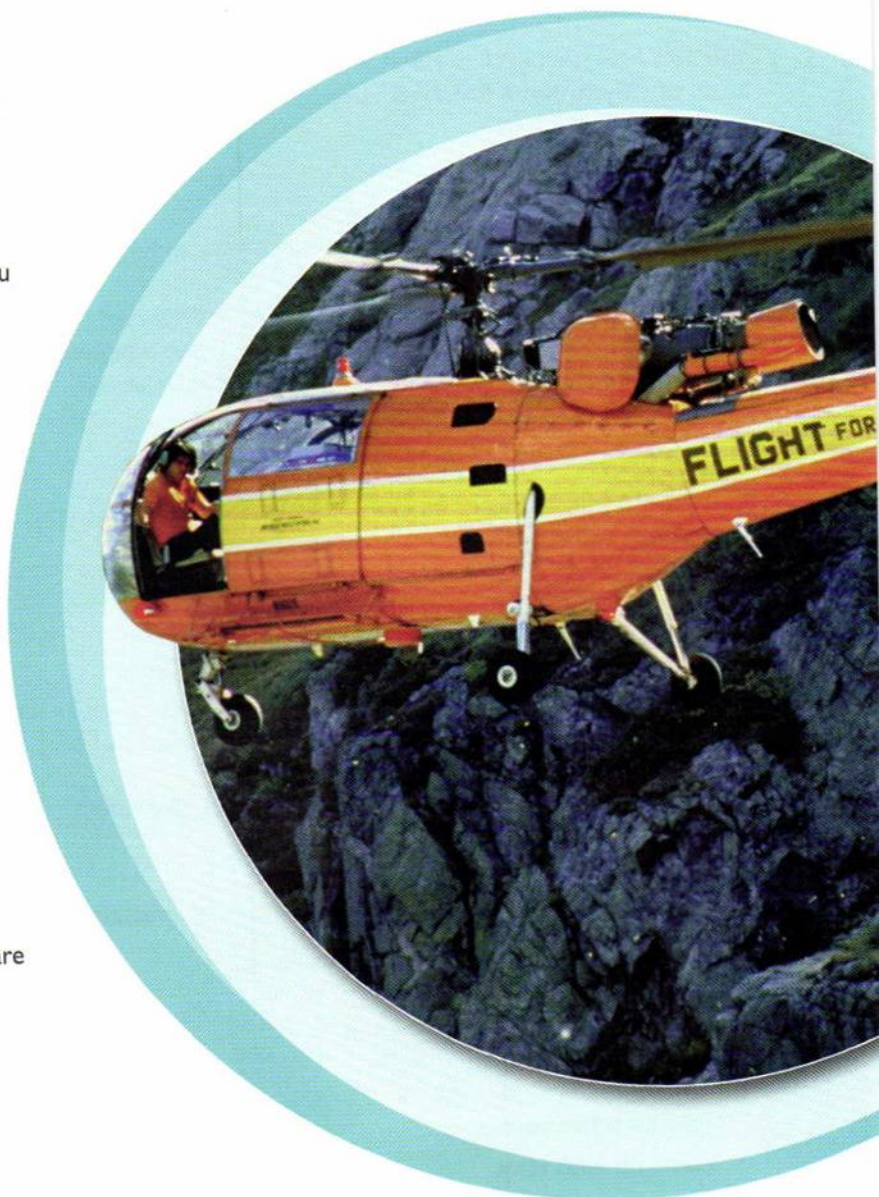
- 3 **RNE**  You will hear a person talking about the voluntary work they do. For statements 1-7, choose **A, B** or **C** to complete each statement correctly.

- 1 To become a search and rescue volunteer you need
 - A** outdoor experience.
 - B** an eagerness to do the job.
 - C** entry-level qualifications.
- 2 Past search missions are recreated
 - A** to help rescue workers improve their abilities.
 - B** to compare with real rescue missions.
 - C** to help rescue workers prepare emotionally for rescue missions.
- 3 Steve gets angry because people
 - A** don't think about what they should take with them.
 - B** don't know how to find their way.
 - C** don't know how to cope in emergencies.
- 4 The most useful electrical item to take with you in the mountains is
 - A** a GPS device.
 - B** a waterproof torch.
 - C** batteries.
- 5 Steve says people should
 - A** collect rainwater.
 - B** take water with them.
 - C** drink water from streams.
- 6 Steve's job these days involves
 - A** greater responsibility.
 - B** working longer hours.
 - C** pushing people to work faster.
- 7 According to Steve, climbing is a sport
 - A** for serious climbers only.
 - B** for those who enjoy taking risks.
 - C** for everyone to enjoy, provided that they are sensible.

Study Skills

Multiple choice

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



Unit 2.8

Speaking Skills

Student A:

Task 1 (3 – 3.5 minutes)

Give a talk on **preparing for challenges**.

Remember to discuss:

- what kinds of challenges people need to prepare for, physical challenges (sports) or mental challenges (sitting exams).
- how people go about preparing for a challenge.
- what the benefits of preparing for challenges are.
- what kind of challenges you enjoy most.

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

- What are the qualities people need to have to be good at preparing for challenges?
- Is it a good thing to be competitive? Why/Why not?
- Should people be aware of their own limits when trying to achieve challenges? Or should they try to exceed their limits?

 Listen to a model answer. What kind of challenges does the speaker enjoy and why?

Task 2 (3 – 4 minutes)

You and a friend have been asked to choose an activity for an adventure weekend being organised by your school. You can choose from:

- camping • hiking • canoeing • mountain bike riding

 Listen to a model answer. Which two activities did the speakers find it difficult to choose between?

Remember to:

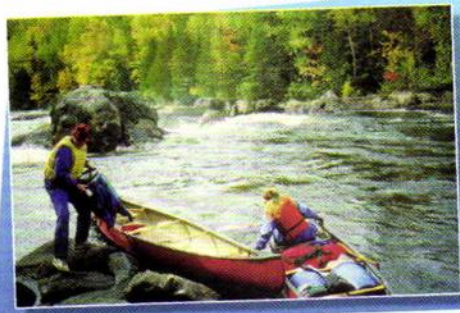
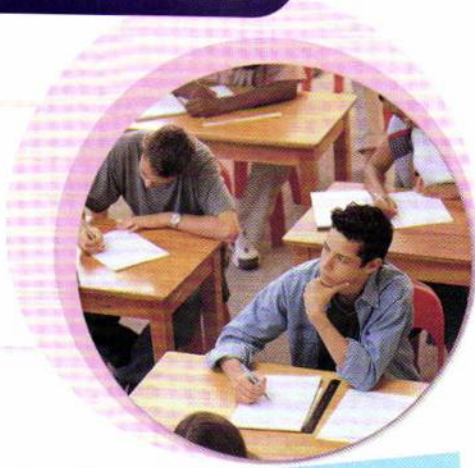
- discuss all the options
- be polite
- take an active part in the conversation
- come up with ideas
- give good reasons
- find out about your friend's opinions and take them into account
- invite your friend to come up with suggestions
- come to an agreement

Expressing opinions

- As far as I'm concerned ...
- In my opinion ...
- Another thing I'd like to point out is ...
- I believe that ...

Topic Vocabulary

- physical/mental challenge(s)
- be well prepared
- be fit/in peak condition
- train for long periods
- revise/study
- gain confidence
- have the determination to succeed
- believe in yourself



Student B:

Task 1 (3 – 3.5 minutes)

Give a talk on **the importance of education for job prospects**.

Expressing opinions	Agreeing/Disagreeing
- Let's face it, ... - I think it depends on ... - I'd say ... are ... in different ways. - It's a bit difficult to decide.	- That sounds like a great idea ... - I think you're right ... - I don't really agree with that because ... - I'm not really sure this ...

Remember to discuss:

- how standards of education affect job opportunities for young people.
- whether it is necessary to go to university in order to get a good job.
- what other forms of education (besides university) help young people get decent jobs, e.g. training schemes or practical work experience.
- how you think your education will help you get a job you would like.

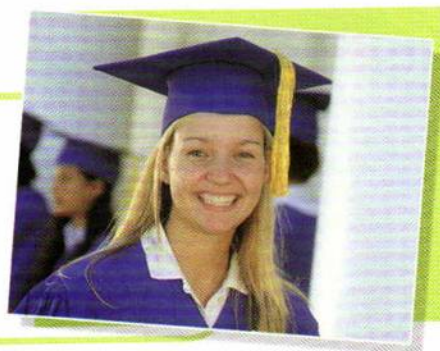
Topic Vocabulary

- developing skills • appropriate qualifications • gaining knowledge
- career opportunities
- improving your prospects
- vocational training • hands on experience • getting a degree
- better paid jobs

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

- Does the education system help young people find jobs they are suited to?
- How could the education system be improved to help young people get better jobs?
- Do young people in your area have good job prospects?



Listen to a model answer: How important is education to the speaker's career plans and why?

Task 2 (3 – 4 minutes)

You and your friend have been asked to choose an event for an open day at the school for school leavers. You can choose from:

- a workshop on writing letters of application and CVs (a resume of qualifications and experience)
- a seminar about the different educational and training choices available
- a talk from a local careers consultant about the best way to present yourself at job interviews
- a lecture from a university professor on the benefits of going to university



Listen to a model answer: What choice did the speakers make and why did they reject the others?

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

Unit 2.9

Writing: Semi-formal letters, emails

- Semi-formal letters/emails

Semi-formal letters/emails are sent to people you don't know well or when you want to sound more polite and respectful. For this reason they are written in a polite tone (see p. 22). They can be letters/emails asking for/giving advice, asking for/giving information, explaining arrangements, expressing thanks, etc.

General outline for semi-formal letters/emails

greeting (Dear + title + person's surname,) ▶ Paragraph 1: **opening remarks, reason(s) for writing** ▶ Paragraphs 2, 3: **subject(s) of the letter/email** ▶ Paragraph 4: **closing remarks** ▶ sign off (Regards/ Best wishes, + your full name)

- 1 **Match the beginnings to the endings. What type of letter/ email is each?**

Beginnings

- ① Dear Mrs Morgan,
I am writing on behalf of the students of Class 2B to thank you for coming to our school to give the talk on Internet safety.
- ② Dear Mr Gray,
Regarding your school's forthcoming exchange trip to our town this summer, I would like to provide you with some details in order to help you begin planning the trip.
- ③ Dear Mr Smith,
As you may already know, your son Adam's friends are planning a surprise party for his 16th birthday. Therefore, I would like to invite both you and your wife to the party which will be held on Saturday, 5th June from 8pm.

Endings

- A I hope that you are both able to come. I can be contacted at the email address above.
Best wishes,
John Sparks
- B Once again, thank you very much for taking the time to come and talk to us.
Regards,
Jane Thompson
- C Please feel free to contact me via phone or email if you have any other questions or concerns. My class is really looking forward to your visit!
Regards,
Andrew Jacobs

- 2 **Match the semi-formal sentences to the informal ones.**

- A I am writing in the hope that you can help me.
B Please could you give me some information about suitable hotels in the area?
C I would like to thank you for your kindness during my stay.
D It would be a good idea if you did some extra Maths classes.
E I am sorry that I will be unable to come.
F I hope you will find this information useful.

	INFORMAL	SEMI-FORMAL
1 Asking for information	Do you know where I can find some good hotels?	B Please could you give me some information about suitable hotels in the area?
2 Offering advice	Why don't you do some extra Maths classes?	
3 Thanking	Thanks for being so kind to me when I stayed with you.	
4 Refusing an invitation	What a pity that I can't come!	
5 Asking for advice	I thought I'd drop you a line to ask you for some help.	
6 Giving information	Hope this was what you wanted to know.	

3 Replace the phrases in bold with phrases in the list.

- Thank you for agreeing to
- realise • short notice • help us
- Mr Evans • would like
- would you be able to • welcome
- serve refreshments

Dear 1) **Graham**,

2) **Thanks for saying that you will 3) give us a hand** at the school prize-giving evening on Thursday. I 4) **know** that it's 5) **only a few days away**.

You asked me what I 6) **want** you to do on the night. Well, 7) **can you 8) say hello to** people at the door and help to 9) **give out drinks** at the end?

- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9

- you have any questions or concerns
- don't hesitate • Best wishes
- really grateful that you are able to
- telephone me

Once again, I am 10) **so glad that you can help**. Please 11) **feel free to 12) give me a ring** if 13) **there's anything you want to know**.

14) **Lots of love**,
Susan King

- 10
- 11
- 12
- 13
- 14

4 Replace the underlined phrases with the ones below to make the email more polite. What is each paragraph about?

- I'm writing in the hope that you may be able to
- As I remember
- Thank you once again
- Dear Ms Webb
- I was wondering if you could provide me with a little more information
- Best wishes
- I am usually available
- It was a great surprise to learn that
- this will be my first visit
- I look forward to hearing
- could you advise me on where I will be staying and what I should bring with me
- Thank you for your email regarding
- You can contact me by telephone
- Could you please confirm that this is the case

Hi Ms Webb!

Thanks for your email about the Young Writers Competition. I was really surprised to hear I'd won first prize! I'm just writing because I want you to answer a few of my questions. If I remember rightly, first prize was a weekend trip to York. Is that true? If so, tell me a bit more about the city, as I've not been before. Also, where will I be staying and what should I bring with me?

You can call me on my mobile (0779 004 321). I'm usually around from 7pm on weekdays and anytime at weekends.

Thanks a lot. Can't wait to hear from you!

Love,

Sally Jones

5 a) Read the rubric. Answer the questions.

You have just spent a month in England doing an English course at a language school. You stayed with a lady called Mrs Grigson while you were there. Write a letter to Mrs Grigson thanking her for your enjoyable stay and asking her to send you a diary you left in your room by accident. Write your letter (100-140 words).

- 1 Who is going to read your letter?
- 2 Why are you writing it?
- 3 How many main body paragraphs should you include in your letter?
- 4 Which of the following should you mention? In which paragraph?
 - what you particularly enjoyed about your stay with Mrs Grigson
 - what you thought of your English course
 - your reason for writing
 - that you left your diary and would like Mrs Grigson to send it to you
 - that you hope to stay in touch
 - what you are doing tomorrow.
- 5 How will you start/end your letter?

b) Write your email/letter to Mrs Grigson.

General Outline for formal letters/emails

- | | | | | |
|--|---|---|--|---|
| greeting
(Dear + title +
person's surname,
Dear Sir/Madam,) | ▶ Paragraph 1:
opening remarks,
reason(s) for writing | ▶ Paragraphs 2, 3:
subject(s) of the
letter/email | ▶ Paragraph 4:
closing
remarks | ▶ sign off
(Yours sincerely/
Yours faithfully, +
your full name) |
|--|---|---|--|---|

• Formal letters/emails

Formal letters/emails are sent to people in an official position or people you don't know well. (e.g. *Director of Studies, Personnel Manager, etc.*) They are written in a formal style with a polite, impersonal tone (see p. 22). They are normally written to apply for a job/course, make a complaint, give/request official information, etc. When we know the name of the person we are writing to, we begin with **Dear + person's surname**, and we sign off with **Yours sincerely, + our full name**. When we don't know the name of the person, we start with **Dear Sir/Madam**, and we sign off with **Yours faithfully, + our full name**.

• Applying for a job

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

You have seen the following job advertisement in the *Evening News*. Write a letter applying for the job (100-140 words).

LOOKING FOR A SUMMER JOB?

Are you good with computers?
Do you speak fluent English?
Are you polite and reliable?
Our local community centre is looking for teenagers to help children aged 7 to 10 who will be practising in the computer lab after their computing lesson. The ideal candidate must be able to answer simple questions and willing to demonstrate how to use the computer. This position is on a part-time basis (11 am to 1 pm, Monday to Friday).

If you're interested, write to Mr Cyril Jones at Best Computers, 6 Hadley Way, Sevenoaks, Kent, TN20 1XX

Dear Mr Jones,

I am writing with reference to your advertisement in the *Evening News* on 3rd April for teenagers to help children in the computer lab. I would be really interested in applying for the job.

I am 17 years old and am currently completing my final year of sixth form. I will be starting my university studies in September in Computer Programming. I am a native speaker of English, but I am also fluent in Italian and am presently learning Spanish.

Furthermore, I am very keen on computers. I have participated over the past year in our school's programme tutoring pupils and helping my teachers in our computer lab. Therefore, I would welcome the opportunity to help children with something I am familiar with.

I attach my CV and a reference letter from my Computing teacher. If you feel that my qualifications meet your requirements, I will be happy to hear from you. I would be available for an interview at any time.

Yours sincerely,
Jessica Jameson

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

Informal style

- about your advert ...
- I fancy the idea of ...
- right now ...
- my Italian is also pretty good ...
- I am mad about ...
- it would be really great ...
- I know about ...
- I'm sending you ...
- If you think I'm right for the job ...
- I can come in for a chat ...

Formal style

- *with reference to your advertisement...*
-
-
-
-
-
-
-
-
-

3 Read the rubric. Underline the key words. What is your letter going to be about?

You would like to attend a summer course to improve your English. Write a letter applying for a place on the course (100-140 words).

Read the model letter. Match the headings to the paragraphs.

- A** qualifications
- B** opening remarks/reason(s) for writing
- C** documents enclosed, closing remarks
- D** experience/reason for wanting to attend the course

Dear Sir/Madam,

Introduction

1 I am writing in connection with the foreign students' programme you run during the summer season. I would like to apply for a place in order to improve my English.

Main Body

2 I am 18 years old and I have just finished high school. I was an excellent student with grade As in all my subjects. The extra-curricular activities I took part in included sports as well as volunteer work. I am fluent in French but my English is, I am afraid, intermediate level.

3 My good grades allowed me to get a scholarship to attend a highly respected university overseas, but I really need to improve my English in order to be able to cope with the demands of my subjects. Therefore, I would be grateful if you could send me further information on your programmes and consider me for a place.

Conclusion

4 I have enclosed my CV as well as reference letters from my teachers. I look forward to hearing from you at your earliest convenience. Please do not hesitate to contact me if you need further information.

Yours faithfully,
Pedro Torretti

4 The following letter is in the wrong style. Rewrite the underlined phrases to make it sound more formal.

Dear Sir/Madam,

I am writing regarding your advertisement in the September issue of 'Sporting News' for English-speaking ski instructors in Italy during the winter holiday season. I really fancy doing this kind of work.

I am 18 years old and completed my secondary schooling this summer with satisfactory grades. I shall be commencing university in October, studying Sport and Physical Education. But that's not all. I also got my CSIA Level 1 ski instructors' certificate in Canada last winter, when I attended a five-week course there. This means that I won't have any problem teaching skiing from beginner to early intermediate levels. I am a native English speaker and also have reasonably fluent Italian.

Your advertisement states that instructors would be teaching school groups. I feel that I would be suitable, since I regularly supervised excursions with younger classes during my last year at secondary school. Therefore, I think that this experience will come in very handy when it comes to teaching kids.

Please find enclosed my CV and a letter of reference from the Canadian ski school. I hope you get in touch soon.

Yours faithfully,
Arnold Thompson

5 Read the rubrics. Answer the questions. Choose one task and write your letter/email. Use the useful language.

- A** Write a letter of application for a place at Sheffield University to do a course in Information Technology (100-140 words).
- B** You have seen the following advertisement in the Cambridge Evening News:
Small book shop specialising in foreign languages seeks reliable and friendly assistant to work over July/August. No sales experience needed, but good organisational skills are required. Apply by email to John Wheatcroft at jwcroft@flbooks.co.uk.
Write your letter (100-140 words).

- 1 Who is going to read your letter/email?
- 2 Do you know the person you are writing to?
- 3 Why are you writing the letter/email?
- 4 How will you start/end your letter/email?

Useful language for letters/emails of application (for a course)

Opening remarks: I would like to apply for admission to the ... / I would like to be considered for ..., etc

Closing remarks: I would appreciate a reply at your earliest convenience./I look forward to meeting/ hearing from you./I enclose further details of my education and qualifications to date./I hope that you will consider me for entry into ..., etc

Useful language for letters/emails of application (for a job)

Opening remarks: I am writing with regard to your advertisement for .../I am writing to apply for the post/job/position of (sales assistant) which I saw advertised in ..., etc

Closing remarks: I would appreciate a reply at your earliest convenience./I enclose my CV and I would be glad to attend an interview at any time convenient to you./I look forward to hearing from you in due course ..., etc

Unit

2.11

Writing: Formal letters/emails II

• Letters/Emails making a complaint

- The purpose of a **letter/email of complaint** is to complain about a specific problem. The style is normally formal and the letter should be written in a dignified style. The reason for the complaint is stated in the first sentence. The language used depends upon whether you want to complain in a mild or strong tone.

e.g. **MILD** - *I am writing to complain about a fridge I purchased from your shop last June.*

STRONG - *I was shocked by the inferior quality of the fridge which was sold to me at your shop last June.*

Linking words are used to give reason(s) for a complaint. e.g. **Even though** the control switch is at its highest setting, the freezer does not keep food frozen.

A suggestion or request (which can be mild or strong) is included in the conclusion.

e.g. **MILD** - *I hope this matter will be resolved.*

STRONG - *I insist that you replace the item at once.*

General Outline for letters/emails of complaint

greeting ▼

Paragraph 1:
reason(s)
for
writing

Paragraphs 2, 3:
complaint(s)
with
justification

Paragraph 4:
closing
remarks

sign off ▼

Useful language for letters/emails of complaint

Opening remarks:

- (Mild)** I am writing to complain about/regarding/on account of/because of/on the subject of .../I am writing to draw your attention to .../I am writing to you in connection with ..., etc
- (Strong)** I was appalled at/I want to express my strong dissatisfaction with/I feel I must protest/complain about ..., etc

Closing remarks:

- (Mild)** I hope/assume you will replace .../I trust the situation will improve./I hope the matter will be resolved./I hope we can sort this matter out amicably ..., etc
- (Strong)** I insist you replace the item at once./I demand a full refund./I hope that I will not be forced to take further action ..., etc

1 I hope you will replace the item in question or compensate me in some way for the problems I have experienced. Thanking you in advance for your cooperation.

2 I am writing to draw your attention to the quality of service in your hotel where I was not only disappointed by the staff's attitude, but also by the standard of accommodation offered.

3 I want to express my extreme dissatisfaction with your company. I ordered a DVD from you six months ago and, despite numerous conversations with unhelpful staff, I have still not received my DVD.

4 There is no way that I will be using your appalling services again and I demand that you return all of my money immediately or I shall be forced to take legal action.

2 Read the letter of complaint below. Is it strong or mild?

Dear Sir or Madam,

I am writing on behalf of the pupils at Faraday Secondary School to express my strong dissatisfaction with the way your company organised our 'School Fest' on Sunday, 2nd March.

Firstly, you had promised top quality, state-of-the-art sound systems but, in contrast, the equipment that was brought was outdated and inadequate to the task. A further complaint has to be made about the music. We had asked for contemporary hip hop, rap and rock music but all the DJ played was 80's music, which was hopelessly inappropriate.

Your company had also promised full catering which would include at least three types of hot meals, side dishes and a wide variety of soft drinks. Instead, all we got was fast food (hot dogs and hamburgers) and cola drinks. To top everything, although we had agreed on a reasonable price, we received a very high bill because, as you said, the party lasted longer than expected.

We consider your company to be totally unreliable and incompetent. We expect a full apology for the service received as well as a 50% discount on the amount we had agreed on. Otherwise, we will be forced to take further action. We expect to hear from you promptly.

Yours faithfully,
Kyle Leek

3 Replace the underlined phrases in the letter with the ones given below. How does the tone change?

- surprise about
- we did not really like
- I trust I will not have to take this matter further
- rather disorganised and inefficient
- not working very well

1 Read the following extracts and say which of them are beginnings (B) and which are endings (E). What tone has the writer used in each?

• Letters/Emails making an apology

Letters/Emails of apology

are written when someone has made a mistake, has failed to perform a duty or he/she is not able to fulfil a promise. They can be formal, semi-formal or informal, depending on the person the apology is addressed to.

Letters/Emails of apology

greeting ▶	Paragraph 1: reason(s) for the apology	▶ Paragraphs 2, 3: reason(s) to explain the inconvenience/ upset caused	▶ Paragraph 4: express understanding/ regret/promise to make up for the situation & closing remarks	▶ sign off
------------	--	---	---	------------

4 Read the letters of apology (A and B) and fill in the gaps with one of the phrases below. Then, make the plan for each model.

- apologise/say how sorry I am
- are aware/know
- it was impossible for me to/there was no way I could
- displeased/cross
- by way of an apology/to make up for things
- fantastic/excellent
- in a terrific rush/under great pressure
- why don't you let me/perhaps I could

A

Dear Great Aunt Sally,

I'm writing to **1)** for missing your 85th birthday party last Sunday, and I hope you are not too **2)**

Unfortunately, **3)** come. As you **4)**, I have been studying very hard for my end-of-school exams this year. I had been intending to come to your party, but I was due to have a Maths exam the following day. It wasn't until Sunday morning that I realised I would have to continue studying all day in order to pass the exam, which meant working **5)** until late that evening. I'm sorry I didn't let you know sooner, but the amount of revision I had to do was completely unexpected!

Anyway, **6)**, **7)** take you out for tea next weekend. We could go to that **8)** tea shop you like by the river. My exams are over now so you can be sure I'll be there this time!

Lots of love,
Hayley

B

Dear Chloe,

I'm writing to **1)** for losing the book you lent me to read on my journey home from your house.

It was such a(n) **2)** read that I didn't even notice that my train had reached my station. I was so engrossed that I almost missed my stop. Unfortunately, I ended up **3)** to get off the train which meant that I left the book behind by accident. I'm afraid **4)** get it back, even though I checked with the lost property office.

5) that you must be **6)** with me for losing something that you'd trusted me to take care of. Next time you're in London, **7)** take you to Waterstone's bookshop in Piccadilly? It's London's largest bookshop – with six floors full of books. You're bound to find something you like. I'll treat you to whatever book you like, **8)** Really sorry, once again!

Love,
Gilbert

5 Underline the key words in the rubrics below. Choose one rubric and write your letter/email.

A

You recently bought 3 DVDs from a shop, all of which were faulty. When you went back to the shop to get a refund, the assistant was very rude to you and accused you of damaging the DVDs. Write a letter to the shop manager giving the reasons for your dissatisfaction (100-140 words).

B

You have borrowed some money from a friend and failed to return it by the agreed date. Write an email to your friend, apologising for your behaviour and explaining the reasons for the delay (100-140 words).

1 Look at the title, the pictures and the subheadings. Why do you think these parks are Natural Treasures? Why would people want to visit them? What kinds of things could you do at these parks? Read the text to find out.

2 Read the texts and do the exercises. For text A, choose A, B, C or D to complete each gap 1-7 correctly. For text B, use one word to complete each gap 1-10. For text C, complete gaps 1-6 with the correct derivative of each word in capitals.

3 Read the texts again and mark the statements below T (true) or F (false).

Text A

- 1 Kruger National Park covers an area that includes 3 countries.
- 2 The park was bigger when it was first established.
- 3 Visitors to the park can also see artwork.

Text B

- 1 No other city has a forest as large as the one in Moscow.
- 2 The park was used for farming in the past.
- 3 A part of the park is not open to visitors.

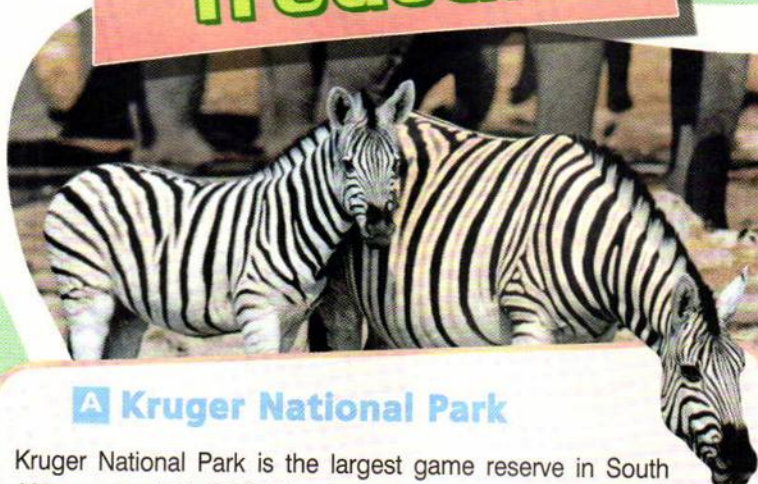
Text C

- 1 Large numbers of dinosaur remains have been found in the park.
- 2 The badlands eco-system contains a lot of greenery.
- 3 Visitors only go to the park to find out about dinosaurs.

4 Now match the words in bold in the texts with their meanings below.

- physical features of an area • attitude and actions
- no longer used • digs • using increased effort
- borders between countries • noisy, busy activity
- individual examples • famous • possessing a desirable feature • pretty, attractive • with gentle slopes and hills

Natural Treasures



A Kruger National Park

Kruger National Park is the largest game reserve in South Africa and a UNESCO Biosphere Reserve. It is also part of the Great Limpopo Transfrontier Park, which 1) three national parks across the **boundaries** of South Africa, Mozambique and Zimbabwe 2) greater conservation of wildlife and plant life throughout the area.

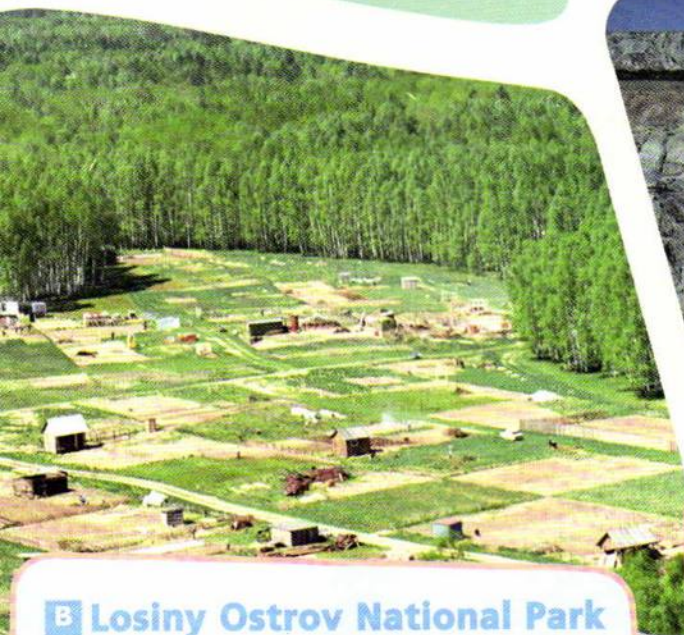
The park was originally set 3) as a game reserve in the late 19th century in order to control hunting in the area. The size of the park was gradually expanded and it was first opened to the 4) public in 1927. It is now one of the largest national parks in the world with six separate eco-systems and a dazzling variety of wildlife, including the Big Five (lion, African elephant, Cape Buffalo, leopard, rhinoceros) game animals. Along with the park's natural assets visitors can also find preserved Bushman rock paintings and impressive archaeological sites, which show the cultures and events that have 5) a role in the park's history.

The park is also **renowned** as a world leader in advanced environmental management techniques and **policies**. Scientists from 6) the world regularly attend events and meetings 7) at the park to share their ideas about improving conservation.

- | | | | |
|---------------|-----------|------------|---------------|
| 1 A binds | B links | C fastens | D attaches |
| 2 A admitting | B letting | C standing | D allowing |
| 3 A by | B up | C out | D down |
| 4 A broad | B common | C general | D universal |
| 5 A offered | B acted | C played | D represented |
| 6 A around | B over | C about | D through |
| 7 A formed | B taken | C held | D made |

Listening & Speaking

- 5 Listen as you read the texts again. Tell your partner three interesting facts you learnt from the texts and which park appeals to you the most and why.

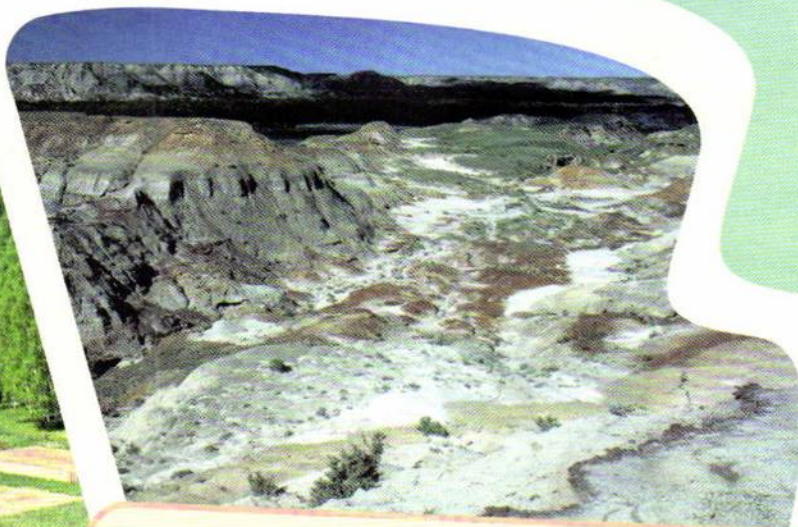


B Losiny Ostrov National Park

Losiny Ostrov is Russia's oldest national park. It is located in the north-eastern part of the city of Moscow and is often referred to 1) the lungs of the city. The name of the park means elk island. It has one of the largest forests of any city 2) the world and has long 3) a favourite place for Muscovites to go to escape 4) the **hustle and bustle** of modern city life.

The parkland was first used as a strictly guarded hunting area for Russian tsars and princes from at least as early as the 14th century but fell 5) **disuse** when the capital of Imperial Russia was transferred to St Petersburg. 6) the Soviet era much of the park was used for vegetable gardens as 7) as **intensive** cattle-grazing and a large area of the forest was cut 8) in World War II as part of the war effort. It finally became an official national park in 1983.

The parkland consists not only of forest, but 9) of wetlands and **undulating** plains which are home to many plants and animals, including the elk that have given the park its name. The park is divided into three functional zones, a protected area which is closed to entry, a partly restricted area and a recreational area open to everyone. The most **picturesque** area is in the southwest of the park 10) the banks of the Yauza river.



C Dinosaur Provincial Park

Located in Alberta, Canada, this 1) park is a World Heritage Site. It is renowned for being one of the greatest dinosaur fossil beds in the world. Over the years **excavations** in the park have resulted in the 2) of the remains of 39 species of dinosaur and more than 500 dinosaur **specimens** from the park have been shown in museum 3) all over the world.

Apart from being of scientific interest because of the huge number of dinosaur fossils 4) being uncovered in the area, it is also a park noted for its striking **topography** and wildlife.

The park **boasts** a very complex eco-system of grasslands, riverside cottonwoods and badlands, which are rocky areas with little vegetation. The wide variety of eco-systems means there is also a great 5) of animal and plant life in the park.

The many 6) to the park can enjoy learning more about the history of dinosaurs as well as enjoying the spectacular scenery.

REMARK

DISCOVER

EXHIBIT

CONTINUE

DIVERSE

VISIT

6

THINK! Why is it important to have National Parks? What purpose do they serve? In three minutes write a few sentences down. Compare with a partner.

Project!

ICT Collect information about another National Park either in your own country or from somewhere else in the world. Find out what people can see and do there.

You can visit this website:

<http://www.world-national-parks.net/>

Make a presentation to the class.

- 1 Look at the title and the picture in the text. What kind of novels do you think J. G. Ballard writes? Read the biography to find out.



J. G. Ballard

James Graham Ballard (1930-2009) was born in Shanghai in China. He moved to England to study when he was sixteen. He began writing short stories and gave up his medical training to write more. In 1960 Ballard started writing science fiction novels. Many of them, like *The Drowned World* (1962) and *The Burning World* (1964), feature natural and man-made disasters.

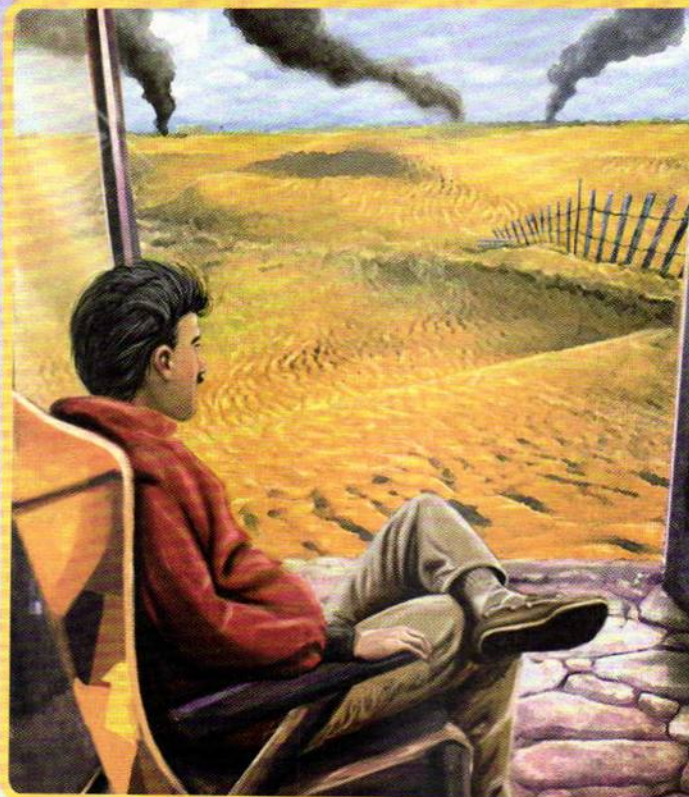
The Burning World tells the story of a man called Dr Ransom living in a world that has been struck by disaster. He and the rest of the world's population must now rush to the coast for water and, they hope, a solution to the problem.

- 2 Read the first paragraph. What disaster do you think the text is about? How do you think the people in the text will be affected? Read and check.

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

- 1 The government notices provide ...
 - A news and advice.
 - B warnings and threats.
 - C suggestions and recommendations.
 - D requests and demands.
- 2 There is enough food and water in the house because Ransom and Judith ...
 - A have planned well for this situation.
 - B don't eat very often.
 - C always keep a stock of food in the fridge.
 - D normally eat out.
- 3 When Matthew Grady gets the water he is mostly concerned about ...
 - A drinking it when they get to the coast.
 - B drinking the water himself.
 - C giving it to his children to drink.
 - D mixing it with the seawater to drink.

The Burning World



- 4 Grady is sure that ...
 - A once he has reached the beach the situation will be fine.
 - B the situation will soon get worse.
 - C it will take three days to reach the beach.
 - D the end of his journey will be easier.
- 5 Ransom goes out to the drive to ...
 - A listen to the radio.
 - B clean the inside of his car.
 - C pass the time before Judith arrives.
 - D watch the fires and the ash settle.
- 6 The international disaster has been going on for ...
 - A ten years.
 - B the whole rainy season.
 - C five months.
 - D two years.
- 7 The main problem described in the extract is ...
 - A the fires and the ash they produce.
 - B the drought and the lack of water.
 - C the lack of crops and food.
 - D the ruined land and farms.

- 4 Match the words in bold in the text to the meanings below.

• farming • dry and dying • easily sufficient
 • reckon, think • left • unusual person
 • way to do sth • destroyed, ruined

On the hall floor below the letter box, he found a thick envelope of government notices. Ransom carried them into the lounge. He sat down in an armchair and stared through the patio doors at the dusty earth that had once been his lawn. Beyond the **withered** hedges his neighbour's watchtower rose into the air, but the smoke from the fires veiled the view of the lake and river.

He glanced at the notices. These described, in order, the end of the drought, the dangers of drinking seawater, and, lastly, the correct **procedure** for reaching the coast. He stood up and wandered around the house. In the refrigerator, melted butter ran greasily off the edge of its tray and dripped onto the limp salad below. The smells of sour milk and bad meat made him close the door. An **ample** stock of canned food and cereals stood on the cupboard shelves, and a small reserve of water lay in the roof tank, but this was due less to good planning than to the fact that, like himself, Judith went out for most of her meals.

There was a quiet tap on the kitchen door. Ransom went downstairs and found the owner of the green car. "Come in," Ransom said. With a nod, the little man stepped into the kitchen. He walked about stiffly, as if unused to being inside a house. "Are your family all right?" Ransom asked. "Just about. Who's that crazy man by the lake?" "A local **eccentric**. Don't worry about him." "He's the one who should be worrying," the little man answered. "Anyone that crazy is going to be in trouble soon." He waited patiently as Ransom filled a ten-litre can from the sink tap. There was no pressure and the water dribbled in slowly. When Ransom handed him the can he seemed to switch himself on, as if he hadn't believed the possibility of receiving the water until he had it in his hands. "It's

good of you, doctor. Grady's the name, Matthew Grady. This'll keep the kids going until we get to the coast."

"Drink some yourself. You look as if you need it. It's only a hundred miles to the coast."

Grady nodded. "Maybe. But I **figure** the last couple of miles will be really hard going. Could take us a whole two days, maybe three. You can't drink seawater. Getting down onto the beach is only the start." At the door he added, "Doctor, things are going to be rough soon, believe me. You pull out now while you can."

Ransom smiled. "I already have. Anyway, keep a place for me on the sand." He watched Grady wrap the can in his coat and then walk away down the drive, his eyes moving quickly from left to right as he slipped between the cars.

Tired by the empty house, Ransom went out into the drive, deciding to wait for Judith there. The fine ash settled slowly through the air from the unattended fires. He climbed into the car, dusting the seats and controls. He switched on the radio and listened to the news reports of the drought broadcast from the few radio stations still working.

The worldwide drought, now in its fifth month, was the result of a series of regular droughts all over the globe during the previous decade. Ten years earlier, there was a critical food shortage when the seasonal rainfall expected in **agricultural** areas had failed to come. The crops failed and one by one, countries as far apart as Canada and France, Kazakhstan and India were turned into dust plains. The following months brought no more than a few inches of rain, and after two years these farmlands were totally **devastated**. Once the people had moved elsewhere, these new deserts were **abandoned** for good.

5 Put the words and phrases underlined in the text into the correct category of disaster.

• Drought

• Fire

• Famine

Speaking & Listening

6 a) Is the drought a natural or man-made disaster? Why do you think it hasn't rained for so long? Discuss it in pairs.

b)  Listen to how the drought happened. Were any of your ideas right? Then translate lines 22-42 into Russian.

Writing

7 **THINK!** Imagine you are Ransom, and you are the only person left in the area. Write a letter to a friend in another country. Use the points below and your own ideas.

- What can you see and hear?
- How do you feel?
- How is it different now that the people have left?

Ask three questions in your letter about what life is like where your friend is.

- 1 Look at the picture. How many layers is the Earth made up of? How can these layers be related to earthquakes?



Listen, read and check.

- 2 Read the text and mark the statements T (true) or F (false).

- 1 The mantle is the hottest layer of the planet.
- 2 All the Earth's crust is 45km thick.
- 3 Earthquakes occur when the plates move apart.
- 4 People do not feel the majority of earthquakes.
- 5 Some earthquakes are good for the planet.

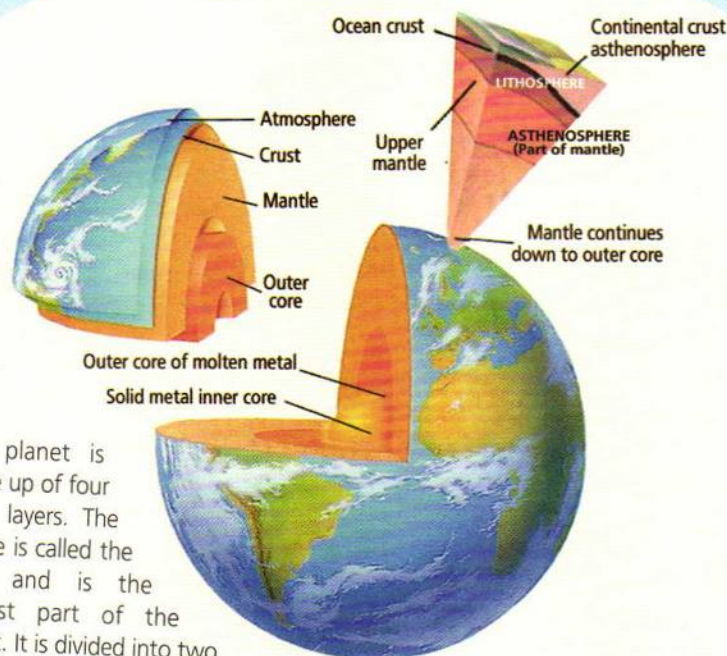
- 3 Match the words in bold in the text to their definitions (1-10).

- 1 the limit or edge of an area of land
- 2 set free, let go
- 3 separate, not connected to other things
- 4 causing enormous damage
- 5 happen, take place
- 6 even and regular
- 7 series of events which lead to a change
- 8 hard to believe
- 9 cause to move backwards and forwards
- 10 move smoothly or quietly over sth else

- 4 Are earthquakes common in your country? What would you do if there was an earthquake? Discuss in pairs.

- 5 Read the text again. Tell the class three things you remember from it.

Standing on **SOLID** ground?



Our planet is made up of four main layers. The centre is called the core and is the hottest part of the planet. It is divided into two layers, the inner core and the outer core. Around the core is a layer of liquid rock known as the mantle. The final layer is a thin layer of solid rock known as the crust. It is thin compared to the other parts, but in reality that still means it is between 10 and 45 kilometres thick! It is not one **uniform** surface but is broken up into many smaller **independent** pieces called plates, like a cracked eggshell or a jigsaw.

Powerful currents in the mantle cause the plates to move around constantly. The plates usually move at rate of 1-10 cm a year, but this tiny movement has **incredible** effects where the plates meet. The towering Himalayan mountains were formed by two plates pushing into each other and the fiery volcanoes of Iceland are the result of two plates moving apart. Earthquakes, however, tend to **occur** at the third kind of **boundary** – where plates slip alongside each other. This is because two plates never **slide** past each other smoothly. The rocks catch on each other so that the plates are still pushing. Pressure gradually builds up until the rocks can no longer stand the pressure and they suddenly give way. This movement travels to the surface in waves that **shake** the ground.

Most earthquakes are so tiny that we don't even feel them. Small earthquakes are useful because they **release** the dangerous pressure between the plates. Every few years, however, enough pressure builds up to produce a large earthquake, often with **catastrophic** results for human life and buildings in the affected area. Afterwards the plates start moving once more until they get stuck again, and so the whole **process** starts over. Such earthquakes are nature's reminder that we don't stand on solid ground.

Project!

ICT In groups collect information about the Earth's plates and present it to the class. You can visit the website: <http://www.enchantedlearning.com/subjects/astronomy/planets/earth/continents.shtml>

Progress Check 2

1 **Fill in:** flourish, transition, supply, colony, hissed, millennia, scour, confined, apparatus, summit.

- John works for a charity that makes sure villages in Africa have a clean water
- After the accident Paul couldn't walk. He was to a wheelchair.
- Many traditional cultures are making the to more modern ways of life.
- Mount Vesuvius had its worst eruption nearly four ago.
- Despite the current economic climate, tourism manages to
- The detectives have to every crime scene for vital evidence.
- When we visited Antarctica we saw a large of penguins.
- Jack has always wanted to climb to the of Mount Everest.
- The snake came out of the hole and at them.
- Free divers do not use breathing

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

2 **Fill in:** high, conservation, volcanic, perfectly, soaking, desperate, nomadic, habitat, evidence, data.

- | | |
|-------------------|--------------------|
| 1 eruption | 6 area |
| 2 natural | 7 collect |
| 3 standards | 8 wet |
| 4 preserved | 9 attempt |
| 5 provide | 10 lifestyle |

(Points: $\frac{\quad}{10 \times 1}$ 10)

3 **Choose the correct preposition.**

- Don't blame him **from/for** everything.
- She bumped into him **by/on** accident.
- Try to focus **on/to** the details.
- The meeting was **in/at** progress for two hours.
- The park is open **for/to** the public all year round.

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

4 **Choose the correct item.**

- If I **was/were** you, I would go jogging.
- The line went dead, so I hung **out/up** the phone.
- I'd **prefer/rather** you didn't do that.
- When/If only** we had brought an umbrella, we wouldn't have got wet.
- Never put **out/off** till tomorrow what you can do today.
- Take a jumper in **case/if** it rains.

7 Jane managed to put **off/across** her ideas clearly to the committee.

8 **As a result/Due** to heavy rain the river burst its banks.

9 **Supposing/When** an earthquake happened, what would you do?

10 Wear your gloves or your hands **will get/get** cold.

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

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

- You can't travel without a valid visa.
allowed You without a valid visa.
- She didn't manage to finish her homework.
succeed She her homework.
- It's a pity we can't afford a holiday this year.
only If a holiday this year.
- We rented a DVD and didn't go to the cinema.
instead We rented a DVD to the cinema.
- Katy regrets not going to the party.
wishes Katy to the party.

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

6 **Complete the gaps with the words derived from the words in capitals.**

- She was awarded maximum points for her performance. **FLAW**
- The of the new sports complex took six months. **CONSTRUCT**
- People like extreme sports because of the and danger involved. **EXCITE**
- Christine works for a big company which has offices all over the world. **NATION**
- John makes mistakes because he lacks **CONCENTRATE**

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

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

Now I can ...

- talk about animal groups/sounds
- talk about disasters and extreme sports
- give and react to news
- give/respond to encouragement
- write semi-formal/formal letters and emails

... in English

Module 2 | 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.



Alexander Graham Bell

The telephone is now an integral part of modern life, yet it is still less than 150 years old. On March 7th, 1876, the United States Patent Office granted the patent for the telephone to Alexander Graham Bell. This was possibly the most valuable patent ever issued and more than 600 law suits would challenge the decision over the next seventeen years, **1)**

Others had also been working to invent such a device, among them Antonio Meucci. He had been ready to patent his 'teletrofono' in 1871 **2)** In 2002, the US Congress recognised that it was Meucci who had been first with the idea, a statement that continues to provoke argument.

Alexander Graham Bell was born in Edinburgh, Scotland in 1847, into a family of well-known elocutionists. He and his two brothers were largely taught at home as they were expected to enter the same profession. Sadly, by 1870, both his brothers had died from tuberculosis, **3)**

Bell had a lifelong commitment to helping the deaf to speak and combined his scientific pursuits with teaching. The parents of two of his pupils were so impressed with his theories that they offered him financial support, **4)**

Alexander was fortunate to find Thomas Watson, a talented mechanic and model maker **5)** Whilst testing a circuit, they realised that the process would also work in reverse, which led, ultimately, to the invention of the telephone.

Bell became an extremely wealthy man from the success of the Bell Telephone Company. He purchased some land and settled in Nova Scotia **6)** He also worked on other inventions until his death, but none of these was as successful as the telephone.

- A** which prompted the family to move to Canada
- B** where he continued his research into techniques for teaching speech to the deaf
- C** who assisted him in creating a device for transmitting sound by electricity
- D** which enabled him to fund his many experiments
- E** who convinced him that he needed to change his approach
- F** until the Supreme Court finally ruled in Bell's favour
- G** but he could not raise the money needed to do so

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 Mother's Support



Karen woke up well before her alarm was due to go off. She had set it for seven, knowing that it really 1) necessary.

Two weeks earlier, Karen had applied for a job at a well-known magazine and she 2) to go for an interview.

Karen jumped out of bed, showered and dressed and ran down the stairs to the kitchen where her mother 3) breakfast.

"Good morning, honey," she said, 4) cheerfully. "Sit down and have something to eat."

"No time, Mum. I have to rush," said Karen. "Why 5) (you)? You have plenty of time."

Karen replied, "I know, but if I 6) the 7.30 bus, I will be late for my interview at 8."

"Oh, I see," said her mother, "Well, off you go then. And don't be nervous, I know you 7) the job." Feeling more confident Karen ran out the door.

NOT BE

INVITE

PREPARE

SMILE

HURRY

NOT CATCH

GET

Part 2

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

The Last Frontier

On October the 4th, 1957, the USSR took the world by surprise when they 1) launched the first artificial satellite into space. The event 2) marked the beginning of the space age, which the United States would join four months later when they announced the launch of their first satellite.

After the break up of the Soviet Union, the Soviet Space Programme became known as the Russian Federal Space Agency (RSA). This 3) agency controls Russia's space science programme and general aerospace research. While the headquarters of RSA are in Moscow, its primary space flight 4) centre is located in Korolev. Both manned and unmanned launches are conducted at facilities in Kazakhstan and 5) parts of Russia. Anatoly Perminov, is the General Director of RSA. Under his leadership the programme has become stronger and more 6)

SUCCESS
EFFECT

GOVERN

OPERATE

NORTH

EFFECT

Part 3

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

EMERCOM - Ready for Anything

Its aim is simple - save lives and 1) the world a safer place. Since it was first established in 1991, this is exactly what EMERCOM, the Russian Rescue Service, has been doing. Covering land and sea, at home and abroad, the brave men and women of this invaluable service put their lives at risk on a daily basis. These individuals are trained to the highest 2) and are fully-equipped to deal with both natural disasters and man-made emergencies.

EMERCOM has saved countless victims in many rescue 3) It has sent teams with sniffer dogs to areas hit by earthquakes and tsunamis. It has supplied mobile air hospitals and medical personnel and it has also 4) equipment to other countries and food to the hungry. In addition to its humanitarian operations abroad, EMERCOM has been highly effective within Russia. The State Fire Service has been a part of EMERCOM since 2001 and as a 5) of improved organisation and regular safety checks there have been fewer fires and more lives saved.

Of course, the best way to save lives is to 6) emergency situations in the first place. EMERCOM also examines risks and 7) up with plans to successfully combat any possible problem. Disasters are difficult to predict, but one thing is certain - with its dedicated personnel and state-of-the-art equipment, EMERCOM will always be there to save lives in the time of greatest need.

- | | | | |
|----------------|-------------|------------|------------|
| 1 A do | B make | C get | D become |
| 2 A degree | B point | C stage | D goal |
| 3 A directions | B functions | C actions | D missions |
| 4 A involved | B presented | C provided | D included |
| 5 A reason | B result | C purpose | D object |
| 6 A block | B obstructs | C prohibit | D prevent |
| 7 A brings | B thinks | C comes | D takes |



Listening - Part 3

You will hear a monologue. For statements 1-7, choose A, B or C to complete each statement correctly. You will hear the recording twice.

- 1 The first time the speaker went to the drama club she
 - A was surprised everyone was dressed in black.
 - B only joined in because all her friends were there.
 - C thought the students should have been more serious.
- 2 In the after-school drama class, the speaker
 - A tried to get noticed.
 - B acted a part for the teacher.
 - C turned down the main part.
- 3 The speaker was nervous about her first performance in the show because
 - A her parents were there.
 - B there was a big audience.
 - C she hadn't rehearsed enough.
- 4 After the first performance, the speaker
 - A was upset by the reaction of the audience.
 - B went back to her old routine.
 - C slept for a very long time.
- 5 The speaker was surprised by the letter because she
 - A never gets any mail.
 - B wasn't expecting an invite to the drama school.
 - C didn't think anyone had liked her performance.
- 6 The drama workshop at the college
 - A had excellent teachers.
 - B was a disappointment for the speaker.
 - C was over very quickly.
- 7 In the end, the speaker had
 - A changed her mind about acting.
 - B gone back to her normal routine.
 - C decided not to go drama college.

Speaking

Task 2 (3 – 4 minutes)

You and your friend want to choose a film to be shown at the local, summer film festival. You can choose from:

- A documentary
- A comedy
- A thriller
- An adventure film

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

You begin the conversation. The examiner will play the part of your friend.

Writing - Part 1

You have 20 minutes to do this task.

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

... I have started going jogging every evening after school. I think it's important to do some type of exercise. I like jogging because it doesn't cost anything and I can go with my friends. What do you and your friends do to keep fit? Are there good facilities for playing sports in your town? We used to have an outdoor swimming pool in my town but it closed a few years ago. What is the most popular way for young people to keep fit in your country?

Next Saturday is my birthday. My parents have arranged a party for me ...

Write a letter to Susan.

In your letter

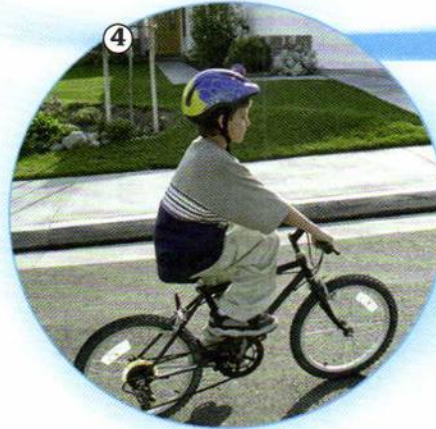
- answer her questions.
- ask 3 questions about her birthday party.

Write **100-140 words**.

Remember the rules of letter writing.

Module 3

Units 1-13



Rights

► Look at Module 3

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

► Find the page numbers for

- spidergrams
- newspaper headlines
- a Caribbean festival

► Listen, read and talk about ...

- crime
- technology & education
- social issues
- festivals
- organisations

► Learn how to ...

- give an eye-witness account
- narrate an experience
- buy things
- express your views
- agree/disagree
- give reasons

► Practise ...

- clauses of concession
- the passive
- the causative
- modals
- intensifying adjectives
- indirect questions
- making recommendations

► Write/Make/Give ...

- a letter of complaint
- a speech about the problem of famine
- a paragraph expressing your preferences
- a review
- emails on notes and emails of recommendation
- a presentation about a festival in your country
- a presentation on an organisation

Across Cultures: Festivals

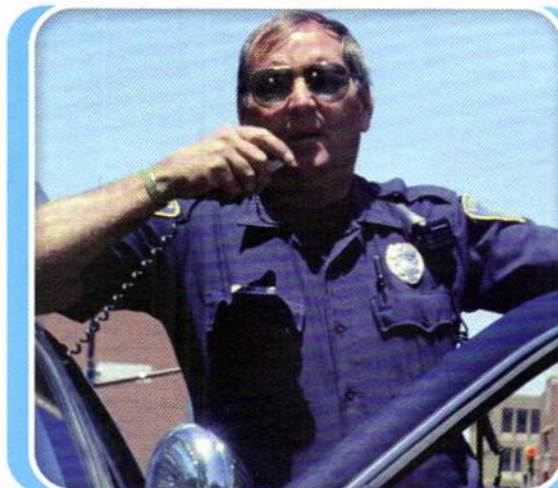
Literature: The Caves of Steel

Curricular Cut (Citizenship): Unicef

Lead-in

1 Which of the following can you see in the pictures:

- radar • mobile phone • radio
- torches • camera • video • microphone
- transmitter • CCTV camera



Reading

2 Read the title of the text and the first sentence in each paragraph. What can the text be about? Read through and check if your guesses were correct.



Study Skills

Predicting content

Read the title, then read the first sentence in each paragraph. This helps you predict the content of the text.

Caught in the Act

I wasn't expecting it to be a great day, just a normal work day, but neither was I expecting it to be quite as bad as it turned out. It started pleasantly enough, with a quiet cup of coffee watching the morning news before setting off for work. Then the doorbell rang, so I opened the door thinking perhaps the postman was making an early delivery. Instead, I found myself face to face with two uniformed police officers. Of course, I was taken aback but I managed to ask calmly what I could do for them. With very grim looks on their faces, they told me I was being arrested for the robbery of a local post office and that I was being taken to the station for questioning.

They put me in an interrogation room. I was so stunned that I don't know how long I sat there just staring blankly at the walls. It felt like I'd been in there for hours and for all I knew, it had been hours. Then my mind started racing with a thousand questions. Why had no one come to question me? How could they think that I was a criminal when I had been a law-abiding citizen all my life? Most of all, how could this have happened to me? It wasn't long before I found out.

A stern-faced detective entered the room and I smiled nervously. He gave me a long, hard look and asked me about my whereabouts on the 18th of the month. I started to panic because that was the day I had called in sick at work and I'd stayed at home. This meant I had no alibi, of course. Then he dropped the bombshell. He knew I was guilty because the robbery had been caught on CCTV and someone had called in to identify me. My mood suddenly changed from fear and alarm to outright fury. I demanded to see a lawyer and I was not going to answer any more questions until I got one.

While I waited for the lawyer to arrive, I sat there fuming about who could have identified me as the robber. There was no way it could be a close friend or a member of my family. I was sure of that. I wondered if it was

someone who had made a genuine mistake. But that didn't seem likely either. Perhaps it was someone with a grudge against me. All I knew for sure was that it felt very strange to be wrongly accused of a crime by someone who must know me.

Finally, my lawyer walked into the room. She had such an air of confidence about her that I immediately relaxed. She fired rapid questions about my arrest at the detective and raised a questioning eyebrow when he told her that I'd been identified on CCTV. She didn't seem in the least bit impressed by this supposedly crucial evidence and demanded to see the pictures. It was now the detective who was beginning to look a bit worried as he scuttled off to fetch the pictures.

He placed a series of pictures on the table. In one, I could see a very faint image of a man of my height and build with a similar hairstyle to mine. Another picture showed a close-up of the man's face but the picture was so blurred that it was impossible to tell who it was. It could have been me or thousands of other young men with similar features. My lawyer laughed, although she didn't seem very amused. With barely controlled anger she told the detective that such pictures could not be used to identify me and that no court would accept them. She added that as I had no criminal record and was a citizen of good standing, I should be released immediately unless they had any further evidence against me.

To my utter relief I was released without charge just over an hour later. What has my experience taught me? Despite the fact that this country has more CCTV surveillance than any other country in the world and the government has spent millions of pounds on it, many of the images are so bad it can result in a completely innocent person spending a day at the police station. People are always complaining that Big Brother is watching but in my personal experience it's worse when he's caught sleeping on the job.

3 RNE Read the story. For statements 1-7, choose the answer A, B, C or D to complete each statement correctly. Then translate lines 1-17 into Russian.

1 We learn in the first paragraph that the writer was surprised when

- A his morning routine was interrupted.
- B his doorbell rang so early.
- C he opened the door to the police.
- D he saw the look on the policemen's faces.

2 By the time the detective entered the interrogation room, the writer

- A didn't know how much time had passed.
- B had begun to blame himself for his situation.
- C had prepared many questions to ask.
- D was beginning to realise the seriousness of his situation.

3 The writer uses the phrase 'he dropped the bombshell' (line 22) to show that

- A the detective was not telling the truth about the crime.
- B the detective revealed some shocking information.
- C the detective had become angry and started shouting.
- D the detective was not impressed with the writer's alibi.

4 When the lawyer arrived, she

- A was very critical of the detective.
- B showed her disapproval of CCTV.
- C insisted that the writer was innocent.
- D didn't seem convinced by the evidence.

5 The lawyer thought that the pictures were unacceptable because

- A they didn't show the man's face.
- B they were of very poor quality.
- C they were taken from a distance.
- D the man in them didn't look like the writer.

6 The writer was eventually released because

- A there was a lack of evidence.
- B new evidence proved him innocent.
- C the real culprit was found.
- D a court ruled that he should be.

7 The writer learnt from his experience that

- A despite disadvantages, CCTV cameras are still beneficial to society.
- B Britain has too many CCTV cameras.
- C CCTV cameras have a disadvantage that most people don't think of.
- D CCTV cameras bring more harm than good.

4 Explain the words in bold. Use them in sentences of your own.

e.g. *It was obvious she wasn't paying attention because she was **staring blankly** out the window.*

5 Match the underlined words/phrases from the text with their meanings.

- important • surprised • serious-looking • absolute/complete
- quick • enraged/angry • gloomy

6 Fill in: *early, hard, genuine, air, normal, blankly, drop, set off, personal, wrongly, controlled, criminal.* Make sentences based on the text using the phrases.

- 1 work day
- 2 for work
- 3 delivery
- 4 stare
- 5 give a long, look
- 6 the bombshell
- 7 a(n) mistake
- 8 be accused of
- 9 a(n) of confidence
- 10 anger
- 11 record
- 12 experience

Speaking & Writing

7  Listen and read the text again. Imagine you are the writer's lawyer. Describe your client's experience to the class.

8 *Portfolio:* Imagine you are the writer. Write a letter of complaint to the local police authorities. Explain your problem then ask for an apology. Use the prompts below.

Dear Sirs,

*I am writing to complain about ...
On ... I ...*

At the very least, I deserve an apology in writing as ... I can be reached at the address given above, or by phone at ...

Yours faithfully, ...

Unit

3.2

Vocabulary & Grammar

• Crime



- 1 a) Which of the crimes below are minor offences? Which are punishable by a warning, having to pay a fine, doing community service or going to prison in your country?

• arson • littering • vandalism • illegal parking
• blackmail • burglary • speeding • shoplifting
• murder • assault • cyber crime • fraud
• hijacking • kidnapping • smuggling
• pickpocketing • armed robbery • mugging
• drink driving • hooliganism

- b) Which of the crimes above do the newspaper headlines match? Which words helped you to decide?

① **MILLIONAIRE SAFE AND SOUND AS RANSOM PAID**

② **BODY DISCOVERED IN ABANDONED WAREHOUSE**

③ **FAKE WEBSITE FOOLS THOUSANDS**

④ **SHOTGUN HORROR AT LOCAL BANK**

⑤ **CITY CENTRE CRIME WAVE SEES HUGE INCREASE IN BAG-SNATCHERS**

⑥ **CRIME SPREE AT SUPERMARKET AS STORE DETECTIVES GO ON STRIKE**

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

- The football hooligans' mood when the rival team scored.
A modified B changed C adopted D transformed
- Only friends and family knew about his criminal record.
A familiar B close C near D confidential
- The police claimed that his arrest was a(n) mistake.
A actual B real C genuine D true
- Courts will not poor quality CCTV footage as proof of guilt.
A agree B approve C admit D accept

- Because they had no proof, the police released him without
A fee B fine C charge D penalty
- The accused man waited nervously for the jury to deliver their
A verdict B decision C conclusion D sentence

3 Decide on the correct word.

- Criminals who **break/cross** the law may soon face tougher prison sentences.
- The government will need to **pass/approve** new laws to stop cyber crime.
- Men are known to **perform/commit** more crimes than women.
- The security guard disarmed the thief before he could **rob/steal** the bank.
- Even though he had an alibi, he was **accused/charged** with burglary.
- Capital/High** punishment is only for the most serious crimes.
- The death **penalty/score** has been banned in most countries.
- The lawyer advised her client to **ask/plead** innocent in court.
- It was only a minor offence so the punishment was community **service/work**.
- As soon as the police have enough evidence, they will **put/press** charges.
- The football fans ran down an alley to **escape/flee** an attack from the hooligans.
- Some people believe that tougher punishments would help **prevent/avoid** crime.

• Prepositions

- 4 Fill in the correct preposition. Check in Appendix II.

- She was charged the murder of her boss.
- At the end of the trial, he was sentenced fifteen years in prison.
- The police placed him arrest and took him to the station.
- He is being held custody until he goes to trial.
- Citizens should be prevented speeding in school zones.
- Vandals show little respect private or public property.
- He was released from prison and is now probation.
- The jury found him guilty committing the crime.

- Phrasal verbs

5 Fill in the correct phrasal verb from the list in the correct form. Check in Appendix I.

- break in • run away from • hold up
- run off with • let off

- As it was his first offence, the judge him with a small fine.
- The accountant all the company's money.
- The hooligans the police as soon as they saw them.
- The robbers the bank with shotguns and got away with £10,000.
- It's easy for burglars to if you leave a window open.

- Idioms

6 What do the idioms in bold mean? Discuss with your partner.

- Danny believes he's **above the law** and often speeds when he's driving.
- No matter where you hide, **the long arm of the law** will find you in the end.
- Ben always keeps to **the letter of the law** and would never declare anything dishonest on his income tax form.
- The locals decided **to take the law into their own hands** and catch the vandals themselves.
- It's **the law of the jungle** in the city centre after midnight, so never go there alone.

- Clauses of concession (GR p. 168)

7 Complete the second sentence so that it means the same as the first.

- Although he hasn't got much money, he's generous.
He's generous despite
- He didn't leave because it was raining.
He didn't leave due
- He's over 80 but he's still very active.
He's still active despite
- He's a nice person but he's got terrible manners.
He's a nice person in spite
- He tried hard but he didn't make it.
Despite

Listening & Speaking

8 Listen to someone giving an eye-witness account. What is he talking about?

- a car accident • a house break-in • a bank robbery

Everyday English

- Giving an eye-witness account

9 Imagine you have witnessed a bank robbery. A police officer is asking you to give your statement. Take roles and act out your dialogue. Use the phrases in the table.

Speaker A	Speaker B
• Could you please tell me what ...? • Where were you? • Could you describe what ...? • Could I have your name & address, please?	• Certainly, officer. It was ... There was ... • I was ... when ... • The car/man ... • Certainly. It's ...

- Open cloze

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



FORENSICS

It was in 1892 that an Englishman called Francis Galton provided the first scientific

1) that everyone's fingertips are unique. Fingerprints are the first things detectives look for at the scene of a crime, thanks to this important 2)

Forensics is the use of scientific techniques to help solve crimes. The 3) of criminals often relies on the analysis of blood, hair and saliva from the crime scene by forensic biologists. Forensic chemists examine powders and other materials for traces of drugs or explosives and forensic anthropologists study bones to estimate how old people were when they died.

In the past you would have been 4) to find a woman in a forensic science laboratory. However, in recent years, more women than ever before are being attracted to a career in Forensic Science. Many women are looking for a stable, 5) job, doing something that will help people. There has been an increase in female forensic scientists in TV programmes and in detective novels. Perhaps these role models are the 6) for women to seek a career in forensics. Whatever the reason, the fact remains that in a workplace once dominated by men, now over 60% of the staff in American forensic laboratories are women.

EVIDENT

DISCOVER

IDENTIFY

LIKELY

INTEREST

INSPIRE

Unit 3.3

Lead-in

- 1  Listen to three teenagers talking about their favourite gadgets. What gadget is each talking about? What does each use it for?

Tony Sophie Lisa

- 2 a) What gadgets do you use on a daily basis? What for? Tell your partner.

e.g. *I always call my friends on my mobile.*

- b) **THINK!** Now imagine a day without any of these gadgets. What would it be like? Tell the class.

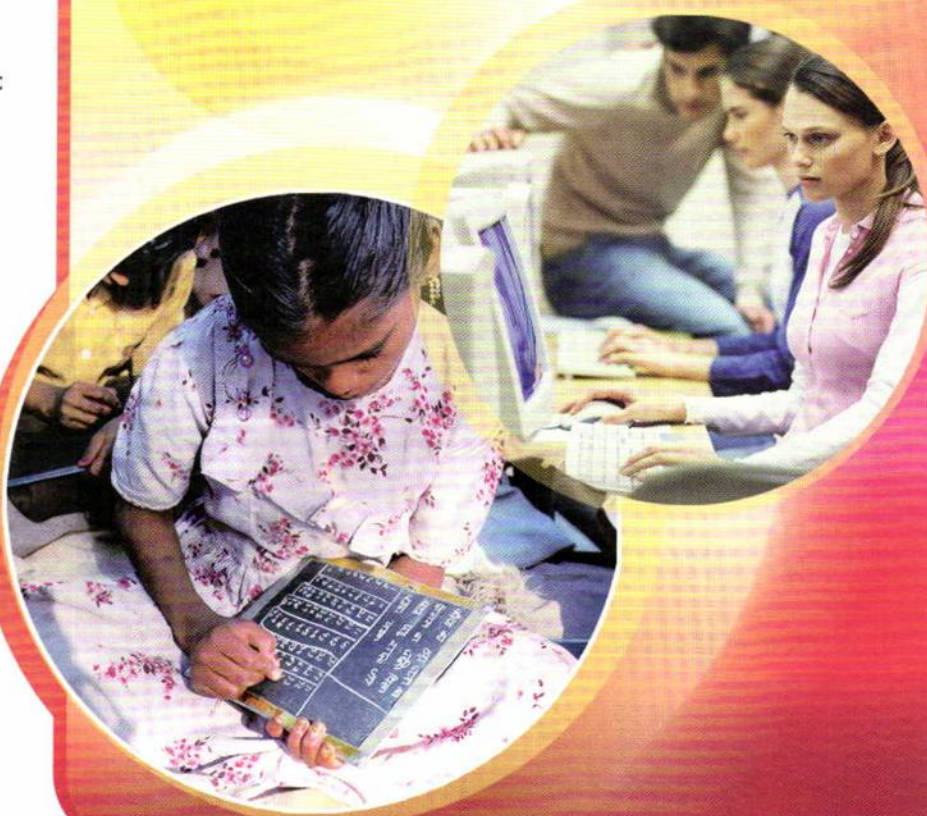
- 3 Compare the two pictures. How different are the students' lifestyles? Think about: education – housing – amenities – entertainment.

Reading

- 4 You are going to read an article about the invention of the clockwork radio. Which of the following sentences are true about it? Read through to find out.

- 1 It was invented in the 20th century.
- 2 It works without electricity.
- 3 It became a success immediately.
- 4 It is used in under-developed countries.
- 5 It is merely used for entertainment.

Clockwork Communication



- 5 **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.

- A because of the heat and dust
- B which was used mainly in African countries
- C so he took out a **patent** for his invention
- D who is a London-based **financier**
- E but entertainment is definitely not a priority
- F which looked at scientific and technological developments
- G which would educate villagers about the risks of AIDS

Mukakarimba's parents died of AIDS. At only thirteen, Mukakarimba looks after four younger brothers and sisters in a tiny two-roomed mud house in Rwanda. Her most valued **possession** is a special radio that does not depend on electricity.



In 1991, after seeing a television report about AIDS, Trevor Baylis got the idea for an invention that was to help change lives in many under-developed countries in Africa. Health organisations needed a way to get information to **remote** areas **1** . Radio broadcasts would solve the problem, but most people had no electricity, and batteries could cost more than a week's food for a family – if they could be found.

Baylis started experimenting with a transistor radio and a small clockwork motor from a toy car. He succeeded in producing a portable radio that worked without batteries. After winding the radio up, it ran for 14 minutes. Baylis was sure that his clockwork radio could be developed into a useful product **2** . However, he could not find a sponsor to manufacture the radio. **Rejection** letters included phrases such as “unprofitable” and “commercially **flawed**”.

After years of getting nowhere, Baylis got in touch with the BBC. This proved to be the **breakthrough** he needed.

Tomorrow's World was a TV programme **3** . Baylis was given the opportunity to demonstrate his invention on the programme and it was seen by Chris Stains, **4** . Two days later, Chris was talking to Baylis in his home about beginning actual production of the clockwork radio.

A factory was set up in South Africa. However, early production models, which worked perfectly well in Baylis' London living room, soon failed in the harsh conditions of African villages **5** .

Eventually, the problems were overcome and thousands of radios were **distributed** in remote African villages. They are still being used for a variety of purposes, **6** . The health messages are getting through and in some communities where there is no teacher, children gather round the sets for their school lessons. Many of these children are doing far better than those receiving a more **conventional** education in state schools. The radios are treated with great respect, as if they were the very teacher in person.

- 6 a) Fill in: health, useful, broadcasts, valued, state, under-developed, technological, harsh, change, portable. Make sentences using the completed phrases.

1 possession	6 radio
2 lives	7 schools
3 developments	8 conditions
4 radio	9 product
5 countries	10 organisations

- b) Explain the words in bold.

- 7 Find all the words in the text related to technology. Which of them are international words i.e. the same in many languages? Which ones sound the same in your language?

Speaking

- 8  Listen as you read the text again. Imagine you are Trevor Baylis back in the 1990s. Describe the day you met Chris Stains. Say what happened, how he reacted and how you felt. Start like this:

e.g. On that day, I was at home. I had demonstrated my invention on the BBC two days earlier and ...

Writing

- 9 **THINK!** “The key to success is to risk thinking unconventional thoughts. Convention is the enemy of progress.” How does this quote by Trevor Baylis reflect his personality? How has his invention changed the lives of rural poor people with no access to electricity? Spend five minutes writing a few sentences on the topic. Read your sentences to the class.

Unit 3.4



Vocabulary & Grammar

• Technology

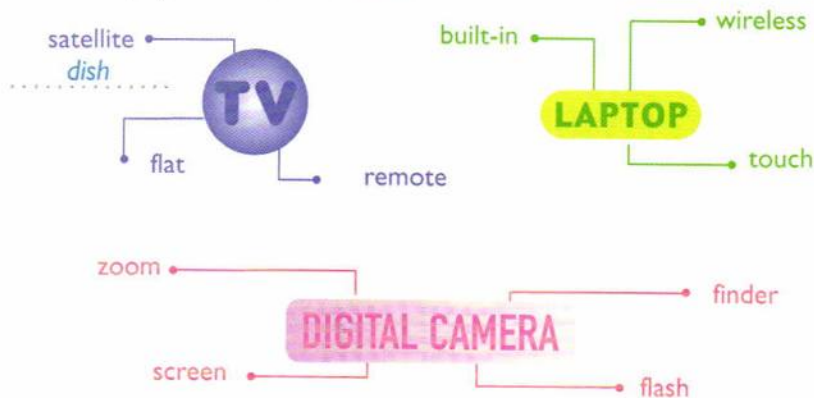
1 Complete the sentences with words from the list.

- connect • install • remote control • recharge • press
- plug in • store • insert • upload

- When the battery runs down, you need to the device.
- Simply use the adaptor provided and to the mains.
- You can your photos on your PC once you the appropriate software .
- Just the CD-ROM and run the program.
- Everything is automatic – all you have to do is the button.
- When you want to load your photos onto your computer, the USB lead to your PC and hit '.....'.
- To control the device from a distance you can use the

2 Add words to each of the spidergrams, then use them to make sentences, as in the example.

- pad • dish • screen • control • lens • view • microphone
- display • network • built-in



e.g. A TV with a **satellite dish** can receive many channels.

• Education

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

- In the UK, most children attend **state/public** schools rather than **personal/private** ones. Education is **compulsory/obligatory** for children aged six to sixteen.
- He took a one-year foundation **programme/course** before he qualified for a place on a BSc in Medicine.
- The university offers a variety of more than a hundred **graduate/student** programmes in various **disciplines/curricula**.
- All students must bring a **note/notice** from their parents in case they **miss/drop** a class.

GR pp. 169-170

• The passive/The causative

4 Choose the correct answer.

- He to be one of the most successful businessmen alive.
A will claim C will have claimed
B be claimed D is claimed
- Henry his computer repaired at the moment.
A will have C has had
B is having D was having
- The clockwork radio by Trevor Baylis.
A was invented C invented
B is invented D was inventing
- Jane her mobile phone stolen last night.
A had C has had
B is D was
- Sony Playstations in Japan.
A have made C are made
B had made D will make
- John air conditioning installed at home today.
A is wanting C is doing
B is being D is having
- New gadgets as we speak.
A are invented
B will invent
C were invented
D are being invented
- Jack has his DVD player repaired three times.
A been C done
B had D made
- My computer tomorrow.
A is serviced
B will be serviced
C have serviced
D has been serviced
- I had my digital camera in town yesterday.
A to be repaired C repaired
B repairing D repairs

Listening

- 5  Listen to a dialogue.
Where does it take place? What is it about?

Everyday English

- Buying things

- 6 You are interested in buying one of the objects in the pictures. Use the language in the box to act out your dialogue.

Serving customers

- How can I help you?
- Have you got a specific brand in mind?
- It will cost ... after discount.
- That's fine.

Deciding on an item

- I'd like to ...
- Not really. Could you suggest ...
- How much is it?
- Can I pay by credit card?



e.g. A: How can I help you?

B: I'd like to see one of the digital cameras in the display window, please.

- Key word transformations

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

- 1 Nobody spoke for about five minutes.
before It was about five minutes anything.
- 2 There's no chance of us going to London this year.
possible It won't be to London this year.

- 3 I use the Internet to check anything I don't know.
up If I don't know something, I on the Internet.
- 4 Everyone thinks she'll be promoted next month.
expected She a promotion next month.
- 5 We last heard from Jim ten years ago.
since It we last heard from Jim.
- 6 He apologised for breaking the camera.
sorry He said broken the camera.
- 7 I can't attend the meeting next week.
present I won't the meeting next week.

- Multiple choice cloze

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



SCHOOL at home

In many countries you can be certain that officials would soon be knocking on the door if your parents decided not to send you to school! Perhaps your parents could be 1) to court and made to pay a large fine, while the authorities would make sure that you attended school in the same way as all the other children in your country.

There was an example of this quite recently. The parents of a young girl had started to educate their daughter at home rather than 2) her through the compulsory school 3) because they believed they could give her a broader education themselves. Unfortunately for them, in Germany this is illegal.

In Britain, however, the law simply states that parents must 4) their children with a full-time education from the age of five, and home education is becoming an increasingly 5) choice with parents. Considering the 6) levels of bad behaviour being reported in our schools, the parents who choose to educate their children at home may well have a strong 7) Certainly, the children involved seem to prefer it, even if this is simply because they are not faced with the problem of coping with teachers or students they don't like at school every day!

- | | | | |
|---------------|------------|-------------|---------------|
| 1 A carried | B taken | C brought | D pulled |
| 2 A bring | B fetch | C carry | D put |
| 3 A programme | B method | C technique | D system |
| 4 A provide | B give | C serve | D keep |
| 5 A perfect | B likeable | C popular | D general |
| 6 A stronger | B higher | C wider | D bigger |
| 7 A situation | B position | C case | D opportunity |

- 9 **THINK!** Which would you prefer – being educated at home or at school? Spend three minutes writing about the topic.

Lead-in

- 1 Look at the pictures and read the title. What do you think the texts are about? Who are the men in the picture and how are they related to the text?

- 2 **THINK!** Why do people commit crimes? What would you do if you saw someone committing a crime? How can we make society a safer place?

Listening

- 3  Listen to three people who have been the victims of crime. Match the speaker to the crime.

A ☐ Speaker 1	1 burglary
B ☐ Speaker 2	2 pickpocketing
C ☐ Speaker 3	3 mugging

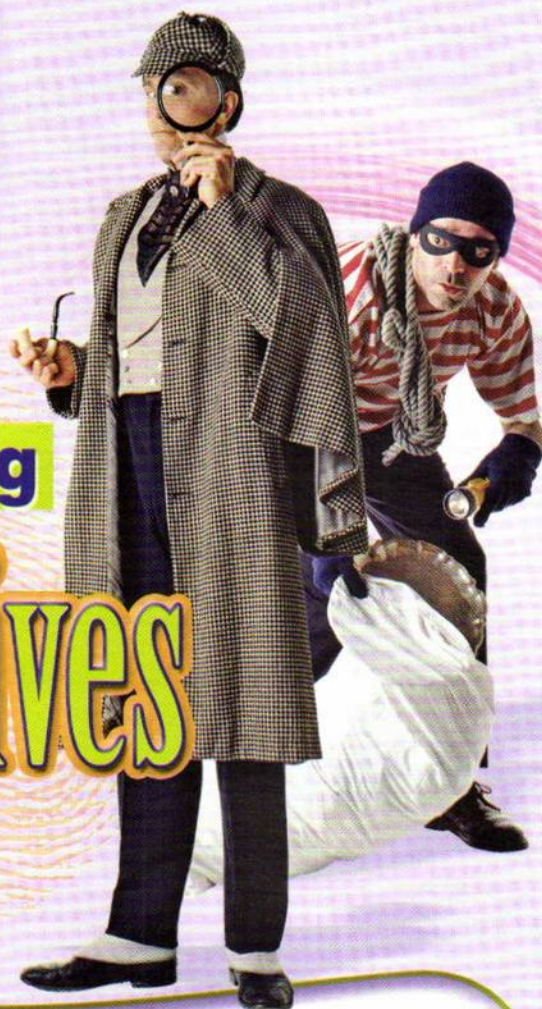
Reading

- 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. Then translate extracts 3 and 5 into Russian.

- A Caught on screen
- B Serving the customer
- C Freedoms behind bars
- D Lawful notice
- E Crime scenery
- F A policeman's best friend
- G From the dark side
- H An appealing career



Watching the Detectives



- 5 a) Fill in: under, state-of-the-art, ready, safe, organised, court, fully, full, vital, big. Now use the phrases to make sentences based on the text.

1 arrest	6 science
2 informed	7 a(n) of law
3 a(n) recovery	8 a(n) supply
4 a(n) distance	9 crime
5 business	10 role

- b) Match the words in bold to their synonyms.

- rough • realistic • very strange • excitement
- many • lack • dark and mysterious • outsider
- magnificence • people believed to be guilty of a crime

- 6 **Mis-** is a prefix that shows that something is done badly or wrong. Find three examples of **mis-** in the text. Are they verbs or nouns? Use a dictionary to find five more examples.

Speaking & Listening

- 7  Listen as you read the text again. Why are TV series about crime so popular? What do you like/dislike about such series?

1 "You have the right to remain silent. Anything you say can and will be used against you in a court of law. You have the right to an attorney* present during questioning. If you cannot afford an attorney, one will be appointed for you. Do you understand these rights?" You'll probably have heard this **numerous** times on American films or TV shows. It is the Miranda warning which is read to **suspects** so that they are fully informed about what they are allowed to do while they are under arrest.

2 Russian TV has no **shortage** of crime shows, but one massive hit was *Brigada*. The fifteen part mini-series didn't focus on the police, as you might expect, but on a group of friends who became a gang of criminals. The series followed them from 1989 to 2000 as they made their way through the **shadowy** world of organised crime. After receiving great reviews, there were demands for another series, but, so far, the story has only been continued in novels.

3 For almost thirty years, the BBC television programme *Watchdog* has highlighted consumers' rights and the way big business sometimes mistreats the public. If you have a consumer problem, then the team will sort it out for you. They have an impressive track record in getting results and the show is a firm favourite with an audience who love to see the **underdog** come out on top. Make no mistake – this is one dog with real bite!

4 Forensic Science is suddenly one of the most popular jobs in law enforcement and this is undoubtedly due to the success of the TV show *CSI – Crime Scene Investigation*. Each week, the dedicated team use state-of-the-art science to solve **bizarre** murders and strange deaths. University courses in law, chemistry and related sciences are now full of eager students who see forensic science as the glamorous alternative to more traditional police work.

* an attorney is the American term for a lawyer

5 Police dogs have a vital role to play in policing and have frequently been known to save lives. A perfect example of this is Anya, a German Shepherd, who has just been nominated for a top dog award. Anya protected her handler from major injuries as he was fighting off an attacker who had a knife. Even though the dog was stabbed in the chest by the attacker, brave Anya refused to let go. After making a full recovery, Anya is now in line for the highest award in the Dogs Trust Honours.

6 St Petersburg, with its wonderful cathedrals, picturesque parks and rich culture, is the perfect location to film any TV series. But in recent years, it is not the **splendour** of the city that television producers are seeking, but the **rugged** charm of everyday city life against which to set crime series and police shows. Beginning with *Streets of Broken Streetlights* in 1998, the city is now the hottest place to shoot a **gritty** police drama. Cheaper than Moscow and with quieter streets, St Petersburg's majestic architecture provides a stunning background no matter what is being filmed.

7 CCTV (closed-circuit television), those cameras you see in the corner of the supermarket or towering high above the streets, have not only reduced crime, but have also provided TV producers with hours of inexpensive programming. Using the filmed misadventures of unlucky crooks, terrestrial and satellite channels have a ready supply of entertainment for viewers who prefer their **thrills** at a safe distance. Reality TV has never been this real before!



8 **THINK!** In three minutes write down the names of as many famous detectives from books and films as you can. Compare your list with a partner.

Writing

9 Imagine you are writing a short review of a new crime series on TV. Write about the story, the characters and the location. Say why the new series is good/bad. Give reasons.

Unit

3.6

Vocabulary & Grammar

• Welfare

1 Use the phrases below to complete the gaps. What is a welfare state?

• disability pension • mentally handicapped
• social services • low income • unemployment benefit • state pension • subsidised rent • health care • decent accommodation • council housing

- 1 In the UK, the National Health Service provides for everyone.
- 2 are provided by the government and help people with family or financial problems.
- 3 He looked at hundreds of flats and houses before he found some to rent.
- 4 people need our help and support to become part of the community.
- 5 When most people retire at the age of 65, they are usually entitled to a(n) from the government.
- 6 Someone who hasn't got a job can claim to help them financially until they find work.
- 7 Local authorities have a limited amount of that they make available to families in need with nowhere to live.
- 8 Tenants in houses owned by the council pay a(n)
- 9 People with special needs who are unable to work can claim a(n) from the government.
- 10 Families on a(n) sometimes find it very difficult to pay their bills.

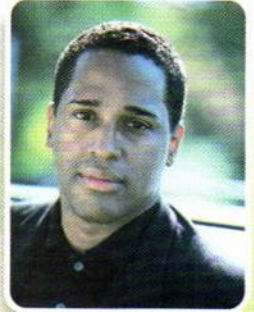
• Work

2 Underline the correct word. Then translate the sentences into Russian.

- 1 Kate gets paid a weekly **wage/money** of £175 while Paula receives her **income/salary** at the end of every month.
- 2 Dan has got a **temporary/partial** job for the summer, but his brother Craig is a **complete/full-time** worker and a **permanent/long-lasting** employee of Brown & Sons.
- 3 Although Jim's monthly **earnings/profits** are not high, he gets a number of **salaries/perks** like a company car.

- 4 The amount Owen **invests/pays** in the stock exchange is high but he hopes to receive a large **benefit/profit** from it.
- 5 Sam went on a training course to **win/gain** more experience and help him get a promotion to increase his **profits/annual** income.
- 6 Tom put in a lot of extra hard **job/work** to **benefit/win** the approval of his new employers.

3 Fill in: applied, appointed, interview, salary, wages, promoted, pension, retire, laid off, be made redundant, resign, pursue.



All his life Jack Jones wanted to

1) a career in motor mechanics. So when he finished school he 2) to all the local companies and after sailing through the 3) he was taken on as an apprentice with Smith & Sons. At first, his weekly 4) weren't very high but after he had finished his training he was 5) and his 6) increased. He had been working there for 5 years when Mr Smith decided to 7) to the countryside and live off his 8) He 9) his eldest son as the new manager who then 10) a number of employees in an effort to streamline the business. Jack didn't want to 11) so he decided to 12) and set up his own business. This turned out to be a very good move and he is now very successful.

• Modals GR pp. 170-172

4 Rewrite the sentences using appropriate modals.

- 1 A policeman can't go to work without a uniform.
A policeman has to wear a uniform at work.
- 2 It's not a good idea to talk to strangers.
- 3 It isn't allowed to walk on the grass.
- 4 Is it OK if I make a phone call?
- 5 The race was difficult but in the end she managed to finish first.
- 6 I was wondering if I could send a fax.
- 7 Always wear a helmet when you ride a bike. It's the law.
- 8 I'm sure Jane will be back soon.
- 9 Do you want me to help you with the boxes?
- 10 Perhaps Sally left for Madrid.

• Intensifying Adjectives

- 5 Fill in: **deep, strong, heavy**. Choose five phrases and make sentences using them.

1 sleep; 2 traffic; 3 a feeling;
4 in thought; 5 criticism; 6
rain; 7 a opinion; 8 in trouble;
9 a sense of sth; 10 a sleeper

e.g. *He was in such a **deep sleep** that he didn't feel the earthquake.*

• Prepositions

- 6 Fill in: **in, at, on, of, into, for or from**. How did each person feel? **proud? ashamed? scared? upset? angry?**

A **Alice**: Thank goodness my brother felt sorry
1) me and took pity 2) me and did me the favour 3) lending me some money. I know I shouldn't depend 4) others to help me sort out my money problems and it weighs 5) my conscience a lot but I had no choice. I was 6) financial trouble.

B **Sharon**: I was 1) a complete loss and I didn't know what to do when I heard about the accident 2) the news. I was 3) a state 4) shock and then I just burst 5) tears. I couldn't help but think the worst and when I arrived at the hospital they told me he was being operated 6) He was suffering 7) internal injuries and although I hoped 8) the best, I also feared the worst.

Listening & Speaking

- 7  Listen to two people talking about a problem. What was the problem? What happened in the end? Listen again. Which of the sentences in Ex. 8a have the speakers used?

Everyday English

• Narrating Experiences

- 8 a) Which of the following sentences express relief?

Expressing feelings

- It was a huge weight off our shoulders.
- What a nightmare! At least it's all over now.
- It was driving me mad.
- It was terrible – much worse than I thought it would be.
- I'm so pleased it's over.
- I just couldn't bear it any longer.
- I should have known better.
- I just couldn't believe my eyes.
- It took me a long time to come to terms with what had happened.

- b) Think of a problem you have had. Use expressions from Ex. 8a to narrate the experience to your partner. You can use Ex. 6 as a model.

• Word formation

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

World Issues



Two of the biggest problems in the world today are poverty and hunger. 1), the two issues are interrelated, especially in the developing world. There are many 2) causes, including land rights and ownership issues, war, famine and drought, but the end result is sadly, often the same. People are 3) to feed themselves and so are permanently malnourished. This leads them into a vicious circle. They are 4) less able to work, which causes even greater poverty and hunger. The most frustrating thing about this issue is that people are not hungry due to a lack of 5) of food, but because they do not have the means to buy it. The 6) of food in many poor countries is not coordinated fairly either.

NATURAL

DIFFER

ABLE

INCREASING

AVAILABLE

DISTRIBUTE

- 10 **THINK!** Imagine you are a world leader. You have two minutes to address the problem of famine. What would you say? Start like this: *People of the world, we have seen ...*

Listening Task 1

- 1 **RNE**  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.

- 1 The woman believes that CCTV is a good idea.
A True B False C Not stated
- 2 Police officers will be needed to monitor the pictures.
A True B False C Not stated
- 3 Criminals try to avoid being caught on camera.
A True B False C Not stated
- 4 The man uses public transport on his way to work.
A True B False C Not stated
- 5 The woman has never seen the programmes the man describes.
A True B False C Not stated
- 6 The man would like a more personal approach to policing.
A True B False C Not stated
- 7 The woman did not know the man's occupation.
A True B False C Not stated

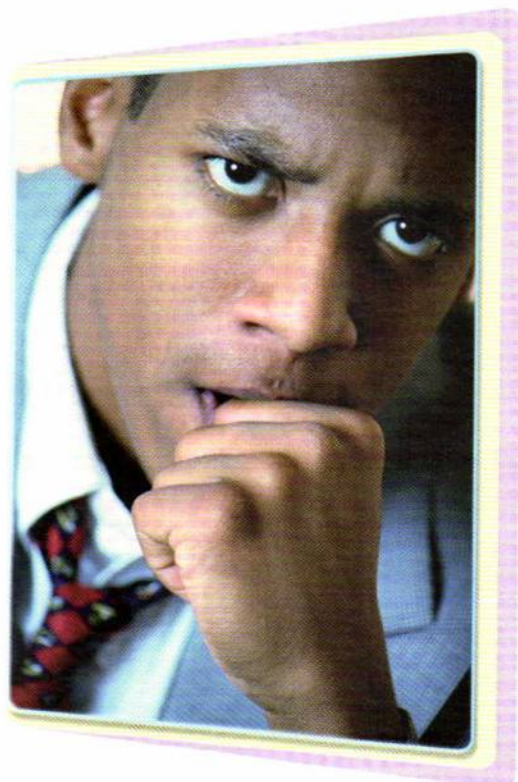


Listening Task 2

- 2 **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. You will hear the recording twice.

- A I failed to inform someone about something.
- B I was not well-prepared for something.
- C I got the wrong information.
- D I arrived somewhere too early.
- E I said something to the wrong person.
- F I trusted something I shouldn't have.
- G I lost something important.

Speaker	1	2	3	4	5	6



Study Skills

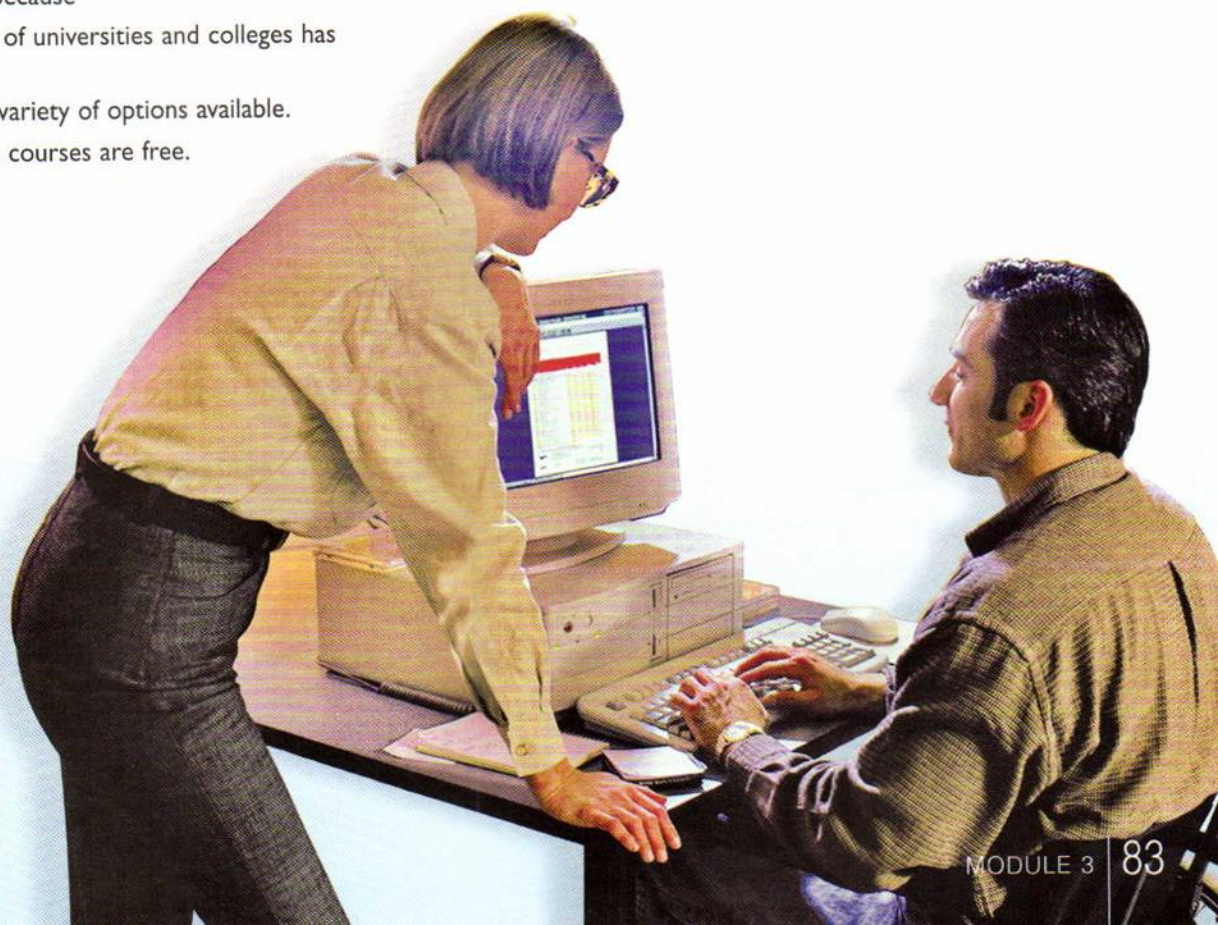
Multiple choice

Before listening, read the statements and underline the key words. When you read through the sentence completion options, keep the key words in mind. The first time you listen, try to identify the correct answer. The second time you listen, focus on why the other options are wrong.

Listening Task 3

- 3 RNE**  You will hear a person talking about his job as a career adviser. For statements 1-7, choose **A**, **B** or **C** to complete each statement correctly.

- 1 Bob became a careers adviser because of his
 - A** past experiences.
 - B** family history.
 - C** present environment.
- 2 Bob says some people are unemployed because
 - A** they didn't finish their education.
 - B** they are afraid of new technology.
 - C** they don't have the right skills.
- 3 Bob says the people who come to see him
 - A** want further education for different reasons.
 - B** have to be persuaded to do further study.
 - C** are not able to go into further education.
- 4 People wanting to go into further education these days are lucky because
 - A** the number of universities and colleges has increased.
 - B** there are a variety of options available.
 - C** many online courses are free.
- 5 Bob tells us that mature students applying for courses
 - A** are often preferred to regular students.
 - B** might not need any qualifications.
 - C** are often treated unfairly.
- 6 Bob advises someone who doesn't think they will get on a particular course to
 - A** double check the requirements.
 - B** get the right experience first.
 - C** have a more positive attitude.
- 7 When asked if mature students find the return to education challenging, Bob
 - A** describes some of the challenges.
 - B** suggests ways to overcome the challenges.
 - C** denies the seriousness of the challenges.



Unit 3.8 Speaking Skills

Student A:

Task 1 (3 – 3.5 minutes)

Give a talk about **the importance of family and friends**.

Remember to discuss:

- the benefits of close relationships.
- how family and friends can support you.
- what kind of problems close relationships can cause.
- what kind of relationship you have with your friends and family.

Useful words/phrases

- sense of security
- good communication
- respect
- argue at times
- a special bond

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 small families better than large ones?
- Do you prefer to have lots of friends or a few close ones?
- What's the most important quality in a friend?
- Do you find it easy to make new friends? Why/Why not?
- What's the best way to have a good relationship with your family?



Listen to a model answer. What does the speaker say about arguments?

Task 2 (3 – 4 minutes)

You and a friend have been asked to choose an event for Safety Week at your school. You can choose from:

- a talk about safety in the home
- a practical workshop on cycling safely
- designing a poster on road safety
- a lecture from a fire officer



Listen to a model answer. What choice did the speakers make and why?

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

Giving reasons

- I think this is important because
- It seems to me that ... , because
- That's really a good point, but
- I'm not sure I entirely agree with you because

Student B:

Task 1 (3 – 3.5 minutes)

Give a talk on **the benefits of modern health care**.

Remember to discuss:

- what health care was like in the past.
- the availability of health care for everyone.
- the effects of modern technology on health care.
- the effects of health education on the population.

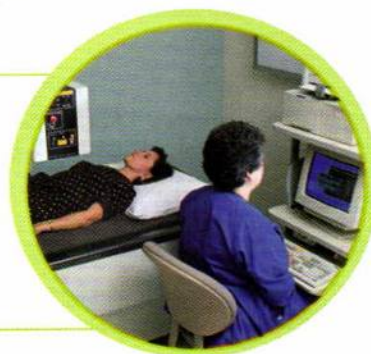
Useful words/phrases

- well-trained medical staff
- efficient clinics and hospitals
- improved diagnosis and treatment
- scientific advances
- effective health campaigns

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 healthier now than in the past?
- Could the standard of health care in your area be improved? How?
- Should more money be spent on medical science? Why/Why not?
- Should the government spend more on health education?
- Do you look after your health properly?

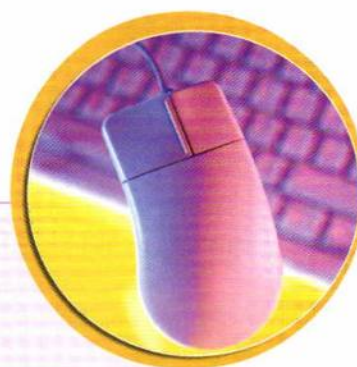


Listen to a model answer. What does the speaker say about health campaigns?

Task 2 (3 – 4 minutes)

You and your friend have been asked to organise an event for Technology Week at your school. You can choose from:

- a workshop on computer technology
- a visit to a modern hi-tech factory
- a lecture on the latest developments in technology
- a debate on the pros and cons of technology in the modern world



Listen to a model answer. What kinds of activities do the speakers think will be popular?

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 friends opinions and take them into account
- invite your friend to come up with suggestions
- come to an agreement

Agreeing/Disagreeing

- You're absolutely right about that
- I couldn't agree more with that point
- I'm going to have to disagree with you on that point
- I don't think that's a good idea because

Unit

3.9

Writing : Letters/Emails based on notes

- Letters/Emails based on notes

In some writing tasks involving **letters/emails based on notes**, the rubric may contain a letter/email from someone requesting information, advice, etc or it could take the form of an advertisement, notice, etc where you need to request information. In these types of tasks, notes are attached to the letter/email, advertisement, notice, etc to show you what information you must include in your answer. When asked to complete this type of task always consider what kind of style (semi-formal, informal) you will use before beginning to write. Remember you must give all the information required, using full sentences, in your own words.

1 a) Underline the key words in the rubric.

You have received an email from Janet, the daughter of your mother's best friend, who will be taking part in a music festival in your town. Read Janet's email and the notes you have made. Then write an email to Janet, using all your notes (100-140 words).

Dear Hannah,

As Mum has probably already told you, I'll be taking part in the music festival in your town this summer. I'm planning to stay for at least a month. Last night I was looking at hotels in the area on the Internet. Do you think the Hotel Aphrodite would be a good place for me to stay? If not, do you know of any other places that might be suitable?

Also, my mum told me that you are keen on keeping fit and are a member of the local gym. I was wondering whether I could join as well? I'd like to stay in shape over the summer.

Finally, I'm hoping to earn some money while I'm there. I've worked as a waitress before. Do you know of any cafés or restaurants that I could work in?

Thanks very much for your help, I look forward to hearing from you!

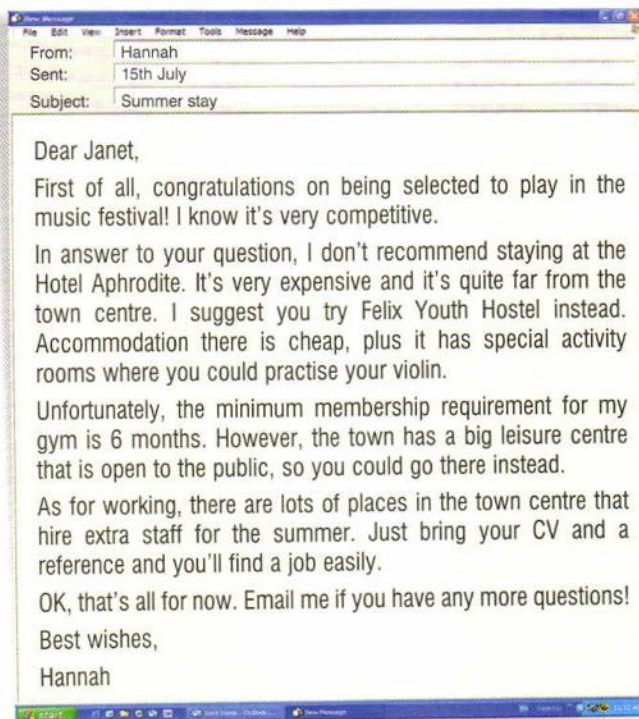
Yours,
Janet

Notes from rubric (with red lines/arrows pointing to email text):
 No, because ...
 Yes, give details, describe
 No, 6 months minimum
 Yes, name some places

b) Now tick the appropriate boxes in the statements below.

- You are going to write:
 - a formal letter ☐
 - an informal letter ☐
 - an informal email ☐
 - Who will read this piece of writing?
 - a person of about your own age ☐
 - an older relative ☐
 - a person you have never met ☐
 - What is your reason for writing?
 - to give information ☐
 - to complain ☐
 - to invite ☐
- 2 Tick the boxes below to show which of the points you will include in your piece of writing. Give reasons for your choices.
- tell Janet about this year's music festival ☐
 - recommend a place where Janet can stay ☐
 - describe what kind of tourist accommodation is available in your town ☐
 - tell Janet about new friends you have made at the gym lately ☐
 - explain to Janet why she won't be able to join the gym ☐
 - invite Janet to come and stay with you ☐
 - suggest a place where Janet can find a job ☐
 - talk about the different places you have worked ☐

- 3 Now read the email. Has the writer included all the information needed? How has she reworded the 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 are 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 ...?

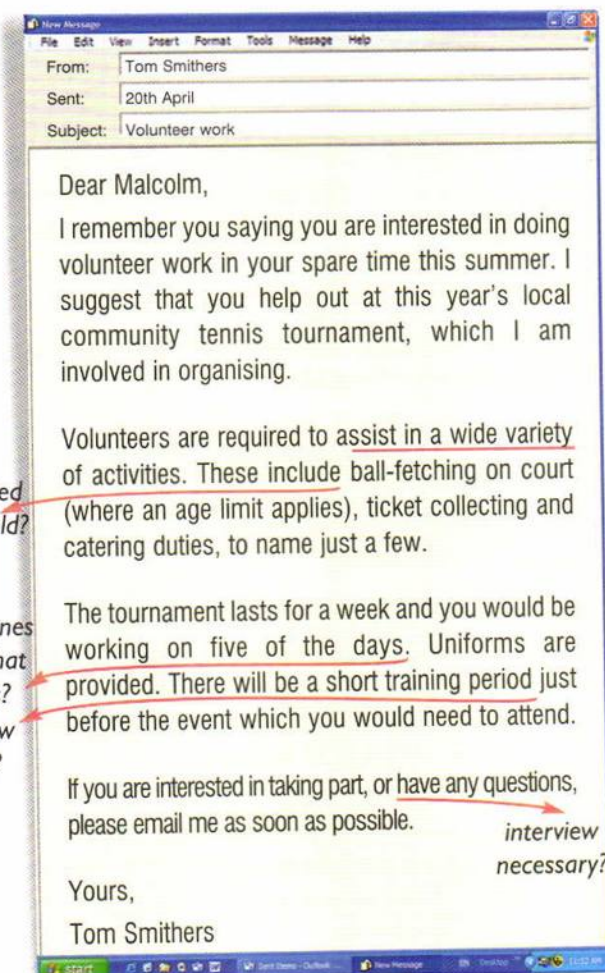
Do you have any idea ...?

e.g. *Do you have any idea when you will be in York?*

- 4 Rewrite the direct questions as indirect.

- 1 Will the weather be sunny next weekend?
- 2 Are there any good restaurants in town?
- 3 What time of year do the courses run?
- 4 Do we need to bring our own equipment?
- 5 Can I leave my luggage at the hotel for a few hours
- 6 Could you please reply to my letter at your earliest convenience?

- 5 You are interested in doing volunteer work this summer. You have received a suggestion in an email from the manager of your local tennis club giving you some information. Read his email and the notes you have made. Then, write an email to the tennis club manager in an appropriate style, using all your notes (100-140 words).



interested
— how old?

which ones
and what
hours?
for how
long?

interview
necessary?

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

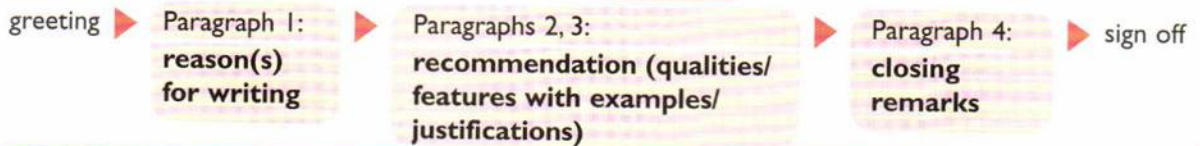
- content • paragraphs • grammar mistakes
- punctuation & spelling

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

- Letters/Emails of recommendation

Letters/Emails of recommendation are written to recommend a person for a post, a place for an event to be held, etc. These letters/emails usually contain descriptive techniques, e.g. if you recommend a person, you need to make reference to qualities related to the topic and give examples or justifications. These types of writing can be formal or semi-formal depending on who the letter/email is addressed to.

General Outline for letters/emails of recommendation



- 1 Read the rubrics and underline the key words. What is the topic of each?**

A

Your school newspaper has invited readers to nominate their favourite book of the year. Write an email to the editor, recommending your favourite book and saying why you like it (100-140 words).

B

The local youth centre has asked its members to nominate people for the 'Teenage Personality of the Year Award'. Write a letter recommending someone, saying why he/she deserves to win the award (100-140 words).

C

The school committee has asked pupils to recommend a place to hold an end-of-term party. Write a letter recommending a place, saying why it would be a suitable venue for the party (100-140 words).

- 2 Read the model. Which rubric from Ex. 1 does it match?**

Dear Sir/Madam,

As you are aware, the pupils of Fairview School plan to hold an end-of-term party next month. I am writing on their behalf to suggest a possible venue. The size of the location is obviously a main priority, as approximately 150 people are expected to attend. The Beaufort Hotel's function room appears to be a good option, since it is extremely spacious, holding up to 200 people. In addition, the huge dance floor would ensure sufficient room for sound equipment and dancing.

Another important factor is the catering. The hotel can provide light refreshments at a reasonable cost, which would be convenient.

All things considered, I wish to recommend the Beaufort Hotel as a suitable location for our party. I would appreciate if it you could inform us of your decision on the matter as soon as possible.

Yours faithfully,
Eleanor Wright

- 3 What features make this place special? How does the writer justify her opinion? Complete the table.**

features	justifications

- 4 Read Jim Harris's notes. Use them to write your letter for rubric B.**

- I am a member of the youth centre and writing to nominate Charles Adams for the Teenage Personality of the Year Award
- caring, kind and hard-working person – cares for the elderly and the environment – organised neighbourhood clean-up and recycling day – is a volunteer at the local old people's home – dedicates his weekends and free time to helping people in his neighbourhood and caring for the environment
- very interested in local affairs – recently attended an evening course in community volunteering – takes active interest in environmental issues at school – introduced and organised School Recycling Scheme
- is an example to the teenagers of our community – deserves to win the award

- Discuss and write

5 Read the following rubrics (A-D). What type of task is each one? What style are they to be written in? In an appropriate style, choose a task and write your answers. You do not have to include addresses.

- A** An elderly neighbour is visiting her sister for a few weeks. You have offered to take care of her house while she is away. Write a letter giving news of what you have been doing and ask if there is anything else she would like you to do (100-140 words).
- B** As president of your school committee, you have been asked to write to Peter Selby, a well-known environmentalist, asking him to give a talk at your school. Write a letter inviting him, suggesting what environmental problems he might include in his talk, and asking if he would need any special equipment (100 – 140 words).
- C** Your English pen-friend, Rebecca, has sent you an email asking for your advice about something. Read Rebecca's email and the notes that are attached to it. Then, write a letter to Rebecca, using all your notes (100-140 words).

How revision is going → Dear Sally,
Hi! How are you? Hope exam revision is going well. I'm writing because I'd really like your advice about a problem I have.

Suggest → As you know, I've always wanted to become an actress. Well, I've now decided to drop out of college and enrol full-time at drama school. The problem is I've discussed it with my parents and they refuse to support my decision. How can I make them change their minds?

Yes, explain why → Another thing ... a few months ago, without telling my parents, I applied for a drama school scholarship. Well, I just received a letter notifying me that I've won it! Do you think I should tell my parents about the scholarship? What would you advise me to do?

→ Please write back as soon as you can.

→ Lots of love,
Rebecca

give advice →

- D** You have just received this letter from your English pen-friend, Harry, who you are going to visit soon in London. Read Harry's letter and the notes you have made on it. Then write a letter to Harry, using all your notes (100-140 words).

Dear Francois,

Hope all is well with you. I'm so excited you're coming to London on the 11th. Please tell me what time you are arriving at the train station and I'll come and meet you. Only, there's a problem: How will I recognise you? I've only seen your photo that you sent me two years ago!

Give details

Explain how he will recognise you

As you will be staying with us for two weeks, we're going to go to Brighton to meet the rest of my family. We're staying with my sister, Eileen, who is a student at the University of Brighton. You'll love it there!

Ask what to bring her

If there's anything else you would like to do while you're on holiday with us, please let me know.

Ideas about what you want to do

Speak to you soon,

Harry

6 When you have finished your work, exchange with a partner. Evaluate his/her piece of writing. Think about the following:

- Has all the information asked for in the rubric been included?
- Is the letter/email easy to understand? Does it flow?
- Are the paragraphs clear and in the correct order?
- Are the beginnings and endings in the correct tone/style for the intended reader?
- Does the letter/email contain any information that isn't necessary?
- Is the style the same throughout the letter/email?
- Has a variety of vocabulary been used instead of repeating the same vocabulary?
- Are there any errors in spelling or grammar?

Unit 3.11

Across Cultures

1  Listen to the pieces of music and look at the pictures. Imagine you are there. Describe the scene.

2 Read the first sentence in each paragraph. What are the texts about? Read and check.

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. Circle the answer you choose.

5  Listen as you read the texts again. Mark the statements below T (true) or F (false).

Text A

- The first carnival in Trinidad was a celebration of the end of slavery.
- Notting Hill is a very poor area of London.
- The London carnival was unpopular at first.
- The London carnival makes a lot of money.

Text B

- The Festival has taken place in St Petersburg every year since 1996.
- Only winners from competitions in Russia take part in the festival.
- Only classical music is played at the concerts.
- The festival also organises events in other parts of the world.

6 Match the words in bold from text A to their meanings below.

- return to life • memorable music
- delightful • money-making
- variety • keeps

Festivals



A A Cause for Celebration

Last August, I was in London for the biggest street party in Europe, the Notting Hill Carnival. This **enchanting** parade was a sea of bright colours and was attended by nearly 2 million people.

The carnival's origins lie far away in the Caribbean. In colonial times, slaves were taken from Africa to work in the Caribbean islands. They were 1) to play music or wear traditional clothes, so when slavery was made 2) in 1833, men and women on the island of Trinidad took to the streets in colourful costumes to celebrate their new 3) and **revive** their native culture. This celebration soon became an annual part of island life and contains all the elements that can be seen at the London Carnival today: masked dancers, calypso music and bands playing steel drums. The steel drum was invented in Trinidad when 4) islanders turned large oil containers into musical instruments.

The carnival reached central London in the mid 20th century. Notting Hill was a very poor area then and it soon became the first stop for many Caribbean 5) looking to settle in London. The idea of a Caribbean-style Carnival originated in 1964 and it instantly became a huge success. With the first **catchy tunes** from a steel band, locals 6) flooded onto the streets, appreciating the music as a community and remembering the carnivals back on the islands.

The Carnival has been held in Notting Hill ever since and has grown into the phenomenon I witnessed last August. Despite becoming a highly **profitable** event with vast numbers of dancers and fierce musical competitions, the Carnival carefully **maintains** its Caribbean roots. It remains one of the most important celebrations of cultural **diversity** and understanding in Europe.

FORBID

LEGAL

FREE

ENTHUSIASM

IMMIGRATE

IMMEDIATE

B The Musical Olympus: The Peak of Performance

When it comes to the best in the world of classical music, you need look no further than St Petersburg. Since 1996, the city has played host to The Musical Olympus International Festival – an annual 1) of concerts featuring a remarkable **roll call** of young award-winning singers, musicians and conductors. 2) the stunning **backdrop** of St Petersburg's most impressive buildings, the city's music lovers are treated to a musical **extravaganza**. This is not just the best; it is the best of the best.

The Musical Olympus Foundation was 3) in 1995 to develop both national and international cultural events. The jewel in the foundation's crown is the International Festival. Winners from competitions all over the world are invited to perform with the best Russian orchestras. Young performers and upcoming stars take centre stage to 4) the next generation of musicians. But the concerts not only showcase fresh talent. They have 5) such international stars as Yo-Yo Ma, the famous cellist, Diane Krall, the **renowned** jazz singer and Daniel Barenboim, the celebrated conductor.

The foundation is truly international in its aims and intentions and concerts have not been limited to St Petersburg. Events have been held as far afield as New York and Berlin to great **acclaim**. 6) standards, great organisation and fantastic music have led to The Musical Olympus International Festival taking its rightful place as one of the highlights of the cultural year. Visitors from all over the world pour 7) St Petersburg to enjoy the world's best musicians and with the festival growing in reputation every year, its future success seems assured.



- 1 A sequence
- 2 A Before
- 3 A found
- 4 A point
- 5 A appealed
- 6 A Big
- 7 A over

- B course
- B Against
- B discovered
- B concentrate
- B called
- B Wide
- B into

- C series
- C Beyond
- C established
- C focus
- C attracted
- C Tall
- C with

- D chain
- D Ahead
- D recognised
- D spotlight
- D caught
- D High
- D on

7 Look up the highlighted words from text B in a dictionary to find out their meanings. Then use them to write sentences of your own.

8 **THINK!** Discuss the meaning of the quotation in groups. Report to the class.

"Share our similarities, celebrate our differences."

M. Scott Peck

Project!

ICT Using the Internet or other sources you have available to you, find information about a festival in your country. Make a presentation to the class outlining the event and its history.

- 1 Look at the picture. Where and when do you think the scene is set? Who might the men be? Read the biography to find out.



Isaac Asimov

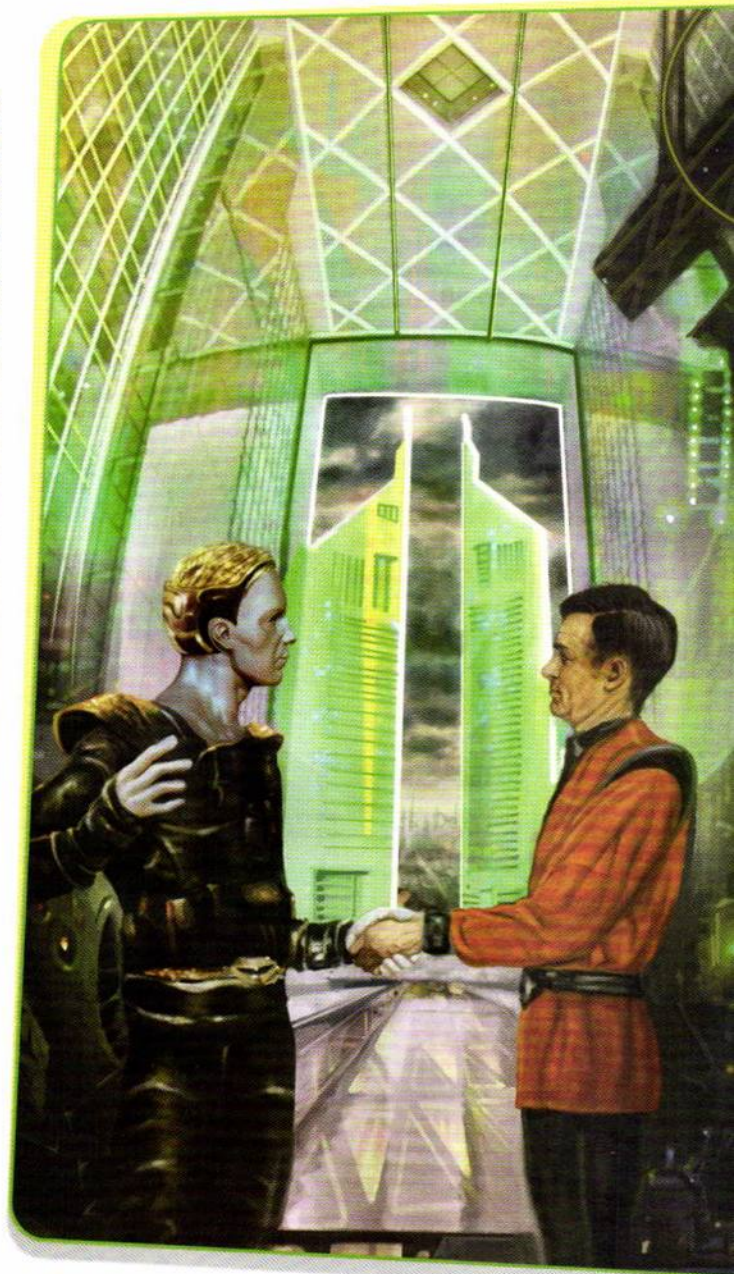
(1920 – 1992) was born in Russia and was both an author and a scientist. He wrote science fiction and popular fiction novels, as well as short stories and essays.

Like many of Asimov's books, *The Caves of Steel* (1954) is set in the future and features robots. It is partly science fiction and partly a crime story.

Elijah Baley is a human detective from New York City, where the people live inside enormous buildings – the 'caves of steel' in the book's title – completely cut off from the world outside. Baley is going to meet his new partner, a 'Spacer' robot called R Daneel Olivaw.

Spacers are advanced people from faraway worlds, and they live in Spacetown, a separate city near New York. Earthmen dislike Spacers, and they also hate the clumsy robots which have become a necessary part of the human world, so Baley is very uncomfortable about his new assignment.

- 2 Read lines 1-17. Why is Baley so surprised when he meets R Daneel Olivaw? Discuss it with your partner and then 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 and phrases in the text with the meanings below.
- sensible, reasonable • truthful and open
 - continued • speak quietly • travelled, went
 - untrue story which is widely believed
- 5 Use a dictionary to find the meaning of the words in bold, and then use them in sentences of your own. Then translate lines 60-70 into Russian.
- 6 Complete the following phrases using adverbs from the text, and then use the phrases in sentences of your own.
- listened • went up
 - said • anxious
 - calm



The Spacer standing at the Spacetown entrance was dressed in Earth fashion, but the way he stood, the calm lines of his broad, high-cheekboned face and his short bronze hair showed he was no Earthman.

- 5 "I am police officer Elijah Baley, Police Department, City of New York, Rating C-5." Baley showed his badge and **went on**, "I have been instructed to meet R Daneel Olivaw here." He looked at his watch. "I am a little early. Will you tell him that I have arrived?" He felt
10 nervous and more than a little cold inside. He was used to the Earth-model robots. The Spacer models would be different. He found himself **gritting his teeth**.

- The Spacer, who had listened politely, said, "It will not be necessary. I have been waiting for you."
15 Baley's hand went up automatically, then dropped. He was too shocked to say anything. The Spacer said, "I shall introduce myself. I am R Daneel Olivaw."

- "Yes? Am I making a mistake? I thought the first initial, R, stood for -"

- 20 "Quite so. I am a robot. Were you not told?"

- "I was told." Baley put a **damp** hand to his hair
1 . Then he held it out. "I'm sorry, Mr Olivaw. I don't know what I was thinking of. Good day. I am Elijah Baley, your partner."

- 25 "Good." The robot shook his hand. "Yet I feel you are uncomfortable. May I ask you to be **frank** with me? It is best to be honest in a relationship such as ours."

- "It's just, you see, that you don't look like a robot," Baley said desperately.

- 30 "And that disturbs you?"

- "It shouldn't, I suppose, Da- Daneel. Are they all like you on your world?"

- "There are differences, Elijah, just as with men."

- "Our own robots ... Well, you can tell they're robots,

- 35 you understand. You look like a human."

- "Oh, I see. You expected a rather basic model and were surprised. Yet it is only **logical** that our people use a robot that looks like a human in this case

- 2 . Is that not so?"

It was certainly so. An obvious robot **roaming** the city would soon be in trouble. Baley said, "Yes."

"Then let us leave now, Elijah."

They **made their way** back to the endless cars of the expressway and **scrambled** aboard. Baley was red. He swallowed twice 3 .

"Down here?" the robot said. "Is my information wrong? I was told that a rating of C-5 allowed someone a seat on the upper level."

"You're right. I can go up there, but you can't."

"Why can I not go up with you?" 50

"It takes a C-5, Daneel."

"I am aware of that."

"You're not a C-5." Baley was understandably anxious to **keep his voice low**.

R Daneel said, "Why should I not be a C-5? I am your partner 4 . I was given this." From his shirt pocket he took a rectangular police identity card. The name given was Daneel Olivaw, without the all-important first initial. The rating was C-5.

"Come on up," said Baley. Baley looked straight ahead, once seated, angry with himself 5 .

He had been caught twice. First he had not recognised R Daneel as a robot; secondly, he had not guessed that R Daneel must have a C-5 rating. Of course, Baley was not the perfect policeman of **popular myth**. He was not constantly calm, **adaptable** to any situation, and mentally as quick as lightning. He had never supposed he was, 6 . What made him regret it was that R Daneel Olivaw was that very same myth, **embodied**. He had to be. He was a robot. 70

A and said, "I'll stay down here with you"

B and, consequently, of equal rank

C and smoothed it back nervously

D and very aware of the robot sitting next to him

E but this turned out not to be necessary

F but only now did he regret not being so

G if we expect to avoid trouble

Listening & Speaking

- 7 a)  Listen as you read the text again. Number the following emotion adjectives in the order that Baley feels them.

- angry
- nervous
- embarrassed
- regretful
- surprised and confused

b) In pairs, discuss why Baley feels each of the emotions listed in Ex. 7a.

e.g. Baley feels nervous because he is going to meet a Spacer robot.

Writing

- 8 **THINK!** Imagine you are Elijah Baley. You have just finished your first day working with R Daneel Olivaw. Use the points below and your own ideas to write a diary entry about your day.

- What are your feelings towards R Daneel Olivaw?
- What was your first impression of him? Why?
- What are your thoughts on working with a robot?
- Do you think that you will get on well with him?



- 1 Read the statement about human rights and look at the web page. How could they be related?

Human rights are founded on respect for the dignity and worth of each individual, regardless of race, gender, language, religion, opinions, wealth or ability and therefore apply to every human being everywhere.

- 2 Write down three questions you have about Unicef. Read the website to see if you can answer them.

Home About Info by country News & media Newsletter sign up

Who we are and what we do:

The United Nations Children's Fund, or UNICEF, was created 0) **by** the United Nations on 11th December, 1946, to provide emergency food and healthcare to children in countries **devastated** by World War II. 1) days, we still work hard to protect the basic human rights of children as **spelled out** in *The Convention on the Rights of the Child* (1990), 2) almost every country in the world has signed. These rights include the right to survival, to develop **to the fullest**, to protection from **harmful** influences and to participate fully 3) family, cultural and social life. We focus on many areas, such as **sanitation**, education, water & protection from **abuse**.

Some of our projects:

WATER, SANITATION & HYGIENE

More than 2.6 billion people – 40% of the world's population – lack basic sanitation facilities, and over one billion people still have unsafe drinking water. In 2007, as 4) as **ensuring** that water supplies were safe, we sent theatre groups to take a **vital** message of disease prevention to some of the 80,000 children 5) were left homeless after the Zambezi River in Mozambique **broke its banks**. The messages of the theatre groups were simple – wash your hands, keep your food protected, go to the doctor. Teams also showed films 6) health on huge video screens in different communities and **distributed** leaflets and soap and water to families.

CHILD LABOUR

An **estimated** 158 million children aged 5-14 are **engaged** in child labour – one in 7) 6 children around the world. Millions of 8) work in very dangerous conditions, such as working in mines, working with chemicals in agriculture and working with dangerous machinery. One of the many towns we are helping is Coronel Oviedo in Paraguay, where many children sell snacks along the highway or wash car windows to help their families **make ends meet**. Many of these children now not only go to school, 9) can spend time afterwards in 'open centres' 10) they receive help with homework, one or two meals, basic health care and the chance to 11) part in fun activities. The project also has a training and employment centre to help parents provide for 12) families.

How you can get involved: • buy cards or gifts from the unicef website to support our work
• sign up for our newsletter • make a donation • become a volunteer

- 3 Read again and fill in the gaps with an appropriate word. Check with your partner.

- 4 Match the words/phrases in bold in the text to their synonyms in the list below.

- approximately • survive financially • making sure
- detailed clearly • flooded • gave out • ruined
- involved • as much as possible • damaging
- the process of keeping places clean and healthy
- cruel & violent treatment

- 5 Listen to and read the text again. What did you find most interesting about Unicef? What else would you like to know?

Project!

ICT In groups collect information about another organisation that protects human rights, e.g. the UN, Amnesty International, etc. Present your information to the class. You can visit these websites:

<http://www.amnesty.org> / <http://www.un.org>

Progress Check 3

1 Fill in: evidence, fine, charged, engaged, breakthrough, exposed, numerous, success, profitable, bizarre.

- The company made an important in Europe.
- He is said to be in criminal activities.
- He paid a(n) for illegal parking.
- They were with murder.
- Don't leave it to the sun.
- His new invention met with great
- The police made arrests after the football match.
- There was a lot of against him so the jury found him guilty.
- Sandra's behaviour was
- The business deal turned out to be very for everyone involved.

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

2 Fill in: criminal, stare, interrogation, police, illegal, armed, fully, valued, radio, technological.

- | | |
|--------------------|----------------------|
| 1 station | 6 record |
| 2 room | 7 developments |
| 3 parking | 8 broadcast |
| 4 informed | 9 robbery |
| 5 possession | 10 blankly |

(Points: $\frac{\quad}{10 \times 1 \quad 10}$)

3 Choose the correct word.

- The two men were charged **for/with** burglary.
- The man was sentenced **to/for** two years in prison.
- The judge found him guilty **from/of** drink driving.
- The police officers placed the thief **on/under** arrest.
- A good citizen always shows respect **to/for** the law.

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

4 Choose the correct word.

- Use the **remote/distant** control to change the channel.
- Ann attends a **state/compulsory** school.
- Ruth is on a foundation **programme/course** to allow her to study abroad.
- The shopkeeper decided not to **put/press** charges.
- The **penalty/price** for speeding is often a fine and 3 points on your licence.
- It was the third crime he had **performed/committed** in two years.

- John has just bought a **flat/level** screen TV.
- This camera has a large **display/show** screen.
- When the red light flashes, you need to **refill/recharge** the battery.
- Don made a full **improvement/recovery** after his illness.

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

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

- There is no chance of me taking any time off work. **possible** It won't be any time off work.
- Everyone thinks he will win the race. **expected** He the race.
- Sue cannot attend the meeting tomorrow. **present** Sue won't meeting tomorrow.
- Bob was the only one who didn't get a pay rise. **apart** Everyone got Bob.
- My brother said I could borrow his MP3 player. **permission** My brother his MP3 player.

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

6 Complete the gaps with the words derived from the words in capitals.

- Unemployment is high simply because of the of jobs. **AVAILABLE**
- He received a number of letters before his invention succeeded. **REJECT**
- The strap on my camera is **DETACH**
- The festival celebrates cultural **DIVERSE**
- Healthcare and are two basic needs of every child. **EDUCATE**

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

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

Now I can ...

- talk about crime and social issues
- talk about technology & education
- give an eye-witness account/narrate an experience
- buy things
- express my views and make suggestions
- write emails of recommendation

... in English

Reading - Part 3

Read the story. For statements 1-7, choose A, B, C or D to complete each statement correctly. Circle the answer you choose.

The Garden

Clara waved goodbye to the removal men as the van trundled down the drive. She sat on the front step of her newly-purchased home exhausted from moving house, but content. Her new life in the quiet solitude of a country village was about to begin and she was very excited about the prospect. The house was comfortable, with enough space to accommodate her city friends when they came, but the garden was a tangled mess of weeds after years of neglect. Turning it into her own private Eden would be the first big project in her new home.

Despite being worn out from her busy day of moving, Clara slept fitfully that night. It wasn't because of the unfamiliarity of her new surroundings, sleeping in a house so very different from her plush apartment overlooking the Thames. Nor was it because of the strange silence of the night in the countryside. No, Clara was too busy planning her attack on the web of weeds in her garden, imagining the colourful beds of flowers, the fruit trees and evergreen shrubs she would plant.

She awoke early and with more energy than she expected under the circumstances. After a light breakfast she headed straight for the garden. It was a warm day and it wasn't long before Clara was perspiring heavily as she pulled out the thick weeds that had invaded almost every inch of the garden. Her back ached and even though she wore padded gloves, she could feel the blisters starting to form on her fingers. The job was going to be a lot harder than she had thought.

"That'll be a lot of work for one person. You could do with some help." Clara looked up to see a smartly dressed man of about sixty standing by her garden gate. He was tall and stood ram rod straight, which gave him the air of a military officer. "Very true," she said smiling, "I hope that's an offer." The man opened the gate and walked towards her with his hand extended in greeting. Clara was faintly surprised that he hadn't saluted her.

"Peter's the name," he said shaking her hand, "I live next door and I'd be only too happy to be of service." Clara was glad she would have some assistance with the daunting task of taming the wilderness of her garden and a bit of company would be pleasant, too.

In the evening, as Clara sat alone in her living room, she wondered at how strange it felt to accept the kindness of strangers, something that so rarely happened in the city. Well, she mused, one of the reasons she had opted to come to the countryside was precisely because she wanted to escape the selfish, suspicious nature of living in the dog-eat-dog world of the city. When Clara retired to bed she slept long and deeply.

Peter was already busy in the garden by the time she got up. Clara took out a pot of tea wondering how she would make polite chit chat with her new neighbour without looking awkward and embarrassed. "Well, good morning..." she said, but before she could finish her sentence, Peter interrupted her. "Right, start digging by the wall on the south side of the garden and after lunch we'll go to the garden centre and pick out some plants." Clara was somewhat taken aback at being given what sounded rather like orders. For the past twenty years she had been the manager of a large bank and was far more used to giving orders than receiving them. "Oh, right you are," she said, putting the tea pot and mug down.

How odd, Clara thought, as she made her way to the part of the garden Peter had commanded her to tackle. She wasn't quite sure if she minded being bossed about or not. It was such a new sensation to be on the receiving end of instructions, so unusual to be delegated work rather than delegating it. At the very least, she decided, as she knelt down to start digging, life in the countryside was proving to be a lot less dull than she had imagined.

1 Clara's priority for her new home was to

- A make it comfortable for visitors.
- B find a project to keep her busy.
- C have a quiet, peaceful life.
- D restore the overgrown garden.

2 Clara had difficulty sleeping because

- A the countryside was too quiet.
- B her mind was on other things.
- C she wasn't used to her new home.
- D her bedroom wasn't luxurious enough.

- 3 While working in the garden, Clara
- A realised she had worn the wrong kind of gloves.
 - B had to stop because it was too hot to work.
 - C injured her back digging up the weeds.
 - D found out that gardening was very hard work.
- 4 When Clara met Peter for the first time she
- A was certain he was an army officer.
 - B was annoyed at the way he greeted her.
 - C was happy that he had offered to help.
 - D was impressed by his stylish clothing.
- 5 The phrase 'dog-eat-dog world' in paragraph 5 is used to show that
- A Clara didn't trust strangers.
 - B city life is ruthless and competitive.
 - C everyone in the countryside is kind.
 - D there are too many stray dogs in the city.
- 6 Clara was surprised that Peter
- A didn't want any tea.
 - B was so eager to help.
 - C avoided chatting to her.
 - D had told her what to do.
- 7 Clara found being told what to do
- A a new experience.
 - B quite irritating.
 - C difficult to accept.
 - D extremely impolite.

Use of English - Part 1

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

Homelessness

I used to think that homelessness meant tramps 1) rough on the streets. However, recently my family and I 2) to leave our rented flat because the owner wanted to live in it himself. We 3) to the council for a flat immediately. That was six months ago and since then the four of us 4) in one room in a hotel. Our name is still on a waiting list for a council flat. If both of us had been working, we would 5) rent another flat privately. However, my husband earns the minimum wage and I am not working at the moment because we've got two small children under the age of five. Now that this 6) to us, I realise that many other families are in a similar situation. It can be stressful living in such cramped conditions and tempers can sometimes flare. I am confident that soon the council 7) a flat for us. In the meantime, we try to make the best of the situation and keep smiling.

SLEEP

FORCE

APPLY

LIVE

BE ABLE TO

HAPPEN

FIND

Part 2

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

MASLENITSA

The 1) week before Easter, the week before the beginning of Great Lent, is a time of great cultural and religious 2) in Russia. Known as Maslenitsa, or Pancake Week, Russians mark the occasion with special foods and 3)

As the name of the holiday suggests, the food most commonly eaten during this period is a type of pancake called a bliny. Circular and 4) in colour, this Russian treat is made from eggs, milk and butter.

Maslenitsa is also a time for having fun and in many parts of Russia each day of this holiday week has its own particular 5) activity. Going for sleigh rides, waging snowball fights and visiting in-laws and godparents are just a few of the festive goings-on that people enjoy.

Another highlight of the week-long celebration is Lady Maslenitsa, a straw figure dressed in brightly coloured clothing. On the last night of Maslenitsa, huge bonfires are lit and both she and any remaining pancakes are burnt in 6) for Great Lent.

SEVEN

IMPORTANT

ACTIVE

GOLD

TRADITION

PREPARE

Use of English - Part 3

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

Guarantees for Life

There are some things that we 1) for granted – education, healthcare, a roof over our heads and a family to care for us. However, not everyone is so lucky and not all lives are so easy. Many people face a 2) struggle to earn a living and get through the day. Most countries have a system of social guarantees that provide programmes to help and support people in their daily lives.

These guarantees are there from the moment we are born. Free medical care is available from the 3) system throughout our lives. Education is provided for everyone and prepares us for a career of our 4) At the end of our working lives, there is a pension that makes elderly life more 5)

The system is even more important to those in greater need. Orphans who have no family to look 6) them need special care. Families with little or no income need low-cost housing. Workers need a minimum wage and the unemployed need money 7) they find another job. Of course, no system is perfect and there is always more that can be done, but social guarantees available in Russia help make life better for many people.

- | | | | |
|----------------|---------------|-----------|------------|
| 1 A make | B take | C have | D |
| 2 A constant | B reliable | C stable | hold |
| 3 A nation | B state | C land | D regular |
| 4 A variety | B selection | C option | D country |
| 5 A convenient | B comfortable | C correct | D choice |
| 6 A over | B out | C after | D complete |
| 7 A until | B since | C when | D to |

Listening - Part 2

You'll hear a conversation between two people. 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 Mike's friends are going to watch football on Saturday night.
A True B False C Not stated
- 2 Claire will watch the parade from the start.
A True B False C Not stated
- 3 There will be fireworks at the football match.
A True B False C Not stated
- 4 Mike is concerned about what he will wear on Saturday night.
A True B False C Not stated
- 5 Mike is going to wear a jacket to the football match.
A True B False C Not stated
- 6 Mike will take a bag to the match.
A True B False C Not stated
- 7 Claire will meet Mike at the parade on Saturday night.
A True B False C Not stated

Speaking

Task 1 (3 – 3.5 minutes)

Give a talk on **healthy living**.

Remember to discuss:

- what factors contribute to a healthy lifestyle, why?
- how easy or difficult it is to look after our health, why?
- how important it is to eat a 'balanced diet', why?
- what do you think are the benefits of doing exercise, why?

Writing - Part 2

You have **40 minutes** to do this task.

Comment on the following statement.

CCTV is becoming more common but some people say it interferes with their right to privacy.

What is your opinion? Does CCTV make people feel more secure?

Your answer must be 200-250 words.

Module 4

Units 1-14



Survival

► Look at Module 4

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

► Find the page numbers for

- a dictionary entry
- a joke
- a paragraph plan
- a website

► Practise ...

- inversion
- so – neither/nor
- emphatic structures
- linkers

► Write/Make ...

- a summary of a text
- a two-minute address to parliament on space colonisation
- a paragraph expressing your opinion on GM foods
- essays

► Listen, read and talk about ...

- evolution & conservation
- space
- food & drinks

► Learn how to ...

- make & respond positively to suggestions
- express agreement/disagreement
- decide on what to eat
- express probability
- express advantages/disadvantages
- approve of an idea

Across Cultures: Banking on the Future

Literature: The Lost World

Green Issues: Deserts

Unit

4.1

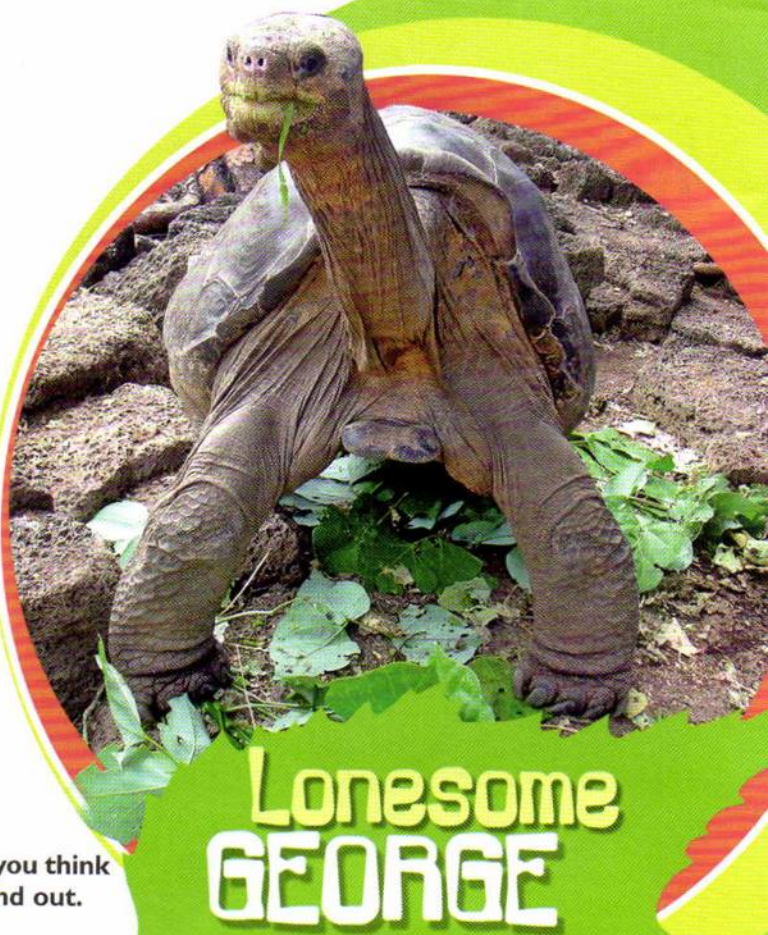
Lead-in

1 Which of the following can be true about the Galapagos giant tortoises? Decide in pairs. Listen and check.

- 1 They can weigh up to 250 kg.
- 2 They live for more than 50 years.
- 3 They sleep for much of the day.
- 4 They are herbivores.
- 5 They can survive for a long time without drinking.
- 6 The breeding season is at the end of the rainy season.
- 7 The females lay between 2 and 4 eggs.
- 8 The young tortoises hatch after around 100 days.

Reading

2 Describe the animal in the picture. Why do you think he is 'Lonesome George'? Read the text to find out.



**Lonesome
GEORGE**

"Only one tortoise remains to tell the story of the existence of its subspecies on the tiny isolated island of Pinta," Tony Harper reports.

Sometimes the road to romance is long. 'Lonesome George', a giant Galapagos tortoise, is the last of his subspecies and thus **profoundly** alone. Living far out in the Pacific on the island of Pinta in the Galapagos Islands, he is **officially** the rarest living creature on Earth.

No animal better captures the history and mysterious beauty of the Galapagos Islands than the giant tortoise. There used to be thousands of them **roaming** over these Islands, including the volcanic slopes of Pinta. Observations of them by Charles Darwin, who visited the islands in 1835, even formed part of his world-changing theory of evolution.

Sadly, however, mostly as a result of centuries of passing sailors hunting the giant tortoises for food, there are now only an estimated fifteen thousand left in the Galapagos Islands. Of the fifteen known subspecies, four are already thought to be extinct, as was the Pinta giant tortoise until Lonesome George was discovered in 1971. This came as a pleasant surprise to scientists since no other Pinta tortoises had been found on Pinta Island since 1906.

In the decades since George was discovered, he has become the star attraction at the Charles Darwin Research Station where conservationists have been hoping to rescue some of his genes by **mating** him with another tortoise. Two females from the nearby island of Isabela, the most closely related to the Pinta subspecies that could be found, were put into his **enclosure** with him in 1992, but he failed to take the hint.

Then Professor Jeffrey Powell, an evolutionary biologist from Yale University, came up with a possible reason why Lonesome George was not finding true romance with the ladies from Isabela. Perhaps, he suggested, they were simply too different to him to be a suitable match. Sailors often carried the tortoises from one island to another, he pointed out. His question, therefore, was: "How do

we know these tortoises are Lonesome George's closest relatives?" In other words, there could be a perfect Pinta match for George alive and well on Isabela or even on some more distant island.

To begin testing his theory, Professor Powell, together with a research team, analysed DNA from seven Pinta tortoises – six from **deceased** museum specimens and one from George himself – and compared it with blood samples from twenty-seven giant tortoises living on the side of a volcano on the northern tip of Isabela. Among these samples, they found one tortoise, about thirty years old, with clear signs of Pinta **ancestry**. Sadly, however, the newly discovered tortoise was not a suitable romantic partner for George: he was male. He was not **purebred**, either. While his father was originally from Pinta Island, his mother came from Wolf Volcano on Isabela. Powell sees this as a **breakthrough**, however, because it proves that in the recent past, a Pinta male was breeding on the island. "If that's the case, it is possible there are other Pinta individuals out there, maybe even a female."

Powell also notes that there are about eight thousand giant tortoises living on Isabela, and their study looked at only a small **random** sample. His team of researchers intends to return to the island and take blood from more than two thousand tortoises. If they do indeed find a Pinta female, they hope to take her to George's enclosure and **attempt** to breed the pair.

The possibility remains, then, that Lonesome George may one day not be so lonely after all. When asked how great George's chances of reproducing really are, however, Dr Henry Nicholls, an evolutionary ecologist and author of the book 'Lonesome George', still feels that his prospects are **bleak**. "As far as his **status** as a conservation icon is concerned, though," he says, "his prospects have never been better. George really is an amazing ambassador for the conservation cause in Galapagos and even beyond."

- 1 The writer mentions Charles Darwin in order to emphasise
 A his importance as a scientist.
 B his strong connection to the Galapagos Islands.
 C the large numbers of tortoises on the Galapagos Islands.
 D the significance of giant tortoises.
- 2 According to the third paragraph, scientists were pleased that
 A there was a larger number of tortoises on the islands than previously believed.
 B one subspecies of giant tortoise was not extinct, as previously thought.
 C a new subspecies of giant tortoise had been discovered.
 D they had been the ones to make a particular discovery.
- 3 The writer uses the phrase 'he failed to take the hint' (line 26) to show that Lonesome George
 A didn't behave in the way the conservationists were hoping.
 B didn't seem to get on with the tortoises from Isabela.
 C behaved differently to the tortoises from Isabela.
 D wasn't used to the company of other tortoises.
- 4 In the fifth paragraph, the writer suggests that Pinta tortoises
 A could have originally come from Isabela Island.
 B may be found on islands other than Pinta Island.
 C were brought to Pinta Island by sailors.
 D were hunted by sailors more than other subspecies.
- 5 After carrying out his research on Isabela Island, Professor Powell
 A became more uncertain about his theory.
 B was confused about Lonesome George's ancestry.
 C felt hopeful of a future discovery.
 D was disappointed with his findings.
- 6 When Powell continues his research, he will test
 A as many female tortoises as he can find.
 B the tortoises from the previous study again.
 C all the tortoises on Isabela Island.
 D a much larger sample of tortoises than before.
- 7 When the writer uses the phrase 'his prospects are bleak' (line 61), he is referring to Lonesome George's
 A bright future.
 B role in conservation.
 C poor chances.
 D worsened situation.

- 3 **RNE** Read the magazine article again. For statements 1-7, choose A, B, C or D to complete each statement correctly. Then translate lines 51-64 into Russian.

- 4 a) Fill in: take, suitable, blood, analyse, living, pleasant, closest, museum, star, research. Make sentences based on the text using the completed phrases.

- | | |
|--------------------|--------------------|
| 1 creature | 6 team |
| 2 the hint | 7 relatives |
| 3 surprise | 8 DNA |
| 4 attraction | 9 samples |
| 5 match | 10 specimens |

- b) Explain the words in bold.

Listening & Speaking

- 5  Listen as you read the text again. Say four facts you remember from it.

Writing

- 6 Complete the sentences to summarise the text. Read your summary to your partner.

Lonesome George lives in 1) and is the only 2) alive. Some species of Galapagos giant tortoises are facing extinction because of 3) Lonesome George, from a subspecies previously thought to be extinct, was discovered in 4) and now lives in 5) Unfortunately, he can't 6) According to researchers, the reason is 7) Professor Powell believes that 8) It is possible that one day Lonesome George 9)

Project!

ICT What is an ecosystem? Why is it important to preserve it? In groups collect information. Present it to the class. You can visit this website:
<http://en.wikipedia.org/wiki/Ecosystem>

Unit 4.2

Vocabulary & Grammar

- Evolution

- 1 **Fill in:** genes, continuously, chance, identical, adapts, carry out, inherit, creation.

All life forms on earth are evolving
1) Changes in the genetic material of animals, insects and plants can eventually lead to the 2) of new species.

In most species, two sets of 3) from the parents combine at the reproduction stage to create a unique offspring that is not 4) to its parents.

Genetic variation happens randomly. This is important in order to increase the 5) of survival and further reproduction. The species 6) itself to environmental changes in this way. Over time, helpful characteristics become more common and unhelpful ones disappear. This is part of the process of natural selection.

We all 7) our characteristics from our parents. How this happens is of constant interest to evolutionary biologists who 8) the work of developing and testing theories of evolution.

- 2 **Choose the correct word. Give reasons. Make sentences using the other option.**

- 1 All present day **living/alive** organisms have evolved from earlier species.
- 2 All life is related and we all **share/split** a common ancestor.
- 3 Some species are more closely **related/associated** than others.
- 4 Genetic characteristics are **passed/offered** from parent to offspring.
- 5 Advantageous genetic characteristics are passed on to **successive/consecutive** generations.
- 6 A basic law of nature is the **existence/survival** of the fittest.
- 7 An example of a(n) **inherited/left** ability in humans is being able to roll one's tongue.
- 8 Environmental conditions may affect **natural/physical** selection.

Listening & Speaking

- 3  **Listen to two people talking. What are they talking about? What do they decide to do?**

Everyday English

- Making & responding to suggestions

- 4 **The local river is being polluted by factories and visitors. Use the phrases below to talk about how to protect it.**

Making suggestions	Responding positively to suggestions
• For a start we could ... • We could/might ... • Do you think we should ...? • Why don't we ...?	• That's a good idea. • Yes, I think that would work! • Now you're talking!

- Conservation

- 5 **Fill in the following words/phrases:** in the wild, hunted, decline, competition for food, loss of habitat, destruction, trade, illegal hunting, rare, drop.

UNDER THREAT

Did you know?



- 1 A hundred years ago there were as many as 100,000 tigers, but now, due to their 1) and 2) for their fur and bones, there are only around 5,000 left 3) !
- 2 Elephants are 4) for their ivory tusks. This illegal 5) in ivory, combined with the loss of its forest home in Asia has led the numbers of Asian elephants to 6) to around 40,000.
- 3 The red squirrel is now 7) in Britain and in fact is considered an endangered species. Causes for its 8) are the 9) of its woodland habitat and 10) with the grey squirrel.

- Prepositions

6 Fill in: with, on, at, from, to, in. Check in Appendix II.

- Many animals have had to adapt changing environmental conditions.
- Park rangers have to deal many problems including poaching and forest fires.
- Governments and conservation groups need to co-operate each other.
- Giant Tortoises move average at 0.16 miles per hour.
- Galapagos tortoises differ other tortoises in terms of their size and the shape of their shell.
- The Charles Darwin Research Centre has been successful breeding giant tortoises.
- Nature does not pick genetic traits random.
- People who breed plants and animals are a sense practising artificial selection.

- Inversion **GR p. 172**

7 Complete the sentences.

- They rarely go out these days.
Rarely *do they go out these days*.
- You can eat at this restaurant only if you have a reservation.
Only if
- She didn't speak once all evening.
Not
- If it gets any warmer, we'll turn on the air conditioning.
Should
- He didn't know that we had planned a surprise party for him.
Little
- If you had come to the party you would have enjoyed it.
Had
- Kim won't forgive him under any circumstances.
Under
- She had just left when the phone rang.
No

- Expressing Agreement

8 Study the examples then respond to the statements 1-5.

I like tortoises. So do I.

I couldn't answer the question. Neither/Nor could I.

- I'd like to go to the Galapagos Islands one day.
- I think evolution is an interesting subject.
- I didn't realise there was only one Pinta giant tortoise left.
- I feel sorry for Lonesome George.
- I wouldn't like to be the last of my kind.

- Multiple choice cloze

9 RNE Read the text. For gaps 1-7, choose A, B, C or D to complete each gap correctly. Then translate the text into Russian.



Heredity

The genes for certain characteristics are passed down from parents to children. For example, parents with brown eyes often 1) birth to children with brown eyes.

2) now and again, though, this doesn't work and parents with brown eyes can have a blue-eyed baby. This is explained by a principle called segregation.

Hereditary traits are 3) by specific genes and each individual carries two genes for each trait, one from each parent. When an individual reproduces, the two genes split up or segregate into the two types of male and female cells that join 4) to make a new individual.

Inherited characteristics come from specific genes. There is a different gene for each different characteristic. There is a gene for height, a gene for hair colour, a gene for eye colour and so on. Variations of the gene for the same trait are 5) alleles.

In each gene 6), one of the two genes is dominant over the other. The dominant allele will hide the recessive allele. For example, if the father gives a brown allele of the eye colour gene, and the mother gives a blue allele, the child will have brown eyes. This is why brown eye colour is dominant and blue is recessive. Sometimes two genes are co-dominant, as in the case of skin colour, for example. The child of a dark skinned person and a pale skinned person, therefore, will be a 7) of the two.

- | | | | |
|--------------|---------------|------------|------------|
| 1 A deliver | B have | C provide | D give |
| 2 A Some | B Each | C Every | D All |
| 3 A made | B determined | C detected | D resolved |
| 4 A together | B across | C with | D in |
| 5 A entitled | B called | C known | D told |
| 6 A pair | B couple | C team | D twin |
| 7 A union | B combination | C match | D total |

Unit

4.3

Lead-in

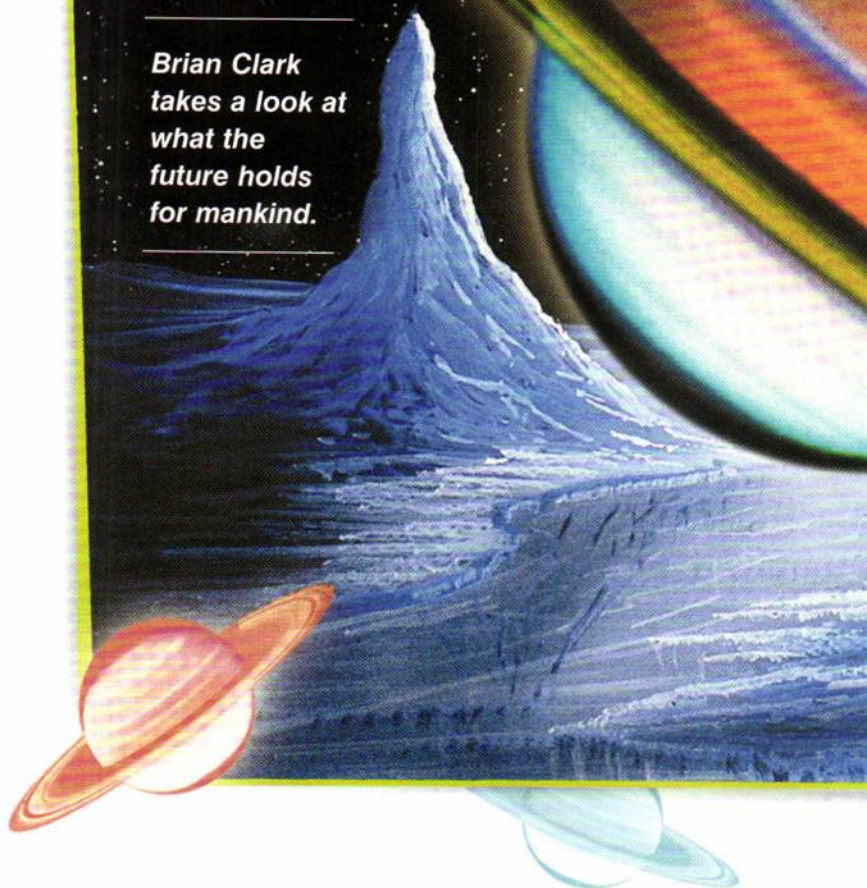
- 1 Name the planets in our solar system. Which is the closest/farthest from the Sun? What's the difference between a star and a planet?
- 2 Complete the sentences with the words. Which of these facts did you know?
• dwarf • asteroids • constellations
• moons • supernova • comets
- 1 form tails when they pass through the inner solar system.
- 2 orbit the Sun in the same direction as the Earth.
- 3 Mars has two: Deimos and Phobos.
- 4 Pluto is an icy planet that can't clear debris from its orbit.
- 5 are easy-to-remember patterns of stars, and help us locate the various stars in the night sky.
- 6 A occurs when a high mass star reaches the end of its life and explodes.

Reading

- 3 "If the human race is to continue for another million years, we will have to boldly go where no one has gone before," said Professor Stephen Hawking, the renowned University of Cambridge physicist. How is this quotation related to the title of the text? What does the professor mean? Read through to find out.
- 4 **RNE** Read the article again. 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. Then translate the last two paragraphs into Russian.

WILL WE ALL HAVE TO LEAVE HOME?

Brian Clark takes a look at what the future holds for mankind.



- A which would orbit the Earth and provide wonderful living conditions
- B although they give different reasons
- C which means we will have to go even further afield
- D because the average life of a species rarely exceeds 100,000 years
- E which is as long as homo sapiens has walked the face of the Earth
- F ever since Jules Verne wrote *From the Earth to the Moon* in 1865
- G which is an idea being explored by NASA

- 5 Match the words in bold to their meanings.

• last • strain • maintain • attracted • become extremely weak
• large cupboard/room to keep food • hold together and twist
• destroyed • suggested • circling

The idea that human beings will eventually colonise space, has been at the heart of science fiction **1**. Lovers of this type of fiction have always been **captivated** by the idea of travelling through space and discovering the perfect unspoilt planet to colonise and create the ideal existence for humanity, but the idea has never been taken seriously – until now.

Professor Stephen Hawking has recently argued that, if the human species is to survive, then we should start planning for the **ultimate** move. He fears that life on Earth is facing an increasing risk of being **wiped out** by a disaster such as sudden global warming or a genetically engineered virus. It is a prospect that hardly bears thinking about.

Other experts have echoed Hawking's beliefs, **2**. They point out that we are rapidly exhausting the Earth's resources while the population continues to grow. Within one hundred years or so, if present trends continue, they predict that our planet will have been reduced to a barren wasteland. With nothing left in the **larder**, we shall all have to leave home, and there will be no return.

However, just how realistic is such a move? Given the known laws of the universe, travelling to a planet capable of supporting human life remains an impossibility. Even the journey to Alpha Centauri, the nearest star beyond our sun, would take about 100,000 years, **3**.

To make matters worse, no planets matching the conditions required for human survival have been identified **orbiting** our nearest neighbour. To find such a planet we will have to go

even farther afield. One possible candidate has been discovered circling a star 15 light-years away. Unfortunately, it would take more than 300,000 years to get there, and there are no guarantees that it can support life as we know it.

Clearly then, unless scientists come up with a way for us to travel faster than the speed of light, we shall have to look for alternative solutions. One idea, first **proposed** by scientist Gerald O'Neill in the 1970s, would be to construct gigantic aluminium tubes **4**. This seems an unlikely option. The only space station to have been built so far, at enormous cost, can support only six people at a time, and they require supplies from Earth.

A more realistic possibility is to build a permanent base on the moon, perhaps as a stepping stone for voyages to other planets, **5**. Unfortunately, it would be difficult to **sustain** life on an airless, lifeless rock. Specialists also note that bones and muscles would, in the long term, **waste away** in the low gravity.

There is no doubt that our planet is struggling under the **burden** of humanity. Some experts claim that we are living on borrowed time already, **6**. However, that does not mean that we should just **wring** our hands in despair. History shows that man has an incredible capacity to adapt and survive. It is worth remembering that only a few years ago things that we now take for granted, such as instant communications through the Internet, would have seemed impossible. Perhaps we shall soon see the dreams of science-fiction writers become reality after all.

- 6 Fill in: *instant, despair, ultimate, homo, alternative, colonise, increasing, borrowed, exhaust, granted, barren, stepping*. Make sentences using the completed phrases.

- | | |
|----------------------------|---------------------------------|
| 1 sapiens | 7 (the) Earth's resources |
| 2 space | 8 stone |
| 3 take for | 9 live on time |
| 4 wring our hands in | 10 communications |
| 5 move | 11 wasteland |
| 6 solutions | 12 a(n) risk |

Listening

- 7  Listen as you read the text again. Mark the statements T (true) or F (false).

- Nobody really takes the possibility of Space colonisation seriously.
- Some experts are trying to stop the growth of the world's population.
- No planet capable of supporting human life has been discovered.
- A space station would not be able to support large numbers of people.
- Most species become extinct after 100,000 years.

Speaking & Writing

- 8 In your own words answer the questions.

- Why should people start thinking seriously of creating space colonies according to the text?
- What problems does space colonisation present?
- THINK!** What does the author mean when he says "History shows that man has an incredible capacity to adapt and survive?"

- 9 Imagine you are a member of an international youth parliament. Prepare a two-minute address to the parliament on space colonisation. Explain what space colonisation is and if money should be spent on this.

Unit

4.4

Vocabulary & Grammar

• Space

- 1 **Fill in:** orbit, space exploration, gather, natural resources, scientific breakthrough, launch, observation satellites, magnetic field, manned, colonisation, mission.



Did you know?

- 1 *Vostok 1* was the first spaceflight and the first orbital spaceflight.
- 2 A team of scientists have recently made a to help protect astronauts from solar radiation.
- 3 *Rosetta* is the first spacecraft on a landing headed for a comet. Once it has landed it will data and transmit it back to Earth.
- 4 There are over 8,600 man-made satellites currently in around the Earth.
- 5 The head of NASA admitted in 2005 that space is the ultimate goal of all current spaceflight programmes.
- 6 The Northern Lights are a result of charged particles being trapped in the Earth's
- 7 There are currently 42 Earth that allow scientists to monitor our planet.
- 8 NASA has moved into a new era of and is developing a new mode of space transportation called *Ares 1* to take humans to the Moon and then to Mars.
- 9 The main problem with colonising the Moon is a basic lack of
- 10 At the of a space shuttle the external tank contains almost 2,000,000 litres of liquid oxygen and liquid hydrogen to fuel its engines.

- 2 **Decide on the correct word to complete the blanks:** inhabitants, dwellers, lodgers, occupants, tenants, owners, natives.

- 1 More and more people are becoming city these days.

- 2 Tom took in a couple of to help pay his mortgage.
- 3 The house was put up for sale by the
- 4 London has around 13 million in the metropolitan area.
- 5 Landlords have to make sure their don't have problems such as leaking roofs or broken windows.
- 6 Tina and Toby are of Lancashire whereas everyone else came from Yorkshire.
- 7 When they moved in, they found that the previous had taken all the fixtures and fittings with them.

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

- 1 The government promised to **improve/extend** living conditions in both urban and rural communities.
- 2 They have promised that additional **funds/accounts** will be allocated to the redevelopment scheme.
- 3 The housing committee must respond to **social/communal** demands.
- 4 The rehabilitation programme has had a direct **contact/impact** on housing and schools in the area.
- 5 The scheme has improved **availability/access** to local public services.
- 6 The **bottom/root** cause of the problems in the area is unemployment.
- 7 Technological innovations of the modern industrial **time/age** have changed the way we live and work.
- 8 Even in times of hardship, people do their best to **remain/maintain** standards of respectability.
- 9 Due to smog, the authorities **forced/imposed** a total ban on all cars entering the city centre.
- 10 The local health authority is taking a more holistic approach to health **services/offers**.

• Emphatic structures GR p. 175

- 4 **Rewrite the sentences giving emphasis to the words in bold.**

- 1 **James** moved to the countryside.
It was James who moved to the countryside.
- 2 Did **you** take the dog for a walk?
- 3 You need **a holiday**.
- 4 **Grace** won the competition.
- 5 **Kate** deserves the highest mark.
- 6 **Why** do you always drive so fast?
- 7 **He** paid her rent for her.
- 8 Are you upset with **Derek**?

Everyday English

- Expressing advantages/disadvantages

5 Work in pairs. Use the language in the box to discuss which lifestyle you would choose.

Expressing advantages/ disadvantages	Agreeing/ Disagreeing
- One of the main (dis)advantages of ... - One important thing is ... What is more, ... - The worst thing about it is ...	- You've got a point there. - I'm not at all sure I agree with you. - I suppose you're right. - I (don't) quite agree on that.



Pros: convenient public transport, entertainment facilities, lots of schools, hospitals close at hand, career prospects

Cons: high pollution levels, stressful/fast pace of life, noise, traffic jams, hectic lifestyle, crowded streets

Pros: picturesque surroundings, friendly people, peace & quiet, low pollution levels, larger houses, close-knit communities

Cons: poor entertainment facilities, poor transport links, few schools, isolated, no variety of jobs, not enough education opportunities



- Key word transformations

6 Complete the second sentence so that it means the same as the first. Use two to five words including the word in bold.

- If you don't study Physics, you won't learn about space.
unless You won't learn about space Physics.
- If you save up enough money, you can buy a telescope.
provided You can buy a telescope, enough money.
- You mustn't miss the opportunity to hear this lecturer.
advantage You must the opportunity to hear this lecturer.
- Bad weather means NASA cannot launch the space shuttle today.
prevent Bad weather will the space shuttle today.

- NASA is cutting back its spending on observation satellites to concentrate on space exploration.
so NASA is cutting back its spending on observation satellites be concentrated on.
- Even though some countries have economic and social problems they still have space programmes.
despite Some countries still have space programmes economic and social problems.

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

Could Mars be Home?



Both 1) and scientists have long wondered if Mars could ever be habitable. To colonise Mars we would need the basic requirements for survival, such as air, water and a climate 2) for food production.

In 2008, a space mission to Mars indicated that Martian soil is similar to Earth's, contains nutrients and is capable of supporting life. Another 3) the scientists made is that there is ice below the surface of the planet. If the surface of Mars could be warmed by the release of greenhouse gases, the trapped ice would melt and water would fill the valleys and craters.

Strangely enough, 4) warming, the very problem that threatens our planet, could be the solution to making another planet habitable. The colonisation of Mars has always seemed like an 5) dream only to be found in science fiction but scientists are now pursuing ways to make it a 6) one day in the future.

NOVEL

SUIT

DISCOVER

GLOBE

POSSIBLE

REAL

Listening & Writing

- Listen to two people talking about spending money on space exploration. Who's in favour of/against it? What points does each person mention?
- THINK!** Spend three minutes writing a few sentences on space exploration. Read your sentences to the class.

Unit 4.5

Lead-in

1 Read the dictionary entry.

GM foods /dʒɪ ɛm fuːdz/ = foods made from genetically modified organisms (GMO) in which the genetic material (DNA) has been altered in a way that does not occur naturally (e.g. tomatoes, corn, soya beans, etc)

Why do you think GM foods are produced? With a partner discuss the advantages and disadvantages of GM foods. Use the words and phrases below.

- nutritional value • price • crop protection • disease resistant
- unknown effects • unnatural
- controversial

Reading

2 Scan the texts to find out which ones mention GM foods. What are the other texts about?

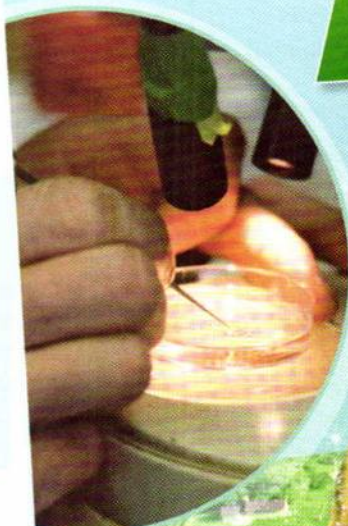
3 RNE Match the headings (A-H) to extracts 1-7. Use each heading only once. There is one extra heading you do not need to use.

- A Closely related
- B No need to change old ways
- C A new type of potato
- D Unexplained illness
- E Space required to stay alive
- F Not so different from the past
- G A problem with potatoes
- H New uses for an ancient cure

Science

VS

Nature



4 Match the words in bold to their meanings.

- preventing infection • a protest group • a large meeting
- delivery • growing • extremely poor • make sure of
- sensitive • disruption • moving/travelling • cut off
- a structure housing bees

5 Fill in: **farming, mysterious, fully, crop, conventional, scientific.** Make sentences using the completed phrases. Then translate extracts 3 and 6 into Russian.

- | | | | |
|---------|-----------|---------|----------|
| 1 | failure | 4 | medicine |
| 2 | knowledge | 5 | methods |
| 3 | diseases | 6 | grown |

Listening & Speaking

6 Listen as you read the texts again. Tell your partner three things you found interesting in the texts and why they interest you.

1 Ben Goldsmith was one of a number of organic farmers at the **conference** on the future of farming. In his speech he pointed out that there was no reason to suggest that farmers will not be able to produce enough food for everyone in the future using traditional farming methods. He claims that the problem is one of **distribution**, not production and that genetically modified foods will not solve this problem.

2 The history of beekeeping dates back at least 3,000 years but recently there have been threats to bee populations all over the world from mysterious diseases. One of the most serious is colony collapse disease (CCD) which occurs when worker bees fail to return to the **hive**. There have been many theories put forward as to the causes of this phenomenon, including GM crops, global warming and **interference** from mobile phone networks.

3 The largest tiger in the world is the Amur tiger, often referred to as the Siberian tiger. Measuring up to 3 metres in length, a fully grown adult male can weigh anything up to 300 kg. The Amur tiger is a protected species but conservation is difficult due to the fact that the tigers need a very large area to hunt in to **ensure** their survival in long cold winters. Although by the 1950s only 50 tigers remained in the wild their numbers have grown and there are now over 400 of them.

4 One of the things the anti-GM food **lobby** overlooks is the fact that farmers have been genetically engineering food for thousands of years by **cultivating** hybrids, which means putting two varieties of plant together to make a new variety. The difference today is that scientific knowledge and technology have advanced to the point where we can alter a plant to make it resistant to disease, stop insects eating it and even develop foods that are more nutritious.

5 New research has revealed that the extinct Caspian tiger lives on in the Siberian tiger. Once thought to be a sub species, the Caspian tiger has been discovered to have DNA which is almost identical to the Siberian tiger. The scientists have concluded that the reason the two are so alike is because both were descended from the same **migrating** ancestor but that the two groups were later **isolated** to different areas by hunters.

6 When the potato was introduced to Europe from South America in the 16th century, only a few varieties were established and this left crops **vulnerable** to disease. To help prevent crop failure, potatoes should not be grown in the same soil for two years in a row. Unfortunately, in the mid 1800s the **impoverished** tenant farmers of Ireland had no option but to use the same small plots of land for growing potatoes year after year and this is what led to the Great Potato Famine.

7 The use of honey in healing is much older than medicine itself, and the Father of Medicine, Hippocrates, used it to treat a variety of conditions. However, it is only recently that the **antiseptic** and antibacterial properties of honey have been chemically explained. Researchers are currently looking into ways in which the use of honey can help conventional medicine in the treatment of drug resistant infections.

Writing

- 7 **THINK!** Opinions are divided on GM foods. Some believe the new technology will improve our lives, whereas others fear it will be harmful to human health. What is your opinion? In five minutes write a short paragraph stating your opinion and supporting it with reasons/examples. Read your paragraph to your partner.

Project!

ICT Find out more about the Amur/Siberian tiger and present your findings to the class. You can visit this website:
<http://animals.nationalgeographic.com/animals/mammals/siberian-tiger.html>

Unit 4.6

Vocabulary & Grammar

• Food and Drinks

1 Fill in: peel, grate, core, melt, slice, mix, beat, toss, drain, separate, crush.

- Sam likes to some cheese and sprinkle it on top of his chips.
- You have to peel and apples before you bake them.
- If you don't the water from boiled potatoes, they go mushy.
- the whites from the yolks of the eggs and put them in different bowls.
- This recipe is very easy; all you do is all the ingredients together.
- the eggs until they are light and fluffy.
- Before you an onion, cut off the root end and away the skin.
- You have to a salad to make sure the dressing coats all of it.
- When you garlic, the flavour really comes out.
- the butter in a hot frying pan, then add the mushrooms.

2 Match the food items to their flavours.

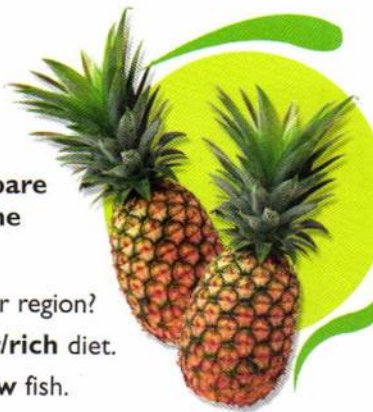
- | | |
|---|---------------|
| 1 | cream |
| 2 | plain rice |
| 3 | chilli pepper |
| 4 | lemons |
| 5 | pizza |
| 6 | peanuts |
| 7 | chocolate |
| 8 | honey |

- | | |
|---|-------------|
| a | sweet |
| b | sour |
| c | bitter |
| d | hot & spicy |
| e | bland |
| f | salty |
| g | savoury |
| h | rich |



3 Choose the correct word. Compare with a partner. Then translate the sentences into Russian.

- Do pineapples **grow/grow up** in your region?
- Undernourished people have a **poor/rich** diet.
- Sushi is often made with **cooked/raw** fish.
- Turkey is a **thin/lean** meat.
- There are certain foods to **avoid/miss** if you are on a diet.
- Many supermarkets have a wide range of **frozen/freezing** meals.
- I'm **rich/full**. I can't eat any more, thanks.
- I need a cup of **heavy/strong** black coffee to wake me up.
- I'd like some strawberry **tasting/flavoured** ice cream, please.
- As the cake bakes, it **rises/increases**.
- Fill/Pour** the mixture into a tin and bake for 1 hour.
- Would you like another **helping/amount** of ice cream?
- Take a **sip/swallow** of this and tell me if you like it.
- You can serve strawberries with **whipped/crushed** cream.
- For the **additive/topping** you can use cream or ice cream.



4 Fill in:

A sprinkle spread dust

- the icing on the cake with a spatula.
- the top of the cake lightly with icing sugar.
- To finish, you can a handful of crushed nuts on top.

B whip beat mix blend

- all the ingredients together and stir with a wooden spoon.
- You have to the cream until it's thick.
- You can use a food processor to everything into a creamy mixture.
- the eggs in a bowl with a fork.

C raw ripe rotten

- We have to throw this fruit away; it's all
- The only vegetables she likes are carrots.
- Don't eat these bananas; they aren't yet.

D instructions recipe prescription receipt

- Can you get this made up at the chemist's, please?
- I'm using my grandmother's to make a cake.
- How much did you pay for these mushrooms? Do you have the
- All you have to do is follow the on the packet.

5 Fill in: bar, loaf, can, piece, carton, portion, jar, spoonful, pot. Which nouns are countable/uncountable/both? Give examples.

- | | | |
|------------------|----------------------|--------------------|
| 1 of bread | 4 of sugar | 7 of jam |
| 2 of milk | 5 of chocolate | 8 of chips |
| 3 of cake | 6 of cola | 9 of yoghurt |

- Words often confused

6 **Fill in:** bite, munch, chew, swallow, sip, grind. Then, use a verb to complete the joke.

- 1 You should always your food properly.
- 2 You should it slowly if it's too hot to drink.
- 3 You can put the peppercorns in a mill to them.
- 4 Can I have a of your chocolate bar?
- 5 I hate it when people popcorn noisily all through the film at the cinema.
- 6 Don't it all at once; eat it slowly!

What has teeth but never

A comb.



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

- 1 It has rained a lot this year.
deal We've had this year.
- 2 The two brothers look the same to me.
tell I between the two brothers.
- 3 It's his duty to deal with customers' complaints.
responsible He with customers' complaints.
- 4 There's almost no pizza left.
hardly There's left.
- 5 They say that the ruins were discovered by a young boy.
said The ancient ruins discovered by a young boy.

Listening

- 8 Listen to a dialogue between two friends. Where does it take place? Why are they there? What do they decide to have?

Everyday English

- Deciding on food/drink

- 9 **Imagine you are at a restaurant with your friend. Use the phrases below to act out your dialogue deciding what to eat/drink.**

Asking about food/drink	Replying
• Have you decided yet? • I'll have ... How about/And you? • What would you like to start with? • Would you like ...? • And to follow? • What about something to drink?	• Yes, I have./No, I haven't. • That sounds ... I think I'll have ... • I'd like a ... • No, thank you. I'm fine.

A

ask partner if decided
(Have you ...?)

explain your choice
(I think I'll ...)

State your preference
I'd like a ... Would you ...?

B

respond positively, ask about partner

(Yes, I'll have ... And you?)

approve of partner's choice, ask about drink (That ... What ...?)

respond negatively, state your preference (No, thanks ...)

- Word formation

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

MANGOES

Mangoes are a tropical fruit that have been cultivated on the Indian subcontinent for thousands of years. Their 1) to other parts of the world began in the 5th century BC and they are now grown in many regions which have a tropical or subtropical climate. There are many different 2) of mango and each has its own unique flavour. Although many types of mango are 3) sweet they are also used in hot and 4) dishes, too. Not only are they used in the 5) of many different dishes, but the smaller types of mango can also be grown in containers as 6) plants.

INTRODUCE

VARY

EXTREME

SPICE

PREPARE

ORNAMENT



Unit 4.7

Listening Skills

Study Skills

Listening Skills: Key words & positive/negative statements

REMEMBER: underline key words to help you focus on what is important in the recording AND be careful to note if the statement is positive or negative.

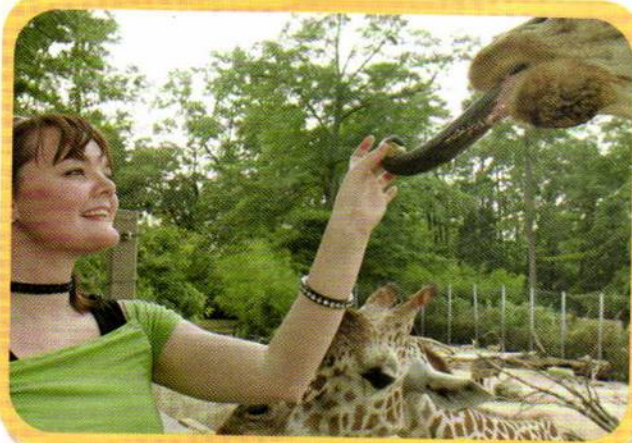
For example, you underline: *It was easy to tell the difference between them* and then you hear "he had no problem identifying which was which".

Note that **no problem** is a negative structure with a positive meaning in this case.

Listening Task 1

- 1 **RNE**  You will hear an interview. For statements 1-7, decide if each statement is True, False or Not stated. Circle the answer you choose.

- 1 Teen volunteers help educate visitors about conservation.
A True B False C Not stated
- 2 All volunteers have to do a two-week course.
A True B False C Not stated
- 3 Most local residents are unaware the zoo has recycling facilities.
A True B False C Not stated
- 4 Volunteers work on one project all summer.
A True B False C Not stated
- 5 Teens can learn about voluntary work by attending the volunteer safaris.
A True B False C Not stated
- 6 The volunteer safaris are often fully booked.
A True B False C Not stated
- 7 Volunteers do not pay to visit the zoo.
A True B False C Not stated



Tip

Don't worry if you don't get the answers the first time you hear the recording. Try to relax and remember you will hear the recording twice.

Study Skills

Listening Skills: Synonyms

REMEMBER: Think of/Listen for words that mean the same as the words in the sentences (synonyms) and related words. For example, you have underlined: pleased as a key word. Before you listen think of all the synonyms related to the word (for instance, happy, glad, delighted etc) and listen out for them in the recording.

Listening Task 2

- 2 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. You will hear the recording twice.

- A** I believe endangered species are everybody's responsibility.
B I know animals can be so much more than just pets.
C I feel some animals should not be kept as pets.
D I am committed to helping save wildlife.
E I don't think zoos are the solution to endangered species.
F I am pleased about the worldwide effort to help species recover.
G I think it's important to think carefully before getting a pet.

Speaker	1	2	3	4	5	6



Listening Task 3

- 3 RNE**  You will hear a person talking about sustainable fishing. For questions 1-7, choose A, B or C to complete each statement correctly.

- 1** Most people know about overfishing but
A are unaware of its seriousness.
B tend to ignore the problem.
C don't think it's a global issue.
- 2** In Newfoundland, Canada,
A the number of cod caught has started to decrease.
B cod are no longer caught there.
C an increase in crab is threatening cod.
- 3** The main cause of overfishing is
A improved fishing techniques.
B people have started eating more fish.
C the increase in the number of fishermen.
- 4** The reporter says 'bycatch' is
A causing many species to become endangered.
B endangering tuna stocks.
C causing a large number of sea creatures unnecessary suffering.
- 5** To make sure that fish stocks revive,
A fishing should be stopped.
B fish must be allowed to reproduce.
C current rules must be changed.
- 6** The reporter says that MSC eco-labels
A show that a fishery has met the MSC's requirements.
B must now be displayed on all fish products.
C were introduced in 2007.
- 7** In the long run, which fish are purchased will be decided by
A the MSC.
B the fisheries.
C the consumer.

**Tip**

You might not understand every word you hear. The important thing is to understand the overall meaning, not every word.

Unit 4.8

Speaking Skills

Student A:

Task 1 (3 – 3.5 minutes)

Give a talk on **the advantages and disadvantages of keeping animals in zoos.**

Remember to discuss:

- how zoos can help animal conservation.
- the educational benefits of zoos.
- why some people think it's cruel to keep animals caged.
- what your own opinion of zoos is.

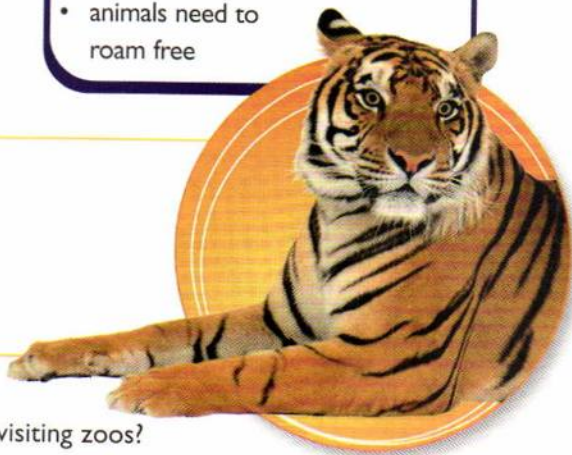
You will have to talk for **1.5 – 2 minutes**. **Student B** will listen **until you have finished**. Then he/she will ask you some questions.

Expressing probability

- It seems that ... it could ...
- I think it's probably
- It might
- I'm pretty sure that

Topic Vocabulary

- preventing species extinction
- establishing breeding programmes
- teaching young people
- inspiring interest in wildlife
- cramped living spaces
- not their natural habitat
- animals need to roam free



Questions for Student B

- Do you think the animals in zoos are happy?
- Should there be more zoos?
- What do you enjoy most about visiting zoos?
- How could zoos be improved?

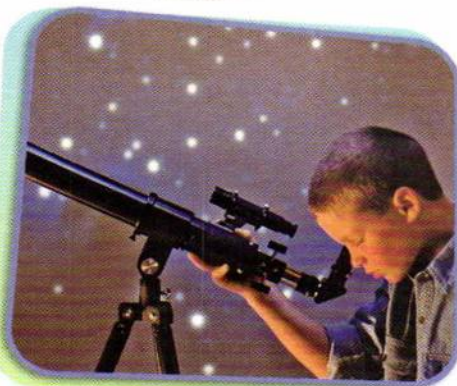


Listen to a model answer. Why does the speaker enjoy visiting zoos?

Task 2 (3 – 4 minutes)

You and a friend have been asked to organise a special event for Space Exploration Week at your school. You can choose from:

- a visit to the Pulkovo Astronomical Observatory
- a talk by a cosmonaut on space travel
- a lecture on space from a professor of astronomy
- a workshop on star watching



Listen to a model answer. Which two events did the speakers find it difficult to choose between? Why was it difficult to choose between them?

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

Useful words and phrases

- That sounds really interesting/fascinating...
- I think this would be very educational ...
- My only objection to this idea is ...
- I'm not sure I would recommend this because ...

Student B:

Task 1 (3 – 3.5 minutes)

Give a talk on **whether it is better to live in the countryside or the city.**

Remember to discuss:

- the opportunities available to people in the city.
- whether living in the city is stressful. Why/Why not?
- what effects living in the countryside has on people.
- where you would prefer to live and why.

Topic Vocabulary

- more facilities in the city
- better educational and career opportunities
- overcrowded and polluted
- little greenery
- beautiful environment in the country
- a high quality of life
- lack of services in the country
- can feel isolated

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

- What could be done to improve the quality of life for people living in cities?
- What is the best way to enjoy living in a city?
- What do you think would be the worst aspect of living in the countryside?
- Could educational and career opportunities for people living in the countryside be improved? How?



 Listen to a model answer. Why does the speaker think that living in the countryside could be difficult?

Task 2 (3 – 4 minutes)

You and a friend have been asked to organise a special event for Community Improvement Week at your school. You can choose from:

- a tree planting day
- an afternoon cleaning up graffiti
- a morning clearing rubbish from the local park
- designing a poster to encourage recycling.



 Listen to a model answer. What kinds of activities do the speakers think will be popular?

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 friends opinions and take them into account

- invite your friend to come up with suggestions
- come to an agreement

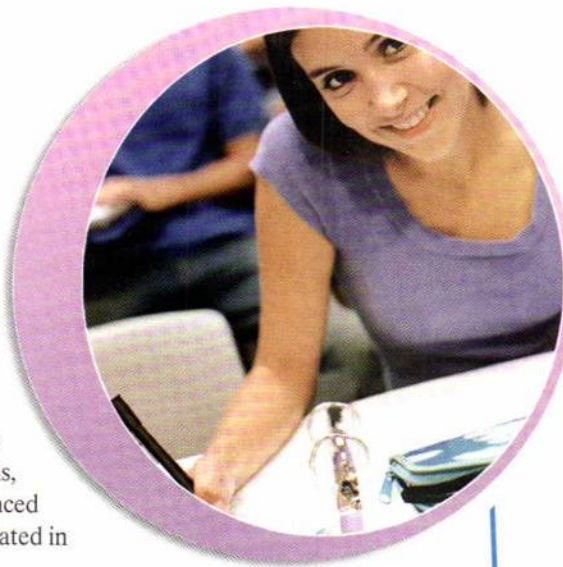
Approving

- I think this would be an excellent choice ...
- This seems to be very effective ...
- I don't think we could find a better choice ...
- I definitely recommend this one ...

Unit

4.9

Writing: Essays



- An essay is a piece of formal writing which discusses a particular topic. There are three main types of essays.
 - **For-and-against essays** present the points in favour of a topic as well as the points against it. Each point is supported by justifications, examples and/or reasons. This essay usually ends with a well-balanced consideration of the points discussed. The writer's opinion may be stated in the conclusion.
 - **Opinion essays** present the writer's opinion on a specific topic, clearly stated and supported by reasons and/or examples. The opposing viewpoint can also be included before the closing paragraph, together with an argument that shows it is an unconvincing one. The writer's opinion is stated in the introduction and the conclusion.
 - **Essays providing solutions to problems** state a certain problem and mention several possible solutions and their expected results or consequences. The writer's opinion is normally stated in the conclusion.
- Points to consider
 - A good essay should consist of **well developed paragraphs** which clearly illustrate each point we make.
 - Each main body paragraph should start with a **topic sentence**, i.e. a sentence which summarises the main idea of the paragraph, followed by **supporting sentences** which justify what has been presented in the topic sentence.
 - Since essays are mainly formal in style you need to use **formal expressions, formal linkers, impersonal tone, and passive structures**, e.g. *Competition has long been the driving force behind improvements in areas such as world trade and sports performance. However, much can be said against the desire to always come first.*
- Avoid using short forms (*I'm*), personal language (*I am sure*) and everyday colloquial expressions (*once in a while, a pain in the neck*).
- You can start your essay with a quotation to attract the reader's attention, e.g. *"Education is the movement from darkness to light." (Allan Bloom)*
- Before writing an essay you need to brainstorm for ideas related to the topic. Then group your ideas, crossing out any irrelevant ones, and put them in a logical order.

Paragraph plans for essays

for-and-against	▶ Paragraph 1: introduce the topic	▶ Paragraphs 2 and 3: arguments in favour & justifications/ examples; arguments against & justifications/examples	▶ Paragraph 4: well-balanced summary of the topic
opinion	▶ Paragraph 1: introduce the topic & state your opinion clearly	▶ Paragraphs 2 to 4: 1st viewpoint & reasons/examples; 2nd viewpoint & reasons/examples; opposing viewpoint & reasons/examples	▶ Paragraph 5: well-balanced summary of the topic, restate opinion
solutions to problems	▶ Paragraph 1: state problem & its probable cause(s)	▶ Paragraphs 2 to 4*: suggestions and results/ consequences	▶ Paragraph 5: summarise your opinion

*The number of main body paragraphs depends on the number of suggestions you make

1 Read the rubrics and decide which type of essay each is. Which words helped you decide?

- 1 You have had a discussion in your English class about online newspapers. Your teacher has now asked you to write an essay answering the following question: What are the advantages and disadvantages of reading a newspaper online? Write your **essay** (200-250 words).
- 2 Governments often try to discourage people from giving money to homeless people. What is your opinion? Should we give money to homeless people or not? Write your **essay** for your teacher (200-250 words).
- 3 Your teacher has asked you to write an essay answering the following question: What are the advantages and disadvantages of having a pet? Write your **essay** (200-250 words).
- 4 Crimes such as burglaries, car theft and muggings have recently increased in your area. What can be done about this? Write an essay suggesting ways in which crime might be reduced in your area. Write your **essay** (200-250 words).
- 5 You have just had a discussion in your English class about education. Now your teacher would like you to write an essay giving your opinion on the following statement: Everyone should have a university education. Write your **essay** (200-250 words).
- 6 You have been doing a project at school about social problems. Now you have to write an essay based on the following question: There are a lot of lonely people in our town. What can be done to help them? Write your **essay** (200-250 words).

2 Now match the quotations to the essay topics in Ex. 1.

QUOTATIONS

A "The most terrible poverty is loneliness, and the feeling of being unloved."
Mother Teresa (nun and humanitarian)

B "All crime is a kind of disease and should be treated as such."
Mahatma Gandhi (Indian leader)

C "Animals are such agreeable friends – they ask no questions, they pass no criticisms."
George Eliot (English author)

D "I think everyone should go to college and get a degree and then spend six months as a waiter and six months as a taxi driver. Then they would really be educated."
Al McGuire (basketball coach)

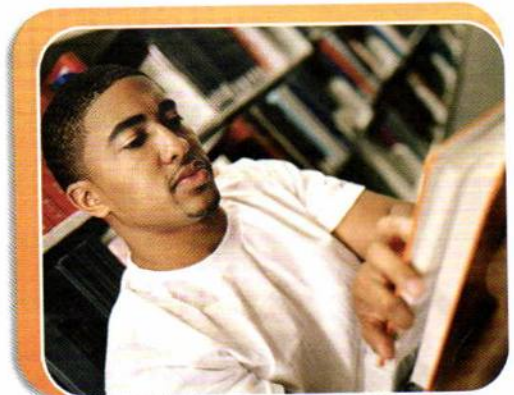
E "You can't get rid of poverty by giving people money."
P J O'Rourke (American journalist)

F "The Internet is so big, so powerful and pointless that for some people it is a complete substitute for life."
Andrew Brown (English journalist & author)

3 Read these quotations. What topic do you think each refers to? Discuss in pairs. Justify your answers.

QUOTATIONS

- 1 "Education is the power to think clearly, the power to act well in the world's work, and the power to appreciate life." (*Brigham Young*)
- 2 "A real friend is one who walks in when the rest of the world walks out." (*Anon*)
- 3 "Many a small thing has been made large by the right kind of advertising." (*Mark Twain*)
- 4 "Without words, without writing and without books, there would be no history, there could be no concept of humanity." (*Hermann Hesse*)
- 5 "The best and most beautiful things in the world cannot be seen or even touched – they must be felt with the heart." (*Helen Keller*)



• Model Analysis

1 a) Read the rubric, then read the two models. Which model is more appropriate?

Should we give money to homeless people? Write an essay for your teacher (200-250 words).

b) Which contains:

- clear paragraphs? • formal language?
- short forms? • mild language?
- impersonal tone? • everyday language?
- strong personal language? • formal linkers?

• Useful Expressions and Linking Words/Phrases

- **to list and add points:** In the first place, To start/begin with, Secondly, Thirdly, Finally, Lastly, In addition (to this), Furthermore, Moreover, Besides, 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, yet, still, but, Nonetheless, Nevertheless, Although, Even so, Even though, Despite/In spite of (the fact that) ... 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 ..., Some people argue 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 a conclusion:** In conclusion, To conclude/sum up, All in all, All things considered, Taking everything into account/ consideration, ... etc.

MODEL A

The American journalist P J O'Rourke once said, "You can't get rid of poverty by giving people money." Perhaps not, but what about the homeless? Should we give money to them or not? In my view, there are more effective ways of helping the homeless.

To start with, there is no way of knowing what the money will be used for. It has been found, for example, that giving cash to someone may simply fuel drug or alcohol addiction. **Moreover**, it is impossible to know whether the person asking for money is truly in need of help or not.

In addition to this, it would be much better to donate money or time to charities that help the homeless. These organisations have a great deal of experience in dealing with the homeless and will know the best ways to help individuals to find housing, **for example**, or work.

On the other hand, opponents of this view say that people should feel free to give to homeless people. If people stop giving, the beggars will simply turn to crime in order to get money. Being homeless, however, does not necessarily make someone a criminal.

To conclude, it seems to me that it is more responsible to give money to homeless charities. At the end of the day, however, it is up to the individual to decide whether they will give directly to a homeless person or not.

MODEL B

As P J O'Rourke said, "You can't get rid of poverty by giving people money." But what's this got to do with the homeless? I'm certain that there are better ways to help homeless people. Who knows what a homeless person will spend the money you give to them on? They might just buy drugs and alcohol with it and some of them perhaps don't even need any help, anyway.

I think it's better to give money or time to charities instead of to a homeless person you see in the street. They know what they're doing and know how to find houses and work for homeless people. But some people don't agree with this. They think it's up to them if they want to give money to homeless people. They think that if they don't give, the beggars will just commit crimes to get money. Not all homeless people are criminals, though.

It's definitely better to give money to charities and not to homeless people on the street. I think it's up to you though to decide if you want to give to homeless people or not.

2 Look at the words in bold in Model A. Which: list points? conclude? introduce examples? add points? make contrasting points? Replace them with other appropriate words or phrases.

• Techniques for Introductions and Conclusions

In order to grab the reader's attention and make them want to continue reading, the first paragraph should:

- a start with a **quotation or rhetorical question** (question which requires no answer), e.g. *"One small step for man, one giant leap for mankind."*
- b start with an **objective statement**, e.g. *It is often argued that crime is linked to poverty.*
- c start with a **problem that needs a solution**, e.g. *The rate of species extinction is becoming faster and faster.*
- d **address the reader directly**, e.g. *Most of you will probably have a mobile phone.*
- e make **reference to a strange scene or situation**, e.g. *CCTV cameras could soon be not only on our streets but in our homes.*

The last paragraph should:

- f end with a **quotation or a rhetorical question**, e.g. *What does the future hold?*
- g end with an **objective statement**, e.g. *It is widely believed that technology will solve all our problems.*
- h **give the reader something to consider**, e.g. *Life would be much easier if ...*
- i **summarise the article**, e.g. *In conclusion, ...*

3 Match the introductions to the conclusions. Which techniques (a-i) from the theory box are used in each?

Introductions

Conclusions

1 When was the last time you did something to help someone less fortunate than yourself? In my view, we are all responsible to help ease some of the social problems in our society. As Dr. Seuss stated, "Unless someone like you cares a whole awful lot, nothing is going to get better."

A All things considered, I believe that it is a good idea to let computers play a major role in teaching in the classroom. As Nicholas Negroponte once said, "Computing is not about computers any more. It is about living."

2 It has been said that there will soon be no need for students to take pens and paper to school as they will all be provided with their own personal laptops. Is it a sensible idea, however, to let technology completely take over in the classroom?

B In conclusion, I believe that social problems are the responsibility of every citizen. After all, wouldn't you be grateful for help if you were suffering due to poverty, homelessness or family problems?

3 Have you ever considered what would happen if advertisements for junk food were totally banned? Undoubtedly, there would be many advantages to doing this, but there are several possible disadvantages, too.

C To summarise, there are many things we can do to help reduce the effects of rising world temperatures. Perhaps you should consider the things that you as an individual can do.

4 Imagine entire major cities such as San Francisco being totally submerged under water as a direct result of melting polar ice. According to some, this is exactly what will happen if we don't solve the problem of global warming. So what can we do about this?

D All in all, there would be both advantages and disadvantages to totally banning adverts for junk food. What is clear, however, is that obesity is becoming more and more of a problem in society and lasting solutions will have to be found soon.

4 What techniques has the writer of Model A on p. 118 used to start/end his essay? Write your own introduction and conclusion using a different technique.

Unit

4.11

Writing: Essays

• For-and-Against Essays

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

You have had a class discussion on the value of taking a break from studying when you leave school. Your teacher has now asked you to write an essay describing the advantages and disadvantages of having a gap year between leaving school and starting university to work or earn money. Write your essay (200-250 words).

- 1 What are you going to write about?
- 2 Who is going to read your piece of writing?
- 3 What advantages/disadvantages are there to taking a year off from your studies?
- 4 What style of writing should you use?

2 Read the model and complete the paragraph plan. Are any of your arguments included in the model?

Many young people these days take a year off in between leaving school and starting university. 'Gap years', as they have come to be known, are seen as a time out from studying to gain life experience, reassess goals, broaden horizons, travel and perhaps earn some money. However, is it worth taking a year off or is it a complete waste of time?

There are a number of advantages to taking a gap year. To start with, a break from studying can give you time to think about your future and make sure you are on the right career path. Secondly, having new experiences can improve your confidence and broaden your mind. In addition, any work experience you gain will help your career prospects later and give you the opportunity to learn new skills. Finally, any money you earn could go towards paying for your education once you return to studying.

On the other hand, there are also some disadvantages to taking a year off studying. Firstly, the time away may have distracted you from your studies and you may have problems applying yourself to your studies on your return to student life. Secondly, delaying completing your education means that you delay starting your career and therefore delay earning a living, which may put you at a disadvantage with your peers.

Overall, there are a number of strong points both for and against taking a gap year. However, I feel that the pros outweigh the cons and as long as you make the most of your time off you will benefit greatly in terms of experience and skills.

Introduction
Para. 1

Main Body
Para. 2

Para. 3

Conclusion
Para. 4

3 List the arguments for and against. How does the writer justify their points? Complete the table.

FOR

Arguments

- 1
- 2
- 3

Justifications

- 1
- 2
- 3

AGAINST

Arguments

- 1
- 2
- 3

Justifications

- 1
- 2
- 3

4 Find the topic sentences in the main body paragraphs. Suggest other appropriate ones.

5 Find linkers in the model which:

- introduce/list advantages
- introduce/list disadvantages
- add points
- show contrast
- conclude

Replace them with other appropriate ones.

6 Choose the appropriate linkers.

- A** There are several advantages to more CCTV cameras being put in town centres. 1) **To sum up/To start with**, it would be easier to catch criminals in the act. 2) **Furthermore/Although**, crime rates in towns would be reduced. 3) **Thirdly/Despite this**, people would feel a lot safer and 4) **because/therefore** the general atmosphere in towns would be greatly improved.



- B** 1) **Even though/On the other hand**, there are some disadvantages to encouraging people to use public transport instead of their cars. 2) **The main drawback/Another point** of public transport around towns and cities is that it may be very unpleasant. 3) **However/For instance**, buses, trams and trains may become very crowded. 4) **As a result/In particular**, this is true in towns and cities that have inadequate public transport. 5) **Another disadvantage/Also** of using public transport is that it forces people to follow certain routes and timetables, which may not be convenient for them.

- C** 1) **Even though/In conclusion**, there are both advantages and disadvantages to banning people from listening to personal music players in public places. 2) **All in all/Lastly**, perhaps there are many more important social problems that we should be focusing our attention on.

7 Write supporting sentences for the topic sentences below. Compare with your partner.

TOPIC SENTENCES

- 1 There is no doubt that there are advantages to banning the use of mobile phones in public places.
- 2 However, there would definitely be certain disadvantages to replacing teachers with robots.
- 3 There are several points in favour of both parents working.

8 Match the arguments to the justifications, then use them, together with appropriate topic sentences and linkers, to write the main body paragraphs for an essay about the advantages and disadvantages of having your own car.

Arguments

Justifications

- | | |
|--|--|
| <p>1 ☐ Driving can be very stressful.</p> <p>2 ☐ Travelling by car can help you stay safe.</p> <p>3 ☐ It's expensive to run a car.</p> <p>4 ☐ Having your own car gives you freedom.</p> | <p>a Petrol costs rise frequently and insurance, road tax and repair costs are considerable.</p> <p>b You do not have to be limited to public transport routes and timetables.</p> <p>c Being caught in a traffic jam can be annoying and time-consuming.</p> <p>d You don't have to worry about getting home safely on foot or by public transport, especially late at night.</p> |
|--|--|



- 9 Some people think that in the future students will not use books in the classroom. Write an essay on the advantages and disadvantages of replacing books with computers in schools. Write 200-250 words.

1 Look at the pictures and the titles of the texts. What do you think the articles are about? With a partner discuss why you think seed banks are important. Read through and check.

2 a) **RNE** Read text A and for gaps 1-7, choose A, B, C or D to complete each gap correctly. Compare with a partner.

- | | |
|-------------|---------------|
| 1 A provide | C deliver |
| B serve | D present |
| 2 A duty | C role |
| B post | D task |
| 3 A danger | C warning |
| B threat | D risk |
| 4 A single | C unique |
| B lone | D solitary |
| 5 A answer | C explanation |
| B response | D defence |
| 6 A total | C whole |
| B full | D complete |
| 7 A declare | C reveal |
| B admit | D allow |

b) Read text B and mark the sentences (1-5) as T (true) or F (false). Correct the statements that are false.

- 1 A Russian organisation came to the aid of American farmers.
- 2 The Vavilov Institute was set up at the end of the 19th century.
- 3 Nikolai Vavilov and his work were unknown outside of Russia.
- 4 Vavilov travelled extensively in order to collect seeds.
- 5 Seed banks help scientists produce better crops.

Banking on the Future

A

The Millennium Seed Bank

Every living creature depends on plants to survive. Plants are the basis of the **ecosystems** in which animals live and grow. Plants 1) human beings with food, materials and medicines. Environmentally, plants are essential for renewing oxygen levels and protecting us from floods and **drought**. Plants also play an important 2) in culture and art.

The world's plant life, however, is under 3) Every plant requires certain conditions in order to grow. Climate change and human

exploitation are rapidly reducing the areas of the world where such conditions are present.

Many 4) and useful wild plants are struggling to survive because tougher foreign species have been brought into their **habitats**. In fact, experts predict that up to half of the world's plant species could be extinct by 2080.

It was in 5) to this that the Kew Gardens' Millennium Seed Bank was set up in 2000 in Sussex, England. The project aims to gather and maintain samples of seeds from wild plants all around the world to **insure against**

their extinction. Collected seeds are stored at sub-zero temperatures. The collection is kept alive by periodically **germinating** the seeds to produce new samples. The 6) number of seeds collected reached one billion in 2007 including many from plants now extinct in the wild.

As global threats increase, the project directors hope, together with their international partners, to have banked seeds from 25% of the world's plant species by 2020. Yet, the directors are the first to 7) that simply collecting seeds is not enough. Even if a plant becomes extinct in the wild, the reasons behind this loss would have to be known and dealt with before the project could successfully **reintroduce** the plant into the wild. So the Seed Bank is a great resource, but it cannot single-handedly save the world's plant life. The only long-term solution is for all of us to 'turn over a new leaf' and start actively protecting the environment!



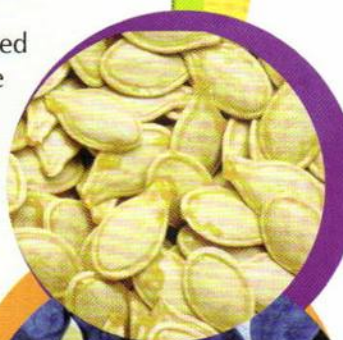
B The VAVILOV INSTITUTE

In 2002 the United States was hit by a near disaster. Its soybean crop had been devastated by a **parasite** called Cyst Nematode. At that time there were no soybean seeds in the United States that were resistant to this destructive little worm. Luckily for the American soybean industry, a Russian seed bank in St Petersburg, The Vavilov Institute, had just what the American scientists had been looking for in the form of a cyst-resistant soybean seed.

What is now known as The Vavilov Institute was established in 1894 and is the world's first and oldest seed bank. The institute gained a worldwide reputation under the directorship of the plant **geneticist** Nikolai Vavilov, who built up the seed bank into the world's largest **repository** of plant genetic material and developed it as a leading scientific research centre into plant genetics in the 1930's.

The remarkable Vavilov spent two decades **scouring** some of the most **inhospitable terrains** in the world in order to bring seeds to St Petersburg from such diverse places as Ethiopia, Afghanistan and the Americas. He and his team added a quarter of a million entries to Soviet seed collections. A **feat** that no other person has come even close to matching.

Today the collection in St Petersburg totals 380,000 gene types representing 2,500 different plant species. This collection, and those of other seed banks around the world, are of major importance because they allow scientists to create **higher-yielding** and disease resistant crops. Without the gene diversity available from seed banks such as the Vavilov Institute the world's crops would be at greater risk from disease and the human population at greater risk of **starvation**.



3 Match the words/phrases in bold in the texts to their meanings below.

Text A

- misuse
- long period without rain
- restore something that existed before
- natural homes
- starting the growing process
- protect against something unpleasant
- plants and animals and the relationships between them and the place they exist in

Text B

- a scientist in the field of genetics
- an accomplishment
- a state of extreme hunger
- an organism living on another plant or animal
- a place of storage
- producing a larger amount
- searching thoroughly
- harsh or hostile environments

Listening & Speaking

- 4  Listen as you read the texts again. Find three facts in the texts that interest you. Tell your partner about them and why you find them interesting.

- 5 **THINK!** What do you think the world would be like if many of the world's plant species were to become extinct? In five minutes write a short paragraph about what you think the consequences would be. Read your paragraph to the class.

Project!

Collect information about the plant life in your country and present it to the class. You may consider:

- plants that are only found in Russia
- what some of the plants are used for
- the importance of plants in your country's culture (festivals, clothes, food, etc)
- plants that are under threat and what is being done to protect them

- 1 Look at the picture and the title. Where might these men have travelled to and why? If you could travel anywhere, to any period in history, where would you go and why?



Sir Arthur Conan Doyle

(1859–1930) was a successful and well-known author. He wrote many things, including poetry, historical texts and plays, but he is best known for

his Sherlock Holmes detective stories, and novels such as *The Lost World* (1912).

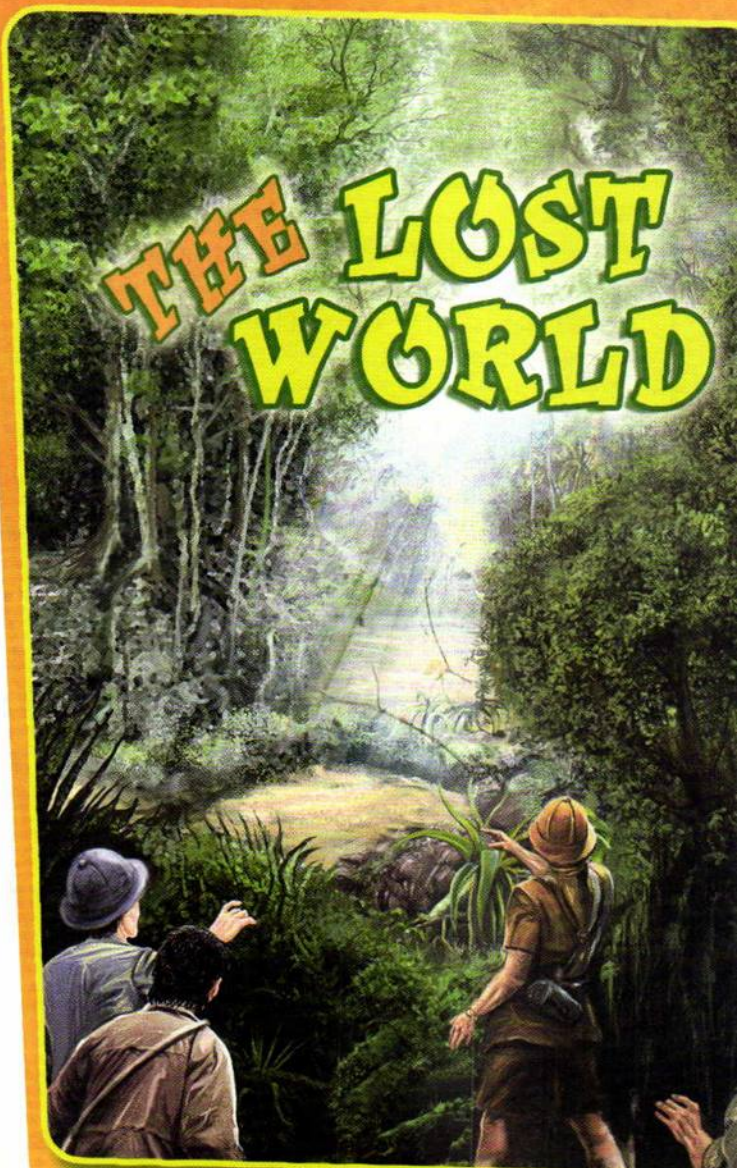
The Lost World follows the adventures of a reporter called Edward Malone as he travels, together with a team of scientists and explorers, deep into the South American jungle in search of dinosaurs. The characters encounter strange beasts, pterodactyls and prehistoric ape-men on their dangerous journey into the lost world.

- 2 Read the biography and the first paragraph of the text. What do you think Lord John has seen? What do you think will happen next? Discuss it with your partner, and then read through and check. Which of your predictions were correct?

- 3 **RNE** Read the whole 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. Then translate the first two paragraphs of the text into Russian.

- 4 Match the highlighted words and phrases in the text with the meanings below.

- it wasn't safe to stay there
- suddenly, immediately
- hit, attacked
- disgustingly ugly
- intend to cause harm/damage
- go in the direction of, attempt to reach



- 5 Use a dictionary to find the meaning of the words in bold, and then use them in sentences of your own.

Listening & Speaking

- 6 a) Listen as you read the text again, and number these events in the order that they happened.

- | | |
|----------------------------|--|
| ☐ a | The pterodactyls surround the men. |
| ☐ b | The pterodactyls take off. |
| ☐ c | Lord John hits a pterodactyl. |
| ☐ d | Summerlee is hurt. |
| ☐ e | The men find the pterodactyl nest. |
| ☐ f | Challenger falls over. |
| ☐ g | The men reach the woods. |
| ☐ h | Challenger shows his head over the rock. |

- b) In pairs, tell each other about the men's adventure, using the list of events above as well as other points you can remember from the text.

Lord John held up his hand as a signal for us to stop, and he made his way quickly to the line of rocks. We saw him peep over them and give a gesture of amazement. Then he stood staring as if forgetting us, so completely **entranced** was he by what he saw. Finally he waved us to come on, holding up his hand for us to be careful. His whole manner made me feel that something wonderful but dangerous lay before us.

Creeping to his side, we looked over the rocks. The place into which we gazed was a pit, and may, in the early days, have been a volcano. It was rounded and at the bottom were pools of green, dirty, **stagnant** water. It was an unusual place in itself, but what lived there was even stranger. The place was a large nest of pterodactyls. There were hundreds of them. All the bottom area round the water-edge were young pterodactyls, and the **hideous** mothers were guarding their yellowish eggs. From this crowd of reptiles came a strange odour **1** . But above, each upon its own stone, tall, grey and withered, sat the horrible males.

Challenger, **bent on** proving some point which Summerlee had disagreed with, thrust his head over the rock and by doing so, nearly killed us all! **In an instant** the nearest male gave a whistling cry, and flapped its leathery wings **2** . The females and young ones huddled together beside the water, while the whole circle of males rose one after the other and sailed off into the sky. It was a wonderful sight to see at least a hundred creatures of such enormous size and hideous appearance all swooping like swallows above us; but soon we realised that **we could not afford to linger**. At first the great beasts flew round in a huge ring, as if to see what the danger might be. Then, the group got lower and the circle narrower, until they were whizzing round and round us, the dry flap of their huge wings filling the air **3** .

"**Make for** the woods and keep together," cried Lord John, grabbing a stick. "The **brutes mean mischief**."

The moment we attempted to move, the circle closed in upon us. Some of the wings were nearly touching our faces. We beat at them with sticks, but we couldn't hit them. Then suddenly, out of the whizzing circle, a long neck shot out **4** . Another and another followed. Summerlee gave a cry and put his hand to his face. It was bleeding. I felt a **prod** at the back of my neck, and felt dizzy with the shock. Challenger fell, and as I tried to pick him up I was again **struck** from behind **5** . At the same instant, I heard an awful cry as Lord John swung his stick, and I saw one of the creatures with a broken wing struggling on the ground. Its friends had flown higher at the sudden sound, and were circling above our heads.

We **staggered** forwards to the woods, and even as we reached the trees the beasts were on us again. Summerlee was knocked down, but we pulled him up **6** . Once there we were safe, for those huge wings had no space to move beneath the branches. As we struggled homewards, attacked and uneasy, we saw them for a long time flying very high above our heads. They were soaring round and round, looking no bigger than pigeons, with their eyes still following us. At last, however, as we reached the thicker woods they gave up the chase, and we saw them no more.

- A as it soared up into the air
- B and rushed among the trunks
- C and dropped on top of him
- D and a fierce beak made a thrust at us
- E which made us feel sick
- F with a frightening scream
- G with a terrifying sound

Writing

- 7 a) Note down the adjectives used in the text to describe the features of the pterodactyls which are listed below.

- size:
- colour:
- appearance:
- wings:
- neck:
- beak:

- b) Use the language from Ex. 7a to write a short description of the pterodactyls.

- 8 **THINK!** Imagine you are one of the explorers in the text. Use the points below and your own ideas to write a letter to a friend, telling them about your experience.

- Where were you?
- What happened?
- What did you see/hear/smell/etc?
- How did you feel?

- 1 What do you know about deserts? What else would you like to learn? Think of three questions. Read the text and see if you can answer them.

Deserts

Deserts cover approximately

0) *one* quarter of the earth's land surface and are home

1) more than 500

million people in the world. They

are also among the world's most important eco-systems and are filled with thousands of rare and useful animal and plant species.

As many of the world's **fragile** environments are suffering because of climate change, it's 2) surprising that deserts are **under threat** too. In Iran's Dasht-e Kavir Desert, for example, rainfall has 3) dropping by 16% per decade. Reduced moisture and higher temperatures in areas that are already very dry means that animals **struggle** to survive, crops fail, water **reserves** dry up and as a 4) life becomes generally more difficult for the people who live there.

5) is perhaps more surprising, is that deserts are also **expanding** at an **alarming** rate! As populations 6) bigger,

especially in the areas of fragile land at the edges of deserts, fields are over-farmed and lose their nutrients and more trees are cut 7) for firewood or to make space for development. This causes the soil to **erode** and become unusable, **slowly but surely** turning to desert. Damaging dust storms can also blow away soil and cause bone-dry sand dunes to 'spread' onto previously usable land.

In the 8) fifty years alone, the Sahara desert has spread by 65 million hectares. And non-desert areas are 9) risk, too. 31% of Spain, for example, is under threat of desertification*. In fact, **entire** parts of the world could become **uninhabitable**, forcing people to **flee** to already crowded greener countries.

So, what can be 10) about this worrying situation? Well, unfortunately desertification is **irreversible** but we can all continue to help stop global warming simply 11) using less energy. Or why not donate money to a project that plants trees to stop erosion in desert areas, or even 12) part yourself?

* when land becomes dry, empty & unsuitable for agriculture

- 2 Read the text again and fill in the gaps with an appropriate word. Compare your answers with a partner.

- 3 Match the words/phrases in bold with their meanings below.

- easily damaged
- getting bigger
- work/try hard under difficult circumstances
- escape
- whole
- not fit for living in
- gradually
- in danger
- supplies
- shocking
- final
- wear away

- 4  Listen to and read the text. In pairs, discuss what you have learnt about the following:

- why deserts are important
- how deserts are being affected by climate change
- why and how deserts are expanding
- what may happen in the future
- what can be done about: *desertification, global warming*

Project!

ICT In groups collect information, then write a short article about ways to help slow down global warming. You can visit this website: <http://www.epa.gov/climatechange/>. Go to **What you can do**.

Progress Check 4

1 **Fill in:** profoundly, officially, enclosures, ultimate, burden, controversy, sensationalist, overlooked, exploitation, reintroduce.

- Moving to another planet would be the move.
- The media always make claims to catch the public's attention.
- The animals are kept in in the park.
- The truth tends to be when a lie sells more magazines.
- Lonesome George is the rarest creature on Earth.
- Human of the Earth's natural resources is behind many environmental problems.
- I am grateful for all your help.
- The Earth has suffered under the of humanity.
- The Millennium Seed Bank hopes to some rare plants into the wild.
- There is a lot of surrounding GM foods.

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

2 **Fill in:** blood, closest, pleasant, common, solar, homo, alternative, borrowed, barren, harsh.

- | | |
|-------------------|-------------------|
| 1 relatives | 6 time |
| 2 solutions | 7 sapiens |
| 3 system | 8 surprise |
| 4 wasteland | 9 climate |
| 5 samples | 10 ancestor |

(Points: $\frac{\quad}{10 \times 1 \quad 10}$)

3 **Choose the correct preposition.**

- Mary passed **on/over** her good looks to her daughter.
- All life follows the basic laws **from/of** nature.
- We all take planet Earth **with/for** granted.
- She cried **with/in** despair.
- The human race is living **with/on** borrowed time.

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

4 **Choose the correct word.**

- The charity has had a direct **impact/contact** on the local situation.
- Many GM foods are **reluctant/resistant** to disease.
- Natural/National** selection is part of evolution.
- The house was put up for sale by the **tenants/owners**.
- It pays to be on the **sure/safe** side.
- There are eight planets in our **space/solar** system.

- There haven't been any food **stoppages/shortages** in the UK for many years.
- It is almost impossible to **maintain/sustain** life on the moon.
- Cakes **rise/arise** when you bake them in the oven.
- Many people are **caught/captivated** by the idea of space travel.

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

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

- There has been a lot of sunshine lately.
deal We have had lately.
- She went to the Galapagos Islands to see giant tortoises.
view She went to the Galapagos Islands giant tortoises.
- If we could travel at the speed of light, we could colonise space.
provided We could colonise space at the speed of light.
- I don't know what the book is about, as I haven't read it.
having I don't know what the book is about it.
- With more funding, the project could have been successful.
succeeded The project could had more funding.

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

6 **Complete the gaps with the words derived from the words in capitals.**

- Lonesome George is a icon.
CONSERVE
- So far there has been no of a Pinta female for him.
DISCOVER
- is about changes in species over long periods of time.
EVOLVE
- Climate change is a problem.
GLOBE
- modified food divides opinion.
GENE

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

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

Now I can ...

- talk about evolution and conservation
- make & respond positively to suggestions
- express agreement/disagreement
- talk about space
- express probability/advantages/disadvantages
- talk about food & drinks
- write essays

... in English

Module 4 | 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.



Russian ballet combines the characteristics of Russian culture with the French foundations of the dance form. Ballet was initially performed in Russia to entertain the Imperial Court, but it wasn't long before it was made accessible to the public, though only to the wealthy upper classes at first. By 1800, Russian dancers were having a profound effect upon Western ballet **1)** Although the first Russian ballet company was established in St Petersburg in the 1740s, Western ballet-goers really fell in love with Russian ballet through the Ballet Russe, founded by Sergei Diaghilev in 1909. The dance company was located in Paris **2)**

Some of the dancers achieved world-renown and are still talked about today. Anna Pavlova was, in her day, the world's most famous ballerina and the first, in fact, to tour the world. She is best-known for the Dying Swan solo performance **3)** Rudolf Nureyev was another Russian dancer to have a huge effect on ballet, not only because of his amazing dance skills, **4)**

The dancers are not the only attraction in ballet. Traditionally, ballet has always been accompanied by classical music, which has allowed Russian composers to contribute to the national art. An especially prominent figure in the world of Russian ballet was Pyotr Ilyich Tchaikovsky **5)** His most famous ballet is *Swan Lake*, followed by *The Nutcracker* and *The Sleeping Beauty*. Many other composers have also contributed to Russian ballet, such as Igor Stravinsky who composed three ballets between 1910 and 1913 **6)**

Ballet is recognised as a national treasure of Russia, and today many people still enjoy attending performances. The ballet companies of the Bolshoi Theatre in Moscow and the Mariinsky Theatre in St Petersburg continue to tour the world with spectacular performances, sharing the magic of Russian ballet and keeping the tradition alive.

- A** which were performed by Diaghilev's Ballet Russe
- B** which she helped create with choreographer Michel Fokine
- C** who was responsible for three world-renowned ballets
- D** where Italian and French performers had previously dominated
- E** but many of the dancers originated from St Petersburg
- F** but is the least known dance style
- G** but also because he made the world of ballet seem so glamorous

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.

RUINED Party Plans

With only two days 1) before Jane's 16th birthday, her best friend, Lila, still hadn't come up with something special to do for the occasion.

At first, she considered organising a party at her house but then she remembered that they 2) that the year before.

She thought and thought, and then it came to her. "I 3) a table at ChiChi's Restaurant and invite a few of our very special friends."

Later that afternoon, she called the restaurant to make the booking. The man at the end of the line asked her if she'd visited ChiChi's before and Jane said that no, she 4) there ever before.

Then he asked her how many people 5) at their table. Jane thought for a moment and then answered, "Six people."

That evening she called the people she wanted to invite and everybody said they would come. There was a problem though. Lila couldn't find Jane. Around ten, she finally found her. She said to her, "Where have you been? I 6) for you all evening."

Jane said, "Oh, I've had an amazing night. My parents took me for an early birthday supper at this great restaurant called ChiChi's!" Lila's heart 7)

LEAVE

DO

BOOK

NOT EAT
BE

LOOK

SINK

Part 2

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

Exploring the Icy Wastes

The Polar Regions are unwelcoming places for much of mankind, but that hasn't stopped an

1) number of people from pushing themselves to their limits to reach the Arctic and Antarctic regions. In the early 1800s,

Russian 2) Faddey Bellingshausen and Mikhail Lazarev sailed south and became the first to sight the Antarctic mainland. Nowadays, scientists from different countries live and work at Vostok, a(n) 3) research base named after one of Bellingshausen's ships.

At the opposite end of the world, the Arctic has also attracted 4) individuals. In 2007, during the Russian North Pole Expedition, Artur Chilingarov descended to a 5) of 4300 metres and planted the Russian flag on the Arctic seabed. Chilingarov, who was awarded a medal for his 6) pointed out that they were the first people to descend to the ocean bottom at the North Pole.

IMPRESS

EXPLORE

NATION

ORDINARY

DEEP

HERO

Part 3

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

An Invaluable Scientist

Nikolai Ivanovich Vavilov, a founding 1) of modern studies in plant biodiversity, was born in 1887 into a wealthy family of Moscow merchants. Like his older brother, the famous physicist Sergey Ivanovich Vavilov, before him, he excelled at his studies and graduated from Moscow Agricultural Institute in 1910. Before travelling abroad to Europe to study alongside the founder of genetics, British biologist William Bateson, Vavilov was employed at the Bureau for Applied Botany.

In 1916, he led a(n) 2) to Iran in search of predecessors of some of today's existing plant 3) His findings resulted in his first major work which was published in Russia in 1920. Vavilov spoke many languages and this accomplishment allowed him to travel to all corners of the globe to meet and collaborate with like-minded scientists.

During the Soviet years, Vavilov was one of the major advocates for the setting 4) of scientific institutions. He never tired of promoting the importance of genetics and plant breeding as a means to improve farming in his homeland.

While developing his theories on the origins of cultivated plants, he was partially responsible for the establishment of one of the world's largest seed banks in St Petersburg. 5) throughout difficult historical times, Vavilov worked to ensure that this huge collection of seeds was preserved. He was awarded many titles and honours and 6) them was the prestigious Lenin Prize.

After his unfortunate death in 1943, up until today, the Vavilov Institute of Plant Industry, the seed bank which he had helped create, still houses and maintains its extensive collection of seeds. Starting 7) in 1894 as the Bureau of Applied Botany, its name was formally changed in honour of Vavilov on the Institute's 75th anniversary.

- | | | | |
|----------------|-----------|------------|-----------|
| 1 A uncle | B father | C relative | D cousin |
| 2 A expedition | B journey | C trip | D voyage |
| 3 A races | B breeds | C classes | D species |
| 4 A out | B in | C down | D up |
| 5 A Despite | B Even | C But | D Though |
| 6 A amid | B between | C among | D in |
| 7 A up | B out | C from | D by |



Listening - Part 3

You will hear a monologue. For statements 1-7, choose **A**, **B** or **C** to complete each statement correctly. You will hear the recording twice.

- 1 The speaker went camping because
 - A** her friends had asked her to.
 - B** it was the right weather for it.
 - C** she went every weekend.
- 2 The camping spot was
 - A** in the countryside.
 - B** by a large river.
 - C** near some houses.
- 3 When Jack told his story, the speaker
 - A** was calm and relaxed.
 - B** decided to tell a different kind of story.
 - C** became a little afraid.
- 4 When they heard the sound of the bell, the speaker and her friends
 - A** ignored it.
 - B** started whispering.
 - C** stopped talking.
- 5 As the sounds got louder, the speaker
 - A** realised the fire was in danger of going out.
 - B** wanted to run away.
 - C** decided to shout out a warning.
- 6 When she saw her brother, the speaker
 - A** started laughing.
 - B** became very angry with him.
 - C** felt relieved more than anything else.
- 7 By the end of the story, the speaker realises that
 - A** you should never tell ghost stories in the dark.
 - B** her brother's joke was quite funny.
 - C** she had never been so scared in her life.

Speaking

Task 2 (3 – 4 minutes)

You and your friend have been asked to organise the senior year's school leaving trip. You can choose from:

- camping in a pine forest
- whitewater rafting
- mountain trekking
- sailing on a lake

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

You begin the conversation. The examiner will play the part of your friend.

Writing - Part 1

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

You have received a letter from your English speaking pen friend Natalie who writes:

... Everyone is talking about going to exotic places. After all, it is quite normal in the UK for young people to travel when they finish university. Is it the same with young people in your country? Are graduates in Russia encouraged to get a job straight after university? What do you think would be the best thing about travelling?

Anyway, I had better go. We're having a big celebration for my birthday here tonight so I have to help prepare ...

Write a letter to Natalie.

In your letter

- answer her questions
- ask 3 questions about her birthday party.

Write **100-140 words**.

Remember the rules of letter writing.

Module 5

Units 1-13



Spoilt for Choice

► Look at Module 5

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

► Find the page numbers for

- a London shopping guide
- providing solutions to problems
- wildlife photography
- souvenirs
- places to shop

► Listen, read and talk about ...

- teenage problems
- travel & shopping
- weather
- spending money
- shopping habits

► Learn how to ...

- make suggestions & give alternatives
- give opinions

- express annoyance/sympathy
- compliment/thank

► Practise ...

- the definite article *the*
- relatives
- quantifiers
- idioms

► Write ...

- a diary entry about your first day at school
- a paragraph about advertising
- a guide to shopping
- an opinion essay
- an essay providing solutions to a problem

Across Cultures: Shopping in Style

Literature: 800 Leagues on the Amazon

Curricular Cut (Science): Clouds



First days

Lead-in

- 1 **Work in pairs. Imagine it's the first day of the school year. There's a newcomer. You want to be friendly. Ask and answer questions to get to know each other.**

- What's your ...? • Where are ...?
- Do you like ...? • Where do ...?
- Have you got any ...?
- How old ...? • How do you ...?
- Which class ...?

- 2 **Read the title of the text. The following words/phrases appear in the text. What can the text be about?**

- violent heat • continuous drizzle
- promising introduction to life
- unaware of the shock
- looking forward to making new friends • first day of term
- clusters of teenagers
- laughed and chatted together
- no one glanced in my direction
- swallowed my pride
- strolled over to a group of boys
- a permanent sneer on his face
- teenage indifference
- been made to feel welcome
- my heart sinking once again



Listen, read and check.

Reading

- 3 **RNE** For statements 1-7, choose A, B, C or D to complete each statement correctly. Then translate lines 38-51 into Russian.

From the moment we returned from the violent heat of East Africa we were soaked by the continuous drizzle of a fine English summer. It was not a particularly promising introduction to life back in England after three years of being baked under the Kenyan sun. Nevertheless, the leaden skies of August could not make me any less enthusiastic about my fast approaching return to British education. I was about to enter a South London comprehensive.

At the time I was totally unaware of the shock that was awaiting me, one much worse than adapting to the **dismal** climate. I was just looking forward to making lots of new friends and getting stuck into school life. I was under the impression that the other pupils would be interested in my stories about Africa and would instantly warm to my sparkling personality. Unfortunately, however, I had really been looking at things through rose-tinted glasses and it wasn't long before I experienced a much darker, unappealing side of things.

On the first day of term I **bounded** into the noisy assembly hall eager to size up my new classmates. As I scanned the room, which was packed with huddled clusters of teenagers, I got my first suspicions that becoming part of their **cosy** groupings might not be as easy as I had imagined. They all seemed to have an air of belonging as they laughed and chatted together. I tried to look relaxed and carefree but no one so much as glanced in my direction, let alone tried to introduce themselves. It turned out to be an uncomfortable morning in my new class, but as the hours **dragged by**, I tried to work out what would be a good plan of attack for getting in on the action.

It began to dawn on me that what was needed was a little effort on my part. So at break, I swallowed my pride and strolled over to a group of boys standing by the gates to say hello. The tallest was a dark-haired lad with a permanent **sneer** on his face. "Where did you get your shiny shoes, mate?" was all he said. I looked down at my new leather shoes and noticed that everyone else was wearing the latest trainers. Before I could think of something amusing to say, they had begun to wander back to class leaving me red-faced and **dumbfounded** by the gate.

At the end of my first day, I stormed out of the classroom as soon as the final bell rang, almost knocking over a girl who was passing along the corridor. I was fuming. I had arrived that morning full of hopes for a bright new future, only to have them dashed on the hard rocks of teenage indifference. The dark clouds above my head seemed to settle around me as I **trudged** back home, reminding me of how **grim** the day had been. I was so **enraged** that I almost didn't hear someone calling my name and I turned round to see a boy from my class, Brian, running to catch up with me.

"You haven't exactly been made to feel welcome today, have you?" he said, **beaming** at me. "You could say that," I replied sarcastically. He laughed and suggested I give him my mobile number and he would text me later. "But I haven't got a mobile!" I told him, my heart **sinking** once again. A look of **utter** amazement spread across his face and he suddenly went very quiet while I waited for him to reply. Finally, he took a deep breath. "Look, if I were you, I'd get a mobile. Everyone has one! And while you're at it, sort yourself out with a decent pair of trainers." Then he was gone.

I walked into the house and **flung** my blazer and bag down in the hall. My mum popped her head round the living room door and asked how my first day had gone. "Can you please tell me why I need a mobile phone and trainers if I want to make any friends?" I replied. I was so stony-faced that I think she knew better than to reply, so she just stood there looking confused as I **stomped** up the stairs and slammed my bedroom door shut.

- 1 In paragraph 1 the writer says that
A he was pleased to be back in a cooler climate.
B he was unsure of his feelings about being back in England.
C he was optimistic, despite the bad weather.
D he was nervous about starting school.
- 2 The phrase 'looking at things through rose-tinted glasses' (line 12) means
A only seeing a situation from your own point of view.
B seeing things in a very simple way.
C only seeing the pleasant aspects of something.
D having too much confidence in yourself.
- 3 When the writer first met his classmates, he
A felt a little afraid of them.
B suspected he had little in common with them.
C realised it might take some time before they accepted him.
D found he lacked the confidence to introduce himself.

- 4 When the writer approached the group of boys, they responded by
A making fun of him.
B making a joke.
C ignoring him.
D complimenting him.
- 5 The writer uses the phrase 'I stormed out of the classroom' (line 30) to show that he left a room
A quickly and noisily because he was angry.
B as soon as he could.
C without anyone seeing him leave.
D without looking where he was going.
- 6 On the way home, a boy from the writer's class
A offered him an apology.
B gave him some advice.
C lost his temper with him.
D criticised his attitude.
- 7 When the writer spoke to his mother, he
A quickly regretted it.
B wished he had said it in a different way.
C felt annoyed by her response.
D understood why she didn't reply.

- 4 Fill in: **leaden, air, bright, slam, sparkling, latest, rose-tinted, swallow, feel, deep.** Make sentences based on the text using the phrases.

- | | |
|--------------------------|----------------------------|
| 1 skies | 7 new future |
| 2 personality | 8 be made to welcome |
| 3 glasses | 9 take a(n) breath |
| 4 trainers | 10 the door shut |
| 5 a(n) of belonging | |
| 6 my pride | |

- 5 Explain the words in bold. Which of the following teenage problems is the text about? Give the text another heading.

- anorexia • peer pressure • moving out
- loss of a friend • bullying

- 6 Explain the following in your own words.

- "It was not a particularly promising introduction to life back in England." (l. 2-3)
- "... would instantly warm to my sparkling personality." (l. 10-11)
- "... to have an air of belonging." (l. 17-18)
- "... only to have them dashed on the hard rocks of teenage indifference." (l. 32-33)

Speaking & Writing

- 7 Read the text again. Imagine you are Brian. Use the information in the text to tell your family about the newcomer.

- 8 **THINK!** Imagine you are the writer. In five minutes, write a diary entry describing your first day at school and your feelings. Read your entry to the class.

Unit 5.2

Vocabulary & Grammar

• Weather

- 1 List the words below under the headings from the mildest to the strongest. Which of these weather phenomena are common in your country?

• rain • fog • drizzle • storm • snow • ice
• heatwave • downpour • gust • flood • frost
• gale • hurricane • hail • drought • cyclone
• monsoon • sunny



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

- It was only **pouring/drizzling** lightly but we still got wet through.
- It was **baking/flaming** hot under the midday sun so we stayed indoors.
- Be careful of that saucepan – the soup is **boiling/beaming** hot!
- The rain **beamed/poured** down and the road became like a river.
- After a night with temperatures below zero, the frost **glowed/sparkled** in the morning sun.
- They looked at the **thick/wide** clouds and realised it was going to rain.
- That new boy in my class looks very **bright/shining**.
- The storm was so **fierce/angry** that dozens of trees were uprooted in our area.

Listening & Speaking

- 3 Listen to two people talking about their holiday. Where does the dialogue take place? What exactly are they talking about? How do they feel?

Everyday English

• Annoyance/Sympathy

- 4 Work in pairs. You were away at the weekend but you didn't enjoy it. Use phrases from the table below to act out your dialogue.

Expressing annoyance	Express sympathy
• What a dreadful/terrible ...	• It's a pity.
• It wasn't very ..., was it?	• I'm so sorry.
• They could at least ...	• Oh, dear!
	• That's a shame.

• Idioms

- 5 Explain the idioms in bold. Are there similar ones in your language? Which idiom best describes the picture?



- I got caught in a downpour and was **soaked to the skin**.
- The coast guard has to go out **in all weathers**.
- John doesn't feel well, he's **under the weather**.
- It wasn't a serious argument, just a **storm in a teacup**, really.
- Katie puts some money in the bank every month for a **rainy day**.

• Problems

- 6 Choose the correct word.
- Most teenagers will feel some peer **pressure/force** at one time or another.
 - Karl hasn't got many friends because he has a rather selfish **attitude/behaviour** at times.
 - People who **lack/miss** self-esteem have problems feeling good about themselves.
 - Going through school with no friends was a **hurtful/painful** experience for him.
 - She looked to her elder sister to be her role **model/partner**.
 - At his new school he had to **adopt/adapt** his behaviour to fit in with everyone.

7 Control or Check? Fill in the gaps. Use the completed phrases in sentences of your own.

1 the exam answers, 2 your dog, 3 the information, 4 your temper, 5 your actions

• Prepositions

8 Fill in: at, to, for, about, with, in. Check in Appendix II.

- 1 Jane smiled him politely.
- 2 She smiled herself as she looked at the mirror.
- 3 It didn't take him long to adapt his new life.
- 4 Tom felt very sorry himself and didn't feel like talking to anyone.
- 5 I'm sorry what happened.
- 6 The coach was packed tourists.
- 7 She wasn't very enthusiastic the trip.
- 8 It took us a few days to get used to the increase temperature.

• Relatives GR p. 175

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

- 1 He has three sisters, two of them live in Paris.
whom He has three sisters, ... in Paris.
- 2 You met my brother Tom yesterday.
who The boy was my brother Tom.
- 3 It was Paul's book that Jane took.
which The book to Paul.
- 4 Brigg's Bakery is over the road; it has great cakes.
where Over the road is Briggs' Bakery great cakes.
- 5 This is Pete; his sister works with me.
whose This is Pete with me.
- 6 He's afraid of water so he never swims in the sea.
which He's afraid of water ... never swims in the sea.

• Making deductions

10 Look at the pictures. Make sentences using must, can't or may.



A

B

C



e.g. A – It **must** be very cold. It **can't** be summer.

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

Cross the Himalayas by train

Boasting the latest in engineering technology, the new railway linking Tibet to Central China is the highest railway in the world.

The line runs through an environment that is so

- 1) that many of the workers fell critically ill during construction. Inside the carriages, however, an array of electronic sensors secure the 2) of the passengers and monitor the air circulation and the levels of oxygen. The trains are also designed to cope with lightning strikes, since the 3) of electrical storms is high on the mountain slopes.

However, this new Himalayan railway 4) is highly controversial. Although most people agree that it will bring greater 5) to the region, many worry that Tibet's unique culture will be lost. Moreover, 6) are concerned about the effects on the Himalayan wildlife such as the Tibetan antelope, which is among the most endangered species in the world. The animals are extremely timid and easily disturbed by any human activity.

FRIENDLY

SAFE

PROBABLE

DEVELOP

PROSPER

ECOLOGY

Lead-in

- 1  Listen to four people talking about travel. Who (John, Lynda, Steve, Marta) travels for:

- fun? • their goals? • relaxation?
- experiences?

- 2 Why do people travel? Discuss in pairs. Use the ideas below:

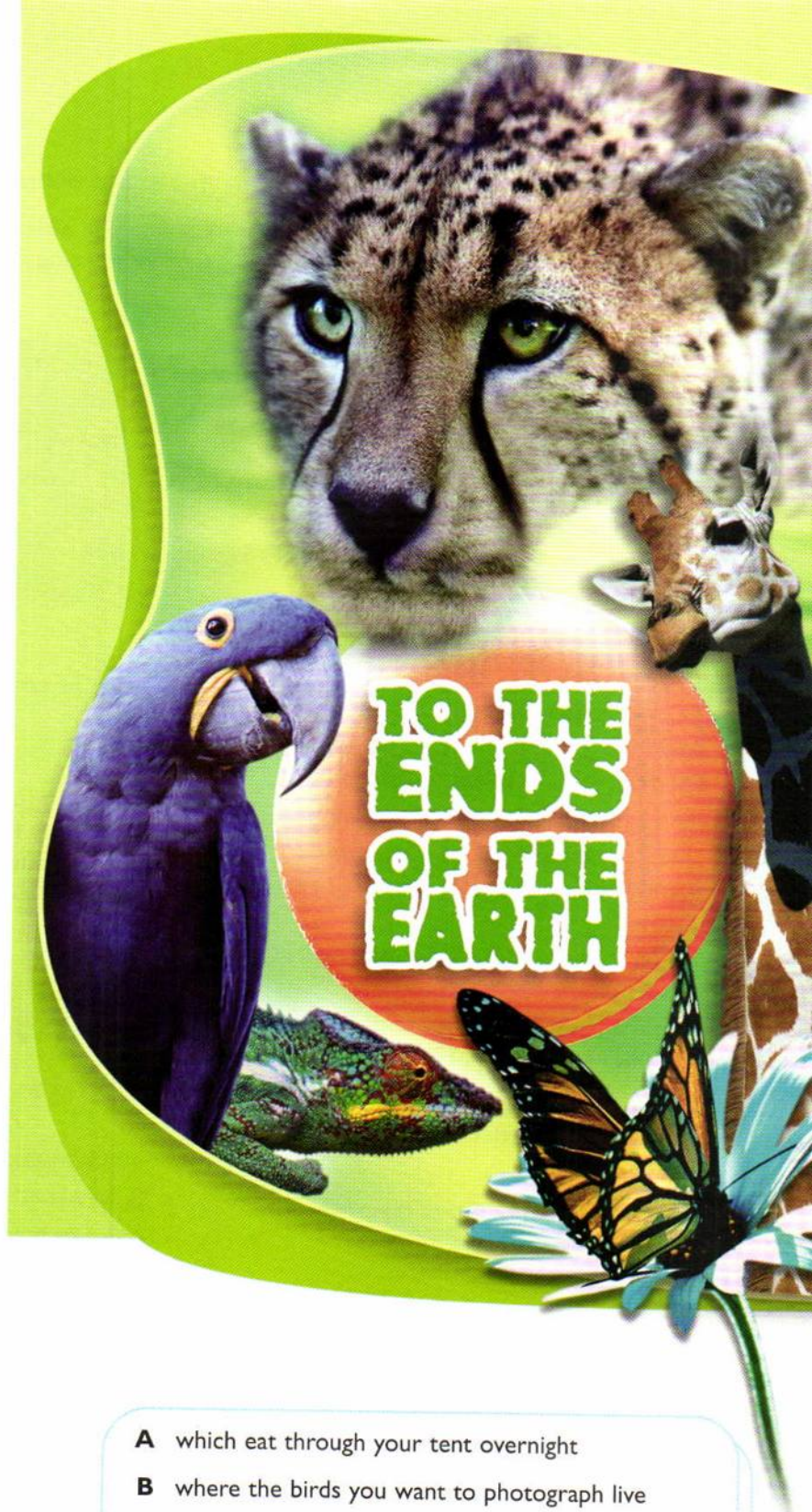
- to participate in international tournaments
- volunteer for environmental projects
- experience local customs/traditions/cultures
- look for work
- visit friends/family far away
- enjoy beautiful scenery/diverse wildlife/natural wonders
- see magnificent temples/landmarks/unusual architecture
- collect strange souvenirs/crafts
- sample local dishes

- 3 Read the title and the introduction to the article. Why does Frans Lanting travel? Think of three questions about Frans. Read the article and see if you can answer them.

Reading

- 4 **RNE** 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. Then translate the first two paragraphs of the text into Russian.

- A which eat through your tent overnight
- B where the birds you want to photograph live
- C which has enabled the government to **substantially** increase its annual conservation budget
- D such as the annual **gathering** of hundreds of rare macaws deep in the forests of the Amazon Basin
- E which must be recognised as part of our heritage
- F and not just snapping what's in front of you
- G and he never takes on a project without involving those on the spot, from bushmen to Native Americans



Frans Lanting travels to the ends of the Earth – and everyone who sees his pictures wants to follow him. James Owen talks to the world's greatest travel and wildlife photographer.

It can be tough at the top, especially if you are Frans Lanting, the world's leading travel and wildlife photographer. Naturally, you want to get pictures of something rarely seen **1** . So what do you have to do?

Well, you **haul** a canoe, supplies, camera gear and a steel scaffold weighing more than a ton up the Andes. Then you paddle miles up river before **erecting** a tower that gets you to the tree canopy **2** . For the next month you spend twelve hours a day in a space the size of an office desk. It is intensely humid and sweat bees drink from your skin, making it difficult to **focus** a lens without being **stung**. Things are no easier on the jungle floor. Fungus sprouts on your equipment and there are leaf-cutter ants **3** . And despite all this you still get the perfect shot. His photographs are unlike my others and include shots of serpentine jungle rivers, chameleons caught asleep, a seed falling to earth and almost the last white rhinoceros.

Many of Lanting's images are taken as close-ups and are, in fact, attempts to **portray** animals as individuals, as distinct in their characters as you and I. Other effects of this approach to photography have almost been as impressive as the pictures themselves. His essay in 1987 on the landscape and people of Madagascar helped to stimulate

awareness of the country's extraordinarily diverse wildlife. This then **prompted** a growth in tourism and foreign aid, **4** .

Lanting has such a professional **attitude** that it comes as a surprise to learn that he did not pick up a camera until he was in his early twenties. Bored with his job as an environmental planner, he taught himself photography and in the early 1980s moved to the US. "I never **envisaged** that I could make a career out of it," he says, "but we've witnessed a **tremendous** increase in concern for the natural world." He adds, "Photography plays a significant role in shaping those perceptions." So Lanting has travelled all over the world in **pursuit** of quarry such as the last white rhinoceros in Zaire in the hope that his photographs can play a part in increasing awareness of the worrying rate of extinction of biodiversity.

People are also important to Lanting's work **5** . It is perhaps this that distinguishes his photographs from our holiday snapshots. "I think a photograph, of whatever it might be – a landscape, a person – requires personal involvement. That means knowing your subject **6** ." And with that he rises quickly from his chair and heads for the great outdoors, **bound for** an encounter with the local wildlife – taxi drivers and London pigeons.

- 5 Fill in:** jungle, diverse, intensely, holiday, wildlife, take, tree, deep, stimulate, significant, personal, annual. **Make sentences using the phrases.**

- | | |
|------------------------|----------------------|
| 1 photographer | 7 gathering |
| 2 in the forests | 8 on a project |
| 3 canopy | 9 humid |
| 4 floor | 10 play a role |
| 5 awareness | 11 snapshots |
| 6 wildlife | 12 involvement |

- 6 Explain the words in bold. Give the text another title.**

Listening & Speaking

- 7**  Listen as you read the text again. How does Frans feel about his job? What difficulties does he face while at work?

- 8 Which of the following adjectives best describe Frans? Give reasons.**

• determined • strong • brave • proud • sceptical
• shy • confident • adventurous • impatient
• insincere

e.g. *Frans is determined. He can spend hours every day waiting to get the best shot.*

- 9 Imagine you are Frans Lanting. Use the information in the text to present yourself to the class.**

Writing

- 10** **THINK!** What qualities should a wildlife photographer have? In three minutes write a few sentences explaining why each quality is important. Read your sentences to the class.

Unit

5.4

Vocabulary & Grammar

• Travel

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

- Greece is one of the best places to go to visit **aged/antique/ancient/archaic** ruins.
- The beautiful hotel grounds had **lush/unique/scenic/rich** vegetation.
- There are few countries in Europe where you need to exchange **cash/currency/money/notes** these days.
- We had a fantastic **look/sight/view/scenery** from our hotel room.
- A large number of tourists go on **packed/charter/pocket/package** tours every year.
- In America you have to pay a tax on any **remote/external/foreign/alien** goods you buy on holiday.
- What **directs/affects/influences/controls** your decision about where to go on holiday?
- England is a place of outstanding **natural/real/genuine/unaffected** beauty.
- Tom hopes to see some **strange/rare/odd/unusual** birds on his holiday.
- Plane **tickets/fares/fees/charges** are becoming so expensive, I may not be able to afford to go abroad next year.



2 Fill in:

A • border • boundary • edge

- There was a long line of traffic waiting to cross the US/Mexico
- Sally lived a long way away, right on the of town.
- The forest served as a natural between the two countries.

B • journey • expedition • excursion • trek • hike

- They hired a guide to help them on their through the jungle.
- My grandma goes on a(n) every month with the pensioners club.
- The across the city took two hours by car.
- Bob and Sue went on a two-hour along the cliff path.
- Next year Bill wants to go on a(n) to the North Pole.

C • brochures • leaflets • booklet • prospectus • guide

- Julie always buys a travel to get a rough idea about places she is visiting for the first time.
- All course details are available in the university
- I got lots of ideas for this year's holiday just by browsing through the in the travel agent's.
- Thousands of fluttered through the air, urging people to vote for William Clegg in the forthcoming election.
- A diagram of the digital camera parts is shown on page 5 of the accompanying

Listening & Speaking

- 3  Listen to two people trying to decide where to go on holiday. Which place do they decide to go to? Why?

Everyday English

• Reaching a decision

- 4 Work in pairs and use the language below to decide where to go on holiday.

Making suggestions	Accepting/Rejecting
- Let's ..., shall we? - Don't you think ...? - How/What about ...? - I fancy ... - Why don't we ...?	- We could ... I suppose. - It does sound interesting/fun ... etc - It looks interesting, but ... - I'm not that keen on ... - I'd love to (but) ...

5 Choose the correct word.

- They showed their boarding **cards/tickets** to the air steward and took their seats.
- Most flights only allow one piece of **hand/arm** luggage.
- The best way to really see a place is to take a bus **ride/tour** to different areas.
- There are often long queues at passport **checkout/control**.
- It's a good idea to take traveller's **cheques/bills** instead of cash on holiday with you.
- Zurich is the perfect place for a winter **stop/break**.
- Lorries and coaches are not allowed to drive in the fast **line/lane** on the motorway.
- He took an international flight from London to Sidney and then an **internal/inside** flight to Melbourne.
- Alison was staying in a **remote/far** area miles from anywhere.
- Hugh likes to find places that are off the **beaten/walked** track.

6 Fill in: **bite** or **sting**.

- | | |
|--------------------|-------------------|
| 1 bees | 6 scorpions |
| 2 an apple | 7 dogs |
| 3 your nails | 8 a to eat |
| 4 mosquitoes | 9 snakes |
| 5 nettles | |

- Phrasal verbs

7 Choose the correct verb. Check in Appendix I.

- 1 Bill **set/made** off in plenty of time to get to the airport.
- 2 When they arrived at the hotel, they **checked/picked** in and went straight to their rooms.
- 3 The coach **made/broke** down on the M6 and the passengers had to wait for an hour for a replacement to take them home.
- 4 Jane always gets a bit nervous when the plane **sets/takes** off, then she calms down.

- The definite article GR p. 176

8 Fill in **the** where necessary. Give reasons.

Did you know?



- 1) Thai people call 2) Bangkok, 3) capital city of 4) Thailand, Krung Thep which means 'City of Angels'.
- 5) river that runs through 6) Amsterdam is called 7) Amstel.
- Around 15 million people from 8) UK go on package holidays every year.
- 9) Museo Nacional del Prado in 10) Madrid opened in 11) 1819.
- 12) MGM Grand Las Vegas is 13) biggest hotel in 14) USA with 5,700 guest rooms and suites.
- Venice has sunk 25 cm into 15) sea over 16) last 100 years.
- 17) Copacabana Hotel in 18) Rio became famous after Fred Astaire and Ginger Rogers danced there in 19) film *Flying Down to Rio*.
- 20) statue of Christ on 21) Corcovado Mountain is 38 metres tall.
- 22) tall black hats worn by 23) guards at 24) Buckingham Palace are called bearskins.

- Key word transformations

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

- 1 The weather is becoming warmer day by day.
getting It days go by.
- 2 We have never been to Australia before.
first It we have been to Australia.
- 3 Paul started travelling on his own three years ago.
been Paul for three years.
- 4 "Why don't we go to Paris for the weekend?" John said.
going John for the weekend.
- 5 Although it had a good location, I didn't like the hotel.
despite I didn't like the hotel good location.

- Open cloze

10 Read the text and complete gaps 1-12 with an appropriate word. There is an example at the beginning (0).

SOUVENIRS

you can pay for – twice

Travel can be one of life's greatest pleasures 0) **as** you experience the excitement of discovering and exploring new places. Quite naturally, tourists want to take something home with 1) after a marvellous holiday to show their friends, but every year many tourists get an unpleasant shock 2) they start the journey home. For 3) reason or another, their souvenirs turn out to have been purchased illegally, resulting 4) heavy fines or even prison sentences.

More than one tourist has been sent to prison for picking 5) an innocent-looking piece of pottery in countries rich in archaeological artefacts, or potentially dangerous weapons 6) as samurai swords. Travellers need to remember that, just 7) items are offered in marketplaces, it does not mean 8) are being sold legally. Illegal souvenirs which have been made 9) endangered species are often offered for sale to unsuspecting tourists. The most common items include coral, ivory and animal skin products, trade in 10) puts the survival of the species at risk.

In conclusion, when travelling to foreign countries, it is important to 11) out what souvenirs can be purchased legally in 12) to avoid paying a heavy price later. Remember, it is the endangered species that will ultimately pay the heaviest price of all if we ignore the law.

Lead-in

- 1 a) Look at the pictures. Which shows:

- a shopping mall
- a corner shop
- a street market
- sb buying sth online

- b)  Listen to four people (Laura, Cliff, Ann, Dave) talking about their shopping preferences. Where does each enjoy doing their shopping?

- 2 How often do you go shopping? Where? Who with? What do you mostly buy? How much do you normally spend? Tell your partner.

Reading

- 3 **RNE**  Listen as you read the text. 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. Then translate extracts 4 and 7 into Russian.

- A The whole lot online
- B Not left out anymore
- C Selling to make a living
- D Word of mouse
- E Something for everyone
- F Keeping the customer satisfied
- G Deciding to make a difference
- H The cost of shopping

Let's Talk Shop



- 4 Match the words in bold to their meanings.

- cure • offer of money for something on sale
- a way to achieve a result • secretive and dishonest
- legally declared as unable to pay debts
- bargaining over the place of goods • easy and useful
- series of activities designed to achieve something
- public sale where buyers compete with each other
- large buildings used for storage

- 5 Fill in: **credit, organic, chain, cash, advertising, bustle, gadgets, office, therapy, top.** Make sentences using the phrases.

- | | | |
|---------|----------|---------------------|
| 1 | agencies | 6 shopping |
| 2 | quality | 7 head |
| 3 | food | 8 hustle and |
| 4 | stores | 9 hard-earned |
| 5 | cards | 10 handy |

1 Advertising agencies will do almost anything to get the message across and are always looking for fresh techniques to sell a product. One recent **tactic** is quite **devious** and involves online chat groups. You might think that the person you are chatting to is just telling you about a great new film, but that person is actually being paid to encourage you to head to the cinema and hand over your hard-earned cash. Mass media **campaigns** are still popular, but new advertising reaches out directly to the consumer.

2 What is a life worth? Ian Usher, an Englishman living in Australia, recently put his life up for sale and advertised it on the Internet. Buyers would get his house, his job, his friends and his possessions. It was all put up for **auction** and the person with the highest **bid** would move in and take Usher's place. Usher's life sold to a mystery buyer for the bargain price of £192,000. Usher says he's not disappointed with the amount and plans to use the money to travel the world.

3 Credit cards and shopping therapy are often jokingly suggested as a **remedy** if you are feeling sad or bored. However, this is one therapy that can lead to a serious illness. Shopaholics are people who spend continuously on goods they don't need, will never use and, frequently, can't pay for. They spend all their time in shopping malls and the places they live turn into **warehouses** with piles of unused goods. This is an addiction like any other and can lead to depression, family break-ups and going **bankrupt**.

4 A bazaar is a traditional marketplace with stalls selling a wide variety of goods. Originally found in Asian countries, but now popular almost everywhere, these are crowded places, full of the hustle and bustle of locals going about their daily business. They are noisy, with raised voices **haggling** for the best price. Bazaars are places where almost everything is on offer, up for sale or available at a price. If you can't find what you want at the bazaar, the chances are that it doesn't exist!

5 We live in a world of choices. Ethical shopping is about choosing to buy in ways that reduce the harm done to the natural world. It is not just about choosing organic food or a paper bag rather than a plastic one, though. Ethical shopping is about learning about companies and their working practices. It is about thinking about each and every purchase. It is about refusing to buy from businesses that treat the environment and their workers unfairly. And above all, it is about buying less.

6 Supermarkets may be **convenient**, but not all of them are super and some of them are just awful. Some have poor customer service and that is when the mystery shopper pays a visit. The mystery shopper looks like any other shopper and shops like any other shopper, but they then report back to head office about any problems. Large chain stores use mystery shoppers to check that the public is getting top quality service and that their supermarkets are as super as they can possibly be.

7 Most of us are right-handed, but at least 15% of the population is left-handed. Most things, though, are made for right-handed people. This makes life difficult for left-handers who want to sharpen a pencil or cut something with a pair of scissors. The solution to the problem lies in a little London shop full of handy gadgets for left-handers. Want to find *Anything Left Handed*? Turn left off Regent Street into Brewer Street. Take the next left and, yes, it's first on your left.

Speaking & Writing

6 Imagine your partner is spending too much money. Give them advice using your own ideas or the ones in the box.

- | | |
|--------------------------|--|
| • You could ... | • ... pay for everything in cash. |
| • You should ... | • ... only buy the things you really need. |
| • Why don't you ... | • ... sell the things you don't want. |
| • If I were you, I'd ... | • ... make a shopping list. |
| | • ... cut up your credit cards. |

7 **THINK!** What is your opinion about advertising? Does it provide a useful service? Do you think there are too many advertisements? Do they influence you? In five minutes write a short paragraph stating your opinion and supporting it with reasons/examples. Read your paragraph to your partner.

Unit 5.6

Vocabulary & Grammar

- Shopping & Money

1 THINK! In a minute, write down what you spend your money on. Compare with a partner.

e.g. I usually spend my money on CDs, books and clothes. I never buy newspapers.

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

- These jeans are on **bargain/sale/offer/demand**.
- There is 30% off whatever the price **label/note/tag/mark** says.
- I can't see the **reason/point/matter/goal** in buying designer clothes.
- The **expense/charge/amount/cost** of a CD has gone down a lot recently.
- The man on the market stall told me to offer him a **right/just/fair/proper** price.
- The salesman made me an offer I couldn't **refuse/deny/turn/reject**.
- I hate it when telesales people **bother/concern/restrict/trouble** me with calls.
- That dress really **suits/matches/fits/goes** you. You should buy it!
- A lot of people buy clothes during the **bids/auctions/sales/offers** as they cost less.
- You can buy this now **in advance/in cash/on credit/by cheque** and pay in instalments.

3 Fill in: top, smart or big.

- | | |
|-----------------|-----------------|
| 1 quality | 7 move |
| 2 outfit | 8 shelf |
| 3 speed | 9 company |
| 4 chain | 10 model |
| 5 floor | 11 set |
| 6 names | 12 choice |

- Words often confused

4 Fill in:

A priceless worthy worthless valuable

- My mum has a lot of jewellery.
- There are numerous artefacts in the museum.
- This ring is but it has sentimental value to me.
- The bank manager decides who is of a loan.

B asleep sleeping awake

- Be quiet, the baby is!
- Jane was so tired she fell on the couch.
- I had a bad dream that kept me all night last night.

C alive living

- The market was with the sounds of traders and hawkers.
- He earns his by working as a market trader.

D luck fortune

- I couldn't believe my when I found £5 in the street.
- Hilary spent a on new clothes for her holidays.

Everyday English

- Complimenting/Thanking

5 Use the useful language in the box to act out exchanges for the situations below, as in the example. Continue the dialogue.

Complimenting	
• It looks really great on you.	• That's great/wonderful/really nice, etc
• Wow! That looks really good.	• I didn't recognise you.
• It really suits you.	• You look fantastic/great, etc
Thanking	
• Thanks. I'm glad you like it.	• Thanks for saying so.

- Your friend is wearing a new outfit.

A: Is that new?

B: Yes, do you like it?

A: Mmm. It looks really great on you.

B: Thanks.

A: Where did you get it?

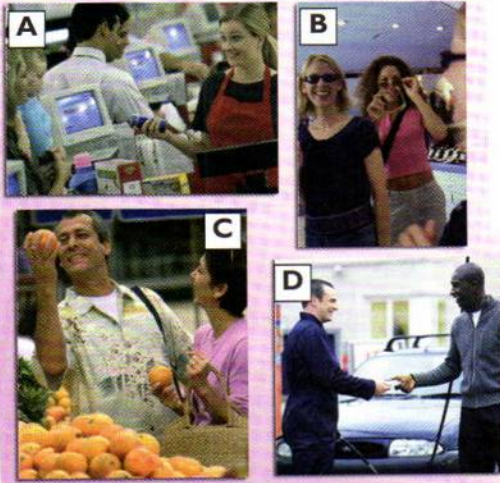
B: It was a present from my mum.

- Your mum has had a new hair cut.
- Your best friend is wearing a new pair of glasses.
- Your cousin is wearing a new pair of trainers.



Listening & Speaking

- 6  Listen to two dialogues. Where does each one take place? Act out similar dialogues for the rest of the pictures.



- Quantifiers GR pp. 172 & 176

7 Choose the correct word.

- Neither/Either** John nor Claire came to the party.
- I wanted to buy a ticket for Saturday's rock concert but **each/every** single one had been sold.
- Every/Each** of the children at the party was given a small present to take home.
- He was so hungry he ate the **whole/all** pizza by himself.
- Both/Either** Jim and Karl left for Madrid.
- None/All** of us knew what time the party started so we called to check.
- He only had **a lot/a little** money left.
- She had spent **a great deal of/much** money on CDs lately so she decided to take it easy for a while.

- Key word transformations

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

- Sarah didn't come home until she had finished her shopping.
when Sarah finished her shopping.

- How long ago did you buy something new?
time When was something new?
- The dress might be expensive so take plenty of money.
case Take plenty of money expensive.
- Jane would rather not come shopping with us.
feel Jane shopping with us.
- It costs a lot more to buy designer clothes.
much It is designer clothes.
- How much is this outfit?
of What outfit?
- The shoes were not as expensive as she expected.
far The shoes than she expected.
- Lee cannot afford to buy designer jeans.
too Designer jeans Lee to buy.

- Multiple choice cloze

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



On Credit

It used to be that people saved for a rainy day, now many people simply 1) for their credit card. Credit is something that was almost unheard of in the past. If someone couldn't afford something they went 2) it. People saved up for whatever they wanted to buy, by putting their money into the bank or even under the mattress, until they had enough. However, much of the modern world's economic growth has been largely 3) to a system of credit enabling people to buy goods and services and pay for them later.

The trouble with credit is that some people 4) more than they can pay back. It is a particular problem when the interest rate goes up and people find they cannot afford the repayments. In some cases they end 5) owing considerably more money than they borrowed in the first place, because of the interest charges. Some people are nervous about 6) into this trap. They refuse to use credit at all for goods and services and always pay in cash. However, 7) these people may have a mortgage, which is a loan to buy a house. Many people see buying their own house as an investment for the future that will protect them from a rainy day in every sense!

- | | | | |
|-------------|-----------|------------|------------|
| 1 A reach | B touch | C stretch | D catch |
| 2 A against | B without | C with | D for |
| 3 A due | B because | C despite | D through |
| 4 A lend | B give | C borrow | D ask |
| 5 A in | B up | C over | D out |
| 6 A falling | B moving | C slipping | D dropping |
| 7 A either | B even | C only | D yet |

Study Skills

Multiple Choice

While doing the listening task try not to be distracted if you hear words and phrases that appear in one of the options. Listen carefully and decide on the correct option.

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.

- 1 Sam hadn't heard about Buy Nothing Day before.
A True B False C Not stated
- 2 Buy Nothing Day organisers think shoppers should direct their attention elsewhere.
A True B False C Not stated
- 3 Sam learnt that underdeveloped countries make up 80% of the world's population.
A True B False C Not stated
- 4 Jane believes you cannot buy happiness.
A True B False C Not stated
- 5 Sam thinks Sunday trading is a good thing.
A True B False C Not stated
- 6 Sam found a definition of 'carbon footprint' in a dictionary.
A True B False C Not stated
- 7 Jane is no longer going to buy fruit and vegetables from the supermarket.
A True B False C Not stated

Listening Task 2

- 2 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. You will hear the recording twice.

- A I won't shop there again.
- B I should have paid in cash.
- C I thought the price was ridiculous but I gave in.
- D I realise the attraction of shopping now.
- E I made a mistake with the price.
- F I got carried away by my own generosity
- G I saw shopping in a different light.

Speaker	1	2	3	4	5	6



Study Skills

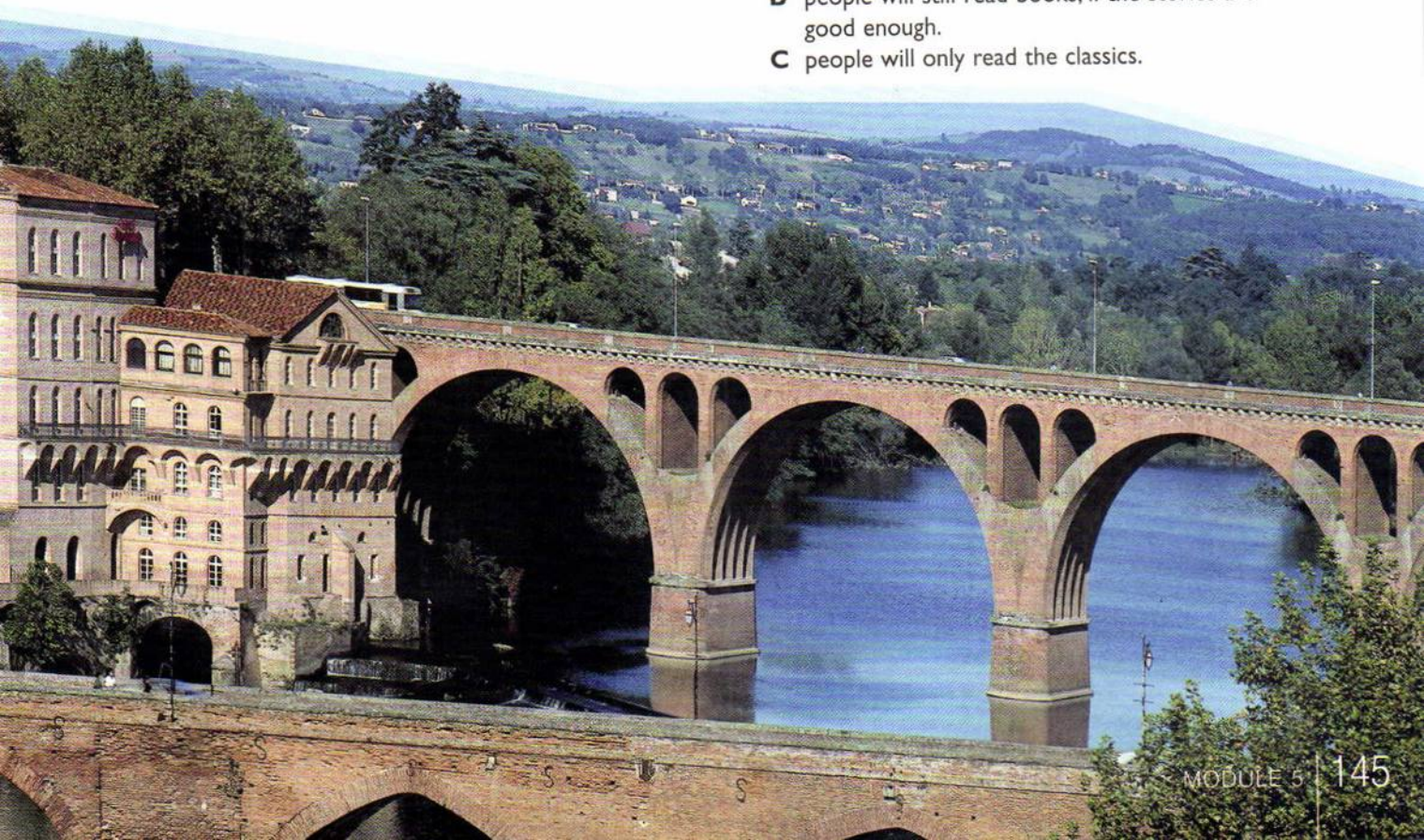
Multiple Choice. Statement completion

Before listening read through the questions and the options. Try to predict what you are going to listen to. As you listen the first time, choose the option that best completes the statement according to the information you have heard. Remember to check your answers the second time you listen and make sure the other options are incorrect.

Listening Task 3

- 3 **RNE**  You will hear an interview with a travel writer. For statements 1-7, choose A, B or C to complete each statement correctly.

- 1 When Simon was younger, he
 - A was encouraged to be a photographer by his father.
 - B learnt to take pictures by himself.
 - C didn't think about being a travel writer.
- 2 When Simon was at the newspaper, he
 - A worked only as a photographer.
 - B realised that he was a better writer than a photographer.
 - C was soon given more responsibilities by his editor.
- 3 When Simon is struggling to begin a project, he
 - A works on a simple part of the text.
 - B starts writing anyway, without worrying about the quality.
 - C works on something else instead.
- 4 The problem with a lot of modern travel writing is that
 - A it is aimed at one type of reader.
 - B there aren't many places left that haven't been written about.
 - C the storylines can be very predictable.
- 5 In order to be successful, travel writers should
 - A make use of all their contacts.
 - B give their articles a unique style.
 - C make sure they follow the editor's instructions.
- 6 Simon likes Seville so much because:
 - A it reminds him of his first story.
 - B it is close to home but still feels exotic.
 - C he likes the weather and the local culture.
- 7 Simon thinks that in the future
 - A most travel writing will definitely be posted on blogs.
 - B people will still read books, if the stories are good enough.
 - C people will only read the classics.



Unit

5.8

Speaking Skills

Student A:

Task 1 (3 – 3.5 minutes)

Give a talk on **shopping habits**.

Remember to discuss:

- whether people's shopping habits are changing.
- what you think about shops staying open on Sundays.
- how advertising affects people's shopping habits.
- why shopping might be bad for the environment.

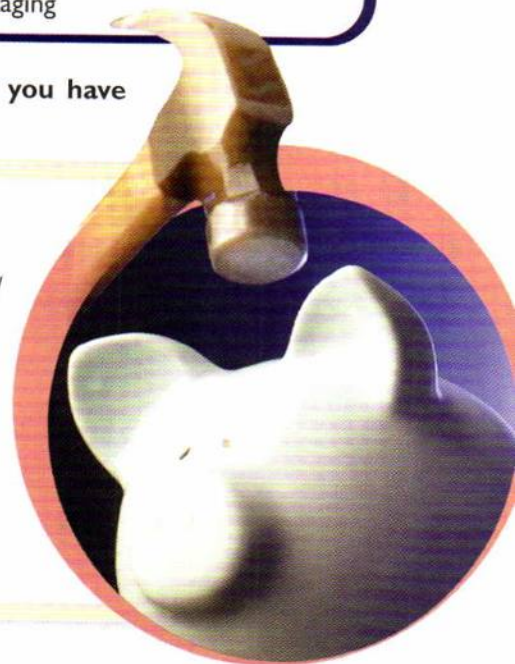
Useful language

- flexibility and convenience
- 24 hours a day, seven days a week
- consumer society
- ordering online
- freedom of choice
- biodegradable
- packaging

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:

- Have you ever bought something because of an advertisement? Why/why not?
- Do you enjoy shopping? Why/Why not?
- Would you buy goods online? Why/Why not?
- Do you prefer shopping in large department stores or small independent shops? Why?
- Do you usually go shopping alone, with friends or with your parents?
- What is your opinion about shopping on credit?



Listen to a model answer. What does the speaker say about shopping habits and how did advertising affect her?

Task 2 (3 – 4 minutes)

You and your friend have been asked to help choose an event for your school open day. You can choose from:

- a presentation about the school
- a concert by the school band
- an exhibition of students' artwork
- a friendly football match between the teachers and students

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 **leisure activities for young people**.

Remember to discuss:

- what you and your friends do in your leisure time.
- how your choice of leisure activities has changed since you were younger.
- what influences your choice of leisure activity.
- the importance of leisure activities in our daily lives.

Useful language

- affordable and enjoyable
- mentally/physically active/healthy
- forget problems
- be sociable
- time-consuming

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 most young people use their leisure time well?
- Do you think you have enough leisure time? Why/Why not?
- Are there enough leisure facilities near where you live?
- Do you prefer active or passive leisure activities, e.g. playing sport or watching films?
- Have you ever considered doing voluntary work in your leisure time? What would you do?
- If you could learn to play a musical instrument what would you choose? Why?



Listen to a model answer. What does the speaker say about leisure activities and how does he spend his own leisure time?

Task 2 (3 – 4 minutes)

You and your friend have been asked to suggest how a sum of money that has been given to your school would be best spent for improvement to your school. You can choose from:

- a new library
- a cafeteria
- an Information Technology Centre
- new outdoor sports facilities

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 in the end and what reasons do they give?

Unit 5.9

Writing: Essays



• Opinion Essays

- 1 Read the rubric, underline the key words and answer the questions.

You have recently been doing a school project on education. Now your English teacher has asked you to write an essay explaining whether you agree or disagree with the following statement: *It would be better for students to be taught at home online instead of going to school.*

Write your essay (200-250 words).

- 1 What type of essay are you going to write?
- 2 Who is going to read it?
- 3 In which paragraph(s) will you mention your personal opinion?

- 2 Read the model and complete the paragraph plan. Is the writer in favour of or against the topic? What linking words/phrases have been used to: *introduce arguments? list points? introduce results?*

- 3 Now list the viewpoints. What reasons does the writer use to support them? Complete the table.

Viewpoints	Reasons

There is no doubt that the Internet has brought many benefits to modern life, but would it benefit a child's education to be taught via email, websites and webcams instead of going to school? As far as I am concerned, I believe that it is better for students to be taught in the traditional way.

First of all, if children and teenagers didn't go to school, they would not have the opportunity to interact with others and develop friendships. As a result, they may lack the social skills needed to be successful in a workplace.

Secondly, learning on the Internet would make certain methods of teaching and learning impossible. The student would not benefit from the variety of learning methods commonly found in traditional classrooms, such as group work, class discussions and giving presentations to the class.

On the other hand, some people argue that there could be some benefits to education online. For example, it may be easier to concentrate. Time and energy would also be saved by not having to travel to and from school.

All in all, online education can benefit students to a certain extent. However, it seems to me that the personal contact within the classroom is more beneficial.

Introduction Para. 1

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Main Body Para. 2

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Para. 3

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Para. 4

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Conclusion Para. 5

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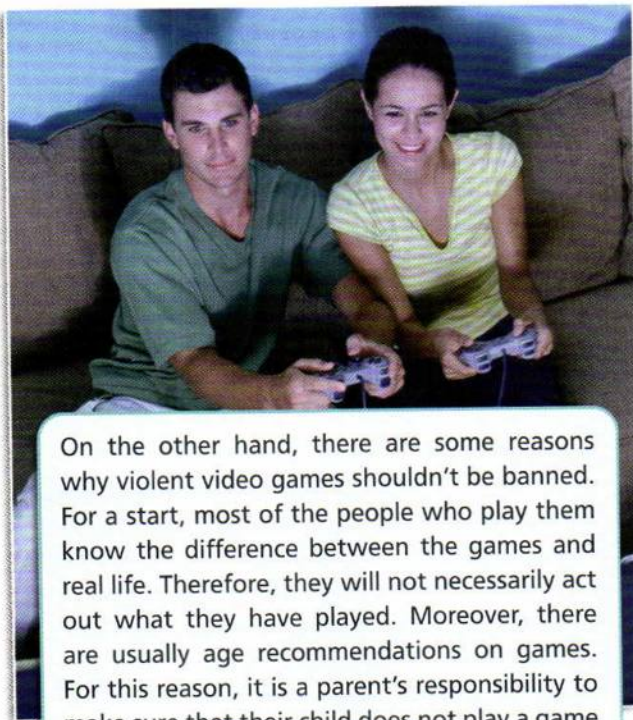
- 4 Use the language in the box to make full sentences expressing your opinion.

Useful expressions for giving opinions

- | | |
|--|--|
| <ul style="list-style-type: none"> • In my opinion/view, ... • I believe/think/feel (that) ... • I strongly believe ... • It seems/appears to me (that) ... • To my mind, ... • The way I see it, ... • I (do not) agree that/with ... • I am fully in favour of ... | <ul style="list-style-type: none"> • As far as I am concerned, ... • My opinion is that ... • I (completely) agree that/with ... • I couldn't agree more that/with ... • I (strongly) disagree that/with ... • I couldn't disagree more that/with ... • I am totally against ... • I am totally opposed to ... |
|--|--|

- 1 governments/ban/advertising of junk food → encourage healthier eating
In my opinion, governments should ban the advertising of junk food. By doing this, they would encourage healthier eating.
- 2 we all/recycle more → help protect environment
- 3 people/watch TV/less → more time to exercise
- 4 governments/stop illegal downloading/from Internet → protect music industry
- 5 people/give more money/local charities → many social problems be solved
- 6 governments/put more police/on the streets → help reduce crime

5 Read the extract and answer the questions.



On the other hand, there are some reasons why violent video games shouldn't be banned. For a start, most of the people who play them know the difference between the games and real life. Therefore, they will not necessarily act out what they have played. Moreover, there are usually age recommendations on games. For this reason, it is a parent's responsibility to make sure that their child does not play a game that is inappropriate for them.

- 1 What is the main idea of the paragraph? Which sentence is it in?
- 2 What supporting sentences does the writer give?
- 3 Which linking words/phrases has the writer used? Suggest other suitable words/phrases which could replace these.

6 Read the topic sentences and suggest appropriate supporting sentences.

- 1 However, some people argue that there are several drawbacks to living in the city.
- 2 Finally, creative subjects such as Art and Music help develop balanced individuals.
- 3 In the first place, famous people are rarely able to lead normal lives.

• Opposing Viewpoints

7 Use the linkers in the table and the ideas below to write an opposing viewpoint.

On the other hand ..., Alternatively ..., It can be argued that ..., However ..., In contrast ..., Some people argue ...

- 1 increase in public transport/not encourage people to leave cars at home
- 2 some say/several benefits/replace people with robots
- 3 some people argue/organic food/not worth buying
- 4 introduce fines/not deter people/from illegally downloading music

8 a) Read the rubric. Then read the viewpoints and match them to the reasons. Which do you agree with? Which do you disagree with?

"All teenagers should have a part-time job." Do you agree with this statement? Write an essay expressing your opinion (200-250 words).



- 1 A job teaches you how to become a responsible citizen.
- 2 Working teens learn how to handle money responsibly.
- 3 A job can help to prepare you for your future career.
- 4 Having a job could have a negative effect on a student's studies.
- 5 A teen's job may negatively affect their social life.

- ☐ A They are working when they could be taking part in after-school activities or socialising.
- ☐ B You feel a sense of responsibility when an employer is relying on you.
- ☐ C A job can take up time that a student should be spending on homework.
- ☐ D If you have worked hard to earn your money, you are more likely to be careful how you spend it.
- ☐ E You learn valuable skills such as learning to be on time, handling money and dealing with customers.

b) Now write your essay (200-250 words). Use ideas from Ex. 8a.

- Providing Solutions to Problems

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

Your teacher has asked you to write an essay suggesting ways to make your town a safer place to live. Write your essay (200-250 words).

- 1 Who is going to read your essay?
- 2 What will your essay be about?
- 3 What style will you use? Why? Give some examples.
- 4 What solutions can you think of?

2 Read the model and complete the paragraph plan. What techniques has the writer used to start/end his essay? Suggest an alternative beginning/ending.

Over the last few years, crime and traffic accidents have all been increasing in our town, meaning that it has become a much more dangerous, unpleasant place to live. What can be done, therefore, to make our town a better place to live?

Firstly, steps should be taken in order to deal with the rise in crime. One possible solution would be to increase the number of police officers patrolling the streets, especially late at night. This would certainly make people feel safer and would hopefully deter criminals, too.

Measures should be taken in order to solve the problem of increasing traffic accidents. Banning cars in certain areas would help, but also lower speed limits should be imposed. The consequences of this would undoubtedly prevent accidents and save many lives.

In conclusion, there are several ways in which we can attempt to reduce crime and traffic accidents. By doing this, we will make our town a more pleasant place to live in. After all, as someone once said, "Safety doesn't happen by accident."

Introduction Para. 1

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Main Body Para. 2

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Para. 3

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Conclusion Para. 4

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.....

3 a) Complete the table with ideas from the text.

Possible solutions	Results/Consequences

- b) Read the table. Which of the phrases has the writer used in his essay in Ex. 2?

Useful vocabulary

To make suggestions:

- A useful suggestion would be to ...
- Steps/Measures should be taken in order to solve/deal with ...
- Another solution ...
- ... could be solved by ...
- Another way to ... is/would be to ...
- It would be a good idea if/to ...
- It would help if you/we, etc ...
- The situation could be improved if/ by ...

To present results and consequences:

- The effect(s)/consequence(s)/result(s) of ... would be ...
- By doing this, you/we, etc would ...
- This would ...
- Then ...
- If ..., the result would be ...
- In this way, ...

4 Use the ideas below and appropriate language to write supporting sentences for the topic sentences.

- A**
- wear money belt/under clothes/ keep travel documents & money/ out of sight
 - fix lock/onto all bags & suitcases/ stop thieves getting into them
 - keep photocopies/passport & other travel documents/in separate place/in case of theft

To begin with, we should find ways to guard our possessions while travelling. *For example, a useful suggestion would be to ...*

- B**
- repaint walls/put up curtains/ buy new furniture/make more pleasant
 - buy more computers/so that/ students not have to wait to use one

Another way to make the school library more popular would be to make it a more pleasant place for students.

- 5 Match the suggestions to the results. Write full sentences using appropriate phrases.

How to avoid being a victim of cyber crime



Suggestions

- 1 ☐ Keep your passwords secret and change them regularly.
- 2 ☐ Never provide any personal details such as addresses, telephone numbers or school names, e.g. in emails, on social networking sites.
- 3 ☐ Install anti-virus software and keep it up to date.
- 4 ☐ Stick to well known, popular websites as much as you can.

Results

- a prevent endangering your personal safety
- b prevent criminals from accessing your email accounts etc and stealing personal information
- c help you avoid sites more likely to harm your computer e.g. by infecting it with viruses while surfing the Net
- d prevent nasty computer viruses infecting and harming your computer

e.g. 1 – b You should keep your passwords secret and change them regularly. In this way, you will ...

- Discuss & Write

- 6 Read the rubrics and underline the key words. What does each one ask you to write about? What style will you use? What paragraph plan will you follow for each? Write a topic sentence for each main body paragraph. Then write an introduction and a conclusion for each rubric. Compare with your partner.

- 1 Your neighbourhood was recently described in the local newspaper as 'ugly and depressing'. Write an **essay**, suggesting ways to make your neighbourhood a more pleasant place to live (200-250 words).
- 2 Your English teacher has asked you to write an essay based on the following statement: Every teenager should help with household chores. Write an **essay** giving your opinion about this (200-250 words).
- 3 You have just had a class discussion about the Internet. Now your teacher has asked you to write an essay with the following title: The Internet – a blessing or a curse? Write your **essay** outlining the advantages and disadvantages of the Internet (200-250 words).
- 4 Your headteacher has recently suggested putting CCTV cameras in your school, but some students and teachers are not happy about this. Write an **essay** based on the following statement: There should be security cameras in every school (200-250 words).

- 7 Choose one of the rubrics and write your essay. Before you give your essay to your teacher, check for the following:

CHECKLIST FOR 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 started and ended your essay in an interesting way?
- Are there any spelling, grammar or punctuation errors?

- The pictures show shopping locations. What do you think a tourist might find there?
- RNE** Read text A and complete gaps 1-6 with the correct derivative of the word in capitals.
- RNE** Read text B. For gaps 1-7, choose A, B, C or D to complete each gap correctly.
- Match the words in bold to their synonyms below.
 - small objects of little value
 - very attractive • customers
 - look through casually • joined
 - have a look at • easily recognisable
 - chic and expensive • excitement
 - something essential • a line of people
 - sets of clothes for a particular job
- Fill in: **flea, one-stop, names, budget, labels, high-class, trendy, artist, shopping, stalls, window, street.** Make sentences using the phrases.

- market
- street
- high
- on a tight
- brand
- designer
- shopping
- spree
- shop
- market
- hotels
- clubs

-  **THINK!** Listen as you read the texts again. Imagine you have just got back from a shopping trip. Describe it to your partner. Mention the sights, the sounds and the smells. Don't forget to say what you bought.

SHOPPING IN STYLE

A



MOSCOW

A **must** for any visitor to Moscow is TsUM, perhaps the most 1) department store in Russia. Centrally located near Red Square, TsUM is more than a century old, but has recently had a facelift and can now boast 33,000 square metres of shops. Whether you are just window shopping or on a shopping spree, all the major brand names are here. At the moment, you can buy over 400 designer labels at TsUM and with plans for an 2), TsUM will be the one-stop shop for both Muscovites and tourists.

Every city needs an 'in' place where all the rich and the famous, the great and the **gorgeous** gather. In Moscow, this has to be Tverskaya – a street of high-class hotels, 3) boutiques and trendy clubs. Don't expect to pick up a bargain here, though. As you might expect, the prices are as high as those in any 4) capital city, but that's the price you pay for shopping on this street. Tverskaya is the place to see and be seen. Take a break, relax in a café, buy a coffee and watch the world go by.

If you're searching for a souvenir or just taking in the sights, then a day at Arbat Market is just for you. You can **browse** around this 5) flea market before having a refreshing snack. Apart from typical tourist items, you can also find more 6) gifts like original artwork and rare books. And don't forget to haggle! You won't want to miss out on this fun part of the purchase process and you might also get a better price!

CELEBRATE

EXTEND

STYLE

FASHION

SPECTACLE

USUAL

- In pairs, talk about where you like to go shopping in your town/city. What can you buy there? Are the places famous for anything in particular?

B



LONDON



The **buzz** on market day around Brick Lane in the heart of London's East End is hard to beat. Every Sunday, as well as the usual stalls selling **bric-a-brac** and clothing, you'll come

1) many more surprising offerings. More recently, Brick Lane has become 2) to several exhibition spaces and is also popular with fashion students who sell their creations on

market stalls and in shops. Not all the art you'll see is for sale, though. You can have fun as you shop by 3) out for art by the famous street artist, Banksy. Whether you are looking for clothes or cameras, perfume or pottery, you're sure to find it somewhere along Oxford Street, Europe's busiest high street. With over 300 shops, there's something to 4) every taste and budget. There's Selfridges, for example, close to Bond Street's **exclusive** stores, which attracts a wealthy **clientele**. Whereas Primark, just opposite, caters for those on a tight budget. Near London's tourist attractions, Oxford Street is often overcrowded and noisy, especially during the sales, but fight your way to the front of the **queue** and you're sure to find yourself a 5)



If your tastes are more alternative, perhaps you should try Camden Market. This market is, in fact, several **connected** markets, each one specialising in 6) different. The market hall, for example, is packed full of jewellery, ceramics and art. You must **check out** The Electric Ballroom (which turns into a nightclub in the evenings!), where you'll find all the latest fashions and get to meet the people who designed them. With over 150,000 visitors every week to both open-air and 7) markets, Camden is the authentic taste of London you should not miss.



- | | | | |
|--------------|-------------|--------------|-----------|
| 1 A into | B around | C across | D through |
| 2 A hostel | B house | C habitat | D home |
| 3 A looking | B searching | C finding | D seeking |
| 4 A match | B fit | C suit | D go |
| 5 A deal | B chance | C bargain | D trade |
| 6 A anything | B something | C everything | D nothing |
| 7 A interior | B indoor | C inside | D inner |

Project!

ICT Work in groups. Collect information and produce a guide to shopping in your town/city. Present it to the class.

- 1 Look at the picture. It shows a large raft floating down the Amazon. What do you imagine life is like for the people travelling on the raft? Would you enjoy this kind of journey?



Jules Verne

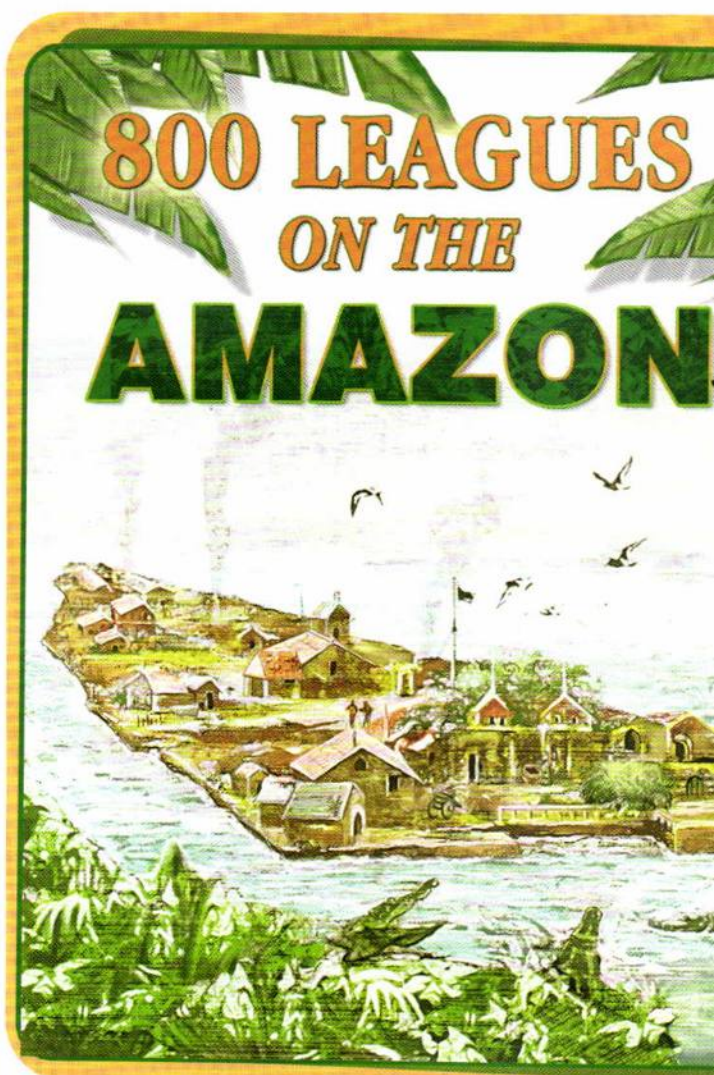
(1828 – 1905) is famous for his science fiction and adventure novels. Many of his stories include exciting, exotic travel, such as trips into space, under the sea and through the air.

His novel *Eight Hundred Leagues on the Amazon* (1881) features a family travelling down the Amazon from Peru and through Brazil on a huge raft like a floating island. Joam Garral is travelling with his wife Yaquita, their beautiful daughter Minha, their son Benito, and Manoel Valdez, a friend who is going to marry Garral's daughter. The family expedition is going well until they meet Torres, a troublemaker whose claims about Joam's past could change all their lives.

- 2 Read the biography and the first paragraph of the story. What do you think is going to happen? What might Torres say to Joam? Read to find out.

- 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 1-22 into Russian.

- 1 The Garral family and Manoel are
 - A calm and relaxed.
 - B quiet and thoughtful.
 - C lost and scared.
 - D upset and worried.
- 2 When Torres and Joam are alone in the room
 - A Torres asks Joam a lot of questions.
 - B they both stay silent for a long time.
 - C Torres speaks more than Joam.
 - D Joam starts the conversation.
- 3 According to Torres, Joam Dacosta was
 - A a governor-general.
 - B a man who died.
 - C a convicted criminal.
 - D a man who was robbed and killed.



- 4 The phrase 'the adventurer' (line 40) refers to
 - A Joam Garral.
 - B Torres.
 - C Joam Dacosta.
 - D the man who was sentenced to death.
- 5 Joam seems to be
 - A thinking about other matters.
 - B responding to what Torres says.
 - C unaffected by what Torres says.
 - D not listening to what Torres says.
- 6 Torres suggests that Joam Garral
 - A knows that Joam Dacosta is a criminal.
 - B is a friend of Joam Dacosta's.
 - C is actually a criminal himself.
 - D committed a crime with Joam Dacosta.
- 7 The meeting between the two men
 - A was not how Torres imagined it would be.
 - B confirmed Torres' suspicions.
 - C upset and scared Joam.
 - D was of no interest to Joam.
- 4 Use a dictionary to find the meaning of the highlighted words and then use them in sentences of your own.

The whole family strolled toward the front of the raft. Manoel and Benito walked one behind the other without speaking. Yaquita and her daughter silently followed, and all felt a strange sadness, as if they had a **presentiment** of some coming disaster. Torres stepped up to Joam Garral, who seemed to be lost in thought. He put his hand on his shoulder and said, "Joam Garral, may I talk with you in private?"

They went toward the house, entered it, and shut the door behind them. It would be difficult to describe what everyone felt when Joam Garral and Torres disappeared. What could there be in common between the adventurer and the honest Garral? The **menace** of some awful news seemed to hang over the whole family, and they hardly dared speak to each other.

"Manoel," said Benito, grabbing his friend's arm, "whatever happens, this man, Torres, must leave us tomorrow at Manaos!"

"Yes! He must!" answered Manoel.

"And if through him something bad happens to my father – I will kill him!"

For a moment, alone in the room, where no one could see or hear them, Joam Garral and Torres looked at each other without saying a word. Did the adventurer hesitate to speak? Did he think that Joam Garral would only reply to his demands with silence? Yes! Probably so. So Torres did not question him. **At the outset** of the conversation he took the part of an accuser. "Joam," he said, "your name is not Garral. Your name is Dacosta!"

Joam Garral could not help **shivering** as Torres called him the guilty name.

"You are Joam Dacosta," continued Torres, "who, twenty-five years ago, were a clerk in the governor-general's office at Tijuco, and you are the man who was sentenced to death for the diamond robbery and murder of the soldiers!" No response from Joam Garral, whose strange quietness surprised

the adventurer. "Joam Dacosta, I repeat! It was you they **sought** when the diamonds were stolen. You, whom they convicted of the crime and sentenced to death, and it was you who escaped from the prison at Villa Rica a few hours before you should have been executed! Do you not answer?" Rather a long silence followed this direct question which Torres asked. Joam Garral, still calm, took a seat. His elbow rested on a small table, and he looked directly at his accuser without bending his head.

"Will you reply?" repeated Torres.

"What reply do you want from me?" said Joam quietly.

"A reply," Torres slowly answered, "that will stop me from finding the chief of the police at Manaos, and saying to him, 'There is a man here who can be recognised even after twenty-five years as the organiser of the diamond robbery at Tijuco. He was the assistant of the murderers who killed the soldiers; he is the man who escaped from execution; he is Joam Garral, whose true name is Joam Dacosta.'"

"And so, Torres," said Joam Garral, "If I give you the right reply I shall have nothing to fear from you?"

"Nothing, for neither you nor I will have any interest in talking about the matter."

"Neither you nor I?" asked Joam Garral. "It is not money you want, then?"

"No! No matter how much you offered me!"

"What do you want, then?"

"Joam Garral," replied Torres, "here is my proposal. Do not be so quick to reply by a formal refusal. Remember that you are in my power."

"What is this **proposal**?" asked Joam.

Torres hesitated for a moment. The attitude of this guilty man, whose life he held in his hands, was enough to astonish him. He had expected a stormy discussion and prayers and tears. He had before him a man convicted of the most serious crimes, and the man didn't look worried at all.

5 Use the place names underlined in the text to answer the questions below.

- 1 Where did the diamond robbery take place?
- 2 Where will the family leave Torres tomorrow?
- 3 Where was the prison Joam Dacosta escaped from?
- 4 Where did Joam Dacosta work as a clerk?
- 5 Where is the chief of police that Torres threatens to inform about Joam Garral?

Speaking & Listening

6 a) What do you think Torres' proposal is? Write down some predictions, and then discuss them with a partner.

b)  Listen to the next part of the story. Were any of your predictions correct?

Writing

7 **THINK!** Imagine you are a reporter. Write an article about the diamond robbery. Use information from the text and your own ideas to write an article based on answers to these questions.

- What happened exactly?
- Where and when did the robbery take place?
- Who was involved?
- What happened to the man who was caught?

1 What do you know about clouds? What do you expect to learn from the text? Read and check.

2 Read again and complete the gaps 1-12 with the correct word. Compare answers with a partner.

3 Answer the questions.

1 How do clouds form? Place the notes in order:

- ☐ The air rises and cools.
- ☐ The sun heats the oceans.
- ☐ The water vapour changes into droplets which join together.
- ☐ The droplets become heavy and fall as rain.
- ☐ Currents of warm air and invisible water vapour are formed.

2 How are clouds both vital and terrifying?

3 What could new technology enable us to do? Do you think this is a good idea?

4 Match the words/phrases in bold to their synonyms below.

- weak • join together • huge
- terrible • very full • contents
- shining brightly and hotly
- things sth can do
- very bright
- increases gradually
- lowest part
- very important • being discussed
- giving money to

5  Read and listen to the text. What did you learn from the text? What else would you like to know about the topic?

Clouds

The clouds you see in the sky are by 0) **no** means just pretty decorations. They play a **vital** part in maintaining life on Earth and are responsible for some of the 1) terrifying acts of natural destruction.

Clouds form 2) the same reason that mist appears on a cold metal spoon when you breathe on it. Tiny droplets of water form where the air cools, because cold air cannot hold as much water vapour 3) warm air. In the Earth's water cycle, the heat from the sun **beating down** on the oceans creates currents of warm air **loaded** with invisible water vapour. As the air rises, it 4) cools, and so the vapour forms millions of droplets around pieces of atmospheric dust. When droplets join together, they eventually become heavy enough to fall back to the ground 5) life-giving rain.

Clouds may look **fragile**, 6) they are actually one of nature's giants. A typical cloud holds millions of tonnes of water. **Disastrous** flooding can result when huge clouds release their **load**. 7) of their most dangerous **capabilities** is the thunderstorm. If you have ever rubbed your bare feet across a carpet and then touched a metal door handle, you may 8) felt an electric shock. Lightning occurs in much the 9) way, but on a **gigantic** scale. As water particles rub against each other, a negative charge builds up at the **base** of the storm cloud. When enough charge **builds up**, it is released in a **dazzling** flash of electricity connecting the cloud to the ground. The energy released in a thunderstorm would be 10) to power every home in the USA for a whole day!

Attempts have recently been made to bring these giants under our 11) Using a technology called 'cloud seeding', aeroplanes spray clouds with a substance that encourages the droplets to **combine** and fall as rain. Although the results are still **under debate**, countries including Australia, China and the USA are all **investing in** research. So, maybe one day we will be able to have a party and order not 12) the food and drink, but clear skies as well!

Project!

ICT In pairs collect information about clouds. Present it to the class. You can visit this website:
<http://www.wizkids.com/cloud/htm>

Progress Check 5

1 Fill in: **dismal, grim, utter, heritage, organic, stylish, reputable, convenient, exclusive, browse.**

- 1 I think shopping online is the most method of shopping.
- 2 He had a look of disbelief on his face.
- 3 My first day was a experience that left me feeling depressed.
- 4 We like to eat healthily so we always buy food.
- 5 There are many shops on Bond Street and Regent Street in London.
- 6 I only buy online from sites.
- 7 I was disappointed with the climate when I stayed in France.
- 8 When I have free time, I often around the shops.
- 9 Jane likes to wear clothes.
- 10 Places of natural beauty and wildlife are as much a part of the of a country as historical buildings and traditions.

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

2 Fill in: **sparkling, rose-tinted, foreign, significant, chain, market, flea, shopping, top, slam.**

- | | |
|---------------------|------------------|
| 1 spree | 6 stalls |
| 2 stores | 7 role |
| 3 shut | 8 glasses |
| 4 personality | 9 market |
| 5 travel | 10 quality |

(Points: $\frac{\quad}{10 \times 1}$ 10)

3 Choose the correct prepositions.

- 1 The results are still **under/in** debate.
- 2 The market was packed **by/with** shoppers.
- 3 Tracy was very enthusiastic **about/for** the shopping trip.
- 4 How much do you spend **on/for** clothes per month?
- 5 The other kids had an air **for/of** belonging that I wanted to feel, too.

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

4 Choose the correct word.

- 1 It was a dull day with lots of **deep/thick** clouds.
- 2 They like to go camping in **all/every** weathers.
- 3 Scotland has many places of outstanding **nature/natural** beauty.
- 4 The country's **boundary/border** has changed many times in the last century.
- 5 You need a boarding **card/ticket** to get on a plane.
- 6 Traveller's **bills/cheques** are safer than cash.

- 7 They were staying somewhere off the **walked/beaten** track.
- 8 They decided it would be for the best in the **tall/long** run.
- 9 Paul buys lots of things online from auction **sites/shops**.
- 10 I offered what I thought was a **proper/fair** price.

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

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

- 1 She has two brothers, one of them is an actor.
whom She has two brothers, an actor.
- 2 She hates shopping so she never goes to the mall.
which She hates shopping goes to the mall.
- 3 It's a pity I can't afford to buy these shoes.
only If to buy these shoes.
- 4 "Why don't we go to the mall on Saturday?" Jane said.
going Jane on Saturday.
- 5 The dress was not nearly as expensive as she expected.
far The dress than she expected.

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

6 Complete the gaps with the words derived from the words in capitals.

- 1 Hurricanes can cause terrible amounts of **DESTROY**
- 2 One of the most dangerous of clouds is the thunderstorm. **CAPABLE**
- 3 "That's so kind of you," I replied **SARCASM**
- 4 Madagascar is full of wildlife. **ORDINARY**
- 5 The hotel was in a perfect **LOCATE**

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

Now I can ...

- talk about teenage problems
- talk about the weather
- express annoyance/sympathy
- talk about travel & shopping
- make decisions
- compliment/thank someone
- write essays

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

... in English

Reading - Part 3

Read the story. For statements 1-7, choose A, B, C or D to complete each statement correctly. Circle the answer you choose.

TREADING THE BOARDS

Rupert took a bow and smiled at the audience. He couldn't see the people who had paid to watch him perform because of the glare of the lights, but the applause was enthusiastic and he appreciated it. It was the last night of the play and, like many jobbing actors, he would probably be out of work, or 'resting' as actors called it, for a while at least. As the curtain fell he picked up a bouquet of flowers and waved one last time before exiting the stage.

Performing drained him and after doing the show every night for six weeks Rupert felt exhausted. But he knew that there would be a cast party to celebrate the end of a successful run and he'd have to put in an appearance if he didn't want the other members of the cast making comments behind his back about him being a snob. He'd been in the business for 30 years and knew that any kind of bad reputation could affect your chances of getting work. Rupert wiped off the last of his stage make-up and practised a cheery party smile in the mirror before going to the green room.

When he had started out all those years ago, Rupert had been lucky enough to have had the support of his parents. He came from a theatrical family and both his parents had been actors before retiring to run an antique shop in Kent. They were happy for him to carry on the family tradition, although they made sure he knew how hard an actor's life could be. So he had left the sleepy village in Kent to go to London for a life on the stage.

He hadn't found it difficult to get roles. He was a good character actor and he was always very professional. He didn't throw tantrums like some of the members of his profession or get into petty feuds when competing for parts. He had never wanted to be famous, just well respected. He did not regret

turning down television and film roles in favour of doing stage work. All he had ever wanted was to support himself and do the job he loved. Looking back over the years, he had to admit he'd done quite well.



Rupert opened the door to the green room, where the party was already in full swing. Sarah, his leading lady in the play, bounded over to him screeching at the top of her voice, "Where have you been, darling? You're late!" and smothered his cheeks in kisses. Rupert laughed heartily and apologised. It was ironic that he had to **keep up an act** even when he was off stage. He would have to pretend he was having a wonderful time even though he found cast parties so very dull.

He stayed at the party for a couple of hours. Despite longing to leave, he managed to chat to everyone from the producer to the stage hands and, as usual, he charmed them all. That had been the secret to his success. He could charm a table leg if he put his mind to it. Some people in the business wondered why he hadn't used this considerable gift to get himself a wife. But Rupert had always known that if he tied himself down with a family the strain of an actor's life would become too much.

With the last "We must meet up soon" and "It was lovely to work with you" over and done with, Rupert made his excuses and left. Outside, on the busy London street, the cold night air refreshed him. Rupert decided to walk to his flat rather than take a cab. Perhaps he had been in the business too long, he thought, as he walked along the dark street. He had a little money put by and his sister, who still ran their parents' old shop, had asked him many times to join her in the antiques trade. She had always said he would make a great salesman. By the time he got to his front door he'd finally made up his mind.

1 Before leaving the stage, Rupert felt

- A** the audience could have been more appreciative.
- B** relieved that it was the last night of the play.
- C** it was unlikely he'd get another job immediately.
- D** he had given his best performance ever.

2 Rupert didn't want to go to the cast party because

- A** the other actors would gossip about him.
- B** he was very tired after the performance.
- C** it could damage his reputation.
- D** he looked down on the other actors.



3 Rupert's parents

- A had warned him of the difficulties of an acting career.
- B had always wanted him to be an actor.
- C had not been successful as actors.
- D had been upset that he left Kent.

4 Rupert had done well as an actor because

- A he'd refused to work in television.
- B he was highly competitive.
- C he had never been out of work.
- D he was talented and disciplined.

5 The phrase 'to keep up an act' in paragraph 5 is used to show that Rupert

- A enjoyed acting all the time.
- B didn't like Sarah at all.
- C wasn't enjoying the party.
- D was a boring person.

6 Rupert used his charm

- A to further his career.
- B to help him get married.
- C to relieve his boredom.
- D to avoid talking to people.

7 In the end Rupert

- A decided to open an antiques shop.
- B realised he wanted to leave acting.
- C knew he needed to make more money.
- D couldn't come to a decision on his future.

Use of English - Part 1

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

Winter Warmers

The traditional way for Russians to keep their feet warm during the long 1) cold winters was by wearing valenki.

Valenki are hand-made thick felt boots that enjoyed 2) in the Russian countryside as 3) footwear for centuries. Many people claim that valenki do more than just keep feet warm in harsh weather. Valenki are said to improve blood 4) massage feet and help cure colds.

These warm woollen boots are a significant part of Russia's 5) heritage and used to be worn by ordinary citizens and national leaders alike. Peter the Great, Stalin and Khrushchev were just some of the people who favoured this most original of Russian footwear.

Visitors to Russia will be intrigued to learn that there is a museum dedicated to valenki in Myshkin, Yaroslavl.

The museum has a staggering 6) of valenki and one of the many highlights are beautifully embroidered boots from the 19th century.

BITTER

POPULAR
PROTECT

CIRCULATE

CULTURE

SELECT

Part 2

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

Russian Delights

The wide variety of foods to be found in Russian cuisine is a 1) of both the size of the country and the many different cultures that have influenced it throughout its history. So one of the delights of visiting Russia is the opportunity to try this wonderful food.

For the past thousand years the 2) first course in Russia has been hot cabbage soup. Fresh herbs are 3) used to enhance the flavours of the basic ingredients of this dish which includes meat, potatoes and other vegetables.

Grains such as wheat or buckwheat are also a common ingredient in many dishes but especially in the 4) of pancakes. Their round shape is 5) of the sun, as they were originally served to mark the end of winter, although they are now enjoyed all year round.

The best way to enjoy Russian cuisine is when visiting this 6) country, but it's not the only way. The popularity of Russian food means it isn't hard to find dishes such as Borscht or Beef Stroganoff in many restaurants around the world.

REFLECT

TRADITION

WIDE

PREPARE
SYMBOL

FANTASY

Use of English - Part 3

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

Russia is, without 1), the world's largest country. It stretches across two continents, holds one-eighth of the world's inhabited land and has 2) with fourteen other countries. So with a nation of this size, it comes as no surprise to learn that the climate is one of great diversity containing 3) all the climatic zones.

Depending on what you want, Russia can offer the warm, the cool, the cold and the freezing. In the south, the Steppes have pleasant, occasionally hot, summers. In the north, where the land is closer to the North Pole than the equator, it can be intensely cold with long 4) of snow for much of the year. The most varied climate is found in central Russia where summer sunshine can often give way to evening thunderstorms in the course of a 5) day.

The Black Sea resorts are excellent places to enjoy the sun with Sochi in 6) claiming the warmest temperatures in Russia. The award for the coldest goes to Oymyakon in Siberia, where some of the lowest temperatures in the world have been 7) With a country the size of Russia, there is something for everyone and everyone is spoilt for choice.

In All Weathers

- | | | | | |
|---|------------|--------------|------------|----------|
| 1 | A worry | B fear | C doubt | D fail |
| 2 | A edges | B sides | C borders | D limits |
| 3 | A already | B almost | C about | D around |
| 4 | A periods | B times | C terms | D points |
| 5 | A solo | B separate | C similar | D single |
| 6 | A general | B particular | C special | D detail |
| 7 | A recorded | B proved | C informed | D learnt |

Listening - Part 1

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.

- Steven says that they have been having good weather.
A True B False C Not stated
- Steven and Matt are going to play football when they are at the beach.
A True B False C Not stated
- Abigail is expecting the summer to go slowly.
A True B False C Not stated
- Abigail feels uncomfortable meeting new people.
A True B False C Not stated
- Matt and Karen are going to go to the same college as Steven.
A True B False C Not stated
- Steven has more friends than Abigail.
A True B False C Not stated
- Both Abigail and Steven are going to invite friends to the beach.
A True B False C Not stated

Speaking

Task 1 (3 – 3.5 minutes)

Give a talk on **mobile phones**.

Remember to discuss:

- if you think mobile phones are beneficial to our everyday life, why?
- what you think the disadvantages of having a mobile phone are, why?
- whether mobile phones affect how sociable people are, why?
- how much of an impact mobile phones have had on the modern world, why?

Writing - Part 2

You have 40 minutes to do this task.

Comment on the following statement.

With modern day transport, travelling the world is now easier and more economical. But with so many people being tempted by foreign countries, the idea of travelling nationally is losing its appeal.

What is your opinion? Would you rather travel abroad than explore your home country?

Your answer must be 200-250 words.

Module 1

Comparatives and Superlatives

We use the **comparative** to compare one person or thing with another. We use the **superlative** to compare one person or thing with more than one person or thing of the same group. We often use **than** after a comparative and **the** before a superlative. *He is **taller than me**.*

*He's **the tallest 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.
nice – nicer – nicest
Note: for one-syllable adjectives ending in a **vowel + a consonant**, we double the consonant.
big – bigger – biggest
- with two-syllable adjectives, we also add **-er/-est**.
gentle – gentler – gentlest
Note: for adjectives ending in a **consonant + y**, we replace the **-y** with an **-i**.
lively – livelier – liveliest, busy – busier – busiest
- with other two-syllable adjectives or adjectives with more than two syllables, comparatives and superlatives are formed with **more/most**.
expensive – more expensive – most expensive
- with adverbs that have the same form as their adjectives, we add **-er/-est**.
fast – faster – fastest
- two-syllable or compound adverbs take **more/most**.
efficiently – more efficiently – most efficiently
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/well – better – best, bad/badly – worse – worst, lots/many/much – more – most, little – less – least, far – farther/further – farthest/furthest

Types of comparisons:

- 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**. *Lucy is **as tall as** Jane.*
- less + adjective + than** (expresses the difference between two people or things). The opposite is **more ... than**. *A ticket to Paris is **less expensive than** a ticket to New York.*
- 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**. *I think that maths is **the least interesting of** all the school subjects.*
- even/much/a lot/far/a little/a bit/slightly + comparative** (expresses the degree of difference between two people or things). *Flying is **much faster than** travelling by train.*

- comparative and comparative** (to show that something is increasing or decreasing). *This road is getting **busier and busier** everyday.*
- the + comparative ... , the + comparative** (shows that two things change together, or that one thing depends on another thing). ***The more** you travel, **the more** you learn about other cultures.*
- by far + the + superlative** (emphasises the difference between one person or thing and two or more people or things in the same group). *Flying is **by far the fastest** way to travel.*

Infinitive

The **to-infinitive** is used:

- to express purpose. *He bought a dog **to guard** the house from burglars.*
- after certain verbs (agree, appear, decide, expect, hope, plan, promise, refuse, etc). *They **promised to pay** her next week.*
- after **would like, would prefer, would love**, etc to express a specific preference. *I **would like to go** to London.*
- 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 **sad to hear** Mark was injured in a car accident last night.*
Note: With adjectives that refer to character we can also use an impersonal structure. *It was **kind of you to let** me know.*
- after **too/enough**. *It is **too cold to go** out tonight.*
- to talk about an unexpected event, usually with **only**. *I **finally got to work only to find** that no one else was there.*
- with **it + be + adjective/noun**. *It **wasn't easy to get** a taxi.*
- after **be + first/second/next/last** etc. *He **was the first person to get off** the plane.*
- 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 **wanted to know how to play** chess.*
Note: **why** is followed by **subject + verb, NOT** an infinitive. *I wonder **why she didn't** get better marks.*
- in the expressions **to tell you the truth, to be honest, to sum up, to begin with**, etc. ***To tell you the truth**, I couldn't tell everyone that I had failed my exams.*
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** if the children are asleep.*

Tenses of the Infinitive

Present: (to) play

Present Continuous: (to) be playing

Perfect: (to) have played

Perfect Continuous: (to) have been playing

- The Present Infinitive refers to the present or future. *You are expected to be at work at 9:00 every day.*
- The Present Continuous Infinitive expresses an action happening now. *The computer seems to be working perfectly now.*
- The Perfect Infinitive is used to show that the action of the infinitive happened before the action of the verb. *He claims to have been sick all day yesterday.*
- 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. *He seems to have been working hard lately. He is always tired.*

The **infinitive without to** is used:

- after modal verbs. *Jim can sing very well.*
- after the verbs **let, make, see, hear** and **feel**. *They made him put out his cigarette.* **BUT** we use the **to-infinitive** after **be made, be heard, be seen**, etc (passive form). *He was made to put out his cigarette.* **Note:** When **see, hear** and **watch** are followed by an **-ing form**, there is no change in the passive. *They saw her breaking the window. She was seen breaking the window.*
- after **had better** and **would rather**. *We had better leave as soon as possible.*
- **help** can be followed by either the **to-infinitive** or the **infinitive without to**. *Susan helped me (to) do my homework.*

-ing form

The **-ing form** is used:

- as a noun. *Smoking is bad for you.*
- after certain verbs: **admit, appreciate, avoid, continue, deny, fancy, go** (for activities), **imagine, mind, miss, quit, save, suggest, practise, consider, prevent**. *He avoided telling the truth.*
- after **love, like, enjoy, prefer, dislike, hate** to express general preference. *Jason hates playing basketball.* **BUT** for a specific preference (would like/would prefer/would love) we use a **to-infinitive**. *He'd love to play outside today. It's so hot.*
- 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. *It's not worth trying to convince him.*
- after **spend, waste** or **lose** (time, money, etc). *He spent a lot of money buying furniture for his new flat.*
- after the preposition **to** with verbs and expressions such as **look forward to, be used to, in addition to, object to, prefer (doing sth to sth else)**. *I look forward to seeing you soon.*
- after other prepositions. *He was thinking of asking her out on a date.*
- after the verbs **hear, listen to, notice, see, watch** and **feel** to describe an incomplete action. *I heard Maria talking to Jeff about it.* (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 Maria tell the story.* (I heard the whole story.)

Difference in meaning between the to-infinitive and -ing form

Some verbs can take either the **to-infinitive** or the **-ing form** with a change in meaning.

- **forget + to-infinitive** = (not) remember. *He forgot to post the letter.*
forget + -ing form = not recall. *I'll never forget visiting the Taj Mahal.*
- **remember + to-infinitive** = not forget. *Did you remember to feed the cat?*
remember + -ing form = recall. *I remember telling him to lock all the doors.*
- **mean + to-infinitive** = intend to. *I'm sorry. I never meant to hurt your feelings.*
mean + -ing form = involve. *Passing an exam means studying hard.*
- **regret + to-infinitive** = be sorry to (normally used in the present simple with verbs such as **say, tell, inform**). *We regret to inform you that your order has not arrived.*
regret + -ing form = feel sorry about. *I regret speaking to her so rudely.*
- **try + to-infinitive** = do one's best, attempt. *He tried to call but the line was busy.*
try + -ing form = do something as an experiment. *Why don't you try taking some vitamins?*
- **stop + to-infinitive** = stop briefly to do something else. *He stopped to buy a newspaper on his way to work.*
stop + -ing form = finish, give up. *He stopped eating junk food so as not to gain weight.*

Clauses of Reason

Clauses of reason are used to express the reason for something. They are introduced with the following words/expressions:

because, as/since, the reason for/why, because of/on account of/due to, now that, for, etc.

- **because** *I was late because I missed the bus.*
Because I missed the bus, I was late.
- **as/since** (= because) *I wore my coat as/since it was cold.*
As/since it was cold, I wore my coat.
- **the reason for + noun/-ing form**
the reason why + clause
The reason for her disappointment was (the fact) that they rejected her proposal.
The fact that they rejected her proposal was the reason for her disappointment.
The reason why she was disappointed was (the fact) that they had rejected her proposal.
- **because of/on account of/due to + noun**
because of/on account of/due to the fact that + clause

No one could work **because of/on account of the power cut**.

No one could work **due to the power cut**.

She was late **because of/on account of the fact that she woke up late**.

She was late **due to the fact that she woke up late**.

- **now that + clause** *Now that she has graduated, she can look for a job.*
- **for (= because)** (in formal written style) A clause of reason introduced with **for** always comes after the main clause. *I couldn't speak to the manager, **for** he was in a meeting.*

Clauses of Purpose

Clauses of purpose are used to explain why somebody does something. They are introduced with the following words/expressions:

- **to-infinitive** *They called the manager **to make** a complaint.*
- **in order to/so as to + infinitive** (formal) *We had to travel by plane **in order to arrive** in time for the meeting.*
- **so that + can/will** (present/future reference) *Take the map with you **so that you can find** the way.*
- **so that + could/would** (past reference) *He took the highway **so that he could go** faster.*
- **in case + present tense** (present or future reference) *Take an umbrella **in case it rains**.*
- **in case + past tense** (past reference) *He had taken the map **in case he needed** it.*
Note: **in case** is never used with **will** or **would**.
- **for + noun** (expresses the purpose of an action) *They went to Brazil **for the Carnival**.*
- **for + -ing form** (expresses the purpose of something or its function) *Mobile telephones can also be used **for taking** pictures.*
- **with a view to + -ing form** *He rented the house **with a view to buying** it after three years.*

We can express **negative purpose** using:

- **in order not to/so as not to + infinitive** *They made a list of things to pack **so as not to forget** anything important.*
- **prevent + noun/pronoun (+ from) + -ing form** *Bad weather **prevented the boats from sailing**.*

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** *There are more and more cars in the city every day. **As a result/Therefore/Consequently/As a consequence**, the pollution levels are rising at an alarming rate.*

- **so** *She was feeling bad, **so** she went to the doctor.*
- **such a/an + adjective + singular countable noun** *Henry is **such a good** novelist that everybody loves his books.*
- **such + adjective + plural/uncountable noun** *They were **such good** students that they all passed the exam with flying colours.*
*There was **such thick** fog that we couldn't see a thing.*
- **such a lot of + plural/uncountable noun** *They have got **such a lot of** things that they have to buy a bigger house.*
*There was **such a lot of** noise that I couldn't work.*
- **so + adjective/adverb** *They were **so** tired that they fell asleep.*
*She talks **so fast** that nobody understands her.*
- **so much/little + uncountable noun**
so many/few + plural noun *There was **so much** noise that I couldn't work.*
*I've got **so little** time that I can't visit my friends.*
*There were **so many** marks on the clothes that they had to be rewashed.*
*There were **so few** people who bought tickets that we cancelled the event.*

Clauses of Manner

Clauses of manner are introduced with **as if/as though** and are used to express the way in which something is done/said, etc.

- We use **as if/as though** after verbs such as **act, appear, be, behave, feel, look, seem, smell, sound, taste** to say how somebody or something looks, behaves, etc.
*She feels **as if/as though** she will faint.*
We also use **as if/as though** with other verbs to say how somebody does something.
*He behaves **as if/as though** he owns the shop.*
- We use **as if/as though + past tense** when we are talking about an unreal present situation. **Were** can be used instead of **was** in all persons.
*He acts **as if/as though** he knew everything.* (But he doesn't.) *He behaves **as if/as though** he were a child.* (But he isn't.)

Note: We can use **like** instead of **as if/as though** in spoken English. *He looks **like** he's going to break down.* (informal spoken English)

Time Clauses

- We use the following time conjunctions to introduce **time clauses**.
when, as, while, before, after, since, until/till, whenever, as long as, by the time, as soon as, the moment that, no sooner ... than, hardly ... when, once, immediately, the first/last/next time etc.

- When the time clause precedes the main clause, a comma is used.

Whenever she calls, he pretends not to be home.

time clause

main clause

He pretends not to be home whenever she calls.

main clause

time clause

Sequence of Tenses

Time clauses follow the rule of the sequence of tenses. That is, when the verb of the main clause is in a present or future form, the verb of the time clause is in a present form. When the verb of the main clause is in a past form, the verb of the time clause is in a past form as well.

If-clause	Main Clause
present/future/ imperative →	present simple or present perfect
<i>She has to wash the dishes before she goes to bed.</i> <i>I'll tell him when I see him.</i> <i>Wait here until your mum comes back.</i>	
past simple/ past perfect →	past simple or past perfect
<i>She had hardly gone to bed when the phone rang.</i> <i>By the time Jack reached the bank, it had closed.</i>	

Module 2

Present Simple and Present Continuous

We use the **present simple** for:

- facts and permanent states. *Robert plays football for a small team in Birmingham.*
- general truths and laws of nature. *It rarely rains in the desert.*
- habits and routines (with **always**, **usually**, etc). *He usually trains for 5 hours a day.*
- timetables and programmes (in the future). *The next match starts at 5:30 next Sunday.*
- sporting commentaries, reviews and narrations. *Robert takes the ball, passes it to Ben and scores.*
- feelings and emotions. *The fans love him. He is a very good player.*

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. *Arthur is learning how to ski this week.*
- for temporary situations. *We are staying at an expensive hotel at the moment.*
- for fixed arrangements in the near future. *Our friends are visiting us tomorrow.*
- for currently changing and developing situations. *The team is playing better and better all the time.*

- with adverbs such as **always** to express anger or irritation at a repeated action. *They are always talking in class.*

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). *That milk smells bad.*
- verbs of perception (**know, believe, understand, realise, remember, forget**, etc). *They know what to do.*
- verbs which express feelings and emotions (**like, love, hate, enjoy, prefer, detest, desire, want**, etc). *Susan prefers to go to the theatre than to the cinema.*
- some other verbs (**be, contain, include, belong, fit, need, matter, cost, own, want, owe, weigh, wish, have, keep**, etc). *The tour includes meals and transportation.*

Some of these verbs can be used in continuous tenses, but with a difference in meaning.

Present Simple	Present Continuous
THINK <i>I think they will win the championship this year.</i> (= believe)	<i>They are thinking of buying a laptop.</i> (= are considering)
HAVE <i>They have a good coach.</i> (= own, possess)	<i>They are having a wonderful season.</i> (= are experiencing) <i>He is having a bath.</i> (= is taking) <i>They are having breakfast now.</i> (= are eating)
SEE <i>I can see the tower from here.</i> (= it is visible) <i>I can see what you're trying to do.</i> (= understand)	<i>Kelly is seeing her boss at one o'clock.</i> (= is meeting)
TASTE <i>The cake tastes fruity.</i> (= it is, has the flavour of)	<i>Mum is tasting the food to check if it's too salty.</i> (= is testing)
SMELL <i>The cake smells very good.</i> (= has the aroma)	<i>Aunt Vicky is smelling the roses.</i> (= is sniffing)
APPEAR <i>They appear to be tired.</i> (= seem to)	<i>My favourite actor is appearing in this play.</i> (= is performing)
FIT <i>This dress fits me very well.</i> (= is the right size)	<i>The technicians are fitting a new scoreboard at the stadium.</i> (= are installing)

Note:

- The verb **enjoy** can be used in continuous tenses to express a specific preference. *He really enjoys watching football.* (general preference) **BUT** *He's enjoying the game 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.
He looks good. = *He is looking good.*

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 seen them playing.* *We have been to the stadium twice.*
- an action which started in the past and continues up to the present, especially with stative verbs (see above) such as **be**, **have**, **like**, **know**, etc. *They have known them for five years.*
- a recently completed action. *John has cleaned the house.*
- personal experiences or changes. *She has lost five kilos.*
- an action which has happened within a specific time period which is not over at the moment of speaking. We use words and expressions such as **today**, **this morning/evening/week/month**, etc. *We have typed two letters today.* (= the time period – today – is not over yet. We may type more.)

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, yet (in negations), by now, etc.*

Note: *She has gone to school.* (She's on her way there or she's there now. She hasn't come back yet.)
She has been to Chicago. (She has visited Chicago but she isn't there now. She has come back.)
She has been in Japan for two years. (She lives in Japan now.)

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. *They have been playing well the whole match.*
- for an action which started in the past and lasted for some time. It may still be continuing or have already finished with the result visible in the present. *He's sweating because he has been running all day.*
- to express anger, irritation or annoyance. *Somebody has been using my computer.*
- for repeated actions in the past continuing to the present. *They are very likely to win the cup because they have been training a lot.*

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 felt/has been feeling tired for the last few days.*

Past Simple

We use the **past simple**:

- for an action that occurred at a definite time (stated or implied) in the past. *My friends and I went to a concert yesterday.*
- for actions that happened immediately one after the other in the past. *I drove to the theatre, parked the car and went to the main entrance.*
- for habits or states which are now finished. *They played in small clubs when they were not very famous.*
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 driving to the concert when the car broke down.*
- for two or more simultaneous actions in the past. *Susan was working while her friends were watching TV.*
- for an action which was in progress at a stated time in the past. We don't mention when the action started or finished. *At 9 o'clock yesterday she was having breakfast.*
- to describe the atmosphere, setting, etc and to give background information in a story. *It was raining and the wind was howling as we were walking towards the station.*

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 subject as well as the verb to be. *Tony was eating his dinner; he was listening to the evening news.* = *He was eating his dinner while listening to the evening news.*

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. *I **had completed** my work by five o'clock.*
- for an action which finished in the past, and whose result was visible at a later point in the past. *Ed **had worked** all day on the garden and it looked beautiful.*

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**. *They **had been training** for about three hours before they went home.*
- for an action which lasted for some time in the past and whose result was visible in the past. *Lucy **had a sore throat** because she **had been talking** for hours.*

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>Lyn called about twenty minutes ago.</i>
since	(= from a starting point in the past) is used with the present perfect (simple and continuous). <i>Jack hasn't contacted us since he moved.</i>
for	(= over a period of time) is used with the present perfect (simple and continuous). <i>He has been studying for hours.</i>
already	is used in statements and questions (sometimes in order to show surprise). <i>We have already finished the report. Have you finished your homework already?</i>
yet	is used with the present perfect in questions and negations. <i>Have you called Roger yet? He hasn't called me yet.</i>

Note: The **past perfect** is the past equivalent of the **present perfect**. *She **is** happy. She **has won** the lottery. She **was** happy. She **had won** the lottery.*

The **past perfect continuous** is the past equivalent of the **present perfect continuous**. *She **is** tired. She **has been working** hard. She **was** tired. She **had been working** hard.*

Future Simple

We use the **future simple (will + bare infinitive)** for:

- decisions made at the moment of speaking. *Someone's **knocking on the door**. I'll **see** who it is.*
- 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 certainly call** you tomorrow.*
- promises, threats, warnings, requests, hopes and offers. ***Will** you **show** me how to surf on the Internet?*
- actions, events, situations which will definitely happen in the future and which we can't control. *Jennifer **will be** fifteen years old this August.*

Be going to

We use **be going to**:

- for plans, intentions or ambitions for the future. *He's **going to study** architecture when he finishes school.*
- actions we have already decided to do in the near future. *Mark **is going to get married** next month.*
- predictions based on what we can see or what we know, especially when there is evidence that something will happen. *Look at the clouds. It **is going to rain**.*

The time expressions we use with the future simple and be going to are: *tomorrow, the day after tomorrow, tonight, soon, next week/month/year/summer, etc, in a week/month, etc.*

Future Continuous

We use the **future continuous (will be + verb -ing)**:

- for actions which will be in progress at a stated future time. *This time next week I'll **be visiting** the sights in Prague.*
- for actions which will definitely happen in the future as the result of a routine or an arrangement. *He **will be working** this weekend.*
- when we ask politely about someone's plans for the near future. ***Will** you **be using** the car 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** work by the time the game starts tonight.*

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 June, she **will have been working** here for seven 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.

*Call me **as soon as** you **get** back.*

(NOT: *as soon as you **will get** ...*)

We also use the **present simple** and **present perfect**, **NOT** future forms, after words and expressions such as **unless, if, suppose/supposing, in case**, etc.

*Take a sandwich with you **in case** you **are** hungry later.*

(NOT: *... **in case** you **will be** hungry ...*)

We use **future forms** with:

- when**, when it is used as a question word.
*When **will** he **be** leaving?*
- if/whether** – after expressions which show uncertainty/ ignorance etc, such as **I don't know, I doubt, I wonder, I'm not sure**, etc.
*We don't know **whether** he **will** leave or not.*

Type 0/I Conditionals

Type 0 Conditionals are used to express a general truth or a scientific fact. In this type of conditional we can use **when** instead of **if**.

If-clause	Main Clause
If/When + present simple → present simple	
<i>If/When you heat ice, it melts.</i>	

Type 1 conditionals are used to express a real or very probable situation in the present or future.

If-clause	Main Clause
If + present simple/present perfect → future simple, imperative, can/must/may etc + bare infinitive	
<i>If she gets her diploma, she will/may/etc work for the UN. If you have done your homework, you can watch TV.</i>	

When the hypothesis comes before the main clause, we separate them with a comma. When the main clause comes before the if-clause, then we do not use a comma to separate them.

Note: With **type 1 conditionals** we can use **unless + affirmative verb** (= if + negative verb). *The bus **will not be able to pass unless** they **clear** the road. (= if they **do not clear** the road, ...)*

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 dance, I would win the dance contest. If Frank was coming today, we would meet him. If I were you, I would tell him the truth.</i>	

- Type 3 conditionals (unreal in the past)** are used to talk about 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 invited her, she would have brought a gift. If I hadn't been working today, I would have gone to the party with my friends.</i>	

Mixed Conditionals

We can form mixed conditionals, if the context permits it, by combining an **if-clause** of one type with a main clause of another.

If-clause	Main Clause
Type 2 <i>If the kids didn't do their homework,</i>	Type 1 <i>they will be punished.</i>
Type 2 <i>If you were more organised,</i>	Type 3 <i>you wouldn't have lost the file.</i>
Type 3 <i>If they hadn't missed the flight,</i>	Type 2 <i>they would be at the meeting now.</i>

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** *If I **were** you, I'd take an umbrella with me.*
- wish/If only** *I wish he **were** more patient with me.*
- I'd rather/sooner sb ... I'd rather he **worked** harder.**

- **Suppose/Supposing** *Suppose they didn't come, what would you do?*
- **as if/as though** *She talks as if she was/were an expert.*
- **It's (about/high) time ...** *It's time they finished the test.*

Past Perfect to refer to the past:

- **Type 3 conditionals** *If they had asked her, she would have helped them.*
- **wish/If only** *If only I hadn't lost my keys.*
- **I'd rather/sooner sb ...** *I'd rather she hadn't told you about the surprise.*
- **Suppose/Supposing** *Suppose the teacher had seen you, what would you have done?*
- **as if/as though** *He played the piano as if he had been practising for years.*

had better

- **I had better + present bare infinitive** (for present/ future reference) *You'd better go to the doctor. (= should)*
- **It would have been better if + Past Perfect** (for past reference) *It would have been better if you had told her. (= you should have told her)*

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)
I'd rather eat now.
I'd rather have bought the green shoes but they didn't have my size.
- 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)
I'd rather you played quietly.
I'd rather you had played outside.

Note:

- **prefer + gerund/noun + to + gerund/noun** (general preference)
We prefer walking to driving.
- **prefer + full infinitive + rather than + bare infinitive** (general preference)
I prefer to eat earlier rather than eat late.
- **would prefer + full infinitive + rather than + bare infinitive** (specific preference)
I'd prefer to go camping rather than go to a resort.
- **would rather + bare infinitive + than + bare infinitive**
I'd rather visit my friends than call them.

Wishes

- We can use **wish /if only** to express a wish.

Verb Tense	Use
+ subject + + past simple/ past continuous	<i>I wish I was older now. (but I'm not) If only I were going on holiday. (but I'm not)</i> to say that we would like something to be different about a present situation
+ subject + + past perfect	<i>I wish I had gone to the concert. (but I didn't) If only she hadn't told him to come with us. (but she did)</i> to express regret about something which happened or didn't happen in the past
+ subject + would + bare infinitive	<i>I wish they would stop making so much noise. If only it would stop snowing.</i> to express: • a polite imperative • a desire for a situation or person's behaviour to change

Notes

- **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 with my family.*
- *I wish to go home now. (I want to ...)*
- The subject of **wish** may be different from the subject of the following verb.
I wish we were going on holiday.
I wish he hadn't gone to the concert.

Module 3

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**
Linda has got a good computer but she never uses it.
- **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 placed at the end of a sentence.
Although/Even though/Though it was cold, she wore a short cotton dress.
She wore a short cotton dress although/even though/though it was cold.
It was cold. She wore a short cotton dress though.
- **in spite of/despite + noun/-ing form**
Michael couldn't cut the wood in spite of/despite having the right tools.
In spite of/Despite having the right tools, Michael couldn't cut the wood.

- **in spite of/despite + the fact that + clause**
In spite of/Despite the fact that he had the right tools, Michael couldn't cut the wood.
- **however/nevertheless**
A comma is always used after *however/nevertheless*.
Sandra and Bill arrived early at the airport. However/ Nevertheless, they missed the flight.
- **while/whereas**
Susan has light blue eyes, while/whereas her daughter has dark brown eyes.
- **yet (formal)/still**
It was only 2 o'clock, yet the restaurant was closed.
His car is old. Still it is in a very good condition.
- **on the other hand**
My new car is comfortable and safe. On the other hand, it has a smaller boot than my old one.

The passive

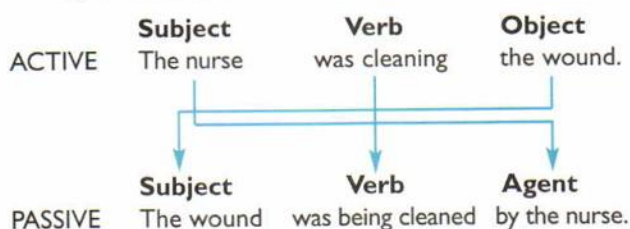
We form the passive with the verb **to be** in the appropriate tense and the **past participle** of the main verb.

We use the passive:

- when the person or people who do the action are unknown, unimportant or obvious from the context.
Lucy's mobile phone was stolen. (We don't know who stole it.) *The car is being repaired.* (It's unimportant who is doing it.) *The thief 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 opening ceremony will be held on June 20th.*
- 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 valuable paintings were destroyed.*

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: *The nanny sings to the baby.* (intransitive verb)
No passive form: ~~*The baby is sung to by the nanny.*~~

Note: Some transitive verbs (*have, exist, seem, fit, suit, resemble, lack, etc*) cannot be changed into the passive. *The city has a new town hall.* (NOT: ~~*A new town hall is had by the city.*~~)

- 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 robbed when he was going to work.* (instead of *He was robbed ...*)
- **By + the agent** is used to say who or what carries out an action. **With + instrument/material/ingredient** is used to say what the agent used. *The cake was made by Linda. It was made with wild strawberries.*
- The agent can be omitted when the subject is *they, he, someone/somebody, people, one, etc.* *Someone has closed the door.* → *The door has been closed.*
- The agent is not omitted when it is a specific or important person, or when it is essential to the meaning of the sentence. *The cathedral was built by Antonio Gaudi.*
- 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.
Berny gave mum a surprise. (active)
Mum was given a surprise by Berny. (passive, more usual)
A surprise was given to mum by Berny. (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 ball hit George on the head.* → *George was hit on the head by a ball.*
- The verbs **hear, help, see** and **make** are followed by the bare infinitive in the active and by the to-infinitive in the passive. *She helped me finish my job.* → *I was helped to finish my job.*
- **Let** becomes **be allowed to** in the passive. *The teacher let the students use a calculator.* → *The students were allowed to use a calculator.*
- 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 sent the parcel yet?* → *Has the parcel been sent (by them) yet?*
- When we want to find out who or what performed an action, the passive question form is **Who/What ... by?** *Who was the bridge built by?* (not common usage)
- 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 win the elections.

subject (person) + passive verb + to-infinitive

He is expected to win the elections. (personal construction)

It + passive verb + that-clause

It is expected that he will win the elections. (impersonal construction)

Causative Form

- We use **have + object/(thing) + past participle** to say that we arrange for someone to do something for us. *Jane asked her friend to burn the CD. She **had the CD burnt**. (She didn't have to burn it herself, she asked her friend.)*

Present Simple *I **have my computer upgraded** once a year.*

Present Continuous *I **am having my computer upgraded** at the moment.*

Past Simple *I **had my computer upgraded** last month.*

Past Continuous *I **was having my computer upgraded** last week.*

Future Simple *I **will have my computer upgraded** next Monday.*

Future Continuous *At 5 o'clock tomorrow I **will be having my computer upgraded**.*

Present Perfect *I **have just had my computer upgraded**.*

Present Perfect Continuous *I **have been having my computer upgraded** since this morning.*

Past Perfect *I **had had my computer upgraded** before I left work yesterday.*

Past Perfect Continuous *I **had been having my computer upgraded**.*

Infinitive *I **may have my computer upgraded**.*

-ing form *Her computer is so old that there's no point in **having it upgraded**.*

- The verb 'to have', used in the causative, forms its negations and questions with **do/does** (Present Simple) or **did** (Past Simple). *Amy **didn't have** the information backed up. **Did he have** the documents printed?*
- The causative form can be used instead of the passive to refer to accidents and misfortunes. *He **had his car stolen** from the car park. (= His car was stolen from the car park.)*
- **Make/Have + object/(person) + bare infinitive** are used to express that someone causes someone else to do something, but their meaning is slightly different. *Mum **made the kids eat** the vegetable soup. (Mum insisted that the kids should eat the vegetable soup.) She **had the kids eat** the vegetable soup. (She asked the kids to eat the vegetables soup.)*
- **Get + object/(person) + to-infinitive** shows that someone persuades someone else to do something. *Anna **got her brother to drive her to the airport**. (She persuaded her brother to drive her to the airport.)*

Summary of Functions of Modal Verbs

USE	PRESENT / FUTURE	PAST
ability/lack of ability	He can drive a car. She's able to use a PC.	When she was five, she could/was able to ride a bike. (past repeated action – ability in the past) After trying for years, he was able to break the secret code. (managed to do – past single action)
possibility	He could be late. (50% certain; it's possible he is late) Steve may be working. (50% certain; it's possible that he is working) She might be a little late. (40% certain; perhaps she will be late) It is likely that they will come with us. (90% certain)	We could have been injured. (luckily we weren't) Mary may have fallen asleep. (perhaps she has) Lucy might have tried to contact us. (perhaps she has tried to) It was likely that she had missed the last bus.
probability	He will be home soon. (100% certain; prediction) He should pass the text. (90% certain; future only; it's probable) They ought to be home by now. (90% certain; they will probably be home)	I'll give him a call – he should have reached the office by now. (He is probably at the office.) He ought to have gone to bed by now. (He has probably gone to bed.)
logical assumptions	She must be tired. (90% certain – positive; I'm sure she's tired) They can't be rich! (negative; I'm sure they aren't rich) He couldn't be at work. (negative; I don't think he's at work)	She must have completed the race. (positive; I'm sure she has completed the race.) She can't have lost her keys. (negative; I'm sure she didn't lose her keys.) They couldn't have been here. (negative; I don't think they were here.)

Summary of Functions of Modal Verbs

USE	PRESENT / FUTURE	PAST
permission	You can/are allowed to go out tonight. (giving permission; informal) You can't have friends over tonight. (refusing permission) May/Could I use your laptop? (polite; asking for permission) You may go out. (formal; giving permission) Might I use your laptop? (more formal; asking for permission) I'm afraid you can't/mustn't use it. (formal; refusing permission) Children under 12 may not enter without an adult. (formal; refusing permission – written notice)	I could/was allowed to go out alone when I was 18. (general permission) I was allowed to go out alone last night. (permission for one particular action) — — — — —
necessity	I must tidy my room. (I say so) He has to find a new flat. (necessity coming from outside the speaker) I've got to buy a new car. (informal) The cat needs feeding. OR The cat needs to be fed. (it's necessary) He doesn't have to/doesn't need to/needn't type the letter now. (it isn't necessary – absence of necessity)	I had to be home by 11:00. (I was obliged to) She had to find a new flat after she was evicted. They had to sell their car. The cat needed feeding. OR The cat needed to be fed. (it was necessary) She didn't have to/didn't need to buy any bread. (it wasn't necessary for her to buy any bread and she didn't – absence of necessity) She needn't have gone shopping. (it wasn't necessary for her to go shopping but she did)
advice	You should avoid fatty food. (general advice; I advise you) You ought to exercise regularly. (I advise you; most people believe this) You had better not drink and drive. (It's not a good idea; advice on a specific situation) Shall I ask her out? (asking for advice)	You should have been more careful. (but you weren't) He ought to have booked tickets. (but he didn't) It would have been better if you hadn't lied to her. (but you did) —
criticism	He could at least be more polite. (he isn't polite) They should (at least) tell us. (but they don't) You ought to be more careful. (you aren't)	He could at least have been more polite. They should have told us. (but they didn't) You ought to have been more careful. (It was the right thing to do, but you didn't do it.)
obligation	I must finish the project. (my boss says so) I have to finish the project. (I am obliged to; my boss said so) We ought to help the poor. (It's the right thing to do, but we don't always do it)	I had to finish the project. (my boss said so) We ought to have helped the poor. (It was the right thing to do but we didn't do it.)
requests	Can I use your dictionary? (informal) Could I use your dictionary? (polite) May I have some water? (formal) Might I borrow your dictionary? (very formal) Will you give me your pen? (very friendly) Would you mind coming with me? (polite)	— — — — — —
offers	Can I/we get you something? (informal) Shall I/we help you with that? (informal) Would you like me to do the cleaning? (polite)	— — —

Summary of Functions of Modal Verbs

USE	PRESENT / FUTURE	PAST
suggestions	<i>Shall we have a snack?</i> <i>I/We can always order a takeaway.</i> <i>We could go to the cinema.</i>	— — —
prohibition	<i>You can't enter the lab. (you aren't allowed to)</i> <i>You mustn't talk in class. (it's forbidden)</i> <i>You may not use the list. (formal)</i>	<i>They couldn't enter the lab. (they weren't allowed to)</i> — —
duty	<i>We must attend the meeting.</i> <i>People ought to respect each other. (It's the right thing to do.)</i>	<i>We had to attend the meeting.</i> <i>She ought to have told me the truth. (It was the right thing to do but she didn't.)</i>

Module 4

Inversion

A. modal/auxiliary verb + subject + main verb

Inversion is used in the following cases:

- in questions. *Can you really play football that 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 heard such a beautiful melody.
Not only did they play great music but they (also) made us remember our childhood.
Seldom do we stay at home since we bought the car.
BUT *We seldom stay at home since we bought the car.*
(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 learning the language well was she able to travel alone in France.*
Only if Peter comes along will Jane join us.
- with **so, neither, nor, as** to express agreement.
"I love travelling by train." "So do I." (We use 'so' to agree with an affirmative statement.)
Marie Curie was an outstanding scientist, as was her husband/and so was her husband Pierre.
"I don't like rock." "Neither/Nor do I." (We use 'neither/nor' to agree with a negative statement.)
 - with **should, were, had**, when they come at the beginning of an if-clause instead of "if".

- Type 1: *Should she arrive on time, tell her I'll meet her at the entrance. (= If she should arrive ...)*
Type 2: *Were I you, I would call her to explain. (= If I were you ...)*
Type 3: *Had I been told, I would have brought a cake to the party. (= 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.
Here comes the queen.
There goes his money.
If the subject is a pronoun, there is no inversion.
Here she comes. (NOT: ~~Here comes she.~~)
Out he goes. (NOT: ~~Out goes he.~~)
- in direct speech when the subject of the introductory verb is a noun.
"I'll never forget you," said the prince./the prince said.
"I'll be late," said her mother./her mother said.
BUT *"How can I forget you?" he asked.*
(NOT: ~~asked he,~~ because the subject of the introductory verb is a pronoun.)

So – Neither/Nor – But

- **So + auxiliary verb + personal pronoun/noun** (positive addition to a positive sentence)
She plays golf. So do I. (I play golf too.) Sue went to Spain. So did Dan. (Dan went to Spain too.)
- **Neither/Nor + auxiliary verb + personal pronoun/noun** (negative addition to a negative sentence)
Paul can't dance. Neither/Nor can Ian. (NOT: ~~So can't Ian.~~)
- **But + personal pronoun/noun + affirmative auxiliary verb** (positive contrast to negative statement)
Peter hasn't been to Rome, but I have. He hasn't visited Paris, but she has.
- **But + personal pronoun/noun + negative auxiliary verb** (negative contrast to positive statement)
Karl looks happy, but Ted doesn't. He has seen the film, but she hasn't.

Linking Words

Linking words show the logical relationship between sentences or parts of a sentence.

Positive Addition	and, both ... and, not only ... (but also/as well), too, moreover, in addition to, furthermore, further, also, not to mention the fact that, besides, as well as + -ing	<i>My teacher is patient and caring.</i>
Negative Addition	neither ... nor, nor, neither, either	<i>Neither Ann nor Tom speaks Chinese.</i>
Contrast	but, not...but, although, while, whereas, despite, even if, even though, on the other hand, in contrast, however, (and) yet, at the same time, instead of + -ing	<i>I can't sing, whereas my sister can. Steve doesn't like travelling, but he loves gardening.</i>
Similarity	similarly, likewise, in the same way, equally	<i>Basketball players practise fair play; similarly, football players do, too.</i>
Concession	but, even so, however, (but) still, (and) yet, nevertheless, on the other hand, although, (even) though, even if, despite/in spite of, regardless of, admittedly, considering, whereas, while, nonetheless	<i>New York is a very busy city but I still like it. New York is a very busy city and yet I like it.</i>
Alternative	or, on the other hand, either ... or, alternatively	<i>We could either drive or take the bus.</i>
Emphasis	besides + -ing, not only this but ... also, as well, what is more, in fact, as a matter of fact, to tell you the truth, actually, indeed, let alone, not only that, as well as + -ing	<i>They never even call, let alone visit.</i>
Exemplification	such as, like, for example, for instance, particularly, especially, in particular, this is illustrated by	<i>I love sweets, especially chocolate.</i>
Clarification	that is to say, specifically, in other words, to put it another way, I mean, it is apparent that, it is evident that, evidently, it seems that	<i>Jessica finds learning Greek very difficult, specifically remembering vocabulary.</i>
Cause/Effect/Reason	as, because, because of, since, on the grounds that, seeing that, due to, in view of, owing to, for, now that, so, such, by + -ing, based on the fact that, enough, too	<i>He could not attend the meeting due to illness.</i>
Manner	as, (in) the way, how, the way in which, (in) the same way (as), as if, as though	<i>He behaves as if he owned the shop, but he's only an assistant.</i>
Condition	if, in case, assuming (that), on condition (that), provided (that), providing (that), unless, in the event (that), in the event of, as/so long as, whether, whether ... or (alternative condition), only if, even if, otherwise, or (else), in case of	<i>Barbara will lend me her car provided that I drive carefully.</i>
Consequence of a condition	consequently, then, under these/those circumstances, if so, if not, so, therefore, in that case, otherwise, thus, in doing so, this way	<i>Do your homework otherwise your mum will be angry.</i>
Purpose	so that, so as (not) to, in order (not) to, in order that, for fear (that), in case	<i>He went to the concert hall early, for fear that he might not find a ticket.</i>
Effect/Result	such/so ... that, consequently, for this reason, as a consequence, thus, therefore, so, as a result of + -ing, in doing so	<i>She woke up late and for this reason she missed the bus.</i>
Comparison	as ... as, (more) ... than, half as ... as, nothing like, the...the, twice as ... as, less ... than	<i>This book isn't half as interesting as that one.</i>
Time	when, whenever, as, while, now (that), before, until, till, after, since	<i>She cooked while the baby slept.</i>
Place	where, wherever	<i>Home is where the heart is.</i>

Exception	but (for), except (for), apart from	Apart from studying she also works at the weekends.
Relative	who, whom, whose, which, what, that	This is the house which I want to buy.
Chronological Order	beginning: initially, first ..., at first, to start/begin with, first of all, firstly continuing: secondly ..., after this/that, second ..., afterwards, then, next, before this concluding: finally, at last, in the end, eventually, lastly, last but not least	Firstly , insert the card in the slot. Then choose the appropriate command. Finally , press the green button and remove the card.
Reference	concerning, regarding, with respect/regard/reference to, in respect/regard/ reference to this/to the fact that, taking into account that	I am writing to you regarding your request for a refund.
Summarising	in conclusion, in summary, to sum up, as I have said, as (it) was previously stated, on the whole, in all, all in all, altogether, in short, briefly, to put it briefly	To sum up , it is all up to us. We are the ones who can save the planet for future generations.

Linking words followed by -ing verbs and nouns		
instead of	Instead of cooking tonight, let's eat out.	BUT I bought a 4x4 Jeep instead of a normal car. (noun)
despite/in spite of	Despite/In spite of having time, she didn't drop by to see me.	BUT We went for a walk despite/in spite of the snow. (noun)
as well as/ in addition to/ besides	As well as/In addition to/Besides cooking for the party, she made a cake.	BUT I speak French as well as/in addition to/besides German./ Besides French, I speak German. (noun)
in the event of	In the event of me not reaching the office on time, I will send you an email with all my notes for the meeting.	BUT In the event of an earthquake , please remain calm. (noun)
nothing like	There's nothing like watching the sunset in the summer.	BUT Our new teacher is nothing like the previous one. (noun)
after	I was tired after walking for hours.	BUT I went home straight after school . (noun)
apart from	Apart from having a valid passport, you also need a visa to enter the country.	BUT I am good at everything apart from chemistry . (noun)
when	When visiting a foreign country, make sure you know things about the local culture.	BUT When Susan came back from her trip to England, she showed us lots of photos.
before	I studied hard before sitting the exams.	BUT I took a bite to eat before my exam . (noun)
until	Until going to Mexico City, I had never been to such a large city.	BUT I won't be able to take my driving test until May . (noun)
since	Since finishing university, Jack has been looking for a job.	BUT I haven't seen you since your party . (noun)
while	While driving home, she realised she had left her keys in the office.	—

Linking words and phrases immediately followed by a comma

Expressing contrast/concession/alternatives: However, ... / Nevertheless, ... / On the other hand, ... / Admittedly, ... / Nonetheless, ... / Alternatively, ...

Expressing a point: As a matter of fact, ... / To tell you the truth, ...

Clarifying and giving examples: For example, ... / For instance, ... / That is to say, ... / In other words, ... / To put it another way, ... / I mean, ...

Adding information: Furthermore, ... / Moreover, ...

Expressing effect/result: Consequently, ... / For this reason, ... / Therefore, ... / In that case, ... / As a consequence/result, ... / Thus, ...

Summarising and sequencing ideas: Last but not least, ... / In all, ... / All in all, ... / In short, ... / Briefly, ... / To put it briefly, ... / In conclusion, ... / In summary, ... / To sum up, ... / As I have said, ... / As was previously stated, ... / On the whole, ... / First(ly), ... / Second(ly), ... / After this/that, ... / Next, ... / Finally, ... / In the end, ... / Lastly, ...

Note: If the linking word or phrase comes in the middle of a sentence, two commas are necessary!

There may, however, be arguments against this point of view.

Emphatic structures

Emphatic structures are used to emphasise a particular part of a sentence.

- **it is/was (not) + subject/object + who(m)/that** (used in statements and negations)
*It **wasn't** Bob **who/that** called last night. It **wasn't** his car **that** you saw.*
*It **was** his bike **that** was taken. It's Susan **who** is moving to France.*
- **is/was it + subject/object + who(m)/that** (used in questions)
***Was it** my fault **that** it happened? **Was it** her sister **who** got a first in Law?*
- **that is/was + question word** (used in statements)
***That's why** he left work so early.*
- **is/was that + question word or question word + is/was it + that** (used in questions) ***Was that why** he was running? **Why was it that** she got so upset?*
- **question word + subject + verb + is/was** (used in statements) ***What I need** is a holiday.*
- We can use **do/does/did + bare infinitive** in the Present Simple, Past Simple or Imperative to give emphasis. *I **do hope** he will come. **Do have** a seat. He **did tell** me he was working late tonight.*
- To express **admiration, anger, concern** etc we use question words with **ever**.
***Whatever** shall I do? **Whoever** is that?*

Module 5

Relative Clauses

Relative clauses are introduced with either a **relative pronoun** or a **relative adverb**.

Relative pronouns

We use:

- i. **who(m)/that** to refer to people.

- ii. **which/that** to refer to things.

- iii. **whose** with people, animals and objects to show possession (instead of a possessive adjective).

- **Who, which** and **that** can be omitted when they are the object of the relative clause; that is, when there is a noun or a subject pronoun between the relative pronoun and the verb. *She is the tour guide **(who)** the travel agency always recommends.*
- **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. *The man **to whom** we gave the tickets is not here.*
- **Who, which** and **that** are not omitted when they are the subject of a relative clause. *The guide **who** is showing us around the town is our friend.*
- **Whose** is never omitted. *He is the man **whose** wife missed the flight.*
- **That** is never used after a comma or a preposition. *The painting, **which** is over the fireplace, is a Picasso.* (NOT: ..., ~~that~~ is over the fireplace ...)

Relative adverbs

We use:

- i. **when/that** to refer to a time (and can be omitted).
*That was the month **(when/that)** we visited Paris.*
- ii. **where** to refer to a place. *The restaurant **where** we used to eat has been demolished.*
- iii. **why** to give a reason, usually after the word **reason** (**why** can be omitted). *That's the reason **(why)** I prefer to travel by plane.*

Note: When using **where** or **when**, we do not need a preposition. *The school **where** he is teaching is co-ed.* (NOT: The school ~~where~~ he is teaching in ...)

We usually avoid using prepositions before relative pronouns. *The girl **to whom** I spoke yesterday is my friend.* (formal English) *The girl **who/that** I spoke to yesterday is my friend.* (usual structure) *The girl I spoke to yesterday is my friend.* (everyday English)

Identifying and Non-Identifying Relative Clauses

An identifying relative clause gives 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 boat **that** goes to the island departs at 08:00.*

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 tour, **which** was fantastic, covered the main islands and the city.*

The definite article the

We use **the**:

- with nouns when talking about something specific. *The couple has two dogs. **The** big one is called Prince and **the** small one is called Lora.*
- with nouns that are unique (**the** sun, **the** moon, etc).
- with names of newspapers (**the** Times), cinemas (**the** Royal), theatres (**the** City Theatre), museums/art galleries (**the** Wax Museum), ships (**the** Poseidon), organisations (**the** WHO).
- with the names of rivers (**the** Nile), groups of islands (**the** Galapagos), mountain ranges (**the** Andes), deserts (**the** Kalahari), oceans (**the** Pacific), canals (**the** Suez Canal), countries when they include words such as **States, Kingdom, Republic** (**the** Republic of Ireland), names or nouns with **of** (**the** Tower of London), in geographical terms such as **the** Antarctic/Arctic/Equator, **the** North of England, **the** North/East/South/West.
- with the names of musical instruments and dances (**the** guitar, **the** tango).
- with the names of families (**the** Johnsons) and nationalities ending in **-sh, -ch** or **-ese** (**the** Spanish). Other nationalities can be used with or without **the** (**the** Colombians/Colombians).
- with titles (**the** queen, **the** princes) **BUT** not with titles including a proper name (*King Charles*).
- with adjectives/adverbs in the superlative form (**the** best film I have ever seen) **BUT** when **most** is followed by a noun, it doesn't take **the**. *Most people enjoy watching fireworks.*
- with the words **day, morning, afternoon** and **evening**. *They left early in **the** morning.* **BUT** *at night, at noon, at midnight, by day/night*
- with historical periods/events (**the** Ice Age, **the** Vietnam war). **BUT** *World War I*
- with the words **only, last** and **first** (used as adjectives). *She was **the** first one to arrive at the office.*
- with the words **station, cinema, theatre, library, shop, coast, sea(side), beach, country(side), city, jungle, world, ground, weather**. *They will meet at **the** cinema.*

We do not use **the**:

- with uncountable and plural nouns when talking about something in general. *Children shouldn't drink coffee. They should drink milk.*
- with proper nouns. *Kathy is our language teacher.*
- with the names of sports, games, activities, days, months, celebrations, colours, drinks and meals. *They played football with the Smiths on Sunday.*
- with languages, unless they are followed by the word **language**. *Lisa speaks Spanish, English and Italian.* **BUT** *The Catalan language is spoken in Spain.*
- with the names of countries which don't include the word **State, Kingdom** or **Republic**. *Italy, Austria.* **BUT** there are some exceptions: *the USA, the Vatican, the Riviera.*
- with the names of streets (*Oxford Street, Penny Lane*). **BUT** *the M6, the A42, squares (Trafalgar Square), bridges (London Bridge) BUT the Golden Gate Bridge, parks (Hyde Park), railway stations (Euston, King's Cross), mountains (Mount Olympus), individual islands (Corfu), lakes (Lake Erie) and continents (Asia).*
- with possessive adjectives or the possessive case. *These are my books.*
- with the names of restaurants, shops, banks, hotels, etc which are named after the people who started them (*Gino's Italian Restaurant, Plaza Hotel*).
- with the words **bed, hospital, college, court, prison, school, university** when we refer to the purpose for which they exist. *They met at school.* **BUT** *They went to the school to talk to Mrs Clarice.*
- with the word **work** (= place of work). *I will leave work at five o'clock today.*
- with the words **home, mother, father**, etc when we talk about our own home/parents.
- with **by + means of transport** (*bus/ferry/train/car* etc). *We came to Paris by train.*
- with the names of some illnesses. *He's got stomach ache.* **BUT** *flu/the flu, measles/the measles, mumps/the mumps*

Quantifiers

- **Several, (a) few, many, a (large/great/good) number of** are followed by a **countable noun**. *A few cars have GPS.*
- **Much, (a) little, a great/good deal of, a large/small amount/quantity of** are followed by an **uncountable noun**. *There was little coffee left.*
- **A lot of, lots of, hardly any, some, no, plenty of** are followed by a **countable or uncountable noun**. *There is hardly any food left. There are hardly any trees left. There is some toast on the table.*

Further Writing Practice : Reports/Proposals

• Reports/Proposals

Reports and proposals are normally written to someone in authority (e.g. *your employer, the local council, the head of a committee or a peer group (e.g. members of a tennis club), etc*) and contain factual information. Information is presented in separate sections. Each section has an appropriate heading to help the reader identify what the report/proposal is about.

Reports present and evaluate the positive and negative qualities of a person (e.g. a teacher) or a building/place (e.g. a museum, a campsite, a restaurant, a shop, a cinema complex, etc) in order to assess their good and bad points and make a judgement or recommendation about them.

Proposals present suggestions, plans or decisions about future actions.

Reports/Proposals should consist of:

- an **introduction** in which you state the purpose and content of the report/proposal. This section is entitled **Purpose** or **Introduction**.
 - a **main body** in which you present each topic in detail under suitable subheadings.
 - a **conclusion** which summarises the information from the main body and states your general assessment and/or recommendation for future action. This section is entitled **Conclusion/Recommendation**.
- Reports and proposals are written in a formal, impersonal style. You should use factual language, the passive voice and full verb forms. You should also write fairly short sentences to help your reader pick out the information easily. Present tenses are normally used for **reports**. Modals, conditionals or *would* are normally used for **proposals**.
 - A report or proposal usually begins by stating who it is addressed to what their position is, the writer's name and position, what it is about and the date.

e.g. *To: James Harris, Headmaster*
From: Louis Stevens, Teacher
Subject: Sunshine Campsite
Date: 3rd March 20....

Ideas should be linked using linking words and phrases.

- **To list points:** *Firstly/In the first place/To begin with...; Secondly/Then/Furthermore ...; Finally/Last ...*
- **To add emphasis:** *Especially ...; in particular ...; particularly; etc*
- **To make concessions:** *Although ...; while ...; despite the fact that ...*
- **To express cause and effect:** *By (doing this), we could/would ...; (Doing this) would (solve the problem, etc) ...; In this way, we could ...; in order to ...; so that ...' (this) would mean that ...; As a result ...*
- **To make suggestions/recommendations:** *I (would) (strongly) suggest/recommend ...; If we (did this/were to do this) ...; One solution/suggestion would be to ...; it would be a good idea to ...*
- **To express your opinion:** *I feel ...; I believe ...; I am convinced ...; I am confident ...*
- **To conclude:** *In short, In conclusion, On the whole, To sum up, All in all*

PLAN

Introduction

Para 1 state the purpose and content of your report/proposal

Main Body*

Paras 2-5 summarise each point under suitable subheadings
(**report:** positive and negative points
proposal: suggestions/recommendations)

Conclusion

Final para general assessment and/or recommendation/suggestion

* The number of the main body paragraphs may vary depending on the rubric.

- Rubric analysis

1 Read the rubrics and underline the key words. Answer the questions.

You are a volunteer for a conservation group. The group leader had asked you to visit a local school and assess how environmentally friendly it is in terms of waste disposal, water consumption and energy efficiency. Write your **report** for the group leader.

You want to open a small souvenir shop in a busy tourist area in your town and want to get a loan from the bank. Write a **proposal** to support your loan application. Give details of why you need the loan and what you intend to spend the money on.

- 1 What are you going to write?
- 2 Who are you and why are you writing each piece?
- 3 What information should you include in each piece?

- 2 a) Read the report and the paragraph plan. Then fill in the appropriate headings from the list below. There are some headings you do not need.

Recommendation

Energy Use

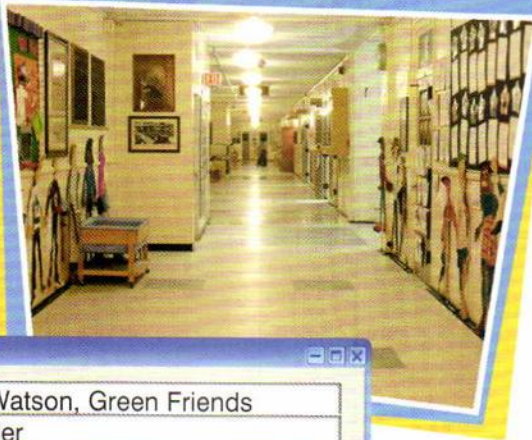
Environmental Awareness

Pupils

Recycling

Water Usage

Introduction



To: Mr Darren Watson, Green Friends Group Leader
From: Barbara Hughes, Green Friends Volunteer
Subject: How green is Greenhill School?
Date: 15th June 20.....

Introduction

The purpose of this report is to assess how environmentally friendly Greenhill School is.

Recycling

The school has a recycling scheme in place. However, not many pupils participate. Also, waste from the school kitchens is thrown straight into the bins instead of being separated into composting bins.

Energy Use

Although there were very few energy efficient light bulbs installed in the school, most classrooms had sufficient daylight so artificial light was not necessary. In addition, the heating system is relatively new and more importantly incorporates solar heating panels.

Water Usage

While there are signs in the school toilets to turn off the taps after use, I found several taps were dripping or even left running. Furthermore, a groundsman waters the lawns every day in the summer with a hosepipe, which I feel is especially wasteful.

Recommendation

In summary, there are a number of areas where improvements could be made such as energy efficient light bulbs, increased recycling and saving water. I strongly recommend a visit from a representative of our group to give a talk. This way we would raise environmental awareness.

Introduction

Para. 1
state purpose of report

Main Body

Para. 2
positive/negative points related to first topic

Para. 3
positive/negative points related to second topic

Para. 4
positive/negative points related to third topic

Conclusion
Para. 5
overall assessment & recommendation

- b) Complete the table with ideas from the report.

Positive points	Negative points

- 3 Find examples of formal style in the report. Compare with a partner.

- 4 Which linkers have been used in the report in Ex.2a to:

- list points?
- add emphasis?
- make concessions?
- express an opinion?
- make recommendations/suggestions?
- express cause and effect?
- conclude?

Suggest other synonymous ones.

- 5 Complete the sentences with: *although, however, in addition to, to sum up, unfortunately, as, alternatively.*

- 1 There is a wide choice of courses on offer and short courses are available at reasonable rates., part-time courses are not available.
- 2 it is quite close to the city centre, it is difficult to find parking.
- 3 Membership fees are quite reasonable., there is no discount for students or the unemployed.
- 4, I would highly recommend Grange Manor for the reception.
- 5 having highly trained and polite staff, the centre also has a first-aid station with a qualified nurse on duty 24 hours a day.
- 6 The park is conveniently located it is only 45 minutes by coach., if travel by train is preferred, this journey will take 50 minutes.

- Style in reports

6 Read the rubric and underline the key words. Then read the two models. Which is not appropriate? Give reasons. Think about: layout, grammar, style, points not covered.

You work part-time for a travel agency and have been asked by your employer to visit Doric Holiday Apartments, rate its facilities and assess its suitability as family accommodation. Write your **report**.

MODEL A

To: Mr Brown, Manager, 'Travel Right'
From: Jane Sharp, Assistant Travel Agent
Subject: Doric Holiday Apartments
Date: 8th July 20....

Introduction

The purpose of this report is to assess the suitability of the Doric Holiday Apartments as family accommodation.

Location and Access

Doric Holiday Apartments is conveniently located on Ocean Drive only 50 metres from the sea. The train station is 10 minutes on foot or 3 minutes by taxi. There are numerous restaurants, cafés and amenities close by and there is parking available for guests.

Facilities

The accommodation consists of 4 large apartments for 6-8 people and 6 medium-sized apartments for 3-4 people. Each apartment has a fully equipped kitchen and there is also a washing machine, a TV and a hairdryer. There is no maid service or restaurant and only some rooms have a sea view.

Cost

Prices are reasonable in low season but are rather expensive in July and August. There is a 10% discount for stays of 10 days or more.

Recommendation

In conclusion, Doric Holiday Apartments would be suitable for family accommodation. It is ideally located and easy to access with plenty of parking. The apartments are roomy and offer everything a family needs for a self-catering holiday. However, those on a tight budget should avoid staying in July or August.

MODEL B

To: Dan, the manager
From: Jane
Subject: Doric Holiday Apartments
Date: 8th July 20....

Here's that report you asked for about the suitability of the Doric Holiday Apartments as family accommodation.

First of all, it's in a great location on Ocean Drive only 50 metres from the sea. It's handy for the train station which is 10 minutes on foot or 3 minutes in a cab. There's loads of restaurants, cafés and other stuff close by and there is lots of parking available for guests, too.

It's got quite a few apartments and they all looked OK to me. They all had cooking facilities as well as a washing machine, a TV and a hairdryer. There was no restaurant though which is a pity.

All in all, I think Doric Holiday Apartments seems alright for family accommodation. It is everything a family needs for a nice holiday.



7 Complete the table with phrases from the models.

Informal style	Formal style
•	•
•	•
•	•
•	•
•	•
•	•
•	•

- Proposals

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

You are the secretary of a local youth club which needs to move somewhere bigger. Write a **proposal** in support of your application to the town council to make use of some disused office space for the youth club. Include what changes you would make and how you could help to reduce the cost of converting the space.

- 1 What are you going to write?
- 2 Who is going to read your piece of writing?
- 3 Which of the following ideas can you use? Decide in pairs.
 - sell the old office furniture
 - hold a bake sale
 - buy second-hand furniture
 - charge a membership fee
 - ask local businesses to donate services for free
 - organise fundraising activities with youth club members

9 Read the model and complete the paragraph plan.

10 Replace the linkers with other appropriate ones. What style has been used? Give examples.

however:
on the other hand:
Also:
Firstly:
Secondly:



To: Bramley Town Council
From: James Smith, Secretary, Bramley Youth Club
Subject: The conversion of Mill Street offices into the new youth club
Date: 20th July 20....

Purpose

This proposal outlines our plans for converting the disused office space on Mill Street into the new location for Bramley Youth Club and offers suggestions for saving money on the renovations.

Renovations

The exterior of the building only needs painting. We would like, however, to put up a sign to show that this is where the youth club now is. The interior, on the other hand, would require great changes such as replacing the furniture and carpets and repairing the lighting and plumbing.

Proposed Cost Cutting

One way of reducing the cost of the renovations would be to ask youth club members and their families to help in their free time. Another suggestion would be to ask local tradesmen to offer their services cheaply or even without charge. Also, if the furniture and fittings were bought second-hand, this would cut costs considerably.

Proposed Fundraising Activities

We could hold a number of events to raise funds. Firstly, we could organise events such as a fun run or a family fun day and barbecue. We could also sell refreshments to raise funds. Secondly, we could involve the local press to publicise the events to attract participants and donations.

Conclusion

I hope that the plans I have outlined above meet with your approval and will receive your serious consideration.

**Introduction
Para. 1**

.....
.....

**Main Body
Para. 2**

.....
.....

Para. 3

.....
.....

Para. 4

.....
.....

**Conclusion
Para. 5**

.....
.....

11 Mark the statements below as T (true) or F (false).

In formal style we use:

- 1 sophisticated sentences ...
- 2 factual language ...
- 3 colloquial expressions ...
- 4 formal linking words/phrases ...
- 5 short forms ...
- 6 advanced vocabulary ...
- 7 personal language ...
- 8 everyday vocabulary ...
- 9 passive voice ...
- 10 impersonal language ...

12 The extracts below are written in a wrong style. Use the phrases in the list to rewrite them in a more suitable style.

- A** • finally • for example • excellent
• in addition • therefore • wealth

Thornton Sports Centre is one of the best sports facilities in the city. **1) I mean**, it is located close to public transport links and **2) so** it is easily accessible from all over the city. **3) And**, it has a **4) lot** of sports on offer as well as professional fitness instructors on hand. **5) The last point I want to make is**, there are **6) good** facilities for people with special needs.

- B** • the suitability of • the purpose of this report is • assess

1) I'm writing this report to
2) think about **3) how good it would be to have** The Grande Hotel as a venue for the company Christmas party.

- C** • attract • to sum up • mentioned

1) In a nutshell, Bistro Paris would **2) get** more customers if the changes **3) that I told you about before** were made to the décor and the menu.

- Introducing/Concluding a report/proposal

You can start a report/proposal with these phrases:

The purpose/aim of this report is to ..., As requested, this report/proposal ...

You can end a report/proposal with these phrases:

On the whole,.../All in all, ..., To sum up, .../In conclusion, ..., Therefore, .../As a result ... etc

13 a) Read the rubric and underline the key words. What information do they give you about: type of writing? topic and intended reader?

You are in a sports team which has been invited to play in a tournament in another city. The coach has asked you to help organise the accommodation. He has asked you to write a report about the suitability of The Aqua Hotel. Write your **report**, including information about the location, rooms, facilities and the good and bad points about the hotel.

b) Complete the table with the points in the list. Which points are positive/negative?

- special rate for groups • every room has an ensuite bathroom
- in nice area with a variety of entertainment nearby
- large comfortable lounge and bar area
- all rooms have TV and phone • no room service
- 10 minutes from stadium • 24-hour reception
- no safe available • no air-conditioning • maid service daily
- close to public transport links • reasonable room rates

Location	
Rooms	
Facilities	

c) Think of a suitable introduction. What recommendation would you make?

14 a) Read the rubric and underline the key words, then answer the questions.

You have recently started working at a café. The manager wants to make it more popular with teenagers and has asked you to write a **proposal** making your suggestions. Write your **proposal**.

- 1 Who is going to read your proposal?
- 2 What is the purpose of the proposal?
- 3 What subheadings could you use?

- b) Match the main points to the suggestions. Then make sentences using appropriate linking words/phrases.



Main Points

- 1 not many teens know about café
- 2 décor is not attractive to teens
- 3 teens need more than food & drink for entertainment
- 4 teens like international food

Suggestions

- A ☐ install a video game or a pinball machine, play modern music or show MTV
- B ☐ offer more international dishes (e.g. pizza, kebabs, hot dogs, tacos)
- C ☐ use bright colours and add modern fittings
- D ☐ give out leaflets at schools/colleges to publicise café

- c) Choose suitable subheadings for the main body paragraphs of the proposal. Then match them to the main points (1-4) in part b, as in the example.

A Menu	☒	4
B Décor	☐	☐
C Publicity	☐	☐
D Opening hours	☐	☐
E Location & Accessibility	☐	☐
F Entertainment	☐	☐

- Discuss & Write

15 Read the rubrics 1-4, underline the key words and answer the questions.

- 1 Your local town council wants to celebrate the history and culture of your town by commemorating the achievements of well-known local people. They have invited the public to send in proposals stating who they think should be chosen and in what ways his or her life should be celebrated. Write your **proposal**. (120-180 words)
- 2 You work for the local tourist office and your manager has asked you to write a report on the information provided for tourists concerning public transport in the area and suggesting what improvements could be made. Write your **report**. (120-180 words)

- 3 The headmaster of the school where you teach has asked you to write a report on the after-school activities the school offers. You should include information on the facilities provided and make suggestions about how the activities could be made more popular. Write your **report**. (120-180 words)

- 4 A large disused building in your area is going to be modernised and used for young people. The council has asked people to send in their proposals for two main uses of the building and how they would improve life for local young people. You are a local youth group leader and have decided to send in a proposal. Write your **proposal**. (120-180 words)

- 1 Who is going to read your piece of writing?
- 2 Who are you in each piece?
- 3 Why are you writing each piece?
- 4 What style should you use?
- 5 What subheadings can you use?
- 6 What linking words can you use?

16 Choose two of the tasks from Ex. 15 (one report, one proposal) and write them. Swap with your partner. Evaluate your partner's piece of writing using the checklist below.

Organisation

- Does the report/proposal follow a specific layout?
- Are there subheadings? Are they clear to you?
- Does the introduction clearly state the purpose of the report/proposal?
- Does each main body paragraph present a separate point?
- Does the conclusion summarise the report/proposal and give an assessment or recommendation?

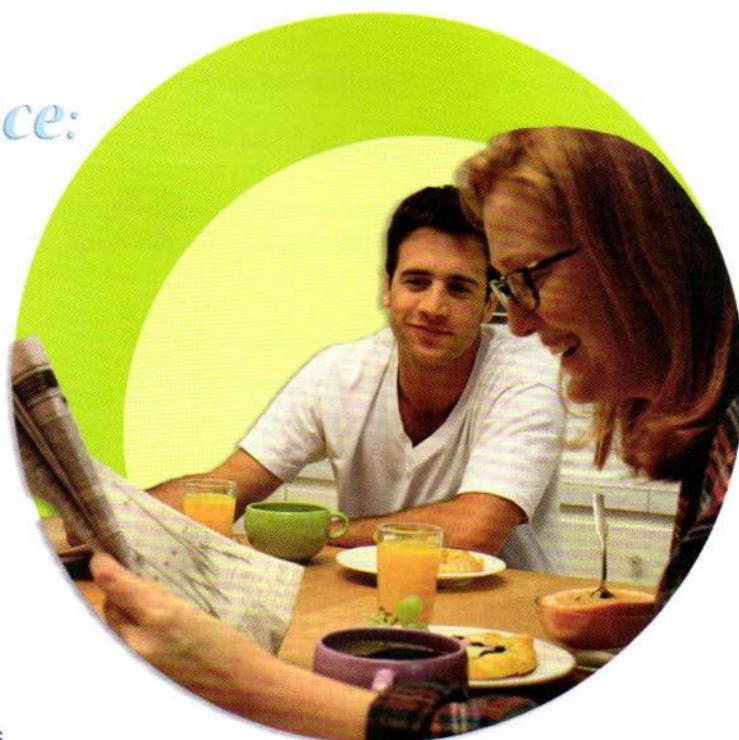
Language

- What style is the report/proposal written in?
- Are the sentences fairly short, using factual language?
- Which tenses are used?
- Has advanced vocabulary been used?
- What linking words/phrases have been used?
- Are there any spelling, grammar and/or punctuation errors?

Further Writing Practice: Articles

• Articles

- Articles are pieces of writing published in newspapers, magazines, leaflets or on the Internet. They can be semi-formal or informal depending on the intended reader. An article is usually written **to express an opinion or describe a person, place, event or experience**. It can also include suggestions, advice or a recommendation.
- Depending on the reason(s) why an article is written, it may contain **argumentative, narrative or descriptive** techniques.
- An article should consist of:
 - an interesting title,
 - an introduction which clearly presents the topic,
 - a main body which develops the theme,
 - a conclusion that summarises the main points and/or restates an opinion, makes a suggestion/recommendation etc.
- To grab the reader's attention and keep their interest, an article should have:
 - an eye-catching title.
 - a wide range of vocabulary.
 - a variety of adjectives/adverbs.



• Titles

An article should have a title which summarises the main topic in an interesting way. The title should be eye-catching because its purpose is to arouse the reader's curiosity.

1 Read the titles. Which title best matches the articles below? Give reasons.

A My Ideal Music Show

D WHAT TO WEAR

B ANGELINA IS TERRIFIC!

E My Collection

C Music I Like

F Teen Trends

1

You see this announcement in an international magazine. 'If you could change places with any living famous person for one day, who would you choose, and why?' The best article will be published in next month's issue of the magazine. Write your article.

2

International Fashion magazine has asked its readers for articles about what young people like to wear in your country and why. What advice would you give to someone who wanted to be fashionable? The best articles will be published in the magazine. Write your article.

3

Your local radio station has asked its listeners to write about their ideal music show. The best article will win £500 worth of CDs. Write an article saying what type of music you like and make your suggestions to make the show popular.

4

Your school magazine has asked for articles from students on the topic of collecting. They want students to write about what they collect, and why and say why their collection is important to them. Write your article.

PLAN

TITLE

Introduction

Para 1 introduce the topic

Main Body*

Para 2-4 develop the topic (covering all the points mentioned in the rubric)

Conclusion

Final para summarise & make final comments (restate your opinion/advice/suggestion/recommendation etc)

*The number of paragraphs in the main body, depends on the number of viewpoints included.

- Interpreting rubrics

2 Look at the rubrics below and underline the key words. What type of article does each one ask for?

- | | | |
|--------------------------|----------|--|
| ☐ | a | A descriptive article giving an opinion |
| ☐ | b | An opinion article giving justifications |
| ☐ | c | A descriptive article giving advice |
| ☐ | d | An opinion article making suggestions |

- 1 You see the following announcement in an international travel magazine. 'What does your town have to offer visitors? Describe its best features. Can anything be done to improve it? The best answer will be published next month.' Write your article.
- 2 You see this notice on your school noticeboard. 'What is your favourite sport and why? What advice would you give someone wanting to take it up? The best article will win a £100 voucher to spend at JM Sports.' Write your article for the competition.
- 3 You see the following notice in an international magazine. 'Where in the world would you most like to go and why? Send us your articles and you may win a trip there!' Write your article for the competition.
- 4 A popular teen magazine is looking for its readers' favourite celebrity. Describe your favourite celebrity and say why you think they should be voted 'Celebrity of the Year'. Write your article.

- Introductions & Conclusions

Opening and closing paragraphs can be the most difficult parts of an article to write. It is here that you should use techniques and devices to either draw the reader in to read more of your article (in the introduction) or leave the reader feeling satisfied and/or leave them with something to think about (in the conclusion).

These techniques include:

- offering a general thought or objective statement, *e.g. Today it's the clever people behind the scenes that make a musical band successful, rather than the musicians themselves.*
- addressing the reader directly, *e.g. Have you ever ...? What would it be like ...?*
- asking a rhetorical question, *e.g. Most people would like to have a house of their own. Wouldn't you?*
- using a quotation, *e.g. As Samuel Johnson said, "When a man is tired of London he is tired of life."*

3 Look at the paragraphs. Which are introductions/conclusions? What techniques have been used in each?

A

On the whole, Amsterdam is a wonderful city with a lot to offer. Whether you love night clubs, cafés and bars, or if you prefer parks, museums and culture, Amsterdam can cater to your tastes. Highbrow or lowbrow, there is something for everyone, and I recommend it as the perfect city destination to suit all tastes and budgets.



B

All in all, I think Bill Tilden, a great player from the early days of the sport, said it best: "Tennis is more than just a sport. It's an art, like the ballet, or like a performance in the theatre."

C

More than any other type of music I enjoy classical music. Contrary to popular belief it is not just for old people. Classical music has structure and beauty. It is complex and diverse and it is more mainstream than you may realise.



D

Anywhere in the world can be the most beautiful place in the world depending on whose eyes it is being seen through. Therefore, in my opinion there is no place more beautiful than the small village in the heart of the English countryside where I was born.

E

Overall, of all the people throughout history, Nelson Mandela has my admiration and respect, not only for being a great statesman and peacemaker but also for his work for social and human rights. His commitment to fighting AIDS and his support for worthy causes and charities is unsurpassed.



- Model Analysis

4 a) Read the rubrics. Which asks you to: explain and suggest? describe and explain?

- 1
- Why do you enjoy reading?
 - What books would you advise someone your age to read?
- We will publish the best article and give the writer £100.

- 2
- What is the best concert you've ever been to?
 - Why did you like it?
 - What was so special about it?
- Write an article answering these questions and the best one will receive two tickets to the Rockwave Music Festival.

b) Read the models and match them to the rubrics. What plan does each model follow? Which techniques have been used in the opening and closing paragraphs? In pairs, write alternative opening/closing paragraphs for each model using a different technique.

c) Think of an appropriate title for each article.

MODEL 1

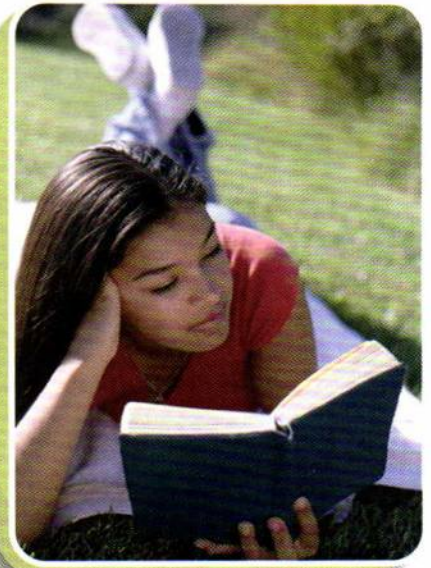
There is nothing I enjoy more than getting lost in the pages of a good book. Reading material is all around us all the time and books are not only an important learning tool but also a great means of entertainment.

Reading opens up whole new worlds to the reader. If you read for study purposes or to find information, then you can learn about a million things from historical events to how much tea there is in China. Perhaps you prefer fiction or adventure stories. You can be a hero, a pirate, a wizard or anyone you want in the pages of a book.

Reading also helps broaden the mind. There is much more to it than simply understanding what is written. Readers quickly learn to analyse what they read and develop a critical approach that helps them to formulate their own ideas and opinions.

There are a number of books that I would recommend to a reader my age. I loved the *Harry Potter* books and *His Dark Materials* by Philip Pullman. They are full of action and vivid descriptions. The characters are great, too.

To my mind, there is nothing better you can do with your time than read. After all, as Sir Richard Steele said, "Reading is to the mind what exercise is to the body."



MODEL 2

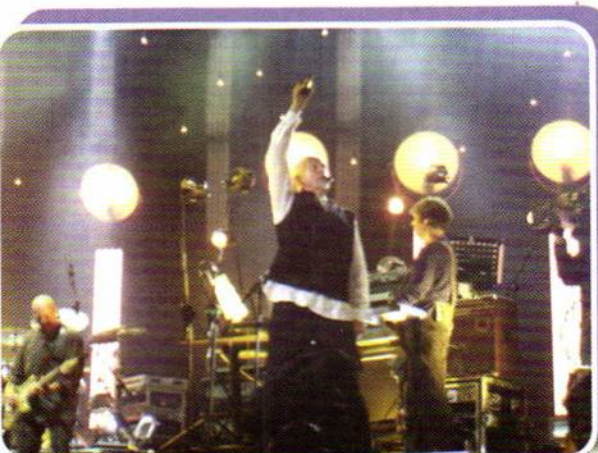
More than anything else I love listening to music, especially live music. The best concert I have ever been to was *Hyde Park Calling* in London last year.

It took place in June in Hyde Park. It started in the afternoon and carried on into the evening. There was an impressive programme. Top of the bill was Peter Gabriel, then Crowded House, The Feeling and Ghosts.

The performances were excellent. The sound quality was fantastic and the atmosphere was brilliant. There were huge crowds of people and we all danced and sang along to the music. It actually rained at one point but it didn't dampen our spirits one bit.

What made this concert so special was the fact that two of my all-time favourite performers were in the same place at the same time. I have loved Peter Gabriel since I was a kid and I never thought I would get the chance to see him perform live as he is quite old now. Also, Crowded House had actually split up but reformed again and went on tour to promote their Greatest Hits album. I was very lucky to get to see them both.

I had a wonderful time and an unforgettable experience. I can't wait to go again this year and if you get the chance to go you should too.



5 a) Read the extracts below. Which uses *narrative, descriptive or argumentative* techniques?

1 Ibiza is an island of extremes. For the person who likes nightlife and a party atmosphere, San Antonio offers all this and more. If, on the other hand, you prefer a quiet relaxing holiday with sandy beaches and beautiful scenery, then Portinatx on the other side of the island is the place for you.



2 In my opinion, eating junk food is self-destructive behaviour. There is no nutritional value in food that is full of sugar, salt and fat. It simply makes sense to eat a well-balanced healthy diet with plenty of fresh fruit and vegetables. You will look good, feel good and live a lot longer.



3 I have never had such a fantastic time. The stage show was excellent. The music was fantastic and the atmosphere was amazing. The audience was on their feet the whole time dancing and singing along to the music. I felt energised and really happy and if you ever get the chance to see them perform, I'm sure you will enjoy the experience as much as I did.



4 The main change I would suggest for the evening television schedule is that the current excess of vintage comedy programmes be replaced with quality documentaries and dramas. Children's programmes and family entertainment would be best scheduled between 4 pm and 6 pm followed by the early evening news signalling a change to more serious programming.



b) Which extract(s) express an opinion, make a suggestion, describe an experience, describe a place, give advice, recommend something?

• Discuss & Write

6 a) Read the rubrics, underline the key words and answer the questions.

1 You see the following announcement in an English language paper.

Theatre, Cinema or Concert?

Which form of entertainment do you think is best and why? What is your favourite form of entertainment? Write us an article telling us what you think. The best article will receive €150. Write your **article** (120-180 words).

2 An international magazine is looking for articles about artists/musicians/writers/dancers/filmmakers who have made a big impact on culture and the arts in the last 50 years.

Write an article about someone you think has made an important contribution to modern culture through their work.

Write your **article** giving examples (120-180 words).

3 You see the following notice on your school noticeboard.

What is your most memorable experience?

Can you write an article describing your most vivid memory? Explain what happened and why it was so memorable. The best article will appear in the school magazine.

Write your **article** (120-180 words).

- 1 What does each rubric ask you about?
- 2 Who is going to read your piece of writing?
- 3 What paragraph plan will you follow?

b) Choose one rubric and write your article.

7 Swap papers and evaluate your partner's piece of writing. Use the following checklist.

- Does the article answer the rubric?
- Is there a title to the article?
- Is the article divided into paragraphs?
- What techniques have been used in the opening/closing paragraphs?
- Is the style appropriate?
- Has a wide range of vocabulary been used?
- Are there any grammar/structural mistakes?

Further Writing Practice: Reviews

- A review is a brief description of a book, film, play, album, restaurant, PC game, etc. A review gives the main points of the plot, event, etc including the writer's comments/recommendation.
- When writing a review, consider the tenses you should use for each paragraph. When describing the plot, present tenses 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.

Useful language

Background

The film/story is set in ...; This well-written/informative/fascinating book ...; This original first novel/album ...; The decor is very elegant ...; The book/novel was written by ...; The film is directed by ...; The work is based on ...; The atmosphere is very lively.

Main points of the plot

The plot focuses on ...; The story begins/concerns/is about ...; The plot has an unexpected twist ...; The film reaches a dramatic climax ...; The plot is (absolutely) thrilling/(rather) boring.

General comments and opinion

It is rather confusing/long/slow/boring.; The cast is excellent/weak/awful/unconvincing.; The script is clever/dull/exciting.; It has a tragic/surprising/dramatic end.; It is beautifully/poorly/badly written.; It doesn't come across as ...; The arrangements are simple/effective/complicated.; rich/dull sound; catchy tune; features a variety of musical instruments; powerful/weak voice

PLAN

Introduction

Para. 1 Background (setting, type of story, characters)

Main Body

Para. 2 Main points of the plot/event, etc

Para. 3 General comments

Conclusion

Para. 4 Recommendation

1 Choose the correct word. Which sentence is about a film, a concert, a book, a festival, a music CD, a school play, a console game?

- 1 Despite being a(n) **amateur/professional** performance, it was well-acted and very entertaining.
- 2 It is **set/situated** in the English countryside in the 1920s.
- 3 James McAvoy **portrays/acts** the quiet accountant who is transformed into an assassin.
- 4 The album is sure to be a **bestseller/chart** topper.
- 5 It has great design features, superb **pictures/graphics** and is really fun to play.
- 6 It was the worst live **performance/appearance** I have ever seen and I was very disappointed.
- 7 It was a fun **occasion/occurrence** with food, music and competitions – a great day out for all the family.

2 Read the extracts. What is each review about? Which is part of a letter?

A

The stage show was fantastic and the atmosphere was brilliant but the sound quality was disappointing. That is to say, he does not sing well live. The audience made up for it though by singing along to every one of his songs.



B

You should definitely get this game. It's just the sort of thing you'll like. It's got lots of action, 5 skill levels and hidden bonuses. You can play as a hero or a villain. I just know you'll love it. I just can't stop playing it.

C



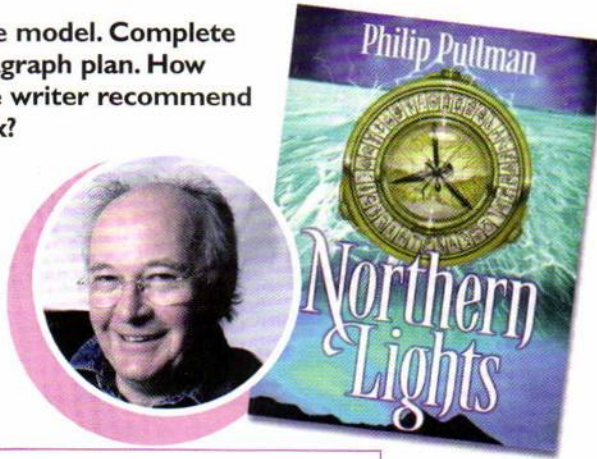
Wanted is an action adventure film that follows the transformation of Wesley Gibson, a quiet accountant, into an assassin trained to kill by a secret fraternity so he can take revenge for his father's death. It is a beautifully acted and fast-paced thriller with lots of explosions and guns co-starring Angelina Jolie.

3 a) Read the rubric, underline the key words and answer the questions.

Your school magazine has asked students to submit reviews of books they have read recently. Write your review giving a brief summary of the plot and saying why you think other people may like it.

- 1 Who is going to read your review?
- 2 Which tenses should you use?
- 3 How could you recommend it?

b) Read the model. Complete the paragraph plan. How does the writer recommend the book?



Northern Lights, the first book of *His Dark Materials* trilogy by Philip Pullman is a fantasy adventure for young adults. It is set in a parallel universe where everyone's soul is an animal, called a daemon, that follows them everywhere. The main character is Lyra Belacqua, an orphan living at Jordan College, Oxford.

Lyra becomes involved in a series of strange events that she unintentionally sets in motion when she saves her uncle's life by chance. Her best friend, Roger, is kidnapped by people known only as 'gobblers' who are experimenting on children and their daemons. Lyra joins forces with a race of people called the Gyptians to try and rescue all the stolen children. On her journey to the north, she becomes friends with a warrior polar bear, a witch and a sky pilot and uses a compass that answers questions. She finds out that her mother, Mrs Coulter, is in charge of the gobblers and discovers that her uncle, Lord Asriel, is really her father.

The book is a well-written fast-paced adventure. The heroine is resourceful and independent. It is an epic story with many memorable scenes that feed the imagination, though some parts are a little gloomy.

Overall, I found this book to be highly enjoyable and entertaining. Although it was a little dark in parts, it is a thrilling story that takes you on an exciting magical adventure which makes you eager for the sequel.

**Introduction
Para. 1**

.....
.....

**Main Body
Para. 2**

.....
.....

Para. 3

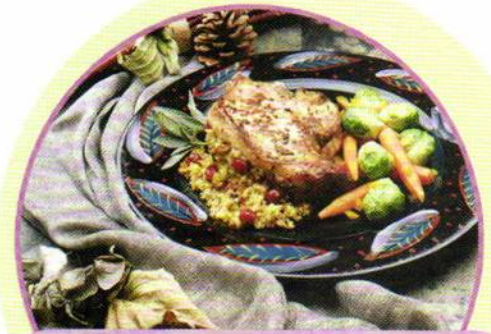
.....
.....

**Conclusion
Para. 4**

.....
.....

4 a) Read the extract from a restaurant review and replace the words in bold with their opposites from the list.

- helpful • comfortable • colourful
- modern • impressed • delicious
- varied • quick



The Gables Restaurant has a very 1) **old-fashioned** décor with 2) **cramped** seating and 3) **plain** furnishings. I was very 4) **disappointed** by the 5) **restricted** menu and I had the most 6) **disgusting** meal ever. The staff were 7) **unhelpful** and the service was 8) **slow**.

b) Read the extract from a theme park review and insert adjectives/adverbs from the list to make it more interesting.

- enjoyable • gentle • relatively
- traditional • sensational • wide
- exciting



The rides catered to a range of age groups and included rides such as roller coasters as well as other rides such as merry-go-rounds and a miniature railway. In addition, the stalls and sideshows offered fun for all the family with games of skill and games from times gone by.

- 5 a) Compare and contrast the two models.
Which seems more appropriate to you?
Why?

b) Which model:

- uses a variety of adjectives?
- is informal in style (e.g. uses short sentences, contractions, colloquial language)?
- doesn't give reasons for its recommendation?
- uses simple linking words?
- doesn't have paragraphs?



MODEL A

COLDPLAY: VIVA LA VIDA

Coldplay's latest CD *Viva la Vida* is really great. There are ten main tracks and two bonus tracks. The CD's first single *Violet Hill* is really good. *Viva la Vida* is the second single and it is really good, too. *Cemeteries of London* is a really catchy tune. I really liked this song! It was my favourite. I also liked *Lovers in Japan*. It reminded me of the Far East. This album is already in the top ten in the UK and the USA. If I were you, I would go out and buy this CD right away!

MODEL B

COLDPLAY: VIVA LA VIDA

Viva la Vida by Coldplay is a fantastic CD and may possibly be their best to date. There are ten main tracks and two bonus tracks to enjoy, each one offering something unique. In fact, the whole album takes a new direction for the band and, as the title suggests, there is a Hispanic influence.

The CD's first single, *Violet Hill*, is an anti-war protest song with a soft beat and a steady rhythm. The rich sound of the title song and second single, *Viva la Vida*, is interesting and unexpected. Actually, so is the whole album, with its unusual blend of moody instrumentals and techno sounds in a mixture of emotional songs and cheerful tunes. *Cemeteries of London* starts off softly with dark lyrics and lots of atmosphere and then changes tempo into a catchy tune that will have you singing along with it. Then *Lovers in Japan* is a melodic song with a rich sound and an influence from the Far East.

This album has already reached the top ten in both the UK and the USA album charts and is not about to stop there. Coldplay will continue to captivate audiences all over the world with their unique sound and alternative rock tunes. I definitely recommend that you buy this CD. It's a must for any collection.

- 6 Look at Model B. What is each paragraph about? Think of another way to recommend the CD.

- 7 Think of your favourite CD.

- What is its name?
- Who is it by?
- How many songs has it got?
- What is the album about?
- Which are the best songs?
- How would you recommend it?

Answer the questions. Use your answers to tell the class.

- 8 Read the film review below and put the paragraphs into the correct order. What is each paragraph about?

The Dark Knight

- A** The film is a fantastic action film full of spectacular chases and amazing special effects. The actors, in particular Ledger, give magnificent performances and the directing is first class.
- B** *The Dark Knight* is the latest Batman film in which he joins forces with the chief of police and the DA to fight a bank robber who calls himself the Joker. The film is directed by Christopher Nolan and stars Christian Bale as Batman/Bruce Wayne, Gary Oldman as Lt Jim Gordon, Aaron Eckhart as DA Harvey Dent, Maggie Gyllenhaal as assistant DA Rachel Dawes, the woman Batman loves, and the late Heath Ledger as the Joker.
- C** This film is a must see. It will keep you on the edge of your seat and haunt you long after it's over. Don't miss it!
- D** Set in Gotham City, the story starts right where *Batman Begins* left off. Bruce Wayne teams up with Lt Gordon and DA, Harvey Dent to rid the city of organised crime, but a new criminal mastermind who calls himself the Joker starts a reign of terror and brings chaos to the city. The five main characters weave in and out of a complex and unforgettable story which twists and turns to an ultimate showdown between good and evil.



- Discuss & Write

- 9 a) Read the rubrics, underline the key words and answer the questions.

1 Your English teacher has asked your class to write a review of a film they have seen recently. The best one will be published in the school magazine. Write your review including details about the characters and plot and whether you recommend it.

2 An English language magazine has asked its readers to send in reviews of their favourite books. Write your review giving details about the main characters and the story. Say why you like it and make a recommendation.

- 1 What does each rubric ask you to write?
- 2 Who is going to read your piece of writing?
- 3 What paragraph plan will you follow?
- 4 How would you recommend it?

- b) Choose one rubric and write a review.

- 10 Swap papers and evaluate your partner's piece of writing. Use the following checklist.

CHECKLIST FOR REVIEWS

- Does the piece of writing answer the rubric?
- Is the review divided into paragraphs?
- What paragraph plan has been followed?
- Is the style appropriate?
- Has a wide range of vocabulary been used?
- Are there any grammar/structural mistakes?

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 have 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 **see 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 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)
cure for (n)
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)

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/

laughs, spots, drips, racks

/ɪz/ after /z/, /dʒ/, /tʃ/, /s/, /ʃ/

houses, dodges, ditches, passes, lashes

/z/ after /b/, /g/, /m/, /d/, /l/, /n/, /v/ or any vowel sound

dabs, rigs, beams, thrills, pains, leaves, toys

Pronunciation of -ed ending

/ɪd/ after /t/, /d/

lifted, branded

/t/ after /k/, /tʃ/, /f/, /s/, /ʃ/, /p/

baked, matched, laughed, lanced, dashed, trapped

/d/ after /b/, /dʒ/, /m/, /v/, /g/, /l/, /n/, /z/, vowel + /r/

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			
bite	bit	bitten	make	made	made
blow	blew	blown	mean	meant	meant
break	broke	broken	meet	met	met
bring	brought	brought			
build	built	built	pay	paid	paid
burst	burst	burst	put	put	put
buy	bought	bought			
			read	read	read
can	could	(been able to)	ride	rode	ridden
catch	caught	caught	ring	rang	rung
choose	chose	chosen	rise	rose	risen
come	came	come	run	ran	run
cost	cost	cost			
cut	cut	cut	say	said	said
			see	saw	seen
deal	dealt	dealt	sell	sold	sold
dig	dug	dug	send	sent	sent
do	did	done	set	set	set
draw	drew	drawn	sew	sewed	sewn
drink	drank	drunk	shake	shook	shaken
drive	drove	driven	shine	shone/shined	shone/shined
			shoot	shot	shot
eat	ate	eaten	show	showed	shown
			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
			sweep	swept	swept
get	got	got	swim	swam	swum
give	gave	given			
go	went	gone	take	took	taken
grow	grew	grown	teach	taught	taught
			tear	tore	torn
have	had	had	tell	told	told
hear	heard	heard	think	thought	thought
hide	hid	hidden	throw	threw	thrown
hit	hit	hit			
hold	held	held	understand	understood	understood
hurt	hurt	hurt			
			wake	woke	woken
keep	kept	kept	wear	wore	worn
know	knew	known	win	won	won
			write	wrote	written
lead	led	led			
leave	left	left			

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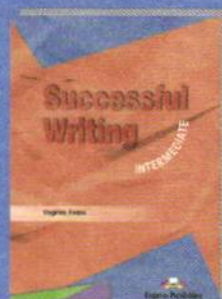
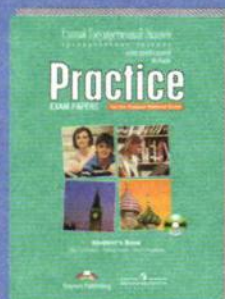
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