



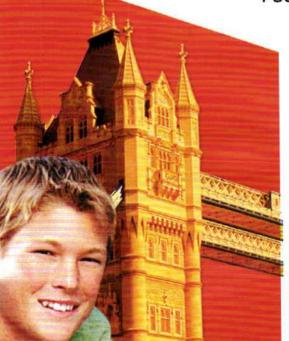
ЗВЕЗДНЫЙ английский

АНГЛИЙСКИЙ ЯЗЫК

9 класс

Учебник для общеобразовательных учреждений и школ с углублённым изучением английского языка

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Учебник является центральным элементом учебно-методического комплекта серии «Звёздный английский» для учащихся 9 класса общеобразовательных учреждений и школ с углублённым изучением английского языка. Отличительной особенностью УМК является модульное построение учебника, наличие аутентичного материала о России, заданий, соответствующих требованиям международных экзаменов, готовящим постепенно к Государственной итоговой аттестации в 9 классе. Материалы учебника способствуют достижению личностных, метапредметных и предметных результатов обучения. Учебник получил положительные заключения РАН и РАО и рекомендован к использованию в образовательных учреждениях.

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Revision pp. 127-132; Vocabulary Bank pp. VB1-VB31; Writing Bank pp. WB1-WB6; Grammar Reference pp. GR1-GR23; American English — British English Guide p. GR24; Use of English pp. EU1-EU10; Key Word Transformations pp. KWT1-KWT3; Word List pp. WL1-WL10; Irregular Verbs



Disasters

- Use the words to complete the spidergrams.
 - rail accident tsunami earthquake
 - · landslide · flood · freak storm · war
 - factory explosion
 plane crash
 avalanche
 - · road accident · volcanic eruption





Shops

- Write the name of the shop.
 - 1 It sells boots and sandals. s ____ s ____
 - 2 You can find trousers and shirts there.
 - c ____ s ___
 - 3 You can buy aspirin there. c _____'s
 - 4 It sells gold bracelets and rings.
 - j _____'s
 - 5 You can have your hair permed there.
 - h____ s ____
 - 6 You can have your eyes tested there.
 - o ______'s
 - 7 You can buy minced meat there.
 - b _____'s
 - 8 It sells roses and carnations. f ______'s
 - 9 It sells muffins and bread rolls. b _____'s
 - 10 You can buy stamps there. p ____ o _____

Faulty products

- Choose the correct word.
 - 1 I can't carry the bag. The strap is broken/injured.
 - 2 I need to have the lens replaced. It is scratched/ hurt.
 - 3 Don't use this teapot. The lid is cracked/torn.
 - 4 Don't drink from this mug. There's a hole/chip in it.
 - 5 I can't wear my sandals. The heels are cracked/ broken.
 - 6 Don't wear this shirt. One button is missing/ damaged.

Shopping

Match the words to form phrases.

1	designer	A conditions
2	recycled	B prices
3	working	C resources
4	to shop	D labels
5	low	E products
6	to spend	F online
7	fairtrade	G retailer
8	natural	H wisely
327	The same of the sa	

Social issues

- 5 Fill in: donate, volunteer, join, improve, pick up, raised.
 - 1 We should all help the quality of life in our city.
 - 2 Don't throw away things you don't need. them to a charity.
 - 3 the litter you threw on the street.
 - 4 He decided to at an animal shelter during summer.
 - 5 They funds for the homeless by organising a music festival.
 - 6 She decided toan environmental group.
- 6 Match the words to form phrases. Which of these problems are environmental?

t-diam		
opulation	В	population
geing	C	animals
ater	D	waste
ray	E	growth
THE RESERVE OF THE PARTY OF THE	F	gases
	geing vater cray reenhouse	geing C vater D cray E

Literature

- 7 Choose the odd word out.
 - 1 mysterious gripping poorly-developed romance plot
 - 2 fantasy well-rounded likeable shallow characters
 - 3 confusing historical flat unexpected ending
 - 4 horror mystery classical adventure story

Startermodule

Choose the correct word. 1 She doesn't like classic writing/fiction. 2 The book is a waste/loss of time. 3 I'm not so interested/keen on crime stories. 4 The plot was clever and original/true. 5 I don't really enjoy historic/historical fiction stories. 6 The main/chief character is accused of a crime. 7 The fast-paced plot keeps readers absorbed/ thrilled to the very end. 8 The plot has an unexpected appeal/twist when one of the characters is found dead. 9 The story is set/based in the Middle Ages. 10 The novel is sure to be a box office hit/bestseller. **Education & Learning** Fill in: won, did, drop out, memorise, enrolled take, recalling, tutor. 1 He was forced to of college because he couldn't pay the tuition fees. 2 He a scholarship to a college. 3 After finishing school, she at university to study Law. 4 She well in her exams. 5 A lot of working people online courses to learn a foreign language. 6 She had trouble with Maths, so she asked her aunt to her. 7 He has difficulty information if he doesn't keep notes. 8 To the poem, repeat it as many times as possible. Appearance & Body 10 Fill in: plucked, shaved, do, pierced, lose, grow, enhance, highlighted. 1 He decided to a beard. 2 She was afraid of having her ears 3 She went on a diet to weight. 4 She had her eyebrows 5 He his head for charity.

6 Teenages shouldn't have cosmetic surgery to

7 Exercise can wonders for your

8 She had her hair before the event.

..... their appearance.

1	1 Fill in: biting, wrinkled, rubbing, raised, opened, scratching, fidgeting, tongue-tied.						
	1 He his eyebrows as a sign of disapproval.						
4	2 He was his head trying to decide what to do.						
3	Stop your nails, please.						
4	She her mouth wide when she saw Peter enter the room.						
5	Sheher nose to show how						
	disgusted she felt.						
7	the first of the cycle because he felt so theu.						
8	The state of the s						
	- 120 12- 2009						
	Everyday English						
12	Choose the correct response.						
1	A: Did you hear? There was an earthquake and						
	10 people are dead.						
	B: a Really? How horrible. b They weren't, were they?						
2	A: What size are you?						
_	B: a I'm 1.63 m. b I'm a 10.						
3	A: Can I see your ID, please?						
	B: a Yes, thank you. b Here you are.						
4	A: Can I borrow a pen, please?						
	B: a Any good? b No problem.						
5	The state of contact frambers						
6	B: a 20, Apple Street. b 020-7771-1010.						
0	A: In my opinion, we should all ride bicycles. B: a I totally agree with you.						
	b To my mind, we should.						
7	A: Thank you very much.						
	B: a Sure. b My pleasure.						
8	A: What did you think of the plot?						
0	B: a It was exciting. b They were shallow.						
9	A: I wonder if you could help me.						
	B: a Of course. b Oh ves thank you						
10	B: a Of course. b Oh, yes, thank you. A: Could you make it on Friday the 10th at 9 am?						

11 A: You are always interrupting me!

12 A: I twisted my ankle and I can't walk on it.

B: a I didn't mean to. b I'm sorry to hear that.

b I try not to do it.

B: a Oh, I'm sorry.

Vocabulary: ways of living; customs & traditions; cultures; alternative living; air travel; daily

problems & annoyances

Grammar: present tenses; stative verbs;

past tenses; comparisons

Everyday English: checking in for a flight

Intonation: requesting & responding

Phrasal verbs: verbs with on Writing: A for-and-against essay

Culture Corner: Gateway to America

Curricular (Citizenship): Share and share alike!

Vocabulary Ways of living

- a) Complete the sentences. Use these words:
 - conveniences
 - homeless
 - rummage
 - consume
 - society
 - man-made
 - tribal

OVER TO YOU!

- Describe your lifestyle to the class.
- Would you live in a cave house? Why?
 Why not?

Los Angeles has the highest number of 3)people in the US. 5 to 10% of

them are living in vehicles.

Module *

Lifestyles

Did you know? is cattle. The more cows or the richer one is.

b) . Listen and check.

1 a People

Vocabulary & Reading

a) Look at the pictures
(1-3). Which of these
communities do you
think: wear indigo veils,
keep farm animals, live on
hand-built wooden boats,
have a deep knowledge of
the sea, like drinking
mint tea, catch and
sell fish, live in
tents, are very
hospitable?

b) Chisten, read and check.

HOME ROAD

Most of us take living in a home with a key and a fixed address for granted, but there are an estimated 30 to 40 million nomads around the world who live life on the move.

A The Tuareg of the Sahara

Last year, I travelled to Mali to witness firsthand the ancient Tuareg way of life in the Sahara Desert in north and west Africa. I was immediately struck by the bright indigo veils worn by, I assumed, the women of this tribe. Imagine my surprise when one of these figures on a camel introduced 'himself' as Yousseff al-Hamada and explained that it's the Tuareg men, not the women, who wear this protection against the harsh sand. While drinking the first of many cups of mint tea together, the Tuareg drink tea 6 or 7 times a day, Yousseff explained that in the past, these 'Blue Men of the Sahara' protected the camel trading caravans crossing the Sahara Desert, but now they mostly work as livestock herders. I sat fascinated as Yousseff showed me the ancient script of the Tuareg's language which can be written from right to left, left to right or top to bottom. Later, while listening to the men singing traditional poems and the women playing a violin-like instrument, it seemed like an idyllic way of life. Unfortunately, as water holes are drying up and animals are dying because of recent droughts, many Tuareg are now migrating to cities. "We are seeing the beginning of the end of the Tuareg way of life," Yousseff told me, sadly.

Steven Jones, travel journalist

Study skills

Multiple matching

Read the texts then read the questions and underline the key words. Read again and try to match parts of the texts to the information in the questions. Remember that some information will be paraphrased.

2 Read again and for questions 1-10, choose from the communities A-C. Justify your answers.

Which community/communities ...

appeared to have no problems to the visitor? 1 has physical abilities that others don't? 2 hasn't completely rejected the modern world? 3 became aware of something important because of their experience? 4 stops moving at a certain time of year? 5 left their visitor with negative emotions? 6 has seen a change in the work they do? 7 can be offended if visitors don't do something? 8 are seeing their numbers drop? 10

Check these words

take sth for granted, nomad, firsthand, be struck by sth, veil, tribe, harsh, trading, livestock herder, idyllic, drought, migrate, stilt hut, monsoon season, spear, possession, flee, sparsely populated, hospitality, shear, rear, satellite dish

3 Match the words in bold to their meanings: perfect, rough, left because of danger, for a short time, people who keep farm animals, care for from birth, moving to live elsewhere, behaved towards.

2

The Sea Gypsies of the Andaman Sea

It is said that the 2 – 3,000 Moken or 'sea gypsies' who have lived for hundreds of years off the coasts of southern Thailand and Myanmar are born on the sea, live on the sea and die on the sea. Settling in **temporary** stilt huts only during the monsoon season, they live more than half of each year in hand-built wooden boats using simple nets and spears to catch fish to eat and to sell. While spending 6 weeks photographing Moken families in Thailand, what struck me most was the simplicity of their lives. They have few possessions and don't even have a word for 'want' because they have always taken everything they need from the sea. They **treated** me as family, sharing what little they had. I learnt

that the Moken can see twice as clearly and stay underwater twice as long as normal. So deep is their knowledge of the sea, that they recognised the signs of the 2004 Asian tsunami coming and **fled** to higher ground before anyone else. Unfortunately the Moken are facing problems which are reducing their population.

There are no words for hello or goodbye in the Moken language so I just left. I was grateful for my experience, but sad that the future of these unique people is so uncertain.

Jill Bradley, photographer

4 Choose the correct words.

- 1 Offer/Help yourself to a cup of tea, Jim!
- 2 My hosts treated/behaved me very well.
- 3 Mongolians show/indicate hospitality.
- 4 The nomads are always on the move/go.
- 5 Don't take it for granted/sure that everyone has a home to live in.
- 5 Fill in: stilt, sparsely, witness, monsoon, show, dairy, struck. Use the phrases to make sentences related to the texts.

Mongolia is the most sparsely populated country in the world and 40% of its population lives a life of nomadic herding, moving from place to place. A Mongolian proverb says 'Happy is the one who has guests' and in fact this was proven to me from the moment I first entered the traditional circular tent of my hosts. The first thing they did was serve me a cup of horse milk, Mongolia's favourite drink. I later learnt that showing hospitality is so important to the Mongolians that it's rude to pass an empty tent without going in to help yourself to refreshments! I participated in every aspect of daily life during my stay, watching over, milking, shearing and combing the family's 40 goats, 20 horses, 4 camels and over 200 sheep. The nomads spend all day caring for these animals which they rear for meat, dairy products and clothes. Still, one thing showed me that the nomads aren't totally untouched by the 21st century - the satellite dish attached to the outside of the tent! lan Cauldly, tourist

Grammar see p. GR1
Present tenses

6 a) Put the verbs in brackets into the correct present form. Explain the use of each tense.

b) Compare your lifestyle to the Sami people.

- 7 Read the text again. Tell your partner two things that impressed you about each community.
- 8 Work in pairs. You are a radio journalist interviewing a member of one of the communities. Prepare questions and answers. Present your radio interview to the class.

b Culture shock

Vocabulary & Reading

- 1 Which of these phrases best describe your lifestyle? Tell your partner: live in a busy town/a secluded village, live in a modern flat/wooden shelter, work in an office/study/hunt crocodiles, use public transport/walk to work/college/ride a bicycle, cook your own food/order takeaway, surf the Net/read magazines/newspapers, go to the gym/eat out.
- 2 a) Look at the person in the photograph. What do you think his lifestyle could be? How could he feel if he visited a big city? Discuss in pairs.
 - b) Chisten and read the text and check your answers.
- Mark the sentences T (true), F (false) or NS (not stated). Give reasons for your answers.
 - 1 The Insect Tribe of Papua are very hospitable.
 - 2 The trip back home was very long.
 - 3 Swagup is difficult to reach.
 - 4 The tribe adjusted to the new way of life.
 - 5 They enjoyed using escalators.
 - 6 The chief was impressed by the London Eye.
 - 7 The underground trip was very expensive.
 - 8 The tribe respects old people deeply.
- 9 The air in London is not clean.

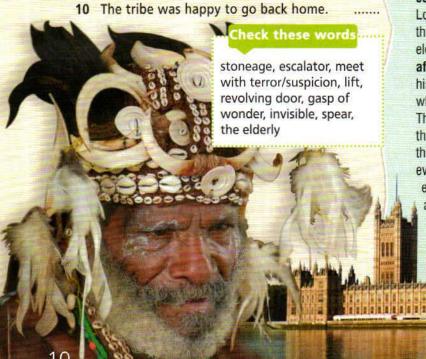
The Ultimate Culture Clash

first met the Insect Tribe of Papua New Guinea as I travelled the world to observe how ancient cultures and tribes were adapting to the modern world. I lived in their secluded village, Swagup, ate their food and shared their wooden shelters. I knew my stay was a rare exception to their rules and wanted to return the overwhelming hospitality that they had shown me, so I invited the chief and his family to experience my everyday life in South London.

Before I knew it, we were making the 12,000-mile trip back to my home. Being two days' trip by boat from the nearest road, Swagup is completely isolated so naturally I was a little nervous about taking six stone age travellers into my world. However, on arrival, my doubts eased as I watched them getting used to modern technology. At first, every escalator was met with terror and every lift with **suspicion**. A revolving door created gasps of wonder. "It is an invisible hand that moves this. I can't believe it!" exclaimed the chief. Over the next few days, with spears on their backs and bows over their shoulders, they explored our world. They were fascinated by everyday scenes and situations that we would not give a second thought to.

Some of the capital's tourist spots proved a challenge. At the London Eye, the tribe stopped in the shadow of the huge wheel. "It is not meant for humans," they said. Eventually the chief decided that they should try it. "I couldn't believe I was so high above the land. There's no end, no mountain, only buildings. I was wondering how the wheel goes round, what makes this turn," he said. The underground was another great source of delight. The tribe was fascinated by the size of the underground network. The chief was convinced the underground was built first and the rest of London was built on top later! It wasn't all fun and games, though. When they visited an apartment block built for the elderly, they were shocked that their children didn't look after their 'elders'. "It is not right," the chief said, shaking his head. "They brought you up, they cared for you and when they are old you must care for them."

The goodbyes at Heathrow were **emotional**. Much of what the tribespeople said made me pause for thought. I don't think they would swap our world for their own, a world where everything they need is free and plentiful, a world where everything is shared and where the only things **treasured** are family values and community.





4	Fill in: treasures, suspicion, thought, still,
	secluded, revolving, convinced.

- 1 The tribe lives in a village far from a big city.
- 2 They looked at him with as they hadn't seen him before.
- 3 He went through the door into the building.
- 4 He stepped into the dark room without a second
- 5 We were he was telling the truth.
- 6 Don't move; stand, please.
- 7 Hehis family deeply.
- Match the words in bold to their meaning: not common, moving, getting used to, sure, take care of, isolated, distrust, cherished.

Grammar Stative verbs



- Fill in with the present simple or the present continuous of the verbs in brackets. Which verbs describe: actions? states? Explain the differences in meaning.
 - 1 A: I (think) of travelling to Papua New Guinea in the summer.
 - B: I (think) meeting people from other cultures is a great idea.
 - 2 A: I (enjoy) reading about lots of different cultures.
 - B: Me too. I (enjoy) this article about a tribe in Papua New Guinea.
 - 3 A: Daniel (appear) a bit nervous.
 - B: That's because he (appear) on TV later to talk about the Insect
 - 4 A: What's wrong with Daniel? He (be) usually so cheerful!
 - B: I know. He (be) a bit grumpy today. He misses his friends from the Insect Tribe.

Past tenses pp. GR2-

see

- Put the verbs in brackets into the correct past tense.
 - 1 A: What (happen) at the park vesterday?
 - B: Someone (chase) squirrels with a bow and arrow when the police (arrive) and (stop) them.
 - 2 A: What (you/do) when 1 (phone) last night?
 - B: | (watch) a documentary about the Amazon rainforest.
 - 3 A: (you/see) that documentary on disappearing tribes last night?
 - B: No, it (already/finish) by the time I (get) home from work.
- Put the verbs in brackets into the correct tense. Then, complete the gaps with an appropriate word.

The Insect Tribe of Papua New Guinea 1) (live) peacefully 2) complete isolation until Daniel Shanton came along and 3) (spend) four months learning 4) way of life. Shanton 5) (invite) six members of the tribe 6) experience London life. While they 7) (walk) in St Jame's Park, they 8) (catch) sight of some squirrels. Hunting this time with cameras rather 9) spears they 10) (chase) them up the trees and even 11) (consider) taking some home for dinner. It 12) (take) Shanton some time to explain to 13) that this was illegal.

- Imagine you are one of the members of the tribe who visited London. Use the information in the text to describe your experience to the class or your partner.
- 10 Imagine you went to spend a month with the Insect Tribe. In three minutes write a short paragraph describing your visit. Tell your partner or the class.

Calcure Corner, to America

Ellis Island, or the 'Island of Tears,' is located in New York Harbour just off the New Jersey 1) ________ and north of Liberty Island. It used to be an immigrant inspection station and between 1892 and 1954, over twelve million immigrants entered the United States through here. 40% of all Americans can trace at least one ancestor to Ellis Island.

First and second class passengers underwent a brief 3) aboard ship. The government felt wealthy passengers would not become a burden to the state. Third class or 'steerage' passengers, though, were 4) from the pier by ferry to Ellis Island where everyone would undergo a medical and legal inspection. They entered the main building through the baggage room and 5) their luggage there. Then they proceeded to the Great Hall.

The first test was the 'six second medical exam'. Doctors looked at the immigrants for 6) medical problems or disabilities. They put chalk marks on the clothes of people they thought had something 7) with them and sent them for a 8) examination. Medical examinations weren't required for everyone until 1917. If someone had a problem that was curable, they were sent to the island's hospital. If not, the steamship company they came with would have to pay to send them back.

The next 9) was an interview with a legal inspector. Immigrants had to have proof of where they came from

- 1 What is Ellis Island? Why is it called the Gateway to America? Read through to find out.
- Read the article again and for gaps 1-12 choose the best answer A, B, C or D. Compare with your partner.
- Complete the sentences with words from the Check these words box in the correct form.
 - 1 The Statue of Liberty's is Lady Liberty.
- 3 Anyone who was ill or poor was seen as a

.......

- 4 The wealthier passengers only had ainspection. They didn't undergo a medical and legal inspection.
- 5 He is American but his were Italian.
- 6 A lot of Americans can their family back to Europe.



and where they expected to live and work. After 1921, people had to pass a literacy test and show a passport and visa.

When there were no problems, the 10) process could take a mere 3-5 hours. However, some people would stay longer on the island if they had legal problems or if they had to wait for a family member to be 11) in the hospital. The next area was the money exchange area where people could acquire dollars and buy train tickets.

At the exit from Ellis Island, so many family reunions took place that the staff gave it the nickname 'the kissing post'. After that, the new Americans were 12) to start their new lives.

							_	
1	A	beach	В	border	C	coast	D	shore
2	A	showing	B	arriving	C	emerging	D	appearing
3	A	inspection	B	research	C	survey	D	investigatio
4	A	moved	В	brought	C	carried	D	transported
5	A	left	B	put	C	handed	D	laid
6	A	distinct	B	apparent	C	clear	D	obvious
7	A	undesirable	B	false	C	wrong	D	incorrect
8	A	total	B	full	C	rich	D	filled
9	A	step	В	point	C	part	D	level
10	A	whole	В	full	C	total	D	absolute
11	A	cared	В	cured	C	treated	D	nursed
12	A	available	B	open	C	loose	D	free

Check these words

immigrant, inspection, trace, ancestor, undergo, brief, burden to the state, pier, proceed, obvious, chalk, require, literacy test, process, mere, exchange, acquire, family reunion, nickname

- Imagine you are a third class passenger arriving at Ellis Island. Use the text to describe what happened, how you felt on Ellis Island and how you felt when you finally walked onto the streets of America.
- 5 ICT Find out information about how immigrants become citizens in your country. Write about: any tests, what documents you need, what you have to do and how long it takes. Present your information to the class.

Everyday English



Checking in for a flight

- 1 a) Match the words.

 Chisten and check.
 - conveyor A control aisle/window B desk boarding 3 C seat 4 passport D belt check-in E card hand 6 F check 7 departure G gate 8 security H luggage
 - b) Describe the pictures using phrases from Ex. 1a.
- 2 Listen and say the sentences from the dialogue. Where is the speaker?
 - Can I see your passport, please?
 - How many pieces of luggage will you be checking in?
 - · Did you pack your luggage yourself?
 - · Would you like a window or aisle seat?
 - Please go to gate 27B at 12:45.
- Who says the sentences in Ex. 2 above, a passenger or a check-in desk assistant?
 Listen & read to find out.
- A: Good morning, can I see your passport, please?
- B: Sure! Here you are.
- A: OK. How many pieces of luggage will you be checking in?
- B: Just this one suitcase.
- A: OK, could you put it on the conveyer belt please?
- B: Sure.
- A: Did you pack your luggage yourself?
- B: Yes, I did.
- A: And could you just look at the poster and tell me if you've packed any of these prohibited items in your hand luggage, please?
- B: Sure ... no, nothing.
- A: OK. Would you like a window or aisle seat?
- B: Window, please.
- A: Alright, that's all. Here are your passport and boarding card. Please go to gate 27B at 12:45. Enjoy your flight.
- B: Thank you very much.





4 Find sentences in the dialogue which mean: – Was it you who put your things in your suitcase? – How many suitcases are you taking with you? – Do you want to sit down next to the window or next to the aisle?

Intonation: requesting - responding

- 5 a) Clisten and repeat, minding the intonation.
 - 1 A: Would you mind helping me with my luggage?
 - B: Sure, no problem.
 - 2 A: Could you please open your bag?
 - B: Yes, of course.
 - 3 A: Would it be OK if I left my bag here for a moment?
 - B: I'm afraid not. That's not allowed.
 - Use the prompts to act out similar exchanges. Mind the intonation.
 - check in 2 bags
 - · tell me where the toilets are
 - · give me an aisle seat
 - · use my mobile phone

Speaking

6 Use the sentences in Ex. 2 to act out a dialogue at a check-in desk.



e Alternative living

Vocabulary & Reading

- 1 a) How often do you throw away food/clothing/ electrical items? Why? Choose ideas from the list below and/or your own ideas and tell the class.
 - · food is past its sell-by date
 - food has gone off/doesn't look or smell as good as it did
 - · you don't like it
 - you bought or cooked/ prepared too much
 - you've grown out of it (clothes)
 - It's worn out/broken/ damaged/outdated (clothes/other items)

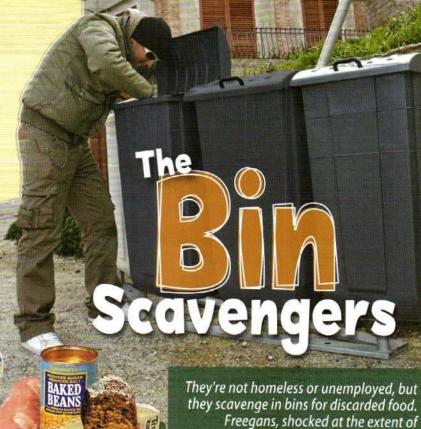
I often throw away food from the fridge because it's past its sell-by date.

b) THINK! How could you reduce this waste? Tell your partner.

We could donate old clothes to charity, we could try to buy only what we need.

Read the definition and the first sentence of each paragraph in the text. Who/ What is the text about? How do the people described hope to reduce waste? Read to find out.

freegan /fr::gan/ (n) someone who buys as little as possible and uses recycled or discarded goods and services in order to reduce waste and environmental impact



3 Read again. Six sentences have been removed from the article. Choose from the sentences A-G the one which fits each gap (1-6). There is one extra sentence. Justify your answers in pairs.

consumer waste, are changing the way

they eat. Liz Scarff joins them for dinner.

- Listen and check.
- A Armed with Ross and Ash's freegan tips, my challenge was to live as a freegan for three days in my home town of Brighton.
- **B** We decided to visit a different supermarket bin and again found lots of vegetables and fruit.
- C Sometimes, disposal is the cheapest option available to the food industry.
- D People go through the rubbish and recycle everything.
- E The men were looking through the frozen foods, crisps and boxes of eggs.
- F A couple of passers-by threw us pitying looks.
- **G** The packaging was still intact and the sell-by date was that day.



nder the cover of night, I lift the lid of the dustbin and shine in my torch. It's below zero and my hands are shaking as I rummage inside. I'm on the hunt for food. But I'm not homeless and I could certainly afford to go to the shops if I wanted to. So, why am I doing this? Quite simply, I'm living as a freegan.

Freeganism — a combination of the words 'free' and 'vegan' — is a movement whose devotees take responsibility for the impact of their consumer choices and find alternative ways of meeting their everyday needs. Around 17 million tons of food are buried in British landfill sites every year, four million of which are edible.

Searching in bins for food sounds disgusting, not to mention embarrassing. There's also the possibility of food poisoning. So, just how easy is it to live on discarded food? I met up with two London freegans, Ash Falkingham, 21, and Ross Parry, 46, for a crash course. It was 5 pm and dark enough for no one to see us. Ash and Ross went to a supermarket wheelie bin in South London, lifted the lid and started sorting through the contents. Clear plastic bags contained frozen ready meals. 2 Underneath were 10 tubs of luxury ice cream.

Ash and Ross live entirely from 'urban foraging'. They visit markets after closing time and the bins of supermarkets and high-street stores. A trip to India inspired Ross to adopt the freegan lifestyle. "In India, they don't waste anything.

3 That's how they live. In the West, everything goes to landfill sites."

Back in their van, I tucked into some chocolate-mocha slices while Ross and Ash told me about the time a group of freegans found a bin full of 200 frozen chickens and another

- 4 Fill in: discarded, tucking into, edible, afford to, rummaged, pitying, recycle, tempted to.
 - 1 We can't buy a new refrigerator this month; we'll have to wait until payday.
 - 2 Shelley through the pile of second-hand clothes for something she liked.
 - 3 Simon took out the biscuits andthe packaging in the nearest bin.
 - 4 Jo gave the homeless girl alook; she felt so sorry for her.

 - 6 Don't throw away things you don't need; them.
 - 7 Don't eat wild mushrooms; many aren't
 - 8 The chocolates were so delicious that Katy was eat them all!

with a flat-screen TV. 4 Too embarrassed to go on my own, I roped in my friend Dave!

As Dave and I set off on the first day, it was freezing cold. Eventually, we found a supermarket rubbish bin that hadn't been locked away and ... bingo! There was a plastic bag full of vegetables so, while Dave held the lid open, I climbed up, balanced on the side and reached in. 5 But the sealed bag was full of potatoes, apples and carrots, and there was nothing wrong with them. As we got our free food, we discussed possible menus and decided on soup. Dessert was baked freegan apples with cinnamon and almonds – delicious.

On the second morning, I didn't feel ill — a good start — so we tucked into our freegan breakfast of avocados and bread. [6] On the menu that night was a spicy noodle soup with green peppers, carrots from the previous day and some steamed cabbage on the side.

On the final day, I got my first freegan lamp and again, we found enough food to dine like kings: sausages, greens and roasted onion. Although three days is a short time to live as a freegan, I've already got a much better sense of how much food is unnecessarily condemned to landfill. I'm tempted to continue with my freegan lifestyle.

Check these words

intact, sell-by date, pitying, scavenge, discarded, consumer waste, lid, rummage, devotee, landfill site, edible, urban foraging, tuck into, rope in, sealed, steamed, roasted, condemn, be tempted to

5 Fill in: flat-screen, steamed, landfill, closing, needs, roasted, waste, poisoning, sell-by, frozen, high-street, sealed. Use the phrases to make sentences based on the text.

1	food	7	time
2	date	8	stores
3	everyday	9	bag
4	site	10	TV
5	consumer	11	onion
6	ready meals	12	cabbage

- 6 ICT Do some Internet research to find out about more ways to reduce consumer waste. Use the following key words: ways to reduce waste. Report back to the class.
- 7 Imagine you spent a day as a freegan. Describe your experience to the class.

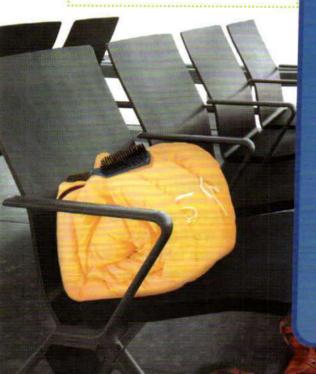
f A home from home

Vocabulary & Reading

- 1 a) These words appear in the text. What can the text be about?
 - busiest airport
 - · passengers waiting
 - delayed flights
 - · departure hall
 - passport and ticket
 - · leave the terminal
 - permanent residents
 - wheeling suitcases
 - business trip
 - · loud announcements
 - bustling passengers
 - · security staff
 - · cold bus terminal
 - · escape from debts
 - legal problems
 - b) Clisten, read and check.

Check these words

vending machine, permanently, give the impression, presentable, awakened, jangle, engage in, detect, migrant workers, foreseeable future



Heathrow is my

A s dusk approaches at Heathrow, Europe's busiest airport quietens down for the night. Night cleaners begin their shifts and passengers waiting for delayed flights curl up on benches in the departure hall. One woman, Eram Dar, has found a cosy spot on the floor next to a vending machine. There is nothing to distinguish her from the waiting passengers around her, except that she has no passport and ticket and is in no hurry to leave the terminal. For well over a year now, it has been her home and she isn't the only one. Eram is one of well over 100 people who live permanently at Heathrow airport.

Most people would have difficulty in telling these permanent residents of 10 Heathrow apart from the thousands of travellers that pass through the terminals each day. Wheeling suitcases full of their only belongings, they dress in Hawaiian-style holiday shirts or even business suits in order to give the impression that they are on a business trip or flying to a sunny destination.

Eram, a middle-aged ex-law student who became homeless after she 15 could no longer pay her rent, actually considers herself fortunate to live in Heathrow. She says, "I liked it here immediately. I have never felt lonely because there are so many people. I don't mix much with the other homeless, although they are of all ages and from every walk of life. We all recognise each other, but I just like to keep to myself." There are showers in every 20 terminal where Eram can stay clean and presentable. She can sometimes help herself to food passing by the caterers, and while away her time reading magazines and newspapers left behind by passengers.

It's difficult not to suspect that Eram is just putting on a brave face. It's hard to believe she's truly satisfied with this way of life. Once a week, she travels to 25 London to pick up a cheque for £60 from a charity. "The cash goes nowhere," she says. "Buying food at the airport is expensive. I don't eat anything at breakfast because, if I do, it makes me feel more hungry." Living in Heathrow isn't easy for Eram. Besides being awakened by the jangle of coins as a passenger buys something from the machine, loud announcements and 30 bustling passengers, she has to engage in a full-time cat-and-mouse game with the police and security staff. It's illegal to sleep at Heathrow unless you have a flight to catch, so along with the rest of Heathrow's homeless population, Eram has to wash and change her clothes every morning in order to not stand out from the crowd and be detected. If she is, she faces a night in 35 the cold bus terminal or worse, being thrown out into the rain. "The builders who work overnight at the airport are very kind and don't report the homeless to the authorities," she says. "The cleaners turn a blind eye too."

Night workers aren't the only ones trying to help this unusual group of people. Broadway, a homeless charity, visits the airport weekly to offer the 40 airport's homeless temporary accommodation, help to get travel documents for migrant workers and attempt to reconnect people with their families. But, as a Broadway worker points out, "Homelessness is a way of life. It can be very difficult to convince people to receive help." Like the passengers escaping to sunny holiday destinations, many of Heathrow's homeless are also in 45 search of escape from debts, legal problems or family responsibilities.

The saddest fact is that unless they are arrested or fall ill, many of Heathrow's homeless will stay there for the foreseeable future. "I don't really see a different future," Eram Dar admits. "In fact, I could be living at Heathrow forever."

50



- For questions 1-6, choose the correct answer (A, B, C or D). Justify your choices.
 - 1 What does the writer focus on in the first paragraph?
 - A what Heathrow airport is like at night
 - B what Eram Dar does at night
 - C what the homeless at Heathrow are like
 - D how to spot homeless people at Heathrow
 - 2 Heathrow's homeless have to pay attention to
 - A their belongings.
- C their speech.
- B their behaviour.
- D their appearance.
- 3 What does the writer find surprising about Eram?
 - A how she spends her days
 - B how she became homeless
 - C her background
 - D her attitude towards her situation
- 4 What is meant by 'just putting on a brave face' in line 24?
 - A trying to make others feel sorry for you
 - B refusing to help yourself
 - C pretending to be happy
 - D making things sound worse
- 5 The phrase 'cat-and-mouse game' mentioned in line 31 refers to
 - A the fact that the authorities pretend not to see Eram
 - B the difficulties Eram faces every day to survive
 - C the fact that Eram is breaking the law
 - D Eram's struggle to avoid being caught by authorities
- 6 What is Eram's attitude towards her future?
 - A She is hopeful that her life will get better.
 - B She expects her situation to get worse.
 - C She doesn't know how to help herself.
 - D She doesn't see her situation changing.
- Choose the correct word.
 - 1 She was in a hurry/rush to catch a taxi to the airport.
 - 2 He had trouble/difficulty in telling his family he had lost his job.
 - 3 He is a permanent/steady resident of London.
 - 4 She likes keeping/holding to herself and doesn't mix with others.
 - 5 She joins/engages in charity work.
 - 6 He turned a blind/cover eye and didn't report her to the police.
 - 7 His job at the airport is provisional/temporary so he is looking for another one.
 - 8 He is in pursuit/search of a new place to live.

Grammar Comparisons



- 4 Complete the sentences with comparative/superlative structures. When do we use comparatives & superlatives?

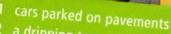
 - 3 The (difficult) thing about living in the terminal is hiding from the guards.
 - 4 Eram isn't (desperate) as some other homeless people.
 - 5 Eating in an airport is (expensive) than eating on the high street.
 - 6 The (long)
 Eram lives in the terminal the
 (easy) it will be for the security guards to spot her.
- 5 Use these adjectives/ adverbs to compare yourself to your friends and family members.
 - intelligent
 funny
 patient
 - hardworking
 - · work/study long hours
 - · drive carefully
 - play football well

My friend Paul is funnier than me.

- 6 Imagine you are a journalist and ask Eram Dar five questions. Write down your questions. Your partner is Eram. Act out your interview.
- 7 ITHINK! Compare your lifestyle to Eram's. In three minutes write a few sentences.
 Tell your partner or the class.

 | Vocabulary Bank 1 p. VB5





- overcrowded public transport





- a) Listen and say. Which of these things (1-7) can you see in the pictures (A-D)?
 - b) Which of these things annoy you? Tell the class.

It really annoys me/l get really annoyed/It gets on my nerves when I see cars parked on pavements.

Listening

- You will hear five people talking about problems in their homes or community. For speakers 1-5, choose from the list A-F what each speaker says. There is one extra sentence that you do not need to use.
 - A We work hard to keep our community looking good.
 - B The area isn't as good as it used to be.
 - C People have started to take pride in their community.
- Speaker 1 Speaker 2
- Speaker 3
- Speaker 4
- Speaker 5
- D Development is ruining our community spirit.
- E I've now found my ideal community.
- F My community feels very unsafe.

Study skills

Decision-making

When trying to make a decision with another student, remember that the question always has two parts and you must answer both parts of the question. You can disagree with each other, but you should take turns to speak and try to reach a conclusion.

Key vocabulary

· poor quality of life · makes your day more stressful • people unable to use pavements dangerous • health hazard • cause flooding & damage to homes • can cause depression

Speaking

Read the rubric and underline the key words. How many parts are there to the task? What does each part involve?

> Imagine that the council wants to improve life in the neighbourhood. Look at each of the problems (1-7) and talk to each other about why each is a problem. Then decide which two problems the council should try to solve first.

In pairs, do the task. Use the language in the box below and the Key vocabulary above to help you.

Talking about problems

- This is a problem for a community because ...
- · One of the problems with this is ...
- problem is that ...

Agreeing/Disagreeing

- Yes, I see what you mean.
- I totally agree/disagree with you.
- On the other hand, ...
- The reason this is a such a I agree with you to a certain extent, but ...
 - Listen to two students doing the task. How did their attempt compare to yours?

SHARE AND SHARE ALIKE!

Waste and consumerism seem to rule our modern world, but here are some caring, sharing ways to keep landfills low, keep money in our pockets and get back that lost community spirit, too!

Hey, Neighbour!

How often do you use a lawnmower, a ladder or a power drill in your household? Probably not very often, so why not share items 0) like these through a neighbourhood share scheme? Many schemes like Australia's 'The Sharehood' allow members to see what people 1) live close to them would like to lend or borrow. If there isn't anything like this in your neighbourhood, you could set one 2) or just agree with your neighbours to share 3) items. Another idea is to share garden space.

Getting around

One of the biggest costs 4) days to both our wallets and the environment is transport. But now there are around 200 city bike sharing schemes around the world which let you borrow a bike from a 'sharing station' and drop it off at another one. No bike sharing in your town or city yet? If your destination 5) far away to walk to, how about carpooling? On average, a car is used 6) about an hour a day, but it costs about £5,000 per year to run. This is a terrible waste, but there are now thousands of neighbourhood-based car systems in cities around the world that enable you to find a car 7) you need one, without the costs and responsibility of ownership.

What to do with your 'stuff'

When did you last look in your wardrobe and consider how many of your clothes you haven't worn in the last 6 months? One way to pass them on to someone 8) will wear them is to organise a 'clothes swap party' with your friends or neighbours. Not only will you get rid 9) things you don't want anymore without just throwing them 10), you might just get a whole new wardrobe for yourself too! You can do the same with books and other possessions 11) are just gathering dust around your house. Also, don't forget that 12) are now dozens of Internet sites to help you share, swap or give away reusable 'stuff'.

Check these words

consumerism, rule, landfill, community spirit, lawnmower, ladder, power drill, drop sth off, ownership, dust, dozens, swap, reusable

- 1 Read the title of the text, the introduction and the subheadings. How do you think sharing can help individuals and the communities they live in? Read to find out.
- Read again and think of the word which best fits each gap (1-12), as in the example. Use only one word in each gap. Compare with a partner.
- 3 Fill in: drill, schemes, dust, rid, spirit, terrible, reusable, close, share, space.

1	community
2	power
3	to live
	share
	to a car

6	to gather
7	
8	stuff
9	garden
10	waste

- 4 THINK! Chisten and read the text. Have you ever tried any of these ideas? If not, which would you like to try? Why? Tell the class, using the phrases in Ex. 3.
- 5 ICT Do some research to find out about a community sharing scheme e.g. Freecycle. Find out: what it's called, what its purpose is, how it's used. Tell the class.

Writing

A for/against essay

 Read the rubric and answer t questions.

You have had a class discussion about city life. Now your teacher has asked you to write an essay giving your views on the following statement. There are both advantages and disadvantages to living in a block of flats.

Write your essay (120-180 words).

- 1 What exactly do you have to write?
- 2 What style will you write it in?
- 3 Which of the following points are pros and which are cons? Can you add any more ideas?
 - can be noisy
 - often has a good community spirit
 - · flats can be small & cramped
 - cheap rent
 - often conveniently located near to city centre
 - no outside space
- 2 a) Read the model. Which paragraph(s) (1-4) contain(s): the arguments against? the writer's opinion? a quotation? a rhetorical question? the arguments for? justifications & examples? linking words and expressions?
 - b) Which of the ideas in Ex. 1.3/your own ideas are mentioned in the model? What justifications/ examples support each idea?



The **Pros** and **Cons** of Living in a **Block** of **Flats**

An American actor and writer once said, "I installed a skylight in my apartment ... the people who live above me are furious!" Without a doubt, there are many challenges to living in a block of flats.

There are actually many good reasons why living in a block of flats can be a positive experience. Firstly, flats are usually conveniently located close to town centres. This means that amenities and facilities such as shops and banks are close by. In addition, living in a block of flats can be quite cheap. Rents and household bills are usually reasonable and residents can save on expensive car parking or public transport costs as their home may be near enough to work or college to walk there. Lastly, residents can often enjoy a great community spirit in blocks of flats. This is because they live so close together.

On the other hand, there can be plenty of disadvantages to living in flats. To start with, the blocks are often in unattractive, inner city areas. Also, life can be uncomfortable there. City flats are often cramped and noisy, for example, with little privacy and storage space. Also, they rarely have outside space. For example, there is often no private garden.

All in all, there are both pros and cons to living in a block of flats. I believe that sometimes the pros outweigh the cons and, other times, vice versa. After all, doesn't it depend on a person's individual needs and circumstances?

Read the table, then find the linking words/expressions in the model in Ex. 2. Replace each one with an alternative.

Useful language p. 0

to list: Firstly, First of all, To begin/start with, Secondly, Finally, Lastly, Another advantage/disadvantage of ... is

to introduce reasons/examples/justifications: This means that, For this reason, Consequently, As a result, For example/For instance, such as, like, in particular

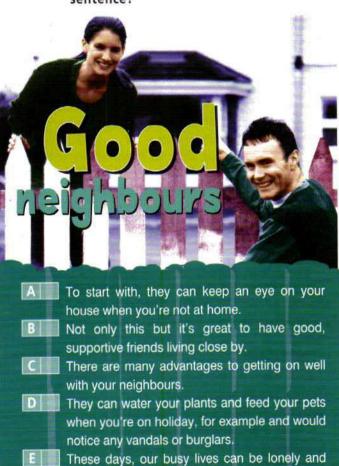
to add a point: In addition (to this), Also, What is more, Not only this, but ...

to contrast: On the other hand, However, even though, although, In contrast, Nonetheless

to conclude: All in all, In summary, Therefore, To sum up, Taking everything into account, In conclusion, All things considered



- Find the two topic sentences in the model in Ex. 2. Which sentences support them? which include: reasons/justifications? examples? Replace the topic sentences with other appropriate ones.
- Put the sentences (A-E) in the paragraph in the correct order. Which is the topic sentence?



b) Write supporting sentences for the following topic sentence using appropriate linking words/expressions. Compare with a partner.

when you are ill.

difficult and it helps greatly if a neighbour can

pop round for a cup of coffee or walk your dog

There are many reasons why using a bike to get around a city is a good idea.

What techniques does the writer use in the model in Ex. 2 to begin/end the essay? Choose either the beginning or the ending and write an alternative one using different techniques. Compare with your partner.

Your Turn

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

> You have seen the following notice in an international student magazine.

Essays wanted!

Even though city centres can be dirty, chaotic places, many people still prefer to live in them. What are the advantages and disadvantages of living in the city centre?

Write your essay (120-180 words).

- 1 What exactly do you have to write and who/ what for?
- 2 What kind of language will you use?
- 3 What will you include in each paragraph?
- 4 Which of the following are: pros? cons?
 - easier to find a job in a big city
 - often crowded
 - · homes often small/cramped
 - rents can be high
 - crime rates often high
 - never get bored
 - can be lonely, impersonal places
- 5 Which of the justifications/examples below match the ideas in question 4? Try to think of more pros/cons & their justifications/examples.
 - · close to amenities and entertainment such as shops, restaurants and theatres
 - many big companies have their offices in cities
 - · there are often traffic jams, public transport is busy and the streets are full of people
 - · people in cities rush around & don't take time to get to know each other
 - have to be careful travelling alone at night
- Use your answers in Ex. 7 to do the task. Follow the plan below.

Plan

Para 1: present the topic

Para 2: arguments for & justifications/examples

Para 3: arguments against & justifications/examples

Para 4: conclusion, opinion

Reading (T/F/NS statements)

Read the definition and the title of the text. What do you expect to read about? Read the text to find out.

Human trafficking /hju:mən træfikin/ (n) the transportation of people, by force or deception, in order to make them work for little or no payment.

Study skills

True/False/Not stated statements

Read the statements and underline the key words. Read the text and try to find synonyms and/or paraphrases that match the key words. Read the parts of the text in which these synonyms/paraphrases appear and decide if they agree or disagree with the information in the statements. If there isn't any information relating to the statement, choose 'NS' (not stated).

Read the rubric and the statements, and underline the key words. Then do the task, justifying your answers.

Read the text. Choose which of the statements (1-8) are *T* (true), *F* (false) or *NS* (not stated).

- 1 William Wilberforce's campaign to end slavery lasted for a long time.
- The victims of modern-day slavery are never paid.
- 3 Forced labour is a common form of modern-day slavery.
- 4 At first, Given Kachepa didn't want to join Grimes' choir.
- 5 Grimes' daughter tried to have the choir sent back to Zambia.
- 6 Not many human trafficking victims escape.
- 7 Traffickers often say they will harm victims' families.
- 8 There is no way to tell if someone is a victim of trafficking.

The Modern day Slave Fighter

Close your eyes and imagine what slavery looks like. You see a time in the past with hordes of people shackled together, dirty and dressed in rags, right? But could you imagine that the person serving you in a restaurant or begging on the street could in fact be a victim of modern-day slavery?

Two hundred years after English member of parliament William Wilberforce campaigned to end slavery, an estimated 27 million people are still trapped in a modern-day form of slavery. Its victims are forced into sweatshops, agriculture, construction or to be street beggars for little or no pay. Shockingly, this is now the fastest growing criminal activity in the world.

Given Kachepa, a boy born in a small poverty-stricken village in Zambia, found himself a victim of one of the most widespread forms of this evil trade, illegal forced labour. Orphaned at the age of nine, he joined a local singing group where he met Keith Grimes. Grimes set up auditions to form a boys' choir to tour the USA. He promised his recruits an American education and salary and money for the boys' village. When Grimes offered Given a place in the choir, he eagerly accepted.

But after arriving in the USA, Grimes forced the choir boys to perform between four to seven hour-long concerts every day, often without any food or rest. When they complained, Grimes threatened to send them back to Zambia in disgrace. There was no question of escaping as Grimes kept their passports. After a year, Grimes passed away but his equally brutal daughter took over the choir. By then, the boys had begun to resist instructions. As a result, Grimes' daughter called the US immigration office to deport them. The officers arrived but after

Listening

(Matching dialogues to places)

a) Read the rubric and the places in the list (A-E). What words/phrases might you hear in a short dialogue in each of these places? Discuss with a partner.

You will hear four short dialogues (1-4).
Define where these dialogues take place.
Use the places (A-E) from the list only once. There is one extra place in the list.

A in an airport

......

......

- **B** in a shopping centre
- C in a person's flat
- D in a cafeteria
- E in a supermarket

1	2	3	4
			17.

b) Do the task. Which words/phrases helped you decide? questioning the boys, what they heard horrified them. Eventually, Given and the boys found good foster homes in the USA or returned to Zambia. As for Given, he attended university in Texas and now gives speeches at anti-slavery events and advises other trafficking victims. Although Given's story eventually had a happy ending, he is one of only a few lucky ones. The crime of human trafficking thrives on deception, corruption and secrecy. A trafficker may offer to smuggle someone into a country for a job such as a waitress or a nanny, and then force the unsuspecting victim to endure crazy work hours with little or no pay and even physical brutality. Offenders are very good at controlling victims by threatening to hurt their family if they do not comply. There is a glimmer of hope, though. Charities such as Anti-slavery International are fighting human trafficking and helping survivors. Something we can all do is be alert to suspicious situations. Trafficking clues include: poor living conditions, not being allowed to speak to a person alone and employers holding identity documents. If you notice any tell-tale signs then contact your local police immediately. This is a very 21st century crime. One person cannot fight it; it requires all of us to come together and battle for justice.

Writing (a letter)

a) Read the rubric and underline the key words. How could you start/end your letter. What style will you write in? What must you include in the letter?

> You have received a letter from your English-speaking pen friend, Tracey.

- ... I've just moved into a new flat in the city centre. I love it!
- ... What's your home like? Do you like your neighbourhood and why? Would you rather live in a big city or a small village?

Write her a **letter** and answer her 3 questions.

Write 100-120 words. Remember the rules of letter writing.

 b) Do the task. Exchange with a partner and check for: correct grammar/spelling, content, style, correct beginning/ending.

Speaking (renting a room)

 Read the rubric and the information and underline the key words.

You are a student spending the summer in London to do an English course at a language school. Now you want to rent a room in a house. You have come to a house you are interested in living in and you are speaking to one of the other students who live in the house.

- Greet the other student and say why you're in London and why you've come to the house.
- Ask what the neighbourhood is like and if it is near to amenities.
- Ask if you can see the room and say what you think of it.
- Ask how much the rent is and say whether you'll take the room or not.

You begin the conversation. The examiner will play the part of the other student.

Remember to:

- · complete all four parts of the task.
- · be active and polite.
- b) Read the sentences below. Which part of the task could each sentence match?
 - I'm studying English here for three months.
 - The room's just what I'm looking for.
 - What's this neighbourhood like?
 - I'd like to rent a room while I'm here.
 - I'll take it.
 - How much is the rent?
- c) Do the task.

Skills 1

Text completion

Read the text below. Change the words in capitals at the end of each line so that they correspond grammatically to the text. Fill in the gaps (1-9) with the correct words.

Susan 1) the bank with her grandma when, suddenly, they heard a lot of loud, angry shouting behind them.	JUST LEAVE
Then, to her horror, a man who	
2) a balaclava over his face crashed into her grandma and they both fell onto the ground.	WEAR
"Grandma!" Susan shouted. She didn't	
know what 3)! Then, her	DO
grandma did what Susan 4)had expected.	LITTLE
She sat up and started 5)the man with her handbag!	HIT
He dropped a big bag and lots of money	
6) out of it onto the pavement!	FALL
The security guards grabbed 7)and the bag and took him away.	HE
"Grandma, you're a hero!" Susan said.	
"Come on, I 8) you lunch	BUY
to celebrate!"	
By the next day, someone 9)	POST
a video of Susan's grandma hitting the robbers on YouTube!	

Key word transformations

- Complete the second sentence so that it has a similar meaning to the first, using the word given. Use between two and five words.
 - 1 Luke hadn't expected the sharing scheme to work so well.

2 It was difficult to persuade Lauren to eat my freegan meal.

Lauren to eat my freegan meal.

- 6 I can't believe the airport is the best place for Eram to stay.

BETTER There must for Eram to stay than the airport.

Writing (a for-and-against essay)

8 a) Read the rubric and underline the key words. What do you have to write and in what style? What will you include in each paragraph? How can you make your essay more interesting?

You have had a class discussion about motorbikes. Now your teacher has asked you to write an essay giving your views about the following:

There are both advantages and disadvantages of using a motorbike to get around a city.

Write your essay. (120-180 words)

- In pairs, think of possible pros and cons together with justifications/examples.
- c) Use your ideas to write your essay. Then exchange with a partner and proofread each other's work for correct content, grammar, spelling, style, appropriate linking words/expressions and an effective beginning/ending.

Language in Use

1

Phrasal verbs/Prepositions

 Complete the sentences with the phrasal verbs in the diagram in the correct form.



- The check-in desk assistant asked Rob to
 while she checked the flight times. (wait)
- 2 Sean had always well with his neighbours. (have a good relationship)
- 4 The security guard as we queued up at the check-in desk. (watch)
- 5 When Fran grew out of her baby clothes, we them to my brother's family. (give something to someone else)
- 6 A lot of Mongolians the nomadic lifestyle, moving from one place to another. (continue)
- 2 Choose the correct preposition.
 - 1 Ash was on/at the hunt for free food behind the supermarket.
 - 2 Steve was struck at/by the Tuareg way of life.
 - 3 Tom found out about the car sharing website by/in chance.
 - 4 Communication is the key for/to success in neighbourhood sharing schemes.
 - 5 Modern life was met through/with terror or suspicion by the tribesmen.
 - 6 Eram Dar might just be putting on/up a brave face.

Collocations

3 Fill in: dish, closing, machine, gate, literacy, buildings, crime, family, gather, charity.

1	vending	6	rundown
2	satellite	7	reunion
3	petty	8	dust
4	outreach	9	boarding
5	test	10	time

Word formation

4 Complete the sentences with a word formed from the word in capitals.

1	Nomadic tribes	often	have	few	
	(POSSESS)				

- 2 Illegal is a major social problem. (IMMIGRATE)

- 5 We don't go into the town centre because of all the (VANDALISE)
- 6 Poorer passengers had a medical when they arrived at Ellis Island. (INSPECT)
- 7 The Mongolian nomads are famous for their (HOSPITABLE)

Words often confused

- 5 Choose the correct words.
 - 1 Our host behaved/treated us as family.
 - 2 Please help/serve yourself to refreshments.
 - 3 It wasn't easy for him to adopt/adapt to the hustle and bustle of the big city.
 - 4 Can you lend/borrow me £10?

Read through Module 1 and mark the statements T (true) or F (false). Then write a similar quiz of your own.

.....

- The Tuareg live in the Sahara.
- 2 The Tuareg drink lots of tea.
- 3 The Insect Tribe lives on the Andaman Sea.
- 4 40% of Americans have ancestors that passed through Ellis Island.
- 5 All immigrants to the USA had to pass through Ellis Island......
- 6 The British get rid of 4 million tons of edible food every year.
- 7 London Heathrow is Europe's most active airport.
- 8 Freegans try to buy as little as possible.



Reading & Listening

- 1 Read the title of the text and look at the pictures. What do you think these people's lives are like? Think about: environment, work, homes, clothes, culture, problems.
 - QListen and read to find out.
- 2 a) Read again and match the headings (A-H) to the numbered paragraphs (1-7) of the text. Use each heading once. There is one extra heading. Which words helped you decide?
 - A Construction bringing challenges
 - B Couldn't live without them
 - C Not put off by the problems
 - D Working and relaxing
 - E An extreme lifestyle
 - F Never-ending work
 - **G** Shifting seasons
 - H The living space
 - Suggest alternative headings.
 Compare with a partner.
- 3 Match the words in the list to the words in bold in the text.

 - 2 becoming smaller
 - 3 extreme
- 4 put up with
- 5 divided
- 6 add to

Speaking & Writing

4 Read the text again, then imagine you are a Nenets nomad. Write a paragraph about how you feel about your life. Read it to the class.

The Nenets Reindeer Herders

There are few environments on earth more challenging than that which is home to the Nenets reindeer herders of the Yamal Peninsular in Western Siberia. These nomads, the last of their kind, move huge herds of reindeer over a thousand kilometres each year to keep one step ahead of the biting cold. They cross the world's fifth largest river, the River Ob, just as it is freezing and endure winter temperatures of -50°C. But to them this is all just part of a routine that they and their ancestors have been following for many hundreds of years.

2 The Nenets supplement their way of life with hunting and fishing, but they mostly owe their survival to the reindeer they herd. Herds range from 50 in small private herds to about 7,000 in the largest state farm. Apart from providing reindeer meat to sell, the animals are a source of food, shelter, clothing and transport.

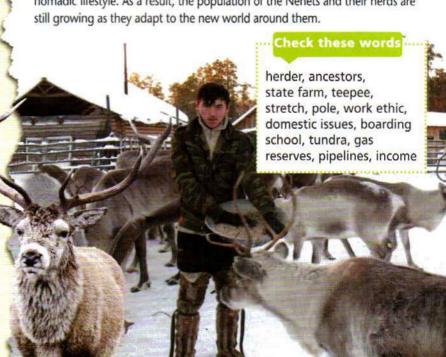
The home of a Nenet family is called a 'chum'. It's a teepee made of reindeer skins stretched over long wooden poles. Inside, there is an open fire in the centre for cooking and heating water. The chum and its site are split into male space and female space and there are many rules concerning each. Women, for example, are not allowed to step over any ropes whereas men should not touch any floorboards or tent poles!

The Nenets have a strong cultural identity and work ethic. The men mostly look after the reindeer, while the women control domestic issues. Most speak Russian as the children are sent to boarding schools, but when speaking amongst themselves they speak a language related to Estonian and Finnish.

5 It may sound like an idyllic life in beautiful surroundings, but the Nenets' age-old cycle is increasingly under threat. Under the Arctic tundra lie huge gas reserves (about a quarter of the reserves in the whole world!) which has brought development such as new roads, railways and pipelines. As a result, the reindeer pastures are shrinking.

6 Not only this, but climate change is causing problems, too. As winter arrives later now and leaves earlier, it can be difficult for the Nenets to cross areas of land that are only accessible in winter.

Despite all this, many Nenets choose to stay in the tundra as they can earn a better income than in the villages and they enjoy the freedom of the nomadic lifestyle. As a result, the population of the Nenets and their herds are still growing as they adapt to the new world around them.



Vocabulary: extreme people, places & activities; insects/bugs; ways of cooking; extreme conditions; extraordinary lifestyles

Grammar: future tenses; future perfect/future continuous/future perfect continuous;

-ing/(to)-infinitive forms

Everyday English: Inviting a friend to an event

Intonation: showing hesitation
Phrasal verbs: verbs with up
Writing: an opinion essay

Culture Corner: The Swamp People of Louisiana

Curricular (History): Jousting

Vocabulary Extreme people, places & activities

- a) Fill in: earned, recorded, weigh, grow, life-threatening, face.
- Which of these facts did you know? Which of these are new to you?

Alligators can have up to 80 teeth at one time, and they 3)

new teeth to replace worn ones.

Module 2 Extreme facts

OVER TO YOU!

Complete the sentences using information from the facts.

I'd love to visit the Giant Crystal Cave.
I wouldn't risk
Bark scorpions make me feel
I dread
I wouldn't dare

5

Cliff divers 5) death before every dive. The sport is so dangerous that it 6) the nickname, tombstoning.

2 a Would you dare?

Vocabulary Insects/Bugs

- 1 a) Listen and say. Which of these can you see in the pictures? Which are common in your country?
 - scorpion fly dragonfly ant maggot grasshopper
 - cricket bee wasp beetle earthworm butterfly
 - moth
 house spider
 tarantula
 cockroach
 flea
 - centipede/millipede caterpillar slug snail ladybird
 - b) How do the pictures make you feel? Would you ever try eating such dishes? Tell your partner.



2 Read the title of the text and the first and last sentences of each paragraph. Who eats insects these days? What are the benefits? Read the rest of the text to find out.

the insects the food of the future?

Are insects the food of the future?

You're at a restaurant and there's a fantastic aroma coming from the kitchen. "I think I'll have the dish of the day," you tell the waiter. Then out comes a huge platter of fried tarantulas and a bowl of grasshopper tacos. "You're going to enjoy that. Bon appetit!" says the waiter. Now maybe this makes your stomach churn, but some food scientists are hoping that insects will become a common sight at our dinner tables in the future.

The idea of eating insects (known as entomophagy) certainly isn't new or unusual.

What's more, insects are eaten today in four fifths of countries around the world. In Ghana, bread is made from winged-termites and in China, cooked baby bees are a **delicacy**. In Thailand the night markets are an insect-eater's dream with deep-fried locusts, giant water bugs and marinated silk worms some of the most popular snacks. Some cinema-goers in South America even **pop** roasted ants into their mouths instead of popcom!

The fact is, the food we eat is largely influenced by culture. At a certain point, people in western countries began to see insects as pests that destroy crops rather than as a food source. Now bugs are mostly only eaten to shock TV audiences. Many westerners wouldn't hesitate to order shrimp and lobster in a fancy restaurant. 2 Some even describe them as 'the bugs of the ocean'.

ach year as insect contamination is often unavoidable

when manufacturing foods. By law chocolate can have up to 60 insect parts in it per 100g, for instance, and tomato sauce can contain up to 30 fly eggs per 100g. You'll probably think twice now before **tucking into** your next bar of chocolate!

So insects don't taste terrible, then? Well, apparently not.

Fans of the witchetty grub, considered to be the fillet steak of the bug world, say that it tastes like a tasty cheese omelette rolled in dough. Fried crickets have a pleasant nutty taste, and barbecued grasshoppers taste just like roasted peppers.

Not only can insects taste **agreeable**, but they are plentiful too. There are an estimated 40 tonnes of insects for every human on the planet. So far we know that 1,400 are **edible**, but there are thousands more species out there that we haven't tried eating yet. "Insects are such an **abundant** food source that it seems crazy not to use them," says the head chef of 'Archipelago'. "We've just got to **get over** our fear of eating them!" 5 They see entomophagy as a cheap and environmentally-friendly solution to the problem of feeding the world's growing population. Insect farming takes a fraction of the resources needed for producing meat. Insects are healthy, too. 6 A burger, for example, is about 18% protein and 18% fat while cooked grasshoppers contain 24% protein and just 6% fat.

It seems that dishes such as scorpion soup will start appearing on our western menus sooner than we think. Certainly many scientists think that by 2020, insects will be available in our supermarkets.

7 Insects, once seen as pests, might just become our

knights in shining armour in the very near future.

28





Check these words

aroma, platter, common sight, deep-fried, marinated, pop, roasted, pest, contamination, unavoidable, witchetty grub, dough, nutty taste, edible, abundant, fraction of resources, cholesterol

- Read again. Seven sentences have been removed. Choose from the sentences A-H the one which fits each gap (1-7). There is one extra sentence which you do not need to use.
 - A Yet these are arthropods, just like insects.
 - B The EU agrees with him and is soon going to launch a project to promote insect eating.
 - C They are soon going to begin research into quality and safety.
 - D They are full of vitamins and protein and have low levels of cholesterol and fat.
 - E If this seems unlikely to you, remember that aubergines and sushi were once alien foods at the Western table.
 - F Ancient Roman and Greek aristocrats, for instance, loved to dine on beetle larvae and locusts.
 - G Just don't look at your plate first!
 - H You may be surprised to learn that we all already eat insects whether we like it or not.

Match the words/phrases in bold with their meanings: eating with enjoyment, disgusts you, rare/expensive food, widely available, overcome, good, harmful dirt, rescuers, put quickly, safe to eat.

Ways of cooking

- What are the words below in your language? What is your favourite way to eat: chicken? potatoes? carrots? rice? sliced bread? bananas? steak? eggs? peanuts? fish? shrimp?
 - roasted deep-fried chocolate-covered raw
 - baked
 stir-fried
 boiled
 mashed
 barbecued
 - marinated
 grilled
 microwaved
 steamed
 toasted
 - scrambled

I really enjoy deep-fried chicken.

Grammar **Future tenses**

pp. GR5-GR6

- Choose the correct tenses, Give reasons, Check in the Grammar Reference section.
 - 1 I visit/'m going to visit the night market tonight.
 - 2 I make/'m making spring rolls this afternoon.
 - 3 Don't worry about making the restaurant reservation. I'll do/'m doing it later.
 - 4 This dish looks delicious. I think I'm going to/'ll eat it.
 - 5 "What are your plans for tonight?" "We're staying/'ll stay in."
 - 6 "There are no eggs left." "OK. I'm going to/'ll go and buy some now."
 - 7 I'm hungry. I think I'll have/am having a sandwich.
 - 8 Sue is opening/opens an insect restaurant next month!
 - 9 Look at that pile of dishes ... it's going to/will fall!
- 10 I'm going to/will go to this year's bug festival. Here are the tickets.
- What are you going to do this weekend? What are you doing tonight? What do you think you will do next summer?

- Listen and read the article. Say four things you have learnt from it.
- THINK! How are attitudes towards eating insects changing and why? Would you like to eat them? Why?/Why not? Write a few sentences about this, then read them to your partner or the class.

2b Science fiction to fact

Reading

- 1 Read the introduction and the subheadings. Which device: can help you travel through time; can make you disappear; enables you to control electrical items using your brain; replicates different foods?

 ... Listen and read to find out.
- Read the text again. For questions 1-15, choose from the texts (A-D). The texts may be chosen more than once.

Which development(s) make some people 2 concerned about using it? 1 works like something from the natural world? 3 have not been successfully 5 tested vet? might not be as impossible 6 7 as many think? appeared in a public 8 experiment? uses body processes to 10 work? will have been the 11 inventor's main focus? was originally intended for 12 another use? can improve life for some 13 groups of people? can presently only work

14

15

Vocabulary

in a certain way?

Fill in: pay, beam, facial, severely, brain, mind, main, gaming.

1	signals
2	movements
3	industry
	disabled
5	control
6	the price
7	course
8	of light

PUSILICE the Limits

Science fiction has always shown us the impossible: colonising worlds on the other side of the galaxy, meeting alien species or travelling back to key moments in history. Until now, though, this was all a world of the imagination, but that's changing as new scientific discoveries move ever closer to science fiction!

Jedi mind control device

We probably won't be levitating a spacecraft out of a swamp any time soon, like Yoda, the Jedi Master in the *The Empire Strikes Back*, but it is now possible to control electrical items with just a thought using a new device. At first, the 'Emotiv Headset' used brain signals and facial movements to enable the user to wirelessly control video games. However, its possibilities now go far beyond just the gaming industry. It allows the severely disabled to communicate when it's connected to a computer and scientists are even working on a chip that they will insert directly into the human brain! They hope that one day

paralysed people will be walking again simply by thinking about moving their limbs. Some have expressed doubts about all this, however.

One scientist asks, "Imagine such a device in your head that you'll be using for mind control – what if people hacked into that, what could they do to you?" The possibilities are mind-boggling!



Invisibility cloak

Harry Potter's invisibility cloak proved incredibly useful for all his adventures, but how far are scientists from developing this outrageous idea into a real prototype? Well, quite close, actually! Ali Aliev of the University of Texas demonstrated on YouTube how to make something invisible at the flick of a switch using the same principle as a desert mirage. In a mirage, heat bends light out of shape creating the illusion of water, a trick of the light that has fooled many hot

and thirsty travellers. Aliev has done the same, but at much higher temperatures. By heating carbon nanotubes which look like strands of thread, he was able to bend light enough to hide the tubes from view. Does this mean that we'll be buying fully working 'invisibility cloaks' some time in the near future? Well, perhaps, and we won't even have to go to Hogwarts to get it! The only problem is, so far the machine only works underwater.



Check these words

colonise, galaxy, control, levitate, swamp, wirelessly, disabled, paralysed, limbs, hack into, mind-boggling, invisibility cloak, prototype, flick, mirage, bend, illusion, fool, nanotube, strand, thread, mouth-watering, crack the secret, nanotechnology, replicate, saliva, far-fetched, circulating, swirl, stir, beam, emerge, sceptical

Three-course chewing gum

Violet Beauregarde paid the price after she ignored warnings not to eat the sweets in *Charlie and the Chocolate Factory*. The stick of gum that tasted of tomato soup, then roast beef and baked potato followed by a mouth-watering dessert of blueberry pie and ice cream turned her into a huge human blueberry as the invention wasn't completely ready. But now, food scientist Dave Hart thinks that soon he will have cracked the secret to turning this weird invention into a reality and creating a similar three-course meal flavour chewing gum. Hart's invention will use nanotechnology to replicate a starter, a main course and a dessert in that order. "Tiny nanostructures within the gum will contain each of the different flavours. These

will be broken up and released upon contact with saliva or after a certain amount of chewing," says Hart.
Unfortunately it could be some time before the gum is created.
"The mechanism exists, but the technique and flavours need perfecting."



Time machine

Travelling back or forward in time in Doctor Who's TARDIS may seem far-fetched, but Einstein stated that time travel was possible in theory. While this hasn't been proven yet, Ronald Mallett, an American professor of physics, believes he can do it with today's technology and for as little as \$250,000. Ronald's plan is to use circulating lasers to swirl space and time around like, "a spoon stirring milk into coffee." The time traveller will step into the beam of light and emerge in the past, but not the distant past – he'll only be able to travel back to a point in time from when the machine was switched on. Some physicists are sceptical,

saying that the machine would have to be very large or powerful to work, but Mallet still believes that he'll live to see the first time machine. By the time Mallet creates his machine, he'll have worked on it for most of his life. But then he'll be the most famous inventor in history!



- Replace the words in bold with these words: replicated, demonstrative, swirled, levitated, cracked, emerged from, inserted, stimulate.
 - 1 The magician has floated over the Grand Canyon.
- 2 The chip will be put under the skin.
- 3 The scientist explained how to use the machine.
- 4 They hope they will have found the secret code by the end of this week.
- 5 They reproduced the scene in search of evidence.
- 6 The simulator is designed to produce flavour.
- 7 The fog moved round and round over the small boats.
- 8 The photographer came out of the dark room.

Grammar p. GR6 Future perfect/future continuous/ future perfect continuous

- a) Put the verbs in brackets into the future perfect, the future continuous or the future perfect continuous. Give reasons.
 - 1 A: How long have you been experimenting with nanotechnology?
 - B: By the end of the month, I (work) on it for three years.
 - 2 A: (you/see)
 Sarah at the lab later?
 - - b) What will you be doing this time next weekend? What will you have done by the age of 25?

- the texts would you like to try out the most? Why? Write a few sentences. Tell your partner.
 - What invention from science fiction would you like to see become a reality in our everyday lives and why? Write a paragraph about this, then read it to the class.

2c Culture Corner

The Swamp People OF Louisiana

Deep down south in the state of Louisiana, USA, stretches the muddy Atchafalaya Swamp. For many, it is a difficult place to live. The air is thick with moisture making you sweat constantly and you are 1) by snakes, frogs, turtles and wild alligators — all 1.5 million of them! However, the 'swamp people', have lived a laid-back life along the river here for more than 300 years. They are Cajuns, 2) of French refugees who moved here from Canada in the 18th century. In their stilt houses above the marshes, they grow their own vegetables such as okra and black-eyed peas. But amazingly, their diet also 3) alligators, frogs and turtles. It's a slow 4) of life except during the alligator hunting season!

The 30-day alligator hunt takes 5) in September.

Travelling the waterways in their boats, hunters try to
6) alligators under the water. They then throw out

lines with rotten meat hooked onto them to

7) the

reptiles. When they've caught a gator, the hunters pull it in by hand. They have to be very careful and predict alligator movements. They can easily do a death roll in the water when they spin wildly. Despite the danger, the Cajuns 8) over 30,000 wild alligators during this season.

One alligator hunter, Troy Landry, 9) as 'King of the Swamp', once caught 82 alligators in one day. However, he has enormous respect for the reptiles. In fact, the Swamp People worked with authorities to protect alligators after they almost 10) extinct in the 1920s when their skins were fashionable. Now, too many alligators upset the balance of the ecosystem, so authorities let hunters catch some alligators each season. They give each hunter tags restricting the number of alligators they can hunt in order to sell their meat and skins.

The community is 11) some problems, however. Prices for skins are always changing, which means the hunters have to look for other work such as catching shrimp and giving alligator 12)



stretch, muddy, moisture, sweat, wild, laid-back, refugee, stilt house, marsh, okra, hunting season, waterway, rotten meat, hooked, spin, upset, balance, ecosystem, tag, restrict, shrimp

- The Swamp People are a community of people in the USA. What do you think makes them unique? Read the text to find out.
- Read again. For questions 1-12, decide which answer (A, B, C or D) best fits each gap.

	10000	CONTRACTOR SHAPE				47.00		
1	A	surrounded	B	circled	c	covered	D	situated
2	A	relatives	В	generations	C	ancestors	D	descendants
3	A	involves	В	includes	C	holds	D	consists
4	A	level	B	rate	C	pace	D	speed
5	A	part	B	position	C	action	D	place
6	Α	spot	В	look	C	glance	D	stare
7	A	pull	В	appeal	C	attract	D	draw
8	A	track	В	catch	C	chase	D	follow
9	Α	known	B	famous	C	recognised	D	noted

B made

B facing

B voyages

C became

C coming

C tours

D turned

D meeting

D journeys

- Match the words in bold with their meanings: limiting, relaxed, admiration, bad/decayed, fastened, turn fast.
- 4 ... Listen and read the text. Make notes about the Swamp People from the text under the headings: who they are, what they eat, alligator hunting season, hunting problems. Use the notes to compare your lifestyle to theirs.

The Swamp People live in I live in

5 ICT Find out information about an unusual community. Tell the class all about them.

10 A grew

12 A trips

11 A dealing

Everyday English

Inviting a friend to an event

Look at the adverts. What kind of event is each? Which one would you like to go to?

B

- Listen and say.
 - · Are you doing anything this Saturday morning?
 - I don't think so. Why?
 - . To what? What on earth is that?
 - I know, it sounds crazy!
 - So what's it all about?
 - I went last year and I really enjoyed myself.
 - So would you like to come with me?
 - · Oh come on, it'll be fun!
 - OK then, why not?
 - · I'll speak to you then.
- The sentences above are from a dialogue between two friends. What do you expect it to be about?
 - ... Listen & read to find out.

Hayley: Hey Matt, are you doing anything this Saturday morning?

Matt: Let me see ... erm ... I don't think so. Why?

Hayley: Well, I'm thinking of going to Nathan's hot dog eating contest.

Matt: To what?! What on earth is that?

Hayley: I know, it sounds crazy! It's the USA's most famous competitive eating event. It's been taking place since 1916.

Matt: So, what's it all about?

Hayley: Well ... people compete to eat as many hot dogs as they can in ten minutes. Last year the winner managed to eat 62!

Matt: That's unbelievable!

Hayley: I know. I went last year and I really enjoyed myself. There were some great performers before the contest too like trampoline shows and live bands. So would you like to come with me?

Matt: Mmm ... I don't know ...

Hayley: Oh, come on, it'll be fun! It's free and the food is great.

Matt: Well ... OK then, why not?

Hayley: That's great! I'll call you on Friday to make the arrangements, then.

Matt: OK, I'll speak to you then.

Nathan's International hot dog

Coney Island, 4th July

eating contest

Since 1916 ... Can anyone beat last year's 62 hot dogs in 10 minutes? Pre-contest entertainment will include trampoline & acrobat show and live bands. (Corner of Surf and Stillwell Avenues, Coney Island, New York)

Chandler Ostrich Festival, Arizona March 9th-11th

Pet them, ride them, buy them & yes, eat them! ostrich races
 floats, clowns & marching bands ostrich gifts
 ostrich burgers Adults \$7, children 6-12 \$5

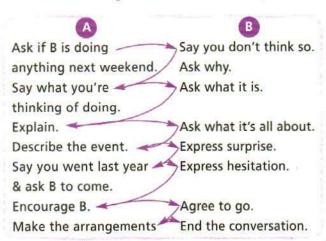
Find sentences in the dialogue which mean: Give me a moment to think - No kidding! - What's it like? - I had a great time - I'm not really sure. - Why don't you come with me? - I've never heard of this.

Intonation: showing hesitation

- a) Listen and say. Which phrases show hesitation?
 - 1 A: Are you doing anything tonight, Suzy?
 - B: Let me see. Erm ... I'm not sure yet.
 - 2 A: Shall we go to the camel race tomorrow?
 - B: Oh ... well ..., I don't know.
 - 3 A: How about going fishing next weekend?
 - B: Hmm ... let me think about that.
 - b) Act out similar exchanges using the prompts: go to the cockroach races, watch the hamburger eating contest, go to the bug eating festival. Mind the intonation.

Speaking

Use the sentences in Ex. 2 to act out a similar dialogue about the event in poster B.



2e Extreme conditions

Vocabulary & Reading

1 Look at the picture. Where do you think this place is? under the sea? on a mountain? on another planet? inside a cave? inside a volcano? in a frozen waterfall?

The Deadliest Place on Earth?

It's 50°C and has a humidity of 100%, less than a hundred people have been inside and it's so deadly that even with respirators and suits of ice you can only survive for 20 minutes before your body starts to fail. It's the nearest thing to visiting another planet – it's going deep inside our own! While making documentaries, I have been lucky enough to film everywhere from tiny Pacific islands to the centre of the Sahara Desert, yet nowhere could prepare me for filming in The Giant Crystal Cave – Cueva de los Cristales of Mexico.

My director and I arrived in the quiet town of Naica as the morning sun painted the Chihuahuan Desert gold. 1 Within minutes we were going downwards inside the mine. The air became dusty, thick and heavy as sweat poured out of my skin – deeper and deeper we went.

1,000 feet down, we arrived at the control room where conditions were already an exhausting 45°C and 55% humidity. Here we met Gonzalo Infante of Speleoresearch & Films, who for more than five years has tirelessly worked to share the wonders of Naica with the world and to preserve them for future generations. 2

"You think this is hot" said Gonzalo pointing towards an iron door. "This is just a cool breeze compared to what you will feel like in there ... ready to go?" 3 Everyone else was dressed like astronauts preparing to go on a spacewalk, but Gonzalo insisted that our first visit should be a completely natural experience. He wanted us to physically and mentally prepare, just in case we ended up spending much longer inside than we had expected ... anxiously we pulled open the door and entered.

Listen and say. The phrases are taken from the text. What do you think the place i like? Read the text to find out.

- temperature of 50°C and humidity of 100%
- · dusty, thick and heavy air
- heat hits you like a wall
- sweat pouring out of your skin
- breathing becomes heavy
- · forest of giant crystals

Check these words

humidity, respirator, sweat pours, breeze, steam up, gypsum crystals, blade, glitter, challenging shoot, drain, decay, fate, operate, funding, World Heritage Monument

Read the article again. Seven sentences have been removed. Choose from the sentences A-H the one which fits each gap (1-7). There is one extra sentence which you do not need to use.

My glasses steamed up and their metal frames almost burnt me. 4 Sweat poured from my head, my energy was sucked away, and my breathing became heavy. My eyes led me forwards, but my body wanted to go back. I was standing among a forest of giant gypsum crystals as sharp as blades - the largest crystals ever discovered, some up to 12 metres long (about the height of 6 men!) and as heavy as 55 tonnes.

The view was incredible; everything around us glittered, as though we were standing inside a star. However, within just five minutes I had gone from a fit 30-year-old to an unfit 60-year-old. 5 This was going to be the most challenging shoot of my life.

For over half a million years these crystals have been slowly growing out of hot hydrothermal fluids rich with minerals. Undisturbed, one can only guess how big they may have eventually grown. Yet when mining began here over a hundred years ago, the cave was drained and the development of the crystals froze forever. 6 This began the slow decay of the crystals and now no one knows what their fate will be.

Once the mine stops operating, it could be flooded by polluted mine water and abandoned forever. And that's if mineral sellers don't get to them first and rip them out to sell around the world, which has already happened to other smaller crystal caves in the area. My hope is that Gonzalo will succeed in finding funding to preserve this site as a World Heritage Monument. 7 Who knows what other wonders lie hidden deep inside the Earth?

- A At this point I had expected to step into a bright orange ice-suit and put on a huge respirator backpack.
- B As the air became hotter I only hoped that I would survive to tell the tale.
- C It wasn't until 2001 that miners, searching for lead, eventually discovered it.
- D To me it is a wonderful example of the hidden forces of our planet.
- E It was a moment of calm that didn't last long.
- The heat hit us like a brick wall.
- **G** I had to leave them at the entrance.
- H It is his experience, and a 15-man team, that kept us alive as we filmed this geological wonder.

4	Fill in: sucked, funding, exploring, breeze,	
	sweat, abandoned, rip.	

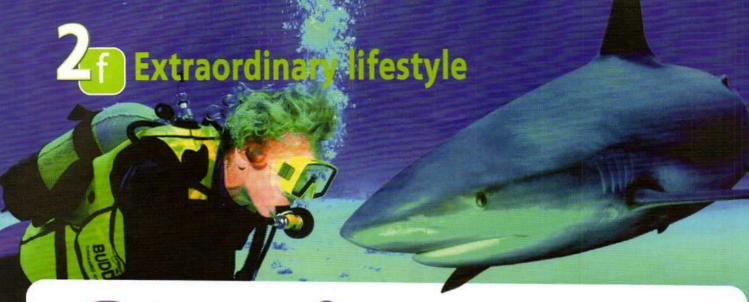
1	It was exhausting	the cave	e
	I was so tired afterwards I cou	ld hardly walk!	

- 2 ran down Sam's face as it was very hot inside the cave.
- 3 They fear visitors will the crystals out to take them as souvenirs.
- 4 The mine was after it closed; no one has been there for years.
- 5 We were so tired our energy was
- 6 A gentle blew through the entrance of the cave.
- 7 He is trying to find to preserve the cave.
- Match the words in bold with their meanings: emptied, without giving up, pulled away powerfully, sparkled/shone.

Similes

- Fill in: ice, crystal, bone, nails, lightning, bat.
- 1 The rocks looked wet, but when I touched them they were as dry as a
- 2 The water in the spring was as clear as
- 3 The boy grabbed the cake as quick as
- 4 After playing in the snow, James' hands were as cold as
- 5 Jack is as blind as awithout his glasses.
- 6 Janet won't give you any sympathy; she's as hard as!

- THINK! ... Listen and read the text. Now close your eyes and imagine you are inside the Crystal Cave. What can you see and hear? What is happening to you? How are you feeling? Open your eyes and write a paragraph about this. Read it to the class.
- ICT Find out information about another amazing cave in the world. Report your information back to the class.



WHISPERER Stuart Cove takes Adam Higginbotham under the

waves to meet his killer cast. Today, Cove charges around \$10,000 for two to three days Stuart Cove kneels on the sandy seabed. One hand shooting with a tiger shark. rests on a plastic crate filled with chopped fish. When he "Honestly I was scared to death," Cove says. During the opens the crate to spear the first piece, perhaps 20 reef sharks appear in the water around us. Twenty minutes later

and frequently responsible for attacking humans, but when captured or placed under stress they struggle, but then become calm as if they are half asleep. The sharks can then be released and manipulated for the shot and this is

past 25 years, Stuart has captured and manipulated sharks

into various scenes. Tiger sharks are big and aggressive

5 all the fish have gone and the sharks drift away. Over the

when Stuart steps in.

Stuart's work includes three James Bond films, one Jaws sequel and even a TV advert for a Japanese toothpaste 15 which involved getting a shark to hold still underwater while he scrubbed its teeth with a 5ft pink toothbrush! But the film that made Stuart famous is Open Water (2004). Filmed on shop-bought digital video cameras, it was about a young couple left behind in the open ocean after a diving boat trip and then menaced by sharks. What made the film remarkable was that it didn't use any stand-ins or special effects. "A lot of it wasn't acting. It was real fear. It should have been stunt people," says Cove. "But the budget was too small to do that."

Cove grew up in the Bahamas. At 19, he was an experienced diver, but he had no idea, when he started working on the James Bond film, For Your Eyes Only, that he would have to work with tiger sharks. "One day they said to us, "OK, we are going to release the shark. If the 30 shark comes to you, jump on its back." Then they said "Stuart, you're one of the guys." And I thought 'Are you out of your mind?' But then they said, "You'll get \$150." And, well ... as a teenager in 1979, that's a pile of money."

Readina & Vocabul

first take, the shark escaped - much to Cove's relief. Pretending to look for the lost animal, he was amazed to find it struggling at the edge of the set, trapped in a net. "So I grabbed it and it tried to bite me, and then it relaxed. I swam it back and suddenly I was the hero who saved the whole day's shooting." After that, Cove became one of the chief shark handlers. He never told anyone he'd found the shark in the net!

Out at the dive site, I asked him what I should do if I'm actually attacked by one of the sharks he's feeding. "Try taking your arms in," he said, "and avoid moving." But in fact, despite their reputation, many species of shark are very fussy eaters. Cove has seen sharks take bait such as chicken or lobster into their mouths, taste it then spit it out. Same goes for divers; when the sharks accidentally bite the feeders' hands, the animals immediately realise their mistake when they taste a wetsuit.

Despite this, Cove himself has been bitten three times by sharks. Once he was bitten on the hand. "It was the worst 55 pain I've ever felt," he says. "The teeth go very deep." Still, he insists that each time he has been doing all the things for the camera you shouldn't do: waving his hands around in the water unprotected.

For some shoots Cove and his staff have even simulated shark attacks. They strap food between a chain-mail suit and their clothing and let sharks tear it off them. "That's dangerous because they can actually rip your wetsuit and flesh ... yeah, it's not smart. But you know," he says, " for fame and fortune. You don't mind doing anything."

Check these words

Read the title of the article and the first sentence of each paragraph. What are you going to read about? ... Listen, read and check.

kneel, crate, spear, drift away, capture, manipulate, step in, sequel menace, be out of your mind, to one's relief, fussy eater, bait, spit out, strap, tear off

- Read again and for each question, choose the correct answer (A, B, C, or D). Compare with your partner. Give reasons.
 - 1 Stuart Cove controls the behaviour of sharks
 - A while they are feeding.
 - B when they're in a particular state.
 - C by making them angry.
 - D by spending a lot of time with them.
 - 2 What was surprising about Open Water?
 - A the reactions of the actors
 - B the amazing stunts
 - C how cheap it was to make
 - D how successful it was
 - 3 What do we learn about Stuart's first job with sharks?
 - A It came unexpectedly.
 - B He had been training for it for many years.
 - C It was what made him famous.
 - D He refused the offer.
 - 4 Why did he agree to do his first shark scene?
 - A He wanted the challenge.
 - B He thought he would lose his job otherwise.
 - C He was too proud to admit his fear.
 - D He liked what he was offered for it.
 - 5 Stuart was made a chief shark handler because
 - A he was the bravest diver.
 - B he achieved something no one else could do.
 - C he had a special relationship with the sharks.
 - D he let people believe something untrue.
 - 6 What advice does Stuart give to Adam?
 - A Wave your arms around to deter sharks.
 - B Stay still if a shark attacks.
 - C Feed sharks regularly to keep them calm.
 - D Always wear a wetsuit for protection against bites.
 - 7 'this' (line 54) refers to
 - A the divers' behaviour.
 - B the divers' protective clothing.
 - C the sharks' preferences.
 - D the way people see sharks.
 - 8 Stuart believes
 - A his job is less dangerous than people think.
 - B his experience protects him from injury.
 - C safety is the most important consideration.
 - D the danger involved in his job is worth it.

- Match the words in bold with their meanings: difficult to please, fight, threatened, cleaned by rubbing hard, replacement actors, caught, float, seized suddenly.
- Choose the correct word.
 - A lot of creatures live on the sea ground/bed.
 - 2 He bent/knelt on the sand to dig a hole.
 - 3 They released/loosened the sharks from the cage carefully and filmed their behaviour.
 - 4 Cove is a famous/popular shark whisperer.
 - 5 He costs/charges \$5,000 for a day shooting.
 - 6 Cove was chewed/bitten on the hand by a shark.
 - 7 He soon understood/realised his mistake.
 - 8 He waved/signalled his hand to attract the shark's attention.

Grammar ing/(to)-infinitive forms

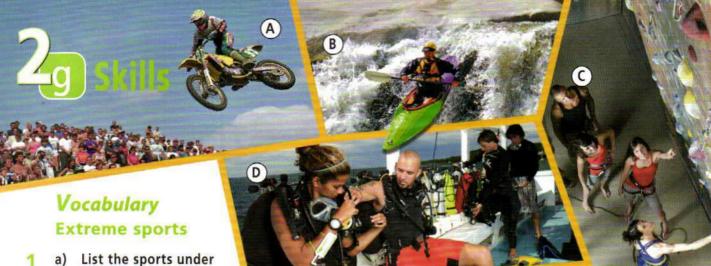


- Put the words in brackets into the correct form of the infinitive, -ing form or infinitive without to. Give reasons.
 - 1 Would you consider (swim) with sharks?
 - 2 You mustn't (dive) there.
 - 3 Tom has always wanted (swim) with dolphins.
 - 4 How about (go) diving today?
 - 5 He made us (wear) protective gloves.
 - 6 Would you like (come) scuba diving with us today?
 - 7 It's too dangerous (go) surfing today.
 - 8 I regret (watch) that horror film; it was scary!
 - 9 I can't wait (visit) the Bahamas!
- 10 Brian continued (wave) his arms around, even though I told him (stop).

Speaking & Writing

- 6 Use the information in the text to act out an interview with Stuart.
- THINK! Complete the sentences.

I admire Stuart because... I find his job... because



the categories.

AIR.

LAND

- base jumping rollerblading kite surfing
- white-water rafting canoeing cliff diving
- · archery · free running (parkour) · snooker
- · ice climbing · jet-skiing · mountain biking
- paragliding weightlifting skateboarding
- sandboarding ice hockey windsurfing
- snowboarding sailing bungee jumping
- scuba diving ski jumping ice skating
- motocross indoor climbing
- · storm chasing
- Which of the sports above have you tried/would you like to try? Use the ideas below to discuss in pairs, as in the example.
 - certain character qualities (brave, risk-taker, fun-lover, etc)
 - physical strength/fitness
 a trained instructor
 - previous skills/abilities (speed, good balance, gymnastics skills, dance skills, good swimmer, etc)
 - specialised clothes/shoes/equipment (mountain bike, ropes, snorkel, flippers, life vest, goggles, parachute, etc)
 - special weather conditions (wind, snow, ice, etc)
 - a lot of practice/experience

I haven't tried any of these sports, but I'd love to try bungee jumping. For this you don't really need any special skills, but you need to be very brave. Also ...

3 a) \(\int \) Listen to two students comparing pictures A and B. What similarities/ differences did they mention?

Comparing io	leas Speculating
 but/whereas/v although + classes However/On the hand, Neither nor and 	other I think they are probably
	Giving reasons

One possible reason why ... • Another reason could be

Now, in one minute, compare pictures C and D and say why you think the people have chosen to take part in these activities. Use the language in the box to help you.

Listening

You will hear an interview with a woman who runs extreme sport weekends. For questions 1-10, complete the sentences. Compare your answers with your partner's.

Children under the a	ge of		1 are no
allowed to participat	e.		
Anna suggests that p	articipants w	on't find	
	2 difficul	t.	
Participants with a		3	will enjoy
themselves.			
Anna says that the		4	can be
dangerous.			
She says Pembrokesh	ire is a great	place for avo	oiding
	5.		
Coasteering offers yo	u a different		6
every time.		Min-U-Pre-	
Pembroke coasteerin	g provides all	the	
	7 you nee		
Groups stop at	7-7		refreshments.
Pembroke Coasteerin	g offers a		9
costing £200-£230.		The des	a state of
Anna says that		10 do r	not matter in
coasteering			

- 1 What do you know about jousting? What would you like to know? Write down three questions. Then read the text.

 Does it answer your questions?
- Read the text again and think of the word which best fits each gap (1-12). Compare with your partner.
- 3 Match the words/phrases in bold with their meanings: becoming popular again, attractive, very exciting, did sth very dangerous, limited.
- Fill in: opponent, competitors, audience, spectators.
 - 1 from 20 countries took part in the race.
 - 2 There were over 10,000 watching the tournament.
- Find the main idea in each paragraph, then write a sentence for each. Compare your answers with your partner's.
- 6 Listen and read the text again, then describe the picture. Think about: location, what's happening, clothes, atmosphere.
- 7 ICT Find out about another extreme or dangerous sport that was popular in the past e.g. Muay Thai (Thai kickboxing), sumo wrestling, the fisherman's joust (Egypt). Find out: history, rules, equipment/clothes, the sport today. Report your findings to the class.



2i Writing

An opinion essay

- 1 Mark the statements below T (true) or F (false) when writing an opinion essay. Correct the false statements. Check in the Writing Bank.
 - Don't state your opinion in the opening paragraph.

.....

.....

.....

- Write three paragraphs in the main body.
- 3 Present a separate viewpoint in each main body paragraph.
- 4 Present the opposing viewpoint in the second main body paragraph.
- 5 Support each viewpoint with reasons/examples.
- 6 Start each main body paragraph with a topic sentence.
- 7 Restate your opinion in the concluding paragraph using the same words as in the introduction.
- 8 Use mostly past tenses.
- 9 Link your ideas with linking words.
- 10 Use colloquial expressions, everyday language, short verb forms and chatty language.
- Read the rubric. Do you agree or disagree with the statement? Why? Compare ideas with your partner.

You have had a class discussion about the following: Extreme sports are too dangerous and should be banned. Now your teacher has asked you to write an essay giving your opinion on this. Write your essay (120-180 words).

Read the essay and list the writer's viewpoints. What reasons/examples do they use to support them? Make notes under the headings.

Johann Friedrich Von Schiller once said, "Who dares nothing, need hope for nothing." While participating in extreme sports can give you a sense of freedom, I strongly believe they should be banned.

To begin with, they involve high risk. Most extreme sports are very dangerous to attempt and can lead to serious injury or even death. This is devastating for people's families and friends.

What is more, extreme sports are very expensive. They often involve buying expensive equipment and travel to special locations with mountains, snow or huge waves, for example. This requires large amounts of money.

On the other hand, it can be argued that while there is a certain amount of risk involved, enthusiasts take proper safety precautions. They are well-trained and carry safety equipment which helps to prevent injury. Also, some may argue that everyday tasks are also risky. More lives are lost every year through road accidents or natural disasters than through extreme sports.

All in all, while extreme sports are exciting and fun to some, I feel that they should be banned. They are extremely dangerous and people who take part in them are a danger to themselves. It seems to me that a ban would save the lives of many people.

Viewpoints Reasons/examples

- Suggest your own reasons/examples for the following viewpoints.
 - 1 All young people should take part in sport.
 - 2 Governments should spend money on promoting insect-eating.
- Use the linking words/phrases from the list to complete the table, then find the linking words/phrases in the essay in Ex. 3 and suggest alternatives.
 - in the first place also for example to sum up moreover
 - · firstly · to begin with · all things considered
 - on the other hand however apart from this alternatively
 - therefore
 for instance
 in particular
 in addition
 - because since in contrast furthermore lastly
 - secondly
 while
 such as
 taking everything into account

To list points: in the first place,	
To add more points:	
To introduce opposing viewpoir	
To introduce examples/reasons:	
To conclude:	



- Use your ideas in Ex. 4 and appropriate linking words to write two main body paragraphs. Exchange with a partner and check for mistakes.
- Use expressions from the Useful language box to expand the prompts to express an opinion.

Useful language

for giving opinions

- I believe/think/feel (that) ... I strongly believe (that) ... • In my opinion ... • To my mind ... • The way I see it ... • It seems/appears to me (that) ...
- I (do not) agree that/with ... My opinion is that ...
- As far as I am concerned ...
 I (completely/totally) agree that/with ... • I am totally opposed to ...
- · I couldn't (dis)agree more that/with ...
- 1 actors/not do/own stunts In my opinion, actors shouldn't do their own stunts.
- 2 violent films/affect behaviour/some children
- 3 we/not try/travel through time
- 4 base jumping/too dangerous/be banned

Beginnings/Endings

- Read the extracts below. Which are: beginnings? endings? Which: addresses the reader directly? asks a rhetorical question? uses direct speech/a quotation? How does the writer begin/end the essay in Ex. 3?
- A Is it possible that letting children play the roles of criminals in violent video games can do them good? To my mind, this really could encourage children to become violent in real life.
- B) All in all, while many people think that competitive sports encourage aggression, I believe that they encourage people to excel. As John Wooden said, "It's not so important who starts the game but who finishes it."
- Have you ever wanted to turn off the TV after seeing a contestant in a reality show covered in cockroaches? As far as I am concerned, reality TV shows often go too far.

Your Turn

a) Read the rubric and answer the questions.

Your English teacher has asked you to write an essay giving your opinion on the following: Violent sports such as boxing should be banned. Write your essay

1 What will you write? In what style?

(120-180 words).

- 2 Can you name some violent sports?
 - b) Which of the viewpoints below agree/ disagree with the statement in the rubric? Think of reasons/examples for each viewpoint.
- A It is a strictly controlled sport with rules and regulations.
- B It encourages violence in society.
- C A high percentage of participants get seriously injured.
- 10 a) Cisten to two people talking about violent sports and make notes.
 - b) Write your essay using your answers from Ex. 9 and your notes. Follow the plan.

Plan

Para 1: state topic, give your opinion Paras 2/3: viewpoints & reasons/examples

opposing viewpoint & reasons/examples Para 4:

state opinion in other words Para 5:

All the same, I realised I was a little nervous. I'm an experienced diver but I had never dived in such low temperatures before. The air temperature was about -20°C and I was very worried how cold the water would be! Anya, however, assured me that the water temperature would be much warmer at around 2°C and our drysuit would keep us warm enough. This didn't really make me feel any better. 2°C still sounded pretty cold to me!

As we drove out onto the ice, our guide told us that Lake Baikal is 25 million years old, possibly older, and is 1,642 metres deep at its lowest point. Amazingly, it also

As I finally jumped through the hole in the ice, the incredible underwater landscape made any nerves I still felt completely disappear. The cave-like stalactite roof and crystal clear blue waters made me feel like I was on another planet. I could see shoals of fish and a field of bright green sponges 20 or 30 metres ahead of me! Our guide had told us that because of the high levels of oxygen in the water, Baikal hosts over 1,000 species of plants and over 1,500 of animals, about 80% of which are found nowhere else in the world.

After the dive, the fun was far from over. We all treated ourselves to a traditional sauna, which had travelled with us on a sleigh. As I relaxed in the 50°C heat, it really seemed as if life couldn't get any better!

Reading

(Matching headings to paragraphs)

Study skills

Matching headings

Read the headings and underline the key words. Then read the text and try to find words/phrases which paraphrase or which are related to words/phrases in the headings. Be careful though as the extra heading will be referred to in some way in the text.

1 Read the rubric, then read the text through quickly. What is the text about?

Read the text and match the headings (A-H) to the numbered paragraphs (1-7) of the text. Use each heading once. There is one extra heading.

- a) Now read the headings and underline the key words. In pairs, try to find words/ phrases in each paragraph that paraphrase or relate to the headings.
- A All about the lake
- B Experiencing a unique world
- C The enjoyment went on
- D Grabbing an opportunity
- E A risky tradition
- F Getting ready to jump in
- G Admiring the beauty
- H Feeling unsure
 - b) Do the task. Where is the extra heading referred to in the text?

Listening (Multiple matching)

Study skills

Listening for gist (main idea)

Remember that the sentences express the main idea of what the speakers say. To help you do the task, first read the sentences and underline the key words, then try to think of what the speaker might say (synonyms and other vocabulary & ideas related to the key words). Then listen and try to match the speakers to the sentences. Be careful because the sentences are all related to the same subject so what the speakers say can seem quite similar.

a) Read the rubric and the sentences and underline the key words in the sentences. Note down synonyms and other vocabulary related to the key words. Compare with a partner.

You will hear five different speakers talking about sport. Match each speaker (1-5) with the sentences (A-F). Use each sentence only once. There is one extra sentence.

- A The speaker talks about a popular new fitness craze.
- B The speaker explains why he/she chose to do an extreme sport.
- C The speaker talks about his/her plans for opening a business.
- D The speaker explains why he/she enjoys watching a winter sport.
- E The speaker describes how he/she achieved something.
- F The speaker explains why he/she doesn't like extreme sports.

1	2	3	4	5

b) Do the task. With a partner, justify your answers.

Speaking (giving a talk)

4 a) Read the rubric and underline the key words. Brainstorm words/ideas related to the topic, then compare with your partner.

Give a 1.5-2 minute talk about extreme sports.

Remember to say:

- why people take part in extreme sports
- if you have tried/would like to try any extreme sports & why
- what you prefer: playing a traditional team sport, going to the gym or trying an extreme sport to keep fit & why
- b) Do the task.
 - Then, listen to a student doing the task. How did his answer compare to yours?
- 5 Answer the questions below.
 - 1 Do you consider yourself a risk-taker? Why?/Why not?
 - 2 Some people believe that extreme sports are too risky. Do you agree? Why/Why not?

Writing (a letter)

Read the rubric and underline the key words, then do the task. Exchange with your partner and check for mistakes.

You have received a letter from your Englishspeaking pen friend, Tom.

I've just come back from La Tomatina. It's a festival in Valencia, Spain, where people take part in a huge tomato fight!

... I'm thinking of going to La Tomatina again next year.
Do you think it's something you'd enjoy and why?
What's the most unusual festival you've ever been to or
heard about? Which place in the world would you most
like to visit and why?

Write him a letter and answer his three questions. Write 100-120 words. Remember the rules of letter writing.

Word formation

7 Read the text. Fill in the gaps (1-6) with the proper lexical form of the capitalised words.

Dean Karnazes is an athlete with a 1)! He is known as 'the world's	DIFFER
most famous ultramarathon 2)	RUN
By the age of 11, Dean's list of 3) had already included hiking across the Grand Canyon and climbing the highest	ACHIEVE
mountain in the USA. 4), every day Dean gets up at 3.30 am, runs a marathon followed by cross-training and bikeriding, then completes another 10-	AMAZING
mile run in the afternoon. As his 5) increases, Dean's ambition is to run a marathon in every country in the world.	FIT
It looks like this will be a real 6)!	POSSIBLE

Key word transformations

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

1	Jack took up jousting two years ago.
	SINCE It
	Jack took up jousting.
2	I'm looking forward to trying bungee jumping.
	WAIT I
	bungee jumping.
3	"How about eating a chocolate-covered scorpion?" Tom asked.
	LIKE "Would
	a chocolate-covered
	scorpion?" Tom asked.
4	We were not able to go into the cave because of the heat.
	PREVENTED The heat into the cave.
5	Not only are insects healthy, but they are nutritious, too.
	BOTH Insects
	nutritious.
6	Stuart didn't know he'd be working with sharks.
	IDEA Stuart he'd be working with sharks
	He d be working with snarks

Writing (an opinion essay)

9 a) Read the rubric and underline the key words. What is your opinion?

You have had a class discussion about the following:

People should not be allowed to keep exotic pets.

Now you have to write an essay giving your view on this statement. Write your essay (120-180 words).

- Suggest reasons/examples for the viewpoints below. Add another viewpoint with reasons/examples.
 Compare with your partner.
- 1 They can be difficult to look after.
- 2 Some exotic pets are dangerous.
- 3 They can be expensive to keep.
- 4 Some aren't as demanding as a cat or a dog.
- 10 Use your ideas to write your essay (120-180 words).

Language in Use

Phrasal verbs/Prepositions

- - countries these days. (appearing suddenly)

 3 Dan's parents him up to respect others. (look after through childhood)

 - 6 Sally and Tim had a big argument and up. (finished a relationship)
- Choose the correct preposition.
 - 1 They came across the cave by/from accident.
 - 2 Sandra just can't get away/over her fear of heights.
 - 3 New dishes appeared within/on the menu.
 - 4 Stuart Cove is responsible to/for the safety of the divers during filming.
 - 5 He succeeded in/at raising money to fund his project.
 - 6 They managed to find a solution in/to the problem.

Collocations

Fill in: fussy, readily, opening, common, future, thick, sandy, beam, royal, growing, breeze, mind.

1	sight	7	generations
2	available	8	of light
3	seabed	9	ceremony
4	air	10	marriage
5	eater	11	cool
6	out of your	12	population

Word formation

Complete the sentences with a word formed from the word in capitals.

1	The	conditions	inside	the	Crystal	Cave	are
				(DEA	D)		
2	Shar	ks and alliga	ators ha	ve ve	ery		
	iaws. (POWER)						

- 3 Lee has a vivid and dreams up amazing science-fiction stories. (IMAGINE)
- 4 The of mind control devices are endless. (POSSIBLE)
- 5 Stuart loves watching horse (RACE)

Words often confused

- 5 Choose the correct words.
 - Tracey grilled/steamed the meat for too long and burnt it.
 - 2 People doing extreme sports sometimes threaten/ risk serious injury.
- 3 Alligators can spin/swirl around and around in the water.
- 4 In his first film, Stuart pretended/imagined to look for an escaped shark.
- 5 Do you want fried or scrambled/mashed eggs?

Read through Module 2 and mark the statements T (true) or F (false). Then write a similar quiz of your own.

- 1 By law chocolate is allowed to have 100 insect parts in it per 100 g.
 2 In China cooked haby bees are
- 2 In China cooked baby bees are a delicacy.
- 3 Insects are high in protein.
- 4 The Giant Crystal Cave is in Mexico.

- 5 The Giant Crystal Cave is a World Heritage Monument.
- 6 Stuart Cove gets paid \$150 for 2 days' shooting.
- 7 Stuart Cove works on his own.
- 8 It's extremely hot inside the Giant Crystal Cave.



Reading & Listening

- 1 Read the title of the text, the introduction and the subheadings and look at the pictures. What can you do in each of these places?

 Listen and read to find out.
- Read again. Mark sentences 1-6 T (true), F (false) or NS (not stated).
 - The divers who explored the Orda Cave felt like they were on another planet.
 - 2 The divers take tourists on tours to the cave.
 - 3 Visibility in the cave is excellent.
 - 4 The Geyser Valley has the largest geysers in the world.
 - 5 The Velikan Geyser stopped erupting after the mudslide.
 - 6 It's rare to see a brown bear in the reserve.
- 3 Fill in: bubbles, trip, boiling, springs, virtual, leaping, wonders, rock.

1 natural;	2 hot;
3 structures	; 4 air;
5 point	; 6
salmon; 7 day	; 8 tour

Speaking & Writing

4 ICT Find out about another place/area of natural beauty in Russia e.g. a cave, mountain range, nature reserve etc.

Make notes on: name, location, what you can see/do there. Write a short text, then read it to the class.

Check these words

fragile, wilderness, delicate, funnel, air bubbles, precious, remote, steaming, mudslide, shoot, collapsed, boiling point, bubble, acid lake, leap, virtual tour, launch

GRAGILE WILDERNESS

Russia is the largest country in the world with a total land area of over 17,000,000 km²! It's no surprise that it is full of incredible natural wonders. Some of these places, however, are so wonderful and so fragile, that maybe we shouldn't go there ...

The Orda Cave, the Western Urals

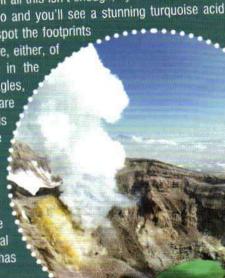
Just as Neil Armstrong once reported back from the moon, a team of daring and experienced cave divers recently got the chance to go where no one had ever been before when they explored the longest underwater gypsum crystal cave in the world. At temperatures barely above freezing and carrying heavy and expensive equipment, the divers took photographs in order to show people the 3-milelong underwater wonderland. The unique cave is full of stunning rock structures. Because of the gypsum, a mineral that can form clear crystals, the water was so clear that the divers could see over 45 metres ahead of them! The environment in the cave is so delicate though that even air bubbles from the divers could damage it. Because of this, the team used an underwater funnel to take their air bubbles safely out of the cave. They hope that now people can see the stunning photographs of the cave, they will understand how important it is for precious places like this to be protected.

Kronotsky Nature Reserve, Kamchatka Peninsula

This remote nature reserve along Russia's Pacific coast covers over 10,000 km! Frequently described as the 'Land of Fire and Ice', it is home to the Geyser Valley with the second largest number of steaming geysers in the world. In 2007, the valley was badly damaged by a massive mudslide. This didn't affect one of the most amazing sights in the valley, though, the Velikan Geyser, which erupts every 6 hours, shooting tons of water 30 metres into the air. Within the valley also lies the 10 km-wide Uzon Caldera, a collapsed volcanic cone where magma heats ground water to near boiling point and there are hundreds of bubbling mud pools, geysers and hot springs. As if all this isn't enough, fly over the crater of the Maly Semyachek volcano and you'll see a stunning turquoise acid lake. It isn't uncommon to spot the footprints

of brown bears on a trip here, either, of which there are over 700 in the reserve, along with eagles, leaping salmon and other rare wildlife. The wonders at this UNESCO world heritage site are endless, but the only way to visit it is by helicopter and a day trip costs at least \$700. Well perhaps not quite the

... perhaps not quite the only way; an online virtual tour of the Geyser Valley has recently been launched!



Vocabulary: jobs related to healthcare/fitness: alternative therapies; physical activities; emotional health; ways to laugh; mental health

Grammar: modal verbs; past modals; expressions synonymous to modals (supposed to/had better/likely to/bound to/why don't)

Everyday English: discussing symptoms & remedies

Intonation: expressing sympathy Phrasal verbs: verbs with out

Writing: a report making suggestions/

recommendations

Culture Corner: Nature's Spa of the South Pacific

Curricular (PSHE): Anger Management

Vocabulary Jobs related to healthcare & fitness

a) Clisten and say.

- 1 optician
- 2 psychologist
- 3 pharmacist
- 4 art therapist
- 5 personal trainer
- 6 hypnotist dental nurse
- paramedic
- nutritionist
- 10 midwife
- 11 physiotherapist
- 12 beautician
- 13 plastic surgeon
- 14 yoga instructor
- b) Which of the jobs in Ex. 1a can you see in the pictures?
- Match the descriptions (A-H) with a job from Ex. 1a.
- gives advice on food-related health problems
- assists a dentist/dental surgeon
- puts patients into a sleep-like state and gives
 - them instructions that benefit them
- helps people express themselves through creativity
- tests people's eyesight and sells glasses and contact lenses
- helps people to achieve their personal fitness goals
- helps people with mental disorders
- works in the emergency services and gives medical support at the scene of an accident
- Listen to five people speaking and 3 match each to one of the pictures. What words/phrases helped you to decide?

Module 3 **Body and Soul**

OVER TO YOU!

Which of the jobs in the pictures do you think are the most: rewarding? challenging? Why? What qualities are needed for each job?











3 Therapies

Vocabulary Alternative therapies

 a) List the words under the headings.

health problems

alternative therapies

aches, pains, injuries

- hypnotherapy
- arthritis
- meditation
- acupuncture
- reflexology
- osteoporosis
- ulcers
- blisters
- homeopathy
- migraine
- concussion
- indigestion
- nosebleed
- depression
- · panic attack
- b) Listen and check. Which words are the same in your language?

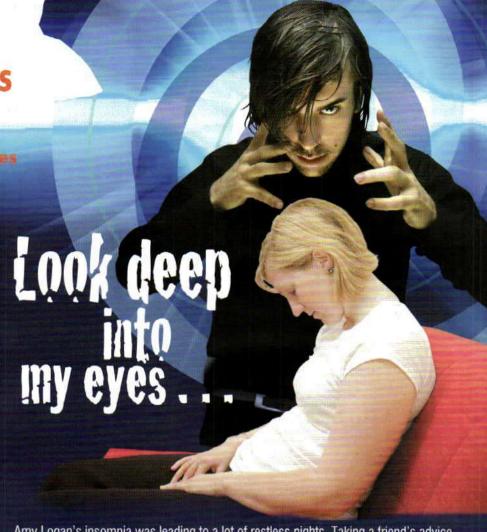
Reading

2 a) Look at the picture and read the title and the first sentence of each paragraph in the text. What do you expect to read about?

Read to check.

Check these words

insomnia, restless, dim, surgery, cluck, snoring, addiction, kick the habit, recovery, burn victim, pain relief, saw, lash, magic wand, side effects, absorbed, mesmerise, panic attack



Amy Logan's insomnia was leading to a lot of restless nights. Taking a friend's advice, she decided to pay a visit to a hypnotist. Here Amy looks at the medical benefits of hypnosis and is put into a deep, deep sleep ...

The lights are dim and the couch is comfortable; the hypnotist's voice is monotonous, yet soothing. "Listen and relax, listen and relax," he repeats over and over. My arms and legs and even my eyelids are feeling heavy. My breathing is slowing down, as though I'm falling into a deep sleep and then the hypnotist begins ...

There is evidence that the ancient Egyptians used hypnotism over 2,000 years ago, but hypnotherapy as we know it dates from the 18th century.

It wasn't until the following century, however, that surgeons began to use hypnotism (coming from the Greek word for sleep) to relax patients during surgery. With the rise of modern medicine, however, in the last 200 years hypnotism has been more associated with stage show hypnotists swinging a pocket watch in front of their victims and asking them to cluck like a chicken to entertain an audience!

Now, increasingly, with the help of hypnotherapy people are managing anxiety, losing weight, stopping snoring and overcoming many other addictions and conditions. In fact, up to 75% of people who have used hypnotherapy to stop smoking have been able to kick the habit.

So how exactly does it work? Scientists are not 100% sure. What they do know is that it creates a state of deep relaxation in which patients are more open to suggestions than when they are wide awake.

They are not cut off from the outside world, but they're completely focused on the hypnotist's voice. It's at this point that he can suggest positive changes to thought patterns and habits.

Hypnotherapy isn't just for psychological problems, though. 4 Burn victims, for instance, have benefited from pain relief after a session of hypnotherapy. One pensioner even had an operation which involved a surgeon sawing into her foot while under hypnosis! She says, "I said to myself that if I had any pain I should think of it as waves lashing against a sea wall. Every time it happened, I imagined the pain going away, like the tide."

While hypnotism isn't a magic wand, it seems it may be able to treat countless conditions. Moreover, it is painless as well as risk-free, it has no side effects and it's cheap.

Before trying hypnotherapy for myself, I did a little research and found out that although about 90% of people can be hypnotised, good hypnotherapy patients tend to be relaxed, imaginative, intelligent and easily absorbed by things. So what happened after my own hypnotherapy experience? Well, throughout it, I felt normal and could still hear the traffic outside, but when I 'awoke' after what I thought was about 20 minutes, I was surprised to learn that an hour had passed. I have to admit I've been sleeping better ever since.

It looks like hypnotherapy might work for me, but what about you? Could you be hypnotised?

- b) Read the article again. Six sentences have been removed from the article. Choose from the sentences A-G the one which fits each gap (1-6). There is one extra sentence which you do not need to use.
- A It has also helped people suffering from phobias, depression or panic attacks.
- B Not perfectly, but there has definitely been an improvement.
- C It didn't take long for the hypnotist to put me under.
- D Amazingly, some hospitals are now using it alongside conventional medicine to reduce pain and speed up recovery.
- E Austrian physician Franz Mesmer became renowned for treating nervous disorders and we still use his name today whenever we say we are *mesmerised* by something.
- F Patients sometimes compare the experience to being totally absorbed in a good book or film or in a meeting when their mind wanders.
- **G** Many people, however, are still not willing to put their faith in a therapy that can't be scientifically proven.
- Fill in: overcome, wide, relief, disorder, heavy, side, swinging, kick, deep.
- 1 He felt his arms getting very, then he fell into a sleep.
- 2 Little Johnny sat on the stool his legs back and forth.
- 3 He has managed to his problem.
- 4 Exercise can help smokers the habit and start living a healthier life.
- 5 He lay in bed awake starring at the ceiling.
- 6 Acupuncture is one of the most popular techniques used for the of back pain.
- 7 Before taking food supplements you should check if they can cause any effects.
- 8 Depression is a sign of a nervous



Grammar pp. GR8-GR10 Modal verbs

- 4 Complete the sentences using appropriate modal verbs.
 - 1 It is necessary for patients to want to be hypnotised or it won't work. Patients have to want to be hypnotised or it won't work.
 - 2 Why don't we eat at the vegetarian restaurant? We
 - 3 It is possible that reflexology helps with your bad back. Reflexology

...........

- 4 I strongly advise you to try meditation. You
- 5 It isn't necessary to be really fit to do yoga. You
- 6 I don't think she'll go to her yoga class as she's working late. She
- 7 Is it possible for me to borrow your yoga mat??

......

- 8 You are allowed to open your eyes now. You
- 10 You aren't allowed to make any noise during meditation.
 You

Speaking & Writing

- the text. Find the main idea in each paragraph. Use the ideas to give the class a short summary of the text.
- hypnotherapy? Why? Why not? In three minutes write a few sentences. Tell your partner or the class.

3b Health crazes

Vocabulary Physical activities

- 1 Which of the following types of physical activities do you do?
 How often? Tell your partner.
 - · playing sports · weightlifting
 - · aerobics · cycling · stretching
 - · swimming · dancing · yoga
 - · bodybuilding · running
 - · walking · pilates

I do aerobics twice a week. I also go cycling every weekend.

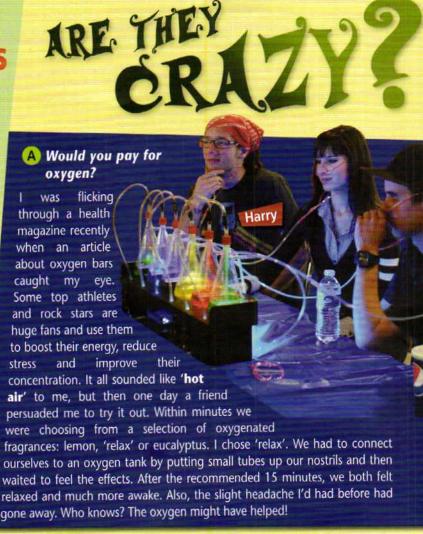
Reading

- 2 Read the headings of the four texts and look at the pictures.
 What do you think each health/fitness craze involves?

 Listen and read to find out.
- 3 Read again and for questions 1-8, choose from the people A-D. Then give each text an alternative heading.

Who:

found the activity more 1 difficult than expected? was very nervous about 2 trying the activity? was scared while doing the activity for the first time? 3 tried an activity he/she 4 had read about? tried an activity that made 5 a problem disappear? did the activity with a 6 friend? decided to try the activity based on professional 7 advice? was surprised and amused by how something felt? 8





B A fin-tastic treatment

When you go for a pedicure, there's usually just one pedicurist, but imagine having your toes worked on by 150 miniature fish! This is exactly what I experienced recently when I agreed to try a fish pedicure at a local beauty salon. The treatment involves you **plunging** your feet into a tank full of toothless 'doctor fish' so that they can **nibble** your dead skin away. As I sat nervously at the edge of the tank and saw the huge number of fish swimming around, I was a little concerned that they wouldn't know when to stop eating! But as I finally dipped my feet in the tank and the fish **swarmed** over, I couldn't believe how gentle they were. In fact, it really tickled and I couldn't help but laugh out loud. Afterwards I was astonished by how smooth my feet felt. I felt like I should have thanked the fish!

Feeling weightless

I had always enjoyed yoga but after injuring my wrist, I couldn't put much weight on it. My personal trainer suggested that I should try aerial yoga - yoga in a long silk hammock suspended from the ceiling. You perform various poses sitting, lying or even spinning upside down in the hammock. It's supposed to tone your muscles and straighten your shoulders. It all sounded good to me, but when my first class started, I was so afraid of falling out of the hammock I hardly moved! I couldn't stop laughing either. To my surprise, aerial yoga was easy to pick up and I've almost successfully managed to do the 'cannonball' Cathy – hugging your knees while swinging upside down!

Fill in: swarm, plunged, suspended, boost, breath, swinging, nibbling, picked up.

1 Exercising helps your energy.

2 He took a biscuit and startedit.

3 Small fish often to the docksides during the summer.

4 He ran out of while running to catch the bus.

5 She bought lights for the trees in her garden.

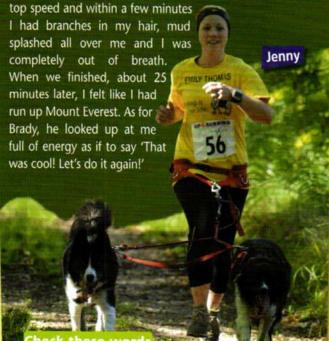
6 She the Hindi language very quickly while studying yoga in India.

7 The audience couldn't take their eyes off the acrobats in the air.

8 We into the freezing water.

Barking mad

After mentioning to my friend Brian that I wanted to lose a bit of weight, he said he had the perfect solution for me. He knows how much I adore my dog, Brady, so he suggested I tried CaniX racing. The idea behind it, he explained, is that instead of taking your dog for a walk, your dog takes you for a run while you're attached to it by a harness and an elastic rope! It sounded hilarious so the next weekend I gave it a try. Well, it was certainly no walk in the park! Brady took off at



flick through, catch your eye, oxygenated, tubes, nostrils, dip, gentle, tickle, laugh out loud, silk hammock, suspended, poses, spin, hug, swing, harness, at top speed, out of breath

Match the words/phrases in bold with their meanings: extremely funny, eat by biting small pieces, with no real meaning, pushing quickly in, hanging, moved in a large group, not easy.

Grammar GR10 Past modals

Use the words in bold to complete the sentences so they have a similar meaning to the first sentence. Use two to five words.

pp. GR9-

1 It's a pity I didn't start training earlier. (have) 1 earlier.

2 He was lucky the car didn't hit him. (have) The car, but he was lucky.

3 It's possible that he has broken his leg. (may) Hehis leg.

4 I don't think that Bob has gone on holiday. I saw him this morning. (have) Bob on holiday. I saw him this morning.

5 I'm sure Ann has passed her exams. (have) Ann exams.

6 I'm convinced he didn't lie to you. (lied) He to you.

Speaking & Writing

What does each health craze in the text involve? Tell your partner.

THINK! Which of the experiences in the text would you most/least like to try? Why? Write a few sentences about this, then read them to your partner or the class.

3c Culture Corner

- 1 Read the title of the text and the subheadings and look at the picture. What is special about this place? What can a visitor see & do there? Read to find out.
- Read again and think of the word which best fits each gap (1-12). Use only one word in each gap. Compare your answers with your partner's.
- **3** a) Fill in: strong, deadly, bubbling, steaming, beauty, perfect, throw, treat, cleanse, seismic, health, skin.

	_
activity	• 1
	2
wounds	3
acid	4
stones	- 5
	6
spot	37
products	8
	5 9
eruptions	10
wounds	11
water	-012

- b) Use the phrases to make sentences based on the text.
- 4 C. Listen and read the text. Imagine you are a tour guide at this thermal reserve and your partner is a tourist. Make notes on the text, then use them to give your partner a tour.

Nature's Spa of the South Pacific

The Kakahi Falls

The Sulphur Bath

This mud pool has never 3) used for bathing as the water in it is like a strong acid and would seriously harm anyone 4) came into contact with it.

The Mud Volcano

Geothermal Inferno

The Medicine Lake

At the end of your walk, make sure you take time to enjoy a thermal mud bath at 12) of the area's health spas – it's a 700-year-old Maori tradition!

seismic activity, steam, roar, sizzling, geothermal, cleanse, acid, erupt, vent, dip, reserve

ICT Find information about a popular place of natural beauty in the world where people go to relax and benefit their health. Write a short text and present it to the class.

Everyday English 3d

Discussing symptoms & remedies

- 1 a) 🕠 Listen and say.
 - · You look a bit pale.
 - I feel terrible actually.
 - · What's the matter?
 - · Get well soon!
 - · Oh dear, that sounds awful.
 - · When did it come on?
 - It sounds like you could have a migraine.
 - If I were you, I'd take a strong painkiller.
 - · Hopefully that will make you feel better.
 - b) Which sentences: ask for information? describe a health problem? give advice? express sympathy?
- 2 Listen and read the dialogue. What's wrong with Melissa? What does Dave suggest?



Dave: Are you alright, Melissa? You look a bit

pale.

Melissa: Well ... no, not really. I feel terrible

actually.

Dave: What's the matter?

Melissa: Well, I've got a splitting headache and I

feel really nauseous, too.

Dave: Oh dear, that sounds awful. When did it

come on?

Melissa: About half an hour ago.

Dave: Well, it sounds like you could have a

migraine.

Melissa: You might be right.

Dave: If I were you, I'd take a strong painkiller and go and lie down in a dark room. Hopefully that will make you feel better.

Melissa: Yes, I think I'll do that. Thanks a lot, Dave.

Dave: Oh, you're welcome. Get well soon!

Intonation: expressing sympathy

- a) Clisten and say. Mind the intonation.
 - · Oh dear, that sounds terrible.
 - I'm really sorry to hear that.
 - . Oh, no! You poor thing!
 - · I really hope you feel better soon.
 - That must be awful.
 - b) Use the problems below and phrases from Ex. 3a to act out exchanges, as in the example.

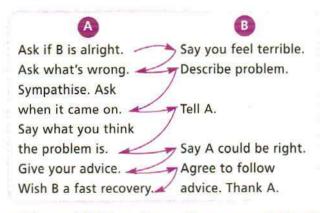


A: I've got a bloated stomach.

B: I really hope you feel better soon.

Speaking

4 Imagine you have a painful bloated stomach. Use the ideas below to act out your own dialogue. Follow the plan.



problem: painful bloated stomach symptoms: indigestion remedy: take an antacid tablet

53

e Emotional health

Reading

a) How often do you: laugh? do something to help someone? meditate? stop to admire something beautiful e.g. a flower, a sunset? Tell your partner.

I don't laugh very often. I sometimes help my mum with housework.

> b) What things in your life make you feel happy? Tell your partner.

Listening to my favourite song makes me feel happy.

Read the title of the article, the quote and the first sentence of each paragraph. What do you expect to read?

Listen and read the text and check.

By the time I got to the community centre, I was already five minutes late. When I finally found the room, a diverse group of young and old people were wandering around, pointing at each other and 5 giggling. It was one of the most ridiculous sights I had ever seen, but I shouldn't have been so taken aback, because this was a laughter yoga class!

Laughter yoga was started in 1995 in Mumbai, India, by Madan Kataria, a doctor. He had been looking into the 10 medical advantages of laughter and found that a great way to relieve stress was to laugh for 15 to 20 minutes every day. He formed a public 'laughter club' in a park and before long, a new movement combining laughter and special breathing exercises had been created. The 15 idea took off and, unbelievably, there are now around 5,000 laughter yoga classes taking place around the

world! At first, I was very sceptical. How could a bit of silly giggling feel like exercise? Our instructor Maryanne 20 explained that laughter reduces stress, improves circulation, tones muscles and even helps the respiratory system. In fact, just the simple act of smiling, she said, tricks our bodies into thinking we are happy as it releases stress-fighting hormones called endorphins. 25 Well, I was certainly willing to try it to help me let off

steam after my stressful week!

As warm-up exercises, Maryanne asked us to walk around the room while chanting and clapping. Afterwards, we lay on the floor, kicking our legs in the 30 air, and to my surprise I started to snigger. Then we pretended to joke with old friends and drink from imaginary tea cups. The room was soon full of chuckles, giggles and roars of laughter. I have to admit the laughter was contagious.

35 At the end of the session, I felt refreshed. It was as if a weight had been lifted from my shoulders. Before we

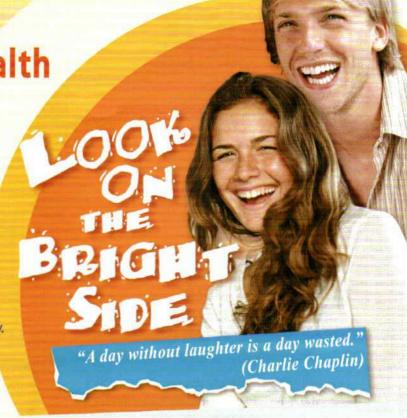
left, Maryanne gave us a list of 'easy actions for joyful living' and told us to try out some before the next class. The list included simple things such as meditation, helping a neighbour, learning a new skill or even 40 stopping to admire a wild flower or looking up at a starry night sky. That should be easy enough, I thought! Firstly, I tried meditating for 10 minutes each morning. I sat silently with my eyes closed and focused on my breathing while observing my thoughts. At first that was 45 hard! But as the week progressed, the clutter in my mind was eventually replaced with a feeling of peace and calm.

The next thing I did was offer to help an elderly neighbour carry her shopping bags home. She 50 appreciated it and I felt lighter in my step afterwards. Friday was a terrible day. I stepped in a huge puddle, got soaking wet on my way to college and then my car wouldn't start so I had to catch two trains home. Taking advice from Maryanne's list, at the end of the day I wrote 55 down three positive things that happened that day. My friend brought me a warm drink when I arrived at the college. I listened to my favourite music on the journey home. My brother promised to look at my car for me the

I read somewhere that happiness doesn't just happen, you have to work at it; but I found that it doesn't actually take that much work. So, try it out for yourself - you don't have to go to a laughter yoga class. You can smile and laugh more, look for small ways to bring joy to 65 others and yourself and focus on the positive things in your life not the negative. I don't think you'll regret it!

Check these words

community centre, giggle, relieve, sceptical, circulation, tone muscles, respiratory system, hormones, chant, chuckle, roar, refreshed, a weight lifted from one's shoulders, meditation, puddle





- Read the text again. For questions 1-6, choose the best answer (A, B, C or D). Justify your choices.
 - 1 When the writer arrived at her class, she felt
 - A embarrassed because she was late.
 - B more comfortable than she expected.
 - C relieved that she found the room.
 - D amused and surprised by the group's behaviour.
 - 2 Madan Kataria founded laughter yoga in order to
 - A reduce his stress levels.
 - B make exercising more fun.
 - C improve public health.
 - D have a career change.
 - 3 After listening to the instructor talk about laughter yoga, the writer felt
 - A more open-minded.
 - B embarrassed about her attitude.
 - C more uncertain about it.
 - D sure that she was right.
 - 4 What does 'that' (I. 45) refer to?
 - A finding the time to meditate
 - B facing day-to-day worries
 - C not worrying about the past and future
 - D thinking about the future
 - 5 On Friday, the writer managed to
 - A solve her problems quickly and easily.
 - B strengthen relationships with family and friends.
 - C avoid feeling unhappy about her day.
 - D try a few ideas from Maryanne's list.
 - 6 How did the writer's attitude change during her experience?
 - A She realised that simple actions can make you happier.
 - B She began wanting to encourage others to try laughter yoga.
 - C She realised how much she had to be happy about.
 - D She started to appreciate those around her more.

Vocabulary

- Match the words in bold with their meanings: laugh quietly, infectious, walking around without purpose, varied, calm down, became successful, confusion.
- Fill in: relieve, lifted, ridiculous, clapped, sceptical, roars, progressed, focus.
 - 1 His decision to buy such an expensive car was absolutely
 - 2 A great way to stress is to exercise.
 - 3 Initially, she was about joining a gym, but she soon changed her mind.
 - 4 The audience their hands enthusiastically at the end of the performance.
 - 5 of laughter filled the room.
 - 6 After I explained the situation to my parents, I felt as if a weight had been from my shoulders.
 - 7 Please try to on the important details.
 - 8 As the days, his performance improved.

Ways to laugh

- Choose the correct word. Check in your dictionaries.
 - 1 The little girl giggled/laughed nervously at the quests.
 - 2 Her hat was so funny we all broke/burst into laughter.
 - 3 She chuckled/grinned broadly on hearing she was the winner.
 - 4 Jane sneered/beamed at her friend's oldfashioned dress.

Speaking & Writing

- How has laughter yoga helped the writer? Tell your partner or the class.
- HINK: Read Chaplin's quote. In three 8 minutes write a few sentences expressing your opinion on the topic. Tell the class.

Mental health

Vocabulary Stressful situations

- Which of these situations are stressful to you? Tell your partner.
 - · study/sit for exams
 - · bullying · move house
 - · have too much homework
 - · be over-scheduled with sports and extracurricular activities
 - a medical problem in a family member
 - · financial problems at home
 - · family problems

Being over-scheduled with sports and extracurricular activities makes me feel stressed.

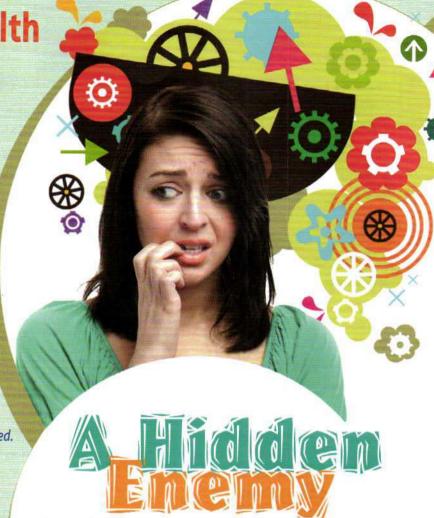
Reading

How could someone cope with stress? Read the text to find out.

Study skills

Matching headings to paragraphs Read the headings carefully. Read the text and try to find words synonymous to the key words in the headings. This will help you do the task.

- Read again and match the headings A-H to the paragraphs 1-6. Two headings are extra. Give reasons for your answers.
- A Improving Humour
- F How & Why
- **B** Never Enough
- **G** Worrying Statistics
- C Signs & Symptoms
- H Every Little Bit
- D Heavy Schedule
- Counts
- E Therapeutic Inner
- Workout
 - Match the words in bold to a) their meanings: origin/cause, common, focus, reasonable amount, sit in a lazy way, cause in part, awake, reduce, try, stop, manage, unfavourable.



Are you losing sleep or not eating well? Do you feel that your schedule is too busy or that there is too much expected of you? If so, it is likely that you are suffering from stress. And you are not alone.

Check these words

concentrate, daily basis, widespread, lessen its effects, emotional pressure, tough situation, bullying, function, alert, handle the situation, metabolism, heart rate, blood pressure, remain on alert, adverse effect, depression, minimise, moderate exercise, pump, cortisol, adrenaline, endorphins, contribute, cardiovascular, cope with, slouch

- b) Fill in: concentrate, basis, contributes, coping, moderate, lessen, weakened, improve.
- 1 A limited amount of stress is believed to your performance.
- 2 The athlete trains on a daily
- 3 Exercise increases your chances of with stress.
- 4 He felt by the stress he had endured during his exams.
- 5 Even exercise is good for your health.
- 6 He finds it difficult to with all this noise.
- 7 Lack of exercise to headaches.
- 8 Increasing your level of activity helps the effects of stress on you.

Julia wakes up to the
sound of her alarm every morning, has a
quick shower and runs to catch the bus to school.
She finishes lessons at 4 pm and gets the bus home
and spends two hours doing homework. On Monday
and Thursday evenings she has Spanish classes and on
Wednesdays and Fridays she goes to music lessons. Lately,
she has been having headaches and finds it hard to
concentrate in class. Unfortunately, Julia is just another one of
the many teenagers who suffer from stress.
Recent studies show that almost every teenager in the USA
has felt some sort of stress and that many are seriously stressed out.
In fact, it is believed that up to 33% of teenagers feels stress on a daily
basis while 67% feel stressed out at least once a week. Not surprisingly,
78% of the teenagers interviewed said that school was the main source
of their stress. So why is stress so widespread and what can be done to
prevent it or lessen its effects?
offess is the feeling of being under emotional pressure and is
the body's way of attempting to deal with a tough situation. It can be
caused by anything from a real physical threat such as bullying to a
simple fear of making a presentation in front of the class and can
affect how you think, feel, behave and how your body functions.
When the body feels stressed, it produces hormones to make
you more alert and capable of handling the situation. These
hormones speed up the metabolism by increasing breathing and
heart rate and raising blood pressure.
A reasonable amount of stress is good for the body. It keeps you
on your toes and improves your performance. However, frequent stress
causes the nervous system to remain on alert and to produce excessive
amounts of stress hormones. This can have an adverse effect on you
performance, leave you feeling tired and weakened and eventually cause
health problems such as acne, high blood pressure, depression or othe
diseases. Obviously, managing stress should be on everyone's mind.
5 One of the best ways to minimise stress is by doing moderate
exercise. While exercising, the heart increases blood flow and pumps more
oxygen around the body, reducing levels of the stress hormone cortisol and
releasing adrenaline and endorphins, or the 'feel-good chemicals'. This
leads to reduced stress levels, a feeling of well-being and contributes to
better all-round health.
Experts agree that cardiovascular of aerobic exercise fielps
most in stress relief. Just ten minutes of moderate exercise is
enough to improve your mood, but by doing 30 minutes of
exercise a day you're likely to gain all the benefits of keeping
fit and feeling good, while improving your chances of
coping with stress. So, take time to relax, but instead of
slouching on the couch why don't you get out
inere and make volirselt teel good? Volire

Fill in: adverse, tough, health, heart, main, aerobic, nervous, stress.

worth it!

1	situation	5	effects
2	exercise	6	problem
3	source	7	rate
4	levels	8	system

Use the phrases to make sentences based on the text.



Grammar

Expressions synonymous to modal verbs

pp. GR9-

GR10

Read the examples, then rewrite the sentences (1-6) using an appropriate expression.

Leo is supposed to meet us outside the hospital.

(He should/ought to)

Dan had better stop eating so much junk food. (I advise)

I'm to take the antibiotics for ten days. (I have to)

Overpopulation is likely to be a serious problem in the next century. (It is possible; it might be)

Technology is bound to improve the way doctors treat illnesses. (It's very possible)

Why don't we order a salad instead?

(How about ...? Shall we ...?)

- 1 People might live much longer in the future. People are likely to live much longer in the future.
- 2 Shall we go for a walk and get some fresh
- 3 Exercise ought to reduce stress.
- 4 You have to be at the doctor's at 2 o'clock.
- 5 It's possible that hospitals will become more high-tech in the future.
- 6 I advise Gary to do more exercise if he wants to lose weight.

Speaking & Writing

C Listen and read the text. Complete the table. Use your notes to tell the class.

What I learnt

- THINK! What do you think can be a b) cause of stress for people your age? Do you think they are the same for older people? What do you think is a good way to deal with stress? Write a few sentences then tell the class.
- ICT Do some Internet research about how to best deal with stress. Present your findings to your partner or the class.



SpeakingChoice/Reason/Recommending

1 Read the rubric and underline the key words, then look at the pictures. What solution does each sketch show?

A classmate of yours is suffering from exam stress. Look at each of the tips for avoiding exam stress and talk to each other about how important each is. Then decide which two tips are the most helpful.

How important is each tip?

Which two tips will help the most?















2 a) Listen to two pairs of students doing the task. Which pair (pair 1 or pair 2): take turns to let each other speak? give reasons for their opinions?

Useful language

Choice/reason/opinion

I think ... should ... because

I don't think ... should ... as ... could ... as

Inviting speakers

What do you think? Do you agree? What about ...? Recommending

It might (not) be a good idea to ... because ... should definitely ... I would(n't) recommend

- b) Listen to the second pair again. What language do they use to: give opinions? invite their partner to speak? agree? disagree? recommend?
- 2 Do the task in Ex. 1.

Listening

- 4 You will hear people talking in different situations. For questions 1-5, choose the best answer (A, B or C).
 - 1 You hear a woman talking about her back pain. Where did her accident happen?
 - A at work
- B at home
- C in the street
- 2 You hear someone talking about their nut allergy. How do they feel?
 - A Upset that they can't eat out.
 - B Disappointed they can't eat some tasty dishes.
 - C Worried about eating nuts by mistake.
- 3 You hear two sisters talking. Why doesn't Millie want to wear contact lenses?
 - A She thinks they are expensive.
 - B She thinks glasses suit her.
 - C She thinks they are too much trouble.
- 4 You hear a woman talking on the phone. When will she see the doctor?
 - A this afternoon
- B tomorrow morning
- C tomorrow afternoon
- 5 You hear a man talking on the radio about dealing with insomnia. What does he suggest?
 - A See a doctor.
- B Take a daytime nap.
- C Change your behaviour & lifestyle.

Curricular: PSHE 3h

1 a) What situations make you angry?

I get angry when someone is rude to me.

b) When was the last time you got angry? How did you calm down and resolve the situation? Tell your partner.

The last time I got angry was when my brother used my mobile phone without asking first. I made it clear to him that he can't borrow my things without asking first.

- 2 How can we deal with our anger? Read to find out.
- 3 Read again and complete the gaps (1-12) with the words which best fit.
- 4 Fill in: brisk, feelings, mental, aggression, pressure, human, ticking, release, abuse, deep.

1 emotional ; 2
race; 3 walk; 4 physical
; 5 health;
6 blood ; 7 verbal
; 8
time bomb; 9 breathing;
10 endorphins

Use the phrases to make sentences based on the text.

- the text. Which of the tips have you tried? Did they work?
 Which will you try in the future?
 Tell your partner or the class.
- 6 ICT Do some Internet research to find out more anger management tips. Use the key words: anger management.
 Report your tips back to the class.



human emotion that all of us experience every now and again. It is a mixture of physical and emotional feelings in which a big 2) of energy goes through the body as adrenaline is 3) Anger isn't a bad thing in itself and has actually helped the human race adapt and evolve. However, if it isn't managed properly, problems can 4) The expression of anger can lead to verbal abuse or physical aggression and can have a very negative 5) both on our physical and mental health as well as on our relationships with others. Uncontrolled anger can 6) high blood pressure, insomnia, depression and even a heart attack and can be responsible for us losing friends. 7) anger doesn't help, as it merely becomes a ticking time bomb just 8) to explode. It is vital that we learn to manage our anger without trying to ignore it. Exercise is a great 9) for anger. If you think you are getting angry, it is a good time to go for a brisk walk, run or cycle, or even to kick a ball against a wall. Physical activity releases endorphins; feel-good hormones that help you relax. 10), deep breathing or meditation can help too. Closing your eyes and imagining a 11) scene and repeating a phrase such as 'take it easy' can help you to unwind. When you feel at ease you can come back to the problem and try to solve it in a relaxed manner. Don't let your anger get the better of you, but 12) try to channel the energy into something positive.

	_	Contract of the Contract of th	E STATE	THE RESERVE OF THE PERSON NAMED IN	_	_			
1	A B	average general	C	normal extensive	7	A B	Restricting Blocking	C	Squashing Suppressing
2	A B	blow boost	C D	rise surge	8	A B	expecting looking	C	waiting wanting
3	A B	released relieved	C D	removed unloosed	9	A B	exist outlet	C	escape path
4	A B	arrive emerge	C	happen appear	10	A B	Both Too	C D	Same Likewise
5	A B	affect effect	C D	cause issue	11	A B	cooling calming	C D	easing softening
6	A B	cause make	C D	result give	12	A B	opposite contrary	C	instead alternate

Check these words

physical, adrenaline, human race, adapt, evolve, verbal abuse, physical aggression, mental health, blood pressure, insomnia, depression, heart attack, merely, ticking bomb, vital, release, unwind, channel



A report (making suggestions/ recommendations)

1 Read the rubric and underline the key words. Answer the questions.

Your local sports centre has been given a sum of money for improvements to make it more popular with young people. You work at the sports centre and the manager has asked you to write a report making some suggestions. Write your report. Think about: decor & facilities, range of activities, publicity.

- 1 What is your report about?
- 2 Who is going to read it?
- 3 What should you include?
- 4 What style should you write in?
- 2 a) Read the model and fill in the gaps 1-5 with an appropriate heading (A-E).

A Décor & Facilities

D Introduction

B Conclusion

E Publicity

- C Range of Activities
 - b) In which section of the report does the writer: make suggestions/ recommendations? state the purpose of the report? summarise the main points? offer a personal opinion?
- Find formal words/phrases in the report which mean the same as the informal ones given in the table. Complete the table.

Informal style	Formal style
I'm writing this report to tell you what I think.	
need to be more modern	
is not used enough	
Not many people know about the centre.	
they aren't things that young people like that much	
a cheap way of getting	
would make more young people use the centre	



From: Melanie Sullivan

To: James Goodwin, Manager, Malvern Sports Centre

Subject: Suggested improvements

Date: 28th November

The aim of this report is to suggest ways of improving Malvern Sports Centre in order to attract more young people.

2)

The décor and some of the facilities are in need of being updated. Firstly, I would recommend that the centre be redecorated in a modern style and that the changing facilities be refurbished, in particular the showers. Secondly, I strongly suggest that TVs and free Wi-Fi be installed in areas such as the café and gym. Doing this would make the centre more attractive to young people.

3)

Although the centre offers a good range of activities, they are not appealing enough to young people. More exciting sports like indoor climbing and trampolining would probably attract more interest. Furthermore, the sports hall is underused. The addition of modern fitness classes, such as Zumba, would undoubtedly be popular with younger customers.

4)

The centre is not very well-known in the community. For this reason, I would suggest an open day. This would allow young people to try out the facilities before joining. In addition, we could advertise events on social media sites. This is an inexpensive way of attracting younger customers.

5)

All in all, I feel that improved décor and facilities, new activities and better publicity would certainly attract more young people to the centre.

Replace the linking words/phrases in bold in the report with these words: therefore, to conclude, especially, even though, in addition, to begin with.



- Replace the words/phrases in bold with more suitable formal words/phrases from the lists.
 - · attract · the aim of
 - A 1) My reason for writing this report is to suggest ways we can 2) get more people to come to the local community centre.
 - of great benefit to popular to sum up
 - I strongly believe
 - B 1) To cut a long story short, a variety of activities would be 2) a big plus for people of all ages. 3) I am sure that if all the above suggestions are adopted the centre will become 4) a hit.
- Expand the prompts into complete sentences. Which heading do they match?





- 1 At present/shop/sell/traditional stationary
- 2 be/good idea/offer items/designed for/younger people such as/posters, stickers/modern school bags
- 3 this/attract/younger customers

Your Turn

Read the rubric. Who will the report be to/ from? What will its purpose be? What style will you write in?

> You do some voluntary work at a local children's hospital and the director wants to make it a more pleasant place for the children. You have been asked by the director to write a report making some suggestions. Write your report (120-180 words).

Match the points to the correct headings.

Staff

Facilities/Resources

General Environment

- A limited outdoor space for children to play
- B general décor not attractive to children
- C lack of toys & books
- D friendly & hardworking nurses, but often not enough on duty
 - b) Match the suggestions 1-4 to the points (A-D) in Ex. 8a.
- paint rooms in bright colours and decorate with posters for children
- 2 make an indoor playroom
- 3 ask for donations of toys and books
- employ more nurses
 - Use these phrases to join the prompts A-D to the suggestions 1-4 in full sentences, as in the example.

Useful language

To make suggestions/recommendations

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

Facilities

The hospital currently has limited outdoor space for children to play. I would suggest that an indoor playroom be made.

Use your ideas in Ex. 8 to write your report. Follow the plan.



Para 1: state purpose and content of report Paras 2-4: discuss each point under subheadings Para 5: summarise main points, give your opinion and recommendations

Reading

(T/F/NS statements)

a) Read the title and the introduction of the text. What do you expect to read about? Read the rest of the text to find out.

Traffic cones, hula hoops and crab-walking – welcome to the crazy world of Chaos Training. Peta Bee reports on the exercise routine that is packing New York's gyms.

If you peek through the door of a Chaos Training class, you really are greeted with total chaos! The creators of this craze – Dr Paul Jurvis and Lashaun Dale – believe that exercise can benefit from being very chaotic – changing from one workout to the next. "There's no order and no two classes are the same," Dale says. "Your mind and your muscles never know what to expect. The idea is to get fitter and smarter at the same time."

Certainly, you might not expect to find drinking straws, traffic cones, helium-filled balloons or builder's ladders in an exercise studio, but all of these have been used in a 60-90 minute Chaos Training class. The class begins with some ordinary running or skipping before becoming a lot more disorderly!

In one of the tasks, 30 helium balloons are released up to the ceiling and then class participants have to get them down as quickly as they can. "They need to use their initiative – some get on each other's shoulders, others run to the store cupboard to borrow a ladder. It doesn't matter how they do it because it all works their bodies and minds."

An extraordinary collection of props are used. Participants breathe through drinking straws while doing abdominal exercises and a yellow flag signals that class members must sprint to one side of the room and stand on a letter X on the floor. When the studio lights are turned off everyone must drop

to the floor in a 'plank position' with only their elbows, forearms and toes on the floor. Participants also have to make a 'human ladder' in which two rows of people each hold a weighted 'body bar' so that someone can climb across the top.

Worko

Many of the moves are unlike anything even the most enthusiastic gym goer will have seen or tried before. "Workouts like this can be great confidence builders," says Dearbhla McCullough, a sports psychologist. "You start by thinking, 'I'll never be able to do that,' but realise you can with a bit of determination."

The underlying principles of Chaos Training are not new. "It's the kind of approach athletes use all the time – testing different muscles and challenging reaction times. If you always do the same workout, your mind and your muscles get bored. Sport is different; you never know in which direction you will have to turn, jump or run. This class attempts to copy that."

Chaos Training certainly isn't for the faint-hearted. At the start of the newly launched class I took part in, there were 15 participants but an hour later there were just 5. The rest had dropped out, exhausted. At times, I thought my lungs were going to explode. But just when I thought I would have to join the dropouts, something strange happened – I actually began to enjoy myself, maybe even enough to go along to the next class!

b) Read again and choose which of the statements (1-8) are T (true), F (false) or NS (not stated). Justify your answers in pairs.

......

......

- Chaos Training takes place on the streets of New York.
- Chaos Training classes are held at a different time each week.
- 3 The method people use to achieve a task is not very important.
- 4 People can bring their own props to classes.

- 5 Each participant performs all the exercises by himself/herself.
- 6 Chaos Training can boost a person's self-esteem.
- 7 Athletes repeat the same exercises to get in shape.
- 8 Peta is considering carrying on with Chaos Training.



Read the text below. Fill in the gaps (1-6) with the proper lexical form of the capitalised words.



According to health 1), dark chocolate can be better for you than fruit. But not only that, it is also being called a 'super food.' They say that chocolate contains antioxidants that may help in the 2) of wrinkles and even reduce the risk of heart disease. So if you 3) eat a chunk of dark chocolate, then you're better off than those who don't. 4) have even said that just the smell of chocolate can protect against colds. Chocolate's raw ingredient, cocoa powder, has even been compared with powders from blueberries, cranberries and other 'super fruits' - the 5) fruits there are. Don't get too 6) though. The high fat and sugar content of chocolate means it still can't be considered a completely healthy snack.

PREVENT
OCCASION
RESEARCH
HEALTH
EXCITE

PROFESSION

Writing (a letter)

3 Read the rubric and underline the key words, then do the task. Exchange with your partner and check for mistakes.

You have received a letter from your English-speaking pen friend, Danny.

... I'm on the school football team. At the moment, we're training every day after school because we have a big match very soon.

... What sports do you play at your school and which is your favourite? ... What type of sport do you prefer – team sports or individual sports? ... How do you keep fit?...

Write him a letter and answer his 3 questions. Write 100-120 words. Remember the rules of letter writing.

Listening

- 4 You will hear a dialogue between two friends. For questions 1-6, choose the best answer (A, B or C).
 - 1 When Andy meets Sarah, he
 - A asks if she's been doing anything new.
 - B tells her what he's been doing.
 - C invites her to the community centre.
 - 2 Andy says that capoeira players
 - A don't hurt their opponents.
 - B are not interested in winning.
 - C are talented musicians.
 - 3 Andy says that beginners need to
 - A know another martial art.
 - B have a high level of fitness.
 - C take time to learn the basics.
 - 4 Andy started capoeira classes because
 - A he wanted to work out more.
 - B going to the gym had become boring.
 - C his friends had recommended it.
 - 5 The community centre
 - A stopped people joining capoeira classes.
 - B will put on extra capoeira classes.
 - C has two capoeira classes a week.
 - 6 Sarah says that she
 - A will go with Andy on Monday.
 - B won't be able to go to capoeira classes.
 - C will sign up for Thursday's class.

Skills 3

Speaking (giving a talk)

5 a) Read the rubric and underline the key words.

Give a 1.5-2 minute talk about **diets**. Remember to say:

- why people go on diets
- whether you have a healthy lifestyle, why?/why not?
- which you prefer: junk food or healthy food, why?

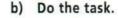


- b) Listen to a student doing the task and then answer the questions.
- 1 What points does the student make?
- 2 What words/phrases does the student use to: list points, give reasons/opinions/examples?
- 3 Does the student successfully complete all parts of the task?
- 4 Does the student talk for the correct amount of time?
- 5 What guestions does the examiner ask?
- 6 Do you agree with the student's answers? Why?/Why not?
- 6 a) Read the rubric and underline the key words. Then brainstorm words related to the topic. Compare with your partner.

Give a 1.5-2 minute talk about gyms.

Remember to say:

- why people use gyms
- whether you use your local gym, why?/why not?
- which you prefer: exercising in a gym or outdoors, why?



- c) Answer the questions.
- 1 Do you prefer to exercise with others or on your own? Why?
- What new sport would you like to take up? Why?

Writing

(a report making suggestions)

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

You have a weekend job as a receptionist at a local gym. The gym hasn't been doing very well recently and the manager has asked you to write a report suggesting ways to attract new members. Write your report (120-180 words).

- 1 Who are you and who do you have to write to?
- 2 What do you have to write exactly?
- 3 What style will you write in?
- 4 How will you begin?
- 5 Why isn't the gym popular? What suggestions could you make for improvements?
- 6 What headings could you include?
- 7 How will you end your report?
 - Use the answers in Ex. 7a to write your report.

Language in Use 3

Phrasal verbs/Prepositions

1 Complete the sentences with the phrasal verbs in the diagram in the correct form.



- 1 Clara found the chaos training so hard, she had to (stop doing something)
- 2 I sometimes with my sister, but we usually get on well. (argue)
- 3 The yoga instructor the mistakes I was making. (showed/brought my attention to)
- 4 Josh decided to promote his gym by some flyers. (distributing)

2 Choose the correct prepositions.

- 1 Today, a lot of scientific research focuses on/in preventing disease.
- 2 If you lack motivation to exercise, then flick through/over a fitness magazine!
- 3 Our average lifespan has increased to/by almost 30 years!
- 4 Hannah suffers by/from panic attacks.
- 5 I don't think Jack heard you; he's completely absorbed to/in his book.
- 6 Sam was across/over the moon when he got the job.

Collocations

Fill in: splitting, kick, deep, wide, tone, breath, personal, heart, laughter, portions, life.

	The same of the sa	The state of the s	
1	the habit	7	awake
2	roars of	8	muscles
3	extend	9	small
4	attack	10	sleep
5	out of	11	trainer
6	headache		

Word formation

- 4 Complete the sentences with a word formed from the word in capitals.
 - 1 I didn't feel at the dance class. (COMFORT)
 - 2 There are many relaxing therapies that can relieve in muscles. (TENSE)
 - 3 Since Matt started exercising, he's felt a huge in his mood. (IMPROVE)

 - 5 Fish pedicures are a new to remove dead skin. (TREAT)

Words often confused

- 5 Choose the correct words.
 - Mike has just recovered/healed from a serious infection and is feeling much better.
 - 2 Lighter exercise is much better for your body in the long term/time.
 - 3 My mind wonders/wanders a lot when reading.
- 4 Acupuncturists believe you can treat/heal an illness by sticking/putting needles into a person's body.
- 5 I've got a small/slight headache.

Read through Module 3 and mark the statements T (true) or F (false). Then write a similar quiz of your own.

202200

- Acupuncture is a health problem.
- 2 Insomnia means difficulty in falling asleep.
- 3 You need a harness and an elastic rope to go CaniX racing.
- 4 Aerial yoga helps to tone our muscles.
- 5 The Kakahi Falls is in New Zealand.
- 6 Laughter yoga was started in 1985.
- 7 Stress can lead to high blood pressure.
- 8 Endorphins make a person feel happy and relaxed.

.....



Reading & Listening

- 1 Look at the pictures. Which could: boost the immune system? encourage stronger hair? soothe skin? kill germs? stop bleeding?

 ... Listen and read to find out.
- Read again and match headings A-H with paragraphs 1-7. There is one extra heading.
 - A Plants to the rescue
 - B Warming up a cold
 - C The science behind it all
 - D Friendlier than they sound
 - E Strengthening your resistance
 - F From one extreme to the other
 - G Popular with the people
 - H Strange but may keep you young

Speaking & Writing

- Have you tried these/any other folk cures? Did they work? Tell the class.
- Find out about another folk cure or alternative remedy popular in your country e.g. cabbage leaves, iodine. Find out: what it's called, how it can benefit your health. Present your information to the class.

russian Folk Cures

- 1 It's perhaps no surprise that Russia has a huge variety of centuries-old folk cures. As the world's biggest country, it has a rich diversity of people that relied on traditional treatments and remedies long before a state health system was set up.
- Did your parents ever put garlic in your pocket when you were a child to protect you against a flu epidemic? Garlic has been considered to be a miracle cure for many ailments for hundreds of years. Eaten regularly, it can boost the immune system which protects the body against disease. It is even believed that chopped garlic can kill germs when it is left on a plate.
- For cold and flu symptoms and even a bad cough, try Gorchichniki. These mustard plasters small pieces of paper covered with mustard flour are soaked in warm water and then placed on a patient's back or front. After about ten or twenty minutes, the patient goes straight to bed. Widely available at pharmacies, they bring the blood to the surface of the skin and heat up the patient. Many people swear by this remedy!
- 4 Did you know that there are over 3,000 herbs with healing properties in Russia? Gargling with chamomile, a well-known antiseptic, can help a throat infection. Unbelievably, St, John's wort is said to be the cure for 99 illnesses and marigolds are excellent for skin allergies; they can even be added to children's baths to soothe sore skin.
- 5 A more unusual cure is mumiyo, a tar-like substance that grows in the cracks between rocks. This is another all-purpose remedy that can help with problems such as headaches, ulcers and pain and stress relief. Laboratory tests have even suggested that it can slow down both the mental and physical effects of ageing.
- People usually try to avoid stinging nettles in the wild, but they are fantastically tasty made into a soup and great for stopping bleeding from cuts and nosebleeds. Stinging nettles contain vitamins A, C, D and K as well as being rich in iron, calcium and potassium. They can be used as a mouthwash to get rid of bacteria in the mouth or throat and some people believe it can encourage stronger hair when it's boiled down and put on the scalp.
- The heat opens the pores and relaxes the muscles while veniki improves the circulation like a good massage. For best results, if you dare, go from the heat of a winter banya into the cold of the snow or a freezing river!

Check these words

rich, diversity, set up, epidemic, miracle, ailments, immune system, chopped, soak, swear by, widely available, healing properties, antiseptic, tar-like, ulcers, boil down, scalp, mouthwash, strictly, undoubted, vigorous, pores, circulation



garlic

St John's wort

stinging nettles

Vocabulary: festivals & events; festive activities; circus performers; clothes & accessories; parts of a camera; news & the media

Grammar: the passive; passive (personal/

impersonal structures); conditionals (type 0, 1, 2 &

3); mixed conditionals; unreal past

Everyday English: buying a formal outfit

Intonation: compliments
Phrasal verbs: verbs with off

Writing: reviews

Culture Corner: Royal Ascot

Curricular (Media studies): Holography: the new 3D

Module 4 Art & Entertainment

VocabularyFestivals & events

- 1 Look at the events A-D. Which is: a novelty fashion show? a traditional dance competition? a competition for street performers? a historical procession of boats?
 - a) Listen and say. Which of these things would you expect to see at each event?
 - realistic costumes & makeup
 - · models & fashion designers
 - mime artists
 - clothes & accessories made of chocolate
 - · traditional dances
 - · decorated rowing boats
 - · elaborate lion costumes
 - races
 - b) Clisten and check.
- Make sentences about each festival, as in the example.

The Lion Dance
Championship is held
every two years in
Malaysia. It's a
traditional dance
competition.
Visitors can see
traditional dances
and elaborate lion
costumes.

The Chocolate Fashion Show (every year/New York)

OVER TO YOU!

- Which of these events would you most like to attend? Why?
- Compare one of these festivals to a similar festival in your country.



The Venice Regatta (every year/Italy)

> Living Statue World Championships (every year/the Netherlands)

Winter Festivals

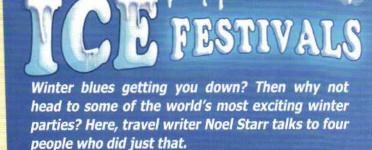
Vocabulary & Reading **Festive activities**

- . Listen and say.
 - sledging ice fishing carve statues of ice
 - ice sculpting
 build snow statues
 - taste delicious local dishes
 - · visit an open hot spa · watch parades
 - snow rafting
 go on sleigh rides
 - participate in competitions
 - attend outdoor dance parties/live music
 - go ice skating
 have an outdoor banquet
- Read the introduction to the text and look at the pictures. How do you think people celebrate each festival? ... Listen, read and check.
- Read the text again. For questions 1-6 choose from the texts (A-D). Give reasons for your answers.

Which person/people:

got to the festival after it had started? attended a festival that lasts a month? had a unique bathing experience? thought the festival was very funny? found the locals very friendly and hospitable?

attended a festival recommended to



Sasha

Dan

Mountain Trout Ice Festival, South Korea

"If you ever get the chance to go to the Mountain Trout Ice Festival in South Korea, all I can say is: go! The festival puts on over 40 different events, including sledging and ice soccer, but the main attraction is ice fishing. Thousands of holes are drilled into the thick ice covering the Hwacheon River and each day of the festival, 32 tons of mountain trout are released beneath the ice for people to fish. The real entertainment is the bare hands fishing. A pool is built beside the river, trout are put into it and people climb into the icy cold water and attempt to grab the fast-moving, squirming fish with their bare hands. It's hilarious! No one watching can keep a straight face! Cooking centres are scattered all around the festival venue and chefs prepare the fish right in front of you."

B Fairbanks Ice Festival, Alaska

"If you can cope with freezing temperatures and are looking to see some incredible artwork, head for the Fairbanks Ice Festival in Alaska, as every year, the world's largest ice art competition - the World Ice Art Championships - takes place. It's a chance to see more than 100 international sculptors create incredible statues of ice before your very eyes. I really enjoyed watching the sculptures take shape. In many ice art competitions, artists work on commercially manufactured blocks of ice. In Alaska, the ice blocks used are taken directly from local ponds. The festival is a month-long event (during Feb-Mar) and it is well worth going to. You'll never forget the incredible icy creations you see."

1

2

3 4

5

trout, sledging, drill, bare hands, squirming, keep a straight face, scattered, venue, cope, in full swing, elaborate, sculpture, sculptor, illuminate, maze, thrill, festival-goers, snow rafting, sleigh ride, banquet, host



Sapporo Snow Festival, Japan

"Last year, I happened to be in Japan during February when the Sapporo Snow Festival takes place. I'd heard from friends that it was one of Japan's most popular festivals so I decided to take a look. From Tokyo, I travelled north to Hokkaidō, the second-largest of Japan's 6,800 or so islands, where Sapporo is located. When I arrived, the festival was already in full swing. What an event! Every year, about two million people come to see the hundreds of elaborate snow statues and ice sculptures that teams of sculptors from as faraway as Hawaii and India fly in to Japan to create. The statues, which are illuminated at night, are spectacular! The tallest reach 50 ft in height and all take weeks to create. The festival isn't just about icy works of art though. There's music, a huge ice maze and a wide variety of regional foods.

Lara There's even a ski jump where snowboarders thrill festival-goers with their incredible skills."

Quebec Winter Carnival, Canada

James

"If you're looking for a family-friendly festival then you needn't look further than Quebec's annual Winter Carnival. From snow rafting, horse-drawn sleigh rides and outdoor banquets to snow competitions, dancing and magical night parades - there's a huge variety of events. The streets of Quebec City are decorated for this 10-day event and special events are put on in the city's restaurants. The mood is so friendly and the locals are the perfect hosts. My favourite festival experience was sitting out in the open, among snow-covered pine trees, under a dark night sky in a hot



Match the words in bold in the text to their meanings: twisting, amazing, held, set free, bath, formal dinners, catch, spread about, complicated.

Fill in: bare, swing, attraction, scattered, released, cope.

1 The festival's main is the singing competition.

2 Bulls are into the streets of Pamplona during the San Fermin Festival.

3 He found it difficult to catch the fish with his hands.

4 We sampled local food from the stalls throughout the city.

5 There were so many people that the organisers couldn't with the requests for tickets.

When we arrived at the party, it was in full

Grammar The passive

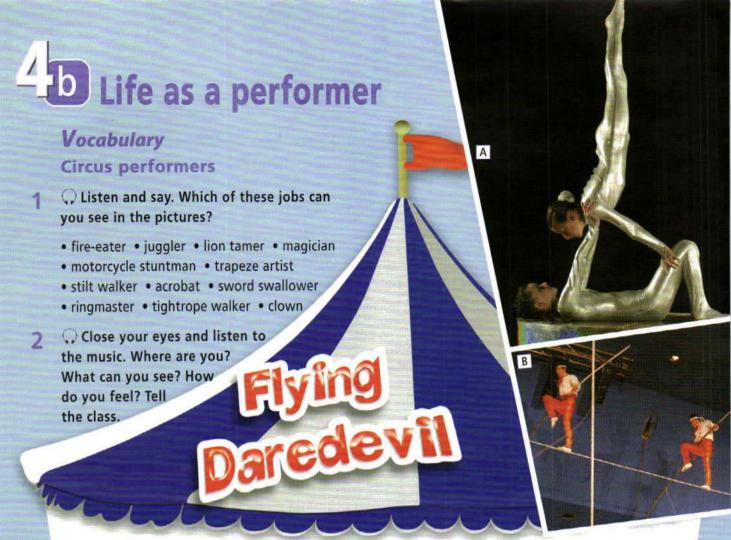
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- a) Find all the passive verb forms in the text in Ex. 2. How do we form the passive? When do we use it?
 - b) Rewrite the sentences in the passive.
 - 1 Canadians celebrate Winterlude every year in Ottawa.
 - 2 People rent sleighs to go along the canal.
 - 3 Artists have created amazing ice sculptures.
 - 4 They will set off fireworks in the evening.
 - 5 Visitors can attend an outdoor venue concert this year.
- 6 They held the festival over the first three weeks of February.
- 7 It's a festival people should not miss.
- 8 They say the Mayor will attend the parade.

Speaking & Writing

- List the activities people do during each festival. Use the lists to present the festivals to the class as live TV commentaries.
- THINK! Which festival would you like to visit most? Why? In three minutes write a few sentences. Tell the class.



ver dreamed of running away and joining the circus? That's exactly what professional trapeze artist Chun Mee Sing did when she was just five years old. Taken by her aunt to see a travelling circus which passed through her small town in southwest China early in the spring of 1995, Chun Mee became immediately fixated on the idea of becoming a travelling performer. 1 "Everything just seemed so magical. The atmosphere was like nothing I'd ever experienced."

"I remember thinking to myself how wonderful it must be to fly through the air for a living," she says. "I couldn't take my eyes off the performers as they spun, flipped and flew above my head." Chun Mee laughs as she remembers her five-year-old self. "By the time the routine was half way through, I'd made up my mind that one day, I too would be a circus trapeze artist.

Chun Mee's road to circus stardom began soon afterwards. 3 At 13, she won a scholarship to Canada's National Circus School. Her talent at the school was such that she was expected to go onto great things. At 18, she was head-hunted by a scout from Collington Bros Circus. Today, Chun Mee is one of their star acts, flying through the air; defying gravity; living the dream she imagined as a little girl.

Trapeze artistry is not a job for the **faint-hearted**. 4 "It's like a dream, flying. When you do a great performance on the trapeze and everything goes well, it's such an incredible feeling – I do my best to project that feeling to the audience."

To become a trapeze artist requires the right body type. Only small bodies can bend, twist, turn and **twirl** at a moment's notice. Mental toughness and natural talent are also

key. Chun Mee had these qualities right from the very beginning. "I've never trained a more determined child," recalls James Ford, her coach at the National Circus School. "Her form, natural ability and willpower to cope with the **intense** training were remarkable."

However, ask Chun Mee what it takes to be a trapeze artist and she says training - lots of it. 5 You have to work extremely hard in order to master the stunts and make them look effortless."

So what of life under the Big Top? Is it as **carefree** and glamorous as it appears from the outside? "Yes and no", says Chun Mee. "Being in a circus is the perfect job when you're young because you get to travel the world. Already I've experienced more cultures and met more people than I could ever have imagined." 6 "Every day I get to hear the sounds of people applauding for me. I get to see the awe I inspire in people – it's written all over their faces. It's a huge adrenaline rush," she admits.

As for the downside, Chun Mee identifies the long work hours, constant travelling and aches and pains that are all part of her profession. "Audiences see the lights and the glitter, but few realise the hard work and sacrifices we make," she says. "As entertainers, it is expected that we perform even when sick. Circus performers live by the motto 'The show must go on'."

Check these words

trapeze artist, fixated, spin, stardom, head-hunted, talent scout, defying gravity, faint-hearted, twist, twirl, key, willpower, master the stunts, carefree, applaud, awe, adrenaline rush, aches and pains, glitter, sacrifice, motto



Reading

- 3 What do you think the life of a trapeze artist is like? Read through to find out.
- Six sentences have been removed from the article. Choose from the sentences A-G the one which fits each gap (1-6). There is one extra sentence you do not need to use. Justify your choices.
 - Listen and check.
 - A Chun Mee also speaks of the thrill of performing in front of a live audience.
 - B "The sights, smells and sounds of the Big Top attracted me," she recalls.
 - C "I'd say first of all that trapeze artistry is not magic, it's effort," she states.
 - D "When there are 5,000 people watching you, you need to keep cool you can't be nervous.
 - E She took ballet classes, acting lessons, gymnastics classes anything to hone her craft.
 - F Of all the acts, Chun Mee was most captivated by the trapeze artists.
 - G But for Chun Mee, the adrenaline of aerial performance is better than anything a regular job could offer.
- 5 a) Match the words in bold to their meanings: spin, tossed, resisting, not confident, tough, easy-going.
 - b) Fill in: awe, fixated, key, stardom, twist.
 - 1 Her eyes were on the trapeze artists.
 - 2 Her road to began when she appeared in a TV talent show.
 - 3 Persistence is to building a successful career.
- 4 The acrobat was able tointo unusual positions.
- 5 Her powerful emotional voice inspires in audiences.



Grammar GR12
Passive (personal/impersonal structures)

6 Read the examples. How do the two passive structures differ?

People thought that the stunt was impossible.

It was thought that the stunt was impossible. (impersonal)

The stunt was thought to be impossible. (personal)

- 7 Rewrite the sentences below beginning with the words in brackets.
 - 1 It is expected that his show will attract a large audience. (His show ...)
 - 2 People say that the magician's act is the best at the festival. (It ...)
 - 3 She is believed to be one of the world's best jugglers. (It ...)
 - 4 It is thought that they will win the championship again. (They ...)
 - 5 They report that the fire-eater is amazing. (The fire eater ...)

Speaking & Writing

- 8 Imagine you are interviewing Chun Mee Sing for a radio show. Your partner is Sing. Prepare questions and answers, then act out your interview for the class.
- 9 ICT Collect information about another circus job. Use the key words: circus jobs. Report your information back to the class.
- 10 What does the motto 'The show must go on' mean? In three minutes write a few sentences. Tell your partner or the class.

4 C Culture Corner

1 Look at the pictures. What is Royal Ascot? What do you think people do, wear there? Read the text to find out.

Royal Ascot

Royal Ascot is the 'jewel in the crown' of British horseracing. It takes place over five days every June at a racecourse 1) by the Queen herself and is the most popular horseracing event in Europe 2) over 300,000 race-goers.

Racehorses have 3) at Ascot for over 300 years. Today, Royal Ascot is a marvellous day 4) with fine food, big wins and amazing outfits.

Race-goers aren't the only nervous ones as the horses 5) from the starting line, though. There's a lot at stake besides the £4 million prize money for the horse owners, trainers and jockeys. 6) a race can make a horse's value soar as well as boost the trainer's and jockey's careers in the horseracing world. However, training for such a prestigious race is not easy. The Ascot racecourse is 7) one of the most demanding with a notorious 73-feet climb to the finish line.

Racing isn't the only thing that 8) people's attention at Ascot, however. It's also a fashion show like no other! On a day 9) as 'Ladies' Day', what the ladies are wearing often gets more coverage in the press than the horses ... especially the hats! Race-goers have to follow a strict dress code comprising of a formal day dress with a hat for women and a suit with a shirt and tie for men. Every lady aims to make a fashion 10) with her hat and some of the most outrageous designs have 11) hats with ice creams, plates of cheese, stuffed birds and even lpads on them! Anyone who 12) the rules causes quite a stir.

Read again. For questions 1-12, decide which answer A-D best fits each gap.

. Listen and check.

		halangad	В	owned	C	possessed	D	held
1	A	belonged	and the same of	OF SAME STATE OF SAME		appealing	D	inviting
2	A	attracting	В	pulling				taken part
3	A	challenged	В	competed	C	tested	D	
0	HE S		В	of	C	full	D	filled
4	A	from					D	take over
5	A	set off	В	go away	C	pick up	The Live	
1000	201	Winning	В	Gaining	C	Earning	D	Getting
6	A		A PROPERTY.		C	considered	D	viewed
7	A	described	В	thought			n	takes
8	A	catches	В	draws	C	pulls	D	
		The state of the s	В	called	C	known	D	labelled
9	A	said	D	The state of the s	1000.0		D	statement
10	A	picture	В	point	C	note	Hermit III	
400		THE RESERVE TO SHARE	В	comprised	C	included	D	involved
11	A	contained	e Proposition		C	leaves	D	gives up
12	A	breaks	В	cuts	U	100103		SAME TO SAME THE PARTY OF THE P

In pairs, find words/phrases in the text which mean: most impressive/admired (para 1), noticeable/stylish (para 2), at risk, quickly increase, respected, well-known for a bad reason (para 3), peculiar (para 4). Check these words

at stake, soar, boost, prestigious, notorious, coverage, press, strict dress code, comprising of, make a fashion statement, stuffed, cause quite a stir

- Tell the class three things you remember from the text.
- 5 ICT Find out about a famous sporting event in your country. Find out: its name, why/when/ where it takes place, who attends, events/food/clothes, etc. Write a short article about it, then read it to the class.

Everyday English 4 to

Buying a formal outfit

In a minute think of as many words as you can under the headings. Compare with your partner.

ballgown, suit

accessories jewellery, top hat, silver cuff links

high-heels, flip-flops

What kind of events require formal dress? e.g. a wedding, a business meeting. Have you attended any? What did you wear? Tell your partner.

I recently went to a wedding. I wore ...

- a) (, Listen and say. The sentences are from a dialogue between two friends. What do you think the dialogue is about?
 - I was hoping you could give me a hand picking an outfit.
 - What's the dress code?
 - · It's strictly formal.
 - I love the colour, but it's a bit short.
 - · How about this one, then?
 - · Oh, that's absolutely lovely!
 - · I'll go and try it on.
 - · Wow! That style really suits you!
 - · They match the dress perfectly.
 - b) Clisten, read and check.
- A: So, what's the special occasion we're shopping for?
- B: I've been invited to the company's annual dance next Saturday. I was hoping you could give me a hand picking an outfit.
- A: Sure, I'd love to! What's the dress code?
- B: It's strictly formal. I'll need something quite classy.
- A: Hmm ... how about a nice cocktail dress and high-heels?
- B: Yes, that's what I was thinking. Do you like this one?
- A: That's nice. Turquoise always looks great on you. It brings out your eyes.
- B: I love the colour, but it's a bit too short.
- A: You're right. How about this one, then? I love the pattern and the cut!
- B: Oh, that's absolutely lovely! I'll go and try it on. ... So, what do you think?
- A: Wow! That style really suits you!
- B: Thanks! I'll get it.
- A: How about these shoes? They match the dress perfectly.
- B: Yes they do! Right, I'm all set for the party now!

Find sentences in the dialogue which mean: I want you to help me choose something to wear. - What do people have to wear? - It makes your eyes stand out. - These go really well with the dress.

Intonation: compliments

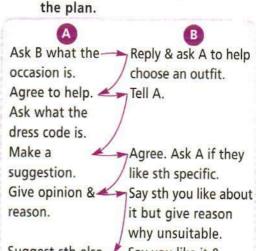
- Listen and say, then use the phrases to act out exchanges, as in the example.
 - · That style really suits you!
 - You look fantastic in that!
 - That colour really suits you!
 - You look gorgeous today!
 - That brings out the colour of your eyes!
 - I love your skirt! Is it new?

A: That style really suits you!

B: Oh thanks, I just bought it yesterday, etc

Speaking

You are going to a ball and you want to buy an outfit for it. Act out a dialogue. Follow the plan.



Suggest sth else Say you like it & & say why you like it.

you'll go try it on. Ask what A thinks.

Compliment B. Thank A & say you'll

get it. Remind B to buy Agree.

sth else & suggest an item.

Helping people through art

Vocabulary & Reading

- 1 a) Match the parts of the camera (A-H) with the words (1-8).
- 1 zoom lens
- 2 control buttons
- 3 optical viewfinder
- 4 electronic flash
- 5 battery compartment
- 6 zoom
- 7 memory card slot
- 8 LCD panel
 - Use the words to describe the parts of a camera.
- 2 a) Read the title of the article and the first and the last paragraph. What do you think the article could be about?
 - b) Read through and check.

Dream Big

If a passer-by sees a photo of a skeletal young girl in Manila pasted next to a bustling restaurant in Hong Kong and stops to think, then this piece of street art will serve its purpose. This is the work of Kaid Ashton – a man who photographs the world's most dangerous slums and posts them in cities, turning the world into his very own art gallery.

Kaid Ashton's passion started over a decade ago when he began photographing the graffiti on trains around his home in Canada. Then, after university, he moved to Taiwan on a whim.

Since then Ashton has travelled to Iran, Colombia, Cambodia, the Philippines and more than two dozen other countries, purposely looking for areas that many dare not go. He believes that poverty-stricken nooks and crannies make the heart of a city and are what give it its culture, flavour and colour. He has been refused taxi rides to these areas many times, but Ashton believes that the people who live there are the friendliest and most welcoming of all. 2 If he plays some basketball with them, tells them a joke or perhaps helps them to tile their roof, they quickly open up to him and are often excited to be captured on camera. Sometimes Ashton even asks them which city they want to be displayed in — Los Angeles is the most popular!

After capturing his unique, breathtaking photos, Ashton pastes enlarged prints of them in unexpected locations, such as train yards, slums, back streets ... even the Great Wall of China! He spends his

days searching for perfect spots that either contrast with what is shown in the photos or compliment the colours in them. One of his images, for instance, shows a poor Colombian boy picking through rubbish below a designer boutique sign. 3 One time, he wouldn't have been able to paste his photo if a lady living in the building hadn't held onto him from the inside!

Ashton's current project in Hong Kong involves plastering a caption alongside the photo about the subject and their life situation, in both English and Chinese. 4 His aim is to make people think about poverty, even just for a moment.

He came across a group of 50 families living in shacks under a billboard and was **appalled** that these people had been left to survive with no running water, electricity or sanitation. He ealised that such poor communities would continue to live forgations.

realised that such poor communities would continue to live forgotten lives under motorways and beside railway tracks, without a voice, unless they were helped. This inspired him to start operating his first art workshop.

For several months, Ashton held classes for groups of children including drawing, T-shirt painting and break-dancing followed by a hearty meal. His classes brought out the children's creativity and Ashton's encouragement to 'dream big' had a positive effect on their outlook on life. 6 One charity official said, "He goes to the most dangerous areas in Manila ... everyone loves him".

Also, if he can find the estimated \$50,000 needed, his next project will be to shoot 10 of the world's poorest slums and paste them in the world's 10 richest cities. For the time being though he will continue to make the world's slums his canvas and produce his 'art with a social conscience'.



Check these words

passer-by, skeletal, serve a purpose, purposely, poverty-stricken, tile, breathtaking, enlarged, unexpected, pick through rubbish, designer boutique, plaster, caption, poverty, come across, sanitation, break-dancing, shoot, canvas, unnoticed, funding, expand,

- 3 a) Read again. Seven sentences have been removed from the article. Choose from the sentences A-H the one which fits each gap (1-7). There is one extra sentence which you do not need to use.
- A "If you tell someone a personal story of poverty," he explains, "they are more receptive to it".
- B Ashton's experiences throughout Asia have been mostly trouble free.
- C Ideal positions are often tricky to reach.
- D This was where he discovered that capturing people's lives on camera was what really interested him.
- E If Ashton had more funding, he would love to expand his art teaching project internationally.
- F Despite owning very little, they offer whatever hospitality they can, whether it's a small plate of aubergine fritters or simply a warm smile.
- G One day, Ashton took a long walk in Manila and ended up in one of the city's crowded slums.
- H His hard work didn't go unnoticed.
 - b) Which words helped you decide?
- 4 Fill in: passers-by, bustling, poverty-stricken, warm, picking through, billboard, outlook.
 - 1 Many people werethe rubbish looking for food.
 - 2 Ashton hopes that will stop walking and think about the meaning of his posters.
 - 3 The little boy looked up and gave me asmile.
 - 4 He photographs areas where residents live on less than \$1 per day.
 - 5 Ashton put up his poster on a street full of people shopping.
 - 6 There was a huge at the side of the road advertising designer watches.
 - 7 The family was poor, but they had a positive on life.



Match the words/phrases in bold with their meanings: little corners, large & satisfying, start to say what one thinks or feels, disgusted, after a sudden desire.

Grammar p. GR12 Conditionals (type 0, 1, 2 & 3)

- Put the verbs in brackets into the correct tense. What type is each sentence? Find more examples of conditionals in the text in Ex. 2 on p. 74.

 - 3 They (not get out) of poverty unless someone helps them.
- 5 He wouldn't have moved to the slum if he (not lose) his job.
- 6 If the children (not live) in a slum, they would have better opportunities.
- 7 Provided you had told me about your problem, I (help) you!
- 8 Amy (sign up) for an art class if she had more time.
- 7 Complete the sentences about you.
 - 1 If the whole world were listening, I
 - 2 If I could change one thing about me, I
 - 3 If I had found a wallet in the street, I
 - 4 If I travel abroad, I

.......

Speaking & Writing

Itink! ... Listen and read the text again. Imagine you spent a day accompanying Kaid Ashton while he works. What did you see and hear? Where did you go? Who did you meet? What else happened? Make notes, then use them to write a short account. Tell the class.



Art in the Desert

Don Thompson reports on a festival that celebrates free expression.

y friends had been left with a spare ticket for the Burning Man Festival in the Nevada Desert, and I reluctantly agreed to go along. If I were an adventurous person like them, then maybe I would have jumped at the chance. To make matters worse, the air-conditioning in our mobile home was broken so the journey was a nightmare. But then, all of a sudden, the clouds of dust finally parted and my frustration gave way to the first of many delights. Ahead of us was an 80-acre plot of land with hundreds of cars dressed up to 5 look like whales, rabbits, steamboats ... there was even a fire-breathing dragon! I immediately wished I had my

camera - it looked like a scene from another planet!

Every August, the desert landscape is transformed into a huge, dusty canvas for 50,000 participants, called 'burners', who assemble their own unique pieces of artwork and build a metropolis called Black Rock City. You can see anything, from a 17-foot gumball 10 machine to a bicycle-powered cinema. The city itself runs as if it were a real city with its own airport, newspaper, radio station and even its own police force.

Arranged in a rough semi-circle, the **makeshift** city is so big that it can be seen from space. I couldn't believe that it would soon be completely **dismantled**. The commitment to Black Rock City's motto: 'leave no trace', means that every 15 bottle cap, spot of ash and drop of waste water must be cleared away to leave the desert in its previously unspoilt condition.

We parked our vehicle on the outer edge of the city and started walking towards the centre. It wasn't long before we **spotted** the Burning Man 20 himself – a huge wooden statue built to burn at the festival's closing ceremony. First **set alight** in 1986 on a beach in San Francisco, it was intended to mark the summer solstice, when the sun is at its highest and we get the most hours of daylight. 25 As the burning of the statue became an annual event attracting more and more people, it was

moved to Nevada.

For one thing, Black Rock City is not a consumer society.

There is no money in Black Rock City. People were actually 30 handing out free food like spaghetti and pancakes to passers-by! If only real life was that easy! All we were expected to do in return was 'pay-it-forward' by giving something away to a stranger later on.

Each day of the festival, we headed out into the city and were 35 completely amazed by something different. What could be more bizarre than an ice sculpture playing music – in the desert? One of my favourite art pieces, though, were two trucks stacked like a question mark with their tail lights pointing towards the sky. Everywhere you looked, people were performing expressive dances, riding their decorated bikes 40

in the open air or building various sunshades.

On the last day, I walked to the temple where burners write messages on the wall. I looked at a few of the notes; most of which were very personal and some incredibly moving. That night we gathered at the centre for the burning of the man. Thousands of us cheered as it went up in flames.

I couldn't help but think that if I had **shaken off** my fears and truly **embraced** the freedom of the week, 45 I would be a different person now. I think I'll return next year and be a much better participant! Who knows, maybe I'll even paint myself blue!

Reading & Vocabulary

Read the title of the article and look at the pictures. What do you think the purpose of this festival is? What can people see and do here? Listen and read the text to find out.

Check these words

spare, reluctantly, jump at the chance, rough, makeshift, dismantled, trace, set alight, summer solstice, cheer, go up in flames, embrace

76

- Read again. For questions 1-6, choose the correct answer (A, B, C or D). Give reasons.
 - 1 Why did the writer's attitude change as he approached Black Rock City?
 - A He was relieved his journey had ended.
 - B He saw how much there was to explore.
 - C The weather conditions improved.
 - D He was impressed by what he saw.
 - 2 What is the festival's main purpose?
 - A to gather together the best performers
 - B to build an environmentally-friendly city
 - C to set fire to a huge statue
 - D to get people involved in art
 - 3 In the third paragraph, we learn that the city
 - A doesn't harm the desert.
 - B takes a whole week to pull down.
 - C isn't very well built.
 - D becomes very dirty and dusty.
 - 4 The purpose of 'pay-it-forward' (line 33) is to
 - A raise money for the festival.
 - B make sure all participants are equal.
 - C avoid the use of money.
 - D help people make new friends.
 - 5 For the rest of the week, the writer
 - A felt uncomfortable at the festival.
 - B felt confused by some things he saw.
 - C was relaxed enough to join in.
 - D enjoyed the variety of art he saw.
 - 6 Reflecting on his experience, the writer
 - A remembers how free it made him feel.
 - B thinks it was life-changing for him.
 - C feels he didn't get the most out of it.
 - D realises just how strange it was.
- a) Choose the correct word.
 - 1 He reluctantly/greatly agreed to come with us.
 - 2 His anger gave way/room to despair.
 - 3 They left no evidence/trace behind them.
- 4 The winner will be announced at the festival's end/closing ceremony.
- 5 His letter was so incredibly moving/affecting that she started crying.
- 6 People collected/gathered at the main square to attend the ceremony.
 - b) Match the words in bold to their meanings: temporary, saw, unwillingly, taken apart, piled, adopted, build, strange, set on fire, got rid of.

Grammar p. GR12 Mixed conditionals



- 4 Read the example, then rewrite the following as mixed conditionals. Find more examples.
 - 1 We didn't go to the exhibition. We don't like modern art. If we liked modern art, we would have gone to the exhibition.
 - 2 Their mobile home broke down. They are not here now.
 - 3 They didn't repair the air-conditioning. They are feeling hot now.
 - 4 I don't speak French. I couldn't understand what they were saying.
 - 5 We didn't hire a mobile home. We are sleeping in a tent.

Unreal past p. GR13

- 5 Choose the correct tenses. Check in the Grammar Reference section. Find examples in the text.
 - 1 I wish I was/had been at the festival right now.
 - 2 Supposing you have/had the chance to go to Burning Man, would you go?
 - 3 I'd rather we left/will leave early tomorrow to avoid the traffic.
 - 4 I don't feel well. If only I didn't eat/hadn't eaten so much!
 - 5 The festival is in two weeks so you'd better buy/to buy your tickets soon.
 - 6 It's time you will learn/learnt how to drive.
 - 7 I wish you came/would come to the festival with us!
 - 8 Bob acts as if he were/has been crazy!
 - 9 I'd rather you won't tell/hadn't told Annie.

Speaking & Writing

In three minutes write a paragraph about what impressed you

from the text. Tell your partner or the class.



Vocabulary News & the media

- 1 How do you keep yourself informed?
 - · newspapers · magazines · the TV news
 - Internet news sites the radio other

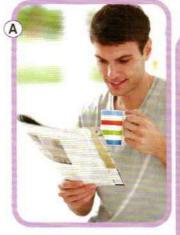
I usually listen to the radio or visit Internet news sites.

- 2 How often do you read a newspaper? Is it: online/in print? a tabloid (popular, less serious newspaper with short articles/lots of photos)/a broadsheet (more serious/quality)?, daily/weekly?
- Match the newspaper headlines to the sections found in a newspaper. What other sections can you think of? Which are your favourite? Why? Which do you never read?
- New Report Warns of Falling Exam Standards

 England's Football Captain Quits
- WORLD BANK PREDICTS
 SLOW GROWTH THIS YEAR
- Tea Can Lower Blood Pressure, Experts Say

- A Health
- **B** Entertainment
- C Local News
- D Sport
- E World News
- F Politics
- G Education
- H Weather
- I Celebrity News & Gossip
- J Business & Finance
- 5 Snow and Ice Warning for Weekend
- 6 Grandmother Stops Mugger On High Street
- A Deeply Moving Opening Performance at the Grand Theatre
- 8 EU LEADERS MEET FOR NEW TALKS
- 9 Floods Claim Lives of Hundreds in Bangladesh
- Soap Star Spotted Walking Dog Without Makeup On!

I like to read the world news section, because I'm interested in what's happening in other countries. I always avoid the sports pages though as I really don't find sports news very interesting.





Speaking

Comparing photographs

- 4 a) Work in pairs. Look at pictures
 A and B. What is the situation in each?
 What are the: similarities? differences?
 - b) Compare the photographs and say why you think each of the people are reading. Use the *Useful language* box to help you.

Useful language

- catching up on gossip business woman on the way to/from work reading to pass the time calm/relaxed environment casual clothes/dressed formally
 serious article amusing/serious
- 5 Listen to a student doing the task. How did her attempt compare to yours?

Listening

- 6 You will hear five people talking about how they keep up with the news. Choose from the list (A-F) what each person says. There is one extra letter which you do not need to use.
 - A Reading news on the Internet suits my lifestyle.
 - **B** I read newspapers for the reviews.
 - C I read news while on the go.
- Speaker 1 Speaker 2 Speaker 3 Speaker 4 Speaker 5
- D I read the newspaper to relax.
- E I only keep up with news on the radio and TV.
- F I probably should be more interested in the news.

Curricular: Design & Technology

4h

We're all familiar now with 3D technology in films and on TV, but it seems all this might soon be competing with an even more advanced technology - holography. Whereas a 3D image appears on a flat screen, a holographic image is a laser projection of light that looks as if it was standing right in front of you, allowing you to walk around and even through it.

Holography the new 3D

A TV & INTERNET

Ever since a holographic Princess Leia appeared out of the robot R2-D2 in *Star Wars*, sci-fi fans and researchers have dreamt of the day when such technology would become a reality. Well, that day is

almost here. CNN used holographic technology during the 2008 US Presidential Election coverage to make their news correspondent appear as if she was in the studio even though she was several states away. Advances in laser technology mean that in just a few years holograms might be projected from our TVs right into our living rooms! As for the Internet, we got the first glimpse of what this might look like in the 2002 movie 'Minority Report' starring Tom Cruise. There would be no mouse or keyboard, just a holographic screen allowing you to 'walk through' the Internet using your hands as the controls.

B MUSIC

As the band members of the virtual English band *Gorillaz* are just cartoons, going on tour used to be out of the question. That was until their lifelike holograms appeared live on stage at the MTV Europe Music Awards. Hatsune Miku, a 16-year-old Japanese pop star is also a hologram based on a cartoon design. She has already performed a sell-out tour and topped the charts several times.

C FASHION

Alexander McQueen's unforgettable hologram of British model Kate Moss in 2006 left its mark on the fashion world, inspiring many designers to follow. Fashion houses such as Burberry, Diesel and Forever 21 are now turning to holographic images instead of

using real-life models on their catwalks. Forever 21 had a fashion show with model holograms walking up stairs that weren't there and even appearing magically from falling drops of water. Could this be the future of the runway?

Soon, there will also be holographic touchpads instead of keys, holophones for really personal calls and it'll even be possible to hold conferences at home with holographic work colleagues! So holography isn't just taking the media world by storm, it's also set to transform the way we live our lives!

- Read the title, the introduction and the subheadings in the text. How can holography be used in each of these categories?
 - Listen and read the text to find out.
- 2 Read again and complete the sentences with information from the text, using your own words.
 - 1 Holographic technology differs from 3D technology because
 - 2 A major news event that holography was used to report was
 - 3 A holographic Internet would be different to today's Internet because
 - 4 Gorillaz couldn't go on tour because
 - 5 Hatsune Miku has become so successful she
- ${f 6}$ The first hologram in the fashion world was created by

Fill in: news, fashion, sell-out, advanced, top, flat.
1 technology; 2 screen; 3
correspondent; 4 tour; 5 to the
charts; 6 show.

Check these words

laser projection, presidential election, coverage, news correspondent, project, glimpse, go on tour, lifelike, sell-out, top the charts, catwalk, runway, touchpad, conference

- 4 Find words/phrases in the text which mean: brief look (text A); not possible (text B); having an effect on, do the same (text C).
- 5 did you find most interesting in the text? Tell your partner or the class.
- about how holography could change our lives. Use the key word holography. Tell the class.



Reviews

 a) Read the rubric and underline the key words.

Your favourite magazine is asking for computer games reviews from its readers. Write a review of a favourite computer game of yours including a description of the type of game and details about one or two features.

- b) Read the model below. Which paragraph (1-3) includes: the writer's recommendation? the features of the game? the name of the game? the writer's opinions about the game? the type of game?
- Fans of the football world's **virtual** computer game, FIFA, can look forward to the **latest** instalment of this **popular** franchise which is due for release soon. It looks to be it's best ever with new features that promise to make it the most **realistic** yet.

Available for a number of different platforms, this new edition will be a step up from its predecessor in several **exciting** ways. New technology will allow you to plan your attacking strategies two steps ahead and **precise** ball touches combined with 360° mobility will make for more **creative** and **dangerous** one on one encounters. The game also promises more variation in the **individual** abilities of each player to portray realistic strengths and weaknesses and an update now allows off the ball **physical** contact between players. Meanwhile, game players will be able to use new tools to create **tricky** and **unpredictable** free kicks.

These thrilling additions will make this game even more enjoyable to play than the previous version. Available in the autumn this is a must have for video game enthusiasts and sport fans alike and I for one can't wait.

- Replace the adjectives in the model in Ex. 1 with alternative adjectives from the list: surprising, accurate, risky, well-liked, different, bodily, simulated, authentic, complicated, thrilling, inspired, newest. Compare with your partner.
- 3 Replace the words in bold with their opposites: impressive, terrific, cheerful, helpful, reasonably-priced, modern, spacious, skilful.

The White Knight is performed in a 1) cramped theatre with 2) outdated décor. The music is 3) disappointing, the dancing is 4) poor and the actors are very 5) untalented. To top it off, the refreshments are 6) expensive and the theatre staff are 7) grumpy and 8) useless.

1	 5	
2	 6	
3	 7	
4	 8	

- Choose the correct words. Which sentence(s) is/are about: a film, a book, a play, a music CD, a restaurant, a video game?
 - 1 The main actors/characters are well-developed and draw you in from the first chapter/section; you won't be able to put this down/away.
 - 2 The lyrics/lines were too repetitive and the pieces/tracks lacked originality.
 - 3 The excellent pictures/graphics make it a pleasure to play.
 - 4 Although there was a limited choice of main dishes/plates, the serving/service was efficient and professional.
 - 5 The plot/plan is gripping and terrifying and the special effects/techniques are absolutely brilliant!
 - 6 From the moment the actors came on scene/ stage, they were brilliant and believable.
 - 7 It's got a star-studded/box-office cast/script including Tom Hanks and Julia Roberts.
 - 8 The first two sets/acts were rather slow, but there was an amazing plot/twist at the end.



- 5 a) Complete the spidergrams. Use these words:
 - · special effects · film · plot · characters



 Use words from the spidergram to talk about your favourite film.

Indiana Jones is an action film.

Recommending

- 6 How does the writer recommend the CD in the model in Ex. 1b?
- 7 Complete the sentences with words from the list: miss it, definitely watch, recommend, biggest hits, well worth seeing, put it down.
 - 1 I thoroughly this film. It's a must-see.
- - 3 It's a hilarious film with a great cast. Don't
- 4 People of all ages will love this moving film. It is sure to be one of the year's
 - 5 If you are looking for an action-packed film, you should this film.

Your Turn

- Read the rubric and underline the key words. Then, answer the questions.
 - 1 What do you have to write?
- 2 Who would read your review?
- 3 What style would you write in?
- 4 What tense(s) would you mainly use?

An English-language magazine has asked its readers to send in reviews of their favourite film. Write your review giving details about the plot and characters. Say why you like it and recommend it to other readers (150-180 words).

- a) Listen to two people discussing a film one has recently watched. Make notes under the headings.
 - name/type main points of the plot
 - name of director
 lead actor
 setting
 - general comments recommendation
 - b) Complete the sentences.

1	It's a
2	The film is directed
3	It stars
4	It is set in
5	It tells the story of
6	The story begins
7	The cast is
8	The plot is absolutely
9	It has a ending
10	I thoroughly recommend

10 Use the sentences in Ex. 9b to write your review in 120-180 words following the plan.

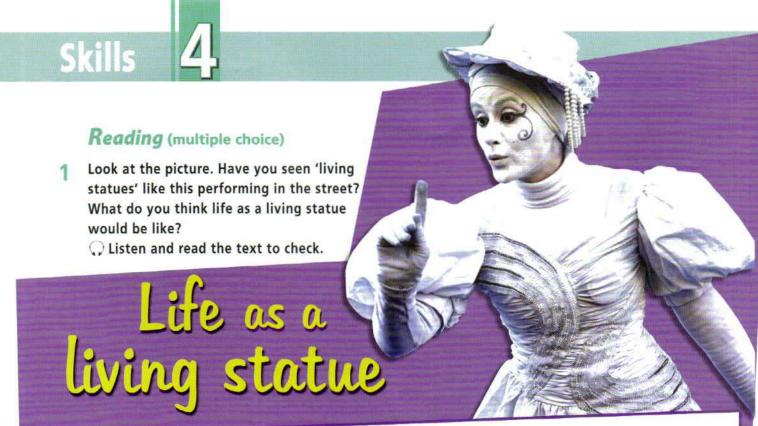
Plan

Introduction: name, type, general comments
Main body

(paras 1-3): plot/storyline (if appropriate),

description/opinions on elements asked for in rubric

Conclusion: final comments, recommendation



Since the 1980s, stony-faced performers have haunted the streets of Britain. Alix Buscovic has a go at standing still.

"A stranger might give you a hard time and most of us get hit once or twice a year." Ed Johnson's warning makes it sound like life as a living statue could be pretty risky. Fortunately, I'll have the protection of Matt Walters, who's been standing still professionally for over 25 years. "Don't let people see your eyes flicker or your chest move," says Matt. Sadly, unlike him, I don't have a heart rate so slow you can barely detect his pulse and nor do I have Ed's ability to go for half an hour without blinking.

However, it's not just about standing still. "It's more about what you do when you move," says ex-drama teacher Ed. "If you do something spectacular, it amazes people." Ed's costumes take him weeks to make; I have just three days to make a costume, train myself to be motionless and work on some crowd-pleasing actions. Oh, and fit in some drama training. "To be any good, you have to get inside a character," says Matt, whose street character, a chimney sweep, is 'a grumpy old man.'

These days, both Ed and Matt work mainly in the world of corporate events - but they still enjoy the street, where statuing in its present form began in the 1980s. So popular is the art nowadays that it even has its annual international championship, held in Holland. Stationary performance can be traced back to the medieval mystery plays, in which scenes were recreated by groups assembled in silent, still living pictures.

Matt has promised to do my makeup and when I mention I had considered portraying a bride he immediately offers to help cover a wedding gown in off-white paint. Two days later, I arrive at a square where only one statue is working. At the weekend, especially in summer, all five council-approved pitches will be occupied. It's not unknown for performers to stake their claim to the most profitable ones as early as 3 am, which has occasionally led to pitch wars.

At the square, Matt covers my skin and hair in layers of marble-coloured paint and lightly sprays black over the top to give it a weathered look. It's weird. I catch myself in the mirror and shudder. As I step onto my box, I follow Matt's advice and keep my eyes lowered to hide my blinking and my hands loosely held, so they won't sway or ache. I feel strangely relaxed, yet focused, and I'm keen to be seen.

I don't have to wait long before a child runs up with 20p. I bow and his mum takes a picture. Then a man puts some coins into my bowl, so I blow him a kiss. I begin to feel like a D-list celebrity as families, groups of teenagers and young couples all push to stand next to me and grin for the camera. Some approach uncertainly; a schoolgirl shrieks with surprise when I touch her hair. Before I realise, Matt is telling me that my hour is up.

I'm not normally one to take centre stage, but I felt confident and on a high after all the attention. Ed and Matt say statuing is addictive and I can understand why – the reaction from the public is electrifying. What's more, when I count my takings, I've made over £20, without (hardly) moving a muscle! Now, that really made my day!

- Read again and for questions 1-5, choose the correct answers A, B, C or D. Justify your choices.
 - In the first paragraph, Alix expresses doubts about
 A whether she'll enjoy the experience.
 - B whether she'll be able to learn this new skill.
 - C whether she'll stay still enough.
 - D whether she'll be able to protect herself.
 - 2 In paragraph two, Alix is concerned about
 - A whether her costume will be believable.
 - B how the audience will react to her.
 - C whether she has the necessary drama skills.
 - D the amount of preparation she has to do.
 - 3 What is true about living statues in the summer?
 - A They face competition for the best spots.
 - B They earn a lot of money.
 - C They are given their own pitch by the council.
 - D They have to work very long hours.
 - 4 How does Alix feel just before her performance?
 - A worried about her appearance
 - B calm and eager to begin
 - C nervous and unprepared
 - D tired from all the preparation
 - 5 What is Alix happy about after her experience?
 - A how positive the public's reaction was
 - B how still she managed to stand
 - C how pleased Ed and Matt were
 - D how quickly the time passed

Writing & Speaking

3 Close your eyes and imagine you're a living statue. What can you see and hear? How do you feel? Then open your eyes and write a paragraph about your experience. Read it to the class.

Writing (an informal letter)

4 Read the rubric and underline the key words, then do the task. Exchange with a partner and check for mistakes.

> You have received a letter from your English-speaking pen friend, Alicia.

... I'm going to the Edinburgh Festival this year. It's the world's largest arts festival and it's got everything from music and opera to theatre and dance.

... What kind of traditional festivals or celebrations do you have in your country? Can you tell me about a festival you've been to? Would you prefer to go to a music festival or a food festival?

Write her a **letter** and answer her **3** questions. Write **100–120 words**. Remember the rules of letter writing.

Speaking

(asking for a recommendation)

5 a) Read the rubric and the information and underline the key words. In pairs, brainstorm for ideas about types of books and places to get books.

You play the part of an exchange student who is spending some time in England. You ask a member of the family you are staying with to recommend a book. You want to read something that will improve your English.

- Ask the member of the family to recommend a book and explain why.
- Answer the family member's question about what type of book you would like to read.
- · Ask where you can find the book.
- Ask the member of the family if they could arrange a visit to a theatre to see a play.
- b) On the task in pairs. Take roles. You are the exchange student and your partner is a member of the family you're staying with.

4

Text completion

6 Read the text and fill in the gaps with the proper lexical form of the capitalised words in bold.

	ALC: NAME OF TAXABLE PARTY.
Anna 1) an exhibition	NOT VISIT
of modern art before, so she was very	
excited as she paid the admission fee and	
went in. She 2) around	WANDER
the gallery admiring the paintings when	
she spotted a crowd of people looking at	
something on the wall at the back of the	
gallery. She heard someone say that it	
was one of the 3)	GOOD
works of art they had ever seen and she	
tried to get through the crowd to see	
what 'it' was. When she 4)	REACH
the front, she stared and stared, but she	
5) work out why everyone	CAN NOT
was so impressed. It just looked like a	
blank black canvas to 6)!	SHE
One woman 7) another	TELL
that it was a magnificent representation	
of the emptiness of everyday life.	
Someone else compared it to a painting	EXHIBIT
that 8) in the Louvre the	EXHIBIT
year before. At that moment, someone	
walked up and put a sign on the wall: PICTURE REMOVED FOR REPAIR. The	
crowd wandered away, trying to hide	
their embarrassment as Anna chuckled to	
9)	SHE
	-

Listening (matching dialogues to places)

7 You will hear four short dialogues 1-4. Choose where each of these dialogues takes place. Use the places from the list A-E only once. There is one extra place.

A at the theatre
B in the street
C at a sports event

D at a music festival
E at a fashion show

1	2	3	4	

Word formation

Read the text below. Fill in the gaps (1-6) with the proper lexical form of the capitalised word.

Juan Mann gained fame for something rather unusual; he became a very familiar 1) standing in a mall in SEE Sydney holding a 'free hugs' sign. He made the decision to do this after being hugged by someone at a party when he was feeling 2) He realised that a random HAPPY act of 3) really could make KIND someone feel accepted so he set out to spread this message. Two years later Juan's POPULAR campaign grew in 4) He appeared in a music video giving out his 5) hugs. After the video was posted on YouTube, the campaign went DAY viral. Juan wanted others to see the potential of his idea. With 70 million YouTube hits under his belt and free hug days still happening from London to Chile, Juan has 6) reached his goal. FINAL

Writing (an email reviewing a film)

9 a) Read the rubric and underline the key words. What do you have to write? Who to? What style/tenses will you use? How will you make it interesting?

Your English friend is having a DVD night and has asked you to recommend a good film. Write an email to him/her recommending one. Include: names, type of film, who it stars, brief description of plot, what you think about the film (acting, special effects, storyline, etc) (120-180 words).

b) Write your email. Follow the plan.

Plan

Нi

Para 1: opening comments, name, type, stars etc.

Para 2: brief description of plot

Para 3: opinions about acting/special effects etc.

Para 4: final comments e.g. why you recommend the film & end your email

Language in Use 🖺



Phrasal verbs/ Prepositions

Complete the sentences with the phrasal verbs in the diagram in the correct form.

sh	ow
call	ff take
pay	put
dr	ор

- 1 After Simon got his first job, he finally his student loan. (settled his debt)
- 2 The play rehearsal was because of the heavy snow. (cancelled)
- 3 The band decided to releasing their new album until November. (delay)
- 4 Aiden is a good singer, but he loves (trying to impress)
- 5 The play was so boring, I nearly! (fell asleep)
- 6 Mark's acting career is really starting to (become successful)
- Choose the correct prepositions.
 - 1 Tracey has attended Royal Ascot five years in/ on a row.
 - 2 Cheer up! Don't feel sorry about/for yourself.
 - 3 The festival is in/at full swing.
 - 4 I jumped for/at the chance to go to the opera.
 - 5 He can't cope through/with cold weather.
 - 6 He has a positive effect on/with his students.
 - 7 Do you think Tom stands a chance for/of winning the talent competition?

Collocations

Fill in: bare, regional, to defy, to serve, consumer. freezing, natural, reluctantly.

1	hands	5	gravity
2		6	
	temperatures		a purpose
3	foods	7	agree
4	talent	8	society

Word formation

Complete the sentences with a word formed from the word in capitals.

1	Chayne's training schedule is very
	he practises his
	sword-swallowing for many hours. (DEMAND)
2	Lion dancers do a lot of

- training. (FIT) 3 Kaid Ashton's work with slum children is a(n)
- to many. (INSPIRE) 4 Danny performed some tricks on his bicycle. (MARVEL)
- 5 Ben has always made people laugh and wants to be a stand-up (COMEDY)
- 6 The success of Georgia's video was very; she never imagined it would be so popular! (EXPECT)

Words often confused

- Fill in: matches, suit, goes with, fits.
 - 1 Jo always her shoes to her outfit. 2 That top that skirt really well!
 - 3 Hats don't really me. I look silly in them.
 - 4 These shoes don't me. They're too small.

Read through Module 4 and mark the statements T (true) or F (false). Then write a similar quiz of your own.

.....

- The Mountain Trout Ice Festival is held in South Korea.
- 2 Queen Elizabeth places bets at Royal Ascot.
- 3 Sapporo Snow Festival is held in Canada.
- 4 The Burning Man is a festival that celebrates the first day of spring.
- 5 21 is Adele's debut album.
- 6 Kaid Ashton is a trapeze artist.
- 7 The Burning Man festival is held in San Francisco.
- 8 The Venice Regatta is an annual festival.

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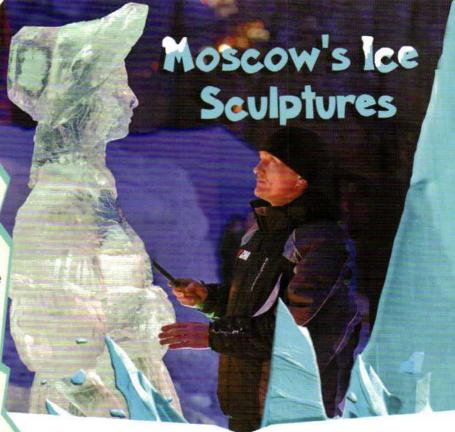


Reading & Listening

- 1 Look at the picture and the title of the text. What do you know about Sokolniki Park in Moscow and its ice museum? Think of three questions you would like to ask about the museum.
 - Chisten and read the text. Does it answer your questions?
- Read again and decide whether statements (1-6) are T (true), F (false) or NS (not stated).
 - 1 All visitors have to wear special footwear in the museum. ...
 - The sculptures do not melt because of the temperature.
 - 3 The museum has won international awards.
 - 4 The ice sculptures in the museum last two years.
 - 5 The weather made the construction of Moroz City difficult.
 - 6 Some people don't visit the museum because of the long wait to get in.
- 3 Match the words in bold to their definitions: fought, enrol on, worked together, for everyone, unchanging, warm and cosy.

Speaking & Writing

- 4 Visit the ice museum and why?
 Why is it important to have museums?
- 5 ICT Find out information about another popular tourist attraction in Russia. Present your information to the class.



After paying your entrance fee at most museums, you might then need to pay a visit to the cloak room to hang up your coat. However, at the Ice Sculpture Museum in Sokolniki Park, Moscow, you visit the cloak room to put on warm winter wear and even some **snug** boots if you want to. That's because this museum is kept at a **constant** -10°C all year round to prevent an astonishing display of ice sculptures from melting away right before your eyes.

Sokolniki Park has attractions to suit every taste including an amusement park, an outdoor skating rink and an expo centre, and now it has the world's only permanent Ice Sculpture Museum, too. Covering 500 m, this indoor exhibition has giant ice insects and frozen aliens and a living room to 'chill out' in with a vase of flowers that will never die, but may one day melt! There's also an ice dinosaur fossil and a giant ice age mammoth and visitors can even get a drink in an ice glass. In the evening, the sculptures are lit up with multi-coloured lights to create an incredible winter wonderland.

The idea for the museum came from a group of prize-winning international sculptors who have worked with snow, ice and sand. The Russian sculptors came from Moscow and St. Petersburg but also from Archangelsk, where a lot of the ice originated from. All in all, 800 tons of ice and 200 tons of snow were used to make the sculptures which will be replaced twice a year.

In 2012 a whole city made of ice and snow was built in Sokolniki Park – a tradition that goes back to the time of Peter the Great when snow cities and ice slopes were often built during feasts and winter holidays. For 3 months, Moroz City (Frost City) covered 2,500 m and included everything you'd find in a normal city including an ice hotel, fitness centre and cinema and an ice souvenir shop (complete with ice souvenirs!). There was even an orchestra of ice instruments that visitors could actually have a go at playing and a cool disco with a slippery dance floor! Over 100 architects, artists, sculptors and volunteers co-operated to build this amazing winter wonderland. They faced a real challenge at times as they battled against rain and higher-than-average temperatures.

The Ice Sculpture Museum is open all year round and is well worth a visit, despite the long queues to get in. Don't forget to **sign up for** an ice sculpting class. This is the only museum in Russia that will let you loose with an electric saw and a chisel to create your own icy masterpiece!

Check these words

entrance fee, cloak room, hang up, astonishing, expo centre, chill out, fossil, mammoth, light up, slope, orchestra, slippery, volunteer, well worth, electric saw, chisel, masterpiece Vocabulary: major breakthroughs; science/
medicine; inventions; exploration; characteristics for success; career success

Grammar: reported speech; reported questions/ orders & special introductory verbs; the causative; quantifiers & countable/uncountable nouns

Everyday English: persuading someone to visit a place

Intonation: showing interest Phrasal verbs: verbs with down

Writing: a story

Culture Corner: Where Time Begins: The Royal

Observatory

Curricular (Science): One brain or two

Vocabulary Major breakthroughs

- 1 a) Fill in the gaps with words from the list.
- · led · discovered
- revolutionised

In 1928, Alexander Fleming

1) penicillin by chance when he forgot to clean a

dish. This 2) medicine and

3) to the development of lifesaving antibiotics.

lifesaving antibiotics.

Module 5 Breakthroughs

OVER TO YOU!

- Which of these breakthroughs do you think has impacted our lives the most? Why?
- Name some other major breakthroughs and why you consider them important.

It was a major breakthrough when Neil Armstrong walked on the moon.

unmanned • launched • orbit

• lit up • pioneered • supply

> b) Which description is related to: space exploration? medicine? archaeology? technology?

The state of the s
• writing • unreadable • came across • work out
In 1799, French soldiers 1) a flat
stone near Rosetta, Egypt. 'The Rosetta Stone' had
2) in Egyptian hieroglyphics and Greek
on it and by comparing the two, experts were able
to 3) the meaning of the hieroglyphics,
which had been 3) for centuries.

Sa Science

Vocabulary & Reading

- 1 These words/phrases appear in the text:
 - microscopic robot
 molecules of DNA
 - · molecular biology · nanotechnology
 - medical applications
 perform operations
 - · miniature robot surgeons · spider-bots
 - allow treatments

Read the text again and for questions 1-6 choose the correct answer A, B, C or D.
Give reasons for your answers.



The Nanobots!

A Scientists recently created a microscopic robot that can crawl along molecules of DNA. Combining the science of molecular biology and nanotechnology, this unique mechanism, dubbed a 'nano-spider', was 5 developed by a team of researchers from Columbia University in New York with the help of colleagues in Arizona, California and Michigan. The groundbreaking device measures a mere four nanometres in width – an amazing 100,000 times smaller than the diameter of a 10 human hair.

Needless to say, this nano-spider is no WALL-E, but it can still be classified as a robot. A robot is defined as a mechanism that can understand its surrounding environment, make decisions and move automatically.

15 The little spider-bots can certainly do that. They can walk, turn left and right and even create their own products. One day, such microscopic devices could actually be used to build tiny computer chips or to detect and treat diseases such as cancer at a molecular level.

20 It is interesting to note that the nano-spiders are made of DNA molecules. The spider's body is composed of a common protein called stretavidin. Unlike a real spider, however, the nano-spider has only got four legs which are single strands of DNA protein attached to the 25 body.

D Microscopic DNA walkers have been developed in the past, but they have never managed more than three steps. These ones can manage as many as 50 steps, which means a possible walking distance of around 100 nanometres. Taking up to one hour to complete, this is more like a marathon for the nano-spider. However, researchers hope to be able to make the spiders walk faster and further in the future. Furthermore, present

research is focusing on making the nano-spiders able to follow more commands and to make more decisions.

Molecular robotics is a new field in scientific research. Although it has not produced a long list of great inventions yet, scientists believe that nanotechnology could become one of the most important industries in the near future. The nano-spider is considered to be an important step in research which could one day lead to devices being created for various medical applications. One day, people could live their lives with miniature robot surgeons patrolling and protecting the insides of their bodies. For example, the spiders could be programmed to check a cell in the body, decide if it is cancerous, and then administer an anti-cancer drug.

On the other hand, there are a number of arguments against the use of nanotechnology. Most of these concerns are over safety regulations. People are concerned that nanotechnology is not only being used to build small computer parts, but that it is also being used in food, clothing and medicine. Those with concerns would like to see stricter rules applied to the nanotechnology industry and they would like further tests to be carried out on products before they are allowed to enter the market.

G Billions of dollars are being invested in the research and development of nano-products worldwide. Robots 60 are already working in hospitals around the world, often performing operations that require a steadier hand or more precision than a human is capable of. These microscopic robots, therefore, will allow treatments to be given that are currently impossible or which call for more 65 invasive surgery.

5a

Check these words

molecule, dub, groundbreaking, detect, molecular level, protein, strand, attached to, medical applications, patrol, administer, carry out, steady hand, precision, invasive surgery

- 1 In the first paragraph, the writer says that the nano-spider
 - A is much thicker than a human hair.
 - B cannot be seen under a microscope.
 - C was invented by an individual scientist.
 - D is an extremely small machine.
- 2 Why does the writer suggest nano-spiders can be classified as robots?
 - A because they have the features of a robot
 - B because they can walk
 - C because they are built with computer chips
 - D because they are microscopic devices
- 3 What does 'this' refer to in I. 30?
 - A the number of steps DNA walkers can manage
 - B the walking distance a DNA walker can do
 - C the length of the DNA walkers
 - D the time each step takes for a DNA walker
- 4 What do we learn about nano-spiders in the fifth paragraph?
 - A They could protect our bodies from disease in future.
 - B They are already being used to fight cancer.
 - C They have been used for various medical purposes in the past.
 - D They have not actually been invented yet.
- 5 What does the writer say about arguments against the use of nanotechnology?
 - A People are concerned that it is used to build computer parts.
 - B People are concerned that nano-products are not tested before they are sold.
 - C There are concerns about whether the industry has strict rules for safety.
 - D There are no concerns about nanotechnology in clothing and medicine.
- 6 All in all, the writer presents nanobots as devices which
 - A we should be afraid of.
 - B have already been in use for many years.
 - C may be very useful in the future.
 - D are mainly useful in industry.

- Fill in: developed, device, chips, environment, commands, applications.
 - 1 A robot is programmed to be aware of its surrounding

......

- 3 A team of researchers this tiny robot in their lab.
- 4 Nano-products could be used for several medical
- 5 The robot will learn to follow
- 6 One day, small robots may be used to construct tiny computer

Grammar see pp. GR13-Reported speech GR14

4 Change the following from direct into reported speech.

...... .

- 1 "We are creating an artificial brain," he told the audience.

 He told the audience that they were creating an artificial brain.
- 2 "I've just found a job working in a science lab," Josie told me.
- 3 "We will soon have enough money to buy a more powerful computer," he said.
- 4 "I'm going to watch Frankenstein on DVD tonight," Tom told me.
- 5 "Philip is very interested in science," she said.
- 6 "Sally works for a company that designs robots," Tony said.
- 7 "I read an article about artificial intelligence yesterday," she told me

Speaking & Writing

Find the main idea in each paragraph. Use them to write a short summary of the text. Tell the class.

Big ideas

Reading & Vocabulary

- A 'bright spark' means an intelligent person. Read the introduction to the text and look at the titles and the pictures. Why do you think each person can be described as a 'bright spark'?
 - Listen and read the text to find out.
- Read the texts again. For questions 1-15, 2 choose from the people (A-D). Compare with a partner.

Which person:

had his/her interest encouraged by someone else? 1 got a strong reaction from an announcement he/she made? 2 had an idea that would avoid harming something? 3 reacted to something he/she heard? 4 asked somebody for something to get started? 6 compares something to a kind 7 of game? passes his/her knowledge & 9 advise onto others? tells people not to worry about 10 their ideas not being accepted? based his/her idea on a natural 11 process? was given a nickname because of 12 his/her idea? made a request for something usually 13

Match the words in bold with their meanings: likely to be successful, solve, shocked, bought, clean/disinfect, capability, easily moved, make themselves known, presented.

mentions that something isn't/

14

15

thrown away?

wasn't easy?

BRIGHT SPARKS

It isn't just old professors or managing directors with years of experience behind them who have amazing ideas. Here are four ordinary people who are rocking the world with their bright ideas ... and a lot of hard work!

A Angela Zhang scientist, California, USA

Angela Zhang had enjoyed reading advanced science papers from a young age, but when she explained to her chemistry teacher that she had been working on a method for curing cancer, her teacher was stunned! Angela had had the idea of developing a nanoparticle that would deliver drugs to tumours without destroying the surrounding tissue. She asked if

she could do research on her idea in a laboratory at Stanford University. Angela admitted that she found it all a little bit overwhelming at first. "But then I found that it almost became like a puzzle, being able to decode something," she added. The results of tests on her discovery have been very promising.

Cameron Johnson entrepreneur, Virginia, USA

Cameron Johnson was one of the world's most successful teenage entrepreneurs, worth a million dollars ... before he'd even left school! It all started at 9 years old when he started selling homemade greetings cards to friends and family. At age 12, Cameron offered to give his sister \$100

for her collection of little stuffed animals. He quickly earned 10 times more by selling them on an auction site. Not content to stop there, he purchased more of the toys at wholesale prices, re-selling them and making \$50,000 ... in less than a year! After this came an online advertising company followed by another

successful online business. Now Cameron lectures on entrepreneur skills and has even hosted a popular TV series called 'Beat the Boss'. Cameron advises people themselves out there. "Don't be afraid of rejection," he said.

© Emily Cummins inventor, England

Emily Cummins had loved making things from scrap materials ever since her grandfather gave her a hammer when she was only 4 years old. Then, one day, Emily came up with a simple, yet brilliant idea. She designed a **portable**, eco-friendly fridge that had the **potential** to help thousands of people in the developing world. "The simplest method of cooling something can be seen when you look at how we cool biologically – through sweating or evaporation," Emily said. So her fridge is made of 2 cylinders one inside the other. As water between the cylinders evaporates in the sun,



Derreck Kayongo community project leader, Uganda

Has it ever crossed your mind how wasteful it is to use a bar of soap in a hotel only a few times? Well, while staying in a hotel in the USA, Ugandan Derreck Kayongo was very shocked to be told that guests were given new soap every day while 2 million young children were dying every year through lack of hygiene in the developing world. This got him thinking. He wondered if he could recycle the soap for people

who needed it. So, in 2009, Derreck started asking hotels if they could donate their used bars of soap that would be otherwise put in the bin. "We sanitise them first," he explained, "then heat them at very high temperatures, chill them and cut them into final bars. It's a very simple process, but a lot of hard work." So far, Derreck's 'Global Soap Project' has provided more than 100,000 bars of soap to 9 countries

Check these words

absolutely free!

cure, cancer, nanoparticle, tumour, tissue, overwhelming, stuffed animal, auction site, wholesale price, lecture, scrap materials, hammer, come up with, sweating, evaporation, cylinder, wasteful, hygiene, chill, global



- Fill in: cross, tumors, rejection, tissue, donate, evaporates.
- 1 Water when it is boiled.
- Cells in cancerous divide without control or order.
- 3 The doctor said he had to remove from the body to examine it.
- 4 Fear of is the fear that others won't accept you or your beliefs.
- 5 It didn't his mind that he would become so successful.
- 6 We should all to charities.

SPP

Grammar pp. GR14-GR16

Reported questions/orders & special introductory verbs

- Use the introductory verbs in brackets to report what was said.
- 1 "Can I buy those cards?" he said to her. (ask)
- 2 "Sorry I didn't call you," he said. (apologise)
- 3 "Don't throw it away," Sally said to Mike. (tell)
- 4 "Where did you get it from?" she said to him. (ask)
- 5 "Hand in your essay tomorrow," he said. (remind)
- 6 "Stop shouting," he told us. (order)
- 7 "Let's watch 'Beat the Boss'," she said. (suggest)
- 8 "No, I won't give up," he told me. (refuse)
 - Find examples of direct speech in the text. Rewrite the sentences in indirect speech.

Speaking & Writing

Imagine you are one of the people described and your partner is a magazine interviewer. Think of interview questions and answers based on the information in the text. Act out your interview in front of the class.

THINK! Choose one of the people in the text and think about why you admire them. Why are they successful? How can successful people like this inspire us in our own lives? In a few minutes, write a few sentences about this. Read your sentences to the class.

Culture Corner

- 1 What do you know about the Royal Observatory in Greenwich? Think of two questions about it. Read the text. Can you answer your questions?
- Read again and, in pairs, think of the word that best fits each gap (1-12).
 Listen and check your answers.
- Match the words in bold to their definitions and then use them to make sentences based on the text: very intelligent, cuts into parts, not real, has something that it is proud of, find the exact position of, worked out, sail/steer, difficult.
- Find words in the text which are antonyms to the words below.
- Para A: unknown (adj); real (adj)
- Para B: incorrect (adj); spread (v); changeable (adj)
- Para C: tiniest (adj); minor (adj)
- 5 Tell the class three things you have learnt from the text.
- important observatory/science museum in your country. Write about: what it is and why it is important, its history, what visitors can see and do there. Write a paragraph and read it to the rest of the class.

Altere Lime Begins: The Royal Observatory

Check these words

observatory, exactly, precisely, time zone, circle, physically, courtyard, navigate, accurate, fixed, hemisphere, complex, planetarium, refracting

Everyday English



Persuading someone to visit a place

1 Look at the advertisements. What kind of place is each for? Which would you prefer to visit? Why?

London Planetarium Come on our 'tour bus' of the universe! • See advanced digital images from spacecraft & telescopes projected onto a huge dome. • Fly into the heart of the sun, see the birth of a star & land on Mars! Tickets: adults £6, children £4 (Book now: www.rmg.co.uk)

Science Museum, London ASTONISHING SCIENCE!

- medicine, computing, space, telecommunications & much more!
- interactive exhibits museum tours science shows
- IMAX cinema (DEEP SEA 3D, BORN TO BE WILD, FLY ME TO THE MOON)
- flight simulator

FREE entrance! www.sciencemuseum.org.uk

- - Look at this advert for the Planetarium in Greenwich. It sounds fantastic!
 - · Why don't we go this weekend?
 - · The planetarium? What's so special about it?
 - · I'll have to think about it.
 - · You're kidding! I find it fascinating.
 - · Actually, I do like the sound of that.
 - · Oh, come on!
 - I bet you'll really enjoy it when you get there.
 - · Well, I suppose it might be fun.
 - b) What do you think the dialogue is about?
 \(\int \) Listen and read to find out.
- A: Hey, Paul, look at this advert for the Planetarium in Greenwich. It sounds fantastic! Why don't we go this weekend?
- B: The Planetarium? What's so special about it?
- A: Well, you sit in a kind of theatre and see advanced digital images from real spacecraft and telescopes projected onto a huge dome.
- B: Hmm ... I'll have to think about it, Chrissie. I'm not so interested in astronomy.
- A: You're kidding! I find it fascinating. It says here that you get to fly into the heart of the sun, see the birth of a star and land on Mars.
- B: Really? Actually, I do like the sound of that. I like the idea of landing on Mars.
- A: Me too. Oh, come on! I bet you'll really enjoy it when you get there.
- B: Well, I suppose it might be fun. How much are the tickets?
- A: They're only £6.
- B: That's not too bad. OK then. Let's go onto the website and book our tickets.

Find sentences in the dialogue which mean:

Why do you think it's so extraordinary? - You're

joking! - I think that seems good. - Oh, please!

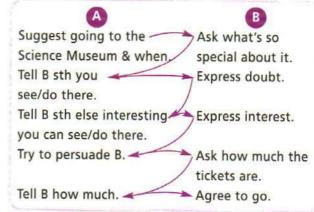
- I think I'll like it.

Intonation: showing interest

- Listen and say, then use the phrases and the prompts to act out exchanges, as in the example. Mind the intonation.
 - · Really? That sounds interesting.
 - What's so special about it?
 - What's it like there? Is it worth going there?
 - I like the sound of that. You've convinced me!
 - 1 Blue John Canyon caves with beautiful minerals
 - 2 Natural History Museum dinosaur exhibition wildlife garden
- A: Why don't we go to the Science Museum tomorrow?
- B: What's so special about it?
- A: It's got interactive exhibits and an IMAX cinema.
- B: I like the sound of that.

Speaking

You want to persuade your friend to go to the Science Museum. Use the information in the advert to act out your dialogue. Follow the plan.





Vocabulary & Reading

Match the words to form phrases.

Q Listen and check.

1	ocean	Α	space
2	cave	В	diver
3	record	C	depths
4	oxygen	D	breaker
5	undersea	E	world
6	strong	F	tank
7	heated	G	wetsuit
Q	Outer	н	currents

The phrases are from the text. Read the title and the first two sentences. What does Jill do for a living?

Listen and read to find out.



Jill Heinerth grew up watching the Apollo space missions on TV, dreaming of becoming an astronaut. Life, though, took her in the opposite direction. Whereas astronauts rocket into space, Jill plunges into the ocean depths as one of the world's top cave divers. She has had her stunning photographs published worldwide and won awards for her stunning photographs published worldwide and won awards for her stunning photographs published worldwide and won awards for her stunning photographs published worldwide and won awards for her stunning photographs published worldwide and won awards for her stunning photographs published worldwide and won awards for her stunning photographs published worldwide and won awards for her stunning photographs published worldwide and won awards for her stunning photographs published worldwide and won awards for her stunning photographs published worldwide and won awards for her stunning photographs published worldwide and won awards for her stunning photographs published worldwide and won awards for her stunning photographs published worldwide and won awards for her stunning photographs published worldwide and won awards for her stunning photographs published worldwide and won awards for her stunning photographs published worldwide and won awards for her stunning photographs published worldwide and won awards for her stunning photographs published worldwide and won awards for her stunning photographs photographs photographs photographs published worldwide and won awards for her stunning photographs phot

It was that expedition to the Antarctic in 2000 that really made Jill's name. She was heading to B-15, the largest iceberg on the planet (about the 10 size of Jamaica) to explore the caves in it even though she didn't even know if there were any there. This sounds like a big enough leap of faith, but the iceberg had just broken away from the Ross Ice Shelf and was moving at the time and any disturbance, even a few air bubbles, could cause the cave to collapse.

After sailing for twelve days in rough seas from New Zealand and following in the footsteps of Ernest Shackleton and his historic expeditions, Jill and her team finally arrived at B-15. As she dived into a deep crack in the ice, Jill descended over 130 feet, the only sound coming from her oxygen tank. As the cave opened out, she discovered a 20 diverse undersea world: "We found a dazzling world of sea stars and other curious creatures." But the threat of disaster was always there.

At one point, Jill felt a movement in the ice like an earthquake and it was only later that she found out that a piece of ice had crashed into the entrance to the cave. If she had been near, she would 25

have been killed. On her final dive, Jill and her diving partner were trapped by strong currents and only managed to escape by finding small handholds in the ice wall and pulling themselves along. Just two hours later, the iceberg shattered, leaving 30 massive pieces of ice floating on the surface and two very relieved divers. As she rather calmly put it, "The cave was gone."

These kind of incidents would put most divers off for life, but Jill freely embraces her 35 fear. She often gives multimedia presentations on what she learnt. She says that we mustn't avoid doing things that frighten and challenge us. To her, fear is an important part of life and as she puts it, "If you don't

chase fear, then you'll be running away from it for the rest of your life." 40

One of the reasons that Jill is brave enough to face such dangerous expeditions is her confidence in technology. On her Antarctic expedition, special equipment was essential. She wore a heated wetsuit in the -1.2°C water and instead of an air tank she had a rebreather – a device like a space suit that recycles the bubbles you exhale along with extra oxygen.

Even though she hasn't made it into space yet, her work may affect future space 45 missions. "I was experimenting with a 3D mapping device that cost almost £470 million. One day NASA hopes to send this to the underwater caves of Europa, one of the moons of Jupiter," Jill said. It seems that the girl that dreamt of outer space but ended

up in the depths of the oceans may finally have the

best of both worlds.



Check these words

depths, expedition, make someone's name, head to, iceberg, leap of faith, disturbance, air bubbles, rough. crack, oxygen tank, threat, current, handhold, put someone off, embrace, multimedia presentation, heated wetsuit, mapping device

- Read again and choose the answer (A, B, C or D) which fits best. Give reasons for your answers.
 - 1 The first paragraph mainly focuses on
 - A how Jill became a cave diver.
 - B Jill's achievements so far.
 - C why Jill changed her career plans.
 - D how a cave diver compares to an astronaut.
 - 2 The writer describes Jill's expedition to B-15 as a 'leap of faith' (line 12) because of
 - A the difficulty involved in reaching it.
 - B the danger other explorers had faced there.
 - C the huge size of the caves.
 - D the uncertainty of what could happen.
 - 3 During Jill's first dive at B-15, she
 - A felt amazed by what she saw below the ice.
 - B enjoyed the sense of calm she felt.
 - C felt proud of the bravery of her team.
 - D felt privileged to be where a famous explorer had been.
 - 4 The fourth paragraph emphasises
 - A how skilled Jill is under the ice.
 - B how Jill felt after her dive.
 - C what an earthquake feels like underwater.
 - D how close to disaster Jill came.
 - 5 What does Jill say about fear?
 - A It's healthy and helps us stay safe.
 - B She doesn't experience it any more.
 - C It's important to face it.
 - D It has stopped her doing things.
 - 6 What main point is made in the final paragraph?
 - A Space and cave exploration are similar.
 - B Jill's technology may benefit space exploration.
 - C Jill may still become an astronaut.
 - D Underwater caves resemble other planets.

- Match the words in bold in the text 4 with their meanings: doing the same things as, varied, unable to escape, impressive/ beautiful (x2), enjoy two different opportunities, accepts, breathe out, huge.
- Fill in: plunge into, collapse, descend, crash into, shatter, float in the correct form.
 - 1 The divers quickly towards the ocean floor.
 - 2 Mark jumped head-first off the cliff and the icy water.
 - 3 The ship sank after it a huge rock.
 - 4 They watched in horror as the cliff into the sea.
 - 5 We lay back in the boat and gently down the river.
 - 6 The ice into many pieces as the boat hit it.



Read the examples. When do we use the causative? Find an example in the text.



Peter is changing the oil in John is having the oil in his his car.

car changed.

- b) Rewrite the sentences in the causative.
- 1 Someone is organising the expedition for them. They are having the expedition organised for them.
- 2 Someone has checked Jill's equipment. Jill ...
- 3 Her new diving mask will be delivered tomorrow. She ...
- 4 The doctor examined Greg's swollen ankle.
- 5 Someone is repairing Nick's wetsuit. Nick ...

Speaking & Writing

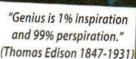
Imagine you are interviewing Jill Heinerth for a radio show. Your partner is Jill. Prepare questions and answers, then present your interview to the class.

The road to success



Characteristics for success

- 1 Listen and say. Which word means: single-minded? doesn't give up? brave? willing to accept ideas/suggestions? looks at the positive? really wants to be successful? won't let anything stop him/her doing sth? How important is each characteristic to help you to succeed in life and reach your goals? Why? Discuss with your partner.
 - persistent
 determined
 creative
 courageous
 focused
 - hardworking relaxed risk-taker organised clever
 - · optimistic · open-minded · ambitious · confident
- A: I believe that it's really important to be determined and persistent if you want to achieve something because if you don't give up you will succeed in the end.
- B: I agree. I also think it's important to be courageous because ...



ON THE PATH TO TRUE GENIUS

Most people immediately think of the light bulb when they think of Thomas Edison. But although this genius did in fact invent the first practical, long-lasting light bulb, he had a hand in creating many more things we can still see around us today. He invented or contributed to recorded music, electrical systems, the telephone, the alkaline battery, x-rays and an early cinema projector. Incredibly, by the end of his life he held 1,093 patents and he is responsible for more inventions than any other inventor in history!

Edison was undoubtedly a very clever person. Would you believe, though, that as a child, his teacher told his mother that he was too slow to learn? Later on, as an inventor, many of his inventions failed. So what were the secrets of Edison's success? We all have dreams and ambitions and who better than Mr. Edison to provide us with a few tips for achieving them!

Perhaps Edison's greatest strength was that he absolutely refused to give up. He said, "Many of life's failures are people who did not realise how close they were to success when they gave up." Unbelievably, it took Edison thousands of tries before he found the right filament to use for his light bulb. He wasn't afraid of failure. He simply saw his bad ideas as stepping stones to better ones. Even after his factory was almost totally destroyed by fire, he said, "There is great value in disaster. All our mistakes are burned up and we can start anew." Three weeks later, Edison delivered the first phonograph*.

Edison was also very intolerant of laziness and believed in pushing himself to reach his goals. He set himself a target, for instance, to come up with a small invention every 10 days and a major one every 6 months. So, try taking a leaf out of Edison's book. If you want to write a book, aim to write a chapter every day. If you want to become a photographer, teach yourself one

new skill or trick every day or week. When you put your brain under a little pressure, you'll be amazed by how much your power of thought improves.

Another effective little rule Edison had was to take time out to relax while he was working at his 'invention factory' in Menlo Park, New Jersey. He would drift off to sleep with several small metal balls in his hand. If he fell into a deep sleep, the balls would fall noisily onto the floor and wake him up and he'd scribble down whatever was in his mind! So next time you are stuck on a problem, why not sleep on it? Scientists now agree that relaxation and short naps can improve our concentration and creativity.

Also, amazingly, historians have so far discovered around 4 million pages of Edison's notes including sketches, cartoons and even poems. It seems he had many new ideas simply by relaxing, letting his mind wander and allowing one idea to flow on to another. So maybe you too should keep a journal where you write down your ideas and thoughts. Who knows what it could lead to?

All in all, Thomas Edison succeeded because he was determined, persistent and knew how to use his mistakes to his advantage. So, what are you waiting for? **Tap into** your inner genius and get busy achieving your dreams. You might not create anything as important as the light bulb in your lifetime, but we can all light up the world in our own way!

Check these words

genius, alkaline battery, projector, patent, undoubtedly, failure, filament, burn up, anew, push oneself, reach one's goals, set oneself a target, skill, trick, under pressure, nap, concentration, flow, inner



Reading

- 2 a) What do you know about the inventor Thomas Edison?
 - b) Read the quotation. What kind of person do you think he was?
 - Chisten and read the text to find out.
- 3 a) Read the text again and match the headings (A-H) to the paragraphs (1-7). Use each heading once. There is one extra heading. Give reasons for your answers.
 - A Set goals to achieve your dreams
 - B How to avoid failure
 - C Success against the odds
 - D The value of keeping records
- E Start now to reach your potential
- F Inventor of more than you might think
- G Strong belief in persistence
- H Take it easy for good ideas
- b) What is the author's purpose in writing this article? To entertain, to persuade the reader to believe in something or to inform the reader about something? Give reasons.

Grammar See pp. GR17-GR18

Quantifiers & countable/uncountable nouns

- 4 Underline the correct words. Find more examples in the text. Which words are used with: countable or uncountable nouns or both?
 - 1 Almost none/every of Da Vinci's inventions were built during his lifetime.
 - 2 Kim only has a few/a little time left to finish her science project.
 - 3 The scientists don't have much/many money for the project.
 - 4 There are a small amount of/hardly any light bulbs in this shop.
 - 5 Thomas Edison invented much/a lot of useful things.
 - 6 All/Every of these inventions are amazing!
 - 7 Either/Both James and Andy want to be inventors.
 - 8 Few/Little people realise how many/much inventions Edison was responsible for.
 - 9 Jack has been working on his invention for a little/several years.
- 10 Edison experienced many/much failures in his life.
- 11 Matt spends a great deal of/all time working in his lab.
- 12 That scientist's name is either/or Nick or Mike; I can't remember.
- 13 Are there any/much light bulbs in the cupboard?

- Choose the correct words.
- 1 Many of Edison's inventions were realistic/practical ones that were useful in real life.
- 2 This is a never-ending/long-lasting light bulb; it lasts for 1,000 hours.
- 3 You have to work hard to reach/ manage your goals in life.
- 4 Teams of people contributed to/ achieved Edison's inventions.
- 5 You've been working too hard; you should take some time out/ down.
- 6 Harry was so tired that he fell/ dropped into a heavy/deep sleep.
- 7 I couldn't work out what to do so I decided to sleep over/on it.
- 6 Match the words in bold in the text with their meanings: slowly fall asleep, a way to make progress, stop trying, unable to do, not willing to accept/put up with, participated in, make use of, behave the same way as Edison, move from topic to topic, write down quickly, successful.

Writing & Speaking

- 7 Read Edison's quotes again in the text and explain their meaning. Which do you find the most inspirational? Why? Tell the class.
- 8 Edison so successful? What changes does he inspire you to make in your own life? Why? In a few minutes, write a few sentences about this, then read them to the class.
- 9 ICT Find out more information about Thomas Edison. Report your information back to the class.



Vocabulary & Speaking Career success

Career success

1 Cisten and say, then suggest two more jobs for each category. Which of these types of jobs might you like to do in the future?



deal with people e.g. nurse, teacher

 start your own business e.g. web designer, cake decorator, event organiser, open a hairdressing salon/factory etc.

entre contrate contra

- · have a 9-5 job in an office e.g. secretary, bank clerk
- be the boss e.g. a project manager, a managing director
- · work from home as a freelancer e.g. writer, translator, artist
- become a professional e.g. lawyer, architect, accountant, doctor
- have a skilled job e.g. plumber, landscape gardener, mechanic, electrician
- work in the armed forces/emergency services e.g. paramedic, soldier, pilot, firefighter
- become a famous celebrity e.g. pop star, actor/actress, author

I'd like a job where I have to deal with people, like a nurse.

Read the spidergrams. Which of the factors in each category do you think are the most important for the types of jobs in Ex. 1?

Discuss in pairs, adding your own ideas, too.



- A: If you want to start your own business, like a web designing business, I think you need to have finances and relevant experience.
- B: Yes, you're right. In my opinion, it's also helpful if you ...

Listening

- 3 Chisten to an interview with a woman about her business and for questions 1-7, choose the best answer (A, B or C).
 - 1 How did Alice's art teachers influence her success?
 - A by encouraging creative thinking
 - B by giving her some good ideas
 - by helping her see what she was good at
 - 2 Alice stopped trying to sell her paintings because
 - A she didn't think they were good enough.
 - B she wasn't enjoying it.
 - C she wasn't seeing success.
 - 3 What does Alice say about getting her business started?
 - A She lacked some skills needed.
 - B It was harder than expected.
 - C She got a lot of support.
 - 4 Alice was surprised by
 - A how people found the website.
 - B how quickly the business became successful.
 - C how difficult it was to attract customers.
 - 5 How did Alice feel when shops started stocking her bags?
 - A proud B
- B uncertain
 - C worried about sales
 - 6 Alice wants to support a charity because
 - A ethical businesses are more successful.
 - B she wants to give back to society.
 - C she has a personal connection to it.
 - 7 When asked about her future plans, Alice gives the impression that
 - A she doesn't really have any yet.
 - B she would rather keep them a secret.
 - C she hopes things will slow down.

Curricular: Science

- 1 a) Which hemisphere (left or right) do you think controls: logic? details? creativity? general ideas? music skills? emotions? lists? language? imagination?
 - b) Read the text to find out.
- Read the text again and for gaps 1-12 choose the word which best fits each gap. Use only one word in each gap. Check with your partner.

ONC Brain or **tWO**

Your brain is an amazing organ. Weighing about 3lbs (1.4 kg), it not only 0) controls your other organs, regulates pleasure and pain, hunger and thirst, blood pressure and body temperature, but it also plays a huge 1) in determining your personal identity through thoughts, memories and emotions. Although a brain is often 2) to the central processing unit in a laptop, in reality, the brain is far superior and far more complex.

Underneath a protective skull, the brain appears to be 3) into two halves, the left hemisphere and the right hemisphere, but this is not quite 4) . Information and instructions pass from one side of the brain to the other through the corpus callosum – about 200-250 million nerve fibres. Surprisingly, each hemisphere is 5) for the opposite side of the body. For example, information received from our senses on one side of the body is communicated to the opposite hemisphere of the brain.

Some scientists think that the two hemispheres control different abilities and behaviour. The left side has more

with logic and analysis: it deals with details. The right is usually 7) more creative and imaginative: it prefers general ideas or 'the big picture' and deals with emotions. For artists such as writers, sculptors and musicians the right side of their brain is dominant. On the other hand, 8) that require organisation and facts like scientists and accountants often have a 9) for the left side. It seems that each hemisphere of the brain has a 10) for certain kinds of function. For example, the left side of the brain may handle the syntax and vocabulary of language, but the right side controls the accent, speed and intonation of speech.

Neurologists have found that if one side of the brain is removed, the other side can 11) over some of its roles, such as speech, by creating new connections or pathways between brain cells (neurons).

However much we may study the human brain, it is probably 12) ______ of much more than we will ever know!

II was					-	The second second		
0	A	controls	В	directs	C	manages	D	charges
1	A	part	В	role	C	job	D	function
2	A	associated	B	connected	C	suggested	D	compared
3	Α	shared	В	separated	C	set	D	put
4	A	authentic	B	factual	C	real	D	true
5	Α	responsible	B	reliable	C	dependable	D	liable
6	A	union	В	connection	C	relationship	D	bond
7	Α	regarded	B	viewed	C	thought	D	considered
8	A	businesses	B	careers	C	professions	D	works
9	A	selection	В	preference	C	choice	D	desire
10	A	fashion	В	direction	c	trend	D	tendency
11	A	put	В	hold	C	take	D	keep
12	Α	capable	В	qualified	C	able	D	proficient
		Marian Control of the		The second second second				A CONTRACTOR OF THE PARTY OF TH

Match the words/phrases in bold to their definitions: more powerful, purpose, complicated, deal with/manage, the five physical abilities (touch, taste, sight, smell and hearing).

Check these words

brain, organ, hunger, thirst, determine, identity, skull, hemisphere, nerve fibres, logic, tendency, syntax, pathway

- 4 Tell your partner three things you remember from the text.
- There are many tests on the Internet that tell you which side of your brain could be dominant. Use the key words: right or left brain quiz to find a test, complete it then report back to class. Do you agree with the result? Why?/Why not?



A story

1 Read the rubric and look at the underlined key words/ phrases. Then answer the questions.

You have decided to enter a <u>short story competition</u> in a magazine. The <u>rules</u> say that the story <u>must begin</u> with the following words: <u>It seemed like an opportunity too good to miss.</u>
Write your **story** (120-180 words).

- 1 What type of writing is being asked for and who is going to read it?
- 2 What tenses will be used?
- 3 What words must you include in the story? Where?
- 4 What could the story be about?
- 5 How many words should you write?
- 6 How might you begin/end the story?
- Read the model. Which paragraph(s) (1-4):

sets the scene?
describe the events in the order they happened?
include direct speech?
describe the characters' feelings?
includes the climax event?

3 Read again and number the events in the order they happened. Then, tell the story to your partner using appropriate words to show the sequence of events.

- A We reached a huge cave.
- B We looked for a way out.
- C We arrived at the Devil's Drop in the rain.
- D Harry and Sam pulled me out.
- E We crawled down a tiny dark tunnel.
- F | Icy water gushed into the tunnel.
- G We heard a crack and water started to fill the cave.
- H We saw a narrow tunnel.

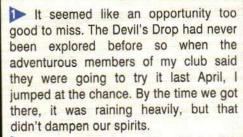
Adjectives/Adverbs/Verbs

- 4 a) Which adjectives in the story in Ex. 3 are used to describe the: members of the potholing club? tunnel? dripping of water? dampness? cave? stalactites & stalagmites? crack? water? air?
 - Write the adverbs the writer uses to describe these verbs.

1	raining	
2	yelled	
2		flashed

4	crawling	

5 gushing in



Soon, we were crawling down a tiny dark tunnel. I could hear the slow dripping of water and feel the cool dampness all around me. Finally, we reached a huge cave full of glistening stalactites and stalagmites. But then, suddenly, we heard a thundering crack and water started pouring in! Someone frantically yelled "The cave's filling up fast!"

We anxiously flashed our torches around, searching for a way out. Finally, I spotted a very narrow tunnel above us. I was the last one to start crawling slowly along it and just as I did, icy water started gushing in violently! I hurried along as fast as I could, but I couldn't get out. Luckily, Harry and Sam helped to pull me out into the fresh air – just in time!

I felt so relieved! We were all soaking wet and freezing cold but unharmed. "OK, now I understand why potholing is said to be one of the most dangerous sports on Earth!" I said.

Study skills

Using descriptive language

A variety of adjectives, adverbs and verbs makes our story more interesting to the reader. Compare: He shouted as he tried to climb up the wall. He shouted frantically as he tried to climb up the icy wall.



5 a) Find verbs in the story which mean:

move	say	look	see
crawl			

- Replace the verbs in bold with verbs from the list in the correct form.
 - run creep spot
- He 1) came out from his hiding place and looked around. Suddenly, he realised someone had 2) seen him. He 3) moved across the room quickly to see what the other person was doing.
 - grin approach stare notice drift

was an administ a supplementary delicates to the Market and a supplement

B Jane sat by the lake 1) looking at the ducks 2) moving on the water. Suddenly, she 3) saw a young boy 4) walking towards her. He was 5) smiling at her.

Mandalan Andrian Mandalana

- 6 Replace the words in the paragraph below with more interesting ones from the list.
 - · absolutely terrified · huge · fantastic
 - powerful
 peered
 deep
 rock violently
 - excited waited nervously crept

As I 1) stood with my paraglider on top of the cliff, I
2) walked to the edge and 3) looked over. It was a 4) big
drop to the ground! But then I took a 5) big breath and
leapt over the edge. It was 6) good at first and I felt so
7) happy, but suddenly a 8) strong wind took hold of me
and I began to 9) move from side to side. I was 10) scared!

- water day placed and he present and a special

7 a) Read the theory. What techniques are used in the story in Ex. 3?

Techniques for beginnings/endings

- creating atmosphere by describing the weather, people, setting the scene (beginnings)
- using direct speech
- · expressing the characters' feelings/mood
- asking a rhetorical question (a question that doesn't need an answer)
- creating suspense/mystery

- b) Which of the following is a(n): beginning? ending? What techniques does each use to make it interesting?
- Exhausted but relieved, Trey and Robbie sat back in the rescue helicopter. "That's the last time I go surfing with you, Dad!" Robbie laughed.
 - It was a Saturday morning in Tripole Bay. The sun was shining and the waves were huge ideal conditions for surfing! Trey Wright was already on the water with his 15-year-old son, Robbie. What could be better? But little did they know, they were minutes from danger.

Your Turn

В

8 a) Read the rubric, underline the key words and discuss the questions in pairs.

You have decided to enter a short story competition on a website. The story must begin with the following sentence: *It was risky, but I knew I wanted to try it.* Write your **story** (120-180 words).

- 1 What should you write and what must you include?
- 2 What could your story be about and who could the main characters be?
- 3 How could you set the scene?
- 4 How could you make the story more interesting?
 - b) Clisten to John narrating his story to Pamela. Make notes under the headings in the plan.

Plan

Para 1: set the scene (weather, time,

atmosphere, people, feelings, etc)

Paras 2-3: events in the order they happened

linked with appropriate sequence

words - climax event.

Para 4: end the story (what happened,

moods, feelings, reactions, etc)

Use your notes to write your story.

light years of Earth - a distance that could be covered by transmitters -

there are at least 30,000 of these habitable worlds. It's possible, of

SETI =

Extra

Search for

Terrestrial

Intelligence

course, that they could all be dry and empty.

underway. More Earth-like planets will

be found in the next few years, and

they'll be observed very carefully for

the telltale signs of intelligence.

Sure, nothing has been found so

far, but 30,000 is a big number!

But Kepler's search is still

Reading (missing sentences)

 Read the title of the text and the first and last paragraphs.
 What is the article about? Read to check.

2 a) Now read the rubric and the headings and underline the key words in the headings.

> Match the headings (A-H) to the paragraphs (1-7) of the text. Use each heading once. There is one extra heading.

- A The future's looking good
- B What a discovery would mean
- C What it all seems to show
- D What Kepler's done so far
- E New inhabitable planets
- F Challenges to overcome
- G Technology that has changed everything
- H History of planet discovery
 - b) Do the task. Justify your answers.

Listening (multiple matching)

a) Read the rubric and the sentences and underline the key words. What words/ phrases/ideas do you expect to hear?

You will hear five different speakers talking about their plans for the future. Match each speaker (1-5) with the sentences (A-F). Use each sentence only once. There is one extra sentence

- A The speaker explains how he/she will achieve his/her dream.
- B The speaker explains how ambitious he/she is.
- C The speaker doesn't know what he/she wants to do.
- D The speaker has just had a career change.
- E The speaker explains why he/she wants to do a certain job.
- F The speaker wants to work with others.

1 7	,

b) Do the task.

Writing (a letter)

4 Read the rubric and underline the key words. Then do the task.

You have received a letter from your English-speaking pen friend Thomas.

... My dad is setting up an Internet business at the moment. He's really excited about it – I'd love to do the same one day.

... Can you see yourself running your own business one day? What would your dream job be like? Is it more important to you to make a lot of money or be happy in your job? Why?

Write him a letter and answer his 3 questions. Write 100-120 words. Remember the rules of letter writing.

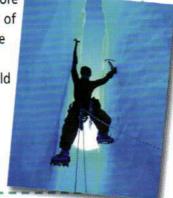
Speaking (giving a talk)

5 a) Read the rubric and underline the key words. Brainstorm words/ideas related to the topic in pairs.

Give a 1.5-2 minute talk about **exploration**.

Remember to say:

- why people want to go where no one has ever been before
- what the benefits of expeditions can be to the world
- whether you would like to go on an expedition, what kind e.g. ocean, Arctic, desert & why



- b) Give your talk.
- c) Listen to a student giving the same talk. How did it compare to yours?

Word formation

6 Read the text. Fill in the gaps (1-6) with the proper lexical form of the capitalised words. Compare with your partner.

The Kungur Ice Cave

The Kungur Ice Cave in the Ural Mountains in Russia is one of the biggest caves in the world NATURE and a unique 1) wonder. SCIENCE 2) say that the cave is around 10 to 12,000 years old and includes around 6 km of passages, 20 grottos and 60 lakes. The cave **IMPRESS** owes its popularity to 3)ice formations including ice stalactites and multicoloured sparkling ice crystals. MYSTERY It's a 4) place, too; many of the labyrinths and grottos in the cave are still being explored. Perhaps the most amazing 5) of all in the cave is an ATTRACT enormous lake which covers almost 1,100 km2! You can take a boat across it, but it's too cold to swim in! There is also a grotto in the cave DARK where visitors experience total 6)

Everyone feels disoriented after just 5 minutes

there!

Text completion

- 7 a) Read the text through quickly. What is it about?
 - b) Change the words in capitals at the end of each line so that they correspond grammatically to the text. Fill in the gaps (1-9) with the correct words.

Eureka!

As Archimedes relaxed in his bath, it came to him.	
"Eureka!" he 1), meaning "I've found it!"	CRY
He leapt out of the bath and ran naked into the street,	
eager 2) his amazing insight. What he'd	SHARE
thought of was a way of calculating the volume of irregular	This is a second
objects by measuring how far the water 3)	RISE
when the object is submerged. Archimedes had one of the	11102
finest minds in Ancient Greece and these days his	
exclamation "Eureka!" 4) throughout the	USE
world when someone has made a sudden breakthrough.	USL
But having a 'Eureka moment' 5) as easy	NOT BE
as it seems. Archimedes was a brilliant physicist who had	NOT BE
a lifetime of studying and practical experience behind him.	HAVE
It seems the best chance of 6)	HAVE
a(n) 'Eureka moment' occurs when you understand the	
background to a problem, but your brain is completely	
relaxed, which allows creative ideas to form. So take a	FILIP
page out of Archimedes' book. If you 7)it	FIND
difficult to solve a problem or remember a fact, then take a	
break, think about something else or go for a walk. When	
you are relaxed or distracted, you are more likely to arrive	
at the solution you 8)	LOOK FOR
a 'eureka moment' as significant as Archimedes', but have	
patience and maybe one 9) to you in time!	COME

Writing (a story)

8 a) Read the rubric and underline the key words. What could your story be about? What is the main event and in which paragraph will you write this? How can you make your story more interesting?

An international magazine is offering a prize for the best short story with the title 'An incredible discovery'.

Write your story (120-180 words).

b) Write your story, then ask your partner to check it for mistakes (check spelling, text organisation, grammar/ punctuation, linking words, variety of language).

Key word transformations

- For questions 1-6, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Use between two and five words.
 - 1 "Don't answer the phone while I'm out, Julie," said Mrs Stevens. NOT Mrs Stevens

answer the phone while she was out.

2 I would prefer it if nobody else knew about my business idea.

WANT I don'tabout my business

3 The only person he didn't invite to his graduation party was Pete.

idea.

4 "If you wanted to borrow my bike, you should have asked me first," Tom said to Andy.

WITHOUT Tom criticised Andy for havinghim first.

5 People say cave diving is a very dangerous sport.

SUPPOSED Cave diving

a very dangerous sport.

6 She forgot everything that her mother had told her.

ANYTHING She

that her mother had told her.

5

Language in Use

Phrasal verbs/Prepositions

1 Complete the sentences with the phrasal verbs in the diagram in the correct form.



- 1 Jill was driving an old truck so she hoped it wouldn't (stop working)
- 2 Tim should on the amount of junk food he eats. (reduce)
- 3 Jake painted his house pink and now his friends will never let him it (forget it)

- 6 Everything in that shop is half price because it's (ceasing to operate)
- 2 Choose the correct prepositions.
 - 1 Adam comes up about/with some bright ideas.
 - 2 Mary is doing research about/on a new cancer drug.
 - 3 Martin purchased the goods in/at a good price.
 - 4 Cameron Johnson advises people to/for pursue their dreams.
 - 5 Greg wants to follow in/after the footsteps of his father and become an explorer.
 - 6 Scientists are carrying on/out many tests on the new products before they can be sold.
- 7 Jane works best when she is under/below pressure.

Collocations

Fill in: safety, walking, relevant, cave, developing, medical, stuffed, steady, leap of.

1	diver	5	faith
2	applications	6	animal
3		7	experience
	regulations	8	distance
4	hand	9	world

Word formation

- 4 Complete the sentences with a word formed from the word in capitals.
 - Building a human brain will be one of the greatest breakthroughs in history. (SCIENCE)

 - 4 Jill has a lot of in technology when she dives. (CONFIDENT)
 - 5 One day, nanorobots may be used for the of serious diseases. (TREAT)

Words often confused

- 5 Choose the correct word.
 - The nanospider can be classified/identified as a robot.
 - 2 What is the robot's body consisted/composed of?
 - 3 He has gained/won a lot of awards for his films.
 - 4 There are heavy/strong currents in the area.

Read through Module 5 and answer the questions. Now write a quiz of your own. Give it to your partner. Check his/her answers.

- Who discovered the Rosetta Stone?
- 2 How big was the New York researchers' nano-spider?
- 3 How does Emily Cummins' fridge work?
- 4 What did Jill Heinerth dream of being when she grew up?
- 5 How many countries does Derreck Kayongo send his soap to?
- 6 What does GMT mean?
- 7 How much did Jill Heinerths' mapping device cost?
- 8 How many pages of Thomas Edison's notes have historians discovered?



Reading & Listening

- 1 What do you know about Russia's space camp, Star City? Think of three questions you have about it.
 - Listen and read the text.

 Did it answer your questions?
- Read the text again and choose which of the statements (1-6) are T (true), F (false) or NS (not stated).
 - Star City is just as important as it ever was.
 - Trainee cosmonauts aren't allowed to leave Star City.

......

......

......

.....

.....

- 3 Reminders of Yuri Gagarin are everywhere.
- 4 The spacecraft replicas are smaller than in real life.
- 5 The centrifuge helps train a cosmonaut to space walk.
- 6 Space tourists have to prepare well for their flight.
- Match the words in bold in the text to their meanings.
 - 1 available
 2 difficult
 3 accurate copies
 4 demanding
 - 5 under the water

Speaking & Writing

- Tell your partner what information you found the most interesting in the text and why.
- 5 ICT Find out more information about Star City and/or Russia's space programme. Report back to the class with your information.



Russia's Space Camp

It's the birthplace of spaceflight and the place where cosmonauts including Yuri Gagarin have trained since the 1960s. Until recently, it was a highly secret facility and it is still not featured on any maps; and yet after more than 40 years Star City, or Zvyozdny Gorodok, near Moscow, is still at the heart of the Russian space programme.

Surrounded by thick pine forest, Star City has been described as the perfect town with its clean, wide streets and friendly people. There are no traffic jams or billboards and the town has its own school, shops, cinema, recreation facilities and railway station. Almost 7,000 cosmonauts, training centre personnel and their families live here. In the town's central square, there is a huge statue of Yuri Gagarin where traditionally all cosmonauts place flowers before they fly.

The reason for Star City's existence is the Yuri Gagarin Cosmonaut Training Centre where cosmonauts undertake their years of intensive training. The training equipment at the centre is very advanced. There are full-sized replicas of real spacecraft such as the Soyuz spacecraft, the Mir space station and the ISS (International Space Station). There's a planetarium simulating the stars where the cosmonauts learn how to calculate their position while in space. There's also a giant pool with a replica of a part of the ISS submerged in it. Cosmonauts wear diving suits loaded with weights to learn how to space walk while working on the outside of a space station. Elsewhere, there's the centrifuge, which rotates the trainees in a tiny capsule to simulate G-force and weightlessness. This spins at 170 mph and riders are told not to open their mouths while moving because the pressure would break their jaw! This is a necessary part of training, though; during a spacecraft launch a cosmonaut can experience four times the force of gravity.

It's extremely tough to be accepted for cosmonaut training, but some wealthy people pay around 30 million dollars to have the chance to be a space tourist. These people still have to spend about 8 months training at the centre, though, until they blast off. But if, like most people, you don't have tens of millions of dollars to spare, you can still visit the training centre to be a cosmonaut for the day. You can take a tour of the centre, try on a spacesuit, experience weightlessness and practice docking a spacecraft in a simulator!

There are exciting plans to make Star City a top tourist attraction in the near future. This won't be hard; it's already an extraordinary place!

Check these words

train, facility, pine forest, traffic jam, billboard, recreation, personnel, undertake, planetarium, simulate, loaded with, rotate, capsule, spin, jaw, launch, gravity, blast off, dock

Vocabulary: historic tourist attractions; parts of a ship; ways of moving in water; household duties; features of archaeological sites; features of cities; war & protest Grammar: relative clauses; clauses; inversion; order of adjectives

Everyday English: persuading somebody to visit a

tourist attraction

Intonation: commenting on an experience

Phrasal verbs: verbs with in Writing: a description of a place

Culture Corner: Charles Dickens' London Curricular (History): Women at War

VocabularyHistoric tourist attractions

- 1 Which of the places in the pictures do you know? What do you know about them? Tell the class.
- 2 a) Fill in: carved, depicts, seat, ruined, prominent, dating back.
 - Listen and check.
- 1 It was a rich city into a rock formation. An earthquake it in 363 AD.
- 3 Also known as the Presidents' Mountain, the sculpture took 14 years to complete. It four of the most US presidents and

symbolises the nation's independence.

- 4 Built from 1406 to 1420 it was the of the Ming Dynasty. 24 emperors from two dynasties lived there.
 - b) Match the descriptions to the photographs.

 ... Listen and check.

Stone, Petra, Jordan

The Lost City of

Module 6 Back in time

OVER TO YOU

Which two historic places in your country would you recommend tourists to visit on a short trip to your country? Why?



The Forbidden City, Beijing, China

Lascaux Caves, France

Mount Rushmore, South Dakota, USA

Shipwrecks

Vocabulary Parts of a ship

- 1 Match the words (1-6) to the letters (A-F) in the picture.
 - Listen and check, then say:

1	funnel
2	stern
3	lifehoats

deck

6

prow passenger cabins

Reading

- 2 a) What do you know about the Titanic?
 - b) What do you think you would see if you went on a submarine trip to visit it at the bottom of the sea today? Read the text to find out.
- Read again, then choose from the sentences (A-H) the one which fits each gap (1-7). There is one extra sentence which you do not need to use. Which words helped you decide?
- 4 Match the highlighted words to their meanings: thrown, moves smoothly, front part of a ship, look at steadily, not friendly, felt, extremely cold.



Rob McCallum goes on an eerie underwater submersible journey to see the Titanic.

As the craft glides through the freezing ocean, more than two miles below the surface, I stare out through the thick glass window. It almost looks like a lunar landscape. Occasionally, small fish dart across my vision. Then suddenly, there it is, the sight I will never forget: the prow of the most famous ship in the world, the RMS Titanic, which plunged to this watery, icy grave in April 1912.

Even in the darkness of the ocean floor, the front part of the ship still looks magnificent. Our submarine continues its journey and I gaze at the famous grand staircase and the promenade deck where the wealthy passengers enjoyed themselves before the ship collided with the iceberg.

1 It is badly damaged, with great sheets of metal ripped from its sides.

Even in her broken, decaying state, all these years after the tragedy, the colossal size of the ship is striking. 2 But the wreckage still has the ability to inspire and overwhelm you.

At a depth of about 800 ft, the submersible descends into darkness, as this is the maximum depth to which the sun's rays can reach. As we travel further down, the blackness is broken only by the sub's own lights. The sights are remarkable. Although the stern of the ship was badly damaged because it hit the ocean bed so hard, it is fascinating to see the engine rooms down there, full of massive machinery.

It is also possible to glimpse the interiors of some of the cabins. Although the woodwork and fabrics have long gone, the metal walls and bronze and brass fittings remain. Particularly moving are the three rooms of Captain Smith, who heroically went down with

Check these words

submersible, stare, lunar, grave, gaze, grand staircase, promenade deck, wealthy, iceberg, sheet, rip, colossal, wreckage, descend, bronze, remains, drown, hypothermia, unsinkable, memorial cemetery, hostile



the ship. His bathroom is most clearly visible, his porcelain bath still in remarkably good condition. Even more astonishing is that everywhere you look there are bottles, crockery, cutlery, even suitcases and shoes. 4 This is because the ship sank just before midnight, at a time when many passengers would have returned to their cabins, undressed and put their shoes outside the door, ready to be cleaned by the staff.

There are no remains from any of the 1,514 victims who died in the disaster. Their bodies were thrown over a huge area, and many of them drowned or died of hypothermia in the freezing ocean. 5

The existence of animal life so deep in the ocean is one of the most fascinating features of a visit to the Titanic. 6 Yet I was surprised at the range of strange creatures, moving around.

- 7 The tragedy marked the moment when man realised that nature could not always be tamed by technology, that no ship could ever be unsinkable. Gazing in wonder at the wreckage, I had the same feeling I have experienced when visiting memorial cemeteries to the heroes who fell in the fields of northern Europe during World War I. We come to these places to remember - and to learn from those who have passed before us.
 - A Further along, about a mile from the prow, we find the back part of the ship.
 - B Others, dragged down with the ship, eventually drifted away or were claimed by the sea life that hides in these depths.
 - C There is, however, no sign of the four enormous funnels, which would have been ripped off and scattered over a wide area as the Titanic began her descent.
- D Nevertheless, anything leather has generally stayed in good condition.
- E Even so, nothing can beat the amazing sight of the Titanic itself.
- F As you travel down below 10,000 ft, it almost seems impossible that any organism could survive in such a hostile environment.
- G Indeed, the number of shoes is surprising.
- H The Titanic was the largest ship of its time, and one of the most beautiful ever built.

Ways of moving in water

- Use the verbs in the correct form to replace the words in bold in the sentences.
 - glide dart plunge sink drag drift
 - 1 The little boy pulled his fishing net through the water.
 - 2 The diver threw himself into the water.
 - 3 The fish moved quickly in and out of the rocks.
 - 4 The dolphin moved silently through the water.
 - 5 The Titanic disappeared below the surface of the water after it hit an iceberg.
 - 6 We put the oars in the boat and it was carried up the river.



See pp. GR18-Grammar . Relative clauses

- a) Find relative clauses in the text. Which are defining? non-defining?
 - b) Join the sentences using the words in brackets. Add commas where necessary. In which sentences could that be used instead?
 - 1 I watched a documentary. It was about the Titanic. (which)
 - I watched a documentary which was about the Titanic. (that)
 - 2 Jenny is doing the same course as me. Her great grandfather was on the Titanic. (whose)
 - 3 Not many people have visited the wreckage of the Titanic. The reason is that it costs a lot. (whv)
- 4 It was 2:20 am. The Titanic sank. (when)
- 5 Shirley is my neighbour. She's studying History at university. (who)
- 6 That's the spot. The ship hit an iceberg there. (where)
- 7 The Queen Elizabeth sailed its maiden voyage in 2010. It's an enormous cruise ship. (which)

Speaking & Writing

- Listen and read the text again. What did you find the most interesting in the text? Why? Write a few sentences. Tell your partner.
- THINK! Imagine you were on the Titanic when it hit the iceberg. In three minutes write a few sentences describing the scene and your feelings. Tell the class.
- ICT Find out more about the sinking of the Titanic. Report your information back to the class.

b Life in the past

Vocabulary Household duties

- Think of a typical weekday of yours. Which of the following activities do you/don't you do? Tell the class.
 - · do the cleaning/the washing-up
 - bookkeeping scrub the pots and pans
 - stocktaking
 serve food
 - polish boots/silver dust furniture
 - · carry trays of dinner · cook meals
 - have singing lessons
 wash clothes
 - mop the floor lay the table
 - · make the beds · iron the clothes

Reading

- Read the introduction to the text. What do you think a typical weekday in Edwardian England (1901-1910) would be like?
 Listen and read to find out.
- 3 Read the article again. For questions 1-15, choose from the texts (A-D). The texts may be chosen more than once.

Which member(s) of the household ... got on well with people? 1 appreciated not having to do 2 things for him/herself? 3 disliked taking instructions? got annoyed about the way some 5 people were treated? mention missing something 7 6 from their normal life? didn't feel they were good at 8 telling others what to do? wanted others to know their 9 true self? had to work with no break? 10 were affected physically? 12 11

13

14

settled into his/her role quickly?

learnt a new skill?

says ambitions are different now?

The Edwardian Country House

In a country house in Edwardian England*, life would have been very different indeed for the family members and the servants. In a smooth-running household, the servants were supposed to be out of sight and out of mind. Strict rules told them when to get up, bathe and eat, who to speak to and how to dress. To see what life was really like in a country house in Edwardian England, 19 people took roles as family members and servants for a reality show. Here's what some of the participants had to say after three months of life upstairs and downstairs.

△ Laura

"Within hours of entering the house, we were living as if we were truly Edwardians — whether the cameras were around or not. As a member of the family, there wasn't a lot for me to do. We went horse-riding and had singing lessons; despite the fact that I can't hit a note, within a few minutes the tutor had got me to feel confident so I was very pleased with that. One thing that I really didn't like was the loss of my freedom. A woman was the possession of her father or husband and I had to stay in the background and learn how to be very quiet. I actually found myself feeling very angry on behalf of Edwardian women who had to live their whole lives that way! It was a great experience, but I'm glad to be back in the 21st century with all my comforts!"

Sheila

"To begin with, I found it quite difficult in my role as housekeeper. The emotional stress was the biggest shock to me. Having to organise 19 people was really challenging at times. I had to be very strict, but I found that it wasn't



in my nature. It wasn't easy for the maids, either. Perhaps it was easier in those days; the girls that I was in charge of were intelligent young people who had studied and travelled whereas 100 years ago they would have been girls from the village who would have been overjoyed to get any job. One of the worst things about it all was the uncomfortable uniform. I could hardly breathe as the corset I was wearing was so tight! I enjoyed doing the orders, the bookkeeping and the stocktaking so that we wouldn't run out of anything — the business management side of things. Overall, I liked being in that big house and in the later weeks, I even made some friends."

John

"We didn't have a clue about what we were supposed to do at the start. I was in the role of second footman, which involved polishing boots and silver and carrying huge trays of dinner behind the first footman, with whom I had to share a small room. The pressure intensified when one kitchen maid guit after just two days. With another job to cover, we worked without time off. I found it difficult to get used to being ordered around by the butler. He strictly enforced all the Edwardian codes - we weren't even allowed to talk at dinner, - but by the end, the house was like a well-oiled machine. In a strange way, being a servant made life easier. My meals were cooked for me, my clothes were washed and I didn't have to worry about paying bills. All I had to think about was the needs of the family upstairs. Even though I wouldn't want to do this again, it gave me a taste of the past."

▶ Helen

"I didn't have any contact with the family upstairs, but being in the kitchen was great. I'll always remember the nights when all the staff used to sit up chatting after work. We were all tired and we knew we'd have to get up really early the next morning well before the family rose, but the conversations were so engrossing - we were like one big happy family. There were downsides, though, I didn't enjoy others telling me what to do just because they were in a higher position and the other thing I didn't like was just having one bath a week. I was working for 16 hours a day, washingup or mopping and getting my hands wet; as a result, my skin became all cracked; my hands were filthy all the time and my nails all broke off. I think the whole experience made me more confident, but when it was over I realised how much I'd been looking forward to a Sunday meal and not having to get up and work afterwards."



servant, smooth-running, hit a note, tutor, possession, on behalf of, in charge of, overjoyed, corset, do the orders, bookkeeping, stocktaking, have a clue, polish, intensify, quit, enforce, code, be like a well-oiled machine, engrossing, cracked, filthy

Match the words in bold to their meanings: sure of myself, not loose, really, amenities, very happy, teacher, hint, dirty, interesting, idea, got stronger, woke up.

Grammar Clauses

see pp. GR19-**GR20**

- Join the sentences using the words in brackets.
- 1 The staff have finished their work. They can relax. (now that)
- 2 Cleaning the rooms took a long time. I didn't get time for a break. (so ... that)
- 3 Lord and Lady Finch eat upstairs. The staff eat in the kitchen. (whereas)
- 4 A maid guit. We had to work much harder. (and as a result)
- 5 It was raining. Lady Acton insisted on going horse riding. (although)
- 6 Make sure the car is ready. Lord Cawley may need it. (in case)
- Tell the class how a typical Edwardian household was organised. Talk about: people duties.

Speaking & Writing

- Imagine you were one of the people in the text. Use the information to write a short diary entry for a day in their life. Read it to the class.
- In three minutes write a few 8 sentences comparing and contrasting life in Edwardian England to life today. Tell the class.

Culture Corner

- 1 Who was Charles Dickens? What were his novels about? Read through and check.
- Read again and think of the word which best fits each gap (1-12).
 - Q Listen and check.
- Fill in: vivid, draw, cruel, social, aspects, film, grimy, child.

1	adaptation
2	description
3	streets
4	toinspiration
5	of life
6	conditions
	labour
8	reform

- Match the words in bold to their meanings: walking around, commerce, strongly, very dirty, increase, uncovered, continuously, discrimination.
- 5 Say three things you remember from the text.
- 6 ICT Find out information about a famous author from the past in your country. Write a short text about him/her. Write: name, when he/she lived, what kind of books he/she wrote, major themes in the books. Read it to your partner.

Charles Dickens'

London

(1812-1870)
ittle did Charles Dickens know.

Check these words

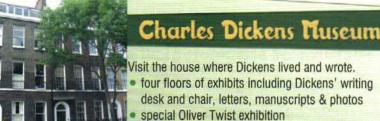
adaptation, vivid, wander, grimy, debtor, shoe polish, expose, cruel, workhouse, social reform, injustice, passionately, social justice

Everyday English



Vocabulary Persuading somebody to visit a tourist attraction

- 1 Read the adverts. What would you be most interested in seeing at each place? Why?
- 2 a) Clisten and say.
 - The guided tour was great, wasn't it?
 - · Yes, it was well worth it.
 - So shall we look around the exhibition now?
 - · Hey, I've just had a great idea.
 - Why don't we try to get some tickets to see a play at the theatre tonight?
 - · What a brilliant idea!
 - b) The sentences are from a dialogue between two friends. Where are they? What are they doing? What are they going to do tonight?
 - Chisten and read the dialogue to find out.
- A: The guided tour was great, wasn't it?
- B: Yes, it was well worth it. I really enjoyed hearing all the stories about the old Globe.
- A: Me too. The tour guide was really knowledgeable and funny.
- B: Yes, she really brought the history to life. So shall we look around the exhibition now?
- A: I'd love to. Look at this display. It's all about special effects during the time of Shakespeare.
- B: Wow, that's interesting! Hey, I've just had a great idea.
- A: What's that?
- B: Why don't we try to get some tickets to see a play at the theatre tonight? A Midsummer Night's Dream is on.
- A: What a brilliant idea! I heard tickets are only £5.
- B: I think that would be an interesting experience. The theatre is open to the sky though, so I hope it doesn't rain!
- A: So do I! Right, let's finish looking around the exhibition and then go to the gift shop. I want to buy a souvenir.
- B: Sure.



Shakespeare's Globe Theatre, London

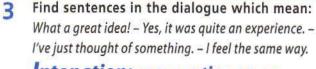
end your visit with tea and cakes in our café

Imagine the Globe as it would have been!

Guided tour: hear fascinating stories of the 1599
Globe & the 1990s' reconstruction

Exhibition:

- learn about Elizabethan special effects
- listen to recordings from famous performances
- · add your voice to scenes



Intonation: commenting on an experience

- Listen and repeat. Mind the intonation.
 - 1 A: That visit was great, wasn't it?
 - B: Yes, it was well worth it.
 - 2 A: I really enjoyed that.
 - B: Me too. It was fascinating!
 - 3 A: I thought that museum was excellent!
 - B: So did I!

Speaking

5 You are at the Charles Dickens
Museum. Act out a dialogue, using sentences
similar to those in Ex. 2. Follow the plan.



В

Comment on the exhibits.

Agree. Say what else / you liked about it.

Agree & point out something interesting.

Ask what.

your visit.

Agree & say what you particularly enjoyed.

Agree. Suggest what to do next.

Comment on it. Say you've had a great

idea.

Suggest seeing Oliver! the musical.

Respond positively Agree. and suggest finishing



VocabularyFeatures of archaeological sites

- 1 a) Clisten and say.
 - tiled path
 multi-coloured stone facade
 - tomb temple ruins
 - · ancient columns · wreck
 - colossal statue
 cave dwellings
 - Use words from Ex. 1a to describe the places in the pictures.

Reading

- What do you think the places in the article have in common?
 - Listen and read to find out.
- 3 Read the article again. For questions 1-15, choose from the people (A-D). They may be chosen more than once.

Which traveller(s):

which traveller(s):	
took action to stay away from other people?	1
felt like they had seen something before?	2
didn't plan their visit?	3
mentions how people protected themselves?	4
was informed that they could only see a	
small part of the city?	5
mentions a civilisation solving a problem	
much earlier than another?	6
went somewhere that has suffered natural	
disasters?	7
returned somewhere within a very short	
time?	8
are happy about some work taking	
place?	10
wonders how something would have	
looked elsewhere?	11
visit was limited because of imperfect	
conditions?	12
mention being impressed at the	
sight of something?	14
felt as if he/she had discovered	

15

Lost and Found Rediscovering Hidden Cities

Civilisations rise and civilisations fall and sometimes all that's left is the rubble and ruins of a once mighty city. Here are four travellers who visited some abandoned cities from long, long ago and rediscovered lost worlds.

A Luke Hart in Petra, Jordan

We arrived by jeep at the entrance to the deserted city of Petra, Jordan, to be faced with nothing more than a giant crack in the rock face. But after 30 minutes' walk along what was once a tiled path, but is now nothing more than sand, the narrow canyon suddenly opened out and we found ourselves in front of a magnificent multicoloured stone façade. It seemed familiar to me (probably because it famously featured in Indiana Jones and the Last Crusade), but even so, Al Khazneh (The Treasury) took my breath away. Carved out of the vibrant red, white and pink sandstone cliff faces in 400 BC. Petra was the thriving capital of the Nabataean civilisation, conquered by the Romans and eventually forgotten in the desert by the Western World for hundreds of years. Our guide told us that the city's dozens of tombs and temples, which have been looted over the years and the silent victim of earthquakes, had barely been uncovered with over 85% left to be excavated! As we drove away, I watched Petra fade back into the rocky landscape and wondered just how many more

📵 Emma Fenton in Alexandria, Egypt

secrets the city had to reveal.

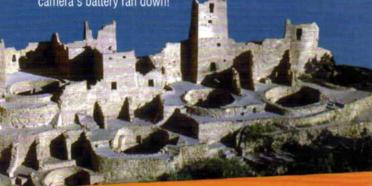
I hadn't intended to go diving during my business trip to Alexandria but the ruins of the Lighthouse of Pharos, one of the Seven Wonders of the Ancient World, were just too tempting so after signing up for a dive, I got up early one morning and plunged into the harbour. 8 metres down, there are remnants of Egyptian, Greek and Roman structures, pieces of the lighthouse, ancient columns from Cleopatra's palace as well as wrecks of Napoleon's warships and even an Italian plane from World War II. There's over two thousand years of history down there including 25 sphinxes! The size of some fragments of statues amazed me; they must have been colossal on land — at least 12 metres tall! I was only underwater for an hour because the winter sea was a chilly 15°C and visibility was quite poor, but it was an unforgettable experience. I was delighted to hear that an underwater museum is now being planned to exhibit these amazing cultural treasures.



something?

Joe Ryles in Mesa Verde National Park. USA

I shielded my eyes from the sun and stared up at the dwellings carved out of the mountainside, the only entrance being a ladder. It's the perfect security system - pull up the ladder and no attacker could get anywhere near! I was in Mesa Verde National Park, Colorado, on a guided tour of the pueblos, the abandoned cave dwellings of the Anasazi, an ancient Native American tribe. Some of these cliff-face communities had as many as 1,000 rooms and were up to four stories high. Our guide took us into a kiva - a subterranean chamber which stays a cool 10°C all year round. It seemed the Anasazi, a people who mysteriously vanished over 700 years ago, had discovered the answer to airconditioning long before the western world even invented the electric fan! I took so many photographs that day that my camera's battery ran down!



Sally Potts in Angkor Wat, Cambodia

As I made my way through the rainforest and came across an ancient, collapsed temple, it was easy to think that I'd found a lost city! In fact, Angkor Wat, was once a wealthy city of over one million people. After it was attacked by raiders, it was left forgotten and decaying in the jungle for centuries. I hired a guide for the day and sped from temple to temple on the back of his motorbike. It was incredibly exhilarating and a great way to avoid the armies of tourists and vendors at the most popular sites. It may seem like a fairytale kingdom, but the advancing jungle, along with the humidity and 3 million tourists every year is endangering the temples. As I went back the next day to witness the sunrise over the five spires of the main temple. I noticed that reconstruction and preservation are taking place all over Angkor. This was very heartening to see.

Check these words

civilisation, rubble, ruins, mighty, jeep, crack, tiled, canyon, carved, vibrant, thriving, conquered, loot, excavate, fade, reveal, tempting, wreck, colossal, visibility, shield, run down, raider, decay, exhilarating, vendor, advancing, spire, reconstruction, heartening





4	Fill in: rock, canyon, business, breath, advancing,
	security, fairytale, electric, rays, treasures.
1	system 6 jungle
2	fan 7 cultural
3	narrow
4	kingdom 9 trip
5	face 10 take your away
5	Fill in: deserted, abandoned, flames, battle, humidity, collapsed, rubble, crack, plunged into, tempted, shielded.
1	Dan was sweating heavily because of the
2	I stepped over the pieces of brick and other that was lying on the floor from the building.
3	The city was completely empty as it had been by its inhabitants a long time ago.
4	Jack squeezed himself through a
	in the rock.
5	Polly the swimming pool as soon as she got back to the hotel.
6	Tom himself from the freezing wind behind the wall.
7	Some people think the authorities are fighting a losing trying to stop the jungle covering the temples of Angkor Wat.
8	I watched in horror as the old building went up in
9	The temple was when I arrived; I couldn't see a single person.
10	That ice cream was so delicious; I'mto buy another one.
	Speaking & Writing
6	a) Say two things about each place

- - b) THINK! Why is it important to preserve archaeological sites like these? Do you enjoy visiting them? Why?/Why not? In three minutes write a few sentences. Tell the class.
- ICT Find out information about another lost city or archaeological site. Find out: where it is; who lived there; what you can see/do there. Present your information to the class.

Vocabulary Bank 6 pp. VB29-VB30) 115

Subterranean world

Vocabulary & Reading

- a) Listen and say. What are these words/phrases in your language?
 - pavement cafés
 - · dimly-lit winding staircase,
 - cemeteries
 - · dark narrow tunnels
 - · limestone quarries
 - catacombs
 - human skulls
 - 6 million skeletons
 - hidden entrances
 - manhole covers
 - concert halls

The Dark Side of the City of Lights

The idea of my trip to Paris in June conjured up images of taking photos from the Eiffel Tower, sipping coffee at a pavement café and strolling alongside the River Seine. Little did I know that I would be creeping along a cold dungeon-like tunnel examining human skulls! But as we waited in the queue to visit the popular Paris Catacombs, my French friend Colette assured me that while it might seem a bit creepy, it was one of the capital's most fascinating attractions and I definitely wouldn't be disappointed. It had taken over an hour and a half to get in, so as we descended 19 metres down a chilly, dimly-lit winding staircase, I actually began to experience a sense of anticipation. But I soon changed my tune again as we came to the end of a passageway. As far as the eye could see, there were pale bones and skulls neatly stacked along the sides of a narrow tunnel! Never before had 1 10 seen such a sinister spectacle!

Our guide explained that originally these were underground limestone quarries which provided the stone for some of Paris' greatest buildings including the Louvre and Notre Dame. After a whole street caved in to the ground in 1774, small tunnels were dug for inspectors to enter and prevent more collapses. Soon, a network of tunnels was formed. Then, in 1786, water supplies started to be contaminated by decomposing bodies from overcrowded cemeteries. As a result, 6 million skeletons were moved below, transforming the quarries into catacombs. The most recent date from the French Revolution but the oldest could be more than 1,200 years old!

After the talk, we were shown into an enclosed space where we came face to face with a ring of skulls. I began to read some of the inscriptions; I suddenly began to find them beautiful and mysterious. I asked the tour guide how long the tunnel was. He replied "Well, this walk is just over a mile, but it's just a small section of a 180-mile maze of tunnels; it's like a city under a

> "You'd definitely get lost without a map down here, wouldn't you?" I commented to Colette. "Oh, that's the job of the cataphiles," answered my friend. "Cataphiles are people who secretly enter the tunnels and make their own maps."

As we continued our tour, I learnt that these tunnels were used by resistance fighters during World War II, as a place for farmers to grow mushrooms and even as a safe for 2,600 tons of France's gold. Most fascinating though was hearing about the elaborate world down there - spaces which have been converted into 30 secret cinemas, concert halls and restaurants by cataphiles. One cinema, for instance, has niches carved out of the limestone for candles and terraced seats in front of a huge cinema projector. They had even installed a security device which triggered a recording of dogs barking if someone came near!

*It's all amazing, but under no circumstances would I spend an evening in a 35 dark tunnel infested with rats!" I told Collette. "The people who come here want to escape the surface world, with its rules. They feel totally free in a place where nothing is cushioned with bright lights, cars and signposts. There are few places where you can experience complete silence in the centre of a bustling city," Collette said. I had to admit, I could see the appeal of this.

6 As the tour ended, we emerged onto a sunlit pavement. For the rest of my trip, I found myself staring at manhole covers in the road and imagining the incredible hidden world below. People dive to the greatest depths of the 45 oceans and climb the highest mountains to explore the unknown, but perhaps one of the world's greatest unexplored treasures lay right under my feet!

How could these words be related to Paris? ... Listen and read the article to find out.

Check these words

sip, dungeon, anticipation, sinister, decompose, inscription, carve out, bustling, emerge, sunlit



- Read again and for questions 1-8, choose the correct answer (A, B, C or D).
 - 1 What is suggested about the attraction in the first paragraph?
 - A It's very well known to Parisians.
 - B It's becoming better known.
 - C Most tourists prefer not to visit it.
 - D It's worth visiting more than people might think.
 - 2 'changed my tune' (line 9) refers to
 - A what the writer said
 - B how the writer felt
 - C what the writer saw
 - D how the writer behaved
 - 3 Why did the catacombs come into existence?
 - A to find a use for the old quarries
 - B to keep burial places out of sight
 - C to make quarry workers' lives easier
 - D to keep residents of the city safe
 - 4 When the writer saw the ring of skulls, she felt more
 - A afraid.
- C shocked.
- B interested.
- D confused.
- 5 What is suggested about the cataphiles in paragraph three?
 - A Some live in the tunnels.
 - B They sometimes get lost in the tunnels.
 - C They know the tunnels well.
 - D Not many people know about them.
- 6 In paragraph four, the writer is most impressed by
 - A the large number of secret rooms in the tunnels.
 - B the cataphiles' success in keeping the tunnels secret.
 - C the variety of uses the tunnels have had.
 - D the cataphiles' attention to detail.
- 7 'this' (line 41) refers to
 - A rules that cataphiles have to keep
 - B reasons for being a cataphile
 - C the message cataphiles are trying to spread
 - D problems experienced by cataphiles
- 8 What is true about the writer after her visit?
 - A She felt a sense of amazement at what she'd learnt.
 - B She wanted to explore the tunnels more.
 - C She doubted the stories she'd heard.
 - D She was full of admiration for the cataphiles.

- 3 Match the words in bold in the text with their meanings: made easier, full of, collapsed, changing, walking in a relaxed way, polluted, made appear, in piles, moving quietly & slowly, caused to work, attraction.
- 4 Read paragraphs 1-4 again and make a list of all the words/phrases in the text related to fear together with their parts of speech. Compare with your partner.

creepy (adj), chilly (adj) ...

Grammar: Inversion

see pp. GR20-GR21

- 5 a) Read the examples. How do we form inversions? Find an example in the text.
- He didn't know he would visit a catacomb.

Little did he know (that) he would visit a catacomb.

 He agreed to go on the tour after John promised he would come with us.

Only after John promised he would come with us did he agree to go on the tour.

- Rewrite the sentences beginning with the words in brackets, as in the example.
- 1 She only agreed to the visit after a lot of persuasion. (Only ...)
 Only after a lot of persuasion did she agree to the visit.
- 2 They had just left when it started to rain. (No sooner ...)
- 3 She hadn't seen anything like this before. (Never before ...)
- 4 He could only afford the trip to Paris after saving for months. (Only ...)
- 5 People don't get the chance to see such a sight very often. (Rarely ...)
- 6 If I'd been told the attraction was closed, I wouldn't have come. (Had ...)

Speaking & Writing

- 6 Use the words in Ex. 1a to present the Paris Catacombs to the class.
- 7 Would you like to visit this place? Why?/Why not? In three minutes write a few sentences. Tell the class.



Vocabulary War & protest

a) Read the headlines and fill in: army, vote, defeated, protest, survival, battle, invaded, demonstration, navy, enemies, defend, attack, air force.

TO 2)	IGHT FOR THE RIGHTIN NEXT RAL ELECTION
	II photos show soldiers' in 4)of Saipan
	20.000
Workers 5) Cuts In Hug	Against Wage

HOW NAPOLEON WAS 11) BY THE 12) OF FRANCE AT WATERLOO

9) SENDS FIGHTER

PLANES TO 10)

TERRORIST TARGETS IN DESERT

WHY THE ROMANS 13) BRITAIN IN 43 AD

b) Listen and check. What do the headlines mean in your language?



Study skills

Sounding natural

Try to speak using a friendly, confident tone, look the person you are talking to in the eye and smile. Pay attention to your intonation & pronunciation. Make sure you use phrases to help you structure your discourse (e.g. Most of all, In contrast, but, however, for example, first, at the same time, Also, Its seems to me that, etc)

Speaking

2 a) Look at the photographs showing people protesting in different ways. Compare the photographs and say which way of protesting might be the most effective. Use the key language to help you and try to sound natural.

Key language

- angry protesters
 shout a message through a megaphone
 angry crowd
- in the foreground/background public demonstration make a point
- banners with slogans on camp out in protest voices get heard
- crowd held back by police barrier silent protest sleep in tents
- · get immediate attention/publicity · make people think as they pass by
 - b) (1) Listen to a person doing the task. What phrases did he use to structure his discourse (give an opinion, compare, list/add points, speculate, etc)?

Listening

- You will hear five different people talking about a war museum they visited. For speakers 1-5, choose from the list (A-F) what each speaker says.
 - A I was impressed by how many exhibits there were.
 - B I was careful about how much money I spent.
 - C I liked some exhibits more than others.
 - D I was pleased with how much I learnt.
 - E I had been concerned about the effect of the weather.
 - F I enjoyed the visit more than I expected.

Speaker 1	
Speaker 2	

Speaker 3 Speaker 4 Speaker 5

Women at War

1 What roles do you think women took during World War II? Read the text to find out.

Curricular: History

Read again and decide which answer (A, B, C or D) best fits each gap (1-12).

From 1939-1945, 7 million women were 1) in answer (A, B, Co war services and factories, whereas before the war the usual role of women was to 2) for the home and children. The jobs were hard, often physically demanding and sometimes dangerous, but they had to be done and women were 3) on to do them. In 1939, the Women's Land Army, for instance, called upon

women to work on the land, just as they had in World War I. The government used glamorous adverts to promote jobs, but in fact, many of the land girls worked in 4) communities without electricity, gas or 5) water. Women found themselves ploughing fields, harvesting crops and 6) farm animals for very little money. However, this was a vital 7) that women took pride in doing.

As the war progressed, Britain needed more supplies. Therefore, women also

a) jobs in factories making ammunition, uniforms for the armed forces and even aeroplanes. Even though factory life meant more money, it wasn't any more glamorous than the farm work. Factories were usually found in large cities, which were often bombed. Imagine having to 9) nights underground in bomb shelters, then to head straight to work in the morning!

By 1943, 1 million women and girls as young as 14 had signed up to voluntary services. Even Britain's future Queen, Elizabeth, 10)...... a helping hand driving ambulances. A small number of women even took up roles in the army, navy and air force or worked as secret agents. The 11)...... was similar in America. By 1944, over 19 million women were working in the United States, both in the armed services and at home.

Women were the Allied forces' secret weapon. Although men may have [2]......
the war on the front line, it was women who triumphed at home. After the war ended,
women went back to what they used to do before, but women had proven their
capabilities. Things would never be the same again.

	_							
1	Α	participated	В	employed	С	joined	D	worked
2	A	mind	В	care	C	look	D	worry
3	Α	accounted	В	kept	C	relied	D	held
4	Α	far	В	separated	С	isolated	D	alone
5	Α	streaming	В	flowing	C	dripping	D	running
6	Α	looking after	В	caring about	C	seeing over	D	watching for
7	A	business	В	career	C	work	D	job
8	A	took	В	worked	C	caught	D	obtained
9	Α	take	В	pay	C	spend	D	have
10	A	gave	В	had	C	brought	D	served
11	A	circumstance	В	condition	C	situation	D	incident
12	A	defeated	В	beat	C	defended	D	won

Check these words

war services, call upon, isolated, plough fields, harvest crops, take pride in, supplies, ammunition, armed forces, bomb shelter, sign up, voluntary services, ambulance, secret agent, weapon, front line, triumph

- 3 Listen and read the text. Tell your partner what you remember about these: the Women's Land Army, jobs in factories, bomb shelters, voluntary services, secret agents.
- 4 ICT What did women in your country do during World War II? Collect information. Report back to the class.



A description of a place

 Read the rubric and answer the questions.

> You have seen this announcement on a website for international English students:

HISTORIC PLACES AROUND THE WORLD

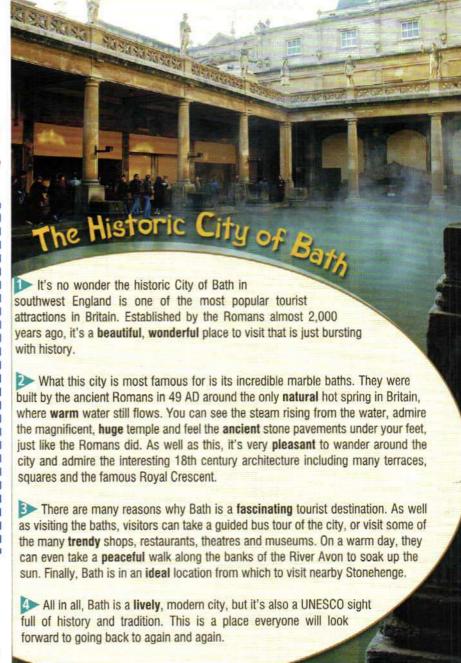
Can you write an article about a historic place in your country?

- Describe the place.
- Explain why it is an interesting place to visit.
 The best articles will be published on our website next month.

Write your article (120-180 words).

- 1 What are you going to write?
- 2 Who is going to read it?
- 3 What must you include in the article?
- 4 What style would you write it in? Why?
- 5 Which of the following points could you include? (tick ✓)
 - what the place is famous
 - B what you can see & do there
 - C what the history of the place is
 - D the best places for tourists in your area
 - E why you think this place is interesting
 - F how to get to the place
- Read the model. What information is included in each paragraph?

para 1 = name, location of place, reason for choosing



3 Match the adjectives in bold in the text with their opposites below.

1	cool	7	inconvenient
2	modern	8	tiny
3	ugly	9	unpleasant
4	dull	10	uninteresting
5	noisy	11	unfashionable
	awful	12	manmade

see pp. GR22-GR23

Order of adjectives

If you use more than one adjective with a noun e.g. small, long, wooden fence, remember that opinion adjectives go before fact adjectives, e.g. amazing, pretty go before e.g. huge, metal. When there are two or more fact adjectives, they are usually placed in the following order:

size	age/temperature	shape	colour	origin	material	noun	
big	old/warm	square	blue	Italian	stone	house	



- a) Find examples of more than one adjective together in the article in Ex. 2. What noun does each set describe? What type is each adjective?
 - b) Put the adjectives in the correct order.
 - 1 old/stone/huge building huge old stone building
 - 2 Roman/well-preserved/ancient
 - 3 bronze/stunning/small statue
 - 4 mediaeval/breathtaking castle
 - 5 modern/impressive/tall buildings
 - 6 Italian/traditional/wonderful restaurant
- Complete the text with the correct adjectives/adverbs from the list.
 - sparkling
 pleasant
 - spectacular extremely hot
 - · tree-lined
- The approach to the Acropolis is along 1), wide, 2) streets. You will love exploring the 3) Temple of the Parthenon which was built of 4) white marble, although a visit there can be 5) in the summer, so go early or late.
 - leisurely
 ancient
 cheerful
 - · incredibly · beautifully-built
- This 1) modern museum houses some of the most important artefacts of this 2) city and is always 3) crowded with 4) tourists 5) wandering around.

Study skills

Using the senses

We can use our senses to describe a place, e.g. see the towering stone walls encircling the city (sight); All around, you hear tourists gasping in admiration (sound); You wake up every morning and the aroma of delicious food from traditional restaurants is all around (smell); You can feel the rough cobblestones beneath your feet (touch).

- Find phrases in the model in Ex. 2 which refer to the senses (smell, sight, sound, taste, touch).
 - b) Read the sentences. Find examples referring to the senses.
 - 1 We could feel the road underfoot getting rougher the higher up the mountain we climbed.
 - 2 The view of the city from the lookout at the top of the tower was breathtaking.
 - 3 Our footsteps on the stone floor echoed around the huge hall of the castle.
 - 4 The scent of the flowers in the garden surrounding the palace filled the air as we strolled past.
- 5 The delicious food was full of the flavours of the countryside.

Your Turn

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

You see this in an international travel magazine:

IMPORTANT HISTORIC PLACES

Have you visited an important historic place in your country? If so, send us an article describing the place and explaining why you would recommend it to visitors to your country.

Write your article (120-180 words).

- 1 Who/What are you writing for?
- 2 What must you include?
- 3 How many paragraphs will you write and what will you include in each?
- b) Decide on a place and make notes under the headings in the plan. Use your notes to make sentences about the place.
- Use your answers in Ex. 7b to do the task. Follow the plan. Try to use your senses to describe the place.

Plan

- Para 1: name, location, reason for choosing
- Para 2: description of place, activities, facilities, etc
- Para 3: why it is historically important
- Para 4: why you like it/recommend it

Skills 6

Reading

(T/F/NS statements)

- 1 Read the title of the article and the first sentence of each paragraph. What do you expect the article to be about?

 Listen and read to find out.
- Read the text again. Choose which of the statements (1-8) are T (true), F (false) or NS (not stated). Justify your answers.

......

.

.....

- Manuel thought the soup tasted good.
- 2 The prehistoric camp participants have to hunt animals for food.
- 3 Archaeologists aren't sure what prehistoric man wore.
- 4 Manuel says that our ancestors were not inventive.
- 5 The writer didn't really enjoy cave painting.
- 6 Manuel thinks people don't appreciate what Neanderthals achieved.
- 7 The writer feels that he/she learnt valuable skills on the holiday.
- 8 Manuel recognised what the writer had made.

Stone Age Holidays

'Nettle and sphagnum moss soup?' asked
Manuel. It was almost edible ... if you had no sense of
smell and pretended that your taste buds hadn't evolved yet! I
had another mouthful of boiled-up Spanish grass and river sand. I
coughed and spluttered and went 'Uggh!' Manuel smiled from beneath
a thick, bright green moustache: 'Spoken like a true Neanderthal!'

Manuel Luque is a professional archaeologist and director of Paleorama, which offers the world's first fly-drive 'Stone Age' holidays. Modern 'time travellers' can now enjoy prehistoric breaks in a riverside field near Burgos in northern Spain. They have to make their own meals and because it is illegal to hunt in the area, the menu is mainly vegetarian.

But before you can cook your lunch, you must make a fire. So for about half an hour I collected leaves and fallen fir needles before being shown, for another hour, how to light them by rubbing two twigs together. The dress code was relaxed. Fox has never been my favourite fabric. Deerskin has never suited me, either. So my host let me wear modern leisurewear. 'We don't insist on animal skins,' he explained. 'No clothing has ever been found. We can only guess what our ancestors dressed in.

'This is hands-on archaeology,' he continued, ladling his hedgerow casserole into a home-made animal skin bowl. 'I want people to relate to their ancestors, their lifestyles and their achievements. Palaeolithic man was not a beast. He liked innovations and he knew how to adapt to his environment. Stinging nettles were an important part of his diet. He made soup as well as soap out of them. Our breaks are all about learning about primitive technology and appreciating the cleverness of our ancestors.'

Guests at the five-day camps can visit the famous Palaeolithic remains at Atapuerca. You make your own accommodation – primitive tents for four – and your own bread out of crushed plant roots. There are also classes in beginners' cave painting. It takes three seconds to char the end of a branch for charcoal work but five days to make coloured paint from ochre. It takes years to be able to paint a really realistic aurochs (a type of large wild cattle now extinct). I stuck to stick men.

'People have a low opinion of Neanderthals - they are very misunderstood,' Manuel told me, 'but actually, they were a success story. Neanderthal man survived for 270,000 years. Civilised man has been around for only 7,000. This is my attempt to make a subject which I am so passionate about more popular,' he said.

'When our prehistoric-camp participants leave, they realise nature is full of resources. They see their ancestors in a new and positive light. Not as dirty, smelly, ugly idiots. They learn to respect their specialist skills.' He looked at my handiwork. 'That's not a bad shoe,' he said. I stared at him in disbelief. 'Actually it's a soup bowl.'

- 3 Match the words in bold in the text with the words/phrases below.
 - not advanced
 new ways of doing things
 - developed over time
 really interested in
 - had difficulty speaking clearly
 OK to eat

Speaking

(giving a talk/buying a ticket)

- 4 Read the rubric and underline the key words, then take turns to do the task in pairs. Evaluate each other's performance by answering the questions below.
 - 1 Did he/she include all the points asked for in the rubric?
 - 2 Did he/she use a friendly, confident tone and look you in the eye?
 - 3 Did he/she use correct pronunciation/intonation?
 - 4 Did he/she use appropriate phrases to structure their discourse e.g. In my opinion, Also, I believe

Give a 1.5-2 minute talk about the importance of history.

Remember to say:

- how important history is as a school subject
- what period of history you are most interested in & why
- what your favourite historical place or site in your country is and why
- 5 a) Read the rubric and the information and underline the key words. Brainstorm in pairs what the student and the ticket seller might say.

You are staying at your English pen friend's house in Bath, England. Today you have decided to go on a guided walking tour of the city. Buy your tickets from a ticket kiosk.

- Ask how often the tours take place and when.
- Ask exactly what is included on the tour.
- Agree to go on the tour, tell the ticket seller how many tickets you want and for what time.

 b) Do the task in pairs. You are the student and your partner is the ticket seller.

Listening (multiple choice)

- 6 Q You will hear a dialogue between two friends. For questions 1-6, choose the best answer (A, B or C).
 - 1 Olivia said that
 - A she learnt a lot about history on the trip.
 - B she liked the trip more than she expected.
 - C the Tower of London is her favourite place.
 - 2 Sam thinks history is
 - A boring.
- B important.
- C exciting.
- 3 Olivia was pleased that
 - A she didn't have to wait long to get in.
 - B the visit didn't last too long.
 - C she took a guided tour.
- 4 Olivia was amazed by
 - A something she heard.
 - B something she saw.
 - C something she ate.
- 5 Olivia didn't enjoy the ghost stories because
 - A they affected her after the trip.
 - B they made her feel afraid for the rest of the visit.
 - C she thought they were ridiculous.
- 6 Olivia explains to Sam
 - A how to buy a ticket.
 - B how to get more information about the Tower.
 - C how to save money on tickets.



Skills

Word formation

Read the text. Fill in the gaps (1-6) with the proper lexical form of the capitalised words. Compare with your partner.



It is very 1) that fashion has existed since humans first started walking on two legs! Figurines from the Stone Age seem to suggest that young women were 2) dressed and wore bracelets around their arms, for instance, Up until 800 BC, however, clothes were mostly made from plain fabrics, but then one 3) revolutionised the ancient fashion world. The Phoenicians (located in the Middle East) discovered that a black substance contained in sea snails could be turned into a rich purple clothes dye. In no time, 'Tyrian Purple' turned the Phoenician city-state of Sarepta into a 4) trading city. Rulers and the 5) from across the Mediterranean offered a high price for these textiles which had become a symbol of power and status. Although the dye eventually disappeared, it led to a desire for 6) luxury textiles that continues to this day. So, maybe that makes Sarepta the first fashion capital of the world!

LIKE BEAUTIFUL DISCOVER **POWER** WEALTH COLOUR

Key word transformations

- For questions 1-4, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. You must use between two and five words.
 - 1 So that James could visit the castle on Saturday, he finished all his homework on Friday.

ORDER James finished all his homework on Friday able to visit the castle on Saturday.

2 The costume he was wearing was so strange that everyone stared at him.

DRESSED He was

.... strange clothes that everyone stared at him.

- 3 Not many people visited the museum when it first opened. VISITORS There were only a small
 - to the museum when it first opened.
- 4 All the students finished their history project apart from Mike. WHO Mike was the

...... complete his history project.

Writing

a) Read the rubric and underline the key words. then answer the questions.

You have seen this announcement in an international student magazine.

Have you visited a museum lately?

We are looking for articles about great museums people can visit. Write and tell us what it's like there and why you recommend that people visit it.

Write your article (120-180 words).

- 1 What do you have to write? Who will read it?
- 2 What place could you write about?
- 3 Which of the following information could you include? In which paragraph?
 - name & type of museum
 - · what you can see & do there
 - · what facilities there are and what they are like
 - why you chose this museum
 - where it's located
 - why people might enjoy a visit here
- 4 How can you make your article more interesting?
- 5 How could you end your article?
 - b) Listen to Billy describing a visit to a museum and make notes under the headings in the plan. Use your notes to write your article. Follow the plan.

Plan

- Para 1: name, type, location of museum, why you chose it
- Para 2: description of the museum, what there is to see/do there
- Para 3: reasons why people might want to visit it
- Para 4: final comments

Language in Use

6

Phrasal verbs/Prepositions

1 Complete the sentences with the phrasal verbs in the diagram in the correct form.



- 1 I was asked to a form before tracing my family history. (complete information)
- 3 Someone to the museum and took a painting. (stole)

- 6 How dare you! Get to the back of the queue! (rudely move in front of people already waiting)
- Choose the correct preposition.
 - 1 During the war, Frieda was responsible for/ about making soldiers' uniforms.
 - 2 Captains are in charge of/for their crew and the passengers.
 - 3 As I turned to look at the paintings, I collided to/with Sarah.
 - 4 As Felicity stared out of/by the window, she could see the whole of the city.
 - 5 The old castle has been converted for/into a popular museum.

Collocations

3 Fill in: human, comforts, deck, rubbish, planes, weapon, wealthy, fighters, silent, excavation.

1	dumps	6	secret
2	resistance	7	promenade
3	passengers	8	skulls
	fighter		
	protest		

Word formation

4 Complete the sentences with a word formed from the word in capitals.

1	The anti-war		passed
	by the House	s of Parliament. (DEMONS)	TRATE)

- 3 It's how hard women worked in WWII. (BELIEVE)
- 4 Joan is part of the war museum'steam. (MANAGE)
- 6 Most of Dickens' letters are in the of museums. (POSSESS)

Words often confused

- 5 Choose the correct word.
 - 1 The Titanic collided/crashed with an iceberg.
- 2 Women took over men's roles/parts during WWII.
- 3 The protesters couldn't go beyond the police obstacle/barrier.
- 4 I glanced/glimpsed the magnificent temple through the dense jungle.



Read through Module 6 and mark the statements T (true) or F (false). Then write a similar quiz of your own.

- More than 1,500 people died when the Titanic sank.
- 2 Anakor Wat is an underwater city.
- 3 Dickens wrote about the rich and poor in Victorian London.
- 4 The Paris Catacombs were used by soldiers in WWII.
- 5 The Industrial Revolution happened in the nineteenth century.
- 6 Dickens wrote 53 novels before his death.
- 7 Some of the skeletons in the Paris Catacombs are over 1,000 years old.
- 8 The Titanic sank in April 1921



Reading & Listening

- 1 What do you know about the State Hermitage Museum? What would you like to know? Write down three questions you have about it.

 . Listen and read the text. Did you find the answers to your questions?
- Read again and match titles A-H with paragraphs 1-7. There is one extra title.
 - A Too much to see on your own
 - B Sharing Russia's art with the world
 - C An important home for art
 - D A passion for collecting
 - E Keeping art safe
 - F Getting a private viewing
 - G More than just one building
 - H The past in ninety minutes
- 3 Find words in the text which mean: bought hoping it will become more valuable (para 3), remarkable/amazing (para 4), necessary/very important, latest/newest (para 5), mixes, moves through quickly (para 6), moved into something different, amazing (para 7).

Speaking & Writing

- Tell your partner how the following are related to the Hermitage museum: Saint Petersburg, the Winter Palace, Catherine the Great, 1917, 11 years, Kandinsky, Staraya Derevnya district, Russian Ark.
- the Hermitage museum and/or an exhibit/ some exhibits found there. Report back to the class with your information.

The State Hermitage Museum

With a collection of almost three million artefacts and over two and a half million visitors a year, the State Hermitage is one of the world's most significant and respected museums. Located in Saint Petersburg, the museum is host to works of art from Russia, Europe and the East with exhibits ranging from man's first attempts at art to the masters of the early 20th century.

The State Hermitage is actually a number of buildings including the main museum complex, the Winter Palace, the Menshikov Palace and other monuments to Russia's rich past. The main building on the banks of the Neva River contains an impressive 1,057 rooms and halls although not all of them are open to the general public.

The Hermitage collection was started in 1764 with 225 paintings that Catherine the Great had brought from Berlin. During her reign, she invested in over 4,000 paintings as well as 100,000 other pieces of art. Continuing the tradition, Tsar Nicholas I added to the collection from the best that Europe had to offer. When the Hermitage was renamed the State Hermitage in 1917, it included even more art from private collections.

The sheer size of the State Hermitage is awe-inspiring. It's said that if a visitor admired every one of the exhibits for just one minute, then it would take 11 years to see them all! From the masters of the Italian Renaissance to the masters of modern art such as Matisse, Picasso and Kandinsky, the State Hermitage is an education in the development of art. A guided tour is a must.

The museum also has a vital role in the preservation and restoration of the country's heritage. The artefacts that the main complex cannot house are to be found in state-of-the-art storage facilities in the Staraya Derevnya district, and visitors can take a 1 km tour.

In recent years, the museum featured in Alexander Sokurov's Russian Ark. This 2002 film blends three centuries of Russian history with the story of the Hermitage itself as the camera sweeps through 33 rooms in just one hour-and-a-half shot.

With barely 10% of the museum's valuables on display, it's no surprise that it has branched out into international exhibitions and museums in other countries. The State Hermitage is now not only a collection of paintings, sculptures and other works of art, but also a magnificent symbol of Russia herself.

Check these words

range, rein, sheer, artefact, feature, branch out

1	Fill in: proceed, migrated, secluded, temporary, sell-by, suspicion, unemployment, aisle, edible,	4	Put the adjectives into the comparative or superlative fo		ect		
	bustling.	1	1 London was by far the				
1	When I fly, I always prefer to have the		(strange) place the tribesmen had ever visited.				
	seat.	2	The (Same and the same		
2	Don't throw the food away; it's		the	(d	ifficult) life is		
3	Freegans say that food past its		for the Tuaregs.				
	date is still edible.	3	We climbed				
4	After a famine, millions of Irish people		and				
	to other countries.		reached the top of the block of				
5	What is the rate in your country?	4	Charles a fine and the contract of the contrac				
6	Nomadic tribes set up		(careful) about how much for	od w	e waste. 6x2=12 marks		
	camps and move on after a short time.	5	Choose the correct item.		0X2=12 Marks		
7	They live in avillage up in	3					
	the mountains.	1	Eram tries not to stand in/out	froi	m the		
8	The airport was with travellers	114224	passengers.				
	making their way home for holidays.	2	Larry pointed on/out that hor	nele	ssness can		
9	Will all passengers please		become a way of life.				
50000	to the departure hall immediately.	3	Yuck! That cheese has gone a	-			
10	He looked at me with	4	These shoes are worn out/in. ones.	I ne			
2	Complete the sentences with the verbs in		Octob the contractor		4x2=8 marks		
	the correct present tense.	6	Match the exchanges.				
		1	Could you put your case	A	Sure, here		
1	Dan(be) a bit moody		on the conveyer belt,		you are.		
2	today. I wonder what's wrong.		please?	В	Sure.		
2	Jessica(hold) a	2	Can I see your passport,	C	Thank you		
-	clothes swap party every six months.		please?		very much.		
3	Sam(get) all his food	3	Enjoy your flight.	D	Yes, I did.		
	from supermarket bins since he became a freegan.	4	How many pieces of	E	Just this		
4	(you/visit) that car		luggage?		one		
	sharing website yet?	5	Did you pack the luggage		suitcase.		
	4x2=8 marks		yourself?		5x4=20 marks		
3	Complete the sentences with the verbs in						
	the correct past tense.	7	Write a for-and-against essa	8	200		
1	Anna (look) at the		public transport (120-180 w	ords	5). 18 marks		
	departures board while the twins			_7	Total: 100 marks		
	(stand) in the queue.		Check your Progress				
2	Eram (not/have) anywhere to live.						
3	Daniel (show) the	•	talk and write about social problem		-		
075	tribesmen round the park when they		talk and write about different cu		5		
	(start) hunting squirrels.		talk about immigration and air tr talk and write about consumer w		8		
4	Max (already/wait)		talk about daily problems and an		nces		
	for six hours, before they		write a for-and-against essay	ya	s		
	(announce) the reason for the delay						

7x2=14 marks

2 Revision

Fill in: glittered, open-minded, invisible, spoilt, sweating, far-fetched, rotten, experienced,	3	0		
relief, raw.	1	You mustn't	(go) ice climbir	ng
To Jo's, the air outside the		by yourself.		
cave was a lot cooler.	2		······	
			(N to a local	
Section 10 Marketing 12	3		(go) ice skatii	ng
117	1		(eat) so mu	h
think the idea is very	7	The state of the s		114
Harry Potter wears a coat that makes him	5	Alex is considering		
so he can leave the room unnoticed.				
	6	70 mg		ar)
The state of the s	-			41
	1			t)
	8			or
	·		AND THE PERSON OF THE PERSON O	-1
	9	CARL FOR STANSAN HAVING ALL WAS ALL STANSAN CONTRACTOR		
		(visit) Alaska.		
	10	Would you like	(com	ie)
he's been working with the creatures for years.		to the Wild Foods Festival		
10x2=20 marks	1	Match the exchanges	10x2=20 mar	ks
Change the correct work form				
Choose the correct verb form.	1			
	2		(2000) 30000000	
	2	- Contraction of the Contract	ACCUPATION OF THE PARTY OF THE	
	3	The second secon		
The state of the s	4	What's it all about?	D What on Earth	
ACCOUNT OF THE PARTY OF THE PAR	5	Are you doing	that?	
		anything on Sunday?	E OK, I'll speak to)
			you then.	
is going to skydiving for a year.			5x4=20 mar	ks
This time next month, Stuart will be filming/	5	The second secon	and the same of th	
will film his shark scenes.			aid far too much	
The contract of the contract o		(120-180 words).	20 mar	ks
			Total: 100 mar	ks
- Same - Conservation				
The state of the second section of the second secon		Check your Progr	ess	
		talk and write about eating i	insects/bugs	
		talk about extreme condition	T	_
I won't be finishing/won't have finished my			—	_
	spoilt, sweating, far-fetched, rotten, experienced, relief, raw. To Jo's	spoilt, sweating, far-fetched, rotten, experienced, relief, raw. To Jo's	spoilt, sweating, far-fetched, rotten, experienced, relief, raw. To Jo's	spoilt, sweating, far-fetched, rotten, experienced, relief, raw. To Jo's

10x2=20 marks

talk about an extraordinary lifestyle

GOOD / VERY GOOD // EXCELLENT ///

write an opinion essay

research by the end of the day.

1	Fill in: flicked, treat, side effects, relieve, tickled, indigestion, warm-up, refreshed, insomnia, mood.	3 Choose the correct expression.
1	Paul had terrible after eating too much pizza at the party.	 My chest infection is unlikely to/had better get better without antibiotics. Leading a healthy lifestyle had better/is bound
2	The of my medication are tiredness and headaches.	to increase longevity. 3 I'm supposed to/'m bound to laugh for at least
	Annie is always in a badthese days. I think she must be stressed out.	twenty minutes every day. 4 Karen is likely to/had better put some cream
	Hypnotherapy can be used to	on that rash. 5 You are bound to/are to take two tablets twice
	in the dentist's waiting room.	a day after meals. 5x2=10 marks
7	After a good night's sleep, I woke up	4 Match the exchanges.
8	his tummy.	1 I've got a splitting A I've got hay fever. headache. B About ten
9	the possibility of injury.	Are you alright, minutes ago. Jean? C No, not really. I
10	and stays up most of the night reading.	When did it come feel terrible. On? D Oh dear, that
	makes you feel better. 10x2=20 marks	4 If I were you, I'd sounds awful. take a painkiller. E Yes, I think I'll do
2	Rewrite the sentences using the appropriate modals.	5 What's the matter? that. 5x4=20 marks
1	It is possible that acupuncture helps relieve migraines but I am not convinced.	5 You work at the local community centre. Your manager has asked you to write a
	I was so furious I was obliged to count to ten before I replied.	report suggesting how to make it more appealing to people of all ages. Write
3	It is necessary for Dan to see a doctor. He is always exhausted.	about: décor, facilities and activities/events.

Check your Progress

talk and write about alternative therapies

talk and write about health & fitness crazes

give a tour of a natural attraction

discuss symptoms & remedies

talk and write about stress

talk and write about anger management

write a report making suggestions

GOOD ✓ VERY GOOD ✓✓ EXCELLENT ✓✓✓

10x3=30 marks

4 It is not necessary to get angry. Take it easy!

hypnotherapy.

has a bad back.

doctor.

5 If you want it is possible for you to try

6 It is prohibited for visitors to swim in the

7 It isn't possible for Robert to play rugby as he

8 Kiera doesn't have the doctor's permission to

go scuba diving because of an ear infection.

9 I am convinced that it wasn't Tracey dancing in

10 It would be a good idea for you to go and see a

the club as she is studying for exams.

Sulphur Bath. It is dangerous!

20 marks

Total: 100 marks



1	Fill in: swing, faint-hearted, capture, poverty-stricken, ap		4	Complete the sentences with the correct form of the verb in brackets.
	sparkling, gossip.		1	If Matt's friend hadn't uploaded a video of him
1	There are hundreds of stall	s		dancing, he
	around the area.			(not/be) an Internet superstar now.
2	The families living in the sl	um are;	2	It's high time we
	their homes don't even have	ve running water.		(go) to the theatre again.
3	Beatrice wore a(n)	diamond	3	Suppose you saw a living statue,
	necklace to the film award	s ceremony.		(you/give) him any money?
4	The party was in full	when he arrived.	4	If I (have) more
5	Being a trapeze artist i	sn't a job for the		money, I'd take some acting classes.
	, as		5	If I were you, I
6	Sandra loves reading the co	elebrity		(not/go) to see that film.
	in her favourite magazine.		6	I (get) £5,000
7	Can you show me how to .	photos in 3D?		if my story wins in the competition.
8	He was	by the conditions	7	When people
	these people lived in.			(attend) Royal Ascot, they have to wear a hat.
9	a large jigsa	aw puzzle is difficult.	8	He looked at me as if I
10	They	at the village square		(be) crazy.
	to watch the parade.	10x2=20 marks	9	If only I (can) afford
				Adele's new CD.
2	Rewrite the sentences in	the passive form.	10	Christian (not/become)
1	1 million people have seen	lo's videos		famous if he hadn't caught tuberculosis.
2	People say he is the best a			10x2=20 marks
3	Doctors told Christiaan tha			10X2-20 IIIdikS
4			5	Your English teacher has asked you to
-	on walls.	iore ne pastes them)	write a review of a festival you've been to.
5	Sam is going to direct the	new play		Write your review, including general
6	Over 1,000 people will atte	/6		details about it (name, type of festival,
7	A professional opera singe			when/where), what it's like at the festival
8	People consider broadshee			(e.g. events, performers, atmosphere, food) and
0	more serious than tabloids	Control of the Contro		whether you would recommend it to others
9	The ticket office had sold a			(120-180 words).
10	They are writing the script			
10	They are writing the script	10x2=20 marks		20 marks
_		TUX2=20 marks		Total: 100 marks
3	Match the exchanges.		10	back your Draguess
1	Could you give me a	A It's strictly		neck your Progress
	hand picking out an	formal.		talk and write about festivals
	outfit?	B Yes, they do.		talk and write about life as a performer
2	Do you like this one?	C Sure, I'd love to.		buy a formal outfit
3	These shoes match the	D I think I'll get it.		talk and write about an arts festival discuss news and the media
	dress perfectly.	E Yes, that's nice.		write a review
4	What's the dress code?	Blue looks great	GO	OD / VERY GOOD // EXCELLENT ///
5	It really suits you.	on you.	-	

5x4=20 marks

1	Fill in: perform, wanders, currents, promising,	4 Rewrite the sentences in the causative form.
	detected, collapse, wasteful, persistent, pinpointed.	1 Builders built Mr Brown's new factory last year.
2	The doctors have signs of heart disease in the patient. Angela Zhang is a young scientist who has already found a possible cure for cancer!	 2 A publisher has just published Mike's book. 3 A technician is fixing my computer today. 4 A cleaner cleans Matt's lab every day. 5 Painters are going to paint our boat.
3	It's very to throw food away.	5x4=20 marks
4	Scientists hope the robot will be able to operations soons.	5 Match the exchanges.
5	He the importance of helping those in need.	1 Why don't we go to A Me too, I think the Science Museum it would be
6	Mike is very and determined; he never gives up.	this weekend? amazing. 2 I'm not so interested B That's not too
7	Swimming here is prohibited because of strong	in science. bad.
8	Luke finds it hard to concentrate at work; his	The tickets are only C Really? I like the sound of that.
9	mind a lot. The large cracks in the cave roof meant it was	4 It says here that D What's so there's a big special about it?
	likely to	dinosaur exhibition. E You're kidding! I
2	Use one of the given introductory verbs to report each of the following sentences.	standing on the fascinating.
	TO W	prime meridian. 5x4=20 marks
	 warn • remind • suggest • complain order • ask 	
1	"Stop swimming so fast or you'll run out of air," he told me.	6 Write a story for a short story competition ending with the words: 'What an amazing
2	"Sam is always late!" he said.	discovery!' (120-180 words). 20 marks
3	"Can you help me move house?" John said to me.	
4	"Why don't we go to the Planetarium on	Total: 100 marks

6x2=12 marks

5x2=10 marks

Saturday?" he said.

Choose the correct word.

checking his equipment.

the North Pole.

to us.

conference.

failed.

5 "Don't forget to clean the sink," she said.

6 "Don't touch my equipment," the scientist said

1 There were lots of/a little/much people at the

3 Any/Many/Much of Thomas Edison's inventions

4 Jim spends many/a good deal of/several time

5 Only a few/no/any explorers attempt to reach

2 Every/Few/All of these ideas are fantastic!

Check your Progress

- talk and write about inventions & scientific experiments
- talk and write about successful people
- persuade someone to visit a place
- talk and write about an expedition
- write a story

GOOD ✓ VERY GOOD ✓ ✓ EXCELLENT ✓ ✓ ✓

Revision

1	Fill in: deck, vanished, glimpsed, shiver, ruled over, protesters, armed forces, cracked, ordering	3 Complete each sentence with two to five words, including the word in bold.
	me around, eerie.	1 It might be bet so I'll take some water to divid
4	A	1 It might be hot so I'll take some water to drin
ı	A went down my spine	CASE I'll take some water to drink
	as I walked through the tunnel.	hc
2	As they quickly passed the captain's bathroom,	2 Although I'm afraid of the dark, I went into the
	they the bath inside.	catacombs.
3	The marched along the	DESPITE I went into the catacombs,
	street shouting anti-war slogans.	of the dar
4	Cleopatra Egypt from her	3 The butler fired the footman due to his lazines
	palace in Alexandria.	ACCOUNT The butler fired the footman
5	My brother is always!	his lazine
	I hate being told what to do by him!	4 The statue was so impressive that I had to ta
6	The passengers waved from the	a photograph.
	of the cruise ship as it sailed away.	SUCH It was
7	My hands hurt; they are all	that I had to take a photograph.
	from doing so much washing-up.	5 In spite of it being very early, we set out f
8	During World War II, both men and women	Angkor Wat.
	served in the	EVEN We set out for Angkor Wat
9	The city mysteriously	very ear
	700 years ago.	5x4=20 mar
	10x2=20 marks	4 Match the exchanges.
2	Choose the correct words/phrases.	1 Hey, I've just had a A So do !!
2		great idea. B What a
1	Little/Hardly did I know that the temple would	2 I hope it doesn't rain! brilliant idea
	be so crowded with tourists.	The tour was C What's that
2	Fig. 1. The larger of the first	interesting, wasn't it? D Sure, good
	I visited Paris.	4 Why don't we see a idea.
3	No sooner/Seldom had the butler sat down	play tonight? E Yes, it was
	than Lady Evans rang for him.	5 Let's finish looking well worth i
4	On no account/In no way are visitors allowed	around.
	to enter the temple.	5x4=20 mar
5	Karen went to an exhibition whose/which was	5 Your teacher has asked you to write an
	about Shakespeare.	article about a place that is important in the
6	Lady Graves, that/who owns Felton Manor, will	history of your country. Describe the place
	be dining with us tonight.	and say why it is important (120-180 word
7	Rarely/Never before had Tim visited the ruins	20 mar
	of Angkor Wat.	Total: 100 mar
8	That's the house in which/that Charles Dickens	Chack your Progress
	grew up.	Check your Progress
9	The day when/where I visited Petra was very	talk and write about a trip to the Titanic
	hot and humid.	 talk and write about life in a country house talk about visiting a tourist attraction
10	Harriet didn't have the tickets and neither/not	talk and write about lost cities
	only did Sarah.	talk about war and protests
	10x2=20 marks	write an article describing a place
	TONE TO INGING	

GOOD ✓ VERY GOOD ✓✓ EXCELLENT ✓✓✓

Vocabulary Bank

1a Vocabulary from the text Nomadic lifestyle

- 1 Fill in: witness, struck, assumed, migrate, settle, flee, participate, shear, rear, attached.
 - The semi-nomadic people in small huts for the winter.
 - 2 The people had to to higher ground to escape the tsunami waves.
 - 3 The farmers their sheep once a year and sell the wool.
 - 4 I was very happy to the tribes peculiar way of life.
 - 5 Everyone in the village has to in the daily chores.
 - 6 Every winter, the birds south to warmer regions.
 - 7 The local people poultry for their meat and eggs.
 - 8 The kindness and generosity of the people really me.
- 9 The men had long swords to their waists.
- 10 When he saw the men on camels, he that they were nomads.

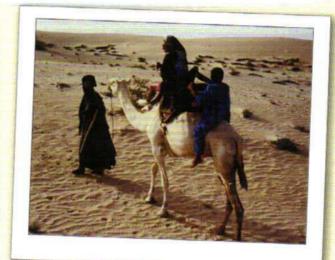
Choose the correct word.

- 1 A lot of people take modern conveniences for real/granted, but wouldn't cope without them.
- 2 The archaeologists were delighted to have found an ancient/antique script in the tomb.
- 3 Everyone enjoyed listening to the tribesmen reciting traditional/custom poems.
- 4 The late/recent drought forced a lot of people to leave their land for the city.
- 5 The nomads always treat/make their guests like family.
- 6 Living in the wilderness means they face/meet problems almost every day.
- 7 The Tuareg are a truly unique/only people with very interesting customs and beliefs.
- 8 The Mongolian nomads never fail to offer/show hospitality to visitors.

a) Match the words to form collocations.

1	raise	Α	a dialect
2	settle	В	elders
3	hunt	C	a living
4	speak	D	herds
5	perform	E	huts
6	build	F	wild game
7	make	G	permanently
8	respect	Н	rituals

b) Complete the sentences with the appropriate collocations from Ex. 3a.



1	Ancient peoples used to
	with spears.
2	Every winter, the tribespeople
	to live in.
3	The nomads of sheep fo
	their milk and meat.
4	The villagers that is
	very different to the national language.
5	The women
	from making and selling handicrafts.
6	In India people
	to mark various transitions in life.
7	Many nomadic peoples are beginning to
	and their traditions are being lost.
8	The state of the s
570	and listen to them.

-

Topic vocabulary People

- List the words under the correct headings.
 - curly long almond-shaped full oval wavy round bald straight turned-up wrinkled pale thin small freckled frizzy short flat close-set olive

face	nose	eyes	hair	skin	lips
		Per la company de la company d			
		THE RESIDENCE OF THE PARTY OF T			
		Control of the Contro			
		British Company of the Company of th			

- Fill in: sensitive, sympathetic, sensible, considerate, big-headed, modest, thoughtless, bossy, nosey, unreliable.
- 1 Harry is really; he thinks he is the best at everything he does.
- 2 I get annoyed with neighbours who want to know everything about me.
- 3 Emily is extremely; she cries whenever you argue with her.
- 4 Jack is one of the most guys I know. He is always thinking of others instead of himself.
- of Mary to eat all the sweets herself and not offer us any.
- 6 Teaching is not an appropriate job for a(n) person, as children count on you for a lot.
- 7 Andy has a(n) character; he always listens to his friends' problems.
- 8 Jane is terribly and thinks that she can order everyone around.
- 9 My granddad was a very man; he didn't like to take credit for any of his achievements.
- of Nigel to take an umbrella with him after all. It's going to rain soon.

 a) Match the adjectives in column A to their opposites in column B.

	Α	В
1	funny	A proud
2	gentle	B gloomy
3	polite	C outgoing
4	tolerant	D unimaginative
5	shy	E rough
6	selfless	F serious
7	modest	G thick-skinned
8	cheerful	H prejudiced
9	imaginative	I rude
10	sensitive	J greedy

- Use adjectives from Ex. 6a to complete the sentences.
- 1 My aunt is a very person; she always has a smile on her face.
- Writers tend to be quite people since they need to think up characters and events for their stories.
- 3 Bill doesn't get upset about anything; he's very
- 4 Julia is a(n) girl who makes friends very easily.
- 5 Didn't you know it is to ask a lady her age?
- 6 Mary tends to be and finds it difficult to talk in public.
- 8 You should be and ask for permission before you sit down.

1b Vocabulary from the text Culture

- Fill in observe, adapt, experience, ease, care, pause, swap, treasure in the correct form.
- 1 In most cultures it is a duty to for the elderly in society.
- 2 The adventurers' fears when the tribesmen lay down their weapons.
- 3 Would you like to lives with a desert nomad?
- 4 I decided to go to Mali to what nomadic life in the desert is like.
- 5 Humans have an excellent ability to to their changing environments.
- 6 The chief stood at the top of the hill and his people going about their everyday chores.
- 7 The Mongolian nomads really their horses.
- 8 The way desert people clean their dishes with sand gives for thought about how we waste so much water.
- Replace the underlined words with words from the list.
 - emotional source overwhelming rare
 - shocked secluded gasps hospitality
 - 1 I'll always be grateful for the welcome shown to me by the villagers.
 - 2 The crowd greeted the decorated tribeswomen with breaths of wonder.
 - 3 The tribes people lived in a remote village hundreds of kilometres from any city.
 - 4 The journalist made a very moving speech about the famine region.
 - 5 Seeing the chief of the tribe is a very uncommon experience.
 - 6 Riding camels in the desert was a great cause of delight for the tourist.
 - 7 I could never thank them enough for their amazing generosity.
 - 8 The journalist was appalled that the tribe lived in such poor conditions.

Topic vocabulary

Fill in the sentences with the words in the correct form:

shadow
 shade

- 1 The animals were lying in the trying to cool down from the summer heat.
- 2 The tall palm tree cast a long across the sandy beach.

• shake • nod

- 3 The manhis head in disagreement and left.
- 4 The woman and gave the thumbs up when asked if she liked the meal.

· cultural · tradition · habit

- 5 It's a of mine to have a cup of tea late in the evening.
- 6 It's a family of ours to have a big family meal at Christmas.
- 7 Our town organises a range of activities for tourists.

• trip • journey • travel • voyage • crossing

- 8 Foreign isn't something that appeals to everyone.
- 9 The ferry was cancelled due to rough seas.
- 10 My dad went on a business to Tokyo.
- 11 The explorer kept a journal of his across the Pacific Ocean.
- 12 He is planning a six-month through South America.
- Match the words to form phrases. Write sentences using the phrases.

buy 2 do 3

.......

......

A money on clothes

B tabloid newspapers follow C the Internet

keep 5

D bargains

E the basics

look for 6 read

F fashion

7 spend 8

G in shape

1

1e Vocabulary from the text Alternative living

- 1 Fill in scavenge, tuck, rope, balance, recycle, inspire in the correct form.
 - 1 I didn't really feel like going, but my friends me into it.
 - People waste too much and don't enough.
 - 3 Nowadays, many homeless people in bins for things they can sell.

 - 5 The woman a basket of fruit on her head as she walked down the road.
- Fill in: discarded, closing, pitying, sealed, frozen, edible, crash, urban.
 - 1 The freegans were happy to find a box of fish in the supermarket bin.
 - 2 Dave did a course in digital photography so he could take photos of his trip to India.
 - 3 Did you know a lot of food which is still is thrown out?
 - 4 A lot of goods can be reused or recycled.
 - 5 The population of most countries is growing at a rapid rate.
 - 6 It was time and everyone was leaving the café.
 - 7 We found a kilogramme of fresh apples inside abag in the bin.
 - 8 The passers-by threwlooks at the freegans who were going though the bin.

Topic vocabulary Cooking methods

- 3 Complete the sentences with the correct form of the word.
 - bake boil fry roast melt simmer stew steam
 - 1 Every Sunday, we a large chicken in the oven.
 - 2 He put the meat and vegetables in a pot and
 them for an hour.
 - 3 My grandma her own bread in the oven every morning.
- 4 You shouldn't the tea leaves; just let them stand for a few minutes in hot water.
- 5 You need to let the sauce gently for a few minutes until it thickens.
- 7 Add some fresh butter and let it over the hot food before serving.
- 8 She the fish in olive oil in a large pan.

Taste & Texture

Match the tastes 1-8 to the pictures (A-H).

1	bitter
2	crispy
2	

taquitos

4	swee
5	salty
6	cour



lemon



carrots

chips

Vocabulary Bank

1f Vocabulary from the text Airport

- 1 Fill in distinguish, suspect, awaken, engage, detect, permanent, presentable, overnight, hope, temporary in the correct form.
 - 1 We need to find accommodation for the homeless in the city.
 - 2 The two women were in a lively conversation and didn't notice the time go by.
 - 3 We missed our flight and had to stayin an airport hotel.
 - 4 The airport was filled with anxious people to get on flights home.
 - 5 We were early in the morning by the sound of the morning traffic.
 - 6 At the airport it was difficult to the departing travellers from the arriving ones.
 - 7 The mayor arranged accommodation for the people left homeless by the hurricane.
 - 8 The alarm system can anyone trying to break in.
- 9 The pilot always makes himself before leaving for work every morning.
- 10 The police the man of having robbed a local corner shop.

Topic vocabulary

2 Match the words to form phrases.

1	economy	A	airline
2	departure	В	guard
3	excess	C	lounge
4	long-haul	D	class
5	boarding	E	belt
6	passport	F	luggage
7	security	G	control
8	flight	Н	flight
9	budget	1	pass
10	conveyor	J	attendant

- Fill in: terminal, gate, runway, customs, cargo, departures, arrivals, check-in, altitude, take-off, aisle, seat.
 - 1 The plane had to land at another airport because the was covered in snow.

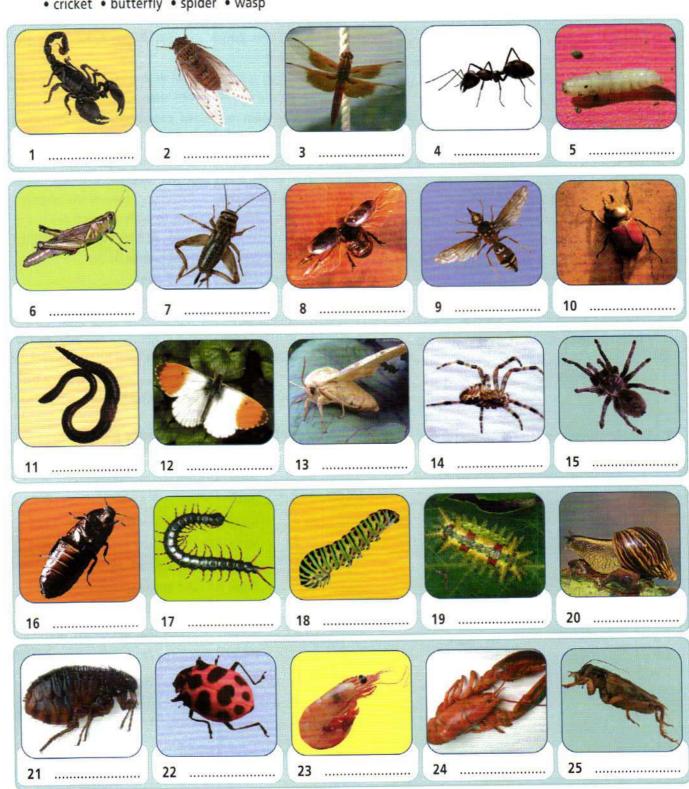
 - 3 All the British Airways flights leave from the same
 - 4 If you want to travel with a large pet, it has to stay in the hold with the
 - 5 The pilot reminded passengers to fasten their seatbelts for
 - 6 What does a passenger plane fly at?
 - 7 There is a bus that will take you from the town centre to the area of the airport.
 - 8 The cabin crew have to walk up and down thehundreds of times during a flight.
 - 9 There were crowds of people in thearea waiting for loved ones.
- You might get stopped and searched at when you arrive.
- 11 To avoid queues at you should book online and print out your boarding pass.
- 12 The number of the from which you will depart is written on the boarding pass.

Match the sentences to the places.

1		How many pieces of luggage have you				
		got?				
2		Do you have an	ythi	ng to declare, sir?		
3		Sorry, but I thin	k yo	u are in my seat.		
4		This is the last of	all f	or passengers on		
	flight BA1394 to Manchester.					
5		Can I see your p	assp	ort, please?		
6		Excuse me! How do I get to the taxi				
		stand?				
Α	aiı	rplane	D	customs		
В	pa	ssport control	E	check-in		
C	ar	rivals hall	F	departure hall		

2a Vocabulary from the text Insects, Bugs & Seafood

- Label the pictures. Which are not bugs?
 - ant bee centipede dragonfly earthworm flea snail ladybird grasshopper tarantula
 - moth caterpillar beetle locust scorpion lobster cockroach shrimp fly maggot slug
 - · cricket · butterfly · spider · wasp



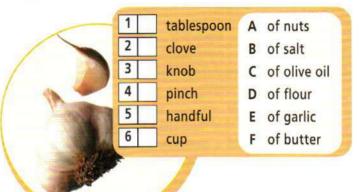
Vocabulary Bank

large

2	Fill in: delicacy, pests, source, contamination,		Food preparation
	dough, fraction.	4	Fill in: add, chop, break, peel, pour, slice, stir,
1	Did you know that most of our manufactured		grate, cut, beat.
	food contains some sort of insect?	Fir	st, 1) the onion and then 2) it
2	We are using only a of our	10 tri	nair. 3) each half into small pieces. There
1000	potential food resources.	(B) 4)	the mushrooms. Next, heat 2 tablespoons
3	Unfortunately, most people see insects as	OI	olive oil in a frying pan and 5) the
	, but they are actually a source of food.	aro	ishrooms, onions and the earthworms. Toss them
4	The baker prepared his	low	ound in the oil, then turn the heat right down to its vest setting, add a generous sprinkling of salt and
_	to bake the morning bread.	het	per, put a lid on the frying pan, and let the opione
5		· IIIu	shrooms and worms cook gently for 10 minutes
6	a Most insects are a great	IVIE	anwrille, b) the eggs into a large howl and
U	of protein.	usii	ig a fork /) them lightly Finally add
	or protein.	wor	ne seasoning. When the onions, mushrooms and
	Topic vocabulary	tile	ms are cooked, quickly transfer them to the eggs in bowl and 8) the mixture a little. Put the
3	Fill in the sentences with the words in the	11 111	ig pan back on the heat, add the rest of the oil and
	correct form:	the	the heat back up to medium. Then, 9)
	• edible • digestible	UOW	whole lot into the frying pan and turn the heat n to its lowest setting. When there is almost no
1	Broccoli is not an easily	nqui	u left on the surface of the omelette turn it over to
8	food and can upset your stomach.	COOK	the other side. Meanwhile, 10)
2	Some mushrooms are not	cnee	se to put on top of this delicious omelette.
	and can make you seriously ill.	-	Fill in: blander crackery cutlery channing heard
	• abundant • ample	5	Fill in: blender, crockery, cutlery, chopping board, ladle, oven, pan, pot, sieve, spatula.
_			The second control of
3	The villagers have an supply of	1	The chef put the flour through the
1	food to last them the entire winter.	_	to remove any lumps.
4	3	2	He used the to pick the egg
	in wild fruits and vegetables.	-	up and flip it over.
	• common • regular	3	Mix all the ingredients in the electric
5	Street stalls selling insects as a snack are a	1	for a minute to get a nice sauce.
	sight in certain Asian countries.	4	In many countries, people use their hands to eat with instead of metal
6	The people get a supply of	5	You should always use a clean
	protein from the insects they eat.	3	when cutting vegetables.
	• plentiful • generous	6	Heat the water in a very large
7	Water and food isin the		and add the lobster with some pepper.
•	green valleys in the south of the country.	7	Leave the pizza in the
8	- Landau de la companya de la compa		for about twenty minutes at medium heat.
Ĭ	of fried tarantulas and grasshoppers.	8	My granny doesn't allow anyone but herself to
	Con Converse Survey Converse C		wash her expensive after
	agreeable • likeable		dinner as she is afraid we might break something.
9	We spent a(n) few hours	9	Fry the fish in a(n) for about
	on our friend's yacht.		five minutes on each side.
10	Jane is an attractive and	10	The chef served the soup into bowls using a
	young lady who everyone is fond of.		large

Quantities of food

6 a) Match the words to form phrases.



b)	Match the
	words to
	form
	phrases.

	tin
2	bar
3	pot
4	packet
5	jar
6	slice

4 ..

A	of	cof	fe

В	of	bread

C	of tomatoes
D	of cucumhers

					_	_
E	of	SD	ad	h	et	t

Fill in: drain, garnish, shred, soak, bring, simmer, blend, complement.

1		the	water	to	the	boil
	and then add the pasta.					

- 2 You should the beans in water overnight before cooking them.
- 3 Put all the ingredients in together and well.
- 4 This tasty fish sauce will most seafood dishes.
- 5 You'll need a colander to off the water from the pasta.
- 6 You can put a slice of orange on the side to the dish.
- 7 After boiling, let it on a low heat for a few minutes.
- 8 We could some cabbage and add it to the salad.

8 Complete the phrase with the appropriate word.

- French soft frozen baking olive
- · dairy · strong · food · main · poisoning

1	oil	6	powder
2	coffee	7	food
3	fries	8	additives
4	drinks	9	products
5	dish	10	food

9 Fill in:

• starter • main course • dessert

- 1 A favourite choice of for many people is ice cream.
- 2 People usually have something light as a
- 3 The is usually the most important part of the meal.

• appetiser • beverage

- 4 In France, wine is the preferred at dinner.
- 5 I think a handful of nuts is a greatbefore a meal.

• recipe • receipt • ingredients

- 6 Did you get a for the wine and cheese you bought at the market?
- 7 Before starting to cook, you should be sure you have all the right
- 8 Could you give me the for your mum's Irish stew? I'd like to try cooking it myself.

• icing • topping • colouring • additives

- 9 I never use any artificialin my cakes.
- 10 I've heard that some of the
 in these sweets are not very good for you.
- 11 The chef put a shiny white on the cake.

Vocabulary Bank

2b Vocabulary from the text Science

- Fill in: colonise, levitate, insert, paralyse, crack, express, feel, bend, replicate, swirl in the correct form.
 - 1 The researchers a microchip transmitter in the animal's skin.
 - 2 The seagull over the sea.
 - 3 Everyone was delighted when they the secret code.
- 5 She couldn't how happy she was to have been accepted on the research team.
- 6 The scientists the machine they found and exhibited it in a museum.
- 7 Frank that it is only a matter of time before we are visited by aliens.
- 8 The alien in the film had the ability to objects and move them through the air.
- 10 The alien could people so they couldn't move for a short while.

a) Match the words.

1	gaming	Α	course
2	human	В	fetched
3	mind	c	industry
4	main		control
5	far	Е	brain

b) Use them to complete the sentences.

- 3 The is always looking for new ways to attract young customers.
- 4 The is one of the most complex things in the world and is far from fully understood.
- 5 Some governments are trying to develop
 techniques to use in war.

- 3 Complete the sentences with the correct form of the words from the list.
 - · accelerate · discover · develop · devise
 - experiment invent pioneer research
 - 1 Engineers are a flying car that should be on the market guite soon.
 - 2 Do you know whothe telephone?
 - 3 They had a plan to prevent competitors from stealing their technology.
 - 4 Isaac Newton is one of the great
 of mathematics.

 - 6 The pilot to pick up speed for take-off.
 - 7 At the moment, the scientists are the possibility of time travel.
 - 8 Nutritionists are with food to try to make vegetables more attractive to children.

Topic vocabulary

△ Fill in:

- appliance machine engine gadget
- 1 The in my car is getting old and might need fixing.
- 2 I'm think of buying a new coffee
- 3 My motion-activated camera has got to be my favourite
- - portable mobile remote-controlled
 battery-operated
- 5 phones allow us to get in touch whenever we like.
- 7 candles are becoming very popular as they don't carry a risk of fire.
- 8 The bomb squad disabled the bomb using arobot.

2e Vocabulary from the text **Extreme conditions**

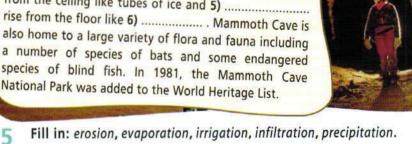
- Fill in: blades, fate, funding, lead, Heritage, humidity, shoot, wonders.
 - 1 The building has been neglected for a long time and no one knows what its will be.
 - 2 The narrow tunnel to a huge cave full of stalagmites.
 - 3 The rocks at the top of the cliff are as sharp as
 - 4 Underwater archaeologists think that there are many still to be found in the sea.
 - 5 Did you know that the Acropolis in Athens is a World
 - 6 The models put on make-up before the photo
 - 7 The cavers are asking for to buy more up-to-date safety equipment.
 - 8 The in some Asian countries during the monsoon season can be very high.
- Replace the words in bold with: deadly, dusty, abandoned, thick, unfit.
 - 1 The soil is too salty and unsuitable for growing crops.
 - 2 No one had cleaned the house for ages and it was really dirty.
 - 3 Freak waves at sea can be dangerous to cargo ships.
 - 4 The air inside the cave is so dense it is hard to breathe.
 - 5 The explorers came across an old deserted hut.

......

Topic vocabulary

- Fill in drain, freeze, alitter, last, preserve, steam, suck in the correct form.
 - 1 The explorers didn't know how long they could in such intense heat.
 - 2 The steep climb really the energy out of the mountaineer.
 - 3 The cave was so hot that the caver's goggles
 - 4 The government decided to the marsh so as to build a car park.
 - 5 The lost skier was afraid he was going to if someone didn't find him soon.
 - 6 The crystal rocks brightly in the midday sun.
 - 7 The archaeologist hopes to be able to the monument for future generations to see.
- Fill in: caverns, formation, pillars, stalagmites, stalactites, passageways.

Mammoth Cave National Park in Kentucky, USA is the biggest and longest cave system in the world. This fascinating cave has got an unbelievable 630 km of long, narrow, underground 1) and huge roomlike 2) It is a geological gem as almost every type of cave 3) is known within the site. In fact, no other known cave system in the world offers a greater variety of features. 4) hang from the ceiling like tubes of ice and 5) rise from the floor like 6) Mammoth Cave is also home to a large variety of flora and fauna including a number of species of bats and some endangered species of blind fish. In 1981, the Mammoth Cave



- Fill in: erosion, evaporation, irrigation, infiltration, precipitation.
- causes water to turn into gas. 2 comes in the form of rain, hail, sleet or snow.
- 3 A(n) of salt in the soil means it's impossible to farm in the region.
- 4 Over the years, water has shaped the cliff rocks into small pyramids.
- 5 Because of the dry climate, is needed to grow crops in this area.

2f Vocabulary from the text Extraordinary lifestyle

1 Match the words to form phrases.

1	sea	Α	diver
2	open	В	attack
3	tiger	c	mail
4	dive	D	bed
5	fussy	E	water
6	shark	F	shark
7	experienced	G	eater
8	chain	Н	site

- Fill in drift, spear, release, scrub, menace, simulate in the correct form.
 - 1 The crew member the deck of the ship to remove the sand and salt.
 - 2 Sharks are sometimes considered a, but in fact they rarely bother people.
 - 3 The scientists tag the sharks and them into the sea again.
 - 4 The film director tried to a shark attack by using a robotic shark.
 - 5 The tree branch fell into the river and away downstream.
 - 6 It's not easy to fish as they move very fast in the water.

Topic vocabulary

3 Match the numbers to the letters.

1	eye	6	mouth
2	spiracle	7	second dorsal fin
3	first dorsal spin	8	lower lobe
4	nostril	9	snout
5	gills	10	caudal fin
	(B) (C)	A	

A B		(E)	1
O O O	0	0	

Fill in the correct form of the words.

• grab	• seize	• grip
--------	---------	--------

- 1 The shark quickly the bait in its mouth and disappeared with it.
- 2 On seeing the shark, the young womanthe captain's arm and held onto him.
- 3 The man's hands went white as he the rope tightly.

- 4 The crab the swimmer's foot with its claw.
- 5 The shark into the man's arm, but immediately let go.
- 6 Students are not allowed to gum in class.
- 7 When you biscuits it tends to make a loud noise.
- 8 The diver was lucky that the shark didn't him to shreds.
- 9 The fishing line and the fish got away.

- 10 The magician the girl's hands behind her back with her scarf.
- 11 Passengers need to their seatbelt before take-off.
- 12 The diver himself into the mini-submarine and closed the cover.

- 14 Excuse me, do you have any 33 mm film cameras in?

3

3a Vocabulary from the text Healthcare

- 1 Fill in: patient, surgeon, insomnia, session, depression, therapy, recovery, painless.
 - James suffers from and can only sleep one or two hours a night.
 - 2 A(n) has to have very steady hands to operate on people.
 - 3 My aunt used to smoke a lot, but then she went to and finally gave it up.
 - 4 The doctor gave the a tablet and told her to try and get some sleep.
 - 5 Some people are afraid of needles, but acupuncture is actually totally
 - 6 Emily does one of hypnotherapy a week to try to manage her anxiety.
 - 7 People who suffer fromseem to have no energy or interest in anything.
 - 8 After the accident, the doctors told me that I would make a very quick
- Match the words to form phrases.

1	restless	A	benefits
2	medical	В	medicine
3	deep	C	attack
4	wide	D	nights
5	pain	E	sleep
6	panic	F	effects
7	conventional	G	awake
8	side	н	relief

Choose the correct word.

- 1 Anna is trying to lose/drop weight so she goes to the gym every evening.
- 2 Some people believe you can train the brain to lower/reduce pain.
- 3 There are many simple things you can do to organise/manage your anxiety.
- 4 Jane had to have therapy to overcome/overpass her addiction to chocolate.
- 5 Bob doesn't drink coffee anymore. He is trying to kick/throw the habit.

- Fill in swing, absorb, awake, soothe, snore, benefit in the correct form.
 - My brother complained that sometimes I
 very loudly and he can't sleep.
 - 2 The children walked down the street their arms loosely by their sides.
 - 3 The trip to the spa was of greatto the patient.
 - 4 The body vitamin D from sunlight.
 - 5 This cream will moisten the skin and help the pain.
 - 6 I couldn't sleep last night. I was wide for hours.
- Match the alternative therapies (1-8) to their descriptions (A-H).



- A using stones and crystals to heal the body
- B sticking needles into people's bodies to treat an illness or reduce pain
- C treating an illness with a tiny amount of a substance that causes it
- D using perfumed oils to treat conditions
- E massaging areas of the feet to heal organs
- F putting people into a deep relaxed state to help them with problems
- G remaining silent and calm for a time to take a break from everyday life
- H a form of massage used to treat an illness or reduce pain

Topic vocabulary Health

6	Fill	in	the	words	in	their	correct	form.
					-			The second second second

- 6 Peter is receiving for a torn ligament at the moment.
- 7 Researchers are desperately trying to find a for cancer.
- 8 Mary was told she would need to have on her broken leg.
- 9 When I'm ill, I always try oldbefore going to the doctor.
- 10 Mike is currently in for depression.
 - diagnose check up examine prescribe
- 11 How often do you get a medical?
- 12 The doctor antibiotics for the patient.
- 13 Fred was with malaria and had to stay in hospital for several days.
- 14 The doctor the patient and advised her to simply get some rest.
 - bruise
 cut
 graze
 wound
- 15 The police found the victim with a bullet to the stomach.
- 16 Jimmy hit his head against the door and has a huge black and blue on his forehead.
- 17 Luckily for the soldier, the bullet didn't enter and only left a on his skin.
- 18 The boy fell on some glass and had a small
 on his knee.

- ache virus disease infection sore
- 19 Mrs Jones told the doctor that thein her neck was getting worse.
- 20 Every year, a large number of people die from heart
- 22 We had on our feet after walking so much.
- - sick note prescription vaccination injection
- 24 The pharmacist asked the woman to see her for the antibiotics.
- 25 When you are away from work due to illness, you need to get a from a doctor.
- 27 When travelling to some countries you are advised to get certain
 - injure damage hurt
- 28 The old ladyher back trying to lift the heavy box.
- 29 Brian accidentally himself with a tool while doing some DIY.
- 30 Crash diets can seriously your health.
 - recover
 spread
 suffer
- 32 A lot of people from depression without really knowing it.
- 33 I was happy to hear Bob had from his illness.

3

3b Vocabulary from the text Activities

Complete the sentences with the correct form of the words.

- boost flick improve experience hug
 nibble reduce tone straighten swing
- 2 If you want to your muscles you need to work out regularly.
- 3 The woman her child tightly when she woke up from her operation.
- 5 The hammock in the air as the wind blew through the trees.
- 6 Since I started eating healthier, my concentration has a lot.
- 7 My grandmother has problemsher back and has to have physiotherapy.
- 8 You should try to stress by taking breaks and doing some sports in your free time.
- 10 I came across the ad when I was through a health magazine.

Put the activities under the right verb: do, go or play.

- running yoga dancing tennis
- weightlifting
 walking
 football
 cycling
- aerobics
 swimming
 stretching
 trekking
- ice hockey squash canoeing



Topic vocabulary

Fill in the correct form of the words.

recommend • advise • propose

1 My trainer me to take

- it easy for a couple of days and get some rest.
- 2 A friend of mine a great relaxation therapy that really worked for me.
- 3 I that we spend the holidays at a spa in Iceland.

• dip • sink • lower

- 4 Eating garlic regularly will help
 your blood pressure.
- 5 Sheher hand into her bag and took out a box of tablets.
- 6 The heavy stone to the bottom of the pool.

• swarm • flock • crowd

- 7 The small fish around the lady's legs.
- 8 People into the lecture hall to wait for the therapist's speech to begin.
- 9 People to the lake to bathe in its clear water.

• lose • miss • fail

- 10 Barbara to convince her friend to eat less junk food.
- 11 Linda wants to weight so she joined a gym.
- 12 They the bus and had to walk all the way home.

• try • aim • effort

- 13 The organisation to help people live a healthier lifestyle.
- 14 Could you to be more careful in future, please?
- 15 You need to make a(n) to bring your weight down a bit.

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3e Vocabulary from the text Emotional health

- 1 Fill in giggle, combine, observe, release, snigger, wander in the correct form.
 - 1 The psychologist the patient as he spoke about his worries.
 - 2 When you laugh, your body endorphins.
 - 3 The girls sat in front of the TV and at the comedian's jokes.
 - 4 At times, I find it hard to concentrate and my mind tends to for a while.
 - 5 The new therapy exercise and laughter to reduce stress and anxiety.
 - 6 It isn't very nice to at someone behind their back.
- Choose the correct word.
 - 1 My dad couldn't start/begin the car this morning so I was late for school.
 - 2 I got caught in a storm and when I got home I was soaking/dripping wet.
 - 3 It is believed that laughter is actually contaminating/contagious.
 - 4 We could hear roars/chuckles of laughter from afar as the clown entertained the children.
 - 5 The students decided to build/form a health club.
 - 6 The researcher said that work on the new drug was progressing/developing.
 - 7 Swimming helps to expand/tone your muscles.
 - 8 I got up early to catch/grab the first train.
- 3 Match the words.

1	community	Α	advantages
2	breathing	В	sky
3	feel	C	system
4	medical	D	exercises
5	respiratory	E	centre
6	starry	F	sorry

Topic vocabulary Idioms

- Replace the words in bold with these idioms.
 - · has got a long face · look on the bright side
 - · hot under the collar · laughed my head off
 - on the edge of my seat over the moon
 - Sam got angry when I accused him of lying.
 - 2 Sally has had an awful year, but she's trying to stay positive.
 - 3 Graeme was very happy when he heard he'd passed the exam.
- 4 The comedy show was hilarious; I found it very funny all the way through.
- 5 What's wrong with Katy? She looks sad today.
- 6 I was very excited near the end of that thriller; I couldn't wait to find out what happened!

Feelings

- 5 Replace the words in bold with synonyms from the list.
 - glad worried furious scared fed up
 - cross confident mixed up
 - Paula was annoyed with her friend for going shopping without her.
 - 2 Liam was angry with his brother for breaking his new camera.
 - 3 When I was very young I was afraid of the dark.
 - 4 The woman was very concerned about her child's mood swings.
 - 5 Sometimes, I get tired of having to do all the household chores.
 - 6 Angela was happy to hear that her friend was finally getting married.
 - 7 Many people get a bit confused when they first try to learn a foreign language.
 - 8 Harry was certain that he would win the championship.

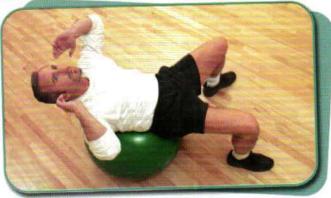
3

3f Vocabulary from the text Mental health

- Fill in attempt, concentrate, cope, contribute, function, lessen, pump, minimise, prevent, suffer in the correct form.

 - 2 Lack of sleep can to stress in a big way.
 - 3 Did you know that 75% of people from serious stress at some stage in their life?
- 4 Regular exercise definitely the effects of stress to a large degree.
- 5 People who feel stressed often find it difficult to on other things.
- 6 You can stress by playing sports or doing relaxation exercises.
- 7 There are a few simple things you can do to stress from affecting your life.
- 8 When you are stressed, your heart more oxygen around the body.
- 9 A small amount of stress actually helps your body better.
- 10 Your body to deal with stress by emitting certain hormones.

Choose the correct word.



- 1 You should exercise on a daily basis/base.
- 2 Stress is often caused by too much emotional squeeze/pressure.
- 3 When someone feels under threat/treat, their body produces adrenaline.
- 4 Remember that if you feel stressed, you aren't alone/lonely; many students are.
- 5 Late/Recent studies have shown that the majority of teenagers feel stress.

3	Replace the words/phrases in bold in the
	sentences with words from the list.

- alert adverse moderate seriously
- · tough · widespread
- Jake is stressed because he is in a very difficult situation.
- 2 A reasonable amount of exercise is necessary in order to stay healthy.
- 3 Excess stress can have several unfavourable effects on your health.
- 4 A limited amount of stress is necessary in order to be attentive to possible dangers.
- 5 Stress is more common among teenagers than most parents think.
- 6 Not managing your stress could severely damage your mental health.
- Fill in: hassles, demands, frustration, response, levels, sign, symptoms.
 - 1 It is very important for students to control their stress before exams.
 - 2 Sneezing, coughing and a runny nose are of the common cold.
 - 3 The production of adrenaline is the body's natural to stress.

 - 5 John's failure to pass the exam has been causing him a lot of
 - 6 Being tired, but not being able to sleep could be a that you are suffering from stress.
 - 7 Nowadays, school tends to put a lot of on children who are expected to pass every exam.

4a Vocabulary from the text Festivals

- 1 Fill in: drill, release, grab, squirm, scatter, cope, illuminate in the correct form.
 - 1 After the rock festival, the town was a mess with litter all around.
 - Not everyone can with the freezing temperatures of Northern Alaska.
 - 3 Powerful lights the walls of the castle at night.
 - 4 Before they can go ice diving the divers must a hole in the ice.

 - 6 He dug a hole and found several worms around in the soil.
 - 7 The man the animal in both hands and held it tight.
- Match the words to form words/phrases.

1	main	A	venue
2	bare	В	block
3	festival	C	spa
4	freezing	D	attraction
5	night	E	life
6	straight	F	cold
7	hot	G	hands
8	ice	Н	face

- 3 Choose the correct word.
 - 1 People go to the festival to see works/jobs of art by international sculptors.
 - 2 There was a very friendly temper/mood at the festival and everyone had fun.
 - 3 Jake couldn't keep/hold a straight face when he saw his friend in the costume.
 - 4 When we arrived, the party was already in complete/full swing.
- 5 When I visited France I simply loved trying all the different regional/area foods.

Feelings

and the atmosphere at the festival was great.

Topic vocabulary Activities

- Fill in: attend, build, dress up, march, hold, honour, let off, light, put up, throw in the correct form.
 - 1 At midnight tonight, the organisers plan fireworks to end the festival.
 - **2** Every year before the festival, everyone helps decorations on the streets of the town.
 - 3 Thousands of people from all over the world the festival.
 - 4 Carpenters huge wooden statues for the parade.
 - 5 The Japanese their ancestors during the festival of Obon very year.
 - 6 Charles as Zorro for the Carnival parade last year.
 - 7 The villagers torches and walk in a parade around the village on the first night of the festival.
 - 8 The family a huge reception for their daughter's wedding last week.
 - 9 The brass bands down the streets playing military tunes.
- 10 John's parents a party tonight to welcome him home from his long stay overseas.

4b Vocabulary from the text Daredevils

Fill in: balance, bend, flip, spin, twirl, twist in the correct form. 1 The strong wind caused the weather vane round and round in circles. 2 The snake around the zookeeper's arm. 3 The clown stood and a long stick upright on his nose. 4 The boys a coin to see who would play first. 5 The model danced and for the audience before leaving the catwalk. 6 You need to be very strong an iron bar into a U-shape. Fill in: applaud, captivate, defy, be fixated, inspire, master in the correct form. 1 Some of the acrobats' acts seem gravity. 2 It takes years of practice before the trainees can the acts. 3 The audience as the acrobats finished their exciting performance. 4 She on becoming a stunt woman since she was young. 5 There was complete silence as the crowd was by the daring act. 6 The young girl by her mother to become a trapeze artist from a young age. Fill in: carefree, faint-hearted, glamorous, intense, remarkable, determined. 1 Some of the stunts in the movie are truly and the stuntman deserves an award. 2 Jill is very to become a trapeze artist and trains several hours a day. 3 Sam has always been very, never worrying about anything. 4 Is the life of a famous actor really as

5 Walking a tightrope 20 metres above ground is

6 The training at the circus school can be very

certainly not for the

..... and tiring at times.

		ni kirokur olaskia	
1	The most impo		
	is not to breath	ne in w	hile 🧻 🧃
	performing or	you ma	ay The same of the
	burn yourself.		The second second
2	Balance is defin	nitely t	the A
Tiral	most importan	t facto	r in this job.
3	You need to ha	ve a li	ght and flexible
e de la companya de l	body to do this	job.	
4	You need to di	rect all	the
150	performances i	n the	ircus.
5	If you are afrai	d of he	eights, you can't
, Lite	do this job.		
6	You need to ha	ve ver	y good
Ziv. A	coordination fo		
Α	trapeze artist	D	ringmaster
В	juggler	E	fire-eater
-	acrobat	E	tightrope walke

Topic vocabulary Performing

• scholarship • fees
The student was very happy to hear she ha won a to study performance arts
A lot of students find it difficult to come up wit the money to pay their university
• stardom • reputation
A lot of young artists dream of achievin
It usually takes many years for an entertainer t
• talent • gift
• talent • gift Jane's mum always knew her daughter had
• talent • gift Jane's mum always knew her daughter had for acrobatics.
• talent • gift Jane's mum always knew her daughter had for acrobatics. Emily displays more for

acrobat and dreamed of becoming like her.

8 The audience gazed in as

the acrobats flew through the air like birds.

as it seems?

4e Vocabulary from the text Dream Big

- 1 Fill in: approach, capture, contrast, expand, inspire, paste, pick, serve in the correct form.

 - 3 The artist by local politicians and asked to take part in an awareness campaign.
- 4 The photographs their purpose and made the public more aware of the poor in their city.
- 5 I was shocked to see children through rubbish bins for food.
- 6 Mother Teresa a lot of people around the world to help the poor.
- 7 The landscape artist would likehis range and paint portraits for a change.
- 2 Replace the words in bold with words from the list.
 - · appalled · bustling · current
 - enlarged hearty poverty-stricken
 - receptive
 skeletal

.....

- 2 There is some controversy over top models having bony bodies.
- 3 The woman was disgusted at the terrible conditions in which the people lived.
- 4 The institute was open to the idea of doing something to help people in the slums.
- 5 The photographer developed a bigger picture of the shot he took to post on a wall.
- 6 The streets of the city were **crowded** with people doing their shopping.
- 7 The artist's present project is an exhibition of photographs of street children.
- 8 The beggar was delighted to be offered a(n) filling meal by the charity workers.

Topic vocabulary Social issues

Fill in: acquire, abandon, lack, seek, leave, violate in the correct form.

In recent decades, the standard of living around the world has improved greatly. However, there remain a number of underdeveloped regions where people 1) the necessities of human life and where, unfortunately, corrupt governments or other forces continuously 2) human dignity. Many people from these regions are forced 3) the little they have in an attempt 4) a better life elsewhere. They often have to 5) their family behind without knowing when they will see them again. Those who manage to migrate to a developed country are often faced with a number of difficulties including 6) a new language and finding a flat and job in an unfamiliar place. Nonetheless, for most, life in their new home is better than the one they had.

Match the social issues to the newspaper headlines.

1	global warming	6	immigration
2	bullying	7	obesity
3	child labour	8	animal rights
4	crime	9	poverty
5	unemployment	10	urban sprawl

more job losses as factory closes

- 1 BOAT PEOPLE RESCUED OFF COAST
 - many pensioners not making ends meet
 - ARCTIC ICE CONTINUES TO MELT
- CHILD HOSPITALISED AFTER SCHOOLYARD BEATING
 - underage workers found in factory
 - city running out of green space
- MAN ARRESTED AFTER ROBBERY
 - protests at circus arrival
- TV ads not helping in the fight against fat

4f Vocabulary from the text Arts festivals

- Fill in: assemble, cheer, dismantle, embrace, gather, run, stack, set, transform, part in the correct form.
- 2 He created a wonderful sculpture bysmall boxes one on top of the other.
- 4 The artist a peculiar work of art from pieces of old junk he found in the street.
- 5 If you the positive atmosphere of the event, you'll have a great time.
- 6 On the eve of the festival, the city centreinto a huge outdoor art gallery.
- 7 It was difficult from my friends after such a great weekend.
- 8 The audience as the musicians arrived on stage.
- 9 After the show, the artists their pieces, loaded them back on trucks and left.
- 10 The mayor the city in a very efficient manner.

Choose the correct word.

- 1 Not only did I miss my flight, but to make stuff/matters worse I also lost my wallet.
- 2 Anybody would jump/run at the chance to experience a space flight.
- 3 Campers should always leave a campsite in the unspoilt/preserved condition it was in when they arrived.
- 4 There was a huge fireworks display for the closing/ending ceremony of the festival.
- 5 Our consumer community/society puts pressure on people to buy things they don't really need.

Topic vocabulary Events

Fill in the words in the correct for	3	torm
--------------------------------------	---	------

 ceremony 	 award 	 ritual 	• rite
------------------------------	---------------------------	----------------------------	--------

- 2 Native American Indians used to perform dances to make it rain.
- - exhibition demonstration display • performance
- 6 It was his first as a clown and he was a little nervous.
- 7 We went to a wonderful at the Museum of Modern Art yesterday.
- 8 The students organised a(n) to protest against government cuts.

occasion • event • anniversary commemoration

- 9 We're organising a surprise party for our parents' wedding next week.
- 10 Armistice Day is held on 11th November in of the end of World War I.
- 12 The Regatta is an annual that takes place on the river.

• feast • celebration • festival • fair

- 13 Rockness is an annual music
 that takes place in Scotland.
- 14 The farmers in the area hold an animal every year where they can buy and sell livestock.
- 16 The 4th of July is a of American independence.

- rehearsal audition practice
- 17 Jane was very nervous about going to the for the film role.
- 18 The actors did a final today before performing the play tomorrow night.
- 19 To become a good trapeze artist, you need a lot of
- Fill in: celebrate, commemorate, commence, dedicate, honour, paint, rejoice, toast in the correct form.



- A bugle was sounded as a sign

 the festivities.
- 2 Father Brown his life to helping the sick and poor.
- 3 The guests held up their glasses and their hosts.
- 4 Helen her father with a large portrait of him in her living room.
- 5 The woman when they found her daughter alive and well.
- 6 The couple promised the town red if they won the dancing competition.
- 7 The army officers laid wreaths the dead soldiers.
- 8 Every year, I invite all my friendsmy birthday.

- 5 Fill in:
- tradition custom
- 1 It's an old for people to wear green on Saint Patrick's Day.
- 2 In many cultures, it is a to take a small gift when visiting someone's home.
 - celebration
 festival
- 3 The town of Cannes in France is host to the most prestigious film in the world.
- 4 My parents were delighted the whole family came for their wedding anniversary
 - holiday ceremony
- 5 The crowd was respectfully silent during the religious
- 6 St Patrick's Day is a nationalin Ireland.
 - tribute recognition
- 7 The artist received an award in of her impressive work.
- 8 The mayor organised a dinner to pay to the work of the festival committee.
 - honour
 fame
- 9 Every year, there is a parade in of the country's founding fathers.
- 10 They invited a number of musicians of international to the festival.



5

5a Vocabulary from the text Science

- Fill in: administer, apply, detect, require, dub, invest in the correct form.
- 1 Experts are not sure yet about what type of rules should to the use of nanotechnology.
- 2 Nanobots could be used cancer cells in the body.
- 3 Some diseases 'silent killers' because people don't even know they are ill until the last stage.
- 4 One of a nurse's tasks is drugs to patients.
- 5 A number of research institutesheavily in nanotechnology.
- **6** It a very steady hand to perform brain surgery.
- Fill in: applications, DNA, drug, invasive, molecule, operation, proteins, robotics.
 - 1 A group of atoms bonded together is called a(n)
 - 2 The surgeon informed the man that he would need a(n) to remove the tumour.

......



- 3 The fibres in your muscles are made up of
- 4 There is hope that researchers will soon develop a new to combat malaria.
- 5 It looks like will play an important role in medicine in the future.
- 6 contains genetic information for all living things.
- 7 Doctors believe that nanobots could have many medical
- 8 surgery involves making an incision in the patient to be able to insert instruments.

Match the words to their definitions.

1	crawl	4	stagger	7	tiptoe
2	creep	5	stroll	8	wander
3	march	6	stride		

- A walk quietly and carefully with one's heels raised
- B walk with big steps
- C walk around without any specific objective
- D move forward on your hands and knees
- E walk in a military manner
- F walk slowly and leisurely
- G walk unsteadily from side to side
- H walk slowly and quietly to avoid being noticed

Topic vocabulary Health & Science

4 Fill in:

- treatment cure remedy course
- 1 An old home for a sore throat is to suck on a clove of fresh garlic.
- 2 I recently had pneumonia and had to take a of antibiotics.
- 3 My uncle is currently receiving for a stomach ulcer.
- 4 As yet, there is no real for cancer, but scientists are constantly working on finding one.
 - disease
 illness
 ailment
 infection
- 5 Hay fever is a very common that many people suffer from in spring.
- 6 A build up of fat is one of the main causes of coronary heart
- 7 My little sister got an ear and was in awful pain.
- 8 Mr Lynch is slowly recovering from a serious

• treat	heal	•	relieve	
CICUC	II Cai		ICHCVC	

- 9 Luckily, minor cuts well by themselves if kept clean.
- 10 The doctor chose the cancer patient with radiotherapy.
- 11 The most common way a headache is to take an aspirin.

5b Vocabulary from the text Bright ideas

Match the words to form phrases.

1	advanced	A site
2	managing	B animal
3	greetings	C material
4	stuffed	D science
5	auction	E world
6	scrap	F card
7	developing	G business
8	online	H director

- Fill in: tumour, tissue, drug, laboratory, evaporation, hygiene, process.
 - 1 Researchers all over the world are trying to develop a to fight cancer.
 - 2 Some people believe we can slow down the ageing with the use of medicines.
 - 3 Sarcoma is a rare type of cancer that develops in the bone or muscle of the body.
- 4 Maintaining good is very important to staying healthy.
- **5** My sister got a degree in biology and is working in a now.
- 6 The surgeons had to operate on the patient to remove a large
- 7 The of sweat from our bodies helps us cool down.
- Fill in: decode, evaporate, host, purchase, recycle, sanitise in the correct form.
 - 1 You need to put chemicals in a swimming pool regularly it.
 - 2 I'd love my own TV show one day.
 - 3 Nowadays, you can just about anything online.

 - 5 It is now common household appliances instead of throwing them away.
- 6 When seawater off rocks, it leaves salt behind.

- 4 Complete the text with words from the list in the correct form.
 - develop patent analyse experiment
 - · discover · derive

Not just a pretty flower

The Madagascar rosy periwinkle might look just like another ordinary pretty flower but it actually has extraordinary powers. The plant has been used in traditional medicine for centuries to treat minor ailments, but in the 1950s scientists 1) it for anti-diabetic properties and 2) the presence of several toxic alkaloids in its tissues. They quickly understood that compounds 3) from the plant could be used for treating certain types of cancer. After 4) on the compounds, they finally 5) two effective drugs which they 6) under the names Vincristine and Vinblastine. These are used to treat childhood leukaemia. Hodgkin's disease and a number of cancers including lung cancer. The pretty rosy periwinkle is just another one of nature's gifts that can be credited

Fill in: attempt, inspiration, method, reaction, progress, observation.

with saving

many lives.

- 1 Some patients have had a bad to the new drug.
- 2 The doctors decided to keep the patient in overnight for
- 3 Research is being done to come up with a new of treating the disease.
- 4 Everyone is hoping that more will be made in the search for a cure for cancer.
- 5 They tried radiotherapy in a(n) to destroy the tumour.
- **6** The scientists got their for the drug from traditional Indian medicine.

5e Vocabulary from the text Exploration

- 1 Fill in: affect, challenge, collapse, crash, embrace, exhale, face, shatter in the correct form.
 - 1 They many problems, but succeeded in the end.
 - 2 The diver's mask fogged up when she
 - 3 The bungee jumper his fear and jumped off the bridge.
 - 4 The glass into tiny pieces when the ball hit it.
- 5 The old building during the earthquake.
- 6 Freezing cold water your body temperature almost instantly.
- 7 John loves himself and now he wants to climb Mt Everest.
- 8 The plane careered off the runway andinto a hanger.
- Choose the correct word.
 - 1 Award/Record-breaking free diver, Carlos Coste, swam 150 m through a cave while holding his breath.
 - 2 Jill's research expedition may have been a leap/ jump of faith, but in the end she was right.
 - 3 The expedition was postponed due to bumpy/ rough seas.
 - 4 The divers almost got washed away by the strong/tough currents.
 - 5 Sahika Ercuman broke the world/earth record when he free dived 61 m under ice.
 - 6 It is only recently that man began to explore the depths/extent of the oceans.
- Match the words to form phrases.

1	space	Α	bubbles
2	historic	В	space
3	multimedia	C	equipment
4	special	D	caves
5	outer	E	presentations
6	stunning	F	missions
7	air	G	expeditions
8	underwater	Н	photographs

Topic vocabulary The oceans

- Complete the text with words from the list.
 - · aquatic · observe · abundant · explored
 - diversity
 descended
 plankton
 - penetrating



Before the invention of SCUBA only a few decades ago. few men had ever 1) into the ocean and those who did couldn't go very deep. Today however, divers all over the world enjoy the underwater experience and more and more of the oceans are being 2) Cave diving is an exciting sport that is gaining in popularity. It involves 3) underwater cave systems to 4) their interesting rock formations and the rich 5) of marine life. Underwater caves are in fact 6) with all sorts of 7) life seen nowhere else in the world. They are home to anything from tiny cave 8) to shrimp, lobsters and certain species of shark. It's no surprise that despite the dangers, special training and equipment, caves are a real attraction for divers.

- Fill in: conserve, exploit, interact, purify, preserve in the correct form.
- 1 The organisation campaigns the environment.
- 2 Marine biologists fear that if people too much with sharks, it may change their behaviour.
- 3 The plant thousands of tons of water every day.
- 4 During the drought, we as much water as we could.
- 5 Did you know that humans over 400 species from the seas as food?

5f Vocabulary from the text Inventions

- 1 Fill in: contribute, destroy, reach, scribble, stick, wander in the correct form.

 - 2 When you agree on a plan, you have

 - 4 Elizabeth has problems concentrating and her mind often while she is in class.
 - 5 We a lot of our time and effort to local charities.
 - 6 Water got inside the camera and it.
- Fill in: goals, journal, patents, pressure, skills, stone.
 - 1 What sort of do you need to be a good engineer?
 - 2 Bob saw his part-time job as a stepping to something better and he was right.
 - 3 American Notes is a travel written by Charles Dickens.
 - 4 People get a sense of pleasure out of reaching their
 - 5 Some people work very well under while others can't at all.
 - 6 Did you know that Edison accumulated 2,332 for his inventions?
- 3 Match the words to their opposites.

1	creative	Α	tense
2	courageous	В	chaotic
3	hard-working	C	pessimistic
4	relaxed	D	shy
5	organised	E	unimaginative
6	optimistic	F	lazy
7	confident	G	narrow-minded
8	open-minded	Н	cowardly

Topic vocabulary Inventions

Choose the correct word.



- 1 Can you imagine how many people have benefited/profited from his inventions?
- 2 Patrick had to confront/face many challenges before he made his company a success.
- 3 Politicians have to make/do a lot of difficult decisions.
- 4 Peter quit/fled his banking job to do charity work in Africa.
- 5 We all know that there are many obstacles to overcome/override in life.
- 6 We all have dreams we would like to reach/ realise.
- 7 There isn't much that we could have done to control/master recent events.
- 8 The boss thanked us for having achieved/ succeeded all our goals.
- Fill in: attitude, appraisal, image, quality, prosperity.
 - 1 Some people have a very different self to how other people see them.
 - 2 If you want to succeed in business, you really have to have a positive

 - 4 Self-.... is a good way of seeing how you are doing in life.
 - 5 Mankind should constantly try to improve the of life.

6a Vocabulary from the text Shipwrecks

- Fill in: darted, plunged, ripped, sink, drowned, tamed, dragged, beats.

 - 3 The fish under the surface of the lake.
 - 4 Storms at sea cannot be, so ships should be built to withstand them.
 - 5 Many people lost their lives when the bus into the river.
 - 6 Nothing going on a short cruise in the summer time.

 - 8 The surfer was below the surface by a strong current.
- Replace the words in bold with words from the list.
 - colossal decaying eerie hostile icy
 - · striking · astonished
 - 1 The woman screamed when she heard a spooky sound coming from the dark ocean.
 - We were astounded when we saw the wreck of the Titanic.
 - 3 You won't catch me diving into those freezing waters during the winter.
 - 4 This ship is no longer safe as its hull has been crumbling for such a long time.
 - 5 We were astounded by the huge size of the cruise ship – we'd never seen such a vessel!
 - 6 The ship is quite spectacular it's been painted in such bright colours.
 - 7 There are very few animals that can survive the unfriendly conditions in the desert.

- 3 Complete the sentences with the correct words from the lists.
 - hit smashed beat struck slapped
 - 1 The car a tree after it skidded on the ice.
 - 2 The ship into the rocks when the crew lost control.

 - 4 The passenger hurt her elbow when she accidentally it against the table.
 - 5 The doctor gently the man's cheek to see if he was still conscious.
 - remains remnant leftovers scraps
 - 6 The human of the crash victims have still to be found.
 - 7 This ancient castle is the last of a once powerful empire.
 - 8 We've still got some from last night's dinner that we can have for lunch.
 - 9 She fed the stray dog some that she got from the local butcher.
 - scattered flung spread sprinkled
- 11 The workers salt on the road to melt the ice.
- 12 Oil over the surface of the sea after the tanker crashed into rocks.
- 13 The fishermen the net overboard and waited for it to fill with fish.



Topic vocabulary Ways to look

gaze: to take a long and affectionate look at sth

stare: to look at sth with your eyes fixed and wide open

glimpse: to see sth briefly

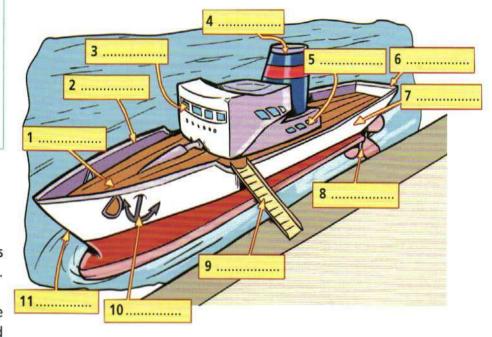
view: to look at and follow sth being performed or shown observe: to watch sth closely glance: to take a quick look at sth

peep: to look at sth sneakily
peer: to look searchingly in a place

- Fill in: gazed, stared, glimpsed, view, observe, glance, peeped, peered.
 - The scientists wore safety goggles in order tothe chemical reaction safely.
 - 2 We into the restaurant to see if they had opened for business yet.
- 4 John at his neighbour planting some flowers through a hole in the fence.
- 5 We the actor for a second before he got into his limousine.
- 6 The teacher at the students talking at the back of the class until they went silent.

Parts of a ship

- 5 Label the pictures with the words from the list.
 - bow stern port starboard bridge deck cabins
 - · gangway · funnel · propeller · anchor



- Fill in: itinerary, destination, port of call, crossing, tender, embarkation.
- 1 Passengers will have the opportunity to explore the town at the next
- 2 The steward is waiting for supplies to arrive from the ship's this afternoon.
- 3 The delay caused by the storm has forced the captain to change the ship's
- 4 Passengers will be shown to their cabins on
- 5 Most of the passengers went onto the deck to see the ship arriving at its
- **6** The young yachtsman was very brave to attempt an Atlantic in such a small boat.
- 7 Replace the words in bold with words: disembarked, docked, embarked, set sail.
 - 1 The sailors got on board before the passengers.
 - 2 The cruise liner started its voyage at 7:30 pm.
 - 3 All passengers went ashore when the ship reached its destination.
- 4 The cruise ship finally stopped at the harbour in the Seychelles.

......

6b Vocabulary from the text Life in the past

- 1 Choose the correct word.
 - 1 I could never become a singer because I can't hit/strike a note in any song.
 - 2 It just isn't in Daniel's nature/character to lie to people.
 - 3 I didn't have a proof/clue about how people lived in Edwardian times.
 - 4 The council strictly enforces/executes its building codes which state that all new houses must be structurally stable.
 - 5 Alice's house is furnished with antiques and will give you a real taste/idea for the past.
 - 6 I didn't have any touch/contact with my next door neighbours until we spoke for the first time last month.
 - 7 The shop manager is responsible for making the instructions/orders and supervising staff.
- Who said what? Match the people (1-7) to the statements (A-G).

1	butler	5	housekeeper
2	cook	6	maid
3	footman	7	servant
4	groom	2	

- A I take care of the horses in the stables.
- B I prepare all the food for the family of the house.
- C I make sure the female staff keep the master's home clean and tidy.
- D I make the beds and do the laundry for a rich family.
- E My responsibilities include answering the door and welcoming guests to my master's house.
- F I serve food at meals and polish boots.
- G I have to do whatever the lord's family instruct me to do.

- Fill in: smooth-running, well-oiled, engrossing, cracked, filthy.
 - 1 We didn't realise how late it was as we were in a(n) conversation.
 - 2 A team of servants work hard to keep a(n) household.
 - 3 The cleaner has skin on her hands as all the soap and water has dried them out.
 - 4 When was the last time you cleaned this room it's!
 - 5 The household worked like a(n) machine because of the good housekeeper.

Topic vocabulary People & society

- Fill in: group, company, audience, collection.

 - 2 She hadn't expected that afternoon and the room was in a mess.
 - 3 A(n) of girls were employed to work as maids in the huge, country house.
 - 4 The lord requested a(n) with the King.
- Choose the correct word.
 - They are a near/close family and they always meet for dinner every Sunday.
 - 2 She has got a large extended/nuclear family with lots of aunts, uncles and cousins.
 - 3 Despite the distance, Mark has got a good relationship/connection with his cousin in Canada.
 - 4 The native/local people of South America arrived on the continent about 10,000 years before the Europeans.
 - 5 Richard was born and raised in England, but he is proud to live in his acquired/adopted country of Australia.
- Fill in: do, dust, hang, lay, make, polish, sweep.

	the	iron	ng,	the	washing	g-up
2	the	beds;	3 .			the
able; 4	1	the fur	nit	ıre; 5		
he washing out to	o dry	; 6			the f	loor
1	the s	ilver, t	he	furnitu	re	

6e Vocabulary from the text Archaeological sites

- Fill in: rediscover, feature, take, loot, excavate, reveal, shield, carve, vanish, witness in the correct form.
 - 1 When they were discovered, these ancient scrolls a great deal about the Mesopotamians.
 - 2 I was so amazed when I saw the Colosseum that it my breath away.
 - 3 Sarah stood at the top of the monument and her eyes from the midday sun.
 - 4 I had never such impressive historic monuments until I visited Egypt.
 - 5 Why not take a trip to Peru andthe lost world of the Incas?
 - 6 For hundreds of years, people the temples of most of their treasure.

 - 8 A team of archaeologists the tomb from below the desert's surface.
 - 9 This ancient form of writing was preserved in messages which were into stone.
- 10 The civilisation mysteriously during the 5th century.
- 2 Replace the words in bold with words from the list.
 - abandoned
 colossal
 heartening
 - vibrant wealthy
 - The monument was huge and was the biggest structure built at that time.
 - 2 The ancient temple was built from a bright red stone.
 - 3 The deserted cities of the Mayans were difficult to discover as they were hidden deep in the jungle.
 - 4 It was a very rich city at the time due to its prime trading location.
 - 5 It is encouraging to see these treasures now on display at the museum for everyone to enjoy.

- 3 Complete the sentences with the correct form of the words in the lists.
 - ruin remnant wreck remainder
 - 1 We went on a dive to explore the at the bottom of the sea.
 - 2 It was easy to imagine the former beauty of the temple as we walked around its crumbling
 - 3 Although the tower was used as a prison, the of the castle was used as the living quarters for royals.
 - 4 These artefacts are the only to have been discovered from the lost civilisation.

• site • sight • scene

- 5 We spent the day looking around all the famous in the city.
- 6 This stadium was the of gladiator battles and chariot races.
- 7 You should visit one of the archaeological to learn more about the ancient civilisation.
 - · civilisation · culture · custom
- 8 Art, religion and politics have all played a part in shaping modern European
- 9 The Spanish have lots of interesting for wedding ceremonies and celebrations.
- 10 Ancient Greece was the cradle of, democracy, philosophy and much more.

• rise • raise • arise

- 11 He his hand to ask a guestion.
- 12 Problems during the excavation.
- 13 The professor to his feet to give the lecture on Machu Picchu.



Topic vocabulary History & archaeology

- Label the pictures.
 - artefact pottery statue fossil
 - tomb mosaic papyrus cemetery
 - skull skeleton





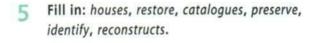












The aim of the Archaeological Museum is to 1) artefacts from ancient civilisations. The museum 2) and displays objects from various eras throughout history in different rooms. Each room 3) stories of lost civilisations so that visitors may understand more. Skilled workers at the museum constantly try to 4) many of the more deteriorated items to a better condition. The museum curator 5) the whole collection and makes sure that everything goes where it belongs. Archaeologists also come to the museum to study the artefacts and to 6) when and where they came from.

Choose the correct word.

- 1 The Incas believed that their kings were direct ancestors/descendents/predecessors of their sun god.
- 2 The Incan Empire grew when the Incas defended/ruled/conquered all their neighbouring tribes, one by one.
- 3 I have read a lot of historic/historical/historically fiction recently - it's become my favourite genre.
- 4 Slavery in Russia was abolished/ceased/banished in the mid-19th century.
- 5 Each ruler of ancient Egypt's Fourth Class/ Dynasty/Tribe had at least one pyramid built to serve as a tomb.
- 6 Prince Charles is the longest-serving heir to the British throne in recorded/applied/registered history.

6f Vocabulary from the text Subterranean world

Fill in: assure, carved, conjures, converted, descending, dug, sipping, spent, stacked, strolling.

Just thinking of Rome 1) up images of
sitting at a café, 2) an espresso and then
3) down to the Trevi Fountain to soak up
the atmosphere. However, the first time I went to Rome was
as an archaeology student and I 4) most of
my time 5) into the underworld that exists
beneath the streets. The catacombs of Rome can be great
tourist attractions, but I can 6) you that
working in these dark tunnels, which are 7)
with human remains, can be quite difficult and a little
frightening. These old underground cemeteries were
8) between the 2nd and 5th centuries.
Small tombs were 9) out of the walls of
these underground corridors to lay the bodies to rest. There
are around 40 catacombs in Rome, and many of them have
been 10) into fascinating tourist attractions.

- Replace the words in bold with these words: bustling, chilly, creepy, dimly-lit, elaborate, enclosed, infested.
 - 1 I find the idea of visiting underground tombs a bit disturbing.
 - 2 I needed some fresh air after being stuck in such a(n) confined space.
 - 3 The tunnels are overrun with rats.
 - 4 I shivered as we walked through the cool corridors of the castle.
 - 5 The catacombs form a(n) intricate maze of corridors under the city.
 - 6 He felt terrified in the shadowy room.
 - 7 The city is lively and busy with people celebrating in the streets.
- 3 Fill in: anticipation, spectacle, collapse, inscription.
 - 1 They could never forget the extraordinary of the stacked skulls.
 - 2 I was filled with a sense ofabout my first trip to Paris.
 - 3 Engineers added steel supports to prevent the of the fragile tunnel.
 - 4 He held up a torch to read the that was carved into the wall.

Topic vocabulary Places

4 Label the pictures with: historic town, industrial city, port, seaside village.









- 5 Replace the words in bold with: alley, boulevard, bike lane, suburbs, outskirts, car park.
 - 1 They moved to the residential districts outside the city centre.
 - 2 Thousands of tourists walk the tree-lined avenue.
 - 3 The museum has a free area for leaving vehicles for visitors.
 - 4 They live on the outlying areas of London.
 - 5 He was too scared to walk down the dark narrow street at night.
 - 6 It's illegal to drive a car in a path used for bicycles.
- Fill in: medieval, cultural, heritage, capital, nightlife, pedestrian, shopping, transport.

Writing Bank

1

For-and-against essays

A for-and-against essay is an essay in which the advantages and disadvantages (or 'pros and cons') of an issue are discussed.

For-and-against essays include:

- an introduction in which you present the topic generally, without giving your opinion;
- a main body in which you present the points for and the points against, in two separate paragraphs. You support your arguments with justifications/examples. Each paragraph begins with a topic sentence outlining the main idea of the paragraph;
- a conclusion in which you give your opinion or a balanced summary of the topic.

The style of a for-and-against essay is usually formal/semi-formal, mild and impersonal, so avoid informal/colloquial/strong language or strong personal feelings (Many people believe that living in the countryside is better than living in a busy city. NOT I'm sure it's better to live in the countryside than a city.). Formal linking words/expressions are used throughout the essay (Although, In addition, For this reason, However, etc). To make your writing more interesting, begin/end with any of the following techniques:

- address the reader directly e.g. You all know how frustrating it is getting stuck in heavy traffic.
- include a quotation e.g. As Joseph Brodsky said, "What I like about cities is that everything is king size, the beauty and the ugliness."
- include a rhetorical question e.g. Wouldn't cities be more pleasant if everyone used a bike to get around rather than a car?

Useful Language

Listing points

- · Firstly,/To begin with, · Secondly,
- · Furthermore,/Moreover, · Finally,/Lastly,

Introducing advantages/disadvantages

• One/An important/The main advantage/ disadvantage of ... • Another/An additional benefit/downside of ... • Some/Many people are in favour of/ against

Justifying points/Giving examples

- This is because ... This means that ...
- · After all, ... · Consequently,/As a result, ...
- · For instance,/For example, ...
- · ... such as/like ...

Contrasting ideas

- · On the other hand, ... · However, ...
- Despite/In spite of (the fact that) ...,

Expressing opinion

In my opinion/view, ...
 I believe/think/feel that ...
 To my mind ...,

Concluding

All in all,/In conclusion/All things considered, ...

You have had a class discussion about young people who share a house or flat. Now your English teacher has asked you to write an essay based on the following statement: There are both advantages and disadvantages of having house or flatmates. Write your essay (120-180 words).

It can be a challenge to live alone, so what do you do when you want to study or work away from your home town? These days, it is very common for students or young professionals to share a house or flat with others, but is this always a good idea?

Undoubtedly, sharing a house or flat has several clear advantages.

1) One of the main benefits is that/In my opinion living costs are dramatically reduced. For instance, the rent, bills and sometimes even food costs can be shared between everyone. 2) However/Also, it can be great fun to have housemates. You always have someone to talk to or watch TV with and you will probably make some friends for life.

3) Finally/In particular, living with others teaches you a lot about getting on with different people and sharing things.

4) Moreover/On the other hand, there can be some drawbacks to sharing. 5) Firstly/Also, some people can be irritating to live with. 6) Therefore/For example, a housemate could be messy or noisy and you might not get on well with them. 7) In addition/In contrast, the lack of privacy could be annoying sometimes; when you want to invite friends round for dinner, for example.

8) In conclusion/Lastly, while there are many advantages to sharing a house or flat, there are a few disadvantages, too. On the whole, though, couldn't it be a valuable experience at a certain point in anyone's life?

Practice

- Read the model and choose the correct linking words.
- Match the paragraph (1-4) to the descriptions (A-D).

A points for & justification

B state the topic

summarise points & express opinion

D points against & justification

Answer the questions.

- 1 What style of writing has the writer used? Give examples.
- 2 What techniques does the writer use to start/end the essay?
- 3 What is the writer's opinion? Where is it stated?
- Rewrite the beginning/ending using another technique.

Opinion essays

An opinion essay presents our personal opinion on a particular topic and can be found in a magazine, newspaper, on a website, etc. The essay must clearly state our opinion, supported by justifications.

An opinion essay should normally contain:

- an introduction in which we clearly state the topic and our opinion;
- a main body containing three paragraphs.
 The first two should present a separate viewpoint with reasons/examples and the third should present the opposing viewpoint with reasons/examples. Each paragraph should begin with a topic sentence summarising what the paragraph is about.
- a conclusion stating your opinion using different words.

We normally use present tenses throughout an opinion essay, appropriate linking words e.g. Firstly, Furthermore, Also, In particular, since, Therefore etc. to link ideas together and phrases to express our opinion such as I believe, In my opinion, I think, It seems to me that, I strongly disagree with/that ... etc.

A formal style (formal expressions, longer sentences, full verb forms, formal linking words) should be used.

To make your essay more interesting, you can begin/end with any of the following techniques: addressing the reader directly, asking a rhetorical question, using direct speech, using a quotation.

Useful Language

For giving opinions

- I believe/think/feel (that) ...
- I strongly believe that ...
- In my opinion/view, ...
- The way I see it, ...
- It seems/appears to me (that) ...
- · To my mind, ...
- I (do not) agree that/with ...
- My opinion is that ...
- As far as I am concerned, ...
- I (completely) agree/disagree that/with ...
- I am totally against
- I couldn't agree/disagree more that/with ...

Your English teacher has asked you to write an essay giving your opinion about the following:

All school and college students should be required to take part in competitive sports.

Write your essay (120-180 words).

American female football player Mia Hamm once said, "The person that said winning isn't everything, never won anything." I believe that taking part in a competitive sport can benefit every young person, whether it's a team sport such as volleyball or an individual sport such as swimming.

First of all, participating in a competitive sport can benefit a young person physically, emotionally and mentally. Not only is it an enjoyable way to keep fit, maintain a healthy weight and control stress levels, but playing competitive sports requires discipline and focus. A person who can focus on their sport will probably be able to focus better on their schoolwork, too.

Secondly, without a doubt, competing in sports can build character and skills. It can quickly teach someone how to socialise and work with peers and coaches, to persevere and fight to win, to work well in a team and even how to accept failure. These are all very important for a successful life.

On the other hand, some would argue that competitive sports don't benefit everyone. The strong emphasis on winning can simply put too much pressure on young people with more anxious dispositions.

In conclusion, although not everyone is naturally competitive, I firmly believe that competition in sport benefits a young person's health and encourages them to understand their abilities and talents and to excel. After all, isn't competing simply a part of life?

Practice

1 Read the essay and match the paragraphs (1-5) to the descriptions (A-E).

Α	first viewpoint with reasons/examples
В	restatement of opinion & closing comments
C	opposing viewpoint with reasons/examples
D	statement of the topic & writer's opinion
E	second viewpoint with reasons/examples

- Find the topic sentences and replace each one with an alternative.
- Find and replace the linkers in the essay with other alternative ones.

Writing Bank

3

Reports

Reports are normally written for someone in authority, e.g. a local council, an employer, a teacher, etc and contain a description of something, e.g. what a place is like, followed by suggestions/recommendation about future actions, e.g. improvements to the place.

They usually consist of:

 information regarding who the report is to and from, their position and the subject and date written in the top lefthand corner.

From: ...

To: ...

Subject: ...

Date: ...

- an introduction stating the purpose and content of the report. e.g. The aim of this report is to ...
- a main body divided into paragraphs with subheadings. Short sentences are used with appropriate linking words/phrases which make the report easy to understand.
- a conclusion in which you summarise the main points and state your own

assessment and/or future recommendation. Reports are written in a formal, impersonal style and usually in the present tense. Use factual language, advanced vocabulary, full verb forms, the passive voice, formal linking words/phrases, etc.

Useful Language

To list points:

- · Firstly/In the first place/To begin with,
- Secondly/Also/Furthermore,
- Finally/Lastly,

To make concessions:

Although/While/Despite the fact that...

To emphasise:

... especially/in particular/particularly...

To express cause & effect:

- Therefore/For this reason, ...
- By doing this, we would/could ...
- Doing this would ...
- In this way, we would .../... so that .../...
 in order to ...
- This (would) mean(s) that ...
- · As a result, ...

To make suggestions/recommendations:

- I (would) (strongly) suggest/recommend ...
- · If we did this/were to do this, ...
- · One/Another suggestion would be to ...
- It would be a good idea to ...

To conclude:

In conclusion/All in all/To sum up/To conclude ...

You have a weekend job in the cafeteria of an English tennis centre, but not many members are using the cafeteria. The manager of the tennis centre has asked for reports making some suggestions about how to make it more popular. Think about: menu, décor and opening times. Write your report (120-180 words).

From: Mike Stride

To: Harvey Bryan, Manager, Hargrove Tennis Centre Subject: Suggestions for improving the cafeteria

Date: 18th April

a) I'm writing this to tell you ways of making the tennis club cafeteria more popular with members.

Menu

b) Club members don't like the menu and prices. First of all, the choice of drinks and snacks is limited to tea and coffee, fizzy drinks and simple sandwiches. Adding more variety to the menu and healthier items such as fruit smoothies and interesting soups and salads would definitely encourage members to stay for lunch after their tennis game or lesson. In addition, lowering prices while improving quality c) would bring more customers in.

Décor

Despite the fact that the cafeteria has just been redecorated, the décor d) isn't very nice. One way to make it a more relaxing place would be to purchase some couches and armchairs and to improve the lighting. Secondly, adding some plants and paintings would make it even more inviting.

Opening times

Lastly, the cafeteria currently closes at 5:30 pm, while many people use the centre in the evenings after work. e) I think the café should open for longer. This way, club members can eat at the club rather than going home to cook when they are tired.

Conclusion

To sum up, in my opinion, a few simple changes to the menu, décor and opening times of the cafeteria f) would make customers like it more.

Practice

1 Read the report and replace the informal expressions in bold (a-f) with the formal ones below.

would make it much more appealing to customers

The aim of this report is to suggest

3 would undoubtedly attract more customers

I would therefore recommend that the cafeteria extend its opening hours

Both the menu and prices are currently not very appealing to club members

6 is quite cold and unwelcoming

Reviews

A review is a short description of a book, film, TV series, play, music album, video game, event, etc. They are usually found in newspapers, magazines, on websites, etc or even as part of an email to a friend. They are used to inform readers and give an opinion about what is being reviewed. The style (informal, semiformal or formal) depends on where the review will appear and who will read it.

Reviews usually include: an introduction summarising the background information about the film/book/CD/game/etc (e.g. title, name of author/director, type, what it's about), a main body of two paragraphs (the first lists the main points of the plot and the second gives information about the plot/storyline, characters, lyrics (CD), special effects, etc) and a conclusion in which we recommend/don't recommend the book/film/CD/etc together with (a) reason(s) to support our recommendation.

 Present tenses are normally used. A variety of adjectives/adverbs make the review more interesting and make our comments clearer and more to the point.

Useful Language

Background

• ... is a fantastic CD/book/film/game/etc that was written/directed/designed by ... • This first/second novel/album ... • The film/book/series/etc is set in ... • The main character(s) is/are ... • The film/book/game/etc tells the story of/is based on the idea of ... • It is a(n) action-thriller/romantic comedy/science-fiction film/book about ... • It's a simulation/action-adventure/role-playing game. • There are 10 main tracks on the CD and 2 bonus tracks.

Main points of the plot

• The plot focuses on ... • The story begins/is about ... • The plot/game is (absolutely) thrilling/(rather) boring. • The main idea of the game is that the player ...

General comments/opinion:

- It is rather confusing/slow/boring/etc The cast/characters is/are weak/awful/unconvincing/amazing/etc It has a tragic/ surprising/dramatic ending. The script is (very) clever/dull/exciting/well-written. The novel is beautifully/poorly/badly/brilliantly written. The album includes a variety of music styles including pop, hip-hop
- It is full of powerful/rich sounds and has extremely catchy/emotional/original lyrics. The tracks include ... influences.
 The impressive/ advanced graphics really bring the ... to life.

Recommendation:

• I thoroughly recommend this ... • This is well worth seeing/visiting/buying. • This is fantastic – don't miss it! • This is one to avoid. • It's a must-see. • I wasn't at all impressed with ... • Don't bother seeing/reading/buying/going to see this.

An English teenage review website is asking for reviews from its readers of a festival/sporting event they have attended. Write your review including general information about the event (time, place, reason, etc), a description of the activities and what you liked about it (120-180 words).

The Oxford and Cambridge Boat Race is an exciting sporting event that takes place every year on a Saturday in spring on the River Thames in London. It started in 1829 and is one of the oldest sporting events in the world.

The Boat Race is a fierce rowing competition between two teams; one from Oxford University and the other from Cambridge. The race takes place over a 6.8 km stretch of the River Thames between Putney and Mortlake. The river banks come alive with a festival-like atmosphere as hundreds of thousands of spectators gather to cheer on their favourite team.

Many people attend the Boat Race in the Park event at Furnivall Gardens which is free and open to all. It has live music, children's rides, sporting activities and refreshments available to keep people entertained until the big event and huge screens to watch all the action.

All in all, I thoroughly recommend The Oxford and Cambridge Boat Race. It is a thrilling spectacle that is thoroughly enjoyed by all and a great day out for all ages. This is definitely an event not to be missed.

Practice

1 Read the review, then match the paragraphs (1-4) to the descriptions below (A-D).

A inf

information about activities, entertainment, etc

В

background information about event

С

writer's recommendation brief description of event

- Which adjectives are used to describe: the type of event? competition? the atmosphere? their team? the music? the screens? the spectacle?
- 3 How does the writer recommend the event? Write an alternative conclusion.

Writing Bank

5

Stories

 Stories are written in the first (I/we) or the third (he/she/they) person and present a series of events, real or imaginary. We usually use past tenses in stories e.g. It was snowing heavily as we left the house.

A story usually consists of:

- an introduction which sets the scene (who was there, time, place, weather, etc).
- a main body in which we describe the events leading up to the main event, the main event itself and the climax event.
- a conclusion in which we write what happened in the end as well as the characters' feelings, comments, etc.

In stories we use appropriate sequence words such as: First, Then/Next, After/Before (that), During/Meanwhile, Finally, As soon as, No sooner ... than, Immediately after (that), Hardly ... when ..., since, while, until, By the time etc e.g. By the time we arrived at the campsite, it was dark.

We also use a variety of descriptive techniques to make our story more interesting and/or dramatic:

- A variety of adjectives (terrified, windy, peaceful etc.), adverbs (happily, incredibly etc.) and verbs (stare, hurry, scream, etc) e.g. Mary shouted frantically as she tried to climb up the slippery wall.
- Direct speech e.g. "It's too icy!" shouted Clare.
- Using your senses (sight, sound, smell, taste, touch) e.g. Suddenly, I heard a loud bang and saw people looking around anxiously. I could smell something burning and then I felt hot air against my face.

Useful Language

Setting the scene

- One (Saturday afternoon last spring), 1 was (walking my dog in the woods).
- It was a (perfect sunny day with not a cloud in the sky) and Jane felt (very content).

Describing events leading up to the main event/the main event/the climax of the story:

- Sam had just (started walking again) when he (noticed something very strange).
- Just then, there was (a loud noise).
- We all started (running and screaming in terror).
- The last thing I remember is (seeing ...).

Describing people/places/objects/feelings

- The old woman was (tall with piercing blue eves).
- There were (crowds of people in the streets cheering and clapping as the floats passed by).
- To our (surprise/horror/delight etc.), ...

Ending the story

- I've never felt so (relieved) in my life.
- It was the most (embarrassing/wonderful/ frightening) day of my life.

An English student magazine has announced a short story competition. The story must have the title: *An Incredible Find*. Write your **story** (120-180 words).

An Incredible Find

I felt really 1) good when my friend Tom suggested that I go fishing with him one 2) nice Sunday afternoon last September. It was a 3) nice day so off we went.

set the scene

When we arrived at the river bank, we settled down to wait for some fish to bite, with the sun warming our faces 4) nicely. But to my disappointment, our lines stayed totally still. Then, just as we were thinking of leaving, I felt a 5) big tug on the line.

events in the order they happened, climax event

I tugged and tugged, and then, suddenly, not a fish but a strange, rectangular object that looked like a 6) small metal chest appeared on the end of my line. I pulled it in, opened it carefully and Tom and I were surprised! Inside was a 7) nice gold bracelet and necklace and a ring sparkling in the sunlight! The next day, we took our 8) nice catch to a local museum and were told that we had 'fished' some very 9) nice ancient jewellery from a 5th century AD burial site!

A few weeks later, Tom and I received a large reward for finding the jewellery. We were 10) happy! "I'll definitely take you along again next time I go fishing!" Tom told me enthusiastically.

what happened in the end, feelings

Practice

- 1 Read the story and list the events in the order they happened.
- Replace the words in the story (1-10) with the following more interesting ones: absolutely delighted, valuable, heavy, pleasantly, lazy, beautiful sunny, excited, tiny, unusual, shiny.
- Find phrases where the writer uses his senses to make the description more dramatic.
- 4 Rewrite the third and fourth paragraphs using your own ideas.

Articles describing a place

An article describing a place can be found in a tourist magazine or brochure, in a letter, on a website etc.

They usually consist of:

- an introduction identifying the place, the location and the reason for choosing the place.
- a main body (2-3 paragraphs) describing the main aspects of the place e.g. what it looks like, what you can see/do there, the atmosphere, why you like it, etc in separate paragraphs.
- a conclusion including your final comments/feelings about the place and/or a recommendation.

You should use present tenses for a description of a place. Past tenses are used to write about historical facts or actions in the past.

To make your description more interesting and/or vivid:

- use a wide variety of adjectives and adverbs e.g. Relaxed shoppers wander lazily along the street looking for souvenirs.
- use the senses (hearing, sight, smell, taste, touch) e.g. Walking through the park, the scent of the beautiful pink blossom trees is all around (smell); The air is filled with the sound of horses' hooves on the cobbled streets (hearing); At night, spotlights light up the beautiful buildings (sight) etc.
- use past participles to join two sentences.
 e.g. The castle is surrounded by large, well-maintained gardens. It's perfect for picnics.
 Surrounded by large, well-maintained grounds, the castle is perfect for picnics.
- use prepositional phrases (all around, at the top of, as far as, above, etc) to describe static features and verbs (flow, run, curve, etc) to describe moving features. e.g. The fields of sunflowers stretch as far as the eye can see. The winding river flows gently through the village.

Useful Language

Location

- It is situated ...
- · Located in the heart of ...
- Surrounded by mountains ...

What to see/do

You can visit local museums, take a boat tour, walk down cobbled streets, buy souvenirs, admire the stunning view, sights to see/ monuments/art galleries/etc.

Recommendation

- ... has something to offer everyone ...
- ... in the ideal holiday destination ...

You have seen this announcement on an international travel website:

HISTORIC TOURIST ATTRACTIONS

Send us an article

about a tourist attraction in your country of historical interest.

- Describe the place.
- Explain why it's an interesting place to visit.

Write your article (120-180 words).

Situated 300 feet above the city on an extinct volcano, Edinburgh Castle is the first thing you see on arriving in Edinburgh, Scotland. This magnificent fortress, the oldest part of which dates back to the 12th century, is visited by more than a million tourists each year; it's definitely a fantastic place to visit!

You can relive centuries of fascinating history at the castle. Experienced guides share their lively stories about areas of the fortress, including the ornate carved wooden ceiling of The Great Hall, the Crown Jewels and the Royal Palace where Scotland's royalty lived. Also, don't miss 'the one o'clock gun', the traditional firing of a big gun at 1pm every day. In spring, you can also enjoy the wonderful sight and aroma of the beautiful flowers in the grounds.

Edinburgh Castle is well worth a visit for its historical significance, but also the spectacular views from the castle. You can see the Princes Street gardens, a hill called Arthur's Seat, and on a clear day even across the river estuary, the Firth of Forth. It's absolutely breathtaking!

In conclusion, Edinburgh Castle is a must-see for anyone visiting Scotland. Not only is it interesting and educational, but it's in an extremely dramatic location, too.

Practice

Match the paragraphs (1-4) to the descriptions (A-D).

A final comments/feelings, recommendation

B description of main aspects of place
C name/location of place: reason for choosing

name/location of place; reason for choosing it reason one must visit it

- Which adjectives describe the: fortress, volcano, history, guides, stories, ceiling, firing of a big gun, sight, flowers, the view, the day.
- Find examples of use of the senses; past participles; static/moving features.
- 4 Rewrite the conclusion in your own words.

MODULE 1

Present Simple

Form

AFFIRMATIVE	l/You/We/They play. He/She/It plays.
NEGATIVE	I/You/We/They do not/don't play He/She/It does not/doesn't play.
INTERROGATIVE	Do l/you/we/they play? Does he/she/it play?
SUODE ANGWER	Yes, l/you/we/they do. Yes, he/she/it does.
SHORT ANSWER	No, I/you/we/they don't. No, he/she/it doesn't.

Spelling (3rd-person singular affirmative)

- Most verbs take -s in the third-person singular.
 I sit She sits
- Verbs ending in -ss, -sh, -ch, -x or -o take -es.
 I pass he passes, I wash he washes, I teach he teaches,
 I fix he fixes, I do he does
- Verbs ending in consonant + y drop the -y and take -ies.
 I fly he flies
- Verbs ending in vowel + y take -s. I say he says

Use

We use the **present simple** for:

- daily routines/repeated actions (especially with adverbs of frequency: often, usually, always, etc)
 He starts work at 8 am.
- habits. They always do their shopping on Saturday.
- · permanent states. He works as a doctor.
- timetables/schedules (future meaning).
 The museum opens at 11 am.
- general truths and laws of nature. Water boils at 100°C.
- reviews/sports commentaries/narrations.
 The actor gives an excellent performance in Cats.

Time expressions used with the present simple: every day/ month/hour/summer/morning/evening etc, usually, often, sometimes, always etc, on Sundays/Tuesdays etc.

Adverbs of frequency

- Adverbs of frequency tell us how often sth happens.
 These are: always (100%), usually (75%), often (50%), sometimes (25%), rarely (20%), seldom (15%), never (0%).
- Adverbs of frequency go before the main verb but after the verb to be. He usually sleeps late on Sundays.
 They are usually at work at this time of day.

Present Continuous

Form: verb to be (am/is/are) + main verb -ing

AFFIRMATIVE	NEGATIVE
I'm eating.	I'm not eating.
You're eating.	You aren't eating.
He/She/It's eating.	He/She/It isn't eating.
We/You/They're eating.	We/You/They aren't eating.

INTERROGATIVE			
Am eating?	Is he/she/it eating?		
Are you eating?	Are we/you/they eating?		

SHORT ANSWERS		
Yes, am.	No, I'm not.	
Yes, you are.	No, you aren't.	
Yes, he/she/it is.	No, he/she/it isn't.	
Yes, we/you/they are.	No, we/you/they aren't.	

Spelling of the present participle

- Most verbs take -ing after the base form of the main verb.
 ask asking, spend spending
- Verbs ending in -e drop the -e and take -ing.
 wake waking, dance dancing
- Verbs ending in vowel + consonant and which are stressed on the last syllable, double the consonant and take -ing. stop - stopping, regret - regretting BUT happen happening (stress on 1st syllable)

Use

We use the **present continuous** for:

- actions happening now, at the moment of speaking Sandra is working right now.
- actions happening around the time of speaking.
 They are looking for a new house these days.
- fixed arrangements in the near future, especially when we know the time and the place.
 She is having a party on Friday.
- temporary situations.
 Patty is working at a summer camp this summer.
- changing or developing situations.
 He is getting better at football.
- frequently repeated actions with always, constantly, continually expressing annoyance or criticism.
 He's always forgetting his wallet.

Note: The following verbs do not usually have a continuous form: have (= possess), like, love, hate, want, know, remember, forget, understand, think, believe, cost, etc. I want to go out.

Time expressions used with the *present continuous*: now, at the moment, at present, nowadays, these days, today, tomorrow, next month, etc.

Present Simple vs Present Continuous

PRESENT SIMPLE	PRESENT CONTINUOUS
timetables The film starts at 6.	future arrangements I'm going out on Sunday.
permanent states & facts They live in the country.	temporary situations He's working late this week.
habits/routines He goes swimming every morning.	actions happening now/ around the time of speaking She's watching TV at the moment

Stative Verbs

Stative verbs are verbs which describe a state rather than an action, and do not usually have a continuous form.

These are:

- verbs of the senses (appear, feel, hear, look, see, smell, sound, taste etc). This jumper feels soft.
- verbs of perception (believe, forget, know, understand, etc).
 I don't understand the question.
- verbs which express feelings and emotions (desire, enjoy, hate, like, love, prefer, want, etc).
 I like playing football.
- other verbs: belong, contain, cost, fit, have, keep, need, owe, own, etc. This dress costs £100.

Some of these verbs can be used in continuous tenses, but with a difference in meaning.

PRESENT SIMPLE	PRESENT CONTINUOUS
I think he's tired. (= believe)	I am thinking of eating a salad. (= am considering)
He has a sports car. (= owns, possesses)	I am having lunch. (= eating) She is having a break. (= taking)
I can see the park from my room. (= it is visible) I see what your point is. (= understand)	He's seeing his dentist tomorrow. (= meeting)
This coffee tastes sweet. (= it is/has the flavour of)	Tom is tasting the sauce to see if it has enough pepper. (= is trying)
These flowers smell nice. (= have the aroma)	The cat is smelling its food. (= is sniffing)
You appear to be angry. (= seem)	Liz is appearing in London this week. (= is performing)
The red dress fits you perfectly. (= is the right size)	They are fitting air conditioners in every room. (= are installing)
The Millers are very nice people. (= that's their nature)	The children are being very noisy today. (= are behaving)
You look sad. (= you appear to be)	We are looking for cheap flights to Egypt. (= we are searching for)

Note: The verb *enjoy* can be used in continuous tenses to express a **specific preference**. *I really enjoy eating out*. (general preference)

BUT

I'm enjoying a nice dinner at home. (specific preference)
The verbs look (when we refer to somebody's appearance), feel (when we experience a particular emotion), hurt and ache can be used in simple or continuous tenses with no difference in meaning.

Beth looks very elegant tonight. = Beth is looking very elegant tonight.

Past Simple

Form

The **past simple** affirmative of regular verbs is formed by adding **-ed** to the verb. Some verbs have an irregular past form (see list of Irregular Verbs).

AFFIRMATIVE

I/You/He/She/It/We/They stayed/ran.

NEGATIVE	
Long Form	Short Form
I/You did not stay/run. He/She/It did not stay/run. We/You/They did not stay/run.	I/You didn't stay/run. He/She/It didn't stay/run We/You/They didn't stay/run.

INTERROGATIVE	SHORT ANSWERS
Did I/you/he/she/it/we/	Yes, I/you/he/she/it/we/they did.
they stay/run?	No, I/you/he/she/it/we/they didn't.

Spelling

- We add -d to verbs ending in -e. I live I lived
- For verbs ending in consonant + y, we drop the -y and add -ied. | try - | tried
- For verbs ending in vowel + y, we add -ed. lenjoy lenjoyed
- For verbs ending in one stressed vowel between two consonants, we double the last consonant and add
 -ed. Ladmit - Ladmitted

Use

We use the **past simple** for:

- actions which happened at a specific time in the past.
 Sue came home at 7 pm. (When? At 7 pm)
- past habits. Mum often took me to the park when I was little.
- past actions which happened one immediately after the other. Brad, had breakfast, read the morning paper, and left for work.
- past actions which won't take place again. Thomas Edison invented the light bulb.

Time expressions used with the past simple: yesterday, yesterday morning/evening etc, last night/week, etc, two weeks/a month ago, in 2010, etc.

Present Perfect

Form: have/has + past participle

AFFIRMATIVE	NEGATIVE
I/You/We/They've left.	I/You/We/They haven't left.
He/She/It's left.	He/She/It hasn't left.

INTERROGATIVE	SHORT ANSWERS
Have I/you/we/they left?	Yes, I/you/we/they have. No, I/you/we/they haven't.
Has he/she/it left?	Yes, he/she/it has. No, he/she/it hasn't.

Use

We use the present perfect:

for actions which started in the past and continue up to the present especially with stative verbs such as be, have, like, know etc. He has lived in London for ten years.
 (= He moved to London ten years ago and he's still living there.)

- to talk about a past action which has a visible result in the present. Someone has crashed into my car and it has a big dent in the door.
- for actions which happened at an unstated time in the past. The action is more important than the time it happened. She has quit her job. (When? We don't know; it's not important.)
- with today, this morning/afternoon/week, so far, etc when these periods of time are not finished at the time of speaking. Nathan has called you three times today. (The time period – today – is not over yet. He may call again.)
- for recently completed actions. Mum has just served lunch. (The action is complete. The dinner is now served.)
- for personal experiences/changes which have happened.
 I have never done anything as exciting.

Time expressions used with the present perfect: just, already, yet, for, since, ever, never, etc.

Have gone (to)/Have been (to)/Have been in

- Lisa has gone to the shop. (She's on her way to the shop or she's there now. She hasn't come back yet.)
- Linda has been to Italy. (She went to Italy but she isn't there now. She's come back.)
- We have been in Moscow for three weeks. (We are in Moscow now.)

Present Perfect Continuous

Form: have/has + been + verb -ing

NEGATIVE	
l/You/We/They have/'ve	I/You/We/They have not/
been working.	haven't been working.
He/She/It has/'s been	He/She/It has not/hasn't
working.	been working.

INTERROGATIVE	SHORT ANSWERS
Have I/you/we/they been working? Has he/she/it been working?	Yes, I/you/we/they have. No, I/you/we/they haven't. Yes, he/she/it has. No, he/she/it hasn't.

Use

We use the present perfect continuous:

- to place emphasis on the duration of an action which started in the past and continues up to the present.
 She has been waiting for Laura for over an hour.
- for an action that started in the past and lasted for some time. It may still be continuing, or have finished, but it has left a visible result in the present.
 It has been raining all day and the streets are flooded.

Time expressions used with the present perfect continuous: since, for, how long (to place emphasis on duration)

Present Perfect vs Past Simple

PRESENT PERFECT	PAST SIMPLE
an unstated time in the past	an action which happened at a stated time in the past Sarah went to Russia last year. (When? Last year. The time is mentioned.)
past and is still continuing in	an action which started and finished in the past He worked in a bank for three years. (He doesn't work in a bank anymore.)

Past Continuous

AFFIRMATIVE	NEGATIVE
	I/He/She/It wasn't walking. We/You/They weren't walking.

INTERROGATIVE	SHORT ANSWERS
Was I/he/she/it walking?	Yes, I/he/she/it was. No, I/he/she/it wasn't.
Were we/you/they walking?	Yes, we/you/they were. No, we/you/they weren't.

We use the past continuous for:

- an action which was in progress at a stated time in the past. We do not know when the action started or finished. Tom was watching a film at 9 pm last night.
- a past action which was in progress when another action interrupted it. We use the past continuous for the action in progress (longer action) and the simple past for the action which interrupted it (shorter action).
 He was sleeping when the earthquake started.
- two or more actions which were happening at the same time in the past (simultaneous actions).
 We were taking notes while the teacher was talking.
- to give background information in a story. The sun was shining and the birds were singing when Emma got up that morning.

Time expressions used with the *past continuous***:** while, when, as, all day/night/morning, yesterday, etc.

Past Simple vs Past Continuous

PAST SIMPLE	PAST CONTINUOUS
actions which happened at a stated time in the past The earthquake happened at 4:30 pm.	actions in progress at a stated time in the past He was watching TV at 8 in the evening.
actions which happened one after the other in the past They paid the bill and left the café.	two or more actions which were happening at the same time in the past Peter was sleeping while Ann was watching TV.

Used to/Would/Past Simple

AFFIRMATIVE	I, You, He/She/It, We, They used to play tennis.
NEGATIVE	I, You, He/She/It, We, They didn't use to play tennis.
INTERROGATIVE	Did I, you, he/she/it, we, they use to play tennis?
SHORT ANSWERS	Yes, I, You, he/she/it, we, they did.
	No, I, You, he/she/it, we, they didn't.

Note: be/get used to + -ing form/noun/pronoun (= be/get accustomed to): habitual action

He isn't used to driving on busy roads.

We're getting used to the big city.

- We use used to/past simple to talk about past habits or actions that happened regularly in the past, but they no longer happen. He used to drive/drove to work. (He doesn't do that any more.)
- We use would/used to for repeated actions or routines in the past. We don't use would with stative verbs. She used to wake up/would wake up early every day. BUT She used to have long hair. (NOT: He would have long hair.)
- We use the past simple for an action that happened at a definite time in the past. He went to work early yesterday. (NOT: He used to go to work yesterday.)

Past Perfect

Form: subject + had + past participle

AFFIRMATIVE	NEGATIVE	
l/You/He, etc had eaten.	I/You/He, etc had not/hadn eaten.	
INTERROGATIVE	SHORT ANSWERS	
Had I/you/he, etc. eaten?	Yes, I/you/he, etc. had. No, I/you/he, etc. hadn't.	

We use the past perfect:

- for an action which finished before another past action or before a stated time in the past. The children had finished all their chores before their mother got home. (past perfect: had finished before another past action: got home) The meeting had ended by 11 o'clock. (before stated time in the past: by 11 o'clock)
- for an action which finished in the past and whose result was visible at a later point in the past. He had missed his bus so he was really late.

Time expressions used with the past perfect: before, after, already, just, for, since, till/until, when, by the time, never etc.

Past Perfect Continuous

Form: subject + had + been + main verb -ing

AFFIRMATIVE	
I/You/He/She/It/We/They had been playing.	

NE NE	GATIVE
I/You/He/She/It/We/They ha	d not/hadn't been playing.
INTERROGATIVE	SHORT ANSWERS
Had I/you/he, etc. been	Yes, I/you/he/she/it/we/they had.

No, I/you/he/she/it/we/they

We use the past perfect continuous:

playing?

- to put emphasis on the duration of an action which started and finished in the past, before another action or stated time in the past, usually with for or since.
 - I had been looking for my camera for half an hour, when I remembered I had loaned it to a friend.

hadn't.

 for an action which lasted for some time in the past and whose result was visible in the past. They had been walking around the town all day and they were tired.

Time expressions used with the past perfect continuous: for, since, how long, before, until, etc.

Comparatives/Superlatives

- We use the comparative to compare one person or thing with another. We use the superlative to compare one person or thing with the others of the same group. This box is heavier than that one. It's the heaviest of all.
- We often use than after a comparative. Ben is younger than Jim.
- We normally use the before a superlative. We can use in or of after superlatives. We often use in with places.
 I think Ben Stiller is the funniest of all actors.
 This is the biggest park in our city.

Formation of comparatives and superlatives Adjectives

 With one-syllable adjectives, we add -(e)r to form the comparative and -(e)st to form the superlative.
 old - older - the oldest

Note: For one-syllable adjectives ending in **vowel + consonant**, we double the consonant. sad – sadder – the saddest

 With two-syllable adjectives, we form the comparative with more + adjective and the superlative with most + adjective. famous - more famous - the most famous

Note: For two-syllable adjectives ending in consonant + y, we replace -y with -i and add -er/-est.

happy - happier - the happiest

 With adjectives having more than two syllables, comparatives and superlatives are formed with more/the most interesting – more interesting – the most interesting

Note: clever, common, cruel, friendly, gentle, narrow, pleasant, polite, quiet, shallow, simple, stupid form their comparatives and superlatives either with -er/-est or with more/the most. simple – simpler/more simple – the simplest/the most simple

Adverbs

With adverbs that have **the same form** as their adjectives (hard, fast, free, late, high, low, deep, long, near, straight), we add **-er/-est**. fast - faster - the fastest

 Adverbs formed by adding -ly to the adjective take more in the comparative and most in the superlative form. slowly - more slowly - the most slowly

NEGATIVE		
Adjective/Adverb	Comparative	Superlative
good/well	better	best
much/many	more	most
far	farther/further	farthest/furthest
bad/badly	worse	worst
little	less	least

Note: We can use *elder/eldest* for people in the same family.

Her *elder/eldest* sister is a doctor.

Study the examples:

- very + adjective/adverb: Jason is a very kind man.
- much + comparative form of adjective/adverb: Liz is much taller than her sister.
- (not) as + adjective/adverb + as: Their house is as big as ours. Lions aren't as fast as cheetahs.
- a bit/a little/far/slightly + comparative form of adjective/ adverb: I feel a bit better now that I've had some rest.
- by far + superlative form of adjective/adverb: Stephen is by far the kindest person I've ever met.

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. This painting is as impressive as that one. Ken isn't as kind as his sister.
- less + adjective + than (expresses the difference between two people or things). The opposite is more ... than. Today is less cold than yesterday.
- 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. He is the least friendly person in the office.
- comparative + and + comparative (to show that something is increasing or decreasing). Alex is trying harder and harder to improve his grades.
- the + comparative ..., the + comparative (shows that two things change together, or that one thing depends on another thing). The more he exercised, the fitter he became.
- twice/three times as + adjective + as. His new house is twice as big as his old flat.

Linking Words

Linking words show the logical relationship between sentences or parts of a sentence.

Positive Addition

and, both ... and, too, besides (this/that), moreover, what is more, in addition (to), also, as well (as this/that), furthermore, etc. She is both creative and imaginative.

Negative Addition

neither ... nor, nor, neither, either Neither Mum nor Dad can use a computer.

Contrast

but, although, in spite of, despite, while, whereas, even though, on the other hand, however, yet, still, etc. Beth is hardworking, but not very social.

Giving Examples

such as, like, for example, for instance, especially, in particular, etc. – I like all James Bond films, especially 'Never Say Never Again'.

Cause/Reason

as, because, because of, since, for this reason, due to, so, as a result (of), etc. They were late because their car broke down.

Condition

if, whether, only if, in case (of), provided (that), providing (that), unless, as/so long as, otherwise, or (else), on condition (that), etc. I'll lend you my car provided you drive carefully.

Purpose

to, so that, so as (not) to, in order (not) to, in order that, etc. I went to bed early so that I wouldn't be tired during the exam.

Effect/Result

such/so ... that, so, consequently, as a result, therefore, for this reason, etc. It snowed all day, therefore we didn't go out of the house.

Time

when, whenever, as, as soon as, while, before, until/till, after, since, etc. I'll leave when I'm ready.

Place

where, wherever I'd like to live in a place where it's quiet and remote.

Exception

except (for), apart from Everyone attended the meeting, **apart from** Dennis.

Relatives

who, whom, whose, which, what, that The woman over there is the one who lives across the street.

Listing Points/Events

To begin: initially, first, at first, firstly, to start/begin with, first of all, etc. First, heat the oil.

To continue: secondly, after this/that, second, afterwards, then, next, etc.

Then, pour the ingredients into the hot oil.

To conclude: **finally**, **lastly**, **in the end**, **at last**, **eventually**, etc. **Finally**, serve the food.

Summarising

in conclusion, in summary, to sum up, on the whole, all in all, altogether, in short, etc. All in all, I enjoyed the film, although I found the plot hard to follow at times.

MODULE 2

Future Simple

Form: subject + will + main verb

AFFIRMATIVE	NEGATIVE
l/You/He/She/lt/We/They will/'ll leave.	I/You/He/She/It/We/They will not/won't leave.

INTERROGATIVE	SHORT ANSWERS
Will I/you/he/she/ it/we/they leave?	Yes, I/you/he/she/it/we/they will. No, I/you/he/she/it/we/they won't.

Use

We use the future simple:

- for on-the-spot decisions. I like these shoes. I'll buy them.
- for future predictions based on what we believe or imagine will happen. (usually with the verbs: hope, think, believe, expect, imagine etc; with the expressions: I'm sure, I'm afraid, etc; with the adverbs: probably, perhaps, etc.) I think they will be able to solve the problem. Perhaps Frank will change his mind about it.
- for promises. (usually with the verbs promise/swear etc.) I promise I'll take you to the museum tomorrow., threats Lie to me again and it will be the end of our friendship., warnings Drive more carefully or you'll have an accident., hopes He hopes they will choose him for the job., offers I'll make you some coffee.
- for actions/events/situations which will definitely happen in the future and which we cannot control. It will be spring soon.

Time expressions used with the *future simple*: tomorrow, the day after tomorrow, next week/month/year, tonight, soon, in a week/month/year, etc.

Be going to

Form: subject + verb to be (am/is/are) + going to + bare infinitive of the main verb

AFFIRMATIVE	l am He/She/It is We/You/They are	going to eat.
NEGATIVE	I am not He/She/It is not We/You/they are not	going to eat.
INTERROGATIVE	Am I Is he/she/it Are we/you/they	going to eat?
SHORT ANSWERS	Yes, I am./No, I'm not. Yes, he/she/it is./No, he/she/it isn't. Yes, we/you/they are./ No, we/you/they aren't.	

Use

We use be going to:

- to talk about our future plans and intentions. She is going to travel abroad next month. (She's planning to ...)
- to make predictions based on what we see or know.
 Look out! You're going to fall into the pool.

Present Simple/Present Continuous (future meaning)

- We can use the present simple to talk about schedules or timetables. His plane lands at 8:00 am.
- We use the present continuous for fixed arrangements in the near future. Ann is coming to dinner tonight, I invited her last week.

Future Continuous

Form: subject + will + be + verb -ing

AFFIRMATIVE	NEGATIVE
I/You/He/She/It/We/They will be sleeping.	I/You/He/She/It/We/They will not/won't be sleeping.

INTERROGATIVE	SHORT ANSWERS
Will I/you/he/she/it/	Yes, I/you/he/she/it/we/they will. No, I/you/he/she/it/we/they won't.

We use the future continuous:

- for actions which will be in progress at a stated future time.
 - This time on Friday I'll be driving my new car.
- when we ask politely about someone's plans for the near future.
 - Will you be using your laptop today? I'd like to borrow it.

Future Perfect

Form: will + have + past participle of the main verb

AFFIRMATIVE	NEGATIVE
l/You/He/She/It/We/They will/ 'Il have left.	I/You/He/She/It/We/They will not/won't have left.

INTERROGATIVE	SHORT ANSWERS
	Yes, I/you/he/she/it/we/they will. No, I/you/he/she/it/we/they won't.

We use the **future perfect** for actions that **will have finished** before a stated time in the future.

She **will have moved** house by the end of the week.

Future Perfect Continuous

Form: will + have been + main verb + -ing

AFFIRMATIVE	NEGATIVE
I/You/He/She/It/We/They will/ 'Il have been studying.	I/You/He/She/It/We/They will not/won't have been studying.

INTERROGATIVE	SHORT ANSWERS
Will I/you/he/she/it/ we/they have been studying?	Yes, I/you/he/she/it/we/they will. No, I/you/he/she/it/we/they won't.

We use the **future perfect continuous** to emphasise the duration of an action up to a certain time in the future. The **future perfect continuous** is often used with: **by ... for ...**. By the time he retires, he will have been teaching for twenty years.

Time expressions used with the future perfect and the future perfect continuous: before, by, by then, by the time, until/till (only in negative sentences), etc.

-ing form

The -ing form is used:

- as a noun. Dancing is an enjoyable activity.
- after certain verbs: admit, appreciate, avoid, consider, continue, deny, go (for activities), imagine, mind, miss, quit, save, suggest, practice, prevent. Have you considered buying a car?
- after love, like, enjoy, prefer, dislike, hate to express general preference. She prefers walking to work. BUT for a specific preference (would like/would prefer/would love) we use toinfinitive. She would prefer to take the bus to work today.
- 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 arguing with him.
- after spend, waste, or lose (time, money, etc).
 He spends two hours exercising every day.
- 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 doing sth else).
 He's looking forward to starting his new job.
- after other prepositions. He was nervous about meeting his future in-laws.
- after the verbs hear, notice, see, watch to express an incomplete action, an action in progress or a long action. I heard them talking about the surprise party when I walked into the room. (I heard part of the conversation.)
 BUT hear, listen, see, watch + infinitive without to express a complete action, something one saw from beginning to end. She watched him get in his car and drive away. (She watched the whole action.)

FORMS OF THE -ING FORM				
	Active Voice	Passive Voice		
Present	doing	being done		
Perfect	having done	having been done		

Infinitive

The to-infinitive is used:

- to express purpose. He's joined a gym to get into shape.
- after certain verbs that refer to the future (agree, appear, decide, expect, hope, plan, promise, refuse, etc). She agreed to help them.
- after would like, would prefer, would love, etc to express a specific preference. We would like to visit the most popular sights.
- after adjectives which describe feelings/emotions (happy, glad, sad, etc), express willingness/unwillingness (eager, reluctant, willing, etc) or refer to a person's character (clever, kind, etc); and the adjectives lucky and fortunate. It was kind of you to lend us your car.
- after too/enough. Are you old enough to drive?
- in the expressions to tell you the truth, to be honest, to sum up, to begin with, etc. To be honest, I forgot it was your birthday today.
- after be + the first/second, etc, next/last/best, etc. Pete was the first to congratulate me on my promotion.

FORMS OF THE INFINITIVE				
	Active Voice	Passive Voice		
Present	(to) write	(to) be written		
Present Continuous	(to) be writing	_		
Perfect	(to) have written	(to) have been written		
Perfect Continuous	(to) have been writing	_		

Forms of the infinitive corresponding to verb tenses

present simple/will → present infinitive

present continuous/future continuous → **present continuous infinitive**

past simple/present perfect/past perfect/future perfect → perfect infinitive

past continuous/present perfect continuous/past perfect continuous/future perfect continuous → present perfect continuous

The infinitive without to (bare infinitive) is used:

- after modal verbs. They might go to Rome.
- after the verbs let, make, see, hear and feel. They made him leave the room.
 - **BUT** we use the to-infinitive after **be made**, **be heard**, **be seen**, etc (passive form). He was made to leave the room.
- after had better and would rather. I would rather have a sandwich for lunch.
- help can be followed by the to-infinitive, but in American English it is normally followed by the infinitive without to.
 She helped me (to) put away the dishes.

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 to do sth She forgot to pick up the dry cleaning.
- forget + -ing form = not recall sth I'll never forget travelling abroad for the first time.
- remember + infinitive = not forget to do sth Did you remember to bring me my CD?
- remember + -ing form = recall sth / remember telling you about the party yesterday.
- mean + to-infinitive = intend to He didn't mean to insult you.
- mean + -ing form = involve Getting a second job means having less free time.
- regret + to-infinitive = be sorry to (normally used in the present simple with verbs such as say, tell, inform) | regret to inform you that your application was rejected.
- regret + -ing form = feel sorry about He regrets dropping out of college.
- try + to-infinitive = attempt, do one's best I tried to tell him the truth, but he wouldn't listen.
- try + -ing form = do something as an experiment If you can't sleep, try drinking some warm milk.

- stop + to-infinitive = stop temporarily in order to do something else While he was jogging, he stopped to tie his shoelaces.
- stop + -ing form = finish doing something Mr Jones stopped working at the age of 65.

MODULE 3

Modals

Can/could, may/might, must/have to, ought to, shall/should, will/would:

- don't take -s, -ing or -ed suffixes.
- are followed by the bare infinitive (infinitive without to).
- come before the subject in questions and are followed by not in negations.
- don't have tenses in the normal sense. When followed by a
 present bare infinitive, they refer to an incomplete action
 or state (i.e. present or future). You should tell them the truth.
 When followed by a perfect bare infinitive, they refer to a
 complete action or state. You should have told them the truth.

Note how the forms of the infinitive are formed:

Present: (to) go

Present continuous: (to) be going

Perfect: (to) have gone

Perfect continuous: (to) have been going

Obligation/Duty/Necessity (must, have to, should/ought to)

- Must expresses duty/strong obligation to do sth, and shows that sth is essential. We generally use must when the speaker has decided that sth is necessary (i.e. subjective). If you witness an accident, you must report it to the police. You must apologise to her for being so rude. (It is your duty./You are obliged to do sth.)
- Have to expresses strong necessity/obligation. We
 usually use have to when somebody other than the speaker
 has decided that sth is necessary (i.e. objective). Mum says
 that we have to walk the dog every day. (It's necessary.)
- Had to is the past form of both must and have to.
- Should/Ought to express duty, weak obligation.
 You should help your little brother with his homework. (It's your duty. less emphatic than must)

Absence of necessity (don't have to/don't need to, needn't)

- Don't have to/Don't need to/Needn't: It isn't necessary to
 do sth in the present/future. You don't have to work late
 today. She doesn't need to dress formally for the party. He
 needn't water the garden today.
- Didn't need to/Didn't have to: It wasn't necessary to do sth.
 We don't know if it was done or not. They didn't have to confirm their reservation. (We don't know if they confirmed it.)

Permission/Prohibition (can, may, mustn't, can't)

- Can/May are used to ask for/give permission. May is more formal than can. Can/May I ask you something? Yes, you can/may. (Is it OK if ...?)
- Mustn't/Can't: It is forbidden to do sth; it is against the rules/law; you are not allowed to do sth. You mustn't/ can't drive without wearing your seatbelt.

Possibility (can, could)

- Can + present infinitive: General/theoretical possibility.
 Not usually used for a specific situation. Our teacher can be quite strict. (general possibility it is theoretically possible)
- Could/May/Might + present infinitive: Possibility in a specific situation. We might go out in the afternoon, so come in the morning. (It is possible./It is likely./Perhaps.)

Note: We can use *can/could/might* in questions but **not** *may*. Who *could* I ask for professional advice?

 Could/Might/Would + perfect infinitive refer to sth in the past that was possible but didn't happen. I would have gone to the beach with them, but I was too busy.

Ability/Inability (can, could, was able to)

- Can('t) expresses (in)ability in the present/future. She can run very fast. (She is able to ...)
- Could expresses general repeated ability in the past. He could work very long hours before he retired. (He was able to ...)
- Was(n't) able to expresses (in)ability on a specific occasion in the past. He was(n't) able to fix his computer. (He (didn't) manage to ...)
- Couldn't may be used to express any kind of inability in the past, repeated or specific. Emma couldn't cook when she was a teen. (past repeated action) Emma couldn't/wasn't able to cook yesterday, because her stove wasn't working. (past single action)

Offers/Suggestions (can, would, shall, could)

- Can: Can I help you with something? (Would you like me to ...?)
- Would: Would you like to sit down? (Do you want to ...?)
- Shall: Shall I return these books to the library for you? (Would you like me to ...?/Do you want me to ...?)
- Can/Could: We can go mountain climbing. You could take out a loan. (Let's ...)

Probability (will, should/ought to)

- Will: He will get a promotion. (100% certain)
- Should/Ought to: They should/ought to replace your faulty MP3 player. (90% certain; future only; it's probable)

Advice (should, ought to, shall)

- Should: general advice You should take up a hobby. (It's my advice./I advise you to ...)
- Ought to: general advice You ought to be on time for work.
 (It's a good thing/idea to do.)
- Shall: asking for advice Shall | cut my hair short? (Do you think it's a good idea to ...?)

Logical Assumptions/Deductions (must, may/might, can't)

- Must = almost certain that this is/was true This diamond ring must be very expensive. Jim isn't home; he must have left for football practice. (I'm sure/certain that sth is true.)
- Can't/Couldn't = almost certain that this is/was impossible
 This can't be Joe's car; he sold his a month ago. She couldn't have
 made this delicious cake; she's hopeless at baking. (I'm sure
 that sth isn't true, real, etc.)

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. He can't play the piano.	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) She couldn't/wasn't able to write fast when she was five (past repeated action) She couldn't/wasn't able to reach him on the phone. (past single action)		
possibility	She could be late. (50% certain; it's possible she 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) His new book is bound to be a best-seller. (it is very possible) David is likely to fly to Rome. (90% certain)	We could have been injured (luckily we weren't) Mary may have fallen asleep. (perhaps she has)		
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)	She should have called by now. (She has probably called.) 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 has completed the race.) She can't have lost her keys again. (negative; I'm sure she didn't lose her keys.)		
permission	You can/are allowed to go out tonight. (giving permission; informal) You can't have friends over tonight. (refusing permission) Could I go out? (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)	(general permission) I was allowed to go out alone last night. (permission for one particular action) I wasn't allowed to/couldn't use my dad's car. (no difference in meaning)		
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) We ought to respect the elderly. (it's necessary)	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)		

USE	Summary of Functions of PRESENT / FUTURE	PAST
advice	You should avoid fatty food. (general advice; I advise you) You ought to drive carefully. (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)
criticism	He could at least be more polite. They should tell us. You ought to be more careful.	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 drink more water. (I need to; I say so) I have to drink more water. (I am obliged to; my doctor said so) We ought to help the poor. (It's the right thing to do, but we don't always do it)	1 P
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)	_
suggestions	Shall we have a snack? I/We can always order a takeaway. We could go to the cinema. Why don't you take up a sport?	She could have told me.
prohibition	You can't enter the lab. (you aren't allowed to) You mustn't talk in class. (it's forbidden) You may not use the list. (formal)	They couldn't enter the lab. (they weren't allowed to) —
duty	We must attend the meeting. People ought to respect each other. (It's the right thing to do, but people don't do it.) He is supposed to do the shopping today. (It is his responsibility)	We had to attend the meeting. She ought to have told me the truth. (It was the right thing to do but she didn't always do it.) You were supposed to call Mr Jones.

MODULE 4

The passive

Form: We form the passive with the verb to be in the appropriate tense and the past participle of the main verb.

Read the table:

	ACTIVE	PASSIVE
Present Simple	ent Simple Ben plants trees.	
Present Continuous	Ben is planting a tree.	A tree is being planted by Ben.
Past Simple	Ben planted a tree.	A tree was planted by Ben.
Past Continuous	Ben was planting a tree.	A tree was being planted by Ben.
Present Perfect Simple	Ben has planted a tree.	A tree has been planted by Ben.
Past Perfect Simple	Ben had planted a tree.	A tree had been planted by Ben.
Future Simple	Ben will plant a tree.	A tree will be planted by Ben.
Future Perfect	Ben will have planted a tree.	A tree will have been planted by Ben.
Infinitive	Ben has to plant a tree.	A tree has to be planted by Ben.
Modal Verbs	Ben might plant a tree.	A tree might be planted by Ben.

We use the passive:

 when the person/people doing the action is/are unknown, unimportant, or obvious from the context.

The vase was broken. (We don't know who broke it). The package will be delivered today. (Who will deliver it is unimportant).

Our exam papers have been corrected. (It's obvious that the teacher has corrected our exam papers).

- when the action itself is more important than the person/ people doing it, as in news headlines, newspaper articles, formal notices, advertisements, instructions, processes, etc. Cell phones must be turned off during the examination.
- 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.

They were cheated out of their money.

· to emphasise the agent.

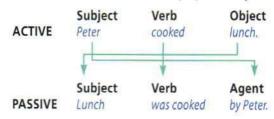
The announcement was made by the Prime Minister himself.

to make statements more formal or polite.
 My book has been torn. (More polite than saying "You tore my book.")

Changing from the active to the passive:

- The object of the active sentence becomes the subject in the passive sentence.
- The active verb remains in the same tense but changes into passive form.

 The subject of the active sentence becomes the agent, and is either introduced with the preposition by or is omitted.



 Only transitive verbs (verbs that take an object) can be changed into the passive.

A house collapsed in the earthquake. (intransitive verb; no passive form.)

Note: Some transitive verbs (have, fit (= be the right size), suit, resemble, etc) cannot be changed into the passive. The blue shirt suits you. (NOT: You are suited by the blue shirt.)

Let becomes be allowed to in the passive.
 They let us leave early. – We were allowed to leave early.

 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.

The window got smashed in the storm.

By + agent is used to say who or what carries out an action. With + instrument/material/ingredient is used to say what the agent used.

This sculpture was created by a young artist. It was made with recycled materials.

- The agent can be omitted when the subject is they, he, someone/somebody, people, one, etc.
 A lot of money was raised for the charity. (= They raised a lot
 - of money for the charity.)

 The agent is not omitted when it is a specific or important person, or when it is essential to the meaning

Comedies are enjoyed by people of all ages.

of the sentence.

- With verbs which can take two objects, such as bring, tell, send, show, teach, promise, sell, read, offer, give, lend, etc, we can form two different passive sentences.
 She sent me an email. (active) I was sent an email. (passive, more common) An email was sent to me. (passive, less common)
- In passive questions with who, whom, or which we do not omit by.

Who wrote this song? Who was this song written by?

 The verbs hear, help, see, and make are followed by a bare infinitive in the active, but a to-infinitive in the passive. Mum made me hoover the rug. (active)
 I was made to hoover the rug. (passive)

Impersonal/Personal Passive Constructions

 The verbs believe, consider, expect, know, report, say, think, etc have both personal and impersonal constructions in the passive.

active: People expect that he will win the contest.
passive: It is expected that he will win the contest.

(impersonal construction)

He is expected to win the contest. (personal

construction)

They say that he lost all his money. active:

passive: It is said that he lost all his money. (impersonal

construction)

He is said to have lost all his money. (personal

construction)

Reflexive/Emphatic Pronouns

I - myself, you - yourself, he - himself, she - herself, it itself, we - ourselves, you - yourselves, they - themselves

We use reflexive pronouns:

- with verbs such as behave, burn, cut, enjoy, hurt, introduce. kill, look at, teach etc, or with prepositions when the subject and the object of the verb are the same person. He (subject) introduced himself (object) to everyone in the room.
- in the following expressions: enjoy yourself (have a good time), behave yourself (be good), help yourself (you are welcome to take something if you want). Help yourself to some cookies: I've made a fresh batch.

We use emphatic pronouns:

- with the preposition by when we mean alone/without company or without help (on one's own).
 - He lifted the heavy couch by himself/on his own.
- to emphasise the subject or the object of a sentence. Cindy drew this picture herself. (Cindy drew the picture. No one else drew it.)
 - Bob was congratulated by the president himself. (The president congratulated Bob, not someone else.)
- Notes: We do not normally use reflexive pronouns with the verbs concentrate, feel, meet, and relax. If you don't feel well, go home. (NOT: If you don't feel yourself well go home.)
 - · Reflexive pronouns are used with the verbs dress, wash, and shave when we want to show that someone did something with a lot of effort. Despite having a broken arm, Ron managed to dress himself.

Conditionals: types 0/1/2/3

Conditional clauses consist of two parts: the if-clause (hypothesis) and the main clause (result).

When the if-clause comes before the main clause, the two clauses are separated with a comma. If I go to Paris, I will send you a postcard. - I will send you a postcard if I go to Paris.

	IF-CLAUSE (hypothesis)	MAIN CLAUSI (result)			
0 conditional general truth or	if/when + present simple	present simple			
scientific fact	If you drop ice in water, it floats.				
1st conditional real, likely to happen in the	if + present simple	simple future, imperative, can/ must/may, etc + bare infinitive			
present/future	If it rains, we will stay home.				

2nd conditional • unreal/ imaginary	if + past simple	would/could/ might + bare infinitive
situation in the present/ future • advice	every day. BUT I d	h, I would go swimming don't live by the beach. esent). If I were you, I ose lies.
3rd conditional • imaginary	if + past perfect	would/could/ might have + past participle
situation in the past regrets criticism	If you had booked tickets, we wouldn have stayed home. (but you didn't) If you had been honest from the start, nor of this would have happened.	

- We can use were instead of was for all persons in the ifclause of Type 2 conditionals.
 - If he weren't/wasn't so stressed all the time, he would enjoy life
- With Type 1 conditionals we can use unless + affirmative verb or if + negative verb.
 - They will not hire you unless you have great experience. (They will not hire you if you don't have great experience.)
- We use **if** to show that something **might** happen, whereas we use when to show that something will definitely

If you leave, I'll leave too. (You might leave.) When you leave, I'll leave too. (You will definitely leave.)

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	Type 3
If he ran fast, he would have w	on the race.
IF-CLAUSE	MAIN CLAUSE

IF-CLAUSE	MAIN CLAUSE
Type 3	Type 2
If he had invited me, I would go	to his party tonight.

Wishes

We can use wish/if only to express a wish.

WISH/ IF ONLY		USE
+ past simple/ past continuous	He wishes he was/ were on holiday now. (but he isn't) If only the bus wasn't/ weren't running so late. (but it is)	to say that we would like something to be different about a present situation

WISH/ IF ONLY		USE
+ past perfect	I wish I had helped them. (but I didn't) If only I hadn't bought this car. (but I did)	to express regret about something which happened or didn't happen in the past
+ subject + would + bare infinitive	I wish you would stop asking questions all the time. If only dad would allow me to stay out later.	to express: a polite imperative a desire for a situation or person's behaviour to change

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 weren't/wasn't so tired.

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 apologise.
- wish/If only
 I wish he were more careful.
- 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 an expert.
- It's (about/high) time ...
 It's time they moved abroad.

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 | hadn't lost my purse.
- 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 looked as if he had seen a ghost.

had better = should

- I had better + present bare infinitive (for present/ future reference)
 You'd better go to the dentist.
- It would have been better if + Past Perfect (for past reference)
 It would have been better if you had 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 purse I liked.
- 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 tried harder.
 - I'd rather you had played better.

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 qo camping rather than qo to a resort.
- would rather + bare infinitive + than + bare infinitive I'd rather visit my friends than call them.

MODULE 5

Reported speech

Direct speech is the exact words someone said. We use quotation marks in direct speech.

Reported speech is the exact meaning of what someone said, but not the exact words. We do not use quotation marks in reported speech. The word **that** can either be used or omitted after the introductory verb (say, tell, etc).

Say - Tell

- say + no personal object
 Alex said (that) he was tired.
- say + to + personal object
 Alex said to me (that) he was tired.
- tell + personal object
 Alex told me (that) he was tired.
- we use say + to-infinitive but never say about. We use tell sb, speak/talk about.

Adam **said to meet** him outside the cinema. She **told** us/**spoke/talked about** her future plans.

hello, good morning/afternoon, etc something/
nothing, so, a few words, no more, for certain/sure,
sorry, etc.

the truth, a lie, a story, a secret, a joke, the time, the
difference, one from another, somebody one's name,
somebody the way, somebody so, someone's fortune,
etc.

a question, a favour, the price, about somebody, the

time, around, for something/somebody, etc.

Reported statements

- In reported speech, personal/possessive pronouns and possessive adjectives change according to the meaning of the sentence.
 - Sarah said, "I've lost my keys." (direct statement)
 Sarah said (that) she had lost her keys. (reported statement)
- We can report someone's words either a long time after they were said (out-of-date reporting) or a short time after they were said (up-to-date reporting).

Up-to-date reporting

The tenses can either change or remain the same in reported speech.

Direct speech: Tony said, "I went to the theatre."

Reported speech: Tony said (that) he went/had gone to the

theatre.

Out-of-date reporting

The introductory verb is in the past simple and the tenses change as follows:

DIRECT SPEECH	REPORTED SPEECH
Present	simple → Past simple
"I like cooking."	She said (that) she liked cooking.
Present cont	inuous → Past continuous
"He is reading a book."	He said (that) he was reading a book.
Present p	perfect → Past perfect
"I have changed schools."	She said (that) she had changed schools.
Past simple →	Past simple or Past perfect
"We won the game."	They said (that) they won/had won the game.
	ous → Past continuous or Perfect continuous
"I was surfing the Net."	She said (that) she was surfing/had been surfing the Net.
	Will → Would
"I will close the door."	He said (that) he would close the door.

Tenses do not change in reported speech when:

- the reporting verb (said, told, etc) is in the Present, Future or Present Perfect.
 - "I **need** to take some aspirin," Claire **says**. → Claire **says** (that) she **needs** to take some aspirin.
- the speaker expresses general truths, permanent states or conditions.
 - "The sun **sets** in the west," the teacher said. → The teacher said (that) the sun **sets** in the west.
- the verb of the sentence is in the unreal past (e.g. conditionals type 2 and 3, wishes, it's time, would rather, suppose, as if.)
 - "I wish you **stopped** being so stubborn," Sarah told Michael. → Sarah told Michael (that) she wished he **stopped** being so stubborn.
- there is a past continuous in a clause of time.
 "As I was walking in the street, I saw an an old friend," he said. →
 He said (that) as he was walking in the street, he saw an old friend.

- the sentence expresses something which is believed to be true. In this case the verb tense can either change or remain unchanged.
 - "Dogs have a keen sense of smell," she said. → She said (that) dogs **have/had** a keen sense of smell.
- However, if the sentence expresses something which is not true, then the verb changes.
 - "Paris is the biggest capital in Europe," he said. → He said (that)
 Paris was the biggest capital in Europe.
- Certain words and time expressions change according to the meaning as follows: now → then, immediately; today → that day; yesterday → the day before, the previous day; tomorrow → the next/following day; this week → that week; last week → the week before, the previous week; next week → the week after, the following week; ago → before; here → there

Reported questions

- Reported questions are usually introduced with the verbs ask, inquire, wonder, or the expression want to know.
- When the direct question begins with a question word (who, where, how, when, what, etc), the reported question is introduced with the same question word.

"What did you put in the salad?" he asked. (direct question) He asked what I had put in the salad. (reported question)

- When the direct question begins with an auxiliary (be, do, have) or a modal verb (can, may, etc), then the reported question is introduced with if or whether.
 "Do you like jazz?" he asked her. (direct question)
 - He asked her **if/whether** she liked jazz. (reported question)
- In reported questions, the verb is in the affirmative. The
 question mark and words/expressions such as please, well,
 oh, etc are omitted. The verb tenses, pronouns and time
 expressions change as in statements.

"Can you do the dishes, please?" he asked her. (direct question)
He asked her if she could do the dishes. (reported question)

Indirect questions

Indirect questions are used to ask for advice or information. They are introduced with: Could you tell me ...?, Do you know ...?, I wonder ..., I want to know ..., I doubt ..., etc and the verb is in the affirmative. If the indirect question starts with I want to know ..., I wonder ... or I doubt ..., the question mark is omitted.

Direct question "How far is it to the beach?"

Do you know how far it is to the beach?

Reported commands/requests/ suggestions/orders

 Reported commands/requests/suggestions are introduced with a special introductory verb (advise, ask, beg, suggest, etc) followed by a to-infinitive, an -ing form, or a that-clause, depending on the introductory verb.

"Put your things over there," he told us. → He told us to put our things over there. (command)

"Return to your seat, please," she said. → She asked me to return to my seat. (request)

"Let's go to the movies," he said. → He suggested going to the movies. (suggestion)

"You'd better wear something warmer," she said. → She suggested that I (should) wear something warmer. (suggestion)

 To report orders or instructions, we use the verbs order or tell + sb + (not) to-infinitive.

"Stop talking," she told them. (direct order)

She told them to stop talking. (reported order)

"Don't move," the policeman told the thief. (direct order)

The policeman ordered the thief not to move. (reported order)

Modal verbs in reported speech

Note how the following modal verbs change in reported speech when the reported sentence is out of date. will/shall → would, can → could (present reference)/would be able to (future reference), may → might/could, shall → should (asking for advice/asking for information)/offer (expressing offers), must → must/had to (obligation) (*must remains the same when it expresses possibility or deduction), needn't → didn't need to/didn't have to (present reference)/ wouldn't have to (future reference). Would, could, used to, mustn't, should, might, ought to or had better remain unchanged in reported speech.

DIRECT SPEECH		REPORTED SPEECH
He said, "I will call you later."	→	He said (that) he would call me later.
He said, "I can't do this."	-	He said (that) he couldn't do that. (present)
He said, "I can come next week."	-	He said (that) he would be able to come the following week. (future)
He said, "I may leave early."	-	He said (that) he might leave early.
He said, "Where shall I put this?"	-	He asked me where he should put that. (information)
He said, " Shall I offer to help her?"	-	He asked (me) if he should offer to help her. (advice)
He said, " Shall I help you carry the bags?"	-	He offered to help me carry the bags. (offer)
He said, "You must be here at 10."	-	He said (that) I had to be there at 10. (obligation)
He said, "They must be at work."		He said (that) they must be at work. (deduction)
He said, "He had better tell the truth."	-	He said (that) he had better tell the truth.
He said, "You needn't walk the dog today."	-9.	He said (that) I didn't need to/didn't have to walk the dog that day.
He said, "I needn't go to school tomorrow."	,	He said (that) he wouldn't have to go to school the next/following day. (future)
He said, "I should apologise to her."	→	He said (that) he should apologise to her.

	SPECIAL INTRODUCTORY	D.A.	
Introductory Verb	Direct Speech		Reported Speech
+ to-inf agree demand offer oromise refuse chreaten	"Yes, I'll give you a lift." "Show me some proof!" "Would you like me to make you some coffee?" "I'll come on time." "No, I won't play with you." "Leave or I'll call the police." "I saw her break into the house."	→ → → →	He agreed to give me a lift. He demanded to be shown some proof. He offered to make me some coffee. He promised to come on time. He refused to play with me. He threatened to call the police if I didn't leave. He claimed to have seen her break into the house.
+ sb + to-inf	radiviner breaking the node.		and the second of the second o
advise allow ask beg command encourage forbid instruct invite sb order permit/allow remind urge warn	"You should get more sleep." "You can stay at your friend's." "Please, turn the TV off." "Please, stop making fun of me." "Get out of my office!" "Go ahead, try it." "You mustn't stay out late." "Type in your password." "Would you like to go to the beach with us?" "Go to your room!" "You may sit here." "Don't forget to lock the door." "Be careful." "Don't run around the pool." "I'd like you to take extra lessons."	1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	He advised me to get more sleep. He allowed me to stay at my friend's. He asked me to turn off the TV. He begged me to stop making fun of him. He commanded me to get out of his office. He encouraged me to try it. He forbade me to stay out late. He instructed me to type in my password. He invited me to go to the beach with them. He ordered me to go to my room. He permitted/allowed me to sit there. He reminded me to lock the door. He urged me to be careful. He warned me not to run around the pool. He wanted me to take extra lessons.
ing form accuse sb of apologise for admit (to) boast about complain to sb about deny nsist on suggest +-ing form	"You ruined my jacket!" "I'm sorry I was rude." "Yes, I broke the vase." "I cook better than all of you." "You never take my side." "No, I didn't lie." "You must leave now." "Let's have some juice."	→ → → →	He accused me of ruining/having ruined his jacket He apologised for being/having been rude. He admitted (to) breaking/having broken the vase He boasted about cooking better than all of us. He complained to me about my never taking his sid He denied lying/having lied. He insisted on me/my leaving immediately. He suggested having some juice.
	Let's have some juice.		The suggested having some juice.
+ that-clause agree boast claim complain deny exclaim explain inform sb promise suggest	"Yes, it is a good solution." "I'm an excellent driver." "I came first in the race." "You never do any chores." "I never said that." "It's fantastic!" "It is a very easy recipe." "Your request was rejected." "I'll do the shopping." "You should leave early."	→ → → → →	He agreed that it was a good solution. He boasted that he was an excellent driver. He claimed that he had come first in the race. He complained that I never did any chores. He denied that he had ever said that. He exclaimed that it was fantastic. He explained that it was a very easy recipe. He informed me that my request had been rejected. He promised that he would do the shopping. He suggested that I leave early.
explain to sb + how	"This is how you make an espresso."	->	He explained to me how to make an espresso.
wonder where/what/why/ how + clause (when the subject the introductory verb is not the same as the subject in the reported question) wonder + whether + to-info clause	He asked himself, "Where is Tom?" He asked himself, "What is she doing?" He asked himself, "Why are they here?" He asked himself, "How did she do that?" He asked himself, "Should I hire her?"	→	He wondered where Tom was. He wondered what she was doing. He wondered why they were there. He wondered how she had done that. He wondered whether to hire her.
wonder where/what/how + to inf (when the subject of the infinitive is the same as the subject of the verb)	- He asked himself, "Where should I go?" He asked himself, "What can I eat?" He asked himself, "How can I fix this?"	-	He wondered where to go. He wondered what to eat. He wondered how to fix that.

Causative form

- We use have + object + past participle to say that we have arranged for someone to do something for us. Mr Benson had his house painted. (He didn't paint it himself.)
- Questions and negations in the causative are formed with do/does (present simple) or did (past simple) + have + object + past participle.

When did you have your hair permed?

	ACTIVE	PASSIVE
Present Simple	He paints his house.	He has his house painted.
Present Continuous	He is painting his house.	He is having his house painted .
Past Simple	He painted his house.	He had his house painted.
Past Continuous	He was painting his house.	He was having his house painted .
Present Perfect Simple	He has painted his house.	He has had his house painted .
Past Perfect Simple	He had painted his house.	He had had his house painted .
Future Simple	He will paint his house.	He will have his house painted .
Modals	He should paint his house.	He should have his house painted .
Infinitive	initive He would like to paint his house.	

- Note: We also use the causative form to say that something unpleasant or unexpected happened to somebody. Steven had his laptop stolen last week.
 - We can use get instead of have only in informal conversation. You should get those jeans shortened.
 - Make/Have + object + bare infinitive are used to express that someone causes someone else to do something, but their meaning is slightly different. She made me promise that I wouldn't give away her secret. (She insisted that I promised I wouldn't give away her secret.)

We had the gardener plant some rosebushes. (We asked the gardener to plant some rosebushes.)

 Get + object + to-infinitive shows that someone persuades someone else to do something.
 I got my neighbour to take part in the area's carpooling scheme. (I persuaded my neighbour to do this.)

Quantifiers

	COUNTABLE	UNCOUNTABLE
AFFIRMATIVE	a lot (of)/lots (of)/ (a) few/some	a lot (of)/lots (of)/ (a) little/some
NEGATIVE	(not) many.	(how) much
INTERROGATIVE	not many/any	not much/any

- A lot/lots of are used with both plural countable and uncountable nouns. They are normally used in affirmative sentences. The of is omitted when a lot/lots are not followed by a noun.
 - Are there lots of books in the library? Yes, there are lots.
- Much is used with uncountable nouns and many is used with countable nouns. They are usually used in negative or interrogative sentences. I haven't got much time.
 Are there many paintings in the exhibition?
- How much/many are used in interrogative sentences. Much is used with uncountable nouns and many is used with countable nouns. How much milk do you need?
 How many visitors does she expect?
- A few means not many, but enough. It is used with plural countable nouns. There a few apples in the fridge. I can make an apple pie.
- A little means not much, but enough. It is used with uncountable nouns. He put a little money aside so as to go on holiday this summer.

Note: few/little means hardly any, not enough and can be used with very for emphasis. (Very) few people go to work by bike. We've got (very) little time left. Hurry up!

- A couple of, several, a few, many, both, a (large/great/good) number of are followed by a countable noun. There were several people at the meeting.
- (Too) much, a little, a great/good deal of, a large/small amount/quantity of are followed by an uncountable noun.
 She has made a good deal of progress in her studies.
- A lot of, lots of, hardly any, some, no, plenty of are followed by a countable or uncountable noun.
 She has bought a lot of dresses.
 We've had plenty of rain this year.

Plurals/Irregular Plurals

Nouns are made plural by adding:

-s	to the noun books – book s , pencil – pencil s etc
-es	to nouns ending in -s, -ss, -sh, -ch, -x, -o bus – buses, class – classes, brush – brushes, beach – beaches, box – boxes, tomato – tomatoes
-ies	to nouns ending in a <i>consonant</i> + <i>y</i> story – stories, lady – ladies
-ves	to nouns ending in a -f/-fe leaf – lea ves , thief – thie ves BUT chief – chief s

Note:

- Nouns ending in a vowel + o (video) or double o (zoo) take -s video → videos, zoo → zoos
- Some nouns ending in -o can take either -es or -s.
 mosquito → mosquitoes/mosquitos, volcano →
 volcanoes/volcanos
- Nouns ending in a vowel + y take -s in the plural. monkey → monkeys, boy → boys

Irregular plurals: man - men, woman - women, foot - feet, tooth - teeth, goose - geese, louse - lice, mouse mice, child - children, person - people, sheep - sheep, deer - deer, fish - fish, salmon - salmon, ox oxen, aircraft - aircraft

Countable/Uncountable/Plural Nouns

Countable nouns are nouns which we **can count**. They have a **singular** and **plural** form.

one chair, two chairs, three chairs

- We put a/an before countable nouns in the singular.
 a + consonant sound a hat, a dog
 an + vowel sound an hour, an umbrella
- We put some before countable nouns in the plural.
 There are some people in the living room.

food	cheese, meat, salt, pepper, butter, bread, etc.
liquids	coffee, milk, tea, water, lemonade, etc.
materials	gold, iron, glass, silver, paper, wood, etc.
subjects	History, Chemistry, etc.
sports	tennis, football, etc.
languages	English, Spanish, etc.
abstract nouns	information, knowledge, love, happiness, beauty, advice, etc.
other	hair, money, accommodation, luggage, news, furniture, weather, snow, etc.

Uncountable nouns are nouns which we cannot count. They only have a singular form. These include:

- Uncountable nouns are followed by a verb in the singular. We do not use a/an with uncountable nouns. We can use some.
- We can use uncountable nouns with the following phrases of quantity when we want to say how much of something there is:
- Plural nouns are nouns which represent a group of people or things and are followed by a plural verb.
 These include:
 - a) objects, which consist of two parts such as trousers, shorts, pyjamas, tights, glasses, scissors etc. The scissors are very sharp. We can use a singular verb and the phrase a pair of before objects which consist of two parts. There is a pair of scissors on the table.
 - b) nouns such as people, police, clothes, etc. The clothes are nice.

Certain nouns can be used in the singular and plural with a different meaning.

- Anna has long hair. (all the hair on her head)
 The dog left hairs all over the sofa. (single hairs)
- I need a glass of water. (container)
 This statue is made of glass. (the material)
 I've lost my reading glasses. (spectacles)
- He reads the paper every day. (newspaper)
 I've made a paper plane. (material)
 You need to sign these papers. (documents)
- The post requires previous experience. (knowledge of and practice in sth)

 However a book shout the experiences he had while travelling.

He wrote a book about the **experiences** he had while travelling. (encounters)

- We gathered wood for the fire. (the material)
 Let's take a walk in the woods. (forest)
- I don't like milk chocolate.
 He ate a whole box of chocolates!

- He's looking for work. (employment)
 These are works of local artists. (creations)
- Learning a new language takes time.
 I've met Joshua several times. (occasions)
- Is there room for one more in the car? (space)
 The hotel had no free rooms. (parts of a building)
- There were few people at the lecture.
 The exchange of gifts is a custom shared by many peoples of the world. (nations)

MODULE 6

Relatives – Relative Clauses

Lise

 We use relative pronouns (who/whose/which/that) and relative adverbs (where/when/that/why) to introduce relative clauses. We use relative clauses to identify/ describe the person/place/thing in the main clause.

Relative Clause

The woman who won the contest is our neighbour.

- We use who/that to refer to people.
 The students who/that were late for class had to stay behind an extra hour.
- We use which/that to refer to objects or animals.
 The package which/that is on my desk arrived for you this morning.
- We use where to refer to places.
 That's the shop where they serve scorpion soup.
- We use whose with people, animals and things to show possession.

She's the woman whose son is my teacher.

We use why to give a reason.
 Bob won't tell anyone why he's sad.

Defining and Non-defining Relative Clauses

- A defining relative clause gives necessary information essential to the meaning of the main sentence. It is not put in commas and is introduced with who, which, that, whose, where, when, or the reason (why). The girl who sits next to me in class is from Russia.
- A non-defining 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 relative pronoun cannot be omitted. My brother, who is 18, is taking driving lessons.

Note:

- who, which and that can be omitted when they
 are the subject of a relative clause; that is, when
 there is a noun or subject pronoun between the
 relative pronoun and the verb. She bought me a
 CD (which/that) I already had.
- that cannot replace who or which in nondefining relative clauses. George, who is a footballer, is very fit. (that is not possible)
- whose is never omitted. The artist whose work I find most impressive is Picasso.

- where and when can be omitted in defining relative clauses.
- whom, which and whose can be used in expressions of quantity after of. There were lots of people at the dance, many of whom she didn't know.

Clauses of Concession

Concession is expressed with:

- Although/Even though/Though + clause. Although she studied hard, she failed the exam. Though can also be put at the end of the sentence. She studied hard. She failed the exam, though.
- In spite of/Despite + noun/-ing form. Despite the rain/ raining, they continued the match.
- Despite/In spite of the fact (that) + clause. In spite of the fact that it was raining, they continued the football game.
- While/Whereas/But/On the other hand/Yet + clause. They
 did their best, yet they lost the match.
- Nevertheless/However + clause. He has lots of experience; however, he didn't get the job.
- However/No matter how + adj/adv + subject (+may) + verb. However hard he tried, he didn't win.
- A comma is used when the clause of concession either precedes or follows the main clause. Even though it was raining, we went for a walk. We went for a walk, even though it was raining.

Exclamations

Exclamations are words or sentences used to express admiration, surprise, etc. To form **exclamatory sentences**, we can use *how*, *what* (a/an), so, such (a/an), or a negative question form.

- how + adjective/adverb
 How expensive these shoes are! How well she sings!
- what a/an (+ adjective) + singular countable noun What a boring book! What a day!
- what (+ adjective) + plural/uncountable noun What amazing paintings! What stylish furniture!
- so + adjective/adverb
 She is so helpful! He talked to me so rudely!
- such a/an (+ adjective) + singular countable noun Mr. Adams is such a good teacher!
- such (+ adjective) + plural/uncountable noun
 They are such polite children!
 Laura has such lovely hair!
- negative question form Weren't they excellent hosts! Isn't that a great suggestion!

Note: Exclamations are not used in formal writing.

Clauses of Time

- Clauses of time are introduced by: after, as, as long as, as soon as, before, by the time (= before, not later than), every time, immediately, just as, once, the moment (that), until/till (= up to the time when), when, while, etc.
 They waited for three hours before the bus finally arrived.
- When the verb of the main clause is in a present or future form, the verb of the time clause is in the present form.

When the verb of the **main clause** is in a **past** form, the verb of the time clauses in a past form too. We don't use **will/would** in a clause of time.

I'll call you as soon as I get home. (NOT: as soon as I will get)

 When the time clause precedes the main clause, a comma is used. When the time clause follows, no comma is used.
 When you see him, tell him to call me.

BUT Tell him to call me **when** you see him.

Clauses (purpose/result/reason/manner)

Clauses of Purpose

Clauses of purpose are used to explain why somebody does something.

We can express positive purpose using:

- to + infinitive He's studying to be a lawyer.
- in order to/so as to + infinitive (formal)
 She left early so as to (be) on time.
- so that/in order that + can/will (present/future reference)
 I'll write down my PIN number so that/in order that I will remember it at all time.
- so that/in order that + could/would (past reference)
 I drove my car to work so that/in order that I could be on time for the meeting.
- in case + present tense (present/future reference)
 Take some cash with you in case you need it.
- in case + past tense (past reference)
 She took on umbrella in case it rained.

Note: in case is never used with will or would.

I'll pack some juice for the picnic, **in case** we **are** thirsty later. (NOT: ... we will be)

- for + noun (expresses the purpose of an action)
 I've bought a new camera for photography class.
- for + -ing form (expresses the purpose of something or its function) This cream is used for polishing silver.
- with a view to + -ing form
 They started saving up with a view to buying a car.

We can express negative purpose using:

in order not to/so as not to + infinitive
 He asked for a ride in order not to/so as not to be late.

Note: We never use not to to express negative purpose.

- prevent + noun/pronoun (+ from) + -ing form
 They put up notices to prevent people (from) walking on the grass.
- avoid + -ing form

He bought a GPS to avoid getting lost.

- so that + can't/won't (present/future reference)
 I'll call her so that she won't feel lonely.
- so that + couldn't/wouldn't (past reference)
 She took a taxi so that she wouldn't be late for the meeting.

Notes: • Clauses of Purpose should not be confused with clauses of result.

Clauses of Purpose are introduced with so that/in order that ...

He studied hard so that he would pass the exam. (this shows purpose)

Clauses of Result are introduced with so/such ... that

 Clauses of Purpose follow the rule of the sequence of tenses the same way that Time Clauses do.
 I'll turn the lights on so that I can see clearer.
 I took a jacket with me so that I wouldn't get cold.

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
 He was ill. As a result/Therefore/Consequently/As a
 consequence, he didn't go to work.
- such a/an + adjective + singular countable noun ... that
 He's such a rude person that nobody likes him.
- such + adjective + plural/uncountable noun ... that
 They lived in such terrible conditions that the local community decided to build them a house.

We were having **such bad weather that** we decided to postpone the picnic.

- such a lot of + plural/uncountable noun ... that
 There were such a lot of people at the restaurant that we couldn't get a table. There was such a lot of snow that he couldn't move his car.
- so + adjective/adverb ... that
 The book was so boring that I couldn't keep my eyes open. She sings so beautifully that I listen to her for hours.
- so + adjective + a(n) + noun ... that
 It was so bad a day that we stayed in.
- so much/little + uncountable noun ... that
 He spends so little time studying that he'll fail his exams.
 He had so much luggage that he couldn't carry it.
- so many/few + plural noun ... that
 There are so many applicants for the job that | don't think I'll be selected for the post.

There are so few tickets left that we'll be lucky to find any.

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 didn't go to the party **because** I wasn't invited. **Because** I wasn't invited, I didn't go to the party.

- as/since (= because)
 We can't visit her as/since she's away.
- As/Since she's away, we can't visit her.
 the reason for + noun/-ing form
 The reason for his delay was the stormy weather.
 The reason for his being late was the stormy weather.
 the reason why + clause

The accident on the motorway was **the reason why** he was late. **The reason why** he was late was the accident on the motorway.

- because of/on account of/due to + noun
 Some power lines fell down because of/on account of/due to strong winds.
- because of/on account of/due to the fact that + clause
 They couldn't concentrate because of/on account of/due to
 the fact that there was a lot of noise.
- now (that) + clause
 Now (that) we have graduated we can get a job.

 for (= because) (formal written style) A clause of reason introduced with for always comes after the main clause.
 She was very quiet all day, for she had a lot on her mind.

Clauses of Manner

Clauses of manner are introduce with as, how, as if/as though, (in) the way (that), (in) the same way (as) and are used to express the way in which something is done/said, etc.

 We use as if/as though after the verbs act, appear, be, behave, feel, look, seem, smell, sound, taste to say how somebody or something looks, behaves, etc. The air is humid. It feels as if/as though it's going to rain.
 We also use as if/as though with other verbs to say how

somebody does something.

- She sounds as if/as though she's really hurt by what you said.
- We use as if/as though + past tense although we refer to the present 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)
- We can also use as in clauses of manner to mean 'in the way that'.

Try to do it as I've showed you.

Note: We can use *like* instead of as *if/as though* in spoken English.

You look like you need a holiday. (informal spoken English)

Inversion

modal/auxiliary verb + subject + main verb

We use inversion:

in questions.
 Can you come to the meeting?

 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.

Such was her surprise to see her old friend that she was speechless. **Never (before)** have I watched such a funny film.

Not only did I write the report **but I (also)** sent it to the manager. **Seldom** does this restaurant get so crowded.

BUT

This restaurant **seldom** gets so crowded. (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 I waved to him did he speak to me.
Only if you speak French will he understand you.

with so, neither, nor, as to express agreement.

"I love fresh fruits." "So do I." (We use "so" to agree with an affirmative statement.)

She was an excellent actress, as was her mother/and so was her mother.

"Neither/Nor can I." (We use "neither/nor" to agree with a negative statement.)

"I don't speak Spanish well. "Neither/Nor do I."

 with should, were, had when they come at the beginning of an if-clause of "if".

Type 1: Should he call, tell him to come here. (= If he should call ...)

Type 2: Were I you, I would go to the doctor. (= If I were you ...)

Type 3: Had I been invited, I would have gone to the wedding reception. (= If I had been invited ...)

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.

Inside the house ran the little boy.

On the sofa slept the cat.

Here comes the bride.

There goes the last bus.

If the subject is a pronoun, there is no inversion.

Here he is. (NOT: Here is he.)

Off you go. (NOT: Off go you.)

 in direct speech when the subject of the introductory verb is a noun.

"I love thrillers," said Jenny.

(or ... Jenny said.)

"Open your mouth," said the dentist.

(or ... the dentist said.)

BUT "What can I do for you?" he asked.

(NOT: asked she, because the subject of the introductory verb is a pronoun.)

Question tags

- Question tags are short questions at the end of statements. They are mainly used in speech when we want to confirm something (falling intonation) or when we want to find out if something is true or not (rising intonation).
- Question tags are formed with an auxiliary verb and the appropriate subject pronoun. They take the same auxiliary as in the statement, or, if there isn't an auxiliary in the statement, they take do/does (present simple) or did (past simple). He plays tennis, doesn't he?
- After affirmative statements, we use a negative question tag and after negative statements, we use a positive question tag. He is allergic to nuts, isn't he? They haven't come yet, have they?
- When the sentence contains a word with a negative meaning such as never, hardly, seldom or rarely, the question tag is positive. She never goes to the beach, does she?

Note: • Let's has the tag shall we?

Let's have some tea, shall we?

- Let me/him has the tag will you/won't you?
 Let me help you, will you/won't you?
- I have (possess) has the tag haven't !?
 BUT I have (used idiomatically) has the tag don't
 !?

They have a car, haven't they?

She has lunch with her friends every Sunday, doesn't she?

- This/That is has the tag isn't it?
 That's Mary's bike, isn't it?
- I am has the tag aren't !? I am late, aren't !?
- A positive imperative has the question tag will/ won't?

Stop crying, will/won't you?

A negative imperative has the question tag will you?
 Don't talk so fast, will you?

The Indefinite Article a/an

- We use a/an with nouns when referring to an unspecified thing. She bought a new laptop.
- We use a before singular countable nouns which begin with a consonant sound (a dog, a uniform). We use an before singular countable nouns which begin with a vowel sound (an orange, an hour).

The indefinite article is used:

- with singular countable nouns when we talk about them in general. I'd like a car. (any car)
- Before Mr/Mrs/Miss/Ms when we refer to an unknown person. A Mrs Benson called you.
- to show: a) price in relation to weight (two pounds a kilo.),
 b) distance in relation to speed (30 km an hour) and frequency (twice a year).
- after the verb to be when we want to say what someone or something is. He is a doctor.

The indefinite article is not used:

- with uncountable or plural countable nouns. In those cases
 we use some in the affirmative (I had some soup and some
 grapes for lunch.) and any in questions and negations (Is
 there any milk? We haven't got any time.)
- before an adjective when there is no noun after it. However, when there is a noun after the adjective, we use a for adjectives which begin with a consonant sound and an for adjectives which begin with a vowel sound. She a singer. She's famous. She's a famous singer.

A(n)/One - One/Ones

We use:

- a/an to refer to an unspecified thing with the meaning any one. He read a book. (an unspecified book).
- one when we are counting, to put emphasis on the number. He bought one book from the bookshop. (He didn't buy two or more books.)
- one with the words day, week, year, winter, morning, etc with a specific day or month to say when something happened, usually in narration. One summer, Chris had a lifechanging experience. We can use one day to refer to the future. One day I'll be famous.

- one or one of ... when we mean one person/thing out of many. It usually contrasts with another/other(s). One staff member was rude, but the others were nice.
- a/an or one with no difference in meaning when counting or measuring money, distance, weight, time, etc. He's away for a/one week.
- one in the singular and ones in the plural to avoid repeating the noun when it is clear what we mean. His house is the one with the pool.
- a/an with one when there is an adjective before one. She doesn't want a big dog; she'd rather get a small one. BUT. She'd like a doa. She wants one that doesn't grow too big.
- one/ones with this/that these/those. Let's not sit at this table, let's sit at that one.
- which one(s) in questions. I've rented 3 DVDs. Which one do you want to see first?

The Definite Article The

We use the:

- with nouns when talking about something specific, that
 is, when the noun is mentioned for a second time or is
 already known. Are the red gloves yours? (The listener knows
 what gloves we're talking about. The red ones.)
- with nouns which are unique (the Moon, the Parthenon, the London Eye, etc).
- before the names of rivers (the Nile), seas (the Aegean), oceans (the Atlantic), mountain ranges (the Alps), deserts (the Gobi), groups of islands (the Canary Islands), countries when they include words such as 'state', 'kingdom', etc (the United States) and nouns with of (the Tower of London).
- before the names of musical instruments (the piano, the guitar) and dances (the tango).
- before the names of hotels (the Ritz Hotel), theatres/ cinemas (the Royal Opera House), ships (the Titanic), organisations (the UN), newspapers (The Guardian Weekly) and museums (the British Museum).
- before nationalities ending in -sh (the Turkish), -ch (the Dutch) or -ese (the Portuguese) and families (the Simpsons).
- before titles when the person's name is not mentioned (the Prince, the Prime Minister).
- before the words morning, afternoon and evening. She starts work at 8 o'clock in the afternoon.
- with adjectives in the superlative form. I'm the oldest in my family.
- with the words station, shop, cinema, village, world, etc.
 She went to the shop to buy new clothes.
- with historical periods/events. The Middle Ages
 BUT World War II.
- with the words only, last, first (used as adjectives). She was the first runner to win a medal in the race.

We don't use the:

- with plural nouns when we talk about them in general. Dogs are loving animals.
- · before proper names. Marta is twelve years old.
- before the names of countries (Italy), cities (Tokyo), streets (Wall Street), parks (Hyde Park), mountains (Everest), islands (Hawaii), lakes (Loch Ness) and continents (Africa).

- before the names of meals, (dinner, etc) games and sports (volleyball, football). I love having lunch early./I play tennis at 7 every afternoon.
- with the words this/that/these/those. This hat is my mum's.
- with possessive adjectives or the possessive case. That isn't your pen. It's Jake's.
- before titles when the person's name is mentioned.
 Oueen Elizabeth, Prince Harry BUT the Queen, the King
- with the words school, church, bed, hospital, prison or home when we refer to the purpose for which they exist.
 John goes to school every day. (John is a student.) BUT John's mum wants to go to the school to ask John's teacher about his marks. (John's mum is a visitor, not a student.)
- with languages. I speak Turkish. BUT The French language is difficult.
- with the names of illnesses. He's got pneumonia. BUT flu/the flu, measles/the measles

Note: We use the + adjective to refer to a group of people. Examples include: poor, rich, sick, old, blind, young etc. The old sometimes feel neglected.

Adjectives

Adjectives describe nouns. They have the same form in the singular and plural. They go before nouns (a loud noise) but after the verbs be, look, smell, sound, feel, taste, seem, appear, become, get, stay, etc. He is tall. She seems nice.

- There are opinion adjectives and fact adjectives.
 Opinion adjectives (boring, exciting, etc) show what a person thinks of somebody or something. Fact adjectives (tall, thin, new, etc) give us factual information about age, size, colour, origin, material, etc.
- We can also use nouns as adjectives before other nouns.
 In this case the nouns have no plural form. bus driver bus drivers
- Certain adjectives can be used metaphorically: silky fur (=fur that is smooth and soft, like silk), BUT a silky scarf (=a scarf made of silk); a stony expression (=a cold, emotionless expression), BUT a stone wall (=a wall made of stone); golden hair (=hair the colour of gold), BUT gold earrings (=earrings made of gold); feathery clouds that look soft and delicate), BUT a feather duster (=a duster made with feathers); a metallic colour (=a colour which looks like metal); BUT a metal box (=a box made of metal).

Order of Adjectives

When there are two or more **adjectives** in a sentence, they normally go in the following order:

	OPINION	FACT	
		size	small
		age	old
		shape	oval
lt's a	nice	colour	red
11.5 a	filce	origin	French
	materia	material	metal
		used for/be about	coffee
		noun	table.

- We do not usually use a long list of adjectives before a single noun. A noun is usually described by one, two or three adjectives at the most. a nice, modern, leather jacket
- Ordinal numbers (first, second, third, etc) go before cardinal numbers (one, two, three, etc). The first two times. (NOT: the two first times)
- The adjectives afraid, alike, alive, alone, ashamed, asleep, awake, content, glad, ill, pleased, etc are never followed by a noun. The baby is asleep. lan was glad to see her.
- The adjectives chief, elder, eldest, former, indoor, inner, main, only, outdoor, outer, principal, upper are always followed by nouns. Mr Thomson was my former boss.
- Certain adjectives are used with 'the' as nouns to refer to groups of people in general. These are: elderly, middleaged, old, young, blind, dead, deaf, disabled, living, sick, homeless, hungry, poor, rich, strong, unemployed, weak, etc. There are many employment opportunities for the young in big cities. (= young people in general) BUT The young people in my area are organising a beach clean-up day. (We refer to a specific group of young people.). When we talk about one person we say A/The poor man/woman, A/The deaf boy/girl, etc. The old lady who lives on the third floor is my aunt. (We refer to a specific old lady.)

Adverbs

- Adverbs describe verbs and past participles, adjectives or other adverbs.
 - He behaved terribly. A badly cooked meal. A relatively easy exercise. He came extremely late.
- An adverb can be one word (slowly) or a phrase (after lunch).
 Adverbs can describe manner (how), place (where), time (when), frequency (how often), degree (to what extent), etc.
 He drives carefully. (How does he drive? Carefully. → adverb of manner)

They live across the street. (Where do they live? Across the street. → adverb of place)

He is leaving **next Monday**. (When is he leaving? Next Monday. → adverb of time)

She never travels alone. (How often does she travel alone? Never. → adverb of frequency)

Formation of Adverbs

- We usually form an adverb by adding -ly to the adjective.
 nice nicely
- Adjectives ending in -le drop the -e and take -y. possible possibly
- Adjectives ending in consonant + y drop the -y and take
 -ily. easy easily
- Adjectives ending in -I take -Iy. truthful truthfully
- Adjectives ending in -ic usually take -ally. economic economically BUT public - publicly
- Some adverbs do not follow these rules. good well, fast fast, hard – hard, early – early, late – late

Order of Adverbs

 Adverbs of frequency go after the auxiliary verb (be, have, do), but before the main verb. I have never had Thai food. Penny is usually late. They always walk to school.

- Adverbs of manner go before the main verb, after the auxiliary verb or at the end of the sentence. She curiously opened the envelope. She is anxiously waiting for the exam results. He is listening carefully.
- Adverbs of degree (absolutely, completely, totally, extremely, very, quite, rather, etc) go before an adjective, an adverb or the main verb, but after the auxiliary verb. You're absolutely right. He runs quite fast. I totally agree with you.
- Adverbs of place and time usually go at the end of the sentence. He's been having some problems lately.
- Adverbs of time, such as soon, now, now and then, go before the main verb, but after the auxiliary verb. They soon realised the truth. She has just left.
- We can put an adverb at the beginning of a sentence if we want to emphasise it.

 Anarily she stormed out of the room (manner)

Angrily, she stormed out of the room. (manner)

Home, is the only place where you can relax. (place)

This morning, a strange thing happened to me. (time)

- When there are two or more adverbs in the same sentence, they usually go in the following order: manner – place – time. He sat on the sofa all evening.
- If there is a verb of movement, such as go, come and leave, in the sentence, the adverbs usually go in the following order: place manner time. He left the building in a rush a minute ago.

Points to consider

- Some adverbs have the same form as adjectives. These
 include: deep, early, fast, hard, high, late, long, low, near,
 right, straight, wrong. This pillow is very hard. (adjective) Anna
 works hard. (adverb)
- There is a difference in meaning between the following pairs of adverbs:

He's trying hard to concentrate. (with effort)	He's trying hard to concentrate. (with effort)
The bus is late . (not early)	Have you talked to John lately? (recently)
He started apologising but she cut him short saying there was no need. (before the expected time)	The doctor will see you shortly. (soon)
The submarine dived deep under the sea surface. (a long way down)	The news left her deeply depressed. (greatly)
You can fly to Madrid direct from London. (without stopping)	He is directly responsible for the mistake. (immediately)
The balloon flew high up into the sky. (at a high level)	This film is highly recommended. (very)
The elderly can enter the museum free . (without charge)	He always speaks his mind freely. (without restriction)

- The following words end in -ly, but they are adjectives: cowardly, deadly, elderly, friendly, likely, lively, lonely, lovely, silly, ugly. She is a lovely child. We use the phrase in a ... way/manner to form their adverbs.
 - He behave in a cowardly way (NOT: He behaved cowardly.)
- The adverbs cheap(ly), loud(ly), quick(ly) and slow(ly) are often used without -ly in everyday English. Don't talk so loud/loudly.

American English – British English Guide

American English

account airplane anyplace/anywhere apartment

bathrobe bathtub bill billion=thousand million busy (phone)

call/phone can candy check closet

connect (telephone) cookie

corn crazy

desk clerk dessert downtown drapes drugstore/pharmacy

duplex eggplant elevator

fall faucet first floor, second floor, etc flashlight

French fries front desk (hotel)

garbage/trash garbage can gas gas station grade

intermission intersection

janitor

kerosene

lawyer/attorney

line lost and found

mail make a reservation motorcycle movie movie house/theater

newsstand

office (doctor's/dentist's) one-way (ticket) overalls

British English

bill/account aeroplane anywhere

dressing gown bath banknote billion=million million engaged (phone)

ring up/phone sweets bill (restaurant) wardrobe put through biscuit sweetcorn, maize mad

receptionist pudding/dessert/sweet (city) centre curtains chemist's (shop) semi-detached

aubergine

reception

autumn ground floor, first floor, etc torch chips

rubbish dustbin/bin petrol petrol station/garage

class/year interval crossroads

caretaker/porter

paraffin

solicitor queue lost property

post book motorbike/motorcycle

film cinema

newsagent

surgery single (ticket) dungarees

American English

pants/trousers pantyhose/nylons parking lot pavement pedestrian crossing (potato) chips public school nurse

railroad rest room

sales clerk/sales girl schedule shorts (underwear) sidewalk stand in line store, shop subway

truck two weeks vacation

vacuum (v.) vacuum cleaner vest

with or without (milk/cream in coffee)

Y yard

(pronounced, "zee") zero (in general)* zip code

British English

trousers tights car park road surface zebra crossing crisps state school handbag

railway toilet/cloakroom

shop assistant timetable pants pavement queue shop underground

lorry, van fortnight/two weeks

holiday(s) hoover hoover waistcoat

black or white

garden

(pronounced, "zed") nought (in general)* postcode

Grammar

He just went out./ He has just gone out.

Hello, is this Steve? Hello, is that Steve?

Do you have a car?/ Have you got a car? Have you got a car?

He has just gone out.

Spelling

aluminum analyze center check color honor iewelry practice(n,v)

program realize tire trave(I)ler aluminium analyse centre cheque colour honour jewellery practice(n) practise(v) programme

realise

tyre traveller

Expressions with prepositions and particles

different from/than live on X street on a team on the weekend Monday through Friday different from/to live in X street in a team at the weekend Monday to Friday

^{*} We use zero (BE/AE) in measurements of temperature or in countdowns. We use zero (AE) to refer to scores in team games.

Text completion

1 Read the text and fill in the gaps (1-9) with the proper grammar form of the capitalised words.

What a coincidence!

XPERIENCE

THINK

HAPPEN

RESCUE

SPOT

STEAL

HAVE TO

CHECK

BE

Control of the Contro	
All of us 1) some strange coincidences in our lives. Maybe we once bumped into a work	E
colleague in a foreign country or a friend	
called us just as we 2)about them!	
But this story 3)really incredible. In 1979, a German	
magazine asked readers to send in unusual true stories. The winner was a	
man called Walter Kellner who wrote about an incident that 4)	
while he was flying a Cessna 421 plane between Sardinia and Sicily.	
He experienced engine trouble, landed	
from a dinghy. Little did he know that	
the story would 6)	
Kellner! Not only this, but Walter said that the German Kellner 7)	
his story. He too flew a Cessna 421 over the	
same sea and also had engine trouble	
before 8)	
The magazine decided 9)the facts of the stories and found out	
that they were both, in fact, true!	

Word formation

Read the text and fill in the gaps (1-6) with the proper lexical form of the capitalised words.

Porcelland for you.

Many people get great 1) from crunching a tub of popcorn while watching the latest blockbuster film. Well, maybe now they'll enjoy it even more! Plain popcorn has always been known as a low-calorie food, but some 2) are now claiming that it contains higher levels of antioxidants than fruit. Antioxidants are great for our health because they help to fight 3) molecules that damage cells. They can help protect against heart disease and cancer. Some scientists are even describing this 4) grain as 'the perfect snack food'. As well as containing vitamins and minerals, popcorn is also low in fat and high in fibre as it is a completely 5) wholegrain food.

Be careful how you eat it, though.

6), popcorn isn't such a healthy snack if it has butter, salt or caramel all over it!

ENJOY

RESEARCH

HARM

NUTRITION

NATURE

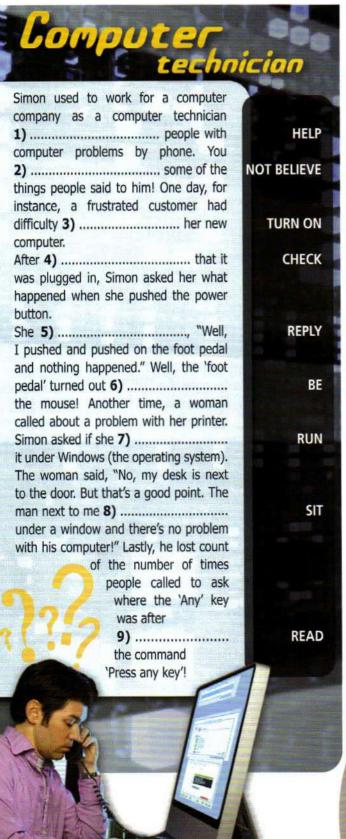
FORTUNATE



Amazing!

Text completion

3 Read the text and fill in the gaps (1-9) with the proper grammar form of the capitalised words.



Word formation

4 Read the text and fill in the gaps (1-6) with the proper lexical form of the capitalised words.

MIND-READING CARS

A car 1) is currently working on developing a very special kind of car. The car will have a(n) 2) ability; it will be able to 'read the mind' of its 3) If the scientists working on the project are 4), in the future a car may be able to make a right or left turn, for instance, just by detecting that a motorist is thinking about it. By measuring brain activity and eye 5) patterns together with scanning what's around the car, the scientists hope that the car will be able to prepare for the turn by predicting what the motorist wants to do. They believe that this would greatly improve road 6)

MANUFACTURE

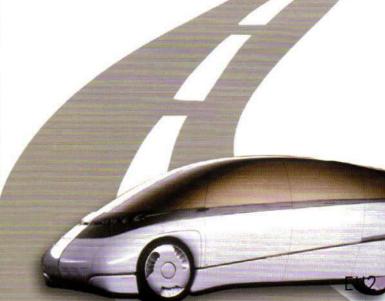
BELIEVE

DRIVE

SUCCESS

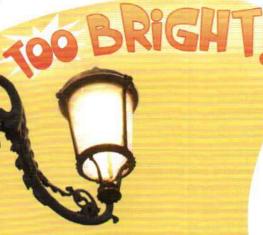
MOVE

SAFE



Text completion

Read the text and fill in the gaps (1-9) with the proper grammar form of the capitalised words.



An annoyed resident in the town of Weymouth in England 1) a unique way to protest against a streetlamp that he finds too bright. He's attached a frilly pink lampshade to it! Residents 2) about the bright streetlamp ever since it was first put up on the seafront. The owners of the homes opposite the light compare it with having a torch 3) directly into their eyes! Not only but it 4) their view of the sea. "I like 5) out to sea at night, but I can't do that anymore because the light is blinding," resident Nick Hoare said. The 'bright spark' responsible for the lampshade, who doesn't wish to 6), said, "It's just a way of saying to

the council 'turn it down please'." The lampshade 7)

a great hit with passers-by. Some people have even been stopping

8) a photo of it! Local authorities say that they

9) to resolve the issue as soon as possible.

FIND

COMPLAIN

SHINE

BLOCK LOOK

NAME

BE

TAKE

TRY

Word formation

Read the text and fill in the gaps (1-6) with the proper lexical form of the capitalised words.

KABUKI THEATRE

Kabuki theatre is a(n) 1) Japanese performing art that became popular with the lower social classes in the early 1600s. Although it was created by a woman called Okuni, 2) after it became popular women were forbidden to perform and to this day Kabuki plays have an all-male cast. The plays, usually about society, historical events or 3), always open and close to the sound of wood clapping together. The 4) sing and dance accompanied by instruments including a 3-stringed

instrument called a shamisen. They wear brightly-coloured costumes and thick makeup. Red makeup means a 'good' character and blue means 'bad'. So, if you ever visit Japan, don't forget to see one of these 5)

performances that have been thrilling audiences for over 400 years! It's a(n)

TRADITION

SHORT

RELATION

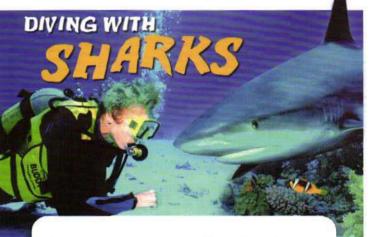
PERFORM

SPECTACLE



Text completion

7 Read the text and fill in the gaps (1-9) with the proper grammar form of the capitalised words.



Last summer, on a trip to Cape Town in South Africa, my friend persuaded me 1) diving with Great White sharks. As we travelled in a 42-foot boat to 'shark alley', a feeding ground for Great Whites, our guide told us that this amazing creature at the top of the ocean's food chain 2) speeds of up to 43 mph and weigh more than 2,000 kg. Then, suddenly, fish was thrown overboard and in seconds the first shark 3) the boat! A cage 4) into the water and I quickly stepped into it with five others. My first thought on 5) my first Great White was how powerful and graceful it looked. "Don't touch - they aren't puppies," our guide had warned us beforehand. I 6) reminding! Suddenly, the shark headed straight for the cage and started 7) to eat the bars, just inches away from me! 8) I afraid? You bet! But the exhilaration I felt as (9) back up to the surface to the sound of cheering from the boat was incredible - I'm not sure if it was because of the excitement or sheer terror!

Word formation

Read the text and fill in the gaps (1-6) with the proper lexical form of the capitalised words.

DOGSURFING

A rather 1) annual surfing competition takes place at Loews Coronado Bay Resort, California. The 2) are dogs! More than 60 dogs take part in the competition in three categories - small surf dogs, large surf dogs and 'tandem surfing' involving more than one dog on a board! The rules state that the dogs have 10 minutes to catch two good waves. They are then judged on their confidence levels, how long they general surfing ride and their 3) They can even earn extra points for going backwards! The 4) receive 'the ultimate pet vacation' at the resort. Abbie Girl, Australian Kelpie. 5) the event's most well-known dog, having won many dog surfing events. Originally a rescue dog, Abbie is a 6) star and even has her own website! Take a look at a video of her surfing on YouTube!

GO

REACH

CIRCLE

LOWER

NOT NEED

SEE

TRY

BE

PULL

USUAL

COMPETE

ABLE

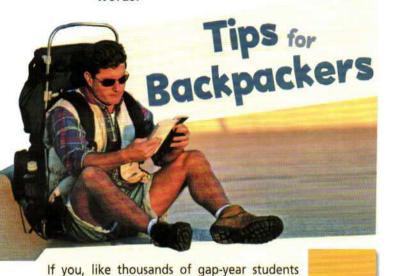
WIN

PROBABLE

RISE

Text completion

Read the text and fill in the gaps (1-9) with the proper grammar form of the capitalised words.



and other adventure-seekers, choose to go backpacking, you 1) some of the most amazing places in the world. Sometimes, however, you might come across problems you never thought you 2) Fortunately, though, there are some things you can do to make serious problems more unlikely.

SEE

HAVE

GO

CANCEL

TRAVEL

TRY

HAVE

MEET

BE

Firstly, as the saying 3), "If you can't afford insurance, you can't afford to travel." No matter how carefully you plan your trip, it's always possible to sprain an ankle, have your flight 4) or lose your passport and good travel insurance is a must in such circumstances. Secondly, a backpack is the backpacker's best friend, but remember 5) light. You don't want to be carrying around any more than you need to while 6) to find your hostel at night. As for money, don't carry huge amounts of cash. Apart from the risk of 7) it stolen, you could simply lose it. So carry a variety of money options such as a credit card, cash and perhaps some traveller's cheques. And above all, don't keep them all in one place!

Finally, try not to over-plan. Hopefully you 8)new friends while on the road. So, buy a good travel guide, book a hostel bed for the first few nights in a city, then 9) spontaneous and have fun!

Word formation

10 Read the text and fill in the gaps (1-6) with the proper lexical form of the capitalised words.

KOMOD NATIONAL DARK

LIKE

APPEAR

EXIST

LONG

DEAD

These Indonesian volcanic islands are 1) anywhere else on Earth. The Komodo National Park is home to about 4,000 people and approximately 5,700 giant lizards, whose 2) and aggressive behaviour has led to them being called 'Komodo dragons'. These amazing creatures have survived here for millions of years, but amazingly their 3) was unknown until about 100 years ago! They are the largest living lizards in the world and can reach 3 metres or more in 4) The park was declared a UNESCO world heritage site in 1986 as the protection of the park and the Komodo dragon is of great 5) to conservationists. IMPORTANT If you ever get the chance to visit, make sure you get a guide as the Komodo dragon will eat anything (even a human) and its powerful bite is full of 6)/.... bacteria!



Text completion

11 Read the text and fill in the gaps (1-9) with the proper grammar form of the capitalised words.

ISINESS MEETING

SPOT

HELP

ARRIVE

NOT HEAR

SEE

SEE

GET OVER

One day, Maggie 1) in the lounge area of a 5-star hotel waiting for a client. Suddenly, she 2) a really famous businessman a few tables away. She couldn't believe her eyes! When she 3) her shock, she suddenly had a brainwave and decided to go over and introduce herself. "Hi, I'm Maggie O'Brian," she said confidently to the amazingly successful businessman. "Ermm ... excuse me, but I'm about to close the 4) business IMPORTANT deal of my life. It 5) me if I could look important. Please

could you come over and say hi when my client 6)?" "Sure!" the businessman replied, to Maggie's surprise. So, a few minutes after Maggie's client arrived, the businessman approached them and said "Maggie! I 7) from you for ages! I hear business is good!" Immediately, Maggie turned to the businessman and

over and say hi later." You 9) the look on her client's face - it was priceless! Maggie closed the deal of course!

said, "Mike, hi! Nice 8)

you! Sorry, but I'm in the middle of an

important meeting right now. I'll come



Word formation

17 Read the text and fill in the gaps (1-6) with the proper lexical form of the capitalised words.



Satellite navigation systems (or satnays) that help to guide us to our 1) while driving don't work in space. The 2) from the satellites, orbiting a tiny planet called Earth, are simply too great. However, scientists now think they may have worked out how to get around this problem by using a similar system to the one that 3) used to steer by using the stars and moon.

A pulsar is a star that reached the end of its life, marked by a massive 4) that destroyed most of it. What is left behind spins very fast and produces a beam of x-ray light. The new system would calculate the 5) times of the light from pulses on board a spacecraft in order to locate its position. This would work everywhere in the solar system, and even further, and be accurate to within a few miles. This new technology may help our 6) to chart their route through interstellar space far beyond

our solar system!

DESTINED DISTANT

SAIL

EXPLODE

ARRIVE

DESCEND

Text completion

13 Read the text and fill in the gaps (1-9) with the proper grammar form of the capitalised words.

Is it a cushion? Is it a beanbag? No, it's a cooker!

How does a squashy, shapeless beanbag look-alike cook soups, stews and even porridge to perfection? Well, apparently at the moment it 1) the latest must-have accessory so I decided to find out. | 2) that if you bury a pan of hot ingredients in this 'Wonderbag' before going to work, when you get back home you will have a delicious, steaming hot meal! Its inventor, South African Sarah Collins, admitted that she 3) why someone else hadn't already invented it. In fact, it's true that our ancient ancestors 4) hot stew pots in the ground to keep them cooking without fuel. So how 5) with my Wonderbag? Well, after quickly 6) some beef and vegetables and a tin of tomatoes in a pan on the hob, I transferred the pan to the bag and pulled the string tightly closed at the top. Wonderbag's clever insulating properties allow food to finish cooking without 7) any more energy. When I got back home 8 hours later, exhausted, within minutes the whole family 8) a deliciously cooked beef stew. At only £35, the bag 9) me money, but elsewhere, it will save lives. Every bag sold funds a free bag for a poor family in South Africa.

BECOME

TELL

NOT KNOW

BURY

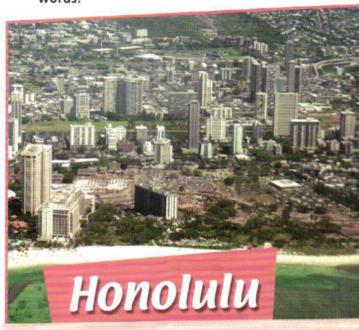
I/GET ON BOIL

USE

SAVE

Word formation

14 Read the text and fill in the gaps (1-6) with the proper lexical form of the capitalised words.



Honolulu is the capital city of the US state of Hawaii and is situated on the island of Oahu. In the Hawaiian language, the 1) of Honolulu is 'sheltered bay'. There is 2) that the original Polynesian migrants to this archipelago in the Pacific Ocean built a settlement where Honolulu now stands in the 11th century. Now this city is the state's centre of 3)....., transportation and business. It is also home to a(n) 4) of nearly a million people and Hawaii's best known tourist destination, Waikiki Beach, with its white sandy beaches and crowds of surfers and sunbathers. many other There are attractions, too, such as an awardwinning aquarium, 5) Pearl Harbour and the Lolani Palace. Honolulu has all the problems of any big city such as 6), heavy traffic and crime, but it still has the laid-back atmosphere that is characteristic of

Hawaii.

MEAN

EVIDENT

GOVERN

POPULATE

HISTORY

HOMELESS

Text completion

15 Read the text and fill in the gaps (1-9) with the proper grammar form of the capitalised words.



As I looked out over the incredible landscape, it was almost impossible 1) where the clouds ended and the ground began. As I took a few steps forward, I literally felt as if I 2) out onto an alien landscape. Everywhere I looked, tourists 3) in the glistening salt flats which are over 3,000 metres above sea level in the Andes mountains of Bolivia. I had gone there, like thousands of other tourists before me, to see the world's largest salt desert, or the Salar de Unyuni, 4) around 11,000 km². For the duration of my trip, I stayed with locals in a simple home without running water or electricity. I wondered how difficult this 5), but I needn't have worried. My host family were incredibly hospitable and friendly and I even 6) the chance to accompany them on a trip with llamas to deliver salt blocks to remote villages in exchange for food and other goods! The 7) part of my trip was seeing the salt flats at sunset. As

the sun 8) below the

horizon, the salt appeared blue in

colour. If you ever get the chance to go

to Bolivia, don't miss this unbelievable

experience. You 9)it

for the rest of your life!

TELL

STEP

REFLECT

COVER

BE

GET

AMAZING

SINK

REMEMBER

Word formation

16 Read the text and fill in the gaps (1-6) with the proper lexical form of the capitalised words.



ROBOT DOCTOR

Scientists are 1) developing a tiny robot that will be able to 'swim' through the human body in order to detect diseases. Its design is based on the sea lamprey, a jawless fish. Scientists say that nothing matches the ability of a living 2) to collect information on what's going on around it. The robot will probably be less than 1mm long or even built on a nanoscale, and so tiny that it will be 3) to see. It will have its own electronic 4) system, 'eye' and 'nose' sensors, artificial muscles and a 'brain' with microchips. The 'brain' will send electronic messages to the muscles telling them how to contract and relax, allowing the robot to 'swim' its way 5) through the body. As it swims, it will collect data on its 6) and store it for doctors to retrieve later.

CURRENT

CREATE

POSSIBLE

NERVE

SAFE

SURROUND

Text completion

17 Read the text and fill in the gaps (1-9) with the proper grammar form of the capitalised words.

An Important LESSON

BE

STAY

TRAIN

CLEAN

SEE

BE

COUNT

BE

efficient way

of reducing

waste.

WONDER

Anna 1) a nurse for many years now. She has learnt many important lessons during that time, but one 2) with her forever. She 3) for only a month when one of her teachers decided to give her class a little test. Anna found the test quite easy, but she got stuck on the last question. The question was: "What is the first name of the lady who 4) the school?" Anna thought that this must be a joke. She 5) the cleaning lady many times - she was short and slim with blonde hair and in her early 50s. She had no idea, however, what her name 6) How could she know her name? She left the answer blank. Then, one student put up her hand to ask if the last question 7) towards the test score. "Yes, it most certainly will," he replied with a broad

smile. "During your career as nurses, you will come into contact with all sorts of people and all of them are important, even if all you do

say hello."

know what you

9); yes, Anna
and most of the rest of
her class did learn the
name of the

cleaning lady;
her name was
Rose.

Word formation

18 Read the text and fill in the gaps (1-6) with the proper lexical form of the capitalised words.

Recycling in the Slum

Dharavi in Mumbai, India, made 1) by the 2008 film Slumdog Millionaire, is one of the largest slums in the world. It covers around 500 acres and about 400,000 people live there. It's not a very 2) sight. Thousands of makeshift huts line the narrow. 3) lanes and there's a terrible smell from open sewers and the rubbish lying all around. Yet despite this, Dharavi has become a(n) 4) centre for recycling waste from the city's 21 million inhabitants. Every day, workers from the slum rummage through piles of rubbish looking for plastic, leather, cork, electronic 5) and anything else which can be recycled. The workers then earn \$3-5 per day by selling the rubbish on to traders who crush it and turn it into new items such as toys and household products. This system not only provides the residents of the slum with a means of 6) but it is a very

FAME

ATTRACT

DIRT

FORMAL

EQUIP

SURVIVE

EUS

Text completion

10 Read the text and fill in the gaps (1-9) with the proper grammar form of the capitalised words.

The story of Hachiko began way back in January, 1924 when a professor at Tokyo University, Hidesaburo Ueno, adopted a puppy after it 1) at ABANDON a train station. Over the next year, the beautiful white dog, which the professor 2) Hachiko, accompanied his master to the train station every morning. At 6 o'clock, he would be there again, 3) for the professor to return and the two would go home together. But one day in 1925, the professor died suddenly at work. Hachiko went to the station to wait for his master as usual, but of course his master was nowhere to 4) Hachiko 5) to live with the professor's relatives, but he ran away back to the train station. Day after day, Hachiko returned to the station to wait for his master. Hachiko's story became 6) by locals, who fed and petted him and eventually a statue of him was erected at the station. By the time Hachiko finally died, in March, 1935, he 7) for his master for

10 years. Now, the statue of Hachiko at

Shibuya station is still a popular meeting

place and two films 8)

so far based on the story.

It seems this very

special loyal Akita

dog 9)

CALL

WAIT

FIND SEND

KNOW

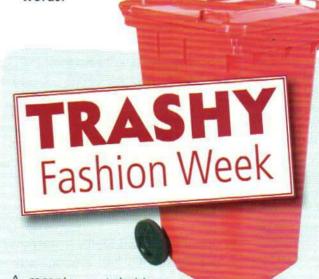
WAIT

MAKE

NEVER/ FORGET

Word formation

20 Read the text and fill in the gaps (1-6) with the proper lexical form of the capitalised words.



A recent event held at the Ripley's Museum in Florida asked 1) to design and create an outfit made out of items you might find in a rubbish bin. Among the 2)

were two 12-year-olds who made an off-the-shoulder dress out of coffee filters! The stunning outfit had a(n) 3) headband. shoes with filters on them and a cape made out of a rubbish bag. In the older teens category, a dress made 4)

out of newspapers took first prize. The sleeveless top had flower and ruffle 5) on it while the skirt had three

layers. fashioned from newspapers. First place in the 18year-old and older category went to a(n) 6) made out of paintbrushes and a paper bag. This contestant's submission was a cocktail dress made out of a used shower curtain. Hopefully, she had

washed it first!

PARTICIPATE

WIN

MATCH

ENTIRE

DECORATE

ENTER

Key Word Transformations

Complete the second sentence so that it has a similar meaning to the first sentence. Use the word given and other words to complete the sentence.

1	and the same of th	ask her sister to help her carry the	11		at the concert wasn't close enough
	bag as it was	1.50			ee the stage clearly.
	SUCH	It was		AWAY	Brian's seat at the concert was
		that Mary had to			
_		ask her sister to help her carry it.	09/12/	NAMES OF THE PARTY	for him to see the stage clearly.
2	John apolog birthday.	gised for forgetting Samantha's	12	"Don't blam Suzy said.	e me if you haven't got any money,"
	SORRY	John said he		HER	Suzy said that it
		forgotten Samantha's birthday.			that I didn't have any money.
3	I had to finisl	n the research for my History project	13	I regret not	visiting the Picasso Museum when I
	before I could	l leave the library.		went to Bard	elona last year.
	UNTIL	I had to stay in the library		WISH	T
					the Picasso Museum when I went
		the research for my History project.			to Barcelona last year.
4	Jane's mum	insists on her helping with the	14	I use a dictio	nary to check any words that I don't
	cooking ever			know.	and the second and the second and the second at
	MAKES	Jane's mum		UP	If I don't know a word, I
	RAILCELL COR.	with the cooking every evening.			a dictionary.
5	You mustn't	miss this opportunity to spend the	15	According to	the newspaper article, the driver of
•	summer abro		13	the car was	
		You must		BEING	According to the newspaper article,
	ADVANIAGE	this opportunity		DEING	the
		to spend the summer abroad.			
6	We lost our v	vay in the national park because we	16	Nobody spok	by an 18-year-old.
U	didn't have a		10	BEFORE	te for about 10 minutes. It was about 10 minutes
	GOT	an Allender Carlos Company		BEFORE	
	doi	If we had had a map, we	47	Th- 4	anything.
7	I profes stavi	in the national park.	17		ave Amanda another two days to
/		ng in a hotel to staying in a self-		finish her ess	A200 - 10 - 10 - 10 - 10 - 10 - 10 - 10 -
	The state of the s	tment when I go on holiday.		EXTRA	Amanda
	RATHER	I'd	40		two days to finish her essay.
		in a self-catering	18		e due to a delay at the airport.
•	c 1	apartment when I go on holiday.		ON	We didn't arrive
8		has not been achieved by many		la ar area	of a delay at the airport.
	businessmen.		19		nd helped me with the washing-up
	FEW	Only		after the par	70.
		such success.		HAND	My best friend
9		ther made it impossible for us to			with the
	play the foot				washing-up after the party.
	PREVENTED	We	20	"You've brok	en my MP3 player, Liam," Tim said.
		the football		ACCUSED	Tim
		match by the bad weather.			his MP3 player.
10		find a dress for her friend's wedding.	21	Megan has a	lways found Maths very easy.
	ABLE	Hayley		GOOD	Megan has always
		a dress for her friend's wedding.			Maths.

Key Word Transformations

		too cold for the children to play	34		ne the price of admission to the
	outside for lo			aquarium.	Dan asked me
	ENOUGH	It for the		MUCH	
		children to play outside for long.		T	was to get into the aquarium.
23		y wasn't going to apologise to Ray.	35		ve afforded this car without the
	INTENTION	Sam had		111111	owed from you.
		to Ray.		IF	I couldn't have afforded this car
24	You must do	exactly as the teacher tells you.			me £1,000.
	CARRY	You must	36	We last saw A	Adrian a month ago.
		instructions exactly.		FOR	We a month.
25	The sailing co	ompetition was held despite the bad	37	You might b	e back home earlier than me, so
	weather.			you'd better t	take your key with you.
	PLACE	The sailing competition		CASE	You'd better take your key with
		the weather was bad.			you
26	I won't have	a problem finishing the marathon as			back home earlier than me.
75050		ong distances.	38	It's not worth	spending so much money on a dress.
	USED	I		POINT	There
	0010	long distances, so I won't have a			so much money on a dress.
		problem finishing the marathon.	39	Shelley last co	ontacted me about 3 weeks ago.
27	Twins Potor	and Mark looked exactly the same to	-	HEARD	1
21	me.	and Wark looked exactly the same to		ne, me	Shelley for about 3 weeks.
	TELL	I wasn't	40	She forgot ev	verything that her dad had told her.
	IELL	between twins Peter and Mark.	40	ANYTHING	She
20	Mantha had a			ANTIMINO	that her dad had told her.
28		not expected to find jewellery-making	41	Poople say th	at's an excellent restaurant.
	so interesting		41	SUPPOSED	That
	IN	Martha is		SUPPOSED	an excellent restaurant.
		than she	42	Maranahahir	
	a 1 1 2 20 2 120	had expected to be.	42	1	won't finish painting this room today.
29		speak to Paul at the party because		UNLIKELY	It
	she felt too			1 1:00	finish painting this room today.
	SO	Sylvia felt	43	Comment of the second	iculty sharing his feelings with people.
		didn't speak to Paul at the party.		EASY	lt
30		old Sophie to reduce the amount of			to share his feelings with people.
	junk food sh		44	0.53	Il call me every day and you can go
	DOWN	Sophie was told		Automotion (E)	rith your friends.
		the amount of junk food she ate.		LONG	You can go on holiday with your
31	Jackie finally	managed to pass her driving test.			friends
	SUCCEEDED	Jackie finally			to call me every day.
		her driving test.	45	I had never b	een skiing before.
32	A local teen	ager always cuts our grass.		FIRST	lt
	HAVE	We always			I had ever been skiing.
		by a local teenager.	46	Robert could	In't buy any lunch today because he
33	Not many p	eople came to the shop when it first		left his walle	et at home.
	opened.			FORGOTTEN	If Robert
		S The shop had only a small			his wallet
					with him, he would have been able
		when it first opened.			to buy some lunch today.
		THE REPORT OF THE PARTY OF THE			AND THE PROPERTY OF THE PROPER

Key Word Transformations

100000	and the second	A DESCRIPTION OF THE PROPERTY OF		
47	"Whose is th	is coat?" the teacher asked the pupils.	60	There were very few people at the exhibition
	BELONG	"Who		yesterday.
		?" The teacher asked the pupils.		
48	Nick couldn't	5. 5.		
40		t buy the video game because it was		the exhibition yesterday.
	too expensiv	e.	61	Paul doesn't go out very often because he works
	TOO	The video game		very long hours.
		Nick to buy.		SUCH Paul works
49	Mark wished	he had gone on the school trip to		doesn't go out very often.
-	Italy.	the man going on the school trip to	63	
		Manle	62	2 Did Leanne choose the gift for Holly?
	KEGKETTED	Mark		WONDER I
		on the school trip to Italy.		the gift for Holly.
50	Kim is saving	money because she wants to go to	63	3 "You'll burn your mouth if you eat it before it
	university.	-		has cooled down," she told us.
	ORDER	Kim is saving money		WARNED She
	O.I.D.Z.II			
-4	107 1	to university.		burn our mouths if we
51		hat Mike didn't pass his exam.		ate it before it had cooled down.
	ONLY	If	64	I don't like taking part in team sports.
		his exam.		RATHER I
52	Kyle will get	annoyed with you, whatever you		in team sports.
	say to him.	Jour Materier you	6 E	J.
		14	05	I'm sorry, but I can't help you today.
	MATTER	It you say to		ME I'm sorry, but it
		Kyle, he will get annoyed with you.		to help you today.
53	Sam and Kate	e are similar in many ways.	66	The notice says you have to wear a swimming
	COMMON	Sam and Kate have many things		hat in the pool.
		each other.		MUST The notice says a swimming hat
54	Margaret sa	ys she won't accept Stacey's bad		,
34			-	in the pool.
	moods any m		67	You should buy a new computer.
	PUT	Margaret says she won't		TIME It
		bad moods any more.		a new computer.
55	Sarah had n	o idea that her life was about to	68	A serious illness led to Steve stopping work.
	change forev		3.55	RESULT Steve had to
	DID			
	טוט	Little	2027	of a serious illness.
		her life was about to change forever.	69	Christine always had a lot of respect for her uncle.
56	Kim doesn't u	isually argue with people.		LOOKED Christine always
	UNUSUAL	It is		her uncle.
		with people.	70	1 2 0 1 2 1 2 1 2 1 2 1 2 1 2 1 2 1 2 1
57	They cancelle	ed their trip because of the petrol	, ,	business, but he doesn't.
	strike.	a their trip because of the petror		To all and the state of the sta
		-t-1-1-1		THOUGH Harvey
	OFF	Their trip		the business.
		because of the petrol strike.	71	I bet you were tired after hiking all day.
8	All the tall bo	ys were in the basketball team apart		BEEN You
	from Jack.			tired after hiking all day.
	WHO	Jack was the only	72	
			12	It's not possible that David has gone out because
	#1.1 · · · · · · · · · · · · · · · · · ·	in the basketball team.		he told me he had a lot of homework.
9		myself a cup of coffee?"		HAVE David
	MIND	"Would you		because he
		myself a cup of coffee?"		told me he had a lot of homework.

Abbreviations	(adv)	adjective adverb conjunction	(esp)			phrase phrasal verb			(pro)		(usu)	something usually verb
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Module 1 (p. 7)

consume /kənsjuan/ (v) = to buy things or use facilities and services

convenience /kən/vi:niəns/ (n) = a useful object which makes a task easier, e.g. a washing machine, a dishwasher, etc

homeless /heomles/ (adj) = having nowhere to live

man-made /mæn meid/ (adj) = artificial rummage /rʌmɪdʒ/ (v) = to look for sth by moving things around and making a mess

society /səˈsaɪəti/ (n) = a group of people living together in a community

tribal /traibel/ (adj) = relating to premodern societies of the same race and culture

1a (pp. 8-9)

assume /əˈsjuːm/ (v) = to imagine that sth is true, sometimes wrongly

attached to /otet[t to/ (pp) = fixed to be struck by sth (phr) = to find sth is very impressive, noticeable or interesting

(have) deep knowledge of (phr) = to be well informed about sth

drought /draot/ (n) = a long period of time in which no rain falls

estimated /estimettid/ (adj) = approximate first-hand /fast hænd/ (adv) = in a direct way, by experiencing sth for myself

flee /fli:/ (v) = to leave a place quickly take sth for granted (phr) = to believe that sb/sth will always be available when you need them

harsh /ha:// (adj) = (of substances) able to cause damage

hospitality /hospitæliti/ (n) = warmth, generosity to guests

idyllic /ardilik/ (adj) = beautiful, pleasant or peaceful

livestock herder (phr) = sb who looks after herds of livestock or makes a living from keeping livestock, especially in open country

migrate /margrent/ (v) = to move from one region to another

monsoon season (phr) = the season, from about April to October, when it rains a lot in southern Asian countries

nomad /naomæd/ (n) = sb who belongs to a group of people who move from place to place instead of living in one place all the time

on the move /on & mu:v/ (prep phr) = travelling from one place to another

participate /portisipen/ (v) = to take part in possession /pozefon/ (n) = sth that sb owns rear /rio/ (v) = to breed and look after animals as they grow up

satellite dish /sætəlart dr.]/ (n) = a piece of equipment, shaped like a bowl, that receives signals from satellites orbiting the Earth, enabling the user to watch satellite television

shear /[12/ (v) = to remove the wool from a sheep by cutting it off

sparsely populated (phr) = with very few people

stilt hut /stilt hat/ (n) = a small house built on top of long posts

temporary /temparari/ (adj) = not permanent

trading /treidin/ (adj) = buying and selling goods or services

treat /tri:t/ (v) = to behave towards or deal with sb

tribe /traib/ (n) = a group of people who live in the same area and have the same customs, language and beliefs

untouched /ʌnˈtʌtʃi/ (pp) = not affected, changed or damaged in any way

veil /veil/ (n) = a piece of cloth that is worn to partly cover the face

1b (pp. 10-11)

adapt to /əˈdæpt tə/ (v) = to change my way of thinking or acting to be successful in a new situation

bow /bəu/ (n) = a curved piece of wood, metal, etc and a string used to shoot arrows

convinced /kən'vɪnst/ (adj) = sure that sth

doubt eased (phr) = a feeling of uncertainty that gradually became less

emotional /rmaufanal/ (adj) = causing strong feelings

escalator /eskəlentə/ (n) = a set of moving stairs, controlled by a motor

gasp of wonder (phr) = a short quick breath because of surprise

give a second thought (idm) = to think or worry about sth

hospitality /hospitæliti/ (n) = warmth, generosity to guests

invisible /invizəbəl/ (adj) = sth that cannot be seen

lift /lift/ (n) = a machine used to take
 people and things to different
levels within a building

look after /lok o:ftə/ (phr v) = to take care of

meet with terror/suspicion (phr) = to react to sth with fear or distrust

overwhelming /əovə/welmiij/ (adj) = having a strong effect on sb

pause for thought (phr) = to think carefully about sth, especially in a different way than you have thought about it before

rare /rea/ (adj) = unusual

revolving door /rt.volving do:/ (n) = a type of door in the entrance of a large building which goes around and around as people go through it

secluded /srkluxdrd/ (adj) = isolated shadow /jædau/ (n) = a dark shape on a surface caused by sth standing between the light and the surface

spear /spra/ (n) = a long, thin pole with
 a sharp point, used in hunting
 and warfare

stand still (phr) = to not move stoneage /staoneids/ (adj) = primitive (referring to the time before humans knew how to make things from metal)

suspicion /səˈsptʃən/ (n) = distrust swap /swpp/ (v) = to change the elderly /oi 'eldəli/ (n) = the older generation

treasure /tresa/ (v) = to value

1c (p. 12)

acquire /əkwarə/ (v) = to obtain sth ancestor /ænsəstə/ (n) = a member of my family who lived a long time ago

brief /bri:f/ (adj) = lasting for only a short time

burden to the sta*e (phr) = an
 unpleasant responsibility for the
 government

chalk /tJo:k/ (n) = a type of soft white
 rock

exchange /tkst[emds/ (n) = the act of swapping one thing for another thing of equal value

family reunion (phr) = a meeting of members of the same family who haven't seen each other for a long time

immigrant /tmigrant/ (n) = a person who
 comes to live permanently in a
 foreign country

- inspection /mspekfon/ (n) = a careful examination by an official to check that everything is in good condition or that rules are being obeyed
- literacy test (phr) = an examination of a person's ability to read and write
- mere /mio/ (adj) = nothing more than nickname /mkncm/ (n) = a name given to sb/sth, usually in fun
- obvious /obvios/ (adj) = clear, easy to see
- pier /pia/ (n) = a platform going out into the sea, which people walk along proceed /pra/si:d/ (v) = to continue or go ahead
- process /process/ (n) = a series of actions done to achieve a particular result require /rrkwarə/ (v) = to need
- trace /treis/ (v) = to find sb or sth after looking for them
- undergo /Andagou/ (v) = to experience sth necessary or unpleasant

1d (p. 13)

- aisle seat (phr) = a seat on a train, plane, etc, next to an aisle
- boarding card /bɔːdɪŋ kuːd/ (n) = an official card that a passenger must have when boarding a plane or a ship
- check-in desk (phr) = the place at an airport where sb checks in before a flight
- conveyor belt /kən'veiə belt/ (n) = a long strip of material that moves continuously and carries objects from one place to another
- departure gate /drpoxtfə .gext/ (n) = the place where sb leaves an airport building to get on a plane
- hand luggage (phr) = the small bags that a passenger can carry onto an aeroplane
- passport control (phr) = the place where sb's passport is checked when leaving or entering a country
- security check (phr) = a search of an area or a person and their luggage for dangerous items

1e (pp. 14-15)

be tempted to (phr) = to want to do sth even though it may be wrong condemn /kənˈdem/ (v) = to officially state that sth should be removed or destroyed because it is dangerous or no longer useful consumer waste (phr) = material discarded after sh uses it

- devotee /devəti:/ (n) = a person who is very interested in and enthusiastic about sb/sth
- discarded /drsko:did/ (adj) = thrown away edible /edibl/ (adj) = suitable or safe to eat extent /ikstent/ (n) = the area, length or size of sth
- impact /mpækt/ (n) = a powerful effect intact /mtækt/ (adj) = complete, not damaged/changed
- landfill site (phr) = a place where rubbish is taken and buried lid /hd/ (n) = a cover on a container pitying /phin/ (adj) = showing pity for sb/sth
- roasted /roustid/ (adj) = cooked in an oven or over a hot fire
- rope (sb) in (phr) = to persuade sb to do sth
- rummage /ramid3/ (v) = to look for sth by moving things around and making a mess
- scavenge /skævind3/ (v) = to search for unwanted food or objects
- sealed /si:ld/ (adj) = closed tightly sell-by date (phr) = the date before which food should be sold
- steamed /stimd/ (adj) = cooked in the vapour which rises from boiling water
- tuck into /tʌk ɪntə/ (v) = to eat sth eagerly urban foraging (phr) = a search over an area in a city or town for food or other supplies

1f (pp.16-17)

- awakened /owerkond/ (pp) = woken up business trip (phr) = a journey taken for business purposes
- bustling passengers (phr) = busy travellers
- cold bus terminal (phr) = the chilly place where buses start and finish their journeys
- curl up /k3:1 'Ap/ (phr v) = to lie or sit with my arms and legs close to my body
- delayed flight (phr) = a flight that is not on time
- departure hall (phr) = the area in an airport where passengers wait before getting onto their plane
- detect /drtekt/ (v) = to discover or notice sb/sth
- engage in /mgeid3 m/ (v) = to take part in sth
- escape from debts (phr) = to get away from a situation where I owe money to other people or organisations
- foreseeable future (phr) = for a long time

- give the impression (phr) = to make sb think about sth in a particular way jangle /daengol/ (n) = a ringing metallic sound
- leave the terminal (phr) = to go out of the main part of the airport
- legal problems (phr) = law troubles
 loud announcement (phr) = a piece of
 information about sth which is
 strong and noticeable in sound
- migrant workers (phr) = people who go to live in another country in order to find work
- passenger /pæsəndʒə/ (n) = a person travelling on a bus, plane, etc
- permanent resident (phr) = sb who lives in a particular place for a long time or forever
- permanently /ps:menentli/ (adv) = forever presentable /pr/zentabel/ (adj) = tidy and attractive enough to be seen
- security staff (phr) = a group of people who work for an organisation or business and whose job is to protect a place against damage
- vending machine /vendin mafiin/ (n) = a machine from which you can buy coffee, chocolate etc
- wheeling suitcases (phr) = pulling along a suitcase with wheels attached

1q (p. 18)

- construction work (phr) = the activity of building structures
- dripping tap (phr) = a tap which lets water fall in drops
- overgrown garden (phr) = a garden which is covered with plants that have grown in an uncontrolled way
- stray /strei/ (adj) = (of pets) lost, abandoned

1h (p. 19)

- carpooling /ka:pu:lin/ (n) = the arrangement where a group of people take turns to drive each other to work or their children to school
- community spirit (phr) = friendliness and understanding between local people
- consumerism /kənsju:mərizən/ (n) = the belief that buying or using many products is good
- destination /destructfon/ (n) = a place to which sb is going
- dozen /dazon/ (n) = a group of twelve things or people

- drop sth off /drop 'pf/ (phr v) = to take
 sth somewhere and leave it there
- enable /rncibol/ (v) = to give sb permission or the right to do sth dust /dasi/ (n) = a fine powder of dirt or
- dust /dast/ (n) = a fine powder of dirt or earth
- household /haushoold/ (n) = all the people in a family or group that live together
- ladder /lædə/ (n) = a piece of equipment used for climbing up or down sth, made from two long poles with short bars between them for stepping on
- landfill /lændfil/ (n) = a place where rubbish is taken and buried
- lawnmower /lo:n,mace/ (n) = a machine that sb uses to cut grass
- ownership /aunaʃɪp/ (n) = the state of owning sth
- possession /pozejan/ (n) = sth that sb owns power drill /paua dril/ (n) = a tool for making holes that works using electricity
- reusable /rirju:zohol/ (adj) = able to be used more than once
- rule /ru:l/ (v) = to control, influence
 swap /swop/ (n) = the act of exchanging
 one thing for another
- waste /weist/ (n) = anything which has been used and is not needed anymore

Module 2 (p. 27)

- face /feis/ (v) = to be in a position where you have to deal with sth difficult or unpleasant
- grow /grau/ (v) = to develop
- life-threatening /larf θretnin/ (adj) = able to cause death
- record /rrko:d/ (v) = to measure or count sth and write down the result
- weigh /wei/ (v) = to be a certain weight (i.e. how heavy sb/sth is)

2a (pp. 28-29)

- abundant /əˈbʌndənt/ (adj) = plentiful or available in large quantities
- aroma /aˈrauma/ (n) = a strong pleasant smell, usually from food or drink
- cholesterol /kolestorol/ (n) = a substance that exists in the fat, tissues and blood of all animals and which can cause heart disease if it increases
- common sight (phr) = sth that is seen often
- contamination /kontæmmerJon/ (n) = the act of making sth dirty, polluted and dangerous to one's health by adding harmful substances
- deep-fried /disp fraid/ (adj) = food cooked in a lot of hot oil

- dough /dou/ (n) = a mixture of flour and water ready for baking into bread or pastry
- edible /edibəl/ (adj) = suitable or safe to eat
- fraction of resources (phr) = a smaller amount of money, material, etc
- marinated /mærmend/ (adj) = putting meat, fish or other food in a sauce for a period of time to add flavour
- mashed /mæʃt/ (adj) = crushed into a soft mass
- nutty taste (phr) = flavour of nuts
 pest /pest/ (n) = a small animal or an
 insect that causes damage to
 food or crops
- platter /plætə/ (n) = a large plate used for serving food
- pop /pop/ (v) = to put sth small inside sth else with a quick movement
- roasted /roustid/ (adj) = cooked in an oven or over a hot fire
- stir-fried /sta: 'fraid/ (adj) = cooked quickly in a small quantity of very hot oil
- unavoidable /ˌʌnə/vəɪdəbəl/ (adj) = that cannot be prevented
- witchetty grub /witfoti grab/ (n) = a large, white, wood-eating insect

2b (pp. 30-31)

- at the flick of a switch (phr) = very quickly and easily
- beam /bi:m/ (n) = a column of light
- bend /bend/ (v) = to curve
- circulating /sa:kjulentn/ (adj) = moving around
- colonise /kolanaiz/ (v) = to claim authority over an area and send citizens to live there
- control /kantraul/ (v) = to have complete power over sb or sth
- crack the secret (phr) = to find the solution
- disabled /distribuld/ (adj) = handicapped emerge /rma:d3/ (v) = to come out from a place where you could not be seen
- far-fetched /for fetfi/ (adj) =
 unbelievable, unrealistic
- flick /flik/ (v) = to cause sth to move by touching it with a quick, sudden movement
- fool /fu:1/ (v) = to trick sb
- galaxy /gæloksi/ (n) = one of the independent groups of stars in the universe
- hack into /hæk mto/ (v) = to break into a computer system in order to get secret information
- illusion /rlurgon/ (n) = sth that is not really what it seems to be

- invisibility cloak (phr) = a piece of clothing that hangs loosely from sb's shoulders and makes them unable to be seen
- levitate /leviteit/ (v) = to appear to rise and float in the air without any support
- limbs /limz/ (pl n) = arms and legs mirage /mirag/ (n) = sth which you think you see in a desert or a road when it is extremely hot
- mouth-watering /mauθ ,wo:terin/ (adj) = (of food) delicious
- nanotechnology /nænoutek'nolodʒi/ (n) = the science that deals with very small particles
- manotube /nænoutjush/ (n) = a cylindrical molecule made of one element, usually carbon
- paralysed /pærəlaizd/ (adj) = unable to move
- prototype /productarp/ (n) = sample, trial product
- replicate /repliken/ (v) = to copy saliva /səlaivə/ (n) = spit
- sceptical /skepukel/ (adj) = doubtful
- stir /sta:/ (v) = to mix materials using a spoon
- strand /strænd/ (n) = a long, thin fibre, like a hair
- swamp /swomp/ (n) = a very wet land with wild plants
- swirl /sw3:l/ (v) = to move round and round quickly
- thread /Ored/ (n) = a long thin piece of string
- wirelessly /waiolosli/ (adv) = sending and receiving electronic signals by using radio waves

2c (p. 32)

- balance /bæləns/ (n) = the situation where different things exist together in the correct proportions
- ecosystem /i:kəosistəm/ (n) = all the planets and animals living in an area and the way in which they are related to each other and to their environment
- hooked /hokt/ (pp) = fixed onto sth else using a bent piece of metal
- hunting season (phr) = a period of time in a year during which chasing and killing wild animals takes place
- laid-back /leid bæk/ (adj) = relaxed and not worried or affected by negative things
- marsh /ma:f/ (n) = flat ground that is always wet and soft

- moisture /maist[a/ (n) = the water vapour in the air or drops of liquid on a surface
- muddy /mʌdi/ (adj) = containing or covered in mud
- okra /pkra/ (n) = a green vegetable used in cooking, especially in Asia and the southern USA
- refugee /refjodsi:/ (n) = sb who leaves their country to find safety, especially during a war or for political or religious reasons
- restrict /rrstrikt/ (v) = to put a limit on sth in order to reduce it or prevent it becoming too great
- rotten meat (phr) = meat which has decayed and can no longer be used
- shrimp /frimp/ (n) = a small shellfish
 with a long tail and many legs
- spin /spin/ (v) = to turn around at a
 central point
- stilt house (phr) = a house built on long upright pieces of wood or metal so that it is above the ground or water
- stretch /stret[/ (v) = to reach or extend
 over an area or distance
- sweat /swet/ (v) = to produce the salty, colourless liquid which comes through your skin when you are hot, ill or afraid
- tag /tæg/ (n) = a piece of paper or metal fixed to sth else, usually containing information
- upset /Apset/ (v) = to change a situation
 in a way that causes problems
- waterway /wo:tawei/ (n) = a river or canal that boats travel on
- wild /waild/ (adj) = (of animals) living independently of humans

2e (pp. 34-35)

- breeze /brizz/ (n) = a gentle wind challenging shoot (phr) = an occasion, when a documentary is being filmed, which is difficult but interesting
- decay /drkei/ (n) = the gradual destruction of sth by a natural
- drain /drem/ (v) = to allow the liquid to flow from sth
- fate /feit/ (n) = destiny
- funding /fʌndɪŋ/ (n) = money given by the government for a particular purpose
- glitter /glite/ (v) = to sparkle

- gypsum crystals (phr) = small regularshaped pieces of gypsum (soft white substance used to make plaster) that have formed naturally when gypsum becomes solid
- humidity /hju:miditi/ (n) = the amount of water/moisture in the air
- operate /pparen/ (v) = to make a device or machine work
- respirator /respireito/ (n) = a device that allows people to breathe when they can't breathe naturally
- steam up /stim 'Ap/ (v) = to cover sth with steam
- sweat pours (phr) = drops of salty liquid come out through sb's skin when they are hot, ill or afraid
- World Heritage Monument (phr) = a structure that is listed by the United Nations Educational, Scientific and Cultural Organisation (UNESCO) as being of special significance

2f (pp. 36-37)

- bait /beit/ (n) = food used to attract and catch fish or animals
- be out of your mind (idm) = to be stupid or crazy
- capture /kæptʃə/ (v) = to catch, to trap crate /kreɪt/ (n) = a box, usually made of wood, used to carry things
- drift away /drift awei/ (v) = to move slowly with no control over direction
- fussy eater (phr) = sb who eats only particular things
- kneel /ni:l/ (v) = to stay in a position where one or both knees are on the ground
- manipulate /məˈnɪpjoleɪt/ (v) = to control sb/sth to your advantage
- menace /menas/ (v) = to threaten sequel /sixwal/ (n) = a book, film or
 - play that continues the story of an earlier one
- spear /spiə/ (v) = to push a sharp, pointed object into sth else
- spit out /spit 'aot/ (phr v) = to force food
 or drink out of your mouth
- step in /step tn/ (phr v) = to get involved in a difficult situation
- strap /stræp/ (v) = to fasten sth/sb with
 straps (i.e. narrow pieces of
 leather, cloth, etc)
- tear off /tear of/ (phr v) = to cut or break sth from sth else by pulling quickly
- to one's relief /ta wanz rrlr:f/ (prep phr) = a feeling of happiness when sth unpleasant has ended or hasn't happened

2h (p. 39)

- at high speed /ət ˌhaɪ 'spi:d/ (prep phr) = very fast
- battlefield /bætlfi:ld/ (n) = a place where a battle is fought
- chain mail /tjem meil/ (phr) = protective clothing made by joining many small metal rings together worn by soldiers in the past
- commoner /kpmana/ (n) = sb who isn't a member of the nobility
- helmet /helmat/ (n) = a strong headcovering for protection
- knock off /nok 'nof/ (phr v) = to hit sb/ sth, often forcefully, causing them to fall
- lance /lams/ (v) = a long, thin, pointed weapon that was used in the past by soldiers riding on horses
- medieval knight (phr) = a man of high rank, trained to fight as a soldier on a horse, in the Middle Ages
- nobility /nəo'biliti/ (n) = the class of people who have a high social rank especially from birth
- on horseback /on horsebæk/ (prep phr) = done while riding a horse
- opponent /apeunant/ (n) = a person who competes against another in a competition
- royalty /roplti/ (n) = members of a royal family
- shield /Ji:ld/ (n) = a large piece of metal, carried on the arm, which people use to protect themselves
- slit /slit/ (n) = a long straight narrow cut or hole
- spear /spiə/ (n) = a long, thin pole with a sharp point, used in hunting and warfare
- tournament /toenement/ (n) = a sports competition

Module 3 (p. 47)

- dental nurse /dentl nais/ (n) = sb whose job is to help a dentist
- mental disorder (phr) = a mental illness which prevents part of your body from working properly
- midwife /midwaif/ (n) = sb trained to assist in childbirth and advise pregnant women
- pharmacist /fa:məsist/ (n) = sb whose job is to prepare medicines in a shop or hospital; chemist

3a (pp. 48-49)

absorbed /əbzə:bd/ (pp) = very interested in sth

- acupuncture /ækjopʌŋktʃə/ (n) = the ancient Chinese practice of treating people by inserting needles in certain points of the body to release blocked energy
- addiction /ədik[ən/ (n) = a strong desire to do or have sth regularly
- arthritis /a:0rantes/ (n) = a medical condition in which the joints in one's body are swollen and painful
- burn victim (phr) = sb who is suffering from injuries caused by fire, heat, sunlight or acid
- cluck /klak/ (v) = to make the noise that a hen makes
- concussion /kan'ka[an/ (n) = loss of consciousness or feeling sick or confused after a blow to one's head
- depression /drpresen/ (n) = a mental state
 in which one is sad because their
 situation is difficult and unpleasant
- dim /dim/ (adj) = rather dark because
 there's not enough light
- indigestion /mdrd3estfen/ (n) = pain in chest/stomach caused by difficulty digesting food
- insomnia /mspmnia/ (n) = difficulty in sleeping
- kick the habit (idm) = to stop doing sth that is bad for sb
- lash /læʃ/ (v) = to hit with violent force magic wand /mædʒik 'wond/ (n) = a way to solve problems or difficulties immediately
- meditation /medaterjan/ (n) = the act of emptying my mind of thoughts and feelings, so as to relax completely
- mesmerise /mezmaraiz/ (v) = to interest or amaze sb so much that nothing else is seen or noticed
- migraine /mi:grem/ (n) = a severe headache which affects one side of the head and can cause distorted vision and nausea
- nosebleed /nəozblid/ (n) = an occasion when blood runs from the nose
- pain relief (phr) = sth that is hurting becomes less painful
- panic attack /pænik atæk/ (n) = a strong feeling of nervousness or fear that makes sb unable to think clearly or behave sensibly
- recovery /rrkaveri/ (n) = the process of getting better after an illness, injury, etc
- restless /restlas/ (adj) = unable to relax or sit still
- saw /so:/ (v) = to cut into with a saw

- side effects (phr) = undesirable effects of a drug or medical treatment
- snoring /snorm/ (n) = the action of breathing noisily while sleeping
- surgery /sa:daari/ (n) = the act of cutting or removing parts of the body in order to treat injuries or diseases
- ulcer /Alsə/ (n) = a sore area on or inside the body that may bleed and be very painful
- 3b (pp. 50-51)
- at top speed /ət top 'spi:d/ (prep phr) = at the fastest speed a vehicle can move
- catch your eye (idm) = to attract sb's attention and make them look at sth
- dip /dip/ (v) = to put sth carefully into a liquid
- flick through /flik θru:/ (phr v) = to look at a book, magazine, set of photos, etc quickly
- gentle /dgentol/ (adj) = calm and peaceful harness /humas/ (n) = a set of straps that fits onto a person's body and attaches them to sth else
- hug /hag/ (v) = to put one's arms around sb or sth and hold them or it tightly
- laugh out loud (phr) = to laugh a lot nostrils /nostrelz/ (pl n) = the two openings at the end of sb's nose
- out of breath /aut əv 'breθ/ (prep phr) =
 having difficulty breathing
- oxygenated /oksidagneitid/ (pp) = sth that has had oxygen added to it
- poses /pouz/ (pl n) = the positions in which sb stands or sits
- silk hammock (phr) = a silk piece of cloth hanging between two supports to which it is attached
- spin /spin/ (n) = an act of turning around quickly
- suspended /sə/spendid/ (pp) = sth attached to a high place so that it hangs down
- swing /swin/ (v) = to grab onto sth that is fixed and move back and forth
- tickle /tikl/ (v) = to touch sb in a way that causes a slightly uncomfortable feeling which makes them laugh
- tube /tju:b/ (n) = a long, hollow object that is used to control the flow of a liquid

3c (p. 52)

acid /æsed/ (n) = one of many chemical substances, some of which can damage whatever they touch cleanse /klenz/ (v) = to clean thoroughly

- dip /dup/ (v) = to put sth carefully into a liquid
- erupt /rapt/ (v) = (of a volcano) to
 throw out burning rocks, lava,
 etc suddenly and with great
 force
- geothermal /dʒi:auθa:mal/ (adj) = of or related to the internal heat of the Earth
- reserve /n,z3:v/ (n) = an area of land where animals, birds and plants are officially protected
- roar /to:/ (v) = to make a very loud noise seismic activity (phr) = earthquakes and other movements of the Earth's crust
- sizzling /sizlin/ (adj) = very hot steam /stim/ (n) = the hot mist that forms when water boils
- vent /vent/ (n) = an opening that allows air, smoke or gas to escape or enter an enclosed space

3e (pp. 54-55)

- a weight lifted from one's shoulders (idm) = when sb feels much more relaxed and not stressed about
- chant /tʃamt/ (v) = to repeat a string of words or a single word or tune over and over again
- chuckle /tʃʌkl/ (n) = a quiet laugh circulation /sɔːkjʊleɪʃən/ (n) = the movement of blood round the body from and to the heart
- community centre (n) = a place where people from the same area can go for social events, classes etc
- giggle /gigl/ (v) = to laugh in a childish way
- hormones /ho:mounz/ (n) = chemical substances produced by sb's body that influence its growth, development and condition
- meditation /mcdaterjan/ (n) = the act of emptying my mind of thoughts and feelings, so as to relax completely
- puddle /pʌdl/ (n) = a small pool of liquid on the ground
- refreshed /rrfreʃt/ (adj) = rested and full of energy
- relieve /rrlisy/ (v) = to make sth unpleasant less intense or cause it to disappear completely
- respiratory system (phr) = the system of breathing
- roar /ro:/ (n) = a very loud noise sceptical /skepukal/ (adj) = doubting that sth is true or useful

tone muscle (phr) = to make the tissue inside the body, which is used to make movements, firm and strong

3f (pp. 56-57)

adrenaline /odrenalin/ (n) = a substance the body produces when one is angry, scared or excited

adverse effect (phr) = not good result alert /alax/ (adj) = attentive and ready to deal with anything that might happen

blood pressure (phr) = the amount of force with which one's blood flows around ne's body

bullying /bolin/ (n) = the act of using one's strength or power to hurt or frighten weaker people

cardiovascular /k@diagvæskjola/ (adj) = (of exercise) that makes the heart beat quickly

concentrate /konsontreπ/ (v) = to focus one's attention on sth

contribute /kənˈtrɪbjuːt/ (v) = to be one of the factors that causes sth

cope with /kəup wið/ (v) = to manage to deal with a difficult situation

cortisol /kɔ:tɪzol/ (n) = the body's primary stress hormone which helps the body regulate blood sugar levels and blood pressure

daily basis (phr) = every day

depression /drpresen/ (n) = a mental state in which you are very sad and cannot enjoy anything

emotional pressure (phr) = feeling that you cannot cope with the situation you are faced with

endorphins /endo:finz/ (n) = hormones secreted within the brain and nervous system which reduce the effect of pain

function $f_{\Lambda\eta k}[an]/(v) = to operate, to work$

handle the situation (phr) = to deal with a situation or problem successfully

heart rate (phr) = the number of beats per minute

lessen its effects (phr) = to reduce the consequences of sth

metabolism /matabalizam/ (n) = the chemical process which causes food to be used by the body

minimise /minimatz/ (v) = to lower sth to the lowest possible level or keep it from going beyond that level

moderate exercise (phr) = not very fast physical activities pump /pnmp/ (v) = to force a liquid or gas in a particular direction using a device

remain on alert (phr) = to be always ready for possible danger

slouch /slaut[/ (v) = to sit or stand lazily with the shoulders and head bent forward

tough situation (phr) = difficult condition

widespread /waidspred/ (adj) = existing or occurring over a wide area

3h (p. 59)

adapt /ədæpi/ (v) = to adjust adrenaline /ədrenəlin/ (n) = a substance the body produces when one is angry, scared or excited

blood pressure (phr) = the amount of force with which one's blood flows around one's body

channel /tʃ@nl/ (v) = to control and direct sth towards a particular purpose

depression /drpreJan/ (n) = a mental state in which you are very sad and cannot enjoy anything

evolve /rvplv/ (v) = to develop, to change

heart attack /hor ptack/ (n) = a sudden illness in which the heart beats irregularly, causing great pain and sometimes death

human race (phr) = all people insomnia /msomnia/ (n) = difficulty in sleeping

mental health (phr) = the health or state of sb's mind

merely /mioli/ (adv) = just, simply physical aggression (phr) = angry or threatening behaviour that often results in fighting

physical /fizikəl/ (adj) = having to do with sb's body rather than their mind

release /n/lis/ (v) = to let a substance flow out

ticking bomb (phr) = a situation that will become dangerous or harmful in the future

unwind /anwamd/ (v) = to relax
verbal abuse (phr) = rude or offensive
 things that sb says when they
 are angry

vital /vait/ (adj) = absolutely necessary

Module 4 (p. 67)

4a (pp. 68-69)

banquet /bæŋkwɪt/ (n) = a formal dinner bare hands (phr) = hands not covered by gloves

cope /kəup/ (v) = to deal with a situation successfully drill /dril/ (v) = to use a machine to make holes in sth

elaborate /rlæbərət/ (adj) = complex and rich in detail

festival-goer /festival gaua/ (n) = a person who attends a festival

grab /græb/ (v) = to snatch

host /haust/ (n) = sb that has invited you into their home and provides you with accommodation

illuminate /rluminen/ (v) = to light up in full swing /m ful 'swin/ (prep phr) = at the busiest or liveliest time

incredible /mkredibol/ (adj) = amazing keep a straight face (idm) = to

manage to look serious

maze /meiz/ (n) = a complex system of

passages and paths between
walls and hedges

put on /pot 'on/ (phr v) = to turn on or operate sth

scattered /skætəd/ (pp) = spread in an untidy way

sculptor /skxlptə/ (n) = sb who carves or shapes material to make a work of art

sculpture /skalpt[a/ (n) = a work of art made by carving or shaping stone, wood or clay

sledging /sled3m/ (n) = the activity of travelling over snow by sliding along on a vehicle with runners instead of wheels

sleigh ride (phr) = a journey across snow on a vehicle, called a sleigh, which has runners instead of wheels, usually pulled by horses

snow rafting /snoo ra:fun/ (n) = the activity of sliding down a snowcovered slope in an inflatable boat

squirming /skwa:min/ (adj) = moving your body from side to side

thrill $/\theta_{\text{ril}}/(v) = \text{to excite}$

trout /traot/ (n) = a fresh water fish, popular as food

venue /venju:/ (n) = a place where a special event happens

4b (pp. 70-71)

aches and pains (phr) = feelings of discomfort in different parts of your body

adrenaline rush (phr) = a sudden high increase in the adrenaline hormone that causes you to feel very energetic

applaud /aploid/ (v) = to clap one's hands

awe /ɔ:/ (n) = respect; amazement

- carefree /keəfri:/ (adj) = not having any problems, worries or responsibilities
- defying gravity (phr) = resisting the force which pulls you towards the ground
- faint-hearted /feint hodid/ (adj) = not confident
- fire-eater /fazer itte/ (n) = an entertainer that blows fire out of his mouth
- fixated /fiksettid/ (pp) = thinking about sth in an extreme way
- glitter /glita/ (n) = tiny pieces of metal or plastic that sparkle and shine
- head-hunted /hed hantid/ (adj) = having been selected for a particular job
- juggler /dʒʌglə/ (n) = an entertainer who throws things into the air and catches them
- key /ki:/ (n) = sth that is vitally
 important
- lion tamer /laian teima/ (n) = sb who trains lions to obey people
- master the stunts (phr) = to know how to do the acts
- motorcycle stuntman (phr) = sb who performs dangerous actions on a motorcycle
- motto /moteo/ (n) = a phrase or short sentence which is used to show a particular belief or moral
- ringmaster /mjma:ste/ (n) = a person who introduces performers/ animals
- sacrifice /sækrıfaıs/ (n) = the act of giving up sth valuable to obtain sth else
- scout /skaut/ (n) = a person who searches for suitably talented people to recruit
- spin /spin/ (v) = to turn around quickly stardom /sta:dəm/ (n) = fame
- stilt walker /sult wo:ka/ (n) = a person who walks on two long pieces of wood
- sword swallower /so:d ,swoloo/ (n) = a person who eats a weapon with a long sharp blade
- tightrope walker /taitroup ,wo:kə/ (n) = a person who walks on a rope
- trapeze artist /trapiz .c.tist/ (n) = an acrobat who swings through the air on a bar attached to long ropes
- twirl /tws:l/ (v) = to turn around and around in a smooth, fairly fast
- twist /twist/ (v) = to turn in a circular direction
- willpower /wɪl.pauə/ (n) = strong determination

4c (p. 72)

- at stake (prep phr) = likely to be lost if sth does not succeed
- boost /busst/ (v) = to improve or increase cause quite a stir (phr) = to excite comprising of /kpm/prizin pv/ (v) =
- consisting of coverage /kavarids/ (n) = the reporting
- of a piece of news
 make a fashion statement (phr) = to
 wear unusual clothes in order to
 make an impression on others
- notorious /neoto:rios/ (adj) = well-known for having done sth bad
- outrageous /autreid598/ (adj) = shockingly bad or excessive
- press /pres/ (n) = newspapers and journalists
- prestigious /prestidaes/ (adj) = having a reputation for good quality
- soar /so:/ (v) = to rise greatly and quickly strict dress code (phr) = very clear rules about what kind of clothes are allowed to be worn at an
- stuffed /staft/ (adj) = filled with a substance

4e (pp. 74-75)

- break-dancing /breik,dansin/ (n) = a type of dancing to popular music that involves a lot of jumping and rolling on the floor
- breathtaking /bre@teikin/ (adj) = exceptionally beautiful or impressive
- canvas /kænvəs/ (n) = a strong, heavy cloth
- caption /kæpʃən/ (n) = words written underneath, above or beside a picture explaining what it is about
- come across /kam akms/ (phr v) = to discover or to notice
- designer boutique (phr) = a clothes shop that sells expensive clothes
- enlarged /mˈlɑːdʒd/ (pp) = (of photos) copied and made larger
- expand /ik'spænd/ (v) = to become larger funding /fandin/ (n) = money given by the government for a particular purpose
- passer-by /passe bai/ (n) = a person who is walking past sb or sth
- pick through rubbish (phr) = to search through waste
- plaster /plasta/ (v) = to stick sth large onto a surface
- poverty /povati/ (adj) = the condition of being extremely poor

- poverty-stricken /povoti ,strikon/ (adj) = being extremely poor
- purposely /ps:pesli/ (adv) = intentionally sanitation /sæmrterfen/ (n) = conditions relating to public health
- serve a purpose (phr) = to have a reason for sth
- shoot /[u:t/ (v) = to take photographs skeletal /skelital/ (adj) = extremely thin tile /tail/ (v) = to cover a roof with tiles unexpected /antk/spektid/ (adj) = surprising
- unnoticed /amautist/ (adj) = not seen, ignored

4f (pp. 76-77)

- cheer /tʃia/ (v) = to shout loudly to encourage sb or to show approval
- dismantled /dismæntld/ (adj) = being taken apart
- embrace /imbreis/ (v) = to accept; to include in a larger group
- go up in flames (phr) = to catch fire jump at the chance (phr) = to be
- excited about an opportunity makeshift /meikʃifi/ (adj) = temporary and low in quality
- reluctantly /rrlaktantli/ (adv) = unwillingly rough /raf/ (adj) = approximate; not exact
- set alight (phr) = to set on fire spare /spea/ (adj) = extra
- summer solstice /samə solstis/ (n) = the day of the year with the most hours of daylight
- trace /tress/ (n) = a very small amount of sth

4h (p. 79)

- catwalk /kætwo:k/ (n) = a narrow platform that models walk along at a fashion show to display clothes
- conference /konforons/ (n) = a meeting at which formal discussions take place
- coverage /kavəridʒ/ (n) = the reporting of a piece of news
- glimpse /glimps/ (v) = to see sth or sb for a quick moment
- go on tour (phr) = (of a musical group) to travel to and perform at several places
- laser projection (phr) = narrow beams of concentrated light which create an image
- lifelike /laiflaik/ (adj) = looking alive news correspondent (phr) = a reporter
- presidential election (phr) = the
 process of voting to choose a
 president

project /pro'd3ekt/ (v) = to make sth appear on a screen or wall

runway /rʌnwei/ (n) = the part of a stage at a theatre or fashion show which extends into the audience

sell-out /sel aut/ (n) = all the available tickets, products, etc are sold

top the charts (phr) = to be first in the official lists

touchpad /txt[pæd/ (n) = the part of a device that consists of a soft pad sensitised to finger movement/ pressure

Module 5 (p. 87)

orbit /o:bit/ (v) = to move around a planet, the moon or a star

pioneer /paionio/ (v) = to start; to establish

revolutionise /revolutionarz/ (v) = to cause great changes

unmanned /An'mænd/ (adj) = without people

5a (pp. 88-89)

administer /ædministe/ (v) = to give attached to /ətætʃt tə/ (adj) = connected to

carry out /kæri aut/ (phr v) = to perform sth effectively

detect /ditekt/ (v) = to discover or notice sb/sth

dub /dab/ (v) = to give an unofficial name to sb/sth

groundbreaking /graundbreakin/ (adj) = very new and different from other things

invasive surgery (phr) = an operation inside the body

medical applications (phr) = uses to treat and cure illnesses

molecular level (phr) = the smallest scale (i.e. on the scale of a molecule)

molecule /malikjuil/ (n) = the smallest amount of a substance which can exist by itself

patrol /petreol/ (v) = to go around an area to check that everything is OK

precision /prisizen/ (n) = accuracy protein /precim/ (n) = a type of molecule

steady hand (phr) = a stable hand that does not shake

strand /strænd/ (n) = a long, thin fibre, like a hair

5b (pp. 90-91)

auction site (phr) = an Internet site which sells goods to the person who offers the highest price

cancer /kænsə/ (n) = a group of serious diseases where abnormal cells grow in the body

chill $/t \int i l / (v) = to make sth cold$ come up with $/k n \ln v = to$

cure /kjuə/ (n) = to cause an illness to end

cylinder /silində/ (n) = an object with flat circular ends and long, straight sides

evaporation /t,væpəˈreɪʃən/ (n) = the process by which a liquid changes to a gas due to the increase in its temperature

global /glaubal/ (adj) = worldwide hammer /hæma/ (n) = a hand tool with a heavy rigid head and a handle, used to deliver a blow by striking

harm /ham/ (n) = damage hygiene /hardzim/ (n) = cleanliness lecture /lektʃə/ (n) = to give a formal talk on a specific subject to a group of people

nanoparticle /nænoupoztikl/ (n) = a tiny particle

overwhelming /əʊvəˈwelmiŋ/ (adj) = having a strong effect

scrap materials (phr) = things no longer wanted

stuffed animal (phr) = a toy usually filled with soft material

sweating /swein/ (n) = the act of salty liquid coming through sb's skin when they are hot, ill or afraid

tissue /uʃu:/ (n) = a group of cells in a living organism that perform the same function

tumour /tju:mə/ (n) = a mass of diseased or abnormal cells that has grown in a human being's body

wasteful /weistfal/ (adj) = causing
useful things to be thrown away

wholesale price (phr) = the price of things sold in large quantities (cheaper than the retail price)

5c (p. 92)

accurate /ækjorat/ (adj) = exact boast /bəost/ (v) = to achieve or possess sth that is very good

circle /sa:kal/ (v) = to move or be around sth

complex /kəmplek// (n) = a group of buildings, or a large building with many parts, used for a particular purpose courtyard /kaxjax/ (n) = an area next to a building surrounded by a wall

exactly /igzæktli/ (adv) = completely accurate; no more and no less

fixed /fikst/ (adj) = established; not to be changed

hemisphere /heməsfiə/ (n) = one half of the Earth

navigate /nævigeit/ (v) = to find a direction across, along or over an area of water or land

observatory /əbˈzɜːvətri/ (n) = a building with a telescope for scientists to watch the planets

physically /fizikli/ (adv) = in a way that relates to things that can be touched or seen

planetarium /plænteariam/ (n) = a building with lights on the ceiling that represent planets and stars

precisely /prisassi/ (adv) = exactly refracting /rrfræktm/ (adj) = bending or changing the direction of a ray of light

time zone /tarm zoun/ (n) = an area of the world where time is calculated as a number of hours ahead of or behind GMT

5e (pp. 94-95)

air bubbles (pl n) = tiny balls of air inside a solid or a liquid

crack /kræk/ (n) = a narrow gap current /kʌrənɪ/ (n) = a continuous flow

of air or water in a particular direction

depths /depθs/ (pl n) = the deepest parts of sth

descend /disend/ (v) = to move downwards

disturbance /drsta:bans/ (n) = the act of changing sth or making sth move

diverse /darv3:s/ (adj) = having great variety

embrace /imbreis/ (v) = to accept exhale /eksheil/ (v) = to breathe out air expedition /ekspodifon/ (n) = a journey for a particular purpose

handhold /hændhoold/ (n) = a small hole in a surface, which you can put your hand in to help you climb

head to /hed 10/ (v) = to go towards a place

heated wetsuit (phr) = a type of suit for divers that produces heat to keep them warm

iceberg /aisb3:g/ (n) = a huge mass of ice floating in the sea

leap of faith (phr) = doing sth even though you don't know if it will succeed make someone's name (phr) = to become famous for sth mapping device (phr) = apparatus

which creates diagrams of the landscape

massive /mæsɪv/ (adj) = enormous multimedia presentation (phr) = a presentation that includes text, graphics, audio, video, etc

oxygen tank (phr) = a device that divers wear on their backs which contains oxygen and allows them to breathe when under water

put sb off /pot 'of/ (phr v) = to stop sb from wanting to do sth

rough rAf/(adj) = (of the sea) with big

shatter / [ætə/ (v) = to break suddenly into many small pieces threat /0ret/ (n) = danger

5f (pp. 96-97)

alkaline battery (phr) = a device that produces electricity using alkaline chemicals (i.e. chemicals which are not acids)

anew /əˈnjuː/ (adv) = again

burn up /ba:n 'Ap/ (phr v) = to destroy by fire

concentration /konsentrerfen/ (n) = the ability to give all of one's attention and efforts to sth confident /konfadant/ (adj) = assured

drift off to sleep (phr) = to go slowly and peacefully to sleep

failure /feilja/ (n) = a person who is not successful

filament /filamant/ (n) = the tiny wire inside a light bulb

flow /flou/ (v) = to move steadily and continuously

focused /faukast/ (adj) = having a clear and definite purpose

genius /dai:nips/ (n) = a highly intelligent person

inner /ma/ (adj) = inside

intolerant /intolerant/ (adj) = unwilling to put up with sth

nap /næp/ (n) = a short sleep, usually during the day

patent /peitant/ (n) = a licence for a new invention

persistent /pa/sistant/ (adj) = continuing to do sth in spite of the opposition of others

projector /pro/dzekto/ (n) = a machine that displays films or slides on a screen push oneself /pu[wanself/ (v) = to force

reach one's goals (phr) = to accomplish the things you want to do

set oneself a target (phr) = to try to achieve sth

skill /skil/ (n) = a developed talent or ability

tap into /tæp 'intə/ (phr v) = to use sth for your benefit

trick /trik/ (n) = a useful action

under pressure /Ando 'preso/ (prep phr) = stressed

undoubtedly /An'daotidli/ (adv) = in a way which emphasises the certainty of sth

wander /wonda/ (v) = to move around without a purpose

5h (p. 99)

brain /brem/ (n) = the organ inside one's head

determine /drts:mm/ (v) = to cause sth to be in a certain way

dominant /dominant/ (adj) = the most powerful or important thing

handle /hændl/ (v) = to deal with hemisphere /hemasfia/ (n) = one side of the brain

hunger /hʌŋgə/ (n) = the need to eat identity /ardentati/ (n) = who or what sb/sth is

 $logic / rlod_{3ik} / (n) = reason$

nerve fibres (phr) = the long thin parts of nerve cells that transmit messages around the body

organ /o:gan/ (n) = an essential part of one's body, e.g. heart, lungs, liver

pathway /pα:θwei/ (n) = a route regulate /regiolest/ (v) = to control skull /skal/ (n) = the bony part of the

head which encloses the brain tendency /tendensi/ (n) = an inclination to behave in a certain way thirst /03:st/ (n) = the need to drink

Module 6 (p.107)

carved /ka:vd/ (adj) = cut into wood or stone

date back /deit bæk/ (phr v) = to start or be made at a particular time

depict /drpikt/ (v) = to represent in an art form

prominent /prominent/ (adj) = important ruin /ru:m/ (v) = to destroy

6a (pp. 108-109)

bronze /bronz/ (adj) = made of copper and tin

colossal /kəˈlɒsəl/ (adj) = huge descend /dr'send/ (v) = to go down drown /draun/ (v) = to die because one is underwater and cannot breathe

gaze /geiz/ (v) = to look steadily at sb or sth for a long time

grand staircase (phr) = a huge, elaborately decorated flight of

grave /greiv/ (n) = a place where a dead person lies

hostile /hostatl/ (adj) = unfriendly hypothermia /haɪpəʊθɜːmiə/ (n) = a condition where the body temperature is very low

iceberg /aisba:g/ (n) = a huge mass of ice floating in the sea

lunar /luma/ (adi) = related to the moon memorial cemetery (phr) = a graveyard dedicated to the memory of people who died in a war or other tragedy

plunge /pland3/ (v) = to fall from a great height, usually into water

promenade deck (phr) = an area on a passenger ship used for walking

remains /rrmemz/ (n) = the parts or things that are left

rip/rip/(v) = to tear

scatter /skætə/ (v) = to spread things all over an area

sheet /fix/ (n) = a large flat piece of material

stare /stee/ (v) = to look at sth/sb for a long time

submarine /sabmarim/ (n) = a ship that travels both above and below the surface of the sea

submersible /səbˈmɜːsɪbəl/ (n) = a small craft which travels underwater

unsinkable /ˌʌmˈsɪŋkəbəl/ (adj) = not able to disappear below surface of water

wealthy /wel0i/ (adj) = having a lot of money

wreckage /rekidy/ (n) = the remains of a vehicle, aeroplane, etc after it has been destroyed in an accident

6b (pp. 110-111)

be like a well-oiled machine (idm) = to work properly

bookkeeping /bukki:pm/ (n) = the act of keeping records of money spent and received

code /koud/ (n) = an accepted way to behave

corset /ko:sat/ (n) = a stiff piece of women's clothing, worn around the body

cracked /krækt/ (adj) = with a line/lines on the surface as a result of being damaged

do the orders (phr) = (for a shop or large household) making lists of things that need to be bought

enforce /mfors/ (v) = to make sure sth is done

engrossing /mgroosin/ (adj) = very interesting

filthy /fil0i/ (adj) = dirty

have a clue (phr) = to have knowledge about sth

hit a note (phr) = to sing in tune in charge of /in t[cid3 ev/ (prep phr) = sth that sb owns

intensify /intensifai/ (v) = to make sth
 greater in strength, amount or
 degree

on behalf of /on brho:f av/ (prep phr) = representing sb

overjoyed /auvadsaid/ (adj) = delighted polish /polis/ (v) = to make sth shine possession /paze[an/ (n) = sth that sb owns

quit /kwit/ (v) = to leave sth (job, team, school, etc)

servant /ss:vant/ (n) = a person employed to work at sb's home in years past

smooth-running /smux ranny (adj) = operating without problems

stocktaking /stokterkin/ (n) = the activity of counting and checking all the goods in a shop

tutor /tjutto/ (n) = a teacher who gives private lessons

6c (p. 112)

adaptation /ædæpter[ən/ (n) = a film or a television programme based on a book or a play

campaign /kæmˈpeɪn/ (v) = to carry out a planned set of activities in order to achieve your aim

cruel /kru:al/ (adj) = (of conditions) difficult, harsh

debtor /deta/ (n) = a person who owes money

expose /ik/spauz/ (v) = to uncover; to reveal

grimy /grami/ (adj) = very dirty
injustice /ind3Astis/ (n) = lack of fairness;
inequality

passionately /pæʃənətli/ (adv) = emotionally

shoe polish /fu: polif/ (n) = material used to make shoes shine

social justice (phr) = fairness in society social reform (phr) = change in society vivid /vivid/ (adj) = (of a description)

powerful and detailed, producing clear images in the mind

wander /wondə/ (v) = to move around without a purpose

workhouse /wakhaos/ (n) = a place where people went when they had lost their homes or were living in poverty 6e (pp. 114-115)

advancing /ədva:nsiŋ/ (adj) = moving forwards

canyon /kænjon/ (n) = a narrow valley with steep slopes

carved /ka:vd/ (adj) = cut into wood or stone

civilisation /sivolarzeifon/ (n) = a developed society

colossal /kə/lɔsəl/ (adj) = huge conquered /koŋkəd/ (adj) = invaded

crack /kræk/ (n) = a narrow gap

decay /drkei/ (v) = to gradually become worse in condition over time due to natural forces

excavate /ekskəveɪ/ (v) = to dig out exhilarating /ɪgzɪləreɪɪŋ/ (adj) = making one feel very happy and excited fade /feɪd/ (v) = to become difficult to see heartening /hoːɪnɪŋ/ (adj) = encouraging jeep /dʒiːp/ (n) = a vehicle for travelling over rough terrain

loot /lux/ (v) = to steal

mighty /marti/ (adj) = great

raider /reidə/ (n) = a robber who attacks a place, using violence to steal things

reconstruction /riken/strakfen/ (n) = the act of repairing sth

reveal /rrvi:l/ (v) = to disclose rubble /rʌbəl/ (n) = bricks, glass and

other materials that remain after a building is destroyed

ruins /ruinz/ (n) = the parts of a building that remain standing when the rest of the building has been destroyed

run down /rʌn ˈdaon/ (phr v) = to become less until it stops

shield /fi:ld/(v) = to protect

spire /spare/ (n) = a tall pointed structure on top of a building

tempting /temptin/ (adj) = attractive thriving /θraivin/ (adj) = being successful

tiled /tarld/ (adj) = covered in square pieces of stone or clay

vendor /vendə/ (n) = a person who sells things from a small stall or cart

vibrant /varbrant/ (adj) = brightly coloured visibility /vzrbiliti/ (n) = the degree to which one can see at a distance depending on weather conditions or light

wreck /rek/ (n) = the remains of a vehicle, aeroplane, etc after it has been destroyed in an accident

6f (pp. 116-117)

anticipation /æntusrperJon/ (n) = a feeling of excitement about sth that is going to happen in the near future appeal /opi:// (n) = a serious request bustling /baslin/ (adj) = full of activity; busy

carve out /ka:v 'aot/ (phr v) = to create a shape in a piece of hard material (e.g. stone, wood)

cushioned with /kofənd wið/ (pp) = softened with

decompose /di:kəmˈpəuz/ (v) = to rot dungeon /dandʒən/ (n) = a dark underground prison

emerge /rmaxd3/ (v) = to come out from a place where you could not be seen infested with /infestid wið/ (pp) = overrun inscription /inskripJan/ (n) = engraving sinister /sinista/ (adj) = sth that is evil or harmful

sip /sip/ (v) = to take a small amount of drink into the mouth

sunlit /sanlit/ (adj) = lit by the sun
trigger /triga/ (v) = to make sth work;
 to activate

6h (p. 119)

ambulance /æmbjolons/ (n) = a vehicle used to take ill or injured people to hospital

ammunition /æmjonifon/ (n) = bullets armed forces (phr) = military forces (army, navy and air force)

bomb shelter /bom Jeltə/ (n) = a place people can go to be protected during an attack from the air

bomb /bom/ (v) = to blow up

call upon /ko:l əpon/ (phr v) = to say

publicly that you want a person

or people to do sth

front line (phr) = the place where the fighting takes place between two armies

harvest crops (phr) = to collect plants e.g. wheat, corn

isolated /aisəleitid/ (adj) = far from large towns; remote

plough fields (phr) = to turn over the soil of a field

secret agent /si:krət 'eɪdʒənt/ (n) = spy sign up /saɪm 'ʌp/ (phr v) = to officially join a group

supplies /soplatz/ (n) = food, equipment and other essential things that people need

take pride in (phr) = to feel satisfied about sth

triumph /traiomf/ (v) = to succeed voluntary services (phr) = organisations that offer services free of charge, and whose employees work for free

war services (phr) = organisations created or needed during wartime

weapon /wepon/ (n) = a tool used for fighting

Irregular Verbs _____

Infinitive	Past	Past Participle	Infinitive	Past	Past Participl
be /bi:/	was /wnz/	been /bin/	lead /li:d/	led /led/	led /led/
bear /bear/	bore /ba://	born(e) /bs:*n/	learn /ls:rn/	learnt (learned) /lu:fn	learnt (learned) //a/r
peat /brt/	beat /bi:t/	beaten /bix³n/	0.00 No.000000000	(19:fnd)/	(ls:'nd)/
pecome /br/knm/	became /br/keim/	become /bi'kʌm/	leave /li:v/	left /left/	left /left/
pegin /brˈgɪn/	began /bi'gæn/	begun /bi'gʌn/	lend /lend/	lent /lent/	lent /lent/
oite /bart/	bit /bit/	bitten /bɪt³n/	let /let/	let /let/	let /let/
olow /blou/	blew /blu:/	blown /bloun/	light /lant/	lit /lut/	lit /ht/
oreak /breik/	broke /brouk/	broken /broukan/	lose /luz/	lost /lost/	lost /lpst/
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			put /put/	put/put/	put /put/
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hoose /ʧu:z/	chose /tfouz/	chosen /tʃoʊz³n/	ride /raɪd/	rode /roud/	ridden /md²n/
ome /kʌm/	came /keim/	come /kam/	ring /rm/	rang /ræŋ/	rung /rʌŋ/
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raw /drx/	drew /dru/	drawn /drxn/	THE STATE OF THE S	sold /sould/	sold /sould/
Company of the Compan	dreamt (dreamed) /dremt	700-100 (Market Market	send /send/	sent /sent/	sent /sent/
ream /dri:m/		dreamt (dreamed) /dremt	set /set/	set /set/	set /set/
38 . Pt	(dri:md)/	(dri:md)/	sew /sou/	sewed /soud/	sewn /soon/
rink /dnŋk/	drank /drænk/	drunk /drank/	shake /ʃeɪk/	shook /fok/	shaken /ʃeɪkən/
rive /draw/	drove /drouv/	driven /drɪv³n/	shine /ʃaɪn/	shone /fm/	shone /fon/
			shoot /fu:t/	shot/fe/	shot /fpt/
at /i:u/	ate /ent/	eaten /i:t*n/	show /fou/	showed /foud/	shown /Joun/
			shut /ʃʌt/	shut /[ʌ//	shut /[ʌt/
all /fo:l/	fell /fel/	fallen /fɔ:lən/	sing /sɪŋ/	sang /sæŋ/	sung /saŋ/
eed /fi:d/	fed /fed/	fed /fed/	sit /sit/	sat /sæt/	sat /sæt/
eel /fi:1/	felt /felt/	felt /felt/	sleep /sli:p/	slept /slept/	slept /slept/
ght /fait/	fought /faxt/	fought /fa:t/	smell /smel/	smelt (smelled)/smelt	smelt (smelled) /smelt
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	forbade /fa"bæd/	forbidden /fɔ"bɪd*n/	spell /spel/	spelt (spelled) /spelt	spelt (spelled) /spelt
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eeze /fri:z/	froze /frouz/	frozen /frouz*n/	stand /stænd/	stood /stud/	stood /stud/
			steal /sti:l/	stole /stoul/	stolen /stoul*n/
et /get/	got /gnt/	got /gpt/	stick /strk/	stuck /stak/	stuck /stak/
ive /grv/	gave /gerv/	given /gɪv³n/	sting /strn/	stung /stxp/	stung /stan/
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ear /hiar/	heard /ha:fd/	heard /hs:'d/	tear /tear/	tore /to://	torn /to:fn/
de /haɪd/	hid /hid/	hidden /hidan/	tell /tel/	told /tould/	told /tould/
t /hit/	hit /hit/	hit /hɪt/	think /Ornk/	thought /0:xt/	thought /05:1/
old /hould/	held /held/	held /hcld/	throw /Orou/	threw /0ru:/	thrown /0roon/
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			understand	understood	understood
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			win /wɪn/	WON /wan/	WON /wʌn/
			write /rait/	wrote/rout/	written /nt³n/



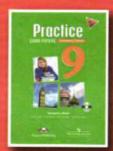
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