



- قَسَمًا بِمَنْ رَفَعَ السَّمَاءُ • قَسَمًا بِمَنْ نَشَرَ الضِّيَاءُ
 قَطْرٌ سَبَقَنِي حُرَّةً • تَسْمُو بِرُوحِ الْأَوْفِيَاءِ
 سِيرُوا عَلَيَّ نَهْجِ الْأَلَى • وَعَلَى ضِيَاءِ الْأَنْبِيَاءِ
 قَطْرٌ بِقَلْبِي سِيرَةٌ عِزٌّ • وَأَمَّ جَادُ الْإِبَاءِ
 قَطْرُ الرَّجَالِ الْأَوْلِيْنَ • حُمَاتِنَا يَوْمَ النُّدَاءِ
 وَحَمَائِمُ يَوْمِ السَّلَامِ • جَوَارِحُ يَوْمِ الْفِدَاءِ

لون علم دولة قطر العنابي والأبيض ، وتفصل بين اللونين تسعة رؤوس.

الأبيض : هو رمز السلام الذي يسعى له حكام قطر وأبناؤها.

العنابي : يرمز إلى الدماء المتخثرة، وهي دماء الشهداء من أبناء قطر الذين خاضوا معارك كثيرة في سبيل وحدة دولة قطر وخاصة في النصف الأخير من القرن التاسع عشر.



علم دولة قطر

الرؤوس التسعة : ترمز إلى أن دولة قطر هي العضو التاسع في الإمارات المتصالحة من دول الخليج العربية.



رؤية قطر الوطنية 2030

تهدف رؤية قطر الوطنية 2030 التي تمت المصادقة عليها بموجب القرار الأميري رقم 44 لسنة 2008 إلى تحويل قطر بحلول عام 2030 إلى دولة متقدمة قادرة على تحقيق التنمية المستدامة وعلى تأمين استمرار العيش الكريم لشعبها جيلا بعد جيل. حيث تحدد الرؤية الوطنية لدولة قطر النتائج التي يسعى البلد لتحقيقها على المدى الطويل كما أنها توفر إطارا عاما لتطوير إستراتيجيات وطنية شاملة وخطط تنفيذها. وتستشرّف الرؤية الوطنية الآفاق التنموية من خلال الركائز الأربع المترابطة التالية :

التنمية البشرية	التنمية الاجتماعية	التنمية الاقتصادية	التنمية البيئية
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الركيزة الأولى - التنمية البشرية الغايات المستهدفة:

سكان متعلمون :

- نظام تعليمي برفق إلى مستوى الأنظمة التعليمية العالمية المتميزة ويزود المواطنين بما يفي بحاجاتهم وحاجات المجتمع القطري، ويتضمن:
 - مناهج تعليم وبرامج تدريب تستجيب لحاجات سوق العمل الحالية والمستقبلية.
 - فرصا تعليمية وتدريبية عالية الجودة تناسب مع طموحات وقدرات كل فرد.
 - برامج تعليم مستمر مدى الحياة مناحة للجميع.
- شبكة وطنية للتعليم النظامي وغير النظامي تجهز الأطقام والشباب القطريين بالمهارات اللازمة والدافعية العالية للمساهمة في بناء مجتمعهم وتقديمه، تعمل على:
 - ترسيخ قيم وتقاليد المجتمع القطري والمحافظة على تراثه.
 - تشجيع النساء على الإبداع والابتكار وتنمية القدرات.
 - غرس روح الانتماء والمواطنة.
 - المشاركة في مجموعة واسعة من النشاطات الثقافية والرياضية
- مؤسسات تعليمية متطورة ومستقلة تدار بكفاءة وبشكل ذاتي ووفق إرشادات مركزية وتخضع لنظام المساءلة.
- نظام فعال لتمويل البحث العلمي يقوم على مبدأ الشراكة بين القطاعين العام والخاص بالتعاون مع الهيئات الدولية المختصة ومراكز البحوث العالمية المرموقة.
- دور فاعل دوليا في مجالات النشاط الثقافي والفكري والبحث العلمي.
- استقطاب التوليفة المرغوبة من العمالة الوافدة ورعاية حقوقها وتأمين سلامتها، والحفاظ على أصحاب المهارات المتميزة منها.

http://www.gsdp.gov.qa/portal/page/portal/GSDP_AR

الأمانة العامة للتخطيط التنموي

Upstream

GRADE 12 Foundation

Student's Book

Virginia Evans - Jenny Dooley



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Contents

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	Unit 2 Art (pp. 21-31) Language Knowledge 2 (p. 32) Progress Check - Module A (pp. 33-34)	<ul style="list-style-type: none"> film/theatre TV/radio the arts media/books prepositions/phrasal verbs/ word formation/idioms 	<ul style="list-style-type: none"> extract from <i>Great Expectations</i> (multiple choice; paralinguistic features) extract from <i>Treasure Island</i> (missing phrases sentences) functional phrases for presentations 	<ul style="list-style-type: none"> conditionals mixed conditionals wishes
Module B	Unit 3 Work (pp. 37-51) Language Knowledge 3 (p. 52)	<ul style="list-style-type: none"> jobs & money formal/informal speech character prepositions/phrasal verbs/ idioms 	<ul style="list-style-type: none"> a job advert; a letter applying for a post; an informal email (multiple choice) an article; a memo; a leaflet (multiple choice) 	<ul style="list-style-type: none"> present tenses future tenses
	Unit 4 Civilisations & Science (pp. 53-63) Language Knowledge 4 (p. 64) Progress Check - Module B (pp. 65-66)	<ul style="list-style-type: none"> mysteries & civilisations UFOs space prepositional phrases/idioms 	<ul style="list-style-type: none"> <i>World mysteries</i> (multiple matching; answer questions) <i>How to write a research report</i> (answer questions) 	<ul style="list-style-type: none"> linking words comparisons clauses
Module C	Unit 5 Our World (pp. 69-79) Language Knowledge 5 (p. 80)	<ul style="list-style-type: none"> environmental problems social issues money phrasal verbs/ word formation 	<ul style="list-style-type: none"> <i>Road Safety</i> (missing sentences; read for specific information) <i>The Young at Heart/Drop-in Centre</i> (multiple choice) 	<ul style="list-style-type: none"> reported speech special introductory verbs
	Unit 6 Food & Health (pp. 81-91) Language Knowledge 6 (p. 92) Progress Check - Module C (pp. 93-94)	<ul style="list-style-type: none"> illnesses, accidents & injuries food & health food & nutrition prepositions/phrasal verbs/ word formation 	<ul style="list-style-type: none"> <i>Junking the Junk Food</i> (T/F statements; relevant/irrelevant details) <i>What's your EQ?</i> (matching) 	<ul style="list-style-type: none"> modals infinitive/-ing form tenses of the infinitive/-ing form make deductions
Module D	Unit 7 Moods & Feelings (pp. 97-111) Language Knowledge 7 (p. 112)	<ul style="list-style-type: none"> body language moods & feelings hobbies prepositions/phrasal verbs/ word formation/idioms 	<ul style="list-style-type: none"> <i>Who says stress is bad for you?</i> (multiple choice; discourse cohesion) a recipe; instructions; directions; rules; a manual (identify elements of procedural texts) 	<ul style="list-style-type: none"> passive voice
	Unit 8 Education (pp. 113-123) Language Knowledge 8 (p. 124) Progress Check - Module D (pp. 125-126)	<ul style="list-style-type: none"> education types of schools phrasal verbs/word formation 	<ul style="list-style-type: none"> <i>New York Harbor School</i> (missing sentences; answer questions) <i>Gap years</i> (multiple choice) 	<ul style="list-style-type: none"> modal verbs II present simple; express generalisation/specificity/ conditions/timetables (ability/requests/permission/ suggestions)

Curriculum/Culture (pp. CC1-CC8)
 Writing Bank (pp. WB1-WB10)
 Further Practice (pp. FP1-FP24)

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 Using advanced features of common search engines (p. GR23)
 Editing and proofreading your piece of writing (p. GR23)

Listening	Speaking	Writing	Curriculum/Culture
<ul style="list-style-type: none"> a seminar (multiple choice) monologues (matching speakers) pronunciation: /ɪə/, /i:/, /eɪ/, /aɪ/ 	<ul style="list-style-type: none"> report lost property describe things ways to express emotions & feelings 	<ul style="list-style-type: none"> a narrative (using adjectives/adverbs; sequence of events) 	<ul style="list-style-type: none"> Curriculum (PSHE) <i>How to be a responsible tourist</i> Culture spot: The Highlands (Scotland)
<ul style="list-style-type: none"> a radio programme (sentence completion; note taking) a film review (multiple choice) pronunciation oo: /ɔ:/, /ʊ/, /ʌ/, /u:/ 	<ul style="list-style-type: none"> discuss a film compare & contrast types of entertainment 	<ul style="list-style-type: none"> a narrative (sequence of events, adjectives – techniques to start/end a story) 	<ul style="list-style-type: none"> Curriculum (Art) <i>After the Impressionists</i> Culture spot: J.R.R. Tolkien
<ul style="list-style-type: none"> a lecture (identify points for/against) a monologue (multiple choice) 	<ul style="list-style-type: none"> a job interview compare jobs contrast ideas 	<ul style="list-style-type: none"> an email requesting information (direct/indirect questions) an informal email/letter (informal language) a memo (memo style) 	<ul style="list-style-type: none"> Curriculum (Careers): <i>Write a CV</i> Culture spot: UK taxi drivers
<ul style="list-style-type: none"> a monologue (multiple choice) a proposal (suggestions/results) 	<ul style="list-style-type: none"> suggestions compare pictures present a proposal 	<ul style="list-style-type: none"> a summary of a text (linkers; note taking) 	<ul style="list-style-type: none"> Curriculum (Science): <i>Comets</i> Culture spot: The Giant Rocks of Hawaii
<ul style="list-style-type: none"> a lecture (note taking) an interview (answer questions; discuss an issue; multiple choice) 	<ul style="list-style-type: none"> a presentation introduce topic express disgust/concern/hope compare & contrast pictures 	<ul style="list-style-type: none"> a persuasive essay (express opinion) 	<ul style="list-style-type: none"> Curriculum (Geography): <i>Geysers</i> Culture spot: Yellowstone National Park, USA
<ul style="list-style-type: none"> a discussion (multiple choice) an interview (multiple choice) pronunciation: word stress 	<ul style="list-style-type: none"> express opinion/introduce arguments & counter-arguments a presentation based on notes 	<ul style="list-style-type: none"> an argumentative essay (linking words; identify features of formal written English) 	<ul style="list-style-type: none"> Curriculum (PSHE) <i>Reading Food Labels</i> Culture spot: Meals on Wheels, UK
<ul style="list-style-type: none"> a business meeting (identifying points) a lecture (multiple choice; T/F statements) pronunciation digraphs: /ʃ/, /tʃ/, /f/, /o/, /ð/ 	<ul style="list-style-type: none"> ask about/express feelings express sympathy/regret express opinion/give reasons 	<ul style="list-style-type: none"> a letter of complaint (mild/strong tone; linkers) an instructional text (sequencing connectives) a letter of application (opening/closing paragraphs; CVs) 	<ul style="list-style-type: none"> Curriculum (PSHE): <i>Preventing Bullying</i> Culture spot: ACE, New York City
<ul style="list-style-type: none"> a conversation (multiple choice) monologues (matching speakers) pronunciation: /ɪ/, /i:/, /aɪ/ 	<ul style="list-style-type: none"> ask for/give advice compare & contrast pictures 	<ul style="list-style-type: none"> an argumentative essay (linking words; topic supporting sentences) 	<ul style="list-style-type: none"> Curriculum (Literature): <i>Oliver Twist</i> (complete sentences) Culture spot: Harvard University

Pronunciation (p. PR1)
Appendix (APP1)
American English-British English Guide (p. AE-BEG1)

Word List (pp. WL1-WL21)
Audioscripts (A1-A12)

Irregular Verbs



MODULE A

▶ Unit 1 Travel & Shopping



▶ Unit 2 Art



▶ Before you start

- What is your favourite novel about?

▶ Learning expectations

In these units you will learn to

- understand and respond to a variety of narratives
- understand the effect of paralinguistic features
- skim and scan written texts
- use active comprehension activities to derive meaning
- understand how narratives are constructed
- analyse, plan and write a narrative
- talk about hypothetical situations in the future, present and past
- use non-verbal sounds to express your feelings
- use ICT to plan and edit writing
- write a narrative

▶ Standards Tracker

Unit 1

Standard	Exercises	Standard	Exercises	Standard	Exercises	Standard	Exercises
1.1	Ex. 1a p. 9	1.6	Ex. 4 p. 12	9.2.1	Ex. 5a. p. 15	7.2.5	Ex. 4c p. 18
4.1	Ex. 2 p. 9	1.1	Ex. 5 p. 12	7.5.5	Ex. 5b. p. 15	7.1.3	Ex. 5 p. 18
1.1	Ex. 1 p. 10	1.1	Ex. 6 p. 12	1.1	Ex. 1b p. 16	7.1.2	Ex. 6 p. 18
4.1	Ex. 2 p. 10	5.3	Ex. 1 p. 13	3.5	Ex. 2a p. 16	7.1.1	Ex. 7a&b p. 18
6.8.4	Ex. 3a.1 p. 11	5.3	Ex. 2 p. 13	5.3	Ex. 3a p. 16	7.1	Ex. 8 p. 19
6.9.4	Ex. 3a.2 p. 11	5.3	Ex. 3 p. 13	5.2.1	Ex. 3b p. 16	7.1.1	Ex. 9 p. 19
6.9.1	Ex. 3a.3 p. 11	9.1.2	Ex. 5b p. 13	1.1	Ex. 4 p. 16	8.1	Ex. 10a p. 19
6.8.4	Ex. 3a.4 p. 11	6.7.2	Ex. 1a p. 14	3.1.2	Ex. 5 p. 16	8.1	Ex. 11 p. 19
7.3	Ex. 3b p. 11	7.5.2	Ex. 1b.1-3 p. 14	4.3.6	Ex. 6 p. 16	8.3	Ex. 11 p. 19
7.3.1	Ex. 3b.1 p. 11	7.1.4	Ex. 1b.4 p. 14	4.1	Ex. 7 p. 16	8.4	Ex. 12 p. 19
7.3.2	Ex. 3b.2 p. 11	7.1.1	Ex. 2a p. 14	4.3.13	Ex. 2c p. 17	9.2.1	Plan p. 19
7.3.3	Ex. 3b.3 p. 11	7.2.1	Ex. 3a.1 p. 15	4.1.1	Ex. 4 p. 17	8.2	Checklist p. 19
7.3.3	Ex. 3b.4 p. 11	6.4.6	Ex. 3a.2 p. 15	4.3.13	Ex. 4 p. 17	8.3	Checklist p. 19
7.4	Exs 4a&b p. 11	5.4	Ex. 3a.3 p. 15	4.3.6	Ex. 5 p. 17	8.4	Checklist p. 19
7.1.4	Ex. 5a p. 11	7.3.2	Ex. 3a.4 p. 15	7.2.3	Ex. 2 p. 18	2.1	Ex. 2 p. 20
7.2	Ex. 5b p. 11	7.1.4	Ex. 3a.5 p. 15	7.3.1	Ex. 3a p. 18	5.1	Ex. 3 p. 20
9.1	Ex. 6 p. 11	9.1	Ex. 3b p. 15	7.2.1	Ex. 3b p. 18	1.1	Ex. 4 p. 20
1.1	Ex. 1 p. 12	7.4	Ex. 3c p. 15	7.2.4	Ex. 3b p. 18	1.2	Ex. 5 p. 20
7.1.2	Ex. 2 p. 12	6.8.1	Ex. 4a. p. 15	7.3.2	Ex. 4a p. 18		
7.1.2	Ex. 3 p. 12	6.8.4	Ex. 4a. p. 15	7.2.2	Ex. 4b p. 18		

Unit 2

Standard	Exercises	Standard	Exercises	Standard	Exercises	Standard	Exercises
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6.7.2	Ex. 1b p. 22	1.1	Ex. 6 p. 24	1.1	Ex. 4 p. 28	9.2.7	Ex. 8b p. 31
6.8.2	Ex. 2a p. 22	5.2.2	Ex. 1 p. 25	3.1.2	Ex. 5 p. 28	9.2.8	Plan p. 31
6.2	Ex. 2b p. 22	5.2.2	Ex. 2 p. 25	3.1.2	Ex. 6 p. 28	8.2-4	Checklist p. 31
6.7.1	Ex. 3 p. 23	5.2.2	Ex. 4 p. 25	3.5	Ex. 6 p. 28	1.2	Ex. 1a p. 32
6.7.1	Ex. 3.1 p. 23	5.2.2	Ex. 6 p. 25	4.4	Ex. 1 p. 29	6.9.2	Ex. 1b p. 32
7.1.1	Ex. 3.2 p. 23	5.2.2	Ex. 7b p. 25	4.4.1	Ex. 3 p. 29	1.1	Ex. 2 p. 32
7.1.4	Ex. 3.3 p. 23	5.2.2	Ex. 7c p. 25	4.4.2	Ex. 3 p. 29	8.4	Ex. 3 p. 32
7.7.1	Ex. 3.4 p. 23	6.8.2	Ex. 1 p. 26	3.5	Ex. 3 p. 29	1.2	Ex. 4 p. 32
7.2.4	Ex. 4a p. 23	6.8.3	Ex. 2 p. 26	4.3.9	Ex. 4a p. 29	6.7	Ex. 1a p. 33
7.2.5	Ex. 4b p. 23	7.5.2	Ex. 3a p. 27	4.4	Ex. 5 p. 29	7.1	Ex. 1b p. 33
3.5.1	Ex. 5 p. 23	7.2.2	Ex. 3b p. 27	6.7	Ex. 1 p. 30	7.1.3	Ex. 1b.1 p. 33
4.2	Ex. 6 p. 23	6.8.4	Ex. 4a p. 27	7.3.2	Ex. 2 p. 30	7.1.4	Ex. 1b.2 p. 33
6.9.3	Ex. 7 p. 23	7.1	Ex. 4a p. 27	7.1.2	Ex. 3a p. 30	7.1	Ex. 1b.3 p. 33
7.4	Ex. 7 p. 23	7.3.1	Ex. 4b&c p. 27	7.1	Ex. 4a-c p. 30	1.1	Ex. 2 p. 34
3.5	Ex. 7 p. 23	7.1.4	Ex. 5a p. 27	7.1.2	Ex. 5 p. 31	5.3	Ex. 3 p. 34
1.1	Ex. 1 p. 24	7.1.1	Ex. 5b p. 27	1.1	Ex. 6 p. 31	5.2	Ex. 4 p. 34
1.1	Ex. 2 p. 24	7.3	Ex. 6a&b p. 27	9.2.5	Ex. 8a.5 p. 31	3.1	Ex. 5 p. 34
1.6	Ex. 3 p. 24	5.3	Ex. 7 p. 27	9.2.1	Ex. 8b p. 31	4.2	Ex. 6 p. 34
2.1	Ex. 4 p. 24	1.1	Ex. 1a p. 28	9.2.2	Ex. 8b p. 31	9.2	Ex. 7 p. 34

Travel & Shopping **Unit 1**

Lead-in

- 1** a) **1.1** Use the words in the lists to complete the texts. Check in your dictionaries.
- b) Match the pictures (1-3) to the texts (A-C). Which words helped you decide?

- (A)** • skin • dramatically • highlight • vividly • dark

The **1** of my trip to Edinburgh was definitely the ghost tour, exploring the city's **2** history by night. Our guide was **3** dressed all in black and **4** brought the stories to life. Every little noise made me jump out of my **5**

- (B)** • noisy • sight • dense • lush

Yesterday, I visited the Monkey Temple in Jaipur. Making my way through the **1** forest with its **2** vegetation, I could hear the **3** sounds of monkeys from the trees. As I took out my camera, a monkey jumped on my shoulder and grabbed it! He climbed up a tree trunk with it and then I lost **4** of him.

- (C)** • chaotic • treat • absolutely • unique • entirely

I've just visited a(n) **1** amazing market that is held **2** on water, the Damnoen Saduak Floating Market. It was completely **3**, but a real **4** to visit! The river was full of boats selling tropical fruit and vegetables. It was a truly **5** experience.

- 2** **4.1** Think of a travel experience of yours. Tell the class.

Words of wisdom

"The world is a book and those who don't travel, read only a page." (St Augustine)

Discuss



1



2



3

1a Reading

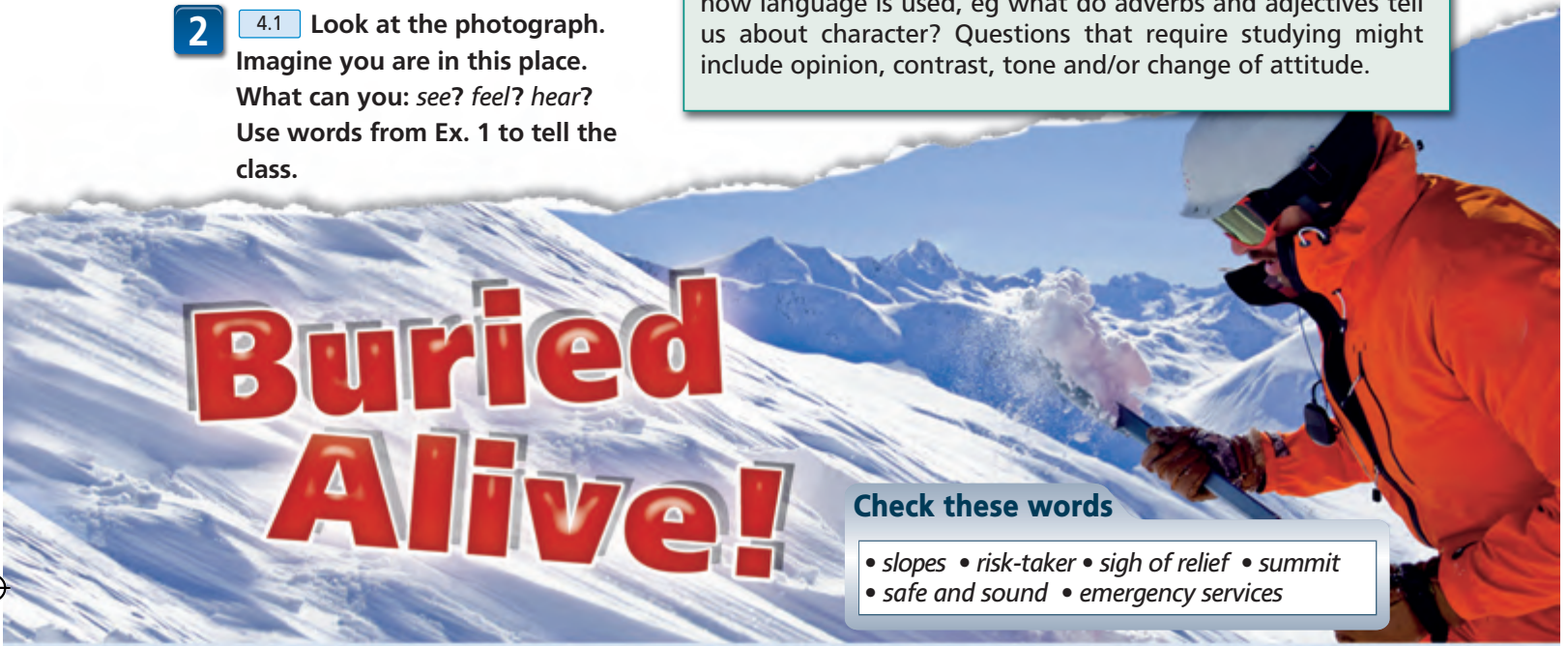
STUDY SKILLS

1 1.1 Check these words in the Word List.

- mountain peak • cloudless sky
- diamond-white snow
- reputation • risk-taker
- pitch darkness

2 4.1 Look at the photograph. Imagine you are in this place. What can you: see? feel? hear? Use words from Ex. 1 to tell the class.

Skimming: read the text quickly to get the general idea. Ignore the details and look for the main ideas. These are usually found in the first sentences of each paragraph.
Scanning: read the text quickly, but look for specific information, e.g. key words, dates, names, etc. This kind of information can be found throughout the text.
Studying: read the text carefully and pay close attention to how language is used, eg what do adverbs and adjectives tell us about character? Questions that require studying might include opinion, contrast, tone and/or change of attitude.



Check these words

- slopes • risk-taker • sigh of relief • summit
- safe and sound • emergency services

The mountain peak stood tall in the cloudless sky. Kyrone and Connor started their long climb up the mountain. The winter sun was so bright that it was almost too painful to look down at the diamond-white snow. But the two men had a job to do. The snow pack had become unsafe and the lives of all the skiers depended on them making the slopes secure.

“How about using those new explosives?” Connor asked with a smile.

“Let’s test the snow first, shall we?” Kyrone replied cautiously.

“Come on, Boss. Let’s live a little.” Connor hadn’t been working with Kyrone long. He had come to the job with a reputation as a risk-taker. Kyrone preferred to ignore gossip, but after six months, he still wasn’t sure about his workmate.

“We do it my way. Safety first gets us both down the mountain in one piece.”

Kyrone gave a sigh of relief as they reached the summit while Connor let out a whoop of joy.

“Lovely view, eh?” Connor said that every time they were on the mountain. It was beginning to get on Kyrone’s nerves. He was just eager to get the job done and get back safe and sound. As they worked, Connor began whistling quietly making Kyrone even more determined to finish the job as fast as he could.

Suddenly, Kyrone felt a pull on his safety rope. It was caught on a rock. He pulled the rope, but it wasn’t moving. He pulled the rope again, but it was no use.

“Let’s get this over with as soon as possible,” he said to himself as he unhooked the safety rope from his belt.

Out of the blue, the snow beneath his feet fell away. Kyrone fell down the mountainside like a helpless puppet. A wall of snow came roaring down the mountain behind him. He couldn’t see anything. Just snow, then sky, then snow again. When would it end? Then, just as suddenly, it was all over. He’d come to the end. Alone in the pitch darkness he closed his eyes.

Connor had seen it all. As Kyrone fell, Connor remembered what his boss had said – wait and watch, don’t go running down the mountain. He waited and watched and saw exactly where Kyrone was buried.

Five hours later, the emergency services pulled Kyrone out from under six feet of snow. He had a broken leg, a fractured arm, coal black bruises and concussion – but he was alive. That night at the hospital Kyrone thanked Connor from the bottom of his heart. Connor just smiled.

“You were a little careless out there, boss. You’re lucky I kept a cool head and did exactly as you’d do in the same situation.”

Kyrone lay back and promised himself he would never make the same mistake again. Perhaps, next time he would value Connor a bit more too.

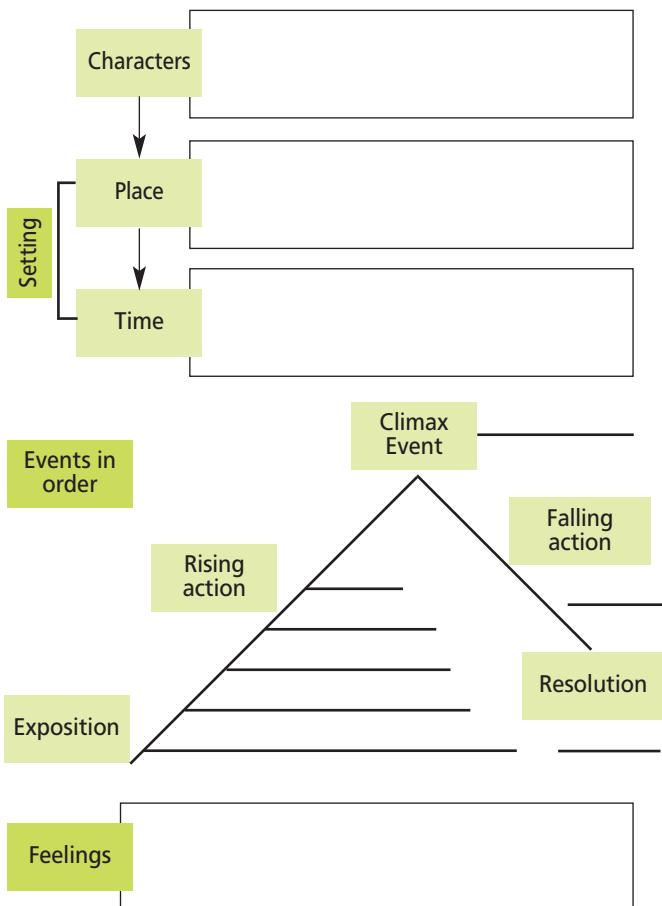
3 a) Listen and read the short story. For questions 1-4, choose the best answer. Give reasons for your answers.

- 1 **6.8.4** What is Kyron's attitude to Connor at the beginning of the story?
 - A He really didn't want to work with him.
 - B He thought he complained far too much.
 - C He refused to judge him based on rumours.
 - D He believed he wasn't good at his job.
- 2 **6.9.4** Kyron removed his safety rope to
 - A get further away from Connor.
 - B move further up the mountain.
 - C inspect the snow more closely.
 - D finish his work more quickly.
- 3 **6.9.1** As Kyron fell down the mountain, Connor
 - A was certain his boss wouldn't survive.
 - B tried to contact the rescue services.
 - C followed his boss's instructions.
 - D couldn't see anything at all.
- 4 **6.8.4** After the accident, Kyron
 - A is disappointed with Connor.
 - B regrets not staying closer to Connor.
 - C realises that the rumours were lies.
 - D begins to appreciate Connor more.

Narrative language

- **plot:** the events which make up a story
- **sub-plot:** a story that is separate from and less important than the main story
- **conflict:** a problem faced by the characters; it happens when characters are against each other
- **rising action:** a series of events that build up tension leading up to the climax
- **climax:** the most exciting part of the story when the conflict and the plot are resolved
- **falling action:** a series of events that follow the climax event

4 a) **7.4** Read the Narrative language box and complete the chart.



b) **7.4** Make notes under the headings: *main characters – events in order – feelings*. Use your notes to give the class a summary of the text.

5 a) **7.1.4** Find examples of figurative language in the text.

b) **7.2** Retell the extract *"You were a little careless out there, boss. You're lucky I kept a cool head and did exactly as you'd do in the same situation"* from Kyron's point of view. Make the necessary changes.

c) Work in pairs. Imagine you are reviewing the short story for a competition. Talk about the plot and the characters.

6 **9.1** Prepare a presentation on an expedition. Talk about: *the people, their reasons for going, the dangers they faced and what happened when they returned.*

1b

Vocabulary

See Further Practice section

Vocabulary from the text

1 1.1 Fill in the gaps with:

- cautiously • concussion
- helpless • eager • sigh
- risk-taker

- 1 I wish Luke wasn't such a when he's on the slopes.
- 2 I was very to begin my new job at the museum.
- 3 I was completely; there was nothing I could do.
- 4 "Are you sure that ladder is secured?" Mike asked
- 5 I got when I hit my head falling over.
- 6 Ellen opened the envelope and breathed a(n) of relief.

2 7.1.2 Choose the word that does not fit the sentence.

- 1 The instructor **asked/enquired/requested** if we had been skiing before.
- 2 "Yes, that's my car," I **answered/replied/remembered**.
- 3 Kyron **promised/assured/guaranteed** he would be more careful next time.

3 7.1.2 Fill in the gaps with:

- reputation • fame • celebrity

- 1 Fran retired from the spotlight when the got too much for her.
- 2 We're having a to open the new library.
- 3 Sam has always had a as a hard-worker.

- gossip • chat • rumour

- 4 There is a that the CEO is retiring soon.
- 5 The workers were having a when the boss walked in.
- 6 So what's the in the office these days?

Idioms

4 1.6 Choose the correct word to form idioms. Then, explain what the idioms mean.

- 1 While shopping at the market be prepared to negotiate prices; all vendors drive a hard **bargain/discount**.
- 2 He never stays in the same place for long; he's got itchy **legs/feet**.
- 3 We've got a long way to go before we reach our destination. Let's hit the **street/road**.
- 4 When we go camping, we don't take a lot with us; we prefer to travel **thin/light**.
- 5 Ann continuously travels from place to place; she seems to be living out of a **suitcase/path**.

Phrasal verbs

5 1.1 Fill in the gaps with: *pick, check, set, take, get*. Check in Appendix 1.

- 1 You should in two hours before a flight.
- 2 Passengers must show their boarding passes before they can on the plane.
- 3 What time will you off for the train station in the morning?
- 4 Peter will me up from the bus station.
- 5 The plane is due to off at 10:15.

Prepositions

6 1.1 Complete the sentences with the correct *prepositions*. Check in Appendix 2.

- 1 I'd like to try the jacket that's display.
- 2 These T-shirts are two the price of one.
- 3 Let's go and hunt some bargains in the market.
- 4 You should book early if you want to find a hotel room high season.
- 5 The ferry departed when everyone was board.
- 6 Brazil offers some amazing places the beaten track.

Grammar in use

See Further Practice section



Past tenses

My stay in Bangkok

I **1) had been staying** in Bangkok for a week and I was already tired of getting stuck in traffic every time I went out. Then, while I **2) was surfing** online one day, I saw an advert for guided cycling tours. I **3) called** the agency, made the arrangements and at 9:00 am I **4) was riding** my rented bike around the city streets.

I grew up in a small town and when I was young, my friends and I **5) went** on bike rides to the nearby city every week. Cycling around the streets of the Thai capital was nothing like that, though. The crazy traffic made the experience a bit too scary for me. Later that evening, I **6) was sitting** on the balcony of my hotel room and I was enjoying the view of the whole city. By that time it **7) had got** quieter and more peaceful. It was almost like a different city!

see pp. GR1-GR2

- 1** 5.3 Identify the tenses in bold (1-7). Match them to their uses (A-G).

- A** an action in progress at a stated time in the past
- B** a past action in progress interrupted by another past action
- C** two or more simultaneous past actions
- D** two or more past actions happening immediately one after the other
- E** a past habit
- F** a past action that happened before another past action or stated time
- G** a past action happening before another past action with emphasis on duration

- 2** 5.3 Choose the correct verb form. Check in the Grammar Reference section.

- 1 While we **were boarding/had been boarding** the plane, it started raining.
- 2 We **were visiting/visited** a lot of museums when we **had gone/went** to Paris last August.
- 3 They **had had/were having** a picnic when it **had started/started** raining.
- 4 They **were/had been** exhausted because they **had been shopping/had shopped** since morning.
- 5 He **had finished/finished** packing by the time John **came/had come** home.

- 3** 5.3 Put the verbs in brackets into the past simple or the present perfect.

- 1 We (**not/be**) to Rome since 2007.
- 2 Julie (**work**) in a shop when she was a student.
- 3 They (**rent**) a villa in Spain last summer.
- 4 Mike (**never/travel**) abroad before.
- 5 I (**lose**) my car keys. I'll have to take the bus to work.

used to – would – be/get used to

- 4** Choose the correct verb form.

- 1 My dad **would/is used to** take us to the seaside when we were young. We **used to/ got used to** stay in a cottage by the sea.
- 2 At first, I couldn't get used to **live/living** in London. I wasn't **used to/use to** rainy weather.
- 3 Martin should have **got used to/been used to** the fast pace of life in New York by now.
- 4 Before tourists arrived in the village, it **used to/would** be a quiet place to live in.
- 5 Every time he travelled abroad, dad **would/ was used to** bring us back souvenirs.

- 5** a) Read the extract below.

Last Saturday evening, my brother and I were home. My parents had gone to my uncle's house who was sick at the time.

- b) 9.1.2 Listen to the sounds. Use the key words to continue the story: *rain, watch TV, lights go out, call dad, phone ring, no answer, be alone in dark, hear Mum's voice.* Make sure you use varied sentence structure.

Key word transformations

- 6** Use the words in bold to complete the second sentence so that it means the same as the first. Use two to five words.

- 1 It's been six months since I saw David. **SEEN**
I about six months.
- 2 She came to Qatar two years ago. **BEEN**
She two years.
- 3 When did they return from their trip? **SINCE**
How long is from their trip?
- 4 The market was the largest I've ever been to. **SUCH**
I have large market before.

1d Reading

Tom Sawyer by Mark Twain

Tom has given evidence about a wanted criminal called Injun Joe and now the boys are hunting for buried treasure in an old building.

At first they were afraid to go into the house because there was something scary about the way it was falling apart. It looked like no-one had lived there for years. They went to the door and looked in. They saw a ruined staircase, a room with no floor, and windows without glass. They entered quietly; their hearts were beating fast and they were ready to turn and run. 5

Soon they were feeling braver, and each was encouraged and made more courageous by the other. Before long they were climbing the stairs. Upstairs, things were exactly the same. They were about to go back down and start looking for treasure when Tom said "Sh!" "What is it?" whispered Huck, turning as white as a sheet. "There! Do you hear it?" "Yes! Let's run!" "Keep still! They're coming towards the door." The boys were peering through some holes in the floor, terrified. "Don't whisper another word! I wish I wasn't here!" 15

Two men entered. One was an old Spaniard they had spotted around town recently. The other man was an old, scruffy creature with an unpleasant face. He was talking 20

1 a) 6.7.2 You are going to read an extract from a book by Mark Twain (1835-1910) about the boyhood adventures of Tom Sawyer and his friend Huckleberry Finn. Look at the picture and read the title. What type of book do you think it is? When and where could it be set? Read the extract to check.

b) Listen and read the extract again. For questions 1-5, choose the answer (A, B, C or D) which you think fits best according to the text. Justify your answers.

1 7.5.2 What caused Tom and Huck to feel anxious about entering the house?

- A a bad feeling about what they would find there
- B its ignored and rundown appearance
- C the feeling that something bad had happened there
- D their fear of getting caught

2 7.5.2 In paragraph two, it is implied that each boy's fear decreased due to

- A the presence of the other boy.
- B the belief that they are alone in the house.
- C an increased expectation of finding treasure.
- D their strong desire to explore the house.

3 7.5.2 In the third paragraph, we learn that the two men

- A were trying to capture the two boys.
- B had very different personalities.
- C didn't seem to get on very well.
- D disagreed about their plan of action.

4 7.1.4 The phrase 'snoring like trains' is an example of

- A onomatopoeia
- B hyperbole
- C alliteration
- D simile

5 What caused the boys' change of attitude at the end of the extract?

- A They realised their ambitions were within reach.
- B They were no longer afraid of the men.
- C They were sure they wouldn't be found by the men.
- D They were relieved the men were about to leave.

2 a) 7.1.1 Find words/phrases which are used instead of 'said'. Explain exactly what they mean.

b) Find all the words/phrases the writer uses related to being scared. What effect does this have on the reader.

c) Explain the highlighted words/phrases.

STRATEGY POINT

- Writers often use **narrative techniques** to structure their texts & to engage & influence the reader:
- **Using 1st/3rd person (he/she/they) narration.** When narrating a story in the 3rd person, the 'omniscient' narrator can describe any scene & the thoughts/feelings/actions of any character. In a 1st person narrative, while the narrator's knowledge is more limited, they are integral to the story and the reader is kept very close to the action.
- **Detailing the events in the story** in the order they happened & sequencing them with linking words/phrases *e.g. Then/Next, After a while, Suddenly, etc.*
- **Direct & indirect speech** brings a story alive, and gives immediate information about characters *e.g. their attitudes/points of view, tone, informal/formal way of speaking.*
- **Using flashback narration** the writer jumps back and forth between events to provide background information *e.g. through characters' memories.*
- **Foreshadowing** is used by writers to give hints about what comes later in the story *e.g. Tom set out with a light heart, paying no attention to the dark clouds on the horizon.*
- Ending a section of a text or chapter with an exciting '**cliffhanger**' leaves you wanting to know what will happen next.
- **Using figurative language** such as similes (use 'as' or 'like' to compare one thing to another to suggest they are alike *e.g. The lake was as clear as crystal*), metaphors (draw a verbal picture by comparing two things to each other *e.g. All the world's a stage*) and onomatopoeia (the use of a word to describe a natural sound *e.g. splash, snap, buzz*).

quietly: "No, I don't like it. It's dangerous." "Dangerous!" replied the Spaniard then added, "Coward!" His voice was like cold iron and it made the boys shudder with fear. It was Injun Joe's voice! There was silence. Then Joe continued: "The other job was more dangerous, but nothing happened." "That's different. There was no other house close by." "Well, it's dangerous coming here in the daytime!" "I know. But there was no other **option** after that stupid job. I want to get out of here. I wanted to yesterday, but I couldn't with those annoying boys playing over there on the hill where they could see us." The boys trembled and thought how lucky it was that they hadn't come the day before. They wished in their hearts they hadn't come today.

After a long silence, Injun Joe suggested: "Look here, you go back up the river and wait until you hear from me. We'll do that 'dangerous' job after I've looked around a little and think things will go well. Then we'll escape together!" Then Injun Joe said: "I'm tired! It's your turn to watch out for danger." He lay down, **yawned** and fell asleep. Soon the other man joined him and both of them began snoring like trains.


The boys took a deep breath. Tom whispered: "Now's our chance. Come on!" Huck replied: "I can't. I'm too

scared." Tom couldn't persuade him, so he got up quietly and started by himself. But when he took his first step, the floor made such a loud noise that he fell down immediately in terror. The boys remained there for what seemed like 50 ages. Suddenly, the snoring from one of the men stopped. Injun Joe sat up, woke his **companion** and shouted: "Hey! Aren't you supposed to be watching?" "Have I been 55 asleep?" asked the other sleepily. "Yes. Nearly time to go. What shall we do with the money we've got left?" "Leave it here. Six hundred and fifty in silver coin's quite heavy to carry." "Right, but we should bury it, just to be safe." 60 "Good idea," agreed his companion, who knelt down, raised a stone and took out a bag. He removed fifty dollars and then passed the bag to Joe, who was now on his knees, digging with his knife. 65 The boys immediately forgot all their fears. With eyes wide open, they watched every movement. What luck! It was everything they had ever hoped for! Six hundred dollars was a fortune! And they knew exactly where to dig! 70




3 a) Read the theory box, then answer the questions.

- 1 **7.2.1** Is the extract written using 1st or 3rd person narration? Why do you think Mark Twain chose to do this?
- 2 **6.4.6** Find examples of linking words/phrases.
- 3 **5.4** Read the direct/indirect speech in the extract again. What effect does this have on you, the reader? What do we learn about the characters through it?
- 4 **7.3.2** Does the writer: use flashback narration? end with a cliffhanger?
- 5 **7.1.4** Find examples of figurative language in the extract.

b) **9.1**  Read the text again and highlight the parts that show the feelings and emotions of Tom and Huck. Alternatively, make notes in the margin.

c) **7.4** Use your highlighting/notes to comment on how their feelings/emotions change throughout the events.

4 a) **6.8.1** **6.8.4** How did Tom and Huck react to their fear in the extract? Would you have felt afraid in the same situation? Why? In what ways would you have acted: the same? differently? Tell the class. Can you predict what may happen later with Tom and Huck?

b)  What event marks the climax in the story? How significant was it to the development of the events?

5 a) **9.2.1** Make a mind map detailing the characters & events, then use your notes to write the next few paragraphs of the story. Type it on your computer. Format it in paragraphs. Check grammar and spelling using a grammar checker and spell checker. Save your file and print your extract.

b) **7.5.5** Find the next part of the story online and compare it to the paragraphs you just wrote. How similar/different was it? (Use the key words: *The Adventures of Tom Sawyer* ebook, chapter 26)



1e Listening skills



1 a) Look at the picture above. What do you think he is saying?

b) **1.1** You are going to listen to a short seminar on paralinguistics. Before you listen, check these words/phrases in the Word List.

- non-verbal communication
- body language • facial expression
- eye contact • hand gestures • confusion
- tone • monotonous

2 **3.5** Listen to the seminar and for questions 1-6, choose the best answer A, B or C.

- 1 What does the speaker point out about paralinguistic features?
 - A They are the main way we communicate.
 - B They can have different results.
 - C They are not very useful.
- 2 A person would most probably cross his arms when
 - A greeting a friend.
 - B speaking to a group.
 - C listening to a salesman.
- 3 Facial expressions can be understood
 - A only by some cultures.
 - B very quickly.
 - C after a lot of practice.
- 4 What is mirroring?
 - A using a lot of hand gestures
 - B copying someone's movements
 - C trying to look like someone
- 5 Using eye contact in a group allows people to
 - A answer questions more quickly.
 - B know who you are talking to.
 - C think you are their friend.
- 6 How could you end a conversation?
 - A by talking in a bored voice
 - B by getting embarrassed
 - C by coughing loudly

3 a) **5.3** Think of a bad or funny travel experience you had. Narrate it to the class. Use eye contact to make sure the audience is with you.

b) **5.2.1** Imagine you were on holiday. What would you do if: *the hotel room was dirty, your car broke down, you lost your passport, you had your purse stolen?*

4 **1.1** You are going to hear five people describing shopping experiences they have had. Before you listen, check these words and phrases in the Word List.

- check sth out • guaranteed • seafront
- promenade • overjoyed • premises
- it's the thought that counts • shopaholic

5 **3.1.2** Listen and match the speakers (1-5) to the statements (A-F). There is one extra statement you do not need. Give reasons for your answers.

- A The speaker bought something that had an unknown feature.
- B The speaker regretted something they said.
- C The speaker was relieved to find something.
- D The speaker regretted ignoring someone's instructions.
- E The speaker couldn't afford to buy something.
- F The speaker changed their mind about something.

Speaker 1	
Speaker 2	
Speaker 3	
Speaker 4	
Speaker 5	

6 **4.3.6** Think of a shopping experience you had. Narrate it to the class. Say: *where you were, who with, when, what happened*. Use facial expressions to show your feelings. Rehearse and organize your sentences before speaking.

Pronunciation (diphthongs)

/ɪə/ /i:/ /eɪ/ /aɪ/

7 **4.1** Listen and say. Think of one more word containing each sound.

/ɪə/ appear, near, clear, hear

/i:/ eat, flea, clean, keep, beach

/eɪ/ sail, fail, eight, weight

/aɪ/ height, tie, lie, die

Speaking skills



Describing things

1 Complete the dialogue from the lost property office of a railway network. Use the phrases below.

- Here it is.
- Actually, yes.
- We've got several matching that description.
- I'm trying to find my bag.
- Is there anything else we could easily identify?

Clerk: Good morning. Can I help you?
 Passenger: Oh, good morning.
 1) I left it on the 8:25 this morning from Manchester to Preston. It's a large rectangular black PVC one with a zip.
 Clerk: 2) Can you tell me what was inside it?
 Passenger: Clothes and some toiletries.
 Clerk: What kind of toiletries?
 Passenger: Ah ... Just a small plastic bottle of shower gel.
 Clerk: I see. 3) Any footwear or accessories, for instance?
 Passenger: Err, yes, there was a pair of black rubber boots and a ... uhh ... grey woollen scarf.
 Clerk: Very good. Did it contain any electrical appliances or photographic equipment?
 Passenger: 4) There's a small red camera.
 Clerk: Well, it seems you're in luck. We've got a bag that fits your description. 5)
 Passenger: That's a great relief! Thank you so much.
 Clerk: My pleasure!

2 a) The pictures show ways to express emotions and feelings. What feeling does each suggest? (e.g. boredom, interest, confusion, doubt, surprise, etc). Decide in pairs.



b) Listen to the dialogue and check your answers. Find any pause-fillers used.

c) 4.3.13 Take roles and read it aloud. Use non-verbal sounds (laughter, coughing), facial expressions, gestures to express your feelings.

3 Read the table. Then put the adjectives into the correct order. see p. GR4

Order of adjectives									
	opinion	size	age	shape	colour	origin	material	purpose	noun
a	nice	tiny	old	square	brown	Spanish	metal	coffee	table



4 4.1.1 You have lost your bag and are in the lost property office of a bus station. In pairs, use the objects in Ex. 3 to act out a dialogue similar to the one in Ex. 1. Use appropriate intonation and stress to express your feelings.
 4.3.13 While speaking use pauses or pause-fillers to rethink (Ah, Umm, Err, Uhh, I guess, you see, I mean).

Recounting/Comparing personal experiences

5 4.3.6 Work in pairs. Narrate to each other a travel experience of yours. Compare your experiences.



1g Writing A narrative

▶ Writing Bank 1 p. WB1

Prompt analysis

1 Read the task instruction and answer the questions.

Your English teacher has asked you to write a short story for the school's annual writing competition. The story must begin with the sentence: *Jenny looked in her bag to find her passport, but it wasn't there.* Write your **story** (120-180 words).

- 1 How should you start your narrative?
- 2 What tenses should you mainly use?
- 3 How might the story end?

Model analysis

2 **7.2.3** Put the verbs in the correct tense.
Who's the narrator?

A Jenny looked in her bag to find her passport, but it wasn't there. She **1** (**arrive**) in Majorca that morning and she **2** (**try**) to check in to her hotel. The receptionist asked for her passport. Seeing it was missing, she **3** (**begin**) to panic.

B Jenny searched her pockets frantically. She had definitely had it at the airport that morning as she **4** (**go**) through passport control. Maybe she **5** (**lose**) it when she was having breakfast at that cosy café down the street. "I'll be back shortly," she said to the receptionist.

C Jenny **6** (**run**) down the narrow street to the café, but there **7** (**be**) no sign of her passport. Then, she remembered she **8** (**change**) some traveller's cheques earlier that morning. Running on down to the bank, she breathlessly made her way straight to the cashier. Before Jenny could say a word, he reached inside a drawer and **9** (**hand**) her passport to her.

D "You **10** (**forget**) to take it with you," he said with a pleasant smile. Jenny couldn't believe her luck. She **11** (**feel**) truly grateful to the young man for saving her from a terrible disaster!

3 a) **7.3.1** Read again. Which paragraph: contains the climax event? sets the scene? includes how the story ended & the writer's feelings? contains the events leading up to the main event?

b) **7.2.1** **7.2.4** Choose the correct answer A or B.

- 1 Which point of view is the narrative told from?
A first person B third person
- 2 How does this affect its structure?
A It allows the writer to describe everyone's feelings/opinions.
B It gives the story from one character's point of view.
- 3 How does it affect the reader?
A The reader knows more than each character in the story.
B The reader is a character in the story.

4 a) **7.3.2** PLOT: List the events in the order they happened. Use: *first, next, then, after, at that moment, finally* to retell the story.

b) **7.2.2** POINT OF VIEW: How would the story read if Jenny was the narrator?

c) **7.2.5** POINT OF VIEW: Imagine the story was told by the cashier. Write the story from his point of view.

5 **7.1.3** Find the adjectives the writer uses to describe the following nouns:

- café • street • smile • man • disaster

6 **7.1.2** Replace the adjectives in bold with adjectives from the list.

A • deafening • terrible • pleasant • lovely

Paul had expected it to be a **1) good** holiday by the sea, but it turned into a **2) bad** nightmare. At first, he was having a **3) good** time at the resort. Then, one morning, he woke up to a **4) loud** noise. Workmen were busy knocking down the old building next to the hotel.

B • cosy • blazing • freezing • heavy

The hikers had been walking in circles for hours in the **1) cold** mountains before they realised they were lost. As it was getting dark, they put down their **2) big** backpacks and set up a **3) nice** camp for the evening. They lit a **4) good** fire to keep them warm through the night.

C • traditional • colourful • narrow • enthusiastic

I walked around the **1) little** streets admiring the **2) old** market stalls. The **3) happy** stallholders were calling out in loud voices to advertise their **4) good** displays of fruit and vegetables.

Adverbs ▶ see p. GR4-GR5

7 a) **7.1.1** Read the examples. Which of these adverbs usually appear:

- at the beginning of a sentence?
- before the adjective/adverb they modify?
- before the verb? • after the verb?

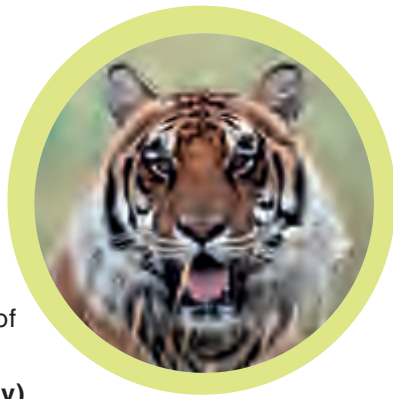
It was extremely late when John left the shop. (adverb of degree)

He walked slowly towards the bus stop. (adverb of manner)

Unfortunately, he missed the last bus. (adverb of comment)

We almost lost our way. (adverb of degree)

b) **7.1.1** List the adverbs in the model in Ex. 2. Do they pre or post modify the words they are related to?



8 **7.1 Put the adverbs in brackets in the correct position.**

- 1 She screamed at the sight of the tiger. (**loudly**)
- 2 They returned home. (**safely**)
- 3 I lost track of time and missed my bus. (**completely**)
- 4 It was raining throughout our whole trip. (**heavily**)
- 5 She found her keys and was able to drive home. (**fortunately**)
- 6 He wasn't injured in the accident. (**luckily/badly**)

9 **7.1.1 Read the table, then choose the correct word in bold.**

extremely/fairly/rather/slightly/very + gradable adjective
(adjective with comparative forms)
very big, fairly expensive, rather shorter

absolutely/totally/completely + non-gradable adjective
(adjective which has no comparative/superlative form)
completely impossible, absolutely disgusted

- 1 George was **slightly/totally** heartbroken when he lost his puppy.
- 2 I was **very/absolutely** happy with the way everything turned out.
- 3 We were **completely/extremely** alarmed when the police asked to see our passports.
- 4 Susan felt **absolutely/fairly** shocked when she realised she had left the café without paying for her coffee.
- 5 The Smiths were **very/totally** angry that the hotel had made a mistake with their booking.
- 6 He felt **fairly/completely** uncomfortable at the idea of having to share his table with another diner.

Your turn

- 10** a) **8.1 Read the prompt and make notes under the headings: *when* (the time) – *where* (the place) – *who* (the main character(s)) – *what* (the events leading up to climax event & the climax event) – *how* (the ending of the story & feelings).**

Your English teacher has asked you to write a short story which starts with this sentence: *Ken was reading a magazine when he heard someone call his name.* Write your **story** (120-180 words).

b) Use phrases from the Useful Language box to tell your story to the class.

- 11** **8.1 Use your notes in Ex. 10a to write your story. Use a variety of adverbs and adjectives and direct speech. Follow the plan.**

8.3 Be careful with punctuation.

- 12** **8.4 Review and edit your story following the points in the Checklist. Is it appropriate for the target audience?**

1g

Useful Language

- It was early/late in the morning/ afternoon/evening ...
- It was a ... day last summer/winter ...
- He was ...
- First, he went ... • Next, he looked ...
- Then, he opened ... • At that moment, ... • By the time, ...
- He was completely surprised/ astonished to find/see ...
- He couldn't believe his eyes when ...
- To his excitement/alarm ...
- He was glad to find out ...

Plan

9.2.1

Introduction

(Para 1) *set the scene (who, when, where, what)*

Main Body

(Paras 2-3) *describe the sequence of events leading up to the climax event & the climax event itself*

Conclusion

(Para 4) *end the story & express feelings at the end*



Checklist

8.2 8.3 8.4

When you finish your piece of writing, check it for the following:

- Have you included everything asked for in the prompt?
- Is the sequence of events clear to the reader?
- Is the story organised into structured paragraphs?
- What tenses have you used?
- Have you used a variety of adjectives and adverbs?
- Have you made any spelling or grammar mistakes?
- Does the story have a clear beginning that catches and makes them want to keep reading?
- Have you included dialogue that moves the story along and shows the characters interacting?

Curriculum/Culture 1 p. CC1

Language Knowledge 1

1 For questions 1-10, read the text below and think of the word which best fits each gap. There is an example (0).



Exploring Fiji

I'd always wanted to visit the Republic of Fiji, an island nation **0** *in* the South Pacific. I'd heard it's a top destination for backpackers like me, so it seemed the perfect place to stop off between leaving Australia and arriving in America.

Fiji is famous **1** its stunning volcanic islands, white beaches and crystal clear seas. But I was looking for something more energetic **2** simply lying in the sun, **3** I went scuba diving on one of Fiji's amazing coral reefs.

I also took a scenic boat trip around Fiji's spectacular islands. **4** the larger islands, I ventured inland to find mountains, canyons, waterfalls and the lush rainforest, **5** is best explored by riverboat. I came **6** several villages where local people greeted me **7** a smile and a warm display of Fijian hospitality.

There are so **8** opportunities for adventure on Fiji. I went white-water rafting and kayaking, while the Namosi Highlands provided the perfect setting for a(n) **9** days hiking. I'd recommend Fiji to anyone **10** enjoys an action-packed holiday. Just remember to take a camera, as you'll see sights you'll never want to forget!

2 **2.1** Complete the texts with the correct word derived from the words in bold. Which suffixes have you used? What part of speech is each word?

New York is an ideal holiday destination with iconic landmarks you **1** (**definite**) mustn't miss! Top of the list is the Statue of Liberty, which celebrates America's **2** (**depend**), followed by Brooklyn Bridge with its **3** (**impress**) view of Lower Manhattan. If you aren't afraid of **4** (**high**), take a ride up the world's most **5** (**fame**) skyscraper, the Empire State Building. Stop for lunch at Grand Central Station and admire its amazing **6** (**architect**), or take a stroll in green and leafy Central Park. Shopping enthusiasts should head to the world's most **7** (**expense**) street, Fifth Avenue, or hit the **8** (**trend**) boutiques in SoHo. Whatever your taste, New York has it all!

3 **5.1** What are your plans, fixed arrangements for this summer's holiday? Tell the class.


4 **1.1** Fill in the gaps with: *archaeological, day, guided, tasty, deals, unforgettable, youth, steep, remains*. What type of text is it?

Hi Nadia,

We had a great time in Italy. We stayed in Amalfi, a seaside city surrounded by **1** cliffs. The **2** hostel was quite cheap. We spent our days visiting the area's fascinating **3** sites. In the evenings, we enjoyed the **4** local dishes in the city's restaurants. Many of them offered special **5** on traditional meals.

On our last day, we took a **6** trip to Pompeii and Vesuvius. We visited the 2,000-year-old **7** of Pompeii and then went on a **8** tour inside the crater of Vesuvius. It was such a(n) **9** experience! It's a pity you couldn't make it.

Sue & Lucy



5 **1.2** For questions 1-10, read the text below. Use the word given in capitals at the end of some of the lines to form a word that fits in the gap in the same line. There is an example at the beginning (0).

Autumn in New York

I visited New York for the first time. I was so **0** *excited* to be going I bought the most **1** New York travel guide I could find! My sister, who is a **2** of New York, told me that I should visit in autumn. For her, it's the **3** season in New York, when all the leaves in Central Park turn red and gold. I'm **4** glad I followed her advice!

The moment I emerged from the subway into the heart of Manhattan was **5** The commercial district was simply **6** I happily wandered up and down 5th Avenue, window shopping. Later, I took a horse and buggy ride – it proved to be a fantastic way to sightsee. The next day, I visited the Statue of Liberty. I spent ages looking up at the much admired statue – it has made so many **7** in films, but it is much more **8** in real life.

My trip to New York gave me great **9** with its **10** attractions.

EXCITE
INFORM
RESIDE

PRETTY

TRUE

FORGET

AMAZE

APPEAR
IMPRESS

INSPIRE
END

Art

Unit 2

Lead-in

- 1 What does 'art' mean to you? Can you name some great works of art? Why do you think they are so admired?



- 2 a) 1.1 Complete the texts with words from the lists. What type of text are they?

A • stage • lighting • live • releases • hits

B • focused • inspired • works • exhibition
• movements • exhibits

Steve Jacobs performed 1) in front of a packed stadium last night. The 2) was illuminated by spectacular 3) effects. His greatest 4) and new 5) got the audience excited.

The latest 1) at the National Gallery has paintings from the French Masters, such as Monet and Courbet. This one is 2) on their landscape paintings. It also includes 3) of art created by other artists who were 4) by the French countryside. The paintings are based on two different art 5): the first room 6) the Impressionists and the second the Realists.

C • cast • full • performed • audiences

Shakespeare's *King Lear* has been 1) in British theatres countless times, but the play has come to life once more at the Cambridge Shakespeare Festival. There is a 2) house every night and 3) enjoy great performances of the 4)

Words of wisdom
 "A picture is worth a thousand words."
 (Napoleon Bonaparte)
Discuss

- b) Match the reviews (A-C) to the adverts (1-5) in Ex. 1. What type of art form is shown in each?

2a Reading

1 a) Check these words in the Word List.

- prisoner • gloomy • barred • authority
- glared • chains • faint voice

b) 6.7.2 What context do the words appear in the texts below? Scan to find out.

Great Expectations

Pip is a poor young orphan living in the English countryside with his sister. After a terrifying encounter with an escaped prisoner, Pip's life takes another unexpected turn. He is told to go to Satis House, the home of the mysterious Miss Havisham.

A

Charles Dickens



Born in Portsmouth, England on 7th February, 1812, Charles Dickens is one of the most famous writers in the English language.

His family was very poor and when Dickens was ten years old, they moved to London. Soon after, his father was sent to prison for debt and Dickens had to leave school. At the age of eleven, Dickens was forced to work in a factory. Despite such hardship, Dickens educated himself and after a short period of schooling spent two years as a law clerk and then a reporter.

In 1836, Dickens published his first collection of short stories which was followed by the comic novel *Pickwick Papers*. Like much of Dicken's work, it was originally published as a series of magazine episodes before being turned into a novel. Some of Dicken's most famous works include *Oliver Twist*, *A Christmas Carol*, *David Copperfield* and *Great Expectations*. Dickens died on 9th June, 1870 and was buried in Westminster Abbey in London.

2

a) 6.8.2 Look at the picture of the boy and read the title. What do you think the story might be about? What might the expectations of this boy be?

b) 6.2 Listen and read the texts. Did they answer your questions?

A I arrived at Miss Havisham's house with Pumblechook, who is an old family friend. Although, to tell the truth, he is not my friend. The house had been built in old brick. It was very gloomy with lots of iron bars. Some of the windows had been bricked up. The remaining ones on the ground floor had rusty bars on them. There was a courtyard in front of the house but that was barred with a gate too. So, after ringing the bell, we had to wait until someone came to open it.

B A window was opened and a clear voice demanded "Who is it?" My companion, replied, "Pumblechook." The voice returned, "Quite right," and the window was shut again. Then a young lady came across the courtyard with keys in her hand.

"This," said Mr Pumblechook, "is Pip."

"This is Pip, is it?" replied the young lady, who was very pretty but seemed very proud, "Come in, Pip."

Mr Pumblechook was also coming in when she stopped him at the gate.

"Oh!" she exclaimed, "Did you wish to see Miss Havisham?"

"If Miss Havisham wishes to see me," he replied, uncomfortably.

"Ah," the girl declared, "But you see, she doesn't."

C She spoke with such finality and with such authority that Mr Pumblechook, who was a lot older than her, could not protest. But he glared at me very sternly – as if I had spoken to him in that way – and left. My new companion locked the gate and we crossed the courtyard.

3 **6.7.1** Read the texts again and answer the questions. Where possible, justify your answers by highlighting or making notes.

- 6.7.1** What is the primary purpose of Text A?
A to entertain the reader **C** to advise the reader
B to inform the reader **D** to persuade the reader
- 7.1.1** Dickens creates atmosphere in the first paragraph of Text B
A through the use of imagery and description of the scene.
B through the description of characters.
C through his elements of surprise.
D through the use of direct speech.
- 7.1.4** How does Dickens portray the young lady's character in paragraph B?
A alliteration and personification
B her use of advanced vocabulary
C powerful reporting verbs
D simile and metaphor
- 7.7.1** Which features do both Text A and Text B share?
A adjectives and adverbs that reveal character
B a series of important dates and facts
C a sequence of events in chronological order
D a first person narration

D We went into the house by a side door as the large front entrance had two chains across it. The first thing I noticed as we went in was that all the passages were dark. She had left a candle near the entrance and now she picked it up. We went through some more passages and up some stairs. It was still dark everywhere and the only light was from the candle.

At last we came to the door of a room and she ordered me to go in.

I nodded then answered, more from shyness than politeness, "After you, miss."

She looked me in the eye, crossed her arms and laughed, "Don't be ridiculous, boy, I'm not going in." She marched off taking the candle with her.

E I knocked on the door timidly. A faint voice told me to come in. I entered and found myself in a pretty large room, well lit by wax candles. There was no glimpse of daylight whatsoever. In an armchair, with an elbow resting on a table and her head leaning against her hand, sat the strangest lady I have ever seen, or will ever see again.

4 a) **7.2.4** From which point of view is this text narrated? What helps you identify it?

b) **7.2.5** Retell the extract "At last we came to the door ... miss." (Para 2) from the young lady's point of view. Make the necessary changes.

STUDY SKILLS

Paralinguistic features

These are aspects of communication that do not involve actual words. They include: body language, gestures, facial expressions, tone and pitch of voice. Paralinguistic features can often convey far more than the words we use. Some paralinguistic techniques that writers use include:

- reporting verbs "Give me the book," *he demanded.*
- adverbs of manner & pre- and post-modifying adjectives *She walked slowly and hesitantly. His low voice was calm and collected.*
- punctuation "No!" *he yelled.* "Er ... I'm not sure," *she replied.*

5 **3.5.1** Read the study skills box and find examples of paralinguistic features in text B.

6 **4.2** What do you think happens next in the novel? Why do you think Miss Havisham wants to see Pip? Is she connected to the escaped convict? Is the young lady related to Miss Havisham? Discuss with your partner and tell the class.

7 **6.9.3** **7.4** Find the next part of the story in the Internet. To what extent is it similar to Charles Dickens' biography?

7.4 **3.5** Make notes/draw diagrams to capture main similarities and differences between Dickens and Pip. Present it orally using paralinguistic features.

Check these words

• collection • novel • orphan • escaped convict • bricked up
 • courtyard • rusty • companion • finality • protest • sternly
 • politeness • march • timidly • faint

2b

Vocabulary

Vocabulary from the text

1 1.1 Complete the gaps with: *novel, stories, faint, published, plot, characters, schooling, atmosphere, setting.*

- The in Dickens' books can be very dark and gloomy.
- The for the novel is a spooky old mansion.
- The book was last year, but didn't sell well at all.
- Harriet finished her and took a job as a librarian.
- Writing short well is not as easy as it appears.
- The sound of music could be heard from the garden.
- The are so well-written they almost leap off the page.
- Dan Brown's new has been a huge success..
- It's a complicated, but it's all explained at the end.

2 1.1 Complete the gaps with:

• comic • comedian • clown

- Every circus creates his own unique make-up.
- As a stand-up, Steve Martin was hilarious.
- It's one of the finest novels I've ever read.

• sternly • strictly • vigorously

- speaking, you're not allowed in here.
- He spoke to me quite
- Ken shook the ketchup bottle

• companion • colleague
• acquaintance

- That's Barry; he's a(n) from work.
- John's just a(n); we've only met once before.
- Estella was Miss Havisham's constant for many years.

Idioms

3 1.6 Replace the phrases in bold with the correct form of the idioms.

- bring the house down
- keep one's feet on the ground
- steal the show
- sweep the board

- He **was the outstanding performer** in the theatrical production.
- He **excited the audience** when he started playing the piano.
- Despite his worldwide fame, he still manages to **have a sensible attitude**.
- His latest film **won all the major prizes** at the awards ceremony.

Word formation

4 2.1 Complete the gaps with the word derived from the words in bold.



The Tate Modern is an **1** (**amaze**) art gallery in London. Its **2** (**collect**) includes some of the best **3** (**national**) exhibitions of art with lots of masterpieces for **4** (**visit**) to see. The paintings are separated into **5** (**differ**) wings of the museum and are categorised by art **6** (**move**) such as Surrealism and Minimalism. There is also a special **7** (**instal**) exhibited in the centre of each wing to try and explain each period's **8** (**significant**) in contemporary art. **9** (**enter**) is free except for major exhibitions and free **10** (**day**) tours are offered. Young visitors can sketch the artwork on display in the gallery on small drawing pads. The Tate Modern has something for every art lover.

Phrasal verbs

5 1.1 Choose the correct particle. Check in Appendix 1.

- He brought **back/up/out/on** his novel in May.
- Sign **in/up/on/out** to the club and get great discounts on tickets.
- The event was put **off/on/out/up** due to rain.
- He puts his success **down/out/back/aside** to hard work.
- They called **off/back/up/on** their tour.

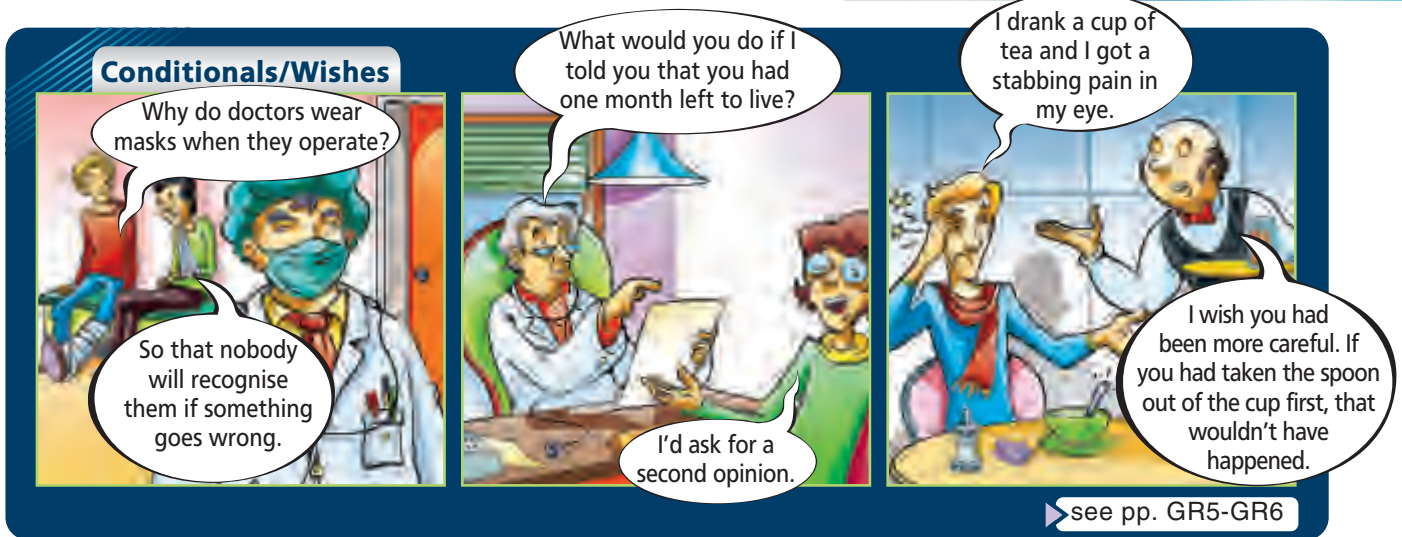
Prepositions

6 1.1 Choose the correct preposition. Check in Appendix 2.

- I watched him live **at/on** stage.
- That book is **out of/off** print.
- He plays a ruthless businessman **at/on** screen, but he is charming **in/for** reality.
- The DVD was **on/out of** stock.
- He is always the centre **for/of** attention.

Grammar in use

2c



see pp. GR5-GR6

- 1 **5.2.2** Read the cartoons above. Find examples of *conditionals* in the text. What type is each?
- 2 **5.2.2** Put the verbs in brackets into the correct tense. Put commas where necessary. What type of *conditional* is each sentence?
 - 1 If you (not/be) well you should stay in.
 - 2 If I (know) you'd come I would have made you an omelette.
 - 3 If you were rich for a day what (do)?
 - 4 If I had heard the news I (tell) you.
 - 5 The world would be a better place if more people (give) money to charities.
- 3 Put the verbs in brackets into the correct tense.
 - 1 I wish she (tell) us why she is sad.
 - 2 Tom wishes he (not/eat) so much.
 - 3 If only I (study) harder for the exam.
 - 4 She wishes she (live) closer to work.
 - 5 He wishes he (not/twist) his ankle.
- 4 **5.2.2** Complete the sentences.
 - 1 If you want to lose weight,
 - 2 You should go to the hospital if
 - 3 Unless you are fit,
 - 4 If you have toothache
 - 5 If you had listened to my advice,
- 5 Find a wish in the cartoons. Does it refer to the present or the past?

- 6 **5.2.2** Tell your partner two things you *wish* to be different in the present, two things you regret about the past and two complaints using *I wish/If only*.
I wish I joined a gym. (wish to be different in the present) *I wish I hadn't put on weight.* (regret about the past)

- 7 a) Read the table.

Mixed conditionals	
If-clause	Main clause
Type 2	Type 1
<i>If they were exercising all day, they will be tired now.</i> (They were exercising all day so they are tired now.)	
Type 2	Type 3
<i>If he wanted to lose weight, he would have joined the gym.</i> (He isn't interested so he didn't join the gym.)	
Type 3	Type 2
<i>If she had left earlier, she would be coming with us.</i> (She didn't leave earlier so she isn't coming with us.)	

see p. GR6

- b) **5.2.2** Rewrite the sentences using *mixed conditionals*.
 - 1 He didn't start studying earlier so he is panicking about his exam.
 - 2 They aren't interested so they didn't join the chess club.
 - 3 He was at the gym all day so he is exhausted.
 - 4 She is very clumsy and she broke the vase.
 - 5 They left the gym an hour ago so they will be home now.
- c) **5.2.2** Think of three things you/your friends/your parents regret. What would it be like if you/they hadn't done them?
If my brother had studied law, he'd be a lawyer now.

2d Reading

1 **6.8.2** Look at the title of the novel. Have you read it? What kind of story do you think *Treasure Island* is? Read the biography to find out.

2 **6.8.3** Read the first two lines of the text. What do you think will be in the chest? Discuss with your partner.

Robert Louis Stevenson (1850-1894) was a Scottish poet, novelist and travel writer. His first successful novel was *Treasure Island* in 1883, an adventure novel about searching for buried treasure. It has been made into many film versions and is still a popular story. Jim Hawkins, the main character and his mother run an inn on the south coast of England. One day a sea captain comes to stay at the inn. When he suddenly dies, Jim finds a map and his adventure starts.



Treasure Island

“Give me the key,” said my mother; and though the lock was very stiff, she had turned it and thrown back the lid before I knew it.

A strong old smell rose from inside the chest, but nothing was to be seen on the top except a suit of very good clothes, carefully brushed and folded. “They have never been worn,” my mother said. Under that, the collection began – a measuring tool used at sea, a small tin cup, a piece of silver, an old Spanish watch and some other trinkets of little value **1** . Included were a pair of compasses and strange West Indian shells. I have often wondered since why the old pirate should have carried about these shells with him in his wandering, guilty, and hunted life.

In the meantime, we had found nothing of any value but the silver and the trinkets. Neither of these seemed any good to us. Underneath there was an old boat cloak. My mother pulled it up with impatience, and there lay before us the last things in the chest, a bundle tied up in paper, which looked like papers, and a material bag that gave out, at a touch, the jingle of gold.

“I’ll show these crooks that I’m an honest woman,” said my mother. “I’ll take what is owed to me, and not a farthing more.” And she began to count out the amount of the captain’s money from his bag **2** .

It was a long, difficult business, for the coins were from many countries and sizes all shaken together at random. There were only a few guineas and it was with these only that my mother knew how to count the money owed to her.

When we were about half-way through, I suddenly put my hand on her arm, **3** . In the silent frosty air the sound which had brought my heart into my mouth was the tap-tapping of the blind man’s stick on the frozen road. It drew nearer and nearer, **4** . Then it struck sharply on the inn door. We could hear the handle being turned and the bolt rattling as the wretched thing tried to enter; **5** . At last the tapping started again, and, to our joy and gratitude, died slowly away again until it stopped completely. **40**

“Mother,” said I, “take everything and let’s be going.” I was sure the bolted door must have seemed suspicious and would bring the whole hornet’s nest around our ears. I was thankful I had bolted it.

But my mother, frightened as she was, would not agree to take a fraction more than was due to her **6** . It was not yet seven, she said, by a long way; she knew her rights and she would have the money that was owed to her. She was still arguing with me when a little low whistle sounded upon the hill. That was enough, and more than enough, for both of us. **50**

“I’ll take what I have,” she said, jumping to her feet.

“And I’ll take this to square the count,” said I, picking up the paper packet.

One moment we were both feeling our way downstairs, leaving the candle by the empty chest; and the next we had opened the door and were in full retreat. **55**

3 a) **7.5.2** Read the text carefully and choose the correct parts of sentences A-G to complete the gaps (1-6). There is one extra part of a sentence you do not need to use. Compare with your partner. Listen to check.

- A and was unwilling to be content with less
- B and then there was a long time of silence
- C while I ran outside
- D and mostly of foreign make
- E while we sat holding our breath
- F into the one that I was holding
- G for I had heard a chilling sound

b) **7.2.2** What point of view is used by the writer?

- **Metaphors** are used to describe something by referring to something else which is the same in a particular way. *He was **frozen with fear** (still as if frozen), the singer's **velvet voice** (smooth as velvet)*
- **Parallel Action** is speech linked with an action suggesting that the two things happen simultaneously. *I **shouted** 'Goodbye' as I **waved** from the platform.*
- **Multiple Pre-modification** is where more than one modifier (adjective/adverb) is used to describe a noun and make the description more vivid. *The **wet green** grass.*



4 a) **6.8.4** **7.1** List the characters mentioned in the text. How are they related? What are their *motives? attitudes? wishes?*

b) **7.3.1** How does the writer prepare readers for new episodes in the plot?

c) **7.3.1** Does the writer indicate that the story ends here? Give reasons.

5 a) **7.1.4** Match the underlined metaphors in the text with what they refer to.

- trouble • fear • a bad person • an escape
- mixed up items • a criminal past • a debt

b) **7.1.1** Read the text again carefully and find two modifiers for each of the nouns below.

- 1 air
- 2 life
- 3 business
- 4 whistle

6 a) **7.3** Match the speech examples below with the correct parallel action.

- | | | | |
|----------------------------|---------------------------------------|----------|----------------------------------------|
| <input type="checkbox"/> 1 | It's so nice to meet you' | A | I said as I grabbed the picnic basket. |
| <input type="checkbox"/> 2 | 'Quickly, run!' | B | I said shaking his hand. |
| <input type="checkbox"/> 3 | 'You take the books, I'll bring this' | C | I said sitting down at the table. |
| <input type="checkbox"/> 4 | 'Pass me the bread please' | D | I said as I pulled him by the hand. |

b) **7.3** Find two examples in the text of parallel action. What effect do they have on the story?

7 **5.3** Find more information about Robert Louis Stevenson. Make a short presentation of his life and his work. Use some of the functional phrases below.

Functional phrases for presentations

A presentation needs to be well organised and clearly signposted to help the audience. Functional phrases are used for:

- **greetings** Good morning, ladies and gentlemen. etc
- **introducing** Let me start by saying ... etc
- **stating the purpose** The focus of this presentation is ... etc
- **referring to visuals** As you can see from this diagram ... etc
- **recommending** I'd like to propose that ... etc
- **giving an overview** To sum up then, ... etc
- **dealing with questions** I'd be glad to answer any questions. etc
- **concluding** Thank you for your time. etc.



2e Listening skills

1 a) **1.1** You are going to hear an extract from a radio programme in which two book reviewers (one American and one English) talk about a new novel. Before you listen, check these words and phrases in the Word List.

- literature • short attention spans • gripping
- paperback • cliffhanger

b) **1.1** Listen and complete the sentences.

- 1 Tom Welkin's new book is called
- 2 John does not believe Welkin's books are
- 3 Steve defends people who only read
- 4 At the end, Steve says that Welkin's book can now be bought

2 **3.1** Listen again and fill in the gaps.

Steve states that Tom Welkin's new book is already a **1** _____.

John accepts that Welkin's success is a **2** _____ thing.

John describes Welkin's book as the kind of **3** _____ people read on holiday.

Steve believes that Welkin gives his **4** _____ what they want.

According to John, people watch **5** _____ of TV a night.

John suggests that it is possible to read some **6** _____ of a novel in the evening.

John compares Welkin's chapter endings to **7** _____.

John says that there is too much **8** _____ which does not help the plot.

In John's opinion, there are other **9** _____ that deserve more attention.

Steve says that the book is for people who want to escape their **10** _____.

Pronunciation oo /ʊ/ /u:/ /ʌ/ /ɔ:/

3 **1.1** Listen and say. Add one word for each sound.

- | | | |
|----------------|--|------------------|
| /ʊ/ book, look | | /ʌ/ blood, flood |
| /u:/ too, soon | | /ɔ:/ floor, door |

4 **1.1** You will hear a radio interview with a film journalist about a film on DVD. Before you listen, check these words/phrases in the Word List.

- twins • kidnap • ransom • adorable
- wins everyone over • brush themselves off
- violence • hilarious • renting

5 **3.1.2** Listen and for questions 1-8, choose the correct answer A, B or C.

- 1 Which genre does *Baby's Day Out* belong to?
 - A thriller
 - B comedy
 - C biography
- 2 The character Baby Bink
 - A is played by two babies.
 - B has got two brothers.
 - C is the son of a criminal.
- 3 What problem do the kidnappers have?
 - A They don't know how to care for the baby.
 - B The parents don't want to pay.
 - C They lose the baby.
- 4 How does Baby Bink decide where to go?
 - A He is following a story.
 - B He is avoiding the kidnappers.
 - C He is looking for his parents.
- 5 What does Anna suggest about the actors who play the kidnappers?
 - A They did not take the role seriously.
 - B They did not do a good job in the role.
 - C They usually play a different kind of role.
- 6 The film is like a cartoon because the characters
 - A recover easily from their injuries.
 - B do silly things all the time.
 - C are very violent.
- 7 What does Anna say about the plot of the film?
 - A It ruins the film.
 - B It is weak but it doesn't matter.
 - C It makes the film better.
- 8 Children will find the film
 - A rather boring.
 - B hard to understand.
 - C very entertaining.

6 **3.1.2** What do you think of this film? Would you like to watch it? Why/Why not? Justify your opinion using facts from the listening.

3.5 Refer back to p. 16 and use some of the suggested paralinguistic features to make a more effective presentation.

Speaking skills **2**_f

Discussing a film

- 1** **4.4** Look at some information about a film. Where would you find an entry like this? What features does it include?

Great Expectations (1998)

Drama 111 mins

Director: Alfonso Cuaron

Writers: Charles Dickens (novel), Mitch Glazer (screenplay)

Cast: Ethan Hawke, Gwyneth Paltrow, Robert De Niro.

Plot: Modern-day version of Dickens' timeless classic. A young man from a poor background finds a mysterious benefactor who pays for his education and a position in high society. But is everything as it really appears?

Rating: ★★★★★



- 2** a) Complete the dialogue in which two people are discussing a film they have seen. Use the verbs below.

- stand out • watch • adapted • suited • set
- catch • steals • agree • found

A: Did you see *Great Expectations* on TV last night. It was fantastic.
 B: Yes, I did. I've seen it before, but I always try to **1** it whenever it's on TV. It's one of my all-time favourite films. The acting is superb.
 A: I couldn't **2** more. Ethan Hawke and Gwyneth Paltrow really **3** in the lead roles.
 B: Yeah, but don't forget Robert De Niro. He may be in a supporting role here, but he almost **4** the show.
 A: Of course it helps that it's a strong story. Isn't it a novel by Charles Dickens?
 B: Yes, it is. They've **5** the plot slightly and it's **6** in modern times, but it's gripping and I **7** it really moving at the end.
 A: The other thing that I loved about it was the music. It really **8** the atmosphere of the film.
 B: I think everyone who worked on this film did an amazing job. I could **9** it again and again.
 A: Well why don't you? I've got it on DVD. You can borrow it anytime.

- b) Listen and check your answers. Take roles and read the dialogue aloud.

- 3** **4.4.2** **4.4.1** In pairs discuss a film that you have both seen. Use the dialogue in Ex. 1 and/or phrases from the language box.
3.5 Use paralinguistic features to express your feelings.

General
<ul style="list-style-type: none"> It's one of my all-time favourite films/a must-see/a classic. It's got an all-star cast/cast of unknowns. It's a remake of .../reboot of .../sequel to .../prequel to .../first, second, etc in a trilogy.
Acting
<ul style="list-style-type: none"> The acting was superb/powerful/wooden/awful. The stars/supporting cast were(n't) convincing/in their roles. ... is so versatile – he/she can play anything! ... gave a brilliant performance.
Plot
<ul style="list-style-type: none"> It had a really strong/weak plot/story. The plot/storyline was gripping/complicated/tedious/(un)predictable/clichéd/complex, etc. The script was well-/poorly- written. I was on the edge of my seat/hooks from the very start.
Other
<ul style="list-style-type: none"> The score/soundtrack was really moving/stirring/effective/overpowering, etc. The special effects were amazing/mind-blowing/unconvincing, etc/blew me away. The cinematography/direction was stunning/ breathtaking/(un)inspired.

Comparing/Contrasting

- 4** a) **4.3.9** Compare the two types of entertainment. Who would appreciate these? Use the ideas for help. If you don't understand something, ask for clarification.

national festival	Ideas	museum visit
<ul style="list-style-type: none"> cultural event outdoors exciting atmosphere 		<ul style="list-style-type: none"> cultural event indoors peaceful environment

- b) Listen to two people doing the task. Compare their answers to yours.

- 5** **4.4** Which type of entertainment in Ex. 4 do you find the most enjoyable? What else do you enjoy doing in your free time? Tell your partner.



2g Writing A narrative

▶ Writing Bank 2 p. WB2

Prompt analysis

1 **6.7** Read the prompt, underline the key words and answer the questions.

A teenage magazine is running a competition for the best short story. The story must end with the words: *We were both very glad to be safe and sound.* Write your **story** for the competition (120-180 words).

- 1 What might your story be about?
 - A a day in the life of a student
 - B an accident that happened
- 2 Which of the following could your story be about?
 - A you and your friend
 - B two teenagers
- 3 Who is going to read your story?
- 4 How many paragraphs should your story have?
- 5 What should the last sentence of your story be?

2 **7.3.2** Read the story and underline the correct tenses. Then, put the events in the order they happened.

- A** We dived into the sea.
- B** We heard a loud cracking noise.
- C** We saw a cove and dropped anchor.
- D** Dave and I were standing on the deck of our boat.
- E** We got out of the sea.
- F** We were rescued by the coastguard.
- G** I shouted to get the radio from the sinking boat.
- H** We felt cold in the water.
- I** We ran to the boat.

3 a) **7.1.2** What adjectives does the writer use to describe the *islands? day? water? sound?*

b) Fill in the adverbs the writer uses to describe these verbs:

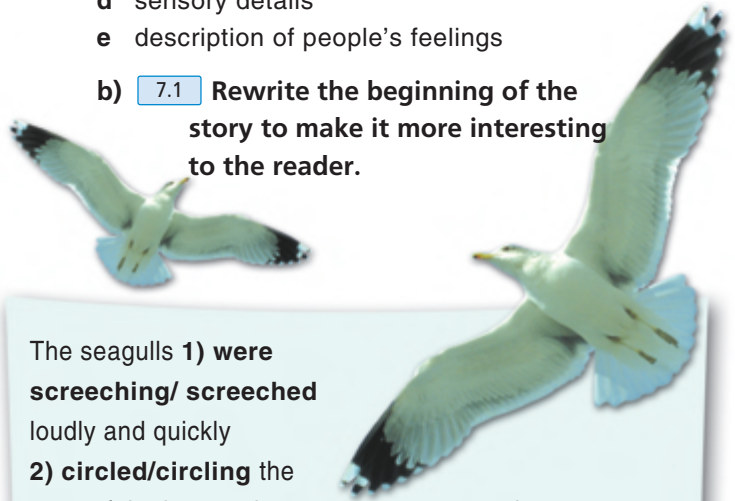
- confidently • loudly • frantically • happily
- quickly

- 1 screech
- 2 circle
- 3 smile
- 4 say
- 5 run

4 a) **7.1** Which techniques has the writer used to start/end his story:

- a direct speech
- b a rhetorical question
- c addressing the reader directly
- d sensory details
- e description of people's feelings

b) **7.1** Rewrite the beginning of the story to make it more interesting to the reader.



The seagulls **1) were screeching/ screeched** loudly and quickly **2) circled/circling** the mast of the boat as it **3) had made/made** its way along the coast past tiny uninhabited islands. Dave and I **4) had been waiting/had waited** for weeks for the chance to go on a sailing trip and **5) had stood/were standing** on the deck smiling happily. It was a perfect day for sailing.

"Look! Let's stop in that lovely cove over there for a swim. It's ideal for dropping the anchor," said Dave confidently as he **6) turned/had been turning** the wheel and directed the boat towards the shore. As soon as we **7) were anchoring/had anchored** the boat, we dived into the beautiful clear turquoise water for a swim. After a while we started to feel slightly cold and decided to swim to the beach.

As we **8) came/were coming** out of the water onto the beach, we suddenly **9) had heard/heard** a cracking sound and looked around to see that our sailing boat **10) had just smashed/had been smashing** into the rocks. "Quick! Get to the radio before the boat sinks," I said. We both **11) were running/ran** frantically to the boat and grabbed the radio.

An hour later we were sitting in the coastguard rescue boat. We were cold and tired but we were both very glad to be safe and sound.

c) **7.1** The writer uses direct speech in his story. What effect does this have on the reader?

5 **7.1.2** Put the adjectives in the list in the correct box. Compare with your partner.

- perfect • pleased • unhappy • ideal • beautiful • glad
- tiny • huge • cheerful • terrible • great • gigantic
- enormous • thrilled • fabulous • upset • horrible
- depressed

good/nice	
bad	
small	
big	
happy	
sad	

6 **1.1** Fill in the correct synonym or antonym: *disappointed, fascinated, stressed, scared, thrilled, relaxed.*

	synonym	antonym
anxious	worried	1)
frightened	2)	unafraid
excited	3)	bored
delighted	overjoyed	4)
relieved	calm	5)
impressed	6)	unmoved

Your turn

7 Read the prompt and underline the key words.

Your teacher has asked you to write a short story. The story must end with the words: *They were so relieved to be back home with their families.* Write your **story** (120-180 words).

8 a) Listen to someone telling the story and take notes. Then, answer the questions.

- 1 Who is/are the main character(s) in the story?
- 2 How does the story begin?
- 3 What is the climax event in the story?
- 4 How does the story end?
- 5 **9.2.5** How does/do the character(s) feel in the end?

b) **9.2.1** Now use your notes to write your story. Follow the plan. Use the phrases in the Useful Language box.

9.2.2 Use any of the techniques described to start your story to capture the readers' interest.

9.2.6 Use simple and complex sentences to create interest, emphasis and tension.

9.2.7 Draw the narrative to an effective conclusion.

Useful Language

- It was a ... day (last year etc) and ...
- (They) had arranged to spend the (day/weekend etc) at/by ...
- Now (they) were ...
- When (they) ... , it/they started/began ...
- Suddenly, ... • For a moment/At first ... , but then ... • (They) immediately ...
- (Two hours) later, ...
- They felt ... • They couldn't believe it was over. • It had been ...

Techniques to start/end a story

- To start our story we can :
 - use senses to set the scene and describe the atmosphere or create mystery and suspense. *It was a freezing cold winter's night and fog covered the town as we walked along the seafront.*
 - use direct speech. *"Never believe what they tell you," old Mr Brooke used to tell us.*
 - ask a rhetorical question. *Have you ever felt so terrified that you thought you would faint?*
 - address the reader directly. *You've probably heard a few scary ghost stories before.*
 - refer to feelings. *They couldn't believe their eyes.*
- To end our story we can:
 - use direct speech. *"I'll never do it again," said the girl.*
 - ask a rhetorical question. *Why did it have to happen to me?*
 - describe people's feelings or reactions. *They were exhausted but were relieved to be alive.*

Plan

9.2.8

Introduction

(Para 1) *set the scene (who, where, when, what).*

Main Body

(Para 2-4) *develop the story, including description of the events in the order they happened.*

Conclusion

(Para 5) *end the story, describe characters' feelings, reactions.*



Checklist

8.2 **8.3** **8.4**

When you finish your piece of writing check for the following:

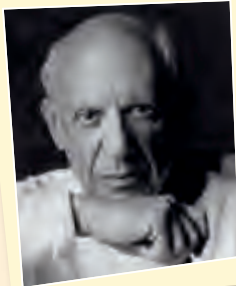
- Is your piece of writing clearly laid out? Is the sequence of events clear to the reader?
- Are there well-structured paragraphs?
- What tenses have you used?
- Have you used a variety of adjectives, verbs and adverbs?
- Are there any spelling, punctuation, grammar mistakes?
- Have you exceeded the word length?

Curriculum/Culture 2 p. CC2

Language Knowledge 2

1 a) **1.2** For questions 1-12, read the text below and decide which answer (A, B, C, D) best fits each gap. There is an example at the beginning (0).

Pablo Picasso Fine Art, Fame and Fortune



Pablo Picasso, perhaps the most **0** C artist of the 20th century, lived a long and **1** life. He was born in 1881 in Malaga, Spain and it's **2** that young Picasso's very first word was 'piz' – Spanish for pencil! His birth name was 23 words long; his family called him Ruiz when he was a boy, not Pablo.

Picasso was only 15 when one of his paintings was **3** in Malaga. In 1900, the artist changed his name from Ruiz to Pablo

Picasso and moved to Paris to **4** a career in art. The artist soon rejected the traditions of fine Art in favour of bold new **5** Indeed, Picasso **6** with several artistic **7** in his lifetime including surrealism, and cubism, which was **8** by African sculptures.

Pablo Picasso died on 8th April, 1973. There are many stories told about this magnificent painter whose work is often **9** for huge sums of money. In his later years, Picasso **10** to a villa near Cannes where visitors were amazed to discover the artist displayed none of his own works. 'Why is that, Pablo?' one enquired. 'Don't you like them?' 'On the **11** – I like them very much,' Picasso replied. 'It's just that I can't **12** them.'

- | | |
|--------------------------|------------------|
| 0 A approved | C famous |
| B grand | D known |
| 1 A flashy | C colourful |
| B bright | D shining |
| 2 A informed | C said |
| B gossiped | D declared |
| 3 A advertised | C revealed |
| B exhibited | D demonstrated |
| 4 A chase B trace | C follow D track |
| 5 A ideas | C systems |
| B skills | D talents |
| 6 A examined | C rehearsed |
| B trialled | D played |
| 7 A designs | C reactions |
| B styles | D manners |
| 8 A moved | C inspired |
| B encouraged | D impressed |
| 9 A sold | C swapped |
| B handled | D charged |
| 10 A resigned | C quit |
| B retired | D vacated |
| 11 A contrast | C contrary |
| B otherwise | D opposite |
| 12 A bear B fund | C afford D stand |

b) 6.9.2 Which paragraphs contain an anecdote (a short amusing account of an event)? How does this contribute to the text?

2 **1.1** Complete the gaps with: *earned, audiences, awards, career, outstanding, appearing, roles.*

Meryl Streep began her **1** in the theatre in the late 60s. She started **2** in films in the 70s and has surprised **3** with her challenging **4** and **5** performances that have **6** her many nominations and **7** She is highly respected worldwide.



3 **8.4** Complete the sentences using the word in bold. Use two to five words.

- The bus never arrives on time when it is raining. **ONLY**
If on time when it is raining.
- It's a shame more people don't ride bikes. **WOULD**
I wish bikes.
- She has too much work to do so she can't take time off. **HAVE**
If she work to do, she could take some time off.
- You can lose weight, but you must stick to the diet. **AS**
You can lose weight to the diet.
- As long as you give them back before the test, you can borrow my notes. **PROVIDED**
You can borrow my notes before the test.
- If you eat right and exercise, you will be healthy. **UNLESS**
You won't be healthy right and exercise.

4 **1.2** Complete the gaps with the correct form of the words in capitals.

- George black and white films, but he really enjoys documentaries. (**LIKE**)
- He gave an performance. (**IMPRESS**)
- Michael's parents were extremely to see his paintings on display at the National Gallery. (**PRIDE**)
- The book received a lot of from the press. (**ATTEND**)
- He made his first in a film at the age of 12. (**APPEAR**)

Around the World in 80 days

BY JULES VERNE

Progress Check MODULE A

A “We set out for Dover and Calais in ten minutes,” Fogg announced. A puzzled grin appeared on Passepartout’s round face; clearly he had not understood. “Monsieur is going to leave home?” “Yes,” replied Phileas Fogg. “We are going around the world.” You could have knocked Passepartout over with a feather. His eyes opened as wide as saucers, he raised his eyebrows, held up his hands and seemed about to collapse. “Round the world!” he murmured. “In eighty days,” responded Mr. Fogg. “So we don’t have a moment to lose.” “But the cases?” gasped Passepartout. “We won’t have any cases,” Fogg replied. “Only a bag with two shirts and three pairs of socks for me in it, and the same for you. We’ll buy our clothes on the way. Bring down my raincoat and winter coat, and some strong shoes, although we will do little walking. Hurry up!”

B Passepartout tried to reply, but he couldn’t. He mechanically began to make the preparations for departure. Around the world in eighty days! Was his master playing the fool? No. Was he pulling his leg, then? They were going to Dover; good! To Calais; good again! After all, Passepartout, who had been away from France for five years, wouldn’t be sorry to set foot in his own country again. Perhaps they would go as far as Paris, and it would be a feast for his eyes to see Paris once again.

C By eight o’clock Passepartout had packed the bag. Then, still feeling troubled, he went down to see Mr. Fogg. Mr. Fogg was completely ready. Under his arm was a book containing timetables showing the arrival and departure of steam boats and railways. He took the bag, opened it, and slipped into it a roll of notes. “You haven’t forgotten anything?” Fogg asked. “Nothing, monsieur.” “My raincoat and coat?” “Here they are.” “Good!”

D “Take this bag,” Fogg said, handing it to Passepartout. “Take good care of it because there are twenty thousand pounds in it.” Passepartout

nearly dropped the bag, as if the twenty thousand pounds were in gold, and weighed him down. Passepartout and his master then left the house and at the end of Saville Row they took a taxi and drove like lightning to Charing Cross. Passepartout followed his master, who, after paying the taxi driver, was about to enter the station, when a poor beggar woman, with a child in her arms, approached, and sadly asked for money. Mr. Fogg took out twenty guineas and handed them to the beggar, saying, “Here, my good woman. I’m glad that I met you.” Tears welled up in Passepartout’s eyes at the sight of this. His heart melted.

E After quickly purchasing two first-class tickets to Paris, Mr. Fogg was crossing the station to the train when he saw his five friends. “Well, gentlemen,” he said, “I’m off, then; and, if you examine my passport when I get back, you will be able to judge whether I have completed the journey we agreed on.” “Oh, that will be quite unnecessary, Mr. Fogg,” said Ralph politely. “We will trust your word.” “You haven’t forgotten when you are due back in London again?” asked Stuart. “In eighty days, on Saturday the 21st of December, 1872, at a quarter to nine in the evening. Goodbye gentlemen,” Fogg replied. Phileas Fogg and his servant slowly sat down in a first-class carriage; five minutes later the whistle screamed and the train slowly crept out of the station.

(Adapted)



Reading

1 a) **6.7** Read the text. What type is it? For questions 1-6 choose the best answer A, B, C or D.

- How did Passepartout react to the idea of the journey?
 - He refused to believe Fogg.
 - He was doubtful about it.
 - He was shocked and confused.
 - He was unhappy about it.
- From paragraph A, we learn
 - Fogg had already packed for the journey.
 - they didn’t own many clothes.
 - Fogg liked to be well dressed.
 - they didn’t take much on their journey.
- In paragraph D, we get the impression that
 - the men were quite well prepared for the journey.
 - the men were nervous about the journey.
 - Fogg didn’t trust Passepartout.
 - Fogg was a little annoyed with Passepartout.
- What surprised Passepartout when Fogg handed him the bag with the money?
 - Fogg’s attitude to it
 - the size of it
 - its weight
 - the amount of money in it
- Which event marks the climax?
 - Fogg meeting his five friends.
 - The train leaving the station.
 - Fogg giving money to the beggar.
 - Passepartout crying.
- The author used third person narration to
 - compare one idea or object to another.
 - jump backwards and forwards between events.
 - describe the thoughts/feelings of each character
 - detail the events of the story in order.

(6x3=18)

b) **7.1** Answer the questions.

- 7.1.3** Find the verbs the author uses instead of *said*.
- 7.1.4** Find examples of figurative language (*simile*: e.g. *l. 5-6 eyes opened as wide as saucers*, *metaphor*, *personification*, *hyperbole*, *idioms*).
- 7.1** What impact do the techniques described in questions 1 and 2 have on the reader? Why does the author use them?

(3x2=6)

Progress Check

MODULE A

Vocabulary

2 1.1 Fill in the gaps with these words:

- setting • brought • rush • plot • takes
- cast • dense • itchy • bargain • live

- 1 We walked through the forest and reached the village.
- 2 The vendor drove a really hard
- 3 The plane off at 11:45.
- 4 He was in a to catch the train.
- 5 She can't stay in the same place for long; she's got feet.
- 6 The gave an excellent performance.
- 7 Vangelis performed in Qatar's giant amphitheater in Doha in 2011.
- 8 The for the novel is a cottage in the countryside.
- 9 This novel is to be out next June.
- 10 The was rather complicated.

(10x1=10)

Grammar

3 5.3 Complete the gaps with an appropriate word. Then put the verbs in brackets into the correct form.

- 1 Carla (**never/stay**) in a cold country before so it took her a while to used to the freezing weather.
- 2 While Jenna (**shop**) at the market she got two jackets the price of one.
- 3 When Mark was younger, he used to like (**travel**) to places that were the beaten track.
- 4 It was a terrible flight that all the passengers (**sigh**) with relief when the plane landed.

(4x2=8)

4 5.2 Complete the following sentences and fill in the appropriate form of the word in brackets.

- 1 I wish the dentist (**see**) me soon; I'm about to pass from the pain.
- 2 It would you a lot of good if you (**eat**) more fresh vegetables.
- 3 If she cuts sugary foods of her diet, she (**find**) it easier to lose weight.
- 4 If I (**not/bump**) into the table, I wouldn't have this huge bruise my foot now.

(4x2=8)

Listening

5 3.1 You will hear a radio interview with a columnist about a book. For questions 1-9, complete the sentences.

Nation is a(n) **1** by Terry Pratchett set on an island.

Daphne and Mau are **2** in Nation.

The book is about **3** after tragedy.

Daphne's father is a(n) **4**

Daphne's and Mau's lives are **5** by various events.

The characters' stories are presented **6** at the beginning.

Daphne and Mau **7** their country together.

Fiona feels the characters' are **8**

The book can **9** one minute and make you laugh the next.

(9x2=18)

Speaking

6 4.2 Choose the correct response.

- 1 A: Can I help you?
B: **a** I'm trying to find my bag.
b That's a great relief!
- 2 A: Did it contain a camera?
B: **a** Here it is.
b Actually, yes.
- 3 A: The special effects are superb.
B: **a** I couldn't agree more.
b Yes, it is.

(3x4=12)

Writing

7 9.2 Read the prompt, then write your story. Write connected paragraphs. Use a variety of simple and complex sentences, appropriate vocabulary and cohesion markers.

Your teacher has asked you to write a story about an unforgettable family event. Write your **story** (120-180 words).

(20 marks)
(Total=100)

Check your progress

- talk and write about types of art
- discuss a film
- compare fiction/non-fiction texts
- write a narrative

GOOD ✓
VERY GOOD //
EXCELLENT ///

MODULE B

▶ Unit 3 Work



▶ Before you start

- What do your parents do for a living?
- Why are museums important?

▶ Learning expectations

In these units you will learn to

- read widely for information
- read a variety of functional texts, noting degrees of formality
- use skimming and scanning strategies to read texts for information
- talk about situations and events in the future
- use linking words and comparisons
- follow lectures, presentations, business-type meetings and discussions
- speak fluently and effectively
- speak accurately, using simple and complex utterances
- write formal and informal emails, memos and summaries

▶ Unit 4 Civilisations & Science



Standards Tracker

Unit 3

Standard	Exercises	Standard	Exercises	Standard	Exercises	Standard	Exercises
1.1	Exs 1-3 p. 37	6.9	Ex. 4a p. 42	9.6.4	Ex. 1b p. 46	8.3	Checklist p. 49
4.1	Ex. 1 p. 37	7.8	Ex. 4b p. 42	6.3.1	Ex. 2a p. 46	8.4	Checklist p. 49
4.4.1	Ex. 4 p. 37	6.3.2	Ex. 4c p. 42	9.8.1	Ex. 2b p. 46	9.8.4	A memo pp. 50-51
4.1.3	Ex. 4 p. 37	7.8	Ex. 2a 3-4 p. 43	9.6.2	Exs 3a & 3b p. 47	7.5.2	Ex. 1 p. 50
1.1	Ex. 1a p. 38	4.3.11	Ex. 5a p. 43	9.6	Ex. 4 & Plan p. 47	7.8	Ex. 2 p. 50
7.5.1	Ex. 1b p. 38	3.3	Ex. 1a p. 44	9.1.2	Ex. 5 p. 47	9.8.4	Ex. 3 p. 50
7.5.2	Ex. 1b p. 38	3.3.1	Ex. 1b p. 44	9.6.1	Ex. 5 p. 47	7.8	Ex. 4 p. 50
7.8	Exs 1b, 2, 2.3-2.5 & 3 pp. 38-39	3.3.2	Ex. 2a p. 44	9.6.4	Ex. 5 p. 47	9.8.4	Ex. 4 p. 50
6.3	Ex. 2.3 p. 39	4.2.2	Ex. 2b p. 44	9.6	Plan p. 47	9.6.7	Note p. 51
1.2	Ex. 4 p. 39	1.1	Ex. 3a p. 44	9.8	Plan p. 47	9.8.4	Ex. 5 p. 51
9.6	Ex. 5 p. 39	3.4.6	Ex. 3b.1 p. 44	8.2-4	Checklist p. 47	9.8.4	Study Skills p. 51
4.1.5	Ex. 6 p. 39	3.4.4	Ex. 3b.2 p. 44	9.6	An informal email/letter pp. 48-49	9.3.1	Ex. 6 p. 51
4.4	Ex. 7 p. 39	3.4.1	Ex. 3b.3 p. 44	7.5.2	Ex. 1 p. 48	9.6.2	Ex. 7 p. 51
1.1	Exs 1-6, p. 40	3.4.3	Ex. 3b.4 p. 44	7.5.2	Ex. 2 p. 48	9.8.4	Ex. 7 p. 51
1.3	Ex. 5 p. 40	3.4.2	Exs 3c p. 44	7.8	Ex. 2 p. 48	8.1	Plan p. 51
5.1	Exs 1a-3 p. 41	1.2	Ex. 1a p. 45	7.8	Ex. 3 p. 48	9.8.4	Plan p. 51
6.4.1	Ex. 4 p. 41	4.4.2	Ex. 1b p. 45	9.6.5	Note p. 48	9.8.4	Checklist p. 51
7.5.1	Ex. 1a p. 42	4.1.4	Ex. 2 p. 45	7.8	Ex. 4 p. 49	1.1	Ex. 1 p. 52
7.5.1	Ex. 1b p. 42	6.4.6	Ex. 3 p. 45	7.5.2	Ex. 5 p. 49	1.3	Ex. 2 p. 52
6.2	Ex. 2a p. 42	4.4.4	Ex. 4 p. 45	9.6.4	Ex. 6 p. 49	6.4.6	Ex. 3 p. 52
7.5.2	Ex. 2a p. 42	9.6	An email requesting information pp. 46-47	8.1	Plan p. 49	2.1	Ex. 4 p. 52
6.3.1	Ex. 2b p. 42	9.8	An email requesting information pp. 46-47	9.6	Plan p. 49		
1.2	Ex. 3 p. 42	7.5.2	Ex. 1a p. 46	8.2	Checklist p.49		

Unit 4

Standard	Exercises	Standard	Exercises	Standard	Exercises	Standard	Exercises
9.3.2	Ex. 2 p. 53	6.9.2	Exs 2c.1 & 4.1 p. 58	5.7.2	Ex. 4 p. 60	8.1-3	Checklist p. 63
1.1	Ex. 1 p. 54	7.5.3	Ex. 2c.2 p. 58	5.7.3	Ex. 4 p. 60	1.1	Ex. 1a p. 64
1.2	Ex. 2a p. 54	6.7.2	Ex. 2c.3 p. 58	5.7.4	Ex. 4 p. 60	7.8	Ex. 1b p. 64
6.7.1	Exs 2b & 3 p. 54	6.8.6	Ex. 2c.3 p. 58	5.7.5	Ex. 4 p. 60	2.1	Ex. 2 p. 64
6.7.6	Ex. 2c p. 54	7.5.4	Ex. 2c.4 p. 58	5.7	Presenting Proposals p. 60	6.7.5	Ex. 3 p. 64
6.7.2	Ex. 3 p. 54	6.3	Ex. 2c.5 p. 58	4.2	Ex. 1a, 1b & 4 p. 61	6.4	Ex. 4 p. 64
6.7.3	Ex. 3 p. 54	6.7	Ex. 2c.6 & 4.3 p. 58	5.7	Ex. 2 p. 61	7.8	Ex. 1a p. 65
7.5.2	Ex. 4 p. 54	1.1	Ex. 3 p. 58	4.1.7	Ex. 3 p. 61	6.3	Ex. 1b p. 65
6.9.3	Ex. 5 p. 54	6.9.2	Ex. 4.1 p. 58	4.2	Ex. 4 p. 61	7.8	Ex. 1b p. 65
6.5	Ex. 6a p. 55	6.7.2	Ex. 4.2 p. 58	4.4	Ex. 5 p. 61	1.1	Ex. 2 p. 66
9.3.2	Exs 6b & 8 p. 55	9.3.2	Ex. 4.3 p. 58	7.5.2	Exs 1 & 6a pp. 62-63	6.4.6	Ex. 3 p. 66
9.3.4	Ex. 6b p. 55	9.3	Ex. 5 p. 58	7.5.5	Ex. 2 p. 62	5.1	Ex. 4 p. 66
4.3.12	Ex. 7 p. 55	6.5	Ex. 6 p. 59	6.4.6	Exs 3 & 4 p. 62	3.4	Ex. 5 p. 66
1.1	Exs 1-4,6 p. 56	9.3	Ex. 6 p. 59	9.7.1	Ex. 5b p. 63	4.1.4	Ex. 6 p. 66
1.2	Ex. 1 p. 56	1.1	Ex. 1 p. 60	5.6.2	Ex. 6b p. 63	4.2	Ex. 6 p. 66
1.6	Ex. 5 p. 56	3.3	Exs 2a & 2b p. 60	9.7.2	Ex. 6b & Plan p. 63	9.8	Ex. 7 p. 66
6.4.6	Exs 1-2 p. 57	3.2	Ex. 3a p. 60	9.3.3	Ex. 7a p. 63		
6.8.2	Ex. 1 p. 58	5.7	Ex. 4 p. 60	9.7.3	Ex. 7a p. 63		
1.1	Ex. 2a p. 58	5.7.1	Ex. 4 p. 60	9.3.4	Ex. 7b p. 63		

Work

Unit 3

Lead-in

1 1.1 4.1 Match the pictures to the jobs.
What does 'work' mean to you?



- estate agent • lawyer • flight attendant
- mechanic • engineer • stockbroker
- firefighter • medical researcher
- domestic assistant • gardener
- fashion designer • tour guide • florist
- sales assistant • builder • plumber
- electrician



2 1.1 Complete the job adverts. Use these words:

- flexible • experience • qualifications • enclosing
- full-time • references • salary • arrange

A Domestic assistant needed for help with 7-year-old boy and light housework. No 1) needed but must be able to provide 2)
Contact Mrs Hislop on 0209 568 9832 after 6 pm.

B 3) sales assistant required for large department store. Must have 4) in fashion retail. Monthly 5) payable. Please apply to Personnel Department, PO Box 2048, Croydon 6) CV.

3 1.1 Which of the jobs in Ex. 1: *are done indoors/outdoors? have career prospects? are well-paid/poorly-paid? have flexible hours? need a degree? need the most training?*

4 4.4.1 4.1.3 What would you like to do for a living? Why? Tell the class.

C We need a part-time gardener with 7) working hours to help with our large garden. Two references required. Please call 9167420637 mornings only to 8) an interview.

Words of wisdom

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

Discuss

3a Reading

A

Cromley Museum Senior Archaeologist Required

Cromley Museum – ranked among the top ten research museums worldwide – is seeking a senior archaeologist to lead a team of dedicated professionals.

Main responsibilities

- oversee all current projects
- supervise laboratory research
- contribute to academic journals

Requirements

- PhD in Archaeology
- 10 years experience
 - excellent eye for detail
 - fluent in several languages

For further details and an application form, go to www.cromleymuseum.org
Final date for applications: 15th April.

Check these words

- senior • dedicated • oversee • supervise
- contribute • fluent • human resources
- excavations • contact details • deadline
- references • exception

B

32 Cambridge Drive
Cromley
10th April, 2013

Ken Booth, Human Resources
Cromley Museum
Harrogate
HG4 9NC

Dear Mr Booth,

I would very much like to apply for the position of senior archaeologist as described in your job advertisement in History Today magazine. I am currently working at Hull University as a senior lecturer.

During my time at the university I have supervised several major excavations. I have also successfully managed teams of graduate and postgraduate teaching assistants. Prior to my time at Hull, I was employed at museums in both Paris and Barcelona for over fifteen years.

I have contributed to a variety of journals and have recently completed an academic study of Welsh castles. The study is due to be published next year.

I enclose my CV with all my contact details and references. I look forward to hearing from you.

Yours sincerely,
Simon Hall
Simon Hall

1

a) **1.1** These words appear in the texts. Check them in the Word List.

- application form
- academic journals
- cover letter • references
- job advertisement
- academic study • CV
- email

b) **7.5.1** **7.5.2** **7.8** Skim texts A-C and match them to the text types in Ex. 1a. Which language features helped you decide?

2

7.8 Listen and read the texts again. For questions 1-5, choose the correct answer A, B, C or D.

- What is the next thing job applicants should do after reading text A?
 - visit the museum's website
 - send a CV and a covering letter
 - phone for an application form
 - send an email to the museum
- What does the phrase 'ranked among the top ten' refer to in text A?
 - the number of museums
 - the status of the museum
 - the size of the museum
 - the number of staff at the museum

C

REPLY MAIL MAILBOX CONTACTS

To: Jane Pollock, Museum Director
From: Ken Booth, Human Resources
Cc:
Subject: Senior Archaeologist interviews
Date: 29th April, 2013

Hi Jane,

I know the deadline for job applications has passed, but there's one other candidate who I feel would be great for the position. It looks like his application was delayed in the post.

We really must make it clear on the website that all job applications are to be sent by email. We don't know how many candidates we've missed because of a poor mail service.

Anyway, his CV covers all our requirements and he has excellent references. The interviews are in the last week of May, so there's plenty of time to invite him. It's up to you though. Can we make an exception for this superb candidate?

Send me a reply as soon as possible.

Ken

- 3** **7.8** Answer the questions.
- 1 What makes Simon Hall a good candidate for the job?
 - 2 Do you think the museum director should allow Simon to be interviewed? Why (not)?

- 4** **1.2** Find words in the texts which mean:

- **Text A:** looking for, in progress
- **Text B:** job, large and/or important
- **Text C:** inefficient, of the highest quality

- 5** **9.6** Imagine you are the museum director. Write a short email in reply to Ken Booth about Simon Hall. Give your opinion and support it with reasons. Check your email for any mistakes (spelling, punctuation, grammar). Remember to use the appropriate style (To/From etc, semi-formal language, short paragraphs, etc).

- 3** **6.3** **7.8** What is the purpose of text B?
- A to encourage someone to read a CV
 - B to add information not included on a CV
 - C to provide an example of handwriting
 - D to ask for more information about a job
- 4** **7.8** What recommendation does Ken Booth make in text C?
- A that interviews be held in May
 - B that the postal service be improved
 - C that online information be updated
 - D that more candidates be found
- 5** **7.8** In text C, what does Ken Booth want Jane Pollock to do?
- A to give the job to Simon Hall
 - B to send out another application form
 - C to delay the interviews for a while
 - D to make a decision about an interview

- 6** **4.1.5** Imagine you are Simon Hall and the rest of the class are interviewing you. Tell them why they should hire you. Speak persuasively and confidently. If you pause or stumble over your words, continue speaking.

- 7** **THINK!** As an employer, what would impress you the most: a detailed CV or a well-written cover letter?
- 4.4** Which would influence you the most? Why? Tell your partner or the class.

3b

Vocabulary

See Further Practice section

Vocabulary from the text

1

1.1 Fill in the gaps with:

- references • form • eye
- exception • requirements
- details • resources • assistant

- 1 teaching
- 2 contact
- 3 human
- 4 excellent
- 5 a(n) for detail
- 6 covers all
- 7 make a(n) for
- 8 application

2

1.1 Fill in the gaps with:

- dedicated • devoted
- obsessed

- 1 Tom is completely to his family.
- 2 Fran is with finding the perfect job.
- 3 Steve is a professional who excels at his job.

- senior • superior • older

- 4 Sally is ten years than her sister.
- 5 Picasso's work is clearly to Braque's.
- 6 If you have any questions, ask a(n) employee.

- supervise • lead • handle

- 7 The company needs people who can and motivate staff.
- 8 Pat's in the warehouse to the deliveries.
- 9 Can you all that extra work?

3

1.1 Which of the words best describes the people: *moody, sentimental, conservative, gullible, perfectionist*. Which of these have positive/negative connotation?

- 1 James doesn't like trying new things and is quite traditional.
- 2 One minute Lisa is happy and the next she is sad.
- 3 David tries to make everything he does as good as possible.
- 4 Laura often talks about the past with fond memories.
- 5 It's easy to trick Ken into believing something that isn't true.

Formal/Informal speech

4

1.1 Read the sentences. Which are formal? Which are informal? Give reasons.

- 1 a I am sorry, but I am unable to help you.
b I'm sorry, but I can't help you.
- 2 a I can't wait to hear from you soon.
b I look forward to hearing from you soon.
- 3 a Please call me if you want more information.
b Please contact me for further information.
- 4 a It is said that I am very patient and hardworking.
b People say that I'm very patient and hardworking.
- 5 a I'm sorry I didn't write back sooner.
b Please accept my apologies for not replying sooner.

Phrasal verbs

5

1.1 1.3 Fill in the gaps with: *out of, on, out, down on, by*. Check in Appendix 1.

- 1 We've **run** money. We've spent it all. (**have no more**)
- 2 Bob's been **putting** money for his holiday all year; he's saved over \$600! (**save**)
- 3 He **took** a loan to buy his new car. (**borrow money from a bank**)
- 4 If he leaves his job, what is he going to **live**? (**have money to support yourself**)
- 5 She spends too much money. She must **cut** luxuries. (**reduce**)

Prepositions

6

1.1 Fill in the gaps with: *from, for, in, on, under*. Check in Appendix 2.

- 1 They congratulated him his promotion.
- 2 He retired his job at the age of 65.
- 3 Ali applied the position of Sales Manager.
- 4 She specialises family law.
- 5 Shaika is able to work pressure.

Grammar in use

See Further Practice section



1 a) **5.1** Put the verbs in brackets into the correct *present tense*.

b) **5.1** Match the tenses (1-9) to their uses (A-I).

Present tenses

I **1** (**have**) an extremely rewarding job as a medical researcher. I **2** (**work**) for a research institute for eight years where I conduct different experiments in order to create new medicines that will help people who suffer from chronic illnesses.

My day **3** (**start**) at 8:00 am and sometimes I don't go home till late at night. My work also includes attending conferences and lectures where I get the latest information in my field. Science **4** (**evolve**) very fast these days so it's important for me to stay informed.

One downside of my job is that it keeps me too busy. I **5** (**not/have**) a proper holiday with my family for over two years and I don't spend as much time with my two sons as I'd like. So, I **6** (**just/inform**) my supervisor that since my colleagues and I **7** (**not/work**) on anything urgent at present, I **8** (**take**) a 10-day break, starting tomorrow! My kids **9** (**pack**) their bags for our holiday as we speak!

- A** actions happening at the moment of speaking
- B** emphasis on the duration of an action which started in the past and continues up to the present
- C** changing or developing situations
- D** permanent states
- E** actions happening around the time of speaking
- F** daily routines
- G** past actions which have a visible result in the present
- H** fixed arrangements in the near future
- I** recently completed actions

see pp. GR6-GR9

2 **5.1** Identify the tenses in bold. Match them to their uses (a-e).

Future tenses

- 1** I think you'll **have** a great career.
- 2** We have the money so we **are going to buy** a TV.
- 3** It's cold. I'll **close** the window.
- 4** Look out! You **are going to fall** down.
- 5** This time next month, we'll **be flying** to Doha.

- a** predictions based on what we think
- b** on-the-spot decisions
- c** actions in progress at a stated future time
- d** intentions
- e** predictions based on what we see

see pp. GR9-GR10

3 **5.1** Put the verbs in brackets into the correct *future verb form*.

- 1** Be careful! You (**drop**) all those files.
- 2** This time next week, Ali (**have**) a job interview.
- 3** I think I (**take**) a gap year before I start work.
- 4** "Can someone answer the phone?" "I (**get**) it."
- 5** Rashed (**join**) the family business when he leaves university.

4 **6.4.1** Read the text below. What do the words in bold refer to?

This is George and **he** is a language teacher. **These** are his students. **They** are very clever. George loves teaching **them**. He always prepares his classes well to make **them** as interesting as possible. He says that even though **this** job is very demanding, he loves doing **it** and couldn't imagine doing anything else in the world.



- This them
- he them
- These this
- They it


3d Reading

1 You are going to read three short texts which are all linked to the theme of 'night working'.

a) **7.5.1** Before you read, look at the titles of the three texts. What aspect of 'night working' do you think each text will deal with?

b) **7.5.1** The following words and phrases appear in the texts. How do you think they will be related to the theme? Discuss with a partner, then scan the three extracts to see if you were right.

- jet lag • shift lag • night shift
- verbal warnings • on duty
- round-the-clock staffing

2 a) **6.2**  Listen and read the texts.

7.5.2 For questions 1-6, choose the answer (A, B, C or D) which you think fits best according to the text.

b) **6.3.1** What type of text is each? What is the author's purpose?

3 **1.2** Match the highlighted words in the texts with their synonyms below.

- a put into a category or group;
- b tiredness;
- c came from something else;
- d selling things in a shop;
- e extensive

4 a) **6.9** Explain the phrases in your own words.

- 1 "It can become a vicious circle". (Text 1, l. 8)
- 2 "It has come to my attention ...". (Text 2, l. 1)
- 3 "Under the law ...". (Text 3, l. 9)
- 4 "... an industry with peak periods ...". (Text 3, l. 13)



'Shift lag', derived from the term 'jet lag' which long-distance air passengers suffer from, is something which affects almost all night shift workers. Some are more able than others to adjust to the differences in their working hours, but a large number of them find it very difficult to cope with the extra strain of working at night, even after considerable experience. This stress often leads to a lack of good sleep, which makes the problem worse. It can become a vicious circle. When the body's natural rhythm is disturbed, the result is mental and physical fatigue. In addition, the strange working hours and the fall in temperature at night can often result in shift workers not drinking enough fluids.

It seems strange that so many problems can result from just working at night, but research shows that it affects even those who have been working night shifts for years. Sometimes they trick themselves into believing they can adjust to night shifts. In fact, the problems get worse rather than better as workers continue night shift work over the years.

- 1 The main problem experienced by night workers is
 - A stress combined with tiredness.
 - B not having enough experience.
 - C that they cannot drink water.
 - D losing their sense of direction.
- 2 People who work the night shift over a long period of time
 - A get used to not sleeping.
 - B experience an increase in related problems.
 - C do not believe that they will ever get used to it.
 - D experience fewer mental and physical problems.

b) **7.8** How are the texts similar to/different from each other?

c) **6.3.2** Which text contains passive verb forms/indirect forms?

2

To: Night working security staff
From: Graham Clarkson, Night Manager
cc: Gary Watson, Personnel Manager
Date: 20th June
Subject: Sleeping while on duty

It has come to my attention that a number of our security staff do not stay awake while working night shifts. In the past three months six incidents have been reported where staff have been found asleep during their working hours.

The company is very worried for several reasons. In the first place, it is a serious security risk. Staff who fall asleep are not available should an emergency such as a break-in or theft arise. One local police officer told me that night crime is on the rise in the area, so it is important to be careful. Furthermore, property and even lives could be at risk in the event of a fire breaking out, without adequate means of raising an alarm. At a recent board meeting, the General Manager said that such behaviour is unprofessional. The management has therefore decided to take the following measures. Free tea and coffee is to be provided to all staff working night shifts. Video surveillance is to be installed both inside and outside the premises. Staff caught sleeping on duty will be given up to two verbal warnings. A third written warning may result in their suspension or permanent dismissal from the company.

While it is acknowledged that such behaviour is not always deliberate, it is a breach of the employee's contract and is therefore unacceptable.

- 3 **7.8** The writer is worried that
- A the problem has been kept secret.
 - B staff may not be getting enough sleep.
 - C poor security could be dangerous.
 - D there are not enough fire alarms in the building.
- 4 **7.8** The writer suggests that
- A staff may not always mean to fall asleep.
 - B staff do not have job contracts.
 - C staff may be fired after two warnings.
 - D watching films could help staff stay awake.

3

WORKING AT NIGHT – YOUR RIGHTS

Restrictions on night work

There are limits on how long you can work at night. Under the Working Time Regulations, nighttime is described as the period between 11.00 pm and 6.00 am. You're a night worker if you regularly work for at least three hours during this period. There are separate rules for mobile workers in air, sea and road transport. As a night worker, you shouldn't work more than an average of eight hours in each 24-hour period.

Young workers

If you're under 18 but over school leaving age you're **classed** as a young worker. Under the law you're not allowed to work at night.

Exceptions

- 10 Limits on night work do not apply if:
- you have to travel a long distance from your home to get to work or you constantly work in different places.
 - you're working in an industry with peak periods, like agriculture, **retail** or tourism.
 - the job needs round-the-clock staffing (for example, hospital work).
 - you're employed in the rail industry and you work on board trains or your activities are linked to seeing that trains run on time.



- 5 A night worker is classed as somebody who
- A works every night from 11 pm until 6 am.
 - B works for 8 hours at night every night.
 - C works at night in air, sea or road transport.
 - D works at least 3 hours between 11 pm and 6 am on a regular basis.
- 6 There are no restrictions on night work if
- A you are under 18.
 - B you are a nurse in a hospital.
 - C you are a bus driver.
 - D you travel to work by train.

- 5 a) **4.3.11** **THINK!** What are the advantages and disadvantages of working at night? Tell your partner. If you realise you have made a mistake while speaking, correct it.

- b) With a partner make a list of all the jobs where people work at night. Compare your list with the rest of the class.



3e Listening skills

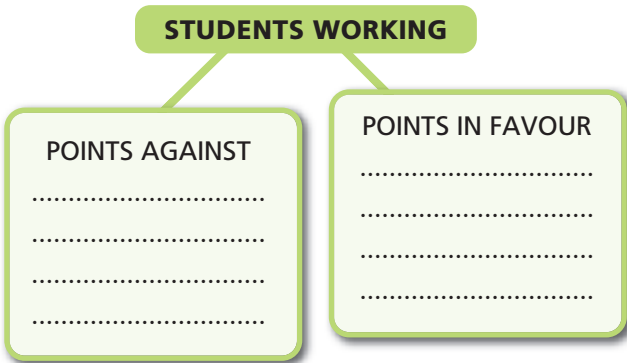
1 a) **3.3** You are going to listen to a lecture about students working while studying. Before you listen, check these words in the Word List.

- part-time • full-time education
- application form • interview • quit
- working responsibly • getting on with
- colleagues • low marks • social life
- switch off • build up

b) **3.3.1** Listen to the lecture. Which of the following are main points and which are subsidiary points in their discussion?

- 1 It gives students the chance to explore different career paths.
- 2 Students can learn important work skills.
- 3 They won't be able to concentrate and they might get lower grades.
- 4 They'll get experience at things they'll need when they leave full-time education.
- 5 Students will be tired in class.
- 6 Students learn how to manage their money.
- 7 They can quit and get another job.

2 a) **3.3.2** Listen again. Complete the chart.



b) **4.2.2** What is your opinion on the topic? Discuss in pairs, challenge each other's ideas and reach a conclusion.

3 a) **1.1** You are going to listen to part of a training session for new employees. Before you listen, check these words in the Word List.

- ground rules • gap year • rough idea
- work shifts • on call • hotel maintenance
- rotating shifts • work schedules
- dress code

b) Listen and for questions 1-4, choose the best answer A, B or C.

- 1 **3.4.6** What does Mr Rankin do to open the training session?
 - A introduce Abby and Gayle to each other
 - B give his name and position
 - C explain the duties and responsibilities
- 2 **3.4.4** Why does Mr Rankin correct Abby?
 - A She was disrespectful.
 - B She wasn't formal enough.
 - C She had misheard his name.
- 3 **3.4.1** What does Mr Rankin offer to do?
 - A arrange accommodation
 - B repair the shower and window
 - C contact the relevant people
- 4 **3.4.3** What do Abby and Gayle agree on?
 - A supportive management is valuable
 - B their previous jobs were not good
 - C working shifts can be difficult

c) **3.4.2** Read the theory box and then listen to the training session again. Which expressions from the box did they use?

Turn taking

It is important to know when and how to start and finish a turn during a conversation.

- And you?/How about you?/Go ahead./Me too. etc
- Sorry to interrupt, but .../Can I (just) say something here?/Can I come in here?/If I may/might? etc
- What was I saying?/Where was I?/Returning to .../As I was saying, ... etc

Speaking skills **3f**

Job interview

1 a) **1.2** Complete the dialogue. Use the words and phrases in the list.

- Do you have any relevant experience
- Have a seat • when can you start
- Thanks for coming in.
- tell me a bit about yourself

A: Hello. You must be Paul Martin.
 B: Yes, good morning.
 A: **1)**, Paul. I'm John Jones.
 B: Nice to meet you.
 A: So, **2)**, Paul.
 B: Well, I'm 18 years old, I'm a university student and I want a part-time job to help with my living expenses.
 A: Okay. Why should I consider you for this job?
 B: Well, I'm hardworking and efficient and I work well in a team. I'm also cheerful and friendly.
 A: I see. **3)**?
 B: Yes. Over the last two summers I worked as a waiter for a catering company at a variety of events. I have a letter of recommendation here.
 A: Thank you. Should I offer you the job, **4)**?
 B: Right away.
 A: OK. **5)** I'll be in touch.
 B: Thank you very much. I hope to hear from you soon.

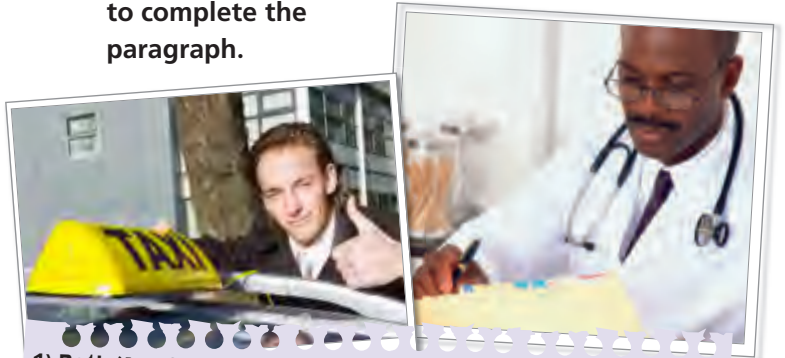
b) **4.4.2** Take roles and read the dialogue aloud.

2 **4.1.4** Your local supermarket is advertising for part-time shop assistants. In pairs use the language in the box to act out a job interview. Use the dialogue in Ex. 1 as a model.

Interviewing a person for a job	Replying
<ul style="list-style-type: none"> • Please, have a seat. • Tell me about yourself. • Why should we consider you for this job/employ you? • Why do you want this job?/Why do you want to work here? • Do you have any relevant experience? • When can you start? 	<ul style="list-style-type: none"> • Thank you. • I'm ... old, ... • I'm (<i>hardworking, kind, caring, sensible, etc.</i>) • I want to ... • I have worked as ... • Right away/ Next week.

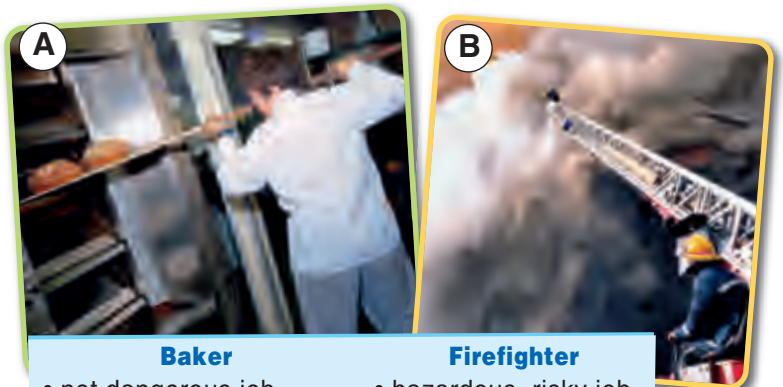
Making comparisons

3 **6.4.6** Which professions can you see in the photographs? What are some of the ways in which they differ? Choose the correct words to complete the paragraph.



1) Both/As doctors and taxi drivers have interesting jobs
2) but/in spite their jobs differ in many respects. **3) Although/ Despite** no special skills are required for being a taxi driver, becoming a doctor requires years of training. Both jobs require working nights and weekends. **4) However,/Also,** doctors have a safer job compared to taxi drivers who are often the victims of crime. Both jobs can be very stressful **5) but/despite** a doctor's job is more rewarding **6) as/on the other hand** they change people's lives for the better. **7) In addition,/Nevertheless,** doctors earn more money than taxi drivers.

4 **4.4.4** Look at pictures A and B below. Use the phrases in the Useful Language box and the ideas below to compare the two professions. Negotiate meaning and keep talking.



Baker	Firefighter
<ul style="list-style-type: none"> • not dangerous job • once mastered, no new skills to learn • happy work environment • work long hours every day • poorly paid 	<ul style="list-style-type: none"> • hazardous, risky job • requires constant training • witness people getting hurt • shift work • financial security

Contrasting ideas	
<ul style="list-style-type: none"> • Both ... and ... • Compared to • In addition, • Also, 	<ul style="list-style-type: none"> • Although + clause • Despite + <i>-ing</i> form/noun • On the other hand, • However,



Writing (1) An email requesting information 9.6 9.8

Prompt analysis

- 1** a) 7.5.2 Read the prompt, underline the key words and answer the questions.

You have seen an advert for a summer job in a restaurant. One of your friends worked there last year. Write them a **email** requesting information about the job. Ask about: the hours, the pay and the people (120-180 words).

- 1 Who are you writing to?
- 2 What style will you write in: informal, semi-formal, formal?
- 3 How many questions do you have?
- 4 What will you say in the first and final paragraphs of your email?
- 5 Which of the following beginnings and endings are appropriate for the email? Give reasons.

A To: Thomas Culver
From: Robert Walton
Subject: Employment Information

B Dear Tom,
Yours,
Rob

C Dear Mr Culver,
Yours sincerely,
Robert Walton
Robert Walton

D To: Tom
From: Rob
Subject: Can you help?

E Dear Sir/Madam,
Yours faithfully,
Robert Walton
Robert Walton

From: Robert **To:** Tom **Subject:** requesting information

Hi Tom,

- 1** How are you? I'm busy looking for work at the moment. In fact, I've just seen an advert for a summer job in a restaurant. Then I realised it's the same restaurant you worked at last year. I was wondering if you could tell me a bit about working there.
- 2** First of all, what hours did they give you? Was it evening work only? I'd prefer to do evening shifts as I've enrolled for some summer school courses. Is the restaurant open on Sundays?
- 3** Also, could you tell me what they paid you? Do you remember if they paid you weekly or monthly? It would be great to be paid weekly as I'm totally broke right now!
- 4** Finally, I'd like to know what the people are like to work for. Did you have any problems there? Do you think the boss would be willing to let me work around my courses?
- 5** I really hope you can help. Looking forward to hearing from you!

Best wishes,
Robert

- b)** 9.6.4 Read the model email. Then match the paragraphs (1-5) to the headings (A-E).

- | | |
|---|--------------------------------------|
| A | closing remarks |
| B | asking about the people |
| C | opening remarks & reason for writing |
| D | asking about the hours |
| E | asking about the pay |

- 2** a) 6.3.1 Read the theory box and find examples of direct/indirect questions in the model email.

Direct questions can be used in informal letters/emails. They start with a *wh*-question word (*when, where, what, etc*) or an auxiliary verb (*be, do, have, etc*).

What will my responsibilities be? Can I eat there?

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

I would be grateful if you could tell me ..., I would like to know whether/if ..., I would appreciate it if ..., Could you tell me ...?, Do you have any idea ...?

I'd be grateful if you could tell me how you got to work every day?

- b)** 9.8.1 Rewrite the direct questions as indirect questions.

- 1 Are there any cinemas and shops near the camp?
.....
- 2 What kind of sports can you do there?
.....
- 3 Will I have to get up early in the morning?
.....
- 4 Does the camp provide our meals?
.....

Error correction

3 a) **9.6.2** Correct the underlined mistakes in the email.
Think about:

- punctuation • greetings • *-ing* form/infinitive mistakes
- missing words • tenses • word order • prepositions

To: Julie
 From: Penny
 Subject: Job interview!

1) Dear Miss Drew,
 How was your job interview with Jade Cosmetics this morning?
 2) How will it go? I have my interview with the same company tomorrow 3) so I was hope you could give me some idea of 4) what to expecting.
 Can you tell me what questions they asked you? The application form was 5) detailed incredibly and demanding, so I imagine they had lots to ask at the interview! Were there any questions you 6) struggled to answering?
 7) What the people like? I was wondering if one person interviewed you or 8) was there a panel. 9) Too many interviewers would make me really anxious?
 Did they tell you how you did? Did you get a 10) positive feeling of them? Loads of people applied for the new positions at the company, so probably we'll have to wait for their decisions. Wish me luck!

Best wishes,
 Penny

b) **9.6.2** Type out the corrected email and check with spelling and grammar checker.

Your turn

4 **9.6** Read the prompt and answer the questions.

You have seen the following job advertisement.

Qatar Foundation Summer Camp is looking for young enthusiastic staff to help out with its residential camp for teenagers. Staff assist with groups of teens and stay on site. Plenty of free time activities! Previous experience not necessary. Contact Jay Kenny.

One of your friends has worked at Qatar Foundation Summer Camp. Write them an **email** requesting information about the job. Ask about: duties, accommodation and free time activities (120-180 words).

- 1 What do you have to write?
- 2 Who is the target reader? What style is appropriate?
- 3 What would be a suitable first sentence?
- 4 What questions do you have to ask in the main body?
- 5 How are you going to start/end your email?

5 **9.1.2 9.6.1 9.6.4** Use your answers from Ex. 2b and Ex. 4 as well as phrases from the Useful Language box to write your email. Make your sentences the correct length for this type of email (a maximum of 15-20 sentences).

Useful Language

- I want/would like to find out ...
- Do you know ...? Is/Are there ...?
- I also need to know ...
- I was wondering if you would know ...
- I heard that ... Is this/that true/correct?
- Could you tell me/Can you let me know ...?
- I'd like you to tell me about/give me some information about ...
- What/Where/When, etc is/are ...?

Plan

9.6 9.8

Hi/Dear (first name),
Introduction
(Para 1) <i>opening comments & reason for writing</i>
Main Body
(Para 2-4) <i>ask questions in separate paragraphs</i>
Conclusion
(Para 5) <i>closing remarks</i>
<i>Best wishes,</i>
<i>(first name)</i>



Checklist 8.2-4

When you finish writing your email check for the following:

- Have you used appropriate opening/closing remarks?
- Are there well-structured paragraphs?
- Have you written in the correct style?
- Are there any grammar/spelling/punctuation mistakes?
- Have you used an appropriate greeting/ending?



3g Writing (2) An informal email/letter 9.6

Prompt analysis

1 7.5.2 Read the prompt, underline the key words and answer the questions.

You have started a new job. Write an **email** to tell your friend about it. Write about: *where you work, what your job involves, what you did on your first day and whether you enjoyed it* (120-180 words).

- 1 Who are you writing to?
- 2 What is the purpose of your email?
- 3 What style will you write in: informal, semi-formal, formal?
- 4 What will you write about?

Model analysis

2 7.5.2 7.8 Read the model email. Then match the paragraphs (A-D) to the headings (1-4).


From: Laura

To: Claire

Cc:

Date: 15th June 20...

Subject: New Job



Hi Claire,

A How are you doing? Sorry for not writing for so long. I'm doing a lot these days. I wanted to drop you a quick line to tell you about my new job.

B I'm working in a bookshop when I'm not at school. I'm a shop assistant there. I put the books on the shelves in the shop and help customers to find the books they want. I work two nights a week from 5 pm until 8 pm and on Saturdays from 9 am to 5 pm.

C On my first day, I learnt where everything in the shop is and I got to serve my first customer. It was a bit tiring but it's great to have a job. The best thing about it is earning my own money! I wanted a new phone and now I've been able to buy one. It's the latest model and I'm over the moon with it!

D Well, I'd better go now. Hope to hear from you soon!

Yours,
Laura

- 1 my first day and if I liked it
- 2 where I work and what my job is
- 3 opening remarks & reason for writing
- 4 closing remarks

Informal language

STUDY SKILLS

Emails and letters which we send to people we know well are written in **informal language**. We may be giving news, making/responding to invitations, or asking for/giving advice. We start an informal email or letter with *Hi/Dear + the person's first name* and we sign off with an informal ending (e.g. *Yours, Best wishes, etc*) and *our first name*.

3 7.8 Match the examples of informal language (1-8) to the descriptions.

- 1 photos
- 2 Just a quick email/letter ...
- 3 Write back soon.
- 4 I'd love it if I won!
- 5 but
- 6 How's it going?
- 7 We're staying ...
- 8 I struck it lucky

- a words missed out
- b opening remark
- c everyday vocabulary
- d emotionally expressive language
- e colloquial expression
- f short verb form
- g closing remarks
- h informal linker

Note: 9.6.5 When we reply to an email, we should click 'Reply' instead of 'New Mail'. This allows the other person to see the email which you are replying to.

4 7.8 Read the email and replace the formal language (1-8) with the informal language from Ex. 3.

From: Abdullah
 To: Mohammed
 Cc:
 Date: 3rd March 20..
 Subject: Wildlife course

Dear Mohammed,

1) I hope you are well. I'm on a wildlife photography course in England at the moment. **2) I am writing** to let you know what I've been doing.

3) We are staying in a large house in the English countryside. Every morning we learn photography skills in the classroom. In the afternoon, we go out to take **4) photographs** in the local area. In the evenings, there are talks about English wildlife. My days are very busy, **5) however**, it's a lot of fun.

Yesterday, **6) I was very lucky** and managed to get a great picture of a peregrine falcon. At the end of the week, there will be a competition for the best images. **7) I hope I do well.**

Well, I'd better go now. A lesson is about to start. **8) I look forward to hearing from you.**

Best wishes,
 Abdullah

Your turn

5 7.5.2 Read the prompt and answer the questions.

You are working in another country. Write an **email** to your friend to give them your news. Write about what you are doing, where you are staying, what the food is like and what you have enjoyed most about the job (120 - 180 words).

- 1 What do you have to write?
- 2 Who are you writing to?
- 3 What style of language should you use?
- 4 What is a suitable opening remark?
- 5 What points do you need to include?
- 6 How will you start and end your email?

6 9.6.4 Use your answers from Ex. 5 as well as phrases from the Useful Language box to write your email. Type your email. Use appropriate formatting.

Useful Language

- Starting an informal letter/email**
- Dear/Hi Mum/Grandpa/Rashid, etc.
- Opening remarks**
- Hi! How are you? • Hi from Cairo/Doha etc. • How are you doing? • Hope you're OK. • Thanks for your email.
 - Sorry I didn't write earlier, but I ...
 - I was so happy to hear from you.
- Reason for writing**
- I wanted to drop you a line to tell you my about... • I just wanted to ask/remind/thank you ...
 - Just a quick email to tell you ...
- Making reference to future contact**
- Drop me a line sometime.
 - Hope to hear from you soon.
 - Give me a call later.
 - Let me know as soon as possible.
- Closing remarks**
- Email me soon.
 - I'd better get going./I must go now./ Got to go now. • Bye for now.
- Ending an informal letter/email**
- Yours/Best wishes/Take care, etc. + first name

Plan

9.6 8.1

- Hi/Dear (first name),
- Introduction**
- (Para 1) opening remarks & reason for writing
- Main Body**
- (Para 2-3) points required in the prompt
- Conclusion**
- (Para 4) closing remarks
- Best wishes, + (first name)

Checklist 8.2-4

- When you finish writing your email, check for the following:
- Have you used appropriate opening/closing remarks?
 - Are there well-structured paragraphs?
 - Have you written in the correct style?
 - Are there any grammar/spelling/punctuation mistakes?
 - Have you used an appropriate greeting/ending?



3g Writing (3) A memo 9.8.4

▶ Writing Bank 3 p. WB3

Prompt analysis

1 7.5.2 Read the prompt, underline the key words and answer the questions.

You are the secretary of the school English club. The club is organising an event to celebrate the end of the school year. Write a **memo** to all members. In your memo, give the reason for the event, explain your plans, say who can come and ask members to respond by a certain date (60-80 words).

- 1 What is your reason for writing the memo?
- 2 Who is going to read it?
- 3 What points should you mention?

Model analysis

2 7.8 Read the model and answer the questions.



To: All members of the English club
From: Karam Masih, Secretary
Cc:
Date: 5th June 20..
Subject: End of school year celebration

All members plus one guest each are invited to celebrate the end of the school year. The event will be held on 30th June in Room 4D, next to the library. There'll be an arts and crafts exhibition, a poetry competition and games. There will also be refreshments available.

Please let me know by 20th June if you are coming. I look forward to seeing as many of you as possible.

- 1 What is the structure of the model memo?
- 2 Which pieces of information does each paragraph contain?
- 3 What is the style of the language of the memo?
 - a formal and complicated
 - b semi-formal and clear
 - c informal and chatty

3 9.8.4 Read the Study Skills and find examples in the model memo in Ex. 2 of the features which are mentioned.

STUDY SKILLS 9.8.4

Memos are short pieces of writing used to give information or instructions. They contain **who, what, when, where** and **how** and are mainly used in the workplace. They have the following features:

- a specific format for the heading
- a professional but friendly tone
- short, well-structured sentences
- short paragraphs for each separate point (bullet points may be used if giving a list of instructions or rules)
- may use contractions (short verb forms) without being chatty or too informal.

Memo style

4 7.8 9.8.4 Read the rubric and the memo. Decide whether the underlined phrases (1-6) are **too formal** or **too informal** and suggest an alternative from the Useful Language box, as in the example.

1 *Everyone – too informal – All staff*

You are the manager of a company. You have received complaints that the office kitchens are not kept tidy enough. Write a **memo** to your staff to ask them to follow some kitchen rules. In your memo, explain the reason for these rules and tell staff to wash items after use, clean up any mess and throw away any old food in the fridge (60-80 words).

To: 1) Everyone
From: Haya Al-Marri, manager
Cc:
Date: 17th October 20..
Subject: Kitchen rules

2) I am sending this memorandum to all personnel because there have been complaints about the state of the office kitchens. 3) It'd be fantastic if everyone would remember the following rules:

- Always wash your mugs, cups and plates 4) at your earliest convenience after using them.
- If you make any mess, clean it up straightaway.
- If you find any old food in the fridge, please put it in the bin.

5) I would like to express my gratitude in advance for your cooperation. 6) Keep in mind that a pleasant working environment is in everyone's best interests.

Note: 9.6.7 If you are sending a memo by email to a large number of people, you should put their addresses in the Bcc field. This prevents everyone from seeing everyone else's email address.

Your turn

5 9.8.4 Read the Study Skills box. Then look at the prompt below and write an appropriate memo header.

STUDY SKILLS 9.8.4

Format of memo headers
To: (name & job title of recipient(s))
From: (name & job title of sender)
Cc: (name & job title of any other recipient(s))
Date: (day, month and year)
Subject: (what the memo is about)

You are the secretary of an English school. The school has decided to hold a summer event. Write a **memo** to all teachers which states when and where the event will take place, says who can attend and explains how teachers and pupils can help (60-80 words).

6 9.3.1 Look at the notes and the table below. Use the notes to fill in the table.

- 11 am – 5 pm
- open to teachers, students & their families
- school playground
- snacks and refreshments
- Saturday, 25th June
- be responsible for various activities
- treasure hunt
- games and activities

WHO	
WHAT	
WHEN	
WHERE	
HOW	

7 9.6.2 9.8.4 Use your answers to Exs 5 & 6 to write your memo. Use ICT to present your work and use a spelling and grammar checker.

Useful Language

Memo header

- To: All Staff, ... Department,
- From: ..., Manager/Head of ... Department/Headmaster, etc
- Subject: Update on ... /Reminder of .../ (New) Rules for ..., etc

Reason for memo

- I am contacting you/writing ...
- This is a memo to remind ...
- The purpose of this memo is to ...

Providing information

- There will be ... held on ... • Please ensure that ... • ... as soon as possible/immediately, etc ...
- Those interested are requested to ...
- Topics such as ... will be discussed.
- I would appreciate it if ...

Closing remarks

- Can you get back to me as soon as possible? • Please reply by (the end of the week) at the latest. • If you have any questions, please (do not hesitate to) contact me on/at ... • Thanking you in advance. • Please remember (that) ...

Plan

8.1 9.8.4

To: (name & job title of recipient(s))
 From: (name & job title of sender)
 Cc: (name & job title of any other recipient(s))
 Date (day, month and year)
 Subject (what the memo is about)
 (Para 1) reason for writing and opening comments
 (Para 2&3) main points of memo
 (Para 4) closing remarks



Checklist 9.8.4

When you finish your memo, check it for the following:

- Has the memo got the correct header?
- Is the reason for writing clearly stated in the first sentence?
- Are all the points in the prompt mentioned?
- Is the memo polite but friendly?
- Have you avoided uncommon words?
- Is it concise and to the point?

Language Knowledge 3

1 **1.1** For gaps 1-5, read the text below and decide which answer (A, B, C, D) best fits each gap. There is an example at the beginning (0).

To: All employees
 From: Katie Henderson, Human Resources
 Date: 17 May 2014
 Subject: Ergonomic Advice

There has recently been an increase in the 0) **B** of employees reporting work-related health problems. In an office 1), strains and injuries caused by poor posture and habits are a very real danger and so I would like to 2) you of some basic principles:

- You are encouraged to take regular breaks from your desk to stretch and move around. Prolonged periods of physical inactivity are not only 3) to health, but will also result in reduced 4)
- Chair and desk height should be adjusted so that feet sit squarely on the floor, and wrists rest comfortably on the desk when your shoulders are 5) and your elbows are at your sides.
- Adjust your computer screen so that you can see it without straining your neck.

If you experience any problems related to the workplace, please do not hesitate to contact us.

- | | |
|----------------|---------------|
| 0 A quantity | C sum |
| B number | D amount |
| 1 A habitat | C environment |
| B context | D atmosphere |
| 2 A recognise | C recall |
| B remind | D remember |
| 3 A upsetting | C beneficial |
| B bad | D damaging |
| 4 A produce | C production |
| B productivity | D products |
| 5 A flexible | C relaxed |
| B calm | D rested |

Euphemisms

2 **1.3** Match the euphemisms (1-5) to their meanings (a-e).

- | | |
|----------------------|-----------------|
| a are old | d unemployed |
| b fired her | e old-fashioned |
| c extremely annoying | |

- 1 He is such a **pain in the neck**. He keeps annoying everyone with his negative comments.
- 2 Alan has a lot of time on his hands because he's **between jobs** at the moment.
- 3 She upset her boss so she **showed her the door!**
- 4 Henry can't use a computer. He's a bit **behind the times**.
- 5 Mr Grant's clothes **have seen better days!** I think he should buy some new ones.

3 **6.4.6** Join the sentences with the word in brackets.

- 1 Ella was sent to her room. She behaved badly. **(as)**

- 2 He is clever. He is hardworking. **(and)**

- 3 Jeremy was ill. He didn't go to school. **(so)**

- 4 He is very punctual. He is always on time. **(in other words)**

4 **2.1** Complete the gaps with the correct form of the words in capitals.

- 1 Philip doesn't like job interviews, but he doesn't have a **(CHOOSE)**
- 2 A large number of people would rather be happy than wealthy. **(SURPRISE)**
- 3 Isabelle felt being interviewed by three people. **(COMFORT)**
- 4 His performance at the race improved after training hard for weeks. **(CONSIDER)**
- 5 I gave Simon the promotion because he is both and extremely good at his job. **(RELY)**

Civilisations & Science

Unit 4

Lead-in

- 1** a) Read the texts (A-C) and fill in the gaps with the words: *associated, aliens, extraterrestrial, ancient, floors, supernatural, release, sank, evidence, occurrences, disappearances, hit*.



1 The Roswell UFO crash

A

No one really knows what happened to this **1** city, or whether it even existed in the first place. According to Plato, the city **2** into the ocean in a single day. Since then, divers have explored ocean **3** around the world in search of it, but still no **4** has been found.

2

Arkheim, Russia

3

Lost City of Atlantis

B

This region of the North Atlantic Ocean, off the west coast of Florida, is **5** with the unexplained **6** of aeroplanes and ships. Many scientists claim that these strange **7** are due to violent weather, but others believe that some **8** force exists in the area.

4

Bermuda Triangle

5

Loch Ness Monster

C

This incident **9** international headlines. According to an official press **10** issued by a local military officer, an **11** spacecraft crashed near the town of Roswell in New Mexico in 1947. A day later, however, another announcement stated that the object was in fact a 'weather balloon'. Some people think that the military tried to cover up the truth and that **12** actually landed on Earth. To this day, the case remains unsolved.

- b)** Match the pictures (1-5) to the texts (A-C) in Ex. 1a.

- 2** **9.3.2** **ICT** What do you think really happened in Roswell? Read the extract again and find some information on the Internet. Synthesise the information and write a short presentation for your class.

Words of wisdom

"Peace is the virtue of civilisation. War is its crime ." (Victor Hugo)

Discuss

4a Reading


1 1.1 Check these words in the Word List.

- remote • giant stone statues • honour
- visible • aliens • puzzled • wonder

2 a) 1.2 Use words from Ex. 1 to complete the sentences.

- 1 It is a(n) island 2,000 miles off the coast of Chile.
- 2 There are 800 along the island's coastline.
- 3 They only are from the air.
- 4 Many people have been by the Nazca lines.

b) 6.7.1 Read the title and look at the pictures. What do you know about these places? What information might you find?

 Listen, read and check.

c) 6.7.6 What is the purpose of using illustrations in this text?

- A to add visual interest
- B to emphasise important points
- C to assimilate information

3 6.7.1 6.7.2 Read the text about mysterious places. For questions 1-6 choose from the people A-D. The people may be chosen more than once. Give reasons for your answers.

6.7.3 Highlight the sentences/phrases that helped you decide. Which person says:

- 1 visiting the place was a wish come true?
- 2 they think a theory about the place is very unlikely?
- 3 they often recall their visit to the place?
- 4 they don't think the reason the place was built will ever be discovered?
- 5 unusual things happen at the place?
- 6 the place wasn't built all at once?

4 7.5.2 Answer the questions.

- 1 What do they call the giant statues on Easter Island?
- 2 How did Anna manage to visit Easter Island?
- 3 What figures can you see in the Nazca Lines?
- 4 Which place is designed based on different scientific fields?
- 5 How long did it take to build Stonehenge?

5 6.9.3 Compare the Great Pyramid of Giza in Egypt and Stonehenge in England.

Mysterious Places

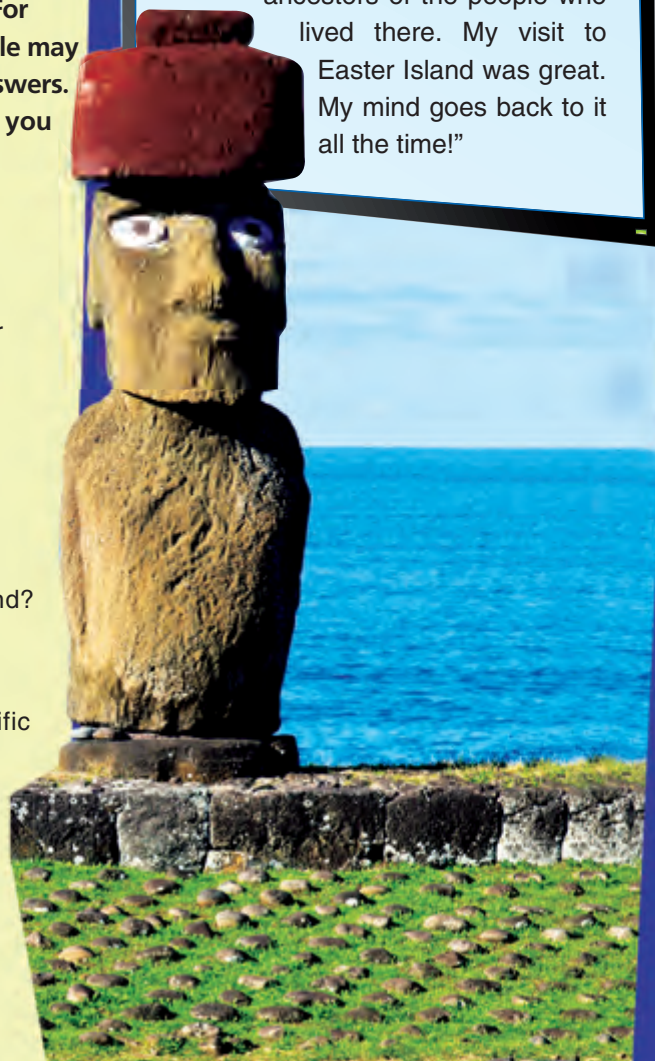
There are structures from the ancient world that we still cannot completely explain. Here, four people talk about visiting some of the world's most mysterious sites.

A Anna

Easter Island

"Easter Island is 2,000 miles off the coast of Chile. It's one of the most remote places on Earth. I never thought I'd get a chance to go there. Then, in 2010, I won a competition. The prize was a trip to Easter Island! What an experience! The big attraction is the Moai. These are giant stone statues. There are about 800 of them and they stand along the coast of the island. No one really knows who made them or why. One idea is that they were created to honour the

ancestors of the people who lived there. My visit to Easter Island was great. My mind goes back to it all the time!"



Nazca Lines, Peru

B Steve

"The Nazca Lines were created between 1,300 and 1,600 years ago in the Nazca Desert in Peru. They are pictures of figures like sharks, monkeys and spiders drawn in the sand. The strange part is that each figure is 50, 100 or 200 metres long and can only be seen properly from the air! Why did an ancient civilisation spend so much time in the desert making them? Some say they show star maps or are there to honour their gods. Others believe they are markers for aliens to land their spacecraft! I really doubt that, but people have been puzzled for years."

Great Pyramid of Giza, Egypt

C John

"The moment I saw the Great Pyramid of Giza, I felt such a sense of wonder! I couldn't believe that people built such an enormous structure 5,000 years ago. They had to move 2 million stone blocks, some across the River Nile, to construct it. It's almost 140 metres high and some of the blocks weigh 80 tonnes each. But the most amazing thing is that they built it perfectly level. The architects also used geographical and astronomical information to build it. The four corners line up with the four points of the compass, for instance. I've heard strange stories, too, like how on one level food doesn't rot and knives become sharper!"

Stonehenge, Britain

D Laura

"Stonehenge is over 4,000 years old. It's a circle made of huge stones. Some of them come from mountains in Wales, more than 240 miles away. It was built in stages, over a thousand years or more. I had wanted to visit since I was a young child, so when I finally stood in front of those stones, I was speechless. Walking around them made me feel very strange. I could tell they had some mysterious meaning, but I couldn't say for sure what it was. Stonehenge didn't give up its secrets to me, and I don't think anyone will ever find them out."

Check these words

- remote • attraction • ancestor
- ancient • civilisation • spacecraft
- wonder • speechless • give up

6 a) **6.5** **ICT** Use a search engine to collect information from various sources about mysterious places around the world. Use advanced features of the search engine while you research.

b) **9.3.2** **9.3.4** Use information from your sources and type an article about a mysterious place similar to the one in Ex. 3. Use photographs, headings etc to make your article attractive.

7 **4.3.12** In pairs discuss what you have learnt from the text. You can repeat your partner's statement to check understanding. Use the phrases below to help you.

- I learnt ... • It was interesting to learn
- I didn't know that • I also learnt • Me, too.
- Another interesting fact was

SA: *Well, I learnt that Easter Island is 2,000 miles off the coast of Chile.*

SB: *Me, too. I also learnt that Stonehenge is over 5,000 years old. etc*

8 **9.3.2** **THINK!** Which place do you find the most mysterious? Why? Tell your partner and give reasons.

4b

Vocabulary

See Further Practice section

Vocabulary from the text

1 1.1 1.2 Fill in the gaps with:

- puzzled • spacecraft • doubt
- secrets • wonder • remote
- gives • compass

- 1 Tom says he doesn't have any, but I think he's hiding something.
- 2 There is no that Stonehenge is a mysterious place.
- 3 I knew he didn't understand me from his look.
- 4 Do you believe that from other planets have visited the Earth?
- 5 Khalid loves a mystery and never up.
- 6 It was a(n) island far away from everyone and everything.
- 7 Alec looked up at the pyramids in
- 8 Fahad used his to find the way to the campsite.

2 1.1 Complete the sentences with the correct word.

- speechless • silent • quiet

- 1 I was left when we flew over the Nazca Lines.
- 2 The room went when Tom said he had seen a UFO.
- 3 Jack is shy and often speaks in a voice.

- ancient • antique
- old-fashioned

- 4 The vase was worth over £25,000.
- 5 Historians do not know a lot about many civilisations.
- 6 David is a bit in his attitude towards technology.

Space

3 1.1 Fill in the gaps with the verbs in their correct form: orbit, launch, land, emit, travel.

- 1 The first manned spacecraft to on the Moon was Apollo 11 in 1969.
- 2 A star is a body in space that its own light.
- 3 The first satellite to be into space was the Sputnik in 1957.
- 4 The Earth the Sun once every 365 days.
- 5 Space shuttles can at speeds of up to 18,000 miles an hour.

4 1.1 Fill in the gaps with: galaxy, gravity, system, exploration.

- 1 Our solar consists of the Sun and the planets that go round it.
- 2 Due to the law of, if you drop something, it falls to the ground.
- 3 Some scientists believe space is the only way we can save the human race.
- 4 A(n) is an extremely large group of stars and planets.

Idioms

5 1.6 Choose the correct word to complete the idiom.

- 1 Fahad was **above/over** the moon when he passed his exams. (**very happy**)
- 2 The new Loch Ness exhibition is out of this **world/planet**. (**amazing**)
- 3 My family only go to a museum once in a **full/blue** moon. (**rarely**)
- 4 With a first-class degree, the **star's/sky's** the limit for your career. (**there is no limit**)
- 5 Ever since he won the science award, he's **grabbed/reached** for the stars. (**be very ambitious**)

Prepositional phrases

6 1.1 Choose the correct preposition in bold. Check in Appendix 1.

- 1 Scientists send radio signals into space to communicate **to/with** astronauts.
- 2 Many planes have crashed **into/onto** the ocean while flying over the Bermuda Triangle.
- 3 They took a submarine journey along the ocean floor in search **of/for** the lost city of Atlantis.
- 4 The scientists prohibited the journalist **through/from** entering the laboratory.

Grammar in use

4c

See Further Practice section

Linking Words - Comparisons

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 'Skyfall'.*

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.*

time: when, whenever, as, as soon as, while, before, until/till, after, since, etc. – *I'll leave when I'm ready.*

exception: except (for), apart from – *Everyone attended the meeting, apart from Dennis.*

summarising: in conclusion, in summary, to sum up, on the whole, all in all, altogether, in short, etc. – *All in all, I thoroughly enjoyed the film.*

- 1 The UFO was flying **faster** than our airplane.
- 2 Sam thinks the Bermuda Triangle is **the most mysterious** place on Earth.
- 3 The Great Pyramid of Giza is nearly **as old** as Stonehenge.
- 4 Joe thinks ghost stories are **less interesting than** stories about aliens.
- 5 We're trying to book **the least expensive** ticket.
- 6 Humans are **even/much/a lot/far/a little/a bit/slightly closer** to colonising space than ever.
- 7 **The more** the archaeologists dug, the more they unearthed.
- 8 The Loch Ness Monster is **by far the most popular** mythical creature in Britain.

see p. GR12

see pp. GR11-GR12

1

6.4.6 Choose the correct item.

- 1 Residents believe it was a UFO; **while/ however**, experts suggest otherwise.
- 2 We all saw the space shuttle on TV, **besides/ except for** Dan who was at work.
- 3 Seeing a UFO was an experience **yet/like** no other.
- 4 For my project, I studied unexplained mysteries, **in case/in particular** the Nazca lines in Peru.
- 5 **Whenever/On the whole**, a guided tour of the pyramids is an unforgettable experience.

Clauses

see pp. GR12-GR13

2

6.4.6 Join the sentences using the words in brackets.

- 1 The purpose of the Nazca Lines is unexplained. Many people have studied them. (**although**)
Although many people have studied them, the purpose of the Nazca Lines is unexplained.
- 2 Christa McAuliffe was part of the Challenger crew. She wasn't a trained astronaut. (**despite**)
.....
- 3 We went to Egypt. We wanted to see the Pyramids. (**in order to**)
- 4 Mr Smith talks. He believes aliens really exist. (**as if**)
- 5 The mission to Mars was cancelled. There were insufficient funds. (**due to**)
- 6 The purpose of Stonehenge is a complex mystery. No one has been able to solve it. (**such a ... that**)

3

Put the *adjectives/adverbs* in brackets into the correct comparative/superlative form.

- 1 The 1969 Moon Landing is considered one of *the greatest* (**great**) achievements of mankind.
- 2 The Moai statues were far (**impressive**) I had imagined they'd be.
- 3 Stonehenge is certainly (**amazing**) sight I've ever seen.
- 4 Spielberg's ET is perhaps (**easily**) recognised of all film aliens.
- 5 You'll find the archaeological museum (**far**) down this street.
- 6 Travelling by bus to Giza will cost a lot (**little**) than hiring a car.
- 7 Harry is by far (**imaginative**) child I know.


4d Reading

1 **6.8.2** Before you read, look at the organization of the text (the title, the subheadings, etc.). Talk to your partner and answer the questions:

- What kind of text do you think it is?
- Where might you find such a text?
- What information do you expect the text to give?

2 a) **1.1** Check these words in the Word List. How do you think they relate to the text?

- thesis statement • secondary literature
- sources • indexes • quotations • statistics
- bibliography • refutation • citation

b)  Read the first sentence of each paragraph. What is a research report? Listen and read all the text to check.

c) Read all the text and answer questions 1-6.

- 6.9.2** What is the purpose of the first paragraph?
- 7.5.3** What types of sources and evidence are mentioned?
- 6.7.2** **6.8.6** Whose point of view is presented in a research report? Why?
- 7.5.4** How is a research report organized?
- 6.3** What type of language should we use for a research report?
- 6.7** How do we identify the sources within the body of the research report?

3 **1.1** Match the highlighted words/phrases in the text to their synonyms/synonymous phrases: *explain, unimportant, complete, make better, in a stylish way, write down, short and to the point, ability to do something without asking permission, stated, reduce.*

4 Answer the questions.

- 6.9.2** How successful is the author in describing how to write a research paper?
- 6.7.2** What effect do imperative forms (Make sure ..., Treat the report ..., etc) have in this type of text?
- 6.7** **9.3.2** What is the purpose of the footnote at the bottom of the text? How can it help the reader?

How to write a Research Report



A research report is a piece of writing based on a study that you have carried out. The main idea (thesis) of the report may be based on scientific research, statistics or surveys, or it may come from a study of secondary literature (e.g. academic articles/texts, reference works, online articles, etc). You may have been given the subject matter or you may have been given a **free hand** to do research on an area of study that interests you. Whatever its origins, your research report will argue your point of view and support that point of view with evidence.

5 **9.3** Rewrite the bibliographical citations in MLA style, as in the example. Pay attention to punctuation and use of italics.

e.g. Bryson, Bill. *Mother Tongue*. UK: Penguin Books Ltd., 1990. Print.

(Last name, First name. *Title of Book*. Place of Publication: Publisher, Year of Publication. Medium of publication.)

- The Uses of Literacy, Print, Penguin Books Ltd. , UK, Richard Hoggart, 2009
- Print, 2011, USA, How To Write A Sentence, HarperCollins Publishers, Stanley Fish.
- Anatoly Liberman, 2009, Print, Word Origins, Oxford University Press, USA

Look for sources

You may have a clear idea of your point of view before you start or you may want to read some books or articles first. Once you know the point of view you are adopting, then you should **narrow** your search, either at the library or online. For books, use contents pages and indexes so that you do not have to read **irrelevant** material. If you are using the Internet, use the advanced features of search engines to **refine** your research. Collect relevant quotations and statistics as well as ideas that you can refer to later. It is essential that you keep a note of all your sources at this stage. **Record** the webpage, publisher of the book, the year it was published, its name, the author(s) and the page number(s) where you got your information. You may want to compile a draft of your bibliography at this stage.

Make a plan

A research report follows the same outline as most pieces of discursive writing. It has an introduction, a main body of several paragraphs and a conclusion. The introduction will **set out** your main idea in the thesis statement, the last sentence of the introduction. The main body will contain all the evidence to support your main idea. It may contain an opposing argument with a refutation of that argument. The conclusion will summarise your findings and restate the main idea of the report.

Write your research report

Make sure you follow your plan, but do not be afraid to change it. As you are writing, you may have ideas that you had not considered before and this may affect the **overall** thesis. Even though you have a plan, you do not have to follow it from the introduction to the conclusion. You may find it easier to start writing about one of the points in the main body first of all rather than start with the very first line of the introduction.

Style

A research report is a formal piece of writing that is written in clear, **concise** English. Informal words/phrases and contractions (e.g. I'm, don't, we're, etc.) are not used. It is common to use passive forms in this type of writing. Separate paragraphs are used for each individual point; similarly, connectives (e.g. therefore, similarly, as a result, etc.) are used to link sentences within paragraphs. Subheadings or bullet points may be employed to further organise the work and longer research reports may even have chapters. Remember, a research report is a presentation of ideas. The reader must be able to understand the point of view and comprehend how the point of view was arrived at without difficulty.

Bibliography

Your bibliography is a record of your evidence and it is a clear statement of your sources. Make sure you follow the style of citation **specified** by your institution, e.g. MLA style. In MLA style:

- authors are cited in the body of the text by name and a page reference (e.g. Foley, 148-151)
- authors are arranged in alphabetical order in the bibliography (also titled 'works cited')
- the bibliographical reference includes author(s), complete title (in italics), place of publication, name of publisher, date of publication, type of publication (Web, Print, etc.)¹

Read through and edit

Treat the report you have written as a first draft. Read it through for typos and/or poorly constructed sentences. See if you could have expressed your ideas more **elegantly**. Is it organised well? Does it say what you wanted it to say? If necessary, rewrite sentences and even entire sections until you are satisfied with the end result and ready to present your research report.

¹Cornell University Library. "MLA Citation Style." *Cornell University Library*. Cornell University, 2009. Web.

6

6.5

9.3

ICT

Collect information online about MLA style. Use advanced search features to narrow/refine your search.

Write a plan for an information text about MLA style then write the text. Make sure it:

- is tailored to the audience
- is organized appropriately for its content and it is clearly signposted

- is presented attractively using sub-headings and/or bullet points, paragraphs and illustrations
- follows the basic conventions of acknowledging sources in footnotes



4e Listening skills

1 **1.1** You are going to listen to two dialogues. Before you listen check these words in the Word List.

- dome-shaped ceiling • soar • in depth
- wonders of the universe • distant galaxies

2 a) **3.3** You are going to listen to a teacher talking to her class about a visit to a planetarium. Why is she giving all this information to her students? Listen and answer.

b) **3.3** Look at the questions. Listen again and choose the right answer.

3 a) **3.2** Listen to two people discussing how to attract more teenagers to a science museum. List their suggestions and the expected results.


	Suggestions	Results
advertising
prices
exhibitions

b) Can you think of any other suggestions? Talk with your partner then discuss as a class.

4 **5.7** Expand on the ideas in Exs 3a & 3b to prepare and present a proposal for attracting more teenagers to the science museum. Invite questions at the end of your presentation. Make sure you:

- **5.7.1** begin and develop a logical and controlled argument (*The aim of this proposal is to ...*)
- **5.7.2** use common organisational structures as appropriate (*One suggestion could be ...*)
- **5.7.3** include relevant and memorable evidence (*For example, ...*)
- **5.7.4** use strong, positive language, short utterances for emphasis and a friendly manner to be convincing (*I would strongly recommended ...*)
- **5.7.5** are prepared to address counter-arguments and/or any disagreement (*Are there any questions?*)

Planetarium



- 1 Where do the images displayed in the planetarium come from?
 - A from telescopes in the planetarium
 - B from telescopes in space
 - C from spacecraft travelling in space
 - D from people who have taken pictures of the night sky
- 2 What will the students experience at the planetarium?
 - A a ride in a spacecraft
 - B a virtual journey through space
 - C a chance to use a telescope
 - D an opportunity to try on a spacesuit
- 3 What does the teacher say about the school project?
 - A It should be handed in before the trip.
 - B It should be handed in on the day of the trip.
 - C It should be as realistic as possible.
 - D It should be creative.
- 4 Why is the teacher talking to the class?
 - A to tell students what homework they have to do
 - B to discuss a school trip
 - C to recommend the planetarium
 - D to teach students about the universe
- 5 What does the teacher mean when she says, "try to be as in-depth as possible."?
 - A The students should get plenty of information.
 - B The students should not research too many things.
 - C The students' work should be completely original.
 - D The students are not allowed to ask for help.

Presenting Proposals 5.7

<p>Introduction</p> <p>The aim of this proposal is to present/discuss/ suggest ..., etc</p>
<p>Suggestions</p> <p>One suggestion could be ... ; This would ...; Another suggestion is that ...; In this way we ..., etc.</p>
<p>Conclusion</p> <p>I would strongly recommend ...; I hope you will consider my proposal favourably.; Are there any questions?, etc.</p>

Speaking skills 4f

Suggestions

1 a) **4.2** Jeff and David both work part-time at the local museum. The museum director has asked them to come up with some ideas to attract more teenagers to the museum. Read the dialogue and fill in these phrases.

- This way • you're right • We've got to • be a good idea
- let's • couldn't agree • I suggest • get me wrong

Jeff: Hi David. Did you get the memo from the museum director?
 David: Yes, I did. And I totally agree with her. **1)** attract more teenagers to the museum.
 Jeff: But how? I've been thinking all morning, but I can't come up with any ideas.
 David: Well, **2)** brainstorm then. For one, **3)** we hand out leaflets about the museum to secondary school students around the city, particularly on Fridays. **4)**, more teenagers might consider visiting the museum when they have free time at the weekend.
 Jeff: That's a great idea. And what do you think of this? I think it would **5)** to let teenagers in for free on Sundays.
 David: I'm not sure. Don't **6)**, but I don't think the museum could afford to let people in for free, even though we are trying to attract more visitors.
 Jeff: I suppose **7)** Then, why don't we suggest more interactive exhibits at the museum?
 David: I **8)** more. It would be a great way to make the exhibits come to life.
 Jeff: OK, let's get together before we start work tomorrow evening. We can meet the museum director and tell her our ideas together.
 David: Great! See you then.

b) **4.2** Take roles and act out the dialogue with your partner.

2 **5.7** You and your partner have been asked by your science teacher to come up with some ways to encourage more students to join the college's science club. Use phrases from the language box and the ideas below to act out a dialogue.

- organise day trips to science museums
- show DVDs of science documentaries
- inform students that science is a good future career path

Making suggestions	Agreeing/Disagreeing
• It would be a good idea to/if we ...	• That's a great idea.
• I suggest we ...	• I couldn't agree more.
• Perhaps/Maybe we could ...	• I'm not sure about that.
• Why don't we ...?	• Don't get me wrong, but ...
• What do you think of ...?	• You've got a point, but ...

Comparing pictures

3 **4.1.7** The pictures show different places of cultural interest. Compare them and say what can be interesting about these places.



4 **4.2** Listen to two students doing the task. Compare their dialogue to yours.

5 **4.4** Which of the two places in Ex. 3 would you like to visit? Why? Tell your partner.



4g Writing A summary of a text

▶ Writing Bank 4 p. WB4

Model analysis

1 7.5.2 Scan the newspaper report. What is it about?

- A the history of the Isle of Wight
- B the naming of an extinct species
- C the opening of a new exhibit

A DINOSAUR CALLED DAISY

A nine-year-old girl has had a newly-discovered dinosaur species named after her. Just over four years ago, Daisy Morris found the bones of a pterosaur, a flying creature that lived over 60 million years ago while walking with her family on Atherfield Beach on the Isle of Wight. The Isle of Wight is famous for the number of fossils that have been found there. Her family showed the fossil to Martin Simpson, an expert at Southampton University. Scientists have now identified the bones as belonging to a previously unknown type of pterosaur. They have named it *Vectidraco daisymorrisae* in honour of Daisy Morris. The bones can now be seen in the Natural History Museum in London.

STUDY SKILLS

Summarising a longer text
 A summary contains the main points of a longer text. To summarise a text, we first read the text and make notes of the main points. Then we write our summary using our own words. It is important to present the writer's ideas accurately, not our own opinion or any extra information.

2 7.5.5 Read the two summaries (A & B) of the text above. Which is the most appropriate? Use the sentences below to help you answer.

- 1 It contains the article's main ideas.
- 2 The writer uses their own words.
- 3 It answers basic *wh-* questions (*who, when, where, what*).
- 4 There are no grammar/punctuation mistakes.
- 5 There is no unnecessary information.

A Daisy Morris is a nine-year-old girl. She lives near Atherfield Beach on the Isle of Wight. She found some ancient bones. Her family was very excited at the discovery. They showed them to an expert and they are now in a museum in London.

B Four years ago, on Atherfield Beach on the Isle of Wight, Daisy Morris found some bones. Scientists have found that the bones belong to a new type of pterosaur. Furthermore, they have named the creature *Vectidraco daisymorrisae* after the girl who found it. The bones are now on display in the Natural History Museum.

3 6.4.6 Read the examples. Which linkers express: *reason?* *result?* *contrast?*

- 1 Many fossils have been found on the Isle of Wight. **For this reason**, it has been called 'The Dinosaur Capital of Britain'.
- 2 Daisy Morris found something interesting **so** her family showed it to an expert.
- 3 **Although** she had been to the beach many times, she had never found anything like this before.
- 4 **Since** the bones were from an unknown creature, it was a very important discovery.
- 5 **Because** the bones are unique, they are now on display in a museum.
- 6 The UFOs moved quickly across the sky, **but** the farmer had a good view of them.
- 7 Ryan Lewis saw something strange in the sky. **As a result**, he called the authorities.
- 8 **Despite/In spite of** the lack of evidence, many people believe that aliens visit the Earth.

4 6.4.6 Join the sentences using the words in brackets.

- 1 Daisy Morris was only four years old. She discovered a new type of creature. (**but**)
- 2 They did not know what it was. They showed it to an expert. (**since**)
- 3 Many people have reported seeing UFOs. Few people manage to take clear photographs of them. (**however**)
- 4 Ryan Lewis reported his UFO sighting to the authorities. There is unlikely to be an official investigation. (**although**)



- 5 a) Read the news report. What is it about? What is the author's purpose?

UFOs OVER WALES

A farmer in Wales has reported seeing UFOs in the sky above the Black Mountains. Ryan Lewis saw the objects at around 8.30 on Tuesday morning while he was looking after his sheep on a mountain near the village of Talgarth. He describes three spinning objects with blue and green flashing lights. Mr Lewis claims that although they moved quickly, he managed to get a good view of them. Mr Lewis called the authorities. Despite records showing that there were no aircraft in the area at the time, there are no plans for an official investigation. Jeremy Taylor, meteorologist at Newport University, said the sighting could easily be explained by the weather conditions at the time.

- b) 9.7.1 Copy and complete the spidergram with information from the text.



- 6 a) 7.5.2 Look at the notes. Which ones are unnecessary details not to be used in a summary of the text in Ex. 5a?

- 1 There was a UFO sighting.
- 2 Ryan Lewis is a farmer.
- 3 The Black Mountains are in Wales.
- 4 The UFOs had blue and green flashing lights.
- 5 Ryan reported the sighting to local authorities.
- 6 There were no aircraft flying in the area.
- 7 There are no plans for an official investigation.
- 8 The UFOs could be explained by weather conditions.

- b) 5.6.2 9.7.2 Using the important information above, give a spoken summary to your partner.

- 7 a) 9.3.3 9.7.3 Use your answers in Ex. 5b and Ex. 6 to write a summary of the news report in Ex. 5a (50-60 words). Follow the plan and use linkers.

- b) 9.3.4 Find two examples of unexplained events from newspapers/online sources and present summaries of them using ICT. Present the summaries attractively with headings and illustrations.

4g

TIP! How to write a good summary

- Read the text carefully to understand its context.
- Identify the author's tone, style and main idea(s).
- Read again and underline the key information. Cross out the information which is not necessary to appear in the summary.
- Write down the main ideas into well-developed sentences. Make sure you include the key information only.
- Review your sentences, then use them to write your summary. Use your own words.
- Don't write your opinion or own ideas.

Plan

9.7.2

- main points (what, where, when, who, why, etc)
- events in the order they happened
- what happened in the end



Checklist 8.1-3

- Does your summary give information about what, where, when and who?
- Have you included all the main points of the news report?
- Have you presented the information accurately?
- Have you used your own words to present the information?
- Have you added any extra information? If you have, omit it.

Language Knowledge 4

1 a) **1.1** For gaps 1-6, read the memo and choose the word from the box which fits best.

- Subject • would • Please • From
- interested • encouraged • held

To: All members of Qatar Culture Club
From: Karam Masih, Secretary
Date: 4 May 20 ...

1): Suggestions for improvements to the club
 All members are 2) to make suggestions of ways to improve the Qatar Culture Club. In particular, we 3) like to know whether you think any changes should be made to our meeting times, our venues or the activities we run. 4) send your suggestions by 18 May. There will be a meeting 5) on 24 May at 6pm at the Club Headquarters to discuss these suggestions and decide what changes to make for the next year. Those who are 6) are invited to attend to give their views.

b) **7.8** Read the prompt, and then write the memo.

You are the leader of Qatar Culture Club. The club wants to hear suggestions on how to attract more members. Write a memo to all members which:

- asks for suggestions on how to attract new members;
- encourages suggestions about club opening hours, facilities and publicity.
- asks members to respond by a certain date.
- gives details of a meeting to discuss suggestions.

3 **6.7.5** What types of text are the ones in Exs 1 & 2? What is each about? Write a sentence for each to identify their main ideas.

4 **6.4** For questions 1-8 complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use two to five words, including the word given.

- 1 Anna prefers watching science-fiction films to comedies. **RATHER**
 Anna
 science-fiction films than comedies.
- 2 I am sure he broke the test tube. **MUST**
 He the test tube.
- 3 My involvement in Medicine started when I was at university. **INVOLVED**
 I have
 I was at university.
- 4 He found it difficult to follow the theory. **EASY**
 It to follow the theory.

2 **2.1** For gaps 1-10, use the word given in capitals at the end of some of the lines to form a word that fits in the gap in the same line. There is an example at the beginning (0).

Building the Doha Metro

How do you build a 0) *completely* new metro system in just six years? What if the 1) includes three separate lines and over 50km of underground tunnels? You use tunnel boring machines that operate 24 hours a day, of course. These huge 2) machines make the 3) of tunnels almost straightforward. At one end, a turning wheel cuts into the ground and removes the soil. Further back, the machine installs concrete pieces around the inside of the new tunnel, and carries away the waste soil for 4) Although these 5) machines only move forward at about 13 metres a day, they allow the tunnels to be built 6) without disturbing the 7) of Doha who are getting on with their 8) lives 20 metres above. No expense has been spared in ensuring that the 9) of the Doha Metro takes place on time in 2019. In fact, in 2015, the Doha Metro broke the world record for using the most tunnel boring machines on a single project: a(n) 10) 21.

- COMPLETE
- DEVELOP
- CIRCLE
- CONSTRUCT
- DISPOSE
- ORDINARY
- SAFE
- RESIDE
- DAY
- OPEN
- IMPRESS

- 5 "What do people think of this scientist?" asked Ruth. **REPUTATION**
 "What kind of?" asked Ruth.
- 6 Is she planning on publishing her research? **PLAN**
 Does she her research?
- 7 Paul said Brian had copied his report. **ACCUSED**
 Paul his report.
- 8 I recommend reading an online newspaper. **ADVISABLE**
 It an online newspaper.

Reading

1 a) **7.8** Read the text and complete the gaps (1-4) with the correct sentence (A-E). One sentence is extra.

- A** Thank you for taking the time to consider my application.
- B** With my coaching experience and involvement in community health work, I believe I am a strong candidate for this position.
- C** This gave me valuable practical experience in coaching.
- D** Despite that, I quickly learnt to work under pressure.
- E** I have always believed that health is the most important thing we have.

(4x3=12)

b) **6.3** **7.8** Read the text again and answer the questions.

- How suitable is the text for its intended audience?
- What formal language features has the writer used?
- What is the writer's main purpose of writing this letter?

(3x2=6)

Job Application

Mr Peter Cade
34 Orchid Avenue
Denby
DE6 MRP
May 27th, 2014

Aspire Academy for Sports Excellence
P.O. Box 22287
Doha
Qatar

Dear Sir,

A I am writing to apply for the position of Health and Exercise Coach at the Aspire Academy for Sports Excellence, as advertised online. As you will see from my enclosed CV, I recently graduated with a Master's degree in Physical Education, specialising in sports therapy. **1**

B During my MA, I was fortunate to be able to work as an assistant coach in a local school, as part of the work experience program. **2** I helped the Physical Education Teacher plan his lessons, and learned how important it is to create varied and challenging activities to interest students. I also worked with the children daily, aiming to keep them motivated and performing to the best of their ability. I discovered that every child can improve with encouragement and this is a part of coaching that brings me a lot of joy.

C Apart from my coaching experience, I am confident that I can bring my enthusiasm, motivation and imagination to the role of Health and Exercise Coach. **3** This is why, for three summers, I volunteered at a community centre in my home town, where I helped educate people about making healthy lifestyle choices. In this role, I learned how to communicate important messages to all sorts of people in a positive way. Because of this, I am now able to combine leadership skills with a sensitive, person-centred approach. Finally, I am available to take on the position immediately

D **4** I look forward to hearing from you in the near future.

Yours sincerely,

Peter Cade
Peter Cade

Progress Check

MODULE B

Vocabulary

2 1.1 Fill in the gaps with: *references, handle, bibliography, evidence, antique, senior, remote, flexible, shift, sources.*

- 1 Ahmad works the night
- 2 Is there any that aliens exist?
- 3 The statue is an and it's almost priceless.
- 4 Can I see your CV and, please?
- 5 Don't forget to use MLA citation for your
- 6 Are you sure you can the extra work?
- 7 All the staff had to work overtime at the weekend.
- 8 The abandoned boat was found on the shore of a island.
- 9 What did you use for your research report?
- 10 The working hours in this job are
(10x1=10)

Grammar

3 6.4.6 Choose the correct item.

- 1 I like all museums, **especially/moreover** the Museum of Islamic Art.
- 2 I'll leave the office **until/when** I've finished the report.
- 3 The more I read about UFO sightings, **the less/least** I believe.
- 4 Rashid is by **far/a lot** the best worker we have.
- 5 All the staff worked overtime **except/apart** from Tom.
(5x2=10)

4 5.1 Put the verbs in brackets into the correct tense.

- 1 A: (**you/hear**) from Jane?
B: No. I sent her an email two days ago but she (**not/answer**) it yet.
- 2 A: I (**think**) about applying for the job vacancy at that new shop.
B: I (**think**) it's been filled.
- 3 A: Kim (**start**) working for a law firm this week and she's very happy.
B: Lucky her! I (**look for**) a job for two months now.
- 4 A: (**you/wait**) here for long?
B: Actually we (**just/arrive**).
(4x2=8)

Listening

5 3.4 Listen to a radio interview about bullying. For questions 1-10, complete the sentences.

Every school should join in to **1** of bullying. If bullying isn't mentioned at your school, it doesn't mean that it **2**
Anti-bullying week helps to protect **3**
Students can **4** in a lot of different activities. Drama groups will make a **5** about bullying. The plays will be discussed in the **6** afterwards.
These discussions will help students relate the plays to events that take place in their **7**
Students may **8** into the poetry competition. The winner will win **9**
The activities help students to **10** with their peers.
(10x2=20)

Speaking

6 4.1.4 4.2 Choose the correct response.

- 1 A: I suggest we offer more staff training courses.
B: **a** That's a great idea. **b** See you then.
- 2 A: Have a seat.
B: **a** Thank you. **b** Right away.
- 3 A: Can I just say something here?
B: **a** Me too. **b** Go ahead.
(3x4=12)

Writing

7 9.8 Read the prompt, then write your email.

You have recently had a job interview. Write an **email** to your friend telling them about the interview. Write about what job the interview was for, how the interview went, how you felt and whether you think you got the job (120-180 words).

(22 marks)
(Total=100)

Check your progress

- talk about work, civilisations and science
- make comparisons and suggestions
- write an email requesting information, an informal email/letter, a memo and a summary

GOOD ✓ **VERY GOOD //** **EXCELLENT ///**

MODULE C

▶ Unit 5 Our World



▶ Unit 6 Food & Health



▶ Before you start

- Which are the most serious environmental problems nowadays?
- How much exercise do people need?

▶ Learning expectations

In these units you will learn to

- understand & respond to persuasive arguments, debates & discussions
- report what people say
- address an audience
- summarise & evaluate persuasive texts & presentations
- read widely for information (skim, scan, synthesise information, make notes, compare & evaluate)
- read persuasive texts & identify persuasive language, respond, evaluate & criticise them
- write persuasive texts
- talk about situations & events in the future using present & future & time phrases as appropriate
- prepare & make to an audience a presentation on a topic that interests & informs
- prepare & present to an audience a proposal that convinces or persuades

▶ Standards Tracker

Unit 5

Standard	Exercises	Standard	Exercises	Standard	Exercises	Standard	Exercises
1.2	Exs 1a & 2a p. 69	5.4.5	Ex. 3 p. 73	5.6	Ex. 2d p. 76	6.4.6	Ex. 4 p. 78
6.6	Ex. 3 p. 69	5.4.2	Ex. 4 p. 73	1.1	Ex. 3a p. 76	9.4.2	Exs 6, 7 & 10 pp. 78-79
5.7.3	Ex. 3 p. 69	6.8.3	Ex. 1a p. 74	3.2.2	Ex. 3b p. 76	9.4	Exs 8a, 8b, 10 & Plan p. 79
4.4.1	Ex. 3 p. 69	1.1	Ex. 1b p. 74	3.2.5	Ex. 4 p. 76	3.2.1	Ex. 9 p. 79
6.8.1	Ex. 1a p. 70	6.7.1	Exs 1b & 2.1 p. 74	4.1	Ex. 1a p. 77	3.2.2	Ex. 9 p. 79
6.8.2	Ex. 1a p. 70	7.6.1	Ex. 2.2 p. 74	1.2	Ex. 2a p. 77	9.4 – 9.4.3	Ex. 10 p. 79
1.1	Ex. 1b p. 70	6.8.4	Ex. 2.3 p. 74	4.1.3	Ex. 3 p. 77	8.1	Plan p. 79
6.8.6	Ex. 2 p. 70	7.5	Ex. 2.4 p. 75	4.4.2	Ex. 3 p. 77	9.4	Plan p. 79
7.6.2	Exs 3, 5 & 6 p. 71	6.8.6	Ex. 2.5 p. 75	4.2.1	Exs 4 & 5a p. 77	8.4	Checklist p. 79
7.6.1	Ex. 4 p. 71	7.5.5	Ex. 2.6 p. 75	4.2.2	Ex. 4 p. 77	7.6	Ex. 1 p. 80
4.4.7	Ex. 7 p. 71	7.6.2	Ex. 3 p. 75	9.4	A persuasive essay, pp. 78-79	7.6.1	Ex. 2.1 p. 80
6.9	Ex. 8 p. 71	6.4.4	Exs 4a & b p. 75	6.7	Ex. 1 p. 78	7.6.2	Ex. 2.2 p. 80
1.1	Exs 1-4 p. 72	4.2	Ex. 5 p. 75	6.8.2	Ex. 1 p. 78	2.1	Exs 3 & 4 p. 80
2.1	Ex. 5 p. 72	1.4	Ex. 1 p. 76	7.6	Ex. 2 p. 78		
6.3	Ex. 1 & 5 p. 73	1.5	Ex. 1 p. 76	9.4.1	Exs 2, 5, 8c & 10 pp. 78-79		
5.4.1	Ex. 2 p. 73	3.2.4	Ex. 2b p. 76	7.6	Ex. 3 p. 78		
5.4.3	Exs 3 & 6 p. 73	5.4.1	Ex. 2c p. 76	9.4	Ex. 3 p. 78		

Unit 6

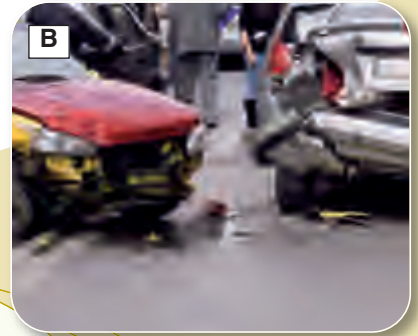
Standard	Exercises	Standard	Exercises	Standard	Exercises	Standard	Exercises
1.4	Ex. 1a p. 82	7.5.2	Ex. 2 p. 86	4.3.9	Ex. 4 p. 89	8.4	Checklist p. 91
1.5	Ex. 1a p. 82	7.6.1	Ex. 4 p. 87	9.5	An argumentative essay pp. 90-91	1.1	Exs 1 & 2 p. 92
7.5.1	Ex. 1b p. 82	7.6	Ex. 5 p. 87	7.7	Exs 2a & 6a pp. 90-91	2.1	Ex. 2 p. 92
7.5.2	Exs 1b-3 pp. 82-83	6.8	Ex. 6 p. 87	7.5.2	Ex. 2a p. 90	7.5.5	Ex. 3 p. 92
7.6.2	Exs 4a & b p. 83	6.9.5	Ex. 6 p. 87	7.7.1	Ex. 2b p. 90	2.1	Ex. 4 p. 92
5.1	Ex. 4c p. 83	1.1	Ex. 1 p. 88	7.7.2	Exs 2d, 3a & 6b pp. 90-91	6.3	Ex. 5 p. 92
7.7.3	Ex. 5 p. 83	3.2	Ex. 2 p. 88	9.5.1	Exs 3b & 7a pp. 90-91	9.5.2	Ex. 5 p. 92
7.4	Ex. 6 p. 83	5.8	Ex. 3 p. 88	9.5.2	Exs 5 & 7b pp. 90-91	7.5.2	Ex. 1 p. 93
1.1	Exs 1, 5 & 6 p. 84	4.1.1	Ex. 4 p. 88	7.7	Ex. 6a p. 91	7.6.1	Ex. 2.1 p. 93
1.2	Ex. 2 p. 84	1.4	Ex. 5 p. 88	9.5	Ex. 6a p. 91	7.6.2	Ex. 2.2 p. 93
2.1	Ex. 3 p. 84	1.5	Ex. 5 p. 88	7.7.2	Ex. 6b p. 91	4.3.2	Ex. 3 p. 94
1.6	Ex. 4 p. 84	3.2.1	Ex. 6a p. 88	9.5.1	Ex. 7a p. 91	1.1	Ex. 4 p. 94
6.3	Exs 1, 2 & 5 p. 85	3.3.1	Ex. 6b p. 88	9.5.2	Ex. 7b p. 91	8.3	Ex. 5 p. 94
5.4.4	Exs 3 & 4 p. 85	4.2.3	Ex. 6c p. 88	9.5	Ex. 8 p. 91	6.3	Ex. 6 p. 94
7.5.1	Ex. 1a p. 86	4.3.10	Ex. 2 p. 89	5.5	Ex. 9 p. 91	3.2.5	Ex. 7 p. 94
3.2	Ex. 1b p. 86	5.6	Ex. 3 p. 89	9.5	Plan p. 91	9.5	Ex. 8 p. 94

Our World

Unit 5

Lead-in

1 a) 1.2 Listen and say. Which have got environmental/social impacts?



- overfishing • crime • poverty • war • famine
- homelessness • starvation
- global warming • child labour
- ozone depletion • bullying • deforestation
- overpopulation • road traffic accidents
- illegal downloading of ebooks



b) Which ones can you see in the pictures?

2 a) 1.2 Fill in the gaps with: *claim, figure, safety, living, planning, greenhouse, injure, conditions, temperatures, fossil, transport, resources.*

A There are around 7 billion people living in the world, but some experts predict that this **1)** could rise to around 11 billion in the next 30 years. As the world's inhabitants increase, the demand for basic **2)** like food and water increases, too. One solution could be to educate people on family **3)** This way, our standard of **4)** won't decline.

B Human activities such as the burning of **5)** fuels produce carbon dioxide and other **6)** gases. These trap heat in the Earth's atmosphere and cause average **7)** on Earth to rise. As a result, polar ice caps are melting and extreme weather **8)** are becoming more common around the world. It would be a good idea if we used public **9)** or switched to cycling or walking.

C According to the WHO, road traffic accidents **10)** the lives of over 1.2 million people and **11)** close to 50 million people worldwide every year. One solution would be to improve road **12)** by having stricter laws.

b) Which of the problems in Ex. 1 do the texts refer to?

3 6.6 **ICT** Collect information from various websites about ways to stop *illegal downloading*.

5.7.3 Make notes and prepare a presentation. Tell the class.

4.4.1 Invite questions and deal with them.

Words of wisdom

"We make a living by what we get, but we make a life by what we give."

(Winston Churchill)

Discuss

5a Reading

ROAD SAFETY: Technology - a help or a hindrance?



Check these words

- solar-powered • cat's eyes
- speed cameras • have access to
- stick to • risky • unbelted
- take risks • solely • footbridge
- array • self-aware

- 1** a) **6.8.1 6.8.2** Look at the title of the article. What would you like to know about road safety technology? Write three questions. Then skim read the article. Did it answer your questions?
- b) **1.1** Check these words in the Word List. How are they related to the text?
- road traffic accidents • fatalities • gadgets
 - collisions • pedestrians • safety features

A In spite of today's highly sophisticated road safety technology, road users still need to pay more attention to basic road safety rules. High-tech roadside features include solar-powered cat's eyes and intelligent speed cameras as well as cars which tell drivers to slow down if they are going too fast. **1** On British roads alone, statistics reveal that the number of deaths rose to over 1,900 in 2011. What can possibly explain this?

B In the first place, the new road safety technology can make drivers believe they are safe. What happens is that the stress of driving is replaced by boredom because the gadgets take all the hard work out of it. Why worry about speed limits and maps when you have access to electronic speed control and GPS? **2** Keep a calm and responsible eye on the road and don't rely totally on your gadgets – you will be much safer!

C Secondly, even in our high-tech age, drivers still need to stick to the rules of road safety. Take, for example, seatbelts. **3** In collisions, an unbelted rear passenger can kill or seriously injure the driver or front seat passenger. Avoiding the use of a mobile phone while driving is equally important. Statistics show that drivers speaking on mobiles have reaction times 50% slower than that of normal drivers. They are also four times more likely to have a crash. Another problem is fatigue, which is one of the biggest factors in more than 10% of car accidents. **4**

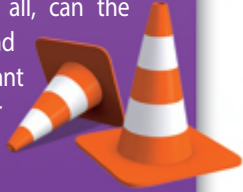
D One final point is that pedestrians also take unnecessary risks. While trying to cross the road, for instance, they may rely solely on flashing signs, automated vocal instructions or in-pavement lighting to get across safely. Pedestrians should also be aware of the safest place to cross the road, whether it's a zebra crossing, a traffic light crossing or a footbridge. **5** If you have no choice but to cross between parked cars, place yourself between the parked cars. That will give you a good view of the road and the parked vehicles will protect you from moving vehicles.

- 2** **6.8.6** Read the text and complete the gaps (1-5) with the correct sentences (A-F). One sentence is extra.

Listen to the complete text to check.

- A** Even walking a little further is still safer than crossing through moving traffic.
- B** It is still as important as ever for drivers and their passengers to wear them.
- C** Nevertheless, people continue to get killed or injured in road traffic accidents.
- D** Both local and national road safety authorities have campaigned to introduce this.
- E** Drivers should take a fifteen-minute break for every two hours they drive.
- F** While these devices are designed to make you feel safer, research indicates that they can, in fact, encourage risky behaviour.

E It is obvious that, while driving and road systems will become even more high-tech in the future, this is not enough to guarantee you are safe on the road. Drivers and pedestrians alike must also stick to the rules. After all, can the increasing array of safety features in cars and on the streets ever replace the most important safety features of all – a responsible driver and a self-aware pedestrian?



STUDY SKILLS

Persuasive language

The purpose of persuasive texts is to persuade readers to adopt a particular point of view (usually the writer's). These texts use persuasive language to do this. Features of a persuasive text may include:

- persuasive language (*because, Take ..., for example, etc.*), rhetorical questions (a question that expects no answer), facts, figures, statistics and imperatives
- clear opening statements
- closing statements that reinforce the main idea
- paragraphs that move from general ideas to specific examples with reasons and/or explanations

3 7.6.2 Answer the questions.

- The writer thinks that technology
 - will be more important in the future.
 - does not reduce the need to take care.
 - is the biggest danger on the roads.
 - has improved road safety greatly.
- In paragraph B, the writer argues that technology
 - helps us to drive more safely.
 - gives us a false sense of security.
 - does not stop us from feeling bored.
 - makes it easier for us to concentrate.
- In paragraph C, the writer uses facts to
 - give a different opinion.
 - justify his argument.
 - make the reader feel worried.
 - make the reader ask questions.
- The writer ends paragraph E with a question
 - to strengthen his argument.
 - to make the reader work out the answer.
 - to make the reader feel unsure.
 - because he does not know the answer.
- Which part of the text is the most convincing to you? Why?
- Do you find the writer's arguments persuasive? What other evidence might have strengthened his point?
- Evaluate the essay in terms of arguments and persuasive language used.

4 7.6.1 Find examples of persuasive language in the article.

5 7.6.2 Summarize the writer's argument throughout the text.

6 7.6.2 Evaluate the article. What else would you like to know about road safety? What would you have added to the article? Tell your partner.

7 4.4.7 ICT Collect some information, then prepare a 10-minute presentation on road traffic safety in your country. Organise your presentation and use appropriate language to introduce, develop the ideas, summarise and conclude. Use persuasive language and speak clearly and confidently. You may use visuals if you like. Follow the steps below.

STRATEGY POINT

- Collect information from various sources. Consider their validity and reliability before you select the information.
- Make a plan and organise the information.
- Support the arguments with facts, details, statistics, examples. You can use visuals if you like.
- At the end of the presentation invite questions.
- While speaking, have eye contact with the audience. Use appropriate gestures and speak clearly.

Useful Language

Starting:	Good morning/Good afternoon etc The topic of my presentation is .../ Today I'm going to talk about ... The purpose of this presentation is ...
Main points:	The main points I will be talking about are ...
Introducing points:	Let's begin with ... Now, let's move on to ...
Supporting points:	I would like to expand on this point. Let me illustrate this point by showing ...
Summarising points:	Let me recap, what we talked about. First, ... Then, ... Finally, ... In conclusion,
concluding:	.../To sum up, ...
Inviting questions:	Now, I would like to invite any questions you may have. I would be glad to answer your questions.

8 6.9 How are the road traffic problems mentioned in the article the same/different from the ones in your country? Refer to the article for ideas.

5b

Vocabulary

See Further Practice section

Vocabulary from the text

1 1.1 Fill in the gaps with:

• gadgets • factor • technology

- Lack of sleep is one that can cause fatigue.
- I find it difficult to keep up with these days.
- Gary has so many in his car, it's like an electronics shop.

• obstacle • boredom • array

- Trying something new can help you overcome
- There was an impressive of lights along the streets.
- He doesn't consider his disability a(n) to progress in life.

• important • basic • aware

- Drivers should be of their surroundings when driving.
- Road safety is a part of every taxi driver's training.
- It's that you take all necessary safety precautions.

2 1.1 Fill in the gaps with:

• parked • crossing • driver
• behaviour • access • speed
• sense • risks

- have to
- a false of security
- zebra
- cameras
- risky
- take
- cars
- a responsible

Phrasal verbs

3 1.1 Fill in the news headlines with the following particles: *through, over, down, into, off*. Check in Appendix 1.

1 THIEVES DRIVE
..... IN A BLACK
JEEP

2 CAR GOES RED
LIGHT CAUSES MAJOR
PILE UP

3 CAR LOSES CONTROL AND
CRASHES 100
YEAR OLD TREE

4 DRIVER RUNS
..... DEER
CAUGHT ON CCTV

5 MOTORWAY MAYHEM AFTER
CAR BREAKS

Money

4 1.1 Fill in the gaps with: *credit, currency, exchange, instalments, traveller's*.

- We bought cheques to avoid carrying large sums of money with us.
- Some hotels in the UK might accept payment in a foreign such as the dollar or euro.
- Always check the rate before changing money.
- Online travel agents will accept most major cards.
- Your flight to Melbourne will cost £600, but you can pay that in three monthly of £200.

Word Formation

5 2.1 Fill in the gaps in the text with words derived from the words in bold.



THE CARBON FOOTPRINT: We're all responsible!

Your carbon footprint is the amount of greenhouse gas, such as carbon dioxide, that you directly or 1) (**direct**) produce doing a certain 2) (**active**). So, for instance, each time you travel by plane, you add to your carbon footprint. Of course, it is 3) (**possible**) to measure an individual's or organisation's carbon footprint 4) (**exact**), but some 5) (**environment**) institutions have tried. For instance, a not-for-profit company, the Carbon Trust, works with UK 6) (**manufacture**) to estimate the carbon footprint of their products and attaches a label to products that comply with low carbon footprint standards.

Grammar in use **5c**

See Further Practice section



Reported statements

Direct Speech	Reported Speech
"I want to join Greenpeace," Ben said.	Ben said (that) he wanted to join Greenpeace.
"I'm watching a video on deforestation," Ian said to me.	Ian told me (that) he was watching a video on deforestation.
"I've put the recyclables in the bin," Tom said.	Tom said (that) he had put the recyclables in the bin.
"The forest burnt down last year," Adam told us.	Adam told us (that) the forest had burnt down the year before.
"They were trying to save a beached whale," Lyn said.	Lyn said (that) they had been trying to save a beached whale.
"I'll donate my salary to charity," Peter told me.	Peter told me (that) he would donate his salary to charity.
"I can help you with your project," Frank said to Lisa.	Frank told Lisa (that) he could help her with her project.

see pp. GR14

1 6.3 Read the table. How do tenses change in reported speech? Find the reported statements in the news item. Rewrite them as direct statements.

New Laws for Road Safety

The police held a press conference yesterday to announce new laws to ban the use of mobile phones when driving. A police spokesperson said that the new laws would prevent 10% of all road accidents. He added that over 100 lives were lost every year through road accidents related to mobile phones. Reporters then asked the spokesman if he had a message for mobile phone users. The spokesman told mobile phone users to switch off their phones when driving.

2 5.4.1 Report what each person says.

"I was reading the paper on my way to work yesterday and I found out that over 3,400 people die in road traffic accidents every day. It is dreadful that even with all the technology and knowledge we have, thousands of people still lose their lives this way. (Pam)

"I joined my local environmental group last week and I feel great about the fact that I'll be able to help in the struggle to protect the Earth. I've asked my friends to join too and I'm sure they'll also become part of this effort." (Helen)

3 5.4.3 5.4.5 Report the sentences.

- "Where can I find information on Tuvalu?" Akil asked his teacher.
- "Have you read this report?" I asked them.
- "Don't put dirty bottles in the recycling bin," Judith told Ann.
- "Will you take part in the beach clean-up next weekend?" I asked them.

4 5.4.2 Rewrite the sentences as *direct speech*. When do the tenses remain the same?

- Alex said that there was a story about the tsunami survivors in that day's paper.
- The charity spokesperson said that homelessness had increased by 15% since the previous year.
- Jeremy wished their teacher would give them more time to finish their projects.
- She said that she was trying to find information on global warming for her essay.
- The authorities told them they might have to evacuate their village if the flood waters rose.

5 6.3 Read the examples below. Complete the rules.

Questions

Direct Speech	Reported Speech
"Are you coming?" he asked me.	He asked me if/whether I was going .
"When did she leave?" he asked.	He asked when she had left .

We use **1)** in direct speech to report a **wh-** question. If there's no question word, then we use **2)** The verb in the reported question is not in a question form. It's in the **3)**

Commands/Orders

Direct Speech	Reported Speech
"Leave them on my desk," Sue said.	Sue told me to leave them on her desk.
"Don't tell anyone," she said to me.	She told me not to tell anyone.

To report commands/orders we use **4)** if the verb in the direct sentence is in the affirmative. If the verb in the direct sentence is in the negative, we use **5)** + **to-**infinitive.

see p. GR15

Special introductory verbs see p. GR15-GR17

6 5.4.3 Use these verbs to report the sentences: *agree, invite, deny, suggest, promise*.

- "I'll pick you up at 6:00," Jack told James.
- "Let's take them to the recycling centre," he said.
- "Yes, driving to York is a good idea," he said.
- "No, I didn't steal the bag," Mike said.
- "Would you like to come with us?" Ali said to Jamal.

5^d Reading



A

The Young at Heart

Betty is 82. She's lived a long and active life. Unfortunately, Betty isn't as mobile as she once was, and can't get out of the house as often as she'd like. However, her mind is as sharp and inquisitive as ever, and she'd love some visitors to talk to. But Betty knows that, nowadays, most people are too busy to call in, so she reads and watches television to pass the time. Sadly, Betty's story is typical; new research carried out by charity Age UK has revealed that 700,000 people over 65 often – or even always – feel lonely. So isn't it time we paid the elderly more respect and attention? Here's how we can.

The first thing we can do is also the most fundamental: listen to an elderly person. Listening should be easy when, in fact, it's becoming increasingly difficult in today's fast-paced world. Elderly people have fascinating stories to tell. They have interesting observations to make on world events. They might also voice their own day-to-day concerns which require our assistance. But in order to know about these things, first we need to slow down and listen. This will make all the difference to an elderly person.

Secondly, make an elderly person feel needed; all too often the elderly feel unwanted or neglected by younger generations. So how can we make them feel part of our lives? One way is to ask an elderly person for advice. Their thoughts and opinions are drawn from a wealth of life experience so they're bound to offer you some words of wisdom. Moreover, actively seeking out their views shows that their opinion matters to you.

Finally, make time to help an elderly person get out and about. Invite them for lunch, shopping or for a scenic day out in the car. Elderly people – especially the housebound – can find their world shrinking – confining them to the four walls of their home. By helping an elderly person remain mobile, you'll make them feel an active part of the outside world.

The young at heart have so much to give. They've lived and learned and seen many changes - we can all benefit from their rich experience. One thing is clear: the elderly should never be lonely. The young at heart deserve to be at the very heart of our lives.

1 a) Look at the pictures and the titles. What do you think the theme of the texts is? Read the first paragraphs to check.

6.8.3 Where do you think you might find these texts?

b) **1.1** The following words and phrases appear in the texts. How do you think they are related to the theme?

6.7.1 Scan the texts to check.

- active life • mobile
- fast-paced world
- day-to-day concerns
- neglected • housebound
- door-to-door service
- gentle • suit all tastes
- in private

2 Listen and read the texts. For questions 1-6, choose the best answer A, B, C or D.

1 **6.7.1** What is the purpose of text A?

- A to report the results of a survey
- B to offer the elderly ways of coping with loneliness
- C to change the attitudes of society towards ageing
- D to encourage people to do something about an issue

2 **7.6.1** In the final paragraph, what technique does the writer use to persuade the reader to make time for the elderly?

- A rhetorical questions
- B emotive language
- C quotes from elderly people
- D objective facts and data

3 **6.8.4** Based on the text, what can be inferred from the title 'The Young at Heart'?

- A The elderly are like children.
- B A healthy heart makes people live longer.
- C It is important to have the right attitude about aging.
- D We can't define people by their age.

B

Drop-in Centre

Are you a senior citizen? Would you enjoy socialising with other people of a similar age? Then you really should think about coming along to the Good Friends Drop-in Centre for the young at heart. Don't worry if you have trouble getting out; our fully equipped minibus offers you a comfortable door-to-door service!

Our twice-weekly coffee mornings are an ideal way to get together with other senior citizens for a chat. You'll make new friends in the local community and get to discuss the issues affecting us all. There'll always be a choice of refreshments, as well as plenty of biscuits and cakes to go round! But coffee mornings aren't the only thing we offer. You're welcome to do more at our drop-in centre than just sit and chat. Take a look at our extensive range of activities and services:

- Why not try one or two of the exciting courses – we offer everything from oil painting, photography, knitting and cake decoration, to Tai Chi. We also provide weekly exercise classes with a qualified instructor for a gentle but effective work-out.
- Every month we organise group outings to cultural places or events via our minibus. It could be a visit to a museum, a gallery or we could even take you out for an evening at the theatre. Wherever we go – there'll be something to suit all tastes.
- You can also talk to our professional staff at the centre, qualified to offer advice or address your concerns on a whole range of issues – from housing to health to homecare. We can also offer a professional counselling service should you wish to discuss any issues in private.



So call Good Friends Drop-in Centre if you'd like to come along – we promise it'll be a life-changing experience!

- 4** a) **6.4.4** Match the columns to make collocations.
 b) **6.4.4** Make sentences using the collocations based on the text.

Despite having a sharp mind, Betty feels lonely and neglected.

A	B
1 <input type="checkbox"/> a sharp	a of experience
2 <input type="checkbox"/> make	b range
3 <input type="checkbox"/> a wealth	c instructor
4 <input type="checkbox"/> address	d citizen
5 <input type="checkbox"/> discuss	e all the difference
6 <input type="checkbox"/> senior	f mind
7 <input type="checkbox"/> extensive	g issues
8 <input type="checkbox"/> qualified	h concerns

- 4** **7.5** What kind of text is text B?
A a memo **B** an essay **C** an article **D** a leaflet
- 5** **6.8.6** Read the following sentence: "It could be a visit to a museum, a gallery or we could even take you out for an evening at the theatre." What does the underlined word refer to?
A examples of different tastes
B previous destinations
C places of special cultural value
D the venue for the drop-in centre
- 6** **7.5.5** What is the main difference between the two texts?
A the subject matter
B the level of persuasiveness
C the intended audience
D the point of view on an issue

- 3** Which of the texts did you find the most persuasive? Why?
7.6.2 Give a short evaluation of either text A or text B to the rest of the class. Discuss the organisation of the text and its use of language. Be prepared to defend your evaluation.

- 5** **4.2** In pairs or part of a larger group, discuss the role of the elderly in your country. Use the prompts below and make sure you:
- actively participate
 - challenge ideas
 - initiate new ideas
 - positive role model for the young
 - financial and moral support for the family unit
 - link to the past and source of wisdom


5^e

Listening skills

1 **1.4 1.5** You will hear a lecture about the dangers of smoking. Before you listen check these words/phrases in the Word List.

- addictive • substance • toxic • cause • lung
- ban • exposed to • for the sake of

2 a) Look at gaps 1-8. What part of speech is needed in each gap?

 Listen to the lecture and complete gaps 1-8. Use 1-3 words for each gap.

Richard Stevens works for a(n) **1** called Breathe Easy.

There are many toxic **2** in cigarette smoke.

On average, people who smoke cigarettes live **3** less than people who don't smoke.

Treatments for **4** caused by smoking cost billions of pounds a year.

Non-smokers suffer the **5** of smoke too.

Mothers who smoke can cause **6** problems for their children in later life.

Many countries have **7** smoking indoors in public.

Stevens believes that if fewer adults smoke, there won't be so many people in the next **8** who will take up smoking.


b) **3.2.4** Tell your partner two facts and two opinions the speaker mentioned.

c) **5.4.1** Throughout the speech, the speaker appeals to the audience's emotions. How does this make the speech more effective? Give examples to justify your answer.

d) **5.6** Prepare a presentation on the role of the Dhreima charity. Tell listeners what actions you want them to take. Tell reasons why listeners should join Dhreima. End with a powerful closing thought or a recommended call to action. Do not forget to appeal to the listeners' emotions and use appropriate body language.

3 a) **1.1** You will hear an interview about plagiarism. Before you listen, check these words in the Word List.

- copy • deliberately • edit • reference
- source • credit • institution • penalty
- academic • risk

b) **3.2.2**  Listen again and for questions 1-5 choose the best answer A, B or C.

- Dr Booth says that plagiarism
 - is not as serious as people think.
 - can happen if you are not careful.
 - happens more due to the internet.
- Dr Booth compares writing to
 - stealing from a shop or restaurant.
 - other pieces of work, such as art or music.
 - thinking about something carefully.
- The punishments for plagiarising
 - are always the same.
 - depend on the situation.
 - involve paying a fine.
- Dr Booth believes that
 - sometimes it's necessary to write in a hurry.
 - it's not a good idea to do things the easiest way.
 - some people cannot do their own work.
- Which piece of advice does Dr Booth NOT mention?
 - make careful notes
 - check your work carefully
 - ask your teacher for advice

4 **3.2.5** How did Dr Booth end the interview? Was he persuasive? How would you react after listening to this interview?



Speaking skills

5f

Discuss an issue – Express concern/disgust/hope

- 1** a) **4.1** Listen and say.
- Did you know that ...?
 - It really gets you down, doesn't it?
 - It's just horrible!
 - The very thought of it makes me sick.
 - There is some hope, though.
 - There are reasons to be optimistic, then.

b) Which of the sentences above: *introduces a topic?* *asks about feelings?* *expresses disgust?* *expresses hope?*

- 2** a) **1.2** Complete the dialogue with the phrases from Ex. 1a.

A: Hi Bill. What are you reading?
 B: Oh, hi Sarah. I'm just looking through a magazine about social issues. Look at this. **1)** over 250 million children worldwide are involved in child labour? I never realised the number was so high. **2)**
 A: Definitely. **3)** How can people treat children in such a way?
 B: I know what you mean. **4)** It's something that should really not exist in the modern day. **5)** According to the World Bank, the number of children involved in child labour is reducing by around 5% each year.
 A: **6)** But I'd still like to see governments doing more to tackle the problem.
 B: You're right. Maybe we could do something to help the situation ourselves, too. How about setting up a website to make people more aware of the issue?
 A: That's a great idea.

b) Listen and check. Take roles and read the dialogue aloud.

- 3** **4.1.3** **4.4.2** Work in pairs. Use the phrases in the language box and the fact file below to act out a dialogue about road accidents. Use the dialogue in Ex. 2a to help you.

Introducing a topic	Expressing concern
<ul style="list-style-type: none"> • I heard the other day that ... • I read somewhere that ... • Did you know that ...? 	<ul style="list-style-type: none"> • It really gets you down, doesn't it? • It's really depressing, isn't it? • It's quite a worrying fact, isn't it?
Expressing disgust	Expressing hope
<ul style="list-style-type: none"> • Oh, it's just horrible! • The very thought of it makes me sick. • I just hate to think about it. 	<ul style="list-style-type: none"> • There is some hope, though. • There are reasons to be optimistic, though. • It's not too late to make a difference.

Road Traffic Accidents – Facts

Negative:

- Almost 3,400 people die daily in road accidents worldwide.
- They are the leading cause of death among people between 15 and 29 years old.
- Pedestrians, cyclists and motorcyclists account for more than 50 percent of these deaths.

Positive: 88 countries have reduced the number of deaths related to road traffic accidents since 2007.

Compare & contrast pictures

- 4** **4.2.1** In pairs use the language and key vocabulary to compare the pictures. Participate actively. Justify your opinion.
4.2.2 Make sure you keep the discussion going. Which is the most effective way to help the environment?



Solar panels

- renewable source of energy
- save energy
- produce no pollution
- save money on bills
- installation costs a lot



Recycling bins

- save natural resources
- save energy
- prevent waste of useful materials
- save space in landfills

Comparing & Contrasting

- | | |
|---------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> • Both ... • In the same way ... | <ul style="list-style-type: none"> • Similarly • On the other hand, ... • in contrast, ... • while ... |
|---------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------|

- 5** a) **4.2.1** Listen to two people doing the task. Which speaker (the boy or the girl):

- | | |
|------------------------------|-------------------------------|
| 1 talks about both pictures? | 3 uses a range of vocabulary? |
| 2 answers the question? | 4 sounds natural? |

b) Summarise the dialogue.

5g

Writing A persuasive essay 9.4

▶ Writing Bank 5 p. WB5

Prompt analysis

- 1 6.7 Read the prompt. Find the key words.

You've had a class discussion about old people. Your teacher has asked you to write an essay discussing how you feel about putting old people in care homes. Write your **essay**, justifying your points (120-180 words).

6.8.2 Which of these ideas could appear in the essay?

- A unable to work hard
 B not always get appropriate medical attention
 C not have the best quality of life
 D lack of adequate care
 E feel abandoned by their families

Model analysis

- 2 7.6 9.4.1 Read the model. Match the paragraphs (1-5) to the headings (A-E). Which words does the writer use to list his points?

- A the writer's third viewpoint to support & reasons
 B states the topic & writer's opinion
 C the writer's second viewpoint to support opinion & reasons
 D summarises writer's opinion
 E the writer's first viewpoint to support opinion & reasons

- 3 7.6 9.4 Find the phrases the writer uses to state his opinion. Suggest alternative phrases.

- 4 6.4.6 Which words does the writer use to introduce: *each viewpoint? examples/reasons to support his viewpoints? Suggest alternatives for each.*

- 5 9.4.1 Find and replace the topic sentences with appropriate alternatives.



1 "A comfortable old age is the reward of a well-spent youth," Maurice Chevalier said. Nowadays, more and more old people spend their elderly years in care homes. In my opinion, the elderly should not spend their later years away from their families.

2 Firstly, people in care homes do not have the best quality of life. For example, they have to follow a daily schedule. As a result, they have no freedom to do as they please.

3 Moreover, care homes damage people's emotional well-being. For instance, living in a care home can make people feel unloved and unwanted. Naturally, they feel abandoned by their families and lonely living with strangers.

4 Finally, care homes do not necessarily provide high-quality care. In particular, many homes do not receive sufficient funding. As a result, their guests do not always get the appropriate medical attention or even reasonable-quality food.

5 In conclusion, I feel that care homes, although sometimes necessary, are not beneficial to the majority of elderly people. Indeed, care homes can never replace the love and security provided by a caring family.

- 6 9.4.2 Expand the ideas into complete main body paragraphs. Use phrases from the Useful Language box.

- teasing/affect school performance – unable to study well and avoid going to school → lose opportunity/enjoy school activities.
Firstly, teasing affects school performance. For example, students are ... As a result, they ...
- teasing/affect personality – victims can develop aggressive behaviour towards others → feel/depressed and lonely
- having a hobby/have health benefits – relieve stress → feel calmer
- hobbies/help us feel connected – interact with other people and share common interests → fight loneliness
- students/not work/focus on studies – take out a loan for tuition fees and other expenses → ask parents to help with expenses

7 **9.4.2** Use the phrases in the list to express your opinions on the ideas below.

- Personally • I believe • I feel that • The way I see it
- As far as I am concerned • In my opinion • I would say that

- 1 It's a good idea to help the elderly.
- 2 Teenagers should have part-time jobs.
- 3 Children should be encouraged to participate in team sports.
- 4 Looking after a pet from an early age shapes a person's character.
- 5 Life in big cities is very stressful.
- 6 Moving house can affect children's lives.

Your turn

8 a) **9.4** Read the prompt.

You've had a class discussion about the importance of friendship. Your teacher has asked you to write an essay about why it is important to have friends. Give reasons for your opinion. Write your **essay** (120-180 words).

b) **9.4** Read the viewpoints. Which are *positive*? *negative*?

- 1 Close friends help us to open up and share our problems.
- 2 Some friends can encourage inappropriate behaviour.
- 3 Friends can give us the courage to pursue our goals.
- 4 Friendship reduces the risk of people suffering from loneliness.
- 5 Some friends won't stick around in a difficult situation.
- 6 Friends accept you the way you are.

c) **9.4.1** Can you think of supporting reasons/examples?

9 **3.2.1** **3.2.2** Listen to a brother and a sister talking about the importance of friendship. Which of the viewpoints in Ex. 8b have they used? How do they support each viewpoint? Make notes.

10 **9.4** **9.4.1** **9.4.2** Use your answers in Exs 8 and 9 to write your essay. Follow the plan. Start your essay with this quotation: "*Friendship is a single soul dwelling in two bodies.*" (Aristotle).

9.4.3 Type your essay on your computer and present it to the class.

Useful Language

Introduce topic sentences (state viewpoints)

- Firstly, ... • To begin/To start with, ...
- Moreover/Furthermore, ...
- In addition, ...

Introduce supporting sentences (examples & reasons)

- For example/instance, ...
- ... such as ...
- As a result, • This way,

Conclude

- To sum up, ... • All in all, ...
- All things considered, ...

Express opinion

- Personally, ... • I believe/feel that ...
- I would say that ...
- As far as I am concerned, ...

Plan

8.1 **9.4**

Introduction

(Para 1) *state the topic & your opinion*

Main Body

(Para 2) *first viewpoint & examples/reasons*

(Para 3) *second viewpoint & examples/reasons*

(Para 4) *third viewpoint & examples/reasons*

Conclusion

(Para 5) *restate your opinion*



Checklist

8.4

When you finish writing your essay, check for the following:

- word length
- inclusion of all main points from the prompt in clearly laid out paragraphs
- appropriate formal style
- correct grammar, spelling and punctuation
- use of persuasive language
- use of topic sentences to start body paragraphs
- use of examples/reasons to justify each viewpoint

Language Knowledge 5

1 7.6 For questions 1-10, complete text with words from the box. There are two extra words. There is an example at the beginning (0).

- you • well • of • until • is • in • ever
- about • their • its • how • as

ONLINE PIRACY

In 2012, the first **0) ever** Digital Music Index revealed that there were 43,314,568 files illegally downloaded in the UK.

1) online file sharing becomes more and more commonplace, isn't it
 2) time people realised that illegal downloading is wrong?

Piracy – the theft of artist's work – is not even considered a crime by some people. However, most people who download music illegally wouldn't dream **3)** stealing a CD from a shop but, in all honesty, what's the difference? Of course, the appeal of illegal downloading is **4)** easy it is, but **5)** reality, it **6)** threatening thousands of music industry jobs. When an artist produces a recording, it is **7)** property. If you took the time to write and record an album, wouldn't **8)** expect to control your work and be paid for it?

Nevertheless, **9)** the music industry finds a way to stop illegal downloading, a lot of people will continue to take advantage. But by doing so, they threaten the jobs of the artists as **10)** as the stability of the record companies who support them. Isn't it time someone does something?



2 Read the text above again and answer the questions.

- 1 7.6.1 What elements of persuasive language are included in the text? Think about:
 - persuasive words and phrases
 - rhetorical questions • persuasive definitions
 - concession • deliberate ambiguities
- 2 7.6.2 Evaluate the text by answering the questions:
 - 1 Give one example of fact from the text and one example of opinion. Which is the text chiefly made up of?
 - 2 What arguments and claims in the text do you think other people would be most likely to disagree with? Why?
 - 3 What recommendation does the writer make at the end of the text? Do you agree?
 - 4 Find an example in the text of something that appears to be only partly true. Why is it not entirely true?

3 2.1 For questions 1-6 complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use two to five words, including the word given. Here is an example (0).

- 0 Increased global temperatures are causing the polar ice caps to melt. **BECAUSE**
 The polar ice caps *are melting because of* increased global temperatures.
- 1 Whose responsibility is it to organise the event? **CHARGE**
 Who the event?
- 2 Many people don't pay any attention to warnings about climate change. **NOTICE**
 Many people don't warnings about climate change.
- 3 The idea of global warming was first proposed in 1896. **THAT**
 It the idea of global warming was first proposed.
- 4 I forgot to switch the lights off in the house. **ON**
 I in the house.
- 5 Helen organised the rescue mission and also took part in it. **ADDITION**
 Helen took part in the rescue mission it.
- 6 The flood water was lower than expected. **HIGH**
 The flood water expected.

4 2.1 Complete the gaps with the correct form of the words in capitals.

- 1 The tiger is endangered because of habitat and illegal hunting. (**LOSE**)
- 2 Governments are not doing enough about warming. (**GLOBE**)
- 3 The impact of the oil spill was enormous. (**FINANCE**)
- 4 Climate change means many areas will become to live in. (**SUIT**)
- 5 Rachel is involved with several projects. (**CONSERVE**)

Food & Health

Unit 6

Lead-in

1 a)  Listen and say.



b) Match the health problems (1-12) to the advice (A-L).
Make sentences, as in the example.

- A** Rest it for a few days.
- B** Put some cream on it.
- C** Clean the wound and put a plaster on it.
- D** Eat meals based on starchy carbohydrates.
- E** Drink chamomile tea.
- F** Go to hospital for an X-ray.

- G** Drink some hot tea.
- H** Drink a lot of water and juice.
- I** Take an aspirin.
- J** Take some cough syrup.
- K** See a dentist.
- L** Go on a diet.

Words of wisdom

*"It is health that is real wealth and not pieces of gold and silver."
(Mahatma Gandhi)*

Discuss

1 B If you burn your hand, you should put some cream on it.

6a Reading

1 a) **1.4** **1.5** Check these words in your bilingual or advanced dictionary.

- commercial • sponsor
- prestigious • tendons
- packaged burger
- home-cooked meals

b) **7.5.1** **7.5.2** Look at the picture and read the first sentence in each paragraph.

What is the article about?

Listen and read to check.



A Fast food businesses are everywhere; in shopping malls, business districts and local neighbourhoods. Their advertising campaigns are unavoidable and they sponsor the most prestigious sporting events. In America, one in four people eat fast food every day. Nine out of ten youngsters eat it at least once a month. Americans spend over \$115 billion on fast food every year. With that much money, you could buy twelve million people first-class return tickets from London to New York! The facts speak for themselves. But there's a problem here, because the food they're pushing is some of the unhealthiest food we can eat.

B So what are you actually putting in your stomach? Well, your body needs a certain amount of fat, sugar and salt every day as well as calories, but you should get them from nutritious meals and snacks that you eat during the day. Doctors recommend having no more than two teaspoons of sugar every day, less if possible. However, in just one can of cola there are over ten teaspoons of sugar. Some fast food restaurants serve colas that contain as many as forty-eight teaspoons of sugar! Doctors also suggest no more than two grams of salt per day, which is about one teaspoon. Many burgers at fast food restaurants have more than the recommended daily intake in just a single burger. Add a large order of fries to

your meal and you're way over the healthy daily amount of salt!

C Too much fat and too many calories can make you overweight. This can cause lots of health issues when you're older. Many fast food meals contain over fifty percent of your daily recommended calories, and contain disgusting ingredients that have no nutritional value at all. To imitate the flavour of strawberry, milkshakes contain fifty chemicals. Meat – including tendons and cartilage – is removed from bones by machines. This creates 'pink slime' which looks like toothpaste and can contain bacteria. A bad-tasting gas, ammonia, is added to kill the bacteria. Chemicals are then added to make it look and taste like meat again. Cheese, too, is often less than 51% cheese. And the rest? Additives of course!

D So the next time those hunger pangs drag you into your local fast food restaurant, think twice. The advert on TV and the photograph at the counter may be of a juicy burger with fresh onion and lettuce. Unwrap your packaged burger and reality tells a different tale. Why not go home instead where you'll eat more healthily and save money at the same time? Home-cooked meals taste better, are made with real ingredients and provide true nutrition. If, as the saying goes, we are what we eat, we need to eat only the best and that means ... junking the junk food!

2 **7.5.2** Read the text again and mark the sentences *T* (true) or *F* (false). Justify your answers.

- | | |
|---------------------------------------------------------------------|----------------------------------------------------------------------------|
| 1 Major sporting events do not encourage eating fast food. | 4 'Pink slime' is an illness that is caught in fast food restaurants. |
| 2 Some fat every day is necessary for our bodies to work well. | 5 Fast food advertising is not always truthful. |
| 3 Our intake of nutrition is best spread throughout the day. | 6 Fast food is as expensive as home-cooked food. |



Check these words

- *business districts* • *unavoidable* • *nutritious*
- *recommended daily intake* • *nutritional value*
- *bacteria* • *juicy* • *junk*

3 **7.5.2** The text is about avoiding unhealthy food. Which of the following details are relevant? Which are irrelevant?

- 1 Fast food is promoted alongside healthy activities.
- 2 First-class return tickets from London to New York are expensive.
- 3 Cola is one of the most popular soft drinks in the world.
- 4 Doctors say that we shouldn't eat too much of certain substances.
- 5 Sea salt is much healthier than other sodium sources.
- 6 Strawberries taste far better when they are eaten in season.
- 7 Staff at fast food restaurants are frequently under-paid.
- 8 The taste of a burger doesn't always come from the meat.
- 9 Shopping for ingredients can be a pleasant experience.
- 10 There are long-term benefits to avoiding fast food.

4 **a) 7.6.2** Throughout the text, the writer tries to assert his position. Answer these questions to analyse his arguments and claims.

- 1 What opinion does the writer express in the first paragraph?
- 2 What reason does the writer give in paragraph B to support his opinion?
- 3 What evidence could be added to paragraph C to make it more persuasive? Real life examples? More statistics about overweight people?
- 4 What techniques does the writer use in paragraph D to support his assertion? Use of emotive language? Use of repetition? Rhetorical questions?
- 5 How does the suggestion to have 'home-cooked meals' help the writer make his point?

b) 7.6.2 Which parts of the essay are the most convincing to you? Why?

c) 5.1 Does the writer's call for action in paragraph D appeal to you? Would you take action against junk food?

5 **7.7.3** Someone has started evaluating the text as follows. Complete what he has started and give a short oral evaluation to the rest of the class.

I think the writer's arguments are clear. I could tell how he feels about junk food and why people should stop eating it. I like the fact that he gave some scientific facts and However,

6 **7.4** Now summarise your evaluation of the text in the opinion chart below.

Writer's viewpoint	Argument(s) presented	Convincing or not
	Argument 1:	
	Argument 2:	
	Argument 3:	

6b

Vocabulary

See Further Practice section

Vocabulary from the text

- 1** **1.1** Fill in the gaps with: *campaigns, sporting, nutritional, food, juicy, intake, business.*
- districts
 - fast
 - nutritional
 - recommended daily
 - advertising
 - burger
 - events

- 2** **1.2** Fill in the gaps with:

• single • individual
• particular

- We didn't get a(n) reply to the job advertisement.
- Is there any colour you'd prefer?
- The dessert is served in portions.

• imitate • copy • duplicate

- Why don't you the address onto this piece of paper?
- Scientists need to the results in the laboratory.
- My brother can all the members of my family.

• drag • attract • draw

- Don't me into your argument!
- Shall I the curtains?
- Our new fast food restaurant will lots of teenagers.

Health

- 3** **2.1** Fill in the gaps with the verbs in their correct form: *relieve, recover, heal, apply, cure, prescribe, treat.*

- The doctor a course of antibiotics for Brian's flu.
- An aspirin can help the pain of a headache.
- Lisa always her minor illnesses with alternative medicine.
- the cream to the burnt area twice a day.
- It will take a few weeks for the wound to completely.
- He fully from the accident within a month.
- Many types of cancer can be if the disease is found early enough.

Idioms

- 4** **1.6** Fill in the gaps with: *tooth, neck, mouth, leg.*

- John has a big; you should never trust him with your secrets.
- Ted's a real pain in the; he always makes noise when I'm trying to study.
- Don't be angry Jane, I was just pulling your
- Lisa has a sweet; she eats a chocolate bar every day.

Phrasal verbs

- 5** **1.1** Fill in the gaps with: *come, passed, put, cut.* Check in Appendix 1.

- Jim has on a lot of weight since he stopped playing basketball.
- Terry has down with the flu and can't go to work today.
- She has to down on sugary foods.
- Greg out when he saw the blood.

Prepositions

- 6** **1.1** Choose the correct preposition. Check in Appendix 2.

- He joined a gym to get **in/on** shape.
- Kate's got a craving **with/for** chocolate.
- She takes pleasure **by/in** cooking.
- Exercising helps her cope **for/with** stress.
- This fruit juice is rich **in/with** vitamins.
- Paul had a large bruise **on/in** his cheek.
- Frank's waist has decreased **on/in** size.
- Eric's obsessed **with/by** video games.

Grammar in use

6c

See Further Practice section

Modals – (to) infinitive/-ing form

What **mustn't** you eat after it's been served?
A tennis ball.

A five-year-old **could** solve this problem.
No wonder I **can't** do it, then. I'm nearly ten!

Which hand **should** I use to stir my tea - my right hand or my left hand?
Neither. You **ought to** use a teaspoon!

Can October March?
No, but April **May**.

I'm thinking of **buying** all the world's gold mines.
I'm not sure I **want to sell** them.

see pp. GR17-GR18

1 6.3 Find the *modal verbs* in the cartoons. What do they mean?

4 5.4.4 Put the verbs in brackets into the *(to) infinitive* or the *-ing* form. Justify your answers.

2 6.3 Rewrite the sentences using modals.

- You are not allowed to enter the lab. (**mustn't**)
You mustn't/can't enter the lab.
- It's a good idea to take up a hobby. (**should**)
- Don't litter the streets; it's the law. (**mustn't**)
- You are allowed to eat in here. (**can**)
- Is it OK if I leave now? (**may**)
- He's obliged to wear a suit at work. (**have to**)

3 5.4.4 Complete the sentences. Tell your partner.

- I don't mind
- I really enjoy
- I'm looking forward to
- My parents want
- All people should
- I would advise

Like most people, I dislike 1) (do) things I don't like. So why is it that many of us can't help 2) (fall) victim to peer pressure? Peer pressure occurs when others influence us 3) (act) in ways we normally wouldn't 4) (think) of. 5) (prevent) ourselves from being influenced by our peers is difficult, as it's only natural to want others 6) (accept) us and let us 7) (feel) that we're 'part of the team'. Yet, we must try 8) (resist) peer pressure and defend our right to act as individuals. All we need is a little confidence!

Deductions

He **must** be very tired. (I'm sure he is.) positive logical assumption
 He **can't** still be working. (I'm sure he isn't.) negative logical assumption
 He **may not** have arrived yet. (It's possible/I suppose/Perhaps he has not arrived yet.)
 He **should** have been here by now. (But he isn't. - I expected him.)

see p. GR18-GR19

5 6.3 Rewrite the sentences. Use *must, can't, may or should*.


- It's possible that he is having financial problems.
He *may be having financial problems*.
- I'm sure Luke didn't apologise to Andy. Luke
- I'm sure Susan is at her office now. Susan
- Perhaps she had forgotten about the event. She
- I expected Carol to have arrived by now. Carol

6d Reading

1 a) **7.5.1** You are going to read an article about a previously underrated skill that is now thought to be more valuable. Read the first paragraph and in groups discuss the following:

- Where do you think you would find an article like this?
- How important do you think high intelligence is in our lives?
- What other qualities/ abilities are necessary to be successful?

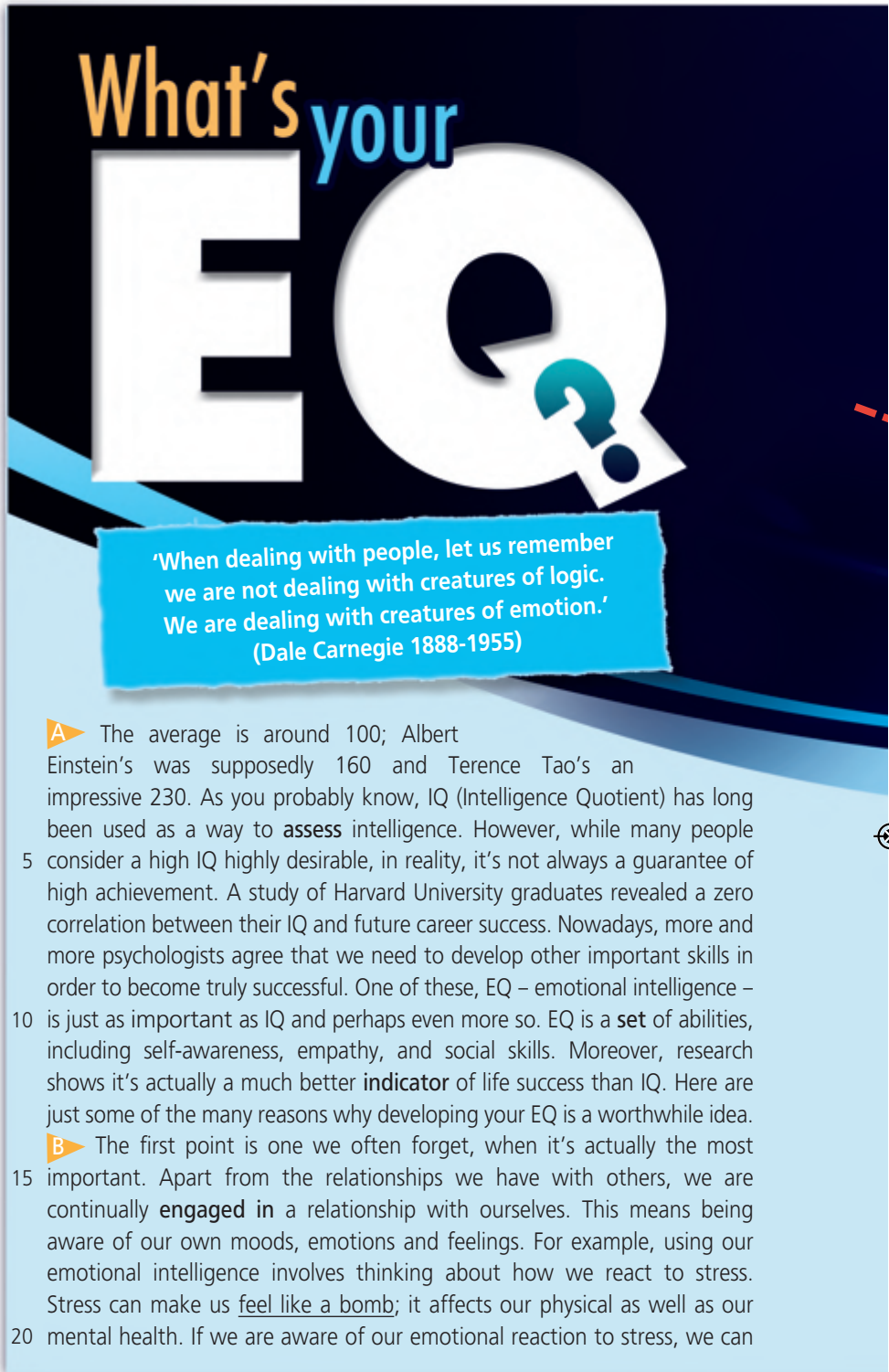
b) **3.2** Think of three questions about EQ that you would like the article to answer.

 Listen and read the article. Did it answer your questions?

2 **7.5.2** Read the article again and for questions 1-5, choose from the paragraphs A-E.

Which paragraph mentions:

- research that challenges a widely-held belief?
- appreciating the differences within a group?
- writing down the way we feel?
- reflecting on the ways we handle anxiety?
- managing disagreements effectively?



What's your EQ?

'When dealing with people, let us remember we are not dealing with creatures of logic. We are dealing with creatures of emotion.'
(Dale Carnegie 1888-1955)

A The average is around 100; Albert Einstein's was supposedly 160 and Terence Tao's an impressive 230. As you probably know, IQ (Intelligence Quotient) has long been used as a way to assess intelligence. However, while many people consider a high IQ highly desirable, in reality, it's not always a guarantee of high achievement. A study of Harvard University graduates revealed a zero correlation between their IQ and future career success. Nowadays, more and more psychologists agree that we need to develop other important skills in order to become truly successful. One of these, EQ – emotional intelligence – is just as important as IQ and perhaps even more so. EQ is a set of abilities, including self-awareness, empathy, and social skills. Moreover, research shows it's actually a much better indicator of life success than IQ. Here are just some of the many reasons why developing your EQ is a worthwhile idea.

B The first point is one we often forget, when it's actually the most important. Apart from the relationships we have with others, we are continually engaged in a relationship with ourselves. This means being aware of our own moods, emotions and feelings. For example, using our emotional intelligence involves thinking about how we react to stress. Stress can make us feel like a bomb; it affects our physical as well as our mental health. If we are aware of our emotional reaction to stress, we can

3 Explain the bold parts of the extracts in your own words.

- 1 A study of Harvard University graduates revealed a **zero correlation between their IQ and future career success**. (para A)
- 2 ... we can be more pro-active, build self-confidence, **and improve our ability to focus**. (para D)
- 3 Any leader with a high EQ can **build success by understanding the emotional diversity of the team**. (para D)



hope to manage it and stay healthy. In fact, our general well-being is **strongly tied to** emotional intelligence. It's all about learning to listen to ourselves.

- 25 **C** Secondly, once we have a better understanding of our own emotions, we are better able to communicate our feelings to others. This can greatly improve the quality of our relationships. Becoming more self-aware helps us become more aware of the feelings of others, too. Building EQ helps us to deal with any
- 30 conflicts which **occur** in our relationships. When we are able to respect the opinions, friends or colleagues, it's much easier to find solutions to problems or even avoid them completely. Being aware of the needs of others also improves our **negotiation skills** and our ability to work together.
- 35 **D** Finally, **developing** our emotional intelligence can help us break through the psychological barriers that are obstacles on

the road to success. By being emotionally self-aware, we can 40 build self-confidence and improve our ability to focus. This way we can improve our chances of success. Moreover, EQ is essential for good **leadership skills**. A good leader recognises the needs of their team. When those needs are met, it encourages higher **performance** and **job satisfaction**. Any 45 leader with a high EQ can be successful by understanding the emotional **diversity** of the team.

E Unlike IQ, EQ is something that can be learnt, and improved upon, at any age. So how can you actually improve your EQ? Psychologist Dr Hendrie Weisinger advises keeping a 50 diary and note down your emotions on a daily basis. That way, after just a week, it should be clearer how your emotions affect your working day. Why not give it a try? Whereas IQ is **limited** to mere numbers, the benefits of EQ could be endless.

4 **7.6.1** Look at the underlined phrases. Decide whether they are examples of: *simile*, *metaphor*, *alliteration* or *hyperbole*. What effect does the figurative and persuasive language in the article have on the reader?

5 **7.6** How is the article organised and how are points developed? How objective is the writer? Do you agree with him/her? Why (not)?


6 **6.8** **6.9.5** **ICT** Search online for articles on EQ. Compare and contrast those articles to the EQ article on these pages. Write and present an evaluation of one of the online articles to the class. Look at:

- organisation
- use of figurative and persuasive language
- use of fact and opinion
- opening/closing paragraphs


6e Listening skills

1 **1.1** These words are heard in a discussion. Check them in the Word List. What do you think the discussion is going to be about?

- product • launch • supermarket shelves
- tabloids • broadsheets • TV commercials
- negotiations • market


2 **3.2**  Listen to the discussion and answer the questions.

- 1 How does Mr Jenkins start the discussion?
 - A by emphasising the importance of the campaign
 - B by explaining Tom's role in the campaign
 - C by asking Tom to come up with a campaign
- 2 What does Mr Jenkins tell Tom to do?
 - A advertise in more newspapers
 - B get someone famous for the TV ads
 - C cut costs on the campaign
- 3 What is probably mentioned during the traffic noise?
 - A the cost of advertising on TV
 - B the name of a famous person
 - C the idea behind the TV ad
- 4 What do they talk about to finish the discussion?
 - A the amount of money the campaign will cost
 - B when the product will sell the most
 - C when the campaign will start
- 5 What fact does Mr Jenkins mention about ToMayo?
 - A It is the company's biggest launch.
 - B It is the best product of its kind.
 - C It will be on every supermarket shelf.

3 **5.8**  Listen again and take notes on the campaign. Give a presentation to the rest of the class. Include a summary of Tom's campaign and how you would improve it. Talk about: *its merits, issues, options, preferences*. Be prepared to clarify, give relevant feedback and propose alternatives.

Pronunciation (word stress)


4 **4.1.1** Decide which is the most stressed syllable in the following words.

 Listen and check then say.

- ideal • benefits • overweight • imagine
- reduce • illness • diabetes • ailment
- physically • drastically • definitely

5 **1.4** **1.5** You will listen to an interview about GM foods. Before you listen, check these words/phrases in the Word List.

- pass down • crops • genes • potential
- resist • intellectual property law • seeds

6 a) **3.2.1**  Listen and choose the correct answer A, B or C. Follow the progression of points.

Part One


- 1 DNA is
 - A a type of cell found in most living organisms.
 - B a substance that exists within the cells in our bodies.
 - C an acid found in the blood of animals.
- 2 GM crops are created by
 - A slightly altering the DNA of a line of crops.
 - B replacing the DNA of a line of crops.
 - C removing the DNA of a line of crops.

Part Two

- 3 Which of these arguments did Professor Sanders use to argue for GM foods?
 - A Farmers do not need to spray chemicals.
 - B GM foods will reduce the number of insects.
 - C GM foods will taste better.
- 4 Experts predict that in 2030
 - A there'll be 50 million more people living on Earth.
 - B there will be double the demand for food.
 - C it'll be impossible to feed all the people on Earth.

Part Three

- 5 One argument against GM foods is that
 - A they are not natural and as a result they lead to diseases.
 - B they are not natural and as a result they lead to greenhouse gas emissions.
 - C they are not natural and as a result they are expensive for farmers.
- 6 What did Professor Sanders call people to do at the end of the interview?
 - A Learn more about the effects of GM foods.
 - B Change their attitudes towards GM foods.
 - C Help those who suffer from hunger.

b) **3.3.1**  Listen again and make notes under the headings.

Pros of GM Foods	Cons of GM Foods
------------------	------------------

c) **4.2.3** What is your opinion on GM foods? Discuss in pairs. Refer to the recording in Ex. 6 for ideas. Keep the discussion going.

Speaking skills **6f**

Expressing opinion/Introducing arguments & counter-arguments

1 a) Complete the dialogue with the phrases in the list.

- That sounds like
- I take your point
- takeaway food's really unhealthy
- to make the most of my time
- worth the effort

A: Hi Maryam. How's things?
 B: Hi Hessah. Fine thanks. I'm just going to get a takeaway. Do you want to join me?
 A: No thanks! Everyone knows that **1)** It's full of salt and fat!
 B: That may be true. However, takeaways are quick and convenient. They allow me **2)** , and save me from spending hours cooking every night.
 A: You're right that takeaways are quick, but cooking for yourself is surely **3)** In my opinion, home-cooked food using fresh ingredients tastes much better than fast food.
 B: **4)** , but I'm terrible at cooking. Whenever I cook, something always goes wrong.
 A: What do you think about taking a cookery course?
 B: **5)** a good idea, but it would be expensive. I don't think I can afford it.
 A: Yes, but home cooking is cheaper than buying takeaways. It would soon pay for itself, and then you would start saving money.

b) Listen, read and check. In pairs, read the dialogue aloud.

2 Use the ideas below to discuss the pros and cons of home-cooked food.

4.3.10 Use phrases from the language box to act out a dialogue, similar to the one in Ex. 1a. Use short utterances e.g. *Yes! Hm, I suppose so to show participation.*

For & Against Home-cooked food

- know what the ingredients are
- time-consuming
- cheaper to cook at home
- requires cooking skills

Asking for opinions

- What do you think ...?
- What's your opinion on/about ...?

Expressing opinions

- I strongly believe ...
- In my opinion ...
- I feel that ... • I think ...

Introducing arguments

- It's a fact that ...
- Everyone knows/agrees that ...
- When it comes to ... , we can all agree that ...

Introducing counter-arguments

- Yes, but ...
- That may be true. On the other hand/However, ...
- You're right that ..., but ...
- I take your point/I see what you mean, but ...
- I'm sorry but I think ...

3 **5.6** Prepare a presentation on the importance of exercising. Collect information, then make notes. Use your notes to tell the class. You can also use visuals. Follow the structures below.



Making a presentation

- Good morning/afternoon etc
- The purpose of this talk is ...
- I plan to be brief.
- I've divided the presentation into ... main parts.
- I'd like to start with ...
- Now we come to ...
- To sum up, ...
- I would be glad to answer any questions.
- Could you repeat the question?
- Thank you for listening.

4 **4.3.9** While listening to the speaker make a list of questions you would like to ask him/her. e.g. *Would you like to ask for clarification?* Propose alternative ideas.

6^g

Writing An argumentative essay 9.5

▶ Writing Bank 6 p. WB6

Prompt analysis

- 1** Read the prompt and underline the key words. Answer the questions (1-5).

You have had a class discussion about animal testing in the interests of medical research. Now your teacher has asked you to write an argumentative essay discussing the pros and cons of medical experiments on animals. Write your **essay**, justifying your arguments (120-180 words).

- Should advantages and disadvantages of the topic be discussed in the same paragraph?
- What style should the essay be written in?
- How should each argument be supported?
- What should each main body paragraph start with?
- In which paragraph should the writer's opinion appear?

Model analysis

- 2** a) **7.7** Read the model. Choose the appropriate linkers from the words in bold.

7.5.2 what tense does the writer use?

1 Did you know that in Britain any new medicine must, by law, first be tested on two different species of animals? **1) Without a doubt/Although** animals play a major role in medical research, but animal testing is a controversial topic.

2 There are a number of advantages to animal testing. **2) Furthermore,/Firstly**, a lot of lifesaving medical treatments have been successfully developed using animal tests. This means that more people can be cured of certain diseases. **3) Moreover,/Therefore**, animal testing ensures the safety of new drugs as tests can show the effects on humans. **4) As a result/For example**, unsafe drugs do not get into the market.

3 **5) In addition,/On the other hand**, using animals in medical research has its drawbacks. **6) To begin with,/For instance**, it is cruel to animals. This is because many animals are killed and the tests can cause a lot of pain. **7) Secondly,/In contrast**, some people claim that animal testing is unreliable. **8) This is because/Therefore** animals are different from humans and so they have different reactions to certain drugs.

4 **9) Above all,/To conclude**, although there are disadvantages to animal testing, I think the benefits outweigh them. There are still many incurable diseases in the world today and animal testing can save countless lives.



- b) **7.7.1** Which paragraph:

- A** contains arguments against the topic?
B summarises the writer's opinion?
C contains arguments for the topic?
D states the topic?

- c) Find and replace the topic sentences in the main body paragraphs with other appropriate ones.

- d) **7.7.2** What technique has the writer used to start the essay? Suggest another beginning to the essay.

- 3** a) **7.7.2** Read the model again. Do you agree with the writer? Has he/she presented the evidence for and against in a balanced way or has he/she been in favour of one side from the beginning? Is the writer's conclusion valid?

- b) **9.5.1** What language does he/she use to persuade the audience and get his/her message across?

- 4** Choose the correct linking words/phrases.

- Firstly, GM food technology creates disease-resistant crops. **As a result,/In addition**, it can feed more people.
- One disadvantage of the gym is overcrowding. **On the other hand,/This means that** you may have to go at anti-social hours.
- What is more, fast food is extremely convenient. **This is due to the fact that/ Besides that**, today's lifestyle doesn't leave us time to prepare meals.
- Another benefit of cycling is fitness. **As well as/Due to** toning your muscles, cycling also protects you from heart disease.
- In conclusion,/Secondly**, it is clear that being a vegetarian has pros and cons. However, each individual must decide whether a meat-free diet is for them or not.

- 5** **9.5.2** The writer has used formal written English. Find examples of:

- zero articles and general terms (e.g. play a role)
- complete sentences
- modal verbs
- passive voice
- exemplification (providing examples of sth) and extension



6g

6 a) **7.7** **9.5** Read the arguments for and against dieting and think of your own justifications. Use phrases from the Useful Language box to write full paragraphs matching an argument for (1-3) with an argument against (a-c).

Arguments For

- 1** Achieving a healthy weight can help you live a longer, healthier life.
- 2** Losing weight can improve your self confidence.
- 3** Eating less costs less.

Arguments Against

- a** People can use unhealthy methods to achieve weight loss.
- b** People can take dieting too far and become underweight.
- c** It can take some time to see results.

b) 7.7.2 Swap papers and evaluate your partner's piece of writing. Think about: *argumentative technique, language accuracy, linking words/phrases.*

Your turn

7 a) **9.5.1** Read the prompt, then the arguments (1-6). Which are arguments for? against?

You have had a class discussion about vegetarianism. Now your teacher has asked you to write an argumentative essay discussing the points for and against being a vegetarian. Write an **essay** justifying your arguments (120-180 words).



- 1 Vegetarians may be less prone to serious diseases.
- 2 Eating out is often difficult for vegetarians.
- 3 A vegetarian diet can lack important nutrients.
- 4 Harmful substances in meat production are avoided.
- 5 Vegetarian recipes tend to be more time-consuming to prepare.
- 6 Vegetables are not expensive.

b) 9.5.2 In pairs, think of justifications for each argument.

8 **9.5** Use your answers in Ex. 7 and the plan to write your essay.

9 **5.5** Collect information and prepare a presentation on vegetarianism. Present additional arguments for and against in a balanced way giving examples. Link your ideas. Tell the class.

Useful Language

Introducing topic sentences to express points for

- There are a number of benefits ...
- There are arguments in favour of ...

Introducing topic sentences to express points against

On the other hand, there are a number of disadvantages/arguments against ...

Listing points

- To begin with/start with,/First of all,/First,
- Secondly,/Furthermore,/In addition,/What is more,

Introducing examples/justifications

- For example/instance.
- This is because of/due to ...
- This is due to the fact that ...
- This means that ...
- This way,/Consequently,

Conclusion

To sum up,/As a conclusion,/All things considered,/All in all,/It is clear that

Plan

9.5

Introduction
(Para 1) <i>state the topic</i>
Main Body
(Para 2) <i>arguments in favour & supporting evidence or examples</i>
(Para 3) <i>arguments against & supporting evidence or examples</i>
Conclusion
(Para 4) <i>summarise and weigh arguments; draw a conclusion or make a recommendation</i>



Checklist **8.4**

When you finish your piece of writing check it for:

- spelling/grammar mistakes.
 - appropriate punctuation.
 - correct word order.
 - appropriate formal style.
 - appropriate use of linkers.
 - correct layout (well-structured paragraphs) including arguments.
 - inclusion of all points in the prompt.
 - word length.
 - use of the passive/reported speech.
- Does your essay move from the general to the specific?

Language Knowledge 6

1 1.1 For gaps 1-10, complete the text with words from the box. There are two extra words. There is an example (0).

- even • so • to • as • for • in • be • over • at
• from • during • by • with

Food Safety

Every year millions of people become ill, or 0) *even* die, from eating contaminated food. However, the risk of food poisoning can easily be reduced 1) following some simple steps.

Cleanliness

It is important to wash your hands thoroughly before handling food, 2) well as regularly 3) food preparation. Ensure that worktops are also clean. Damp and dirty dishcloths provide excellent places 4) bacteria to breed. They should be washed regularly and hung 5) dry after use.

Raw Meat

Raw meat can contain harmful bacteria. It is essential that it is kept separate 6) cooked or ready-to-eat foods. Also, hands and surfaces should be cleaned after coming into contact 7) it. Raw meat should be stored in containers on the bottom shelf of the fridge 8) that juices cannot drip onto other food.

Temperature

Cooked and heated food should be very hot (i.e. 9) least 60°C) before serving. Leftovers should be cooled quickly and then put in the fridge, which should 10) kept at below 5°C.



2 1.1 2.1 Complete the text. Use the word given in capitals at the end of some of the lines to form a word that fits in the gap in the same line.

Pedal Power

Are you fed up with wasting 0) *valuable* time every day sitting in traffic jams? Is lack of exercise making you feel 1)? Do you long to feel the wind in your hair? If so, why not swap four wheels for two, and cycle, rather than drive, to work. Cycling is an 2) form of exercise which will improve your 3), build your muscles and help you lose 4) As it's a light form of exercise, it does not place much stress on joints (unlike, say, running) and is 5) for people of all ages. Physical exercise, 6) to fresh air and daylight, and the 7) gained from travelling at speed is a 8) which can 9) improve mental wellbeing.

And the more we cycle, the less 10) and polluted our roads will be. This will provide health benefits that will be appreciated by everyone!

VALUE

REST

EXCEL
FIT

WEIGH

SUIT

EXPOSE
STIMULATE
COMBINE
SIGNIFICANT

CONGEST

3 7.5.5 Compare and contrast the text in Exs 1 and 2. Think about: layout, information, structure.

4 2.1 For questions 1-5, complete the second sentence so that it has a similar meaning to the first, using the word given. Do not change the word given. Use two to five words, including the word given.

1 I want to be a fitness instructor. **AMBITION**

It become a fitness instructor.

2 I am not at all interested in watching sport on television. **NO**

Watching sport on television is me at all.

3 Volleyball is the sport that Kate enjoys the most. **MUCH**

There is no sport that volleyball.

4 I don't know why Martin took up yoga. **CAUSED**

I don't know what yoga.

5 I'm not as fond of exercising as I once was. **KEENER**

I used exercising.

5 6.3 9.5.2 Choose the correct word to complete the text.

The Long Life

During life, the cells in our body divide; when they stop dividing, we come to the end of our lifespan. We 1) **mustn't/can't** change this yet, but we 2) **ought/might** be able to extend that lifespan to a maximum of 120 years. 3) **Moreover/First of all**, come from a long-living family. If your grandparents lived long lives, then the chances are that you will too. 4) **Although/In addition**, you 5) **need/have** a good diet. 6) **As a result/Finally**, live a happy life. Research shows that people who are optimistic live longer.



Fairtrade: making food fairer

A I must admit, when I first saw products carrying the 'fairtrade' label on supermarket shelves, all I knew about them was that they were generally more expensive than other products. Later, once I learnt how the fair-trade scheme works, I realised there are many good reasons for paying a little extra. These high quality products are produced in a responsible and environmentally friendly way which ensures workers receive a fair wage and improved working conditions. Now that I know the facts, I intend to continue buying fair trade – and here's why you should be too.

B Fairtrade focuses on exports from the developing world, including coffee, cocoa, sugar, tea, bananas, honey, fresh fruit and chocolate. In the past, small farmers got paid less than their production costs. Fairtrade was set up to change all that. Since 1992, the Fairtrade Foundation has helped producers across Africa, Asia and Latin America make better trading deals and improving their lives.

C Moreover, buying fair-trade helps to build strong communities. Each fair-trade community of producers receives grants to invest in social, economic and health improvement schemes. The money goes to a community bank account

managed by a cooperative. This helps people take control of their own lives. For example, the fairtrade scheme has enabled the Coo cafe coffee operative in Costa Rica to put in a new water treatment system. This helped them to reduce water use. They have also been able to replace ageing coffee trees and have reforested 5,000 hectares of land.

D It's important that Fairtrade continues to support small businesses like these. Big companies dominate the global market – we all buy their products at times. However, we do have a choice. Wouldn't you prefer to know the money you spend actually reaches the workers on the ground? Buying fair-trade ensures it does. What's more, the industrial farming methods of big businesses often involve the use of harmful chemicals and pesticides. Fair trade growers do not use these. This way they produce healthier products for consumers and protect the environment

E It is estimated that fairtrade has helped over 7 million people in developing countries – the farmers, farm workers and their families. So think about it. Start your day with a cup of fair trade tea. You could be helping tea estate workers in the developing world build a healthcare centre. That's just one good reason of many to buy fairtrade products.

1 7.5.2 Read the text and decide if the statements are True or False.

- 1 Large food retailers usually stock fair trade products.
- 2 Before fairtrade, high production costs were the main problem for farmers.
- 3 The Fairtrade Foundation was set up in the early nineties.
- 4 Fairtrade communities receive bank loans to fund local projects.
- 5 Coo cafe coffee company have planted a new generation of crops.
- 6 By buying fair-trade products you know that your money has reached the workers.

(6x2=12)

2 Choose the correct answers A, B, C or D.

- 1 7.6.1 Which element of persuasive language is used in paragraph D?
 - A statistics
 - B a rhetorical question
 - C a reference to expert opinion
 - D a summary of the main ideas
- 2 7.6.2 The writer ends the article by
 - A defending his point of view.
 - B complaining about lack of action.
 - C asking for the reader's support.
 - D criticising developing countries.

(2x4=8)

Progress Check

MODULE C

Speaking

- 3** 4.3.2 Choose the correct response.
- A: I'm so stressed I can't even sleep.
B: **a** I suppose not. **b** Oh, dear!
 - A: Have you thought about joining a gym?
B: **a** I didn't know that.
 b Do you think that would work?
 - A: What do you think I should do?
B: **a** Why don't you cut down on fast food?
 b I suppose you are right.
- (3x2=6)

Vocabulary

- 4** 1.1 Fill in the gaps with: *sprain, overweight, prevent, arrays, nutrition, sore*.
- Did John his ankle at the gym?
 - Too much fat can make you
 - If you have a throat, you need to drink chamomile tea.
 - Home-cooked meals provide true
 - We saw wonderful of fruit in the market.
 - We should people from throwing litter on the streets.
- (6x2=12)

Grammar

- 5** 8.3 Choose the sentence with the correct punctuation.
- A** Rashed said "we must limit climate change".
 B Rashed said, "We must limit climate change."
 - A** "Eating fast food is not healthy" said Aisha.
 B "Eating fast food is not healthy," said Aisha.
 - A** Tom said "he is trying to give up smoking."
 B Tom said he was trying to give up smoking.
 - A** "Air pollution is very worrying." said Noor.
 B "Air pollution is very worrying," said Noor.
 - A** Nasser said he's "joining a gym."
 B Nasser said he's joining a gym.
- (5x2=10)

- 6** 6.3 Rephrase the sentences using *modals*.
- Is it OK if I borrow your laptop for a few hours?
 - It's a good idea to take up a hobby.
 - You are not allowed to talk during the exam.
 - Perhaps Ali quit his job.
 - It's not necessary for you to try and cheer me up; I'll be fine.
- (5x2=10)

Listening

- 7** 3.2.5 Listen to an interview with a fitness instructor about the pros and cons of joining a gym. For blanks 1-10, complete the sentences. Do you agree with Nicki?

As a fitness instructor, Nicki always wants to **1** to exercise.

In a gym, you can work on weights machines to increase your **2**

Being in the gym allows you to work on all the **3** to keep you fit and healthy.

Nicki thinks it's a good idea for people to combine gym exercises with **4**

Modern treadmills can simulate different **5** which take you up and down hills.

However, Nicki believes that running or cycling outdoors is still much **6** than using gym equipment.

One of the biggest advantages to joining a gym is that you **7** to exercise because you're paying for it.

Nicki thinks it's easy to **8** not to workout if you don't have a gym membership.

If people can't afford a gym membership, they can do stretches on a(n) **9** at home.

For Nicki, the key to keeping fit is to make certain you **10**

(10x2=20)

Writing

- 8** 9.5 Read the prompt, then write your essay.

Your teacher has asked you to write a persuasive essay explaining the points for or against joining a gym. Write your **essay** (120-180 words).

(22 marks)
(Total=100)

Check your progress

- talk about environmental problems, social problems, food and health
- discuss an issue, express an opinion and introduce counter-arguments
- write a persuasive and an argumentative essay

GOOD / **VERY GOOD** // **EXCELLENT** ///

MODULE D

▶ Unit 7 Moods & Feelings



▶ Before you start

- What makes you happy? Why?
- Think of a special place of cultural interest in Doha. Give the class two reasons why people should visit it.

▶ Learning expectations

- In these units you will learn to
- understand elements of discourse cohesion
 - recognise and use features of information and procedural texts
 - make notes using flowcharts
 - understand and use MLA citation
 - follow business-type meetings and make notes
 - talk about your feelings
 - ask for and give advice
 - elicit more information by asking for clarification
 - discuss advantages and disadvantages
 - write formal emails, instructional texts, letters of application and argumentative essays

▶ Unit 8 Education



Standards Tracker

Unit 7

Standard	Exercises	Standard	Exercises	Standard	Exercises	Standard	Exercises
3.5	Ex. 1b p. 97	7.8	Ex. 4 p. 102	7.8	Ex. 1 p. 106	7.5.2	Ex. 1 p. 110
4.1.6	Ex. 2 p. 97	9.8	Ex. 5 p. 102	6.3	Ex. 3a p. 106	7.8	Ex. 1 & 2a p. 110
4.3.3	Ex. 3 p. 97	3.4.4	Ex. 1a p. 104	9.8.2	Ex. 3b p. 106	1.2	Ex. 2b p. 110
7.5.1	Ex. 1a p. 98	3.4.5	Exs 1a & 4a p. 104	7.8	Exs 2, 4 & 6b pp. 106-107	7.8	Ex. 3 p. 110
1.1	Ex. 1b p. 98	3.4.1	Ex. 1b p. 104	6.4.6	Ex. 5 p. 107	9.6.4	Ex. 4 p. 110
3.3	Ex. 2 p. 98	3.4.2	Ex. 1c p. 104	9.8	Ex. 6a p. 107	7.5.1	Ex. 5 p. 111
7.5.2	Exs 3.1 & 3.2 p. 99	3.4.3	Ex. 1d p. 104	9.8.2	Ex. 7 p. 107	7.8	Ex. 5 p. 111
6.7.1	Ex. 3.3 p. 99	3.4	Ex. 1e p. 104	8.1	Plan p. 107	7.8	Ex. 6 p. 111
6.8.3	Ex. 4a p. 99	1.1	Ex. 2 p. 104	9.8	Plan p. 107	9.6	Ex. 7 p. 111
6.4.1-5	Ex. 4b p. 99	3.3.3	Ex. 3 p. 104	8.2-4	Checklist p. 107	8.4	Ex. 8 p. 111
6.9.3	Ex. 5 p. 99	3.4.5	Ex. 4a p. 104	7.8	Ex. 1 p. 108	9.6	Plan p. 111
6.9.4	Ex. 5 p. 99	5.8	Ex. 4b p. 104	9.8.3	Ex. 2a p. 108	8.4	Checklist p. 111
9.1	Ex. 6 p. 99	8.2	Checklist p. 104	9.8.3	Ex. 2b p. 108	9.6.2	Checklist p. 111
1.1	Exs 1-3,5,6 p. 100	3.3.4	Ex. 5c p. 104	9.8.3	Ex. 3 p. 108	1.1	Ex 1 p. 112
1.6	Ex. 4 p. 100	4.4.6	Ex. 6 p. 104	9.8.3	Ex. 4a p. 108	2.1	Ex. 2 p. 112
6.3.2	Exs 1-6 & 8 p. 101	1.2	Ex. 1a p. 105	9.8.3	Ex. 5a p. 109	7.8	Ex. 3 p. 112
3.3	Ex. 7 p. 101	9.1	Ex. 1a p. 105	9.8.3	Ex. 5b p. 109	9.8.3	Ex. 3 p. 112
6.3.2	Ex. 8 p. 101	4.4.5	Ex. 2 p. 105	9.8.3	Ex. 6 p. 109	2.1	Ex. 4 p. 112
6.3	Ex. 1 p. 102	4.4.3	Ex. 3 p. 105	8.2-4	Checklist p. 109	9.8.4	Ex. 5 p. 112
6.3.1	Ex. 3 p. 102	9.8.2	A letter of complaint & Exs 3b & 7 pp. 106-107	9.6	A letter of application p. 110		

Unit 8

Standard	Exercises	Standard	Exercises	Standard	Exercises	Standard	Exercises
4.1	Ex. 1b p. 113	2.1	Ex. 6 p. 116	6.5	Ex. 5c p. 119	9.5	Exs 8 & 9 p. 123
7.5.2	Ex. 2 p. 113	6.3.2	Ex. 1 & 2 p. 117	9.3	Ex. 5c & d p. 119	9.3	Ex. 8 p. 123
4.4	Ex. 3 p. 113	9.5.2	Ex. 2a & 3 p. 117	4.3	Ex. 5e p. 119	8.1	Plan p. 123
9.7.1	Ex. 4 p. 113	6.8.6	Ex. 2b p. 117	5.7	Ex. 5e p. 119	8.4	Plan p. 123
6.7.6	Ex. 1 p. 114	4.2.1	Ex. 1b p. 118	3.2	Exs 1 & 4 p. 120	9.2.7	Plan p. 123
6.7.2	Ex. 2 p. 115	1.1	Ex. 2a p. 118	3.3.2	Ex. 2 p. 120	8.2-4	Checklist p. 123
7.5.2	Ex. 3a p. 115	6.8.2	Ex. 2b p. 118	3.2.1	Exs 2 & 5 p. 120	9.4	Checklist p. 123
7.5.2	Ex. 3b p. 115	7.6	Ex. 2c.1 p. 118	9.7.1	Ex. 3 p. 120	1.1	Exs 1a & 2 p. 124
1.1	Check these words p. 115	6.3	Ex. 2c.2 p. 118	9.5.1	Ex. 6 p. 120	9.7.2	Ex. 1b p. 124
3.3.4	Ex. 4 p. 115	6.7	Ex. 2c.3 p. 118	3.2.5	Exs 2a, 2b & 5 p. 121	8.3	Ex. 3 p. 124
2.1	Ex. 5 p. 115	6.8.5	Ex. 2c.3 p. 118	4.2.1	Ex. 3 p. 121	2.1	Ex. 4 p. 124
6.6	Ex. 6 p. 115	6.9.5	Ex. 2c.4 p. 118	4.2.2	Ex. 4 p. 121	7.5.2	Exs 1a & 1b p. 125
9.3.1	Ex. 6 p. 115	9.3	Ex. 2c.5 p. 118	3.2.5	Ex. 5 p. 121	3.2.2	Ex. 2 p. 125
6.7.5	Ex. 7 p. 115	1.1	Ex. 3 p. 118	9.5	Ex. 6 p. 121	4.4.1	Ex. 3 p. 125
6.9.3	Ex. 7 p. 115	7.5.2	Ex. 4.1,3 p. 119	9.5	An argumentative essay pp. 122-123	1.1	Ex. 4 p. 126
6.8.8	Ex. 8 p. 115	6.4	Ex. 4.2 p. 119	7.7.1	Ex. 1 p. 122	8.3	Ex. 5 p. 126
1.1	Exs 1-5,7 p. 116	9.3.7	Ex. 4.4 p. 119	7.7.2	Ex. 2 p. 122	6.3.2	Exs 6, 7 & 8 p. 126
1.2	Ex. 3 p. 116	4.2	Ex. 5a p. 119	9.5.2	Exs 3a-4 & 6 pp. 122-123	9.5	Ex. 9 p. 126
1.3	Ex. 4 p. 116	7.5.3	Ex. 5b p. 119	6.4.6	Ex. 5b p. 122		

Moods & feelings

Unit 7

Lead-in

1 a) Listen and say.



1 Dan/bite his lip



2 Sandy/lower corners of her mouth



3 Tom/rub his neck



6 Jane/have folded arms



4 James/scratch his head



5 Harry/stand with crossed legs



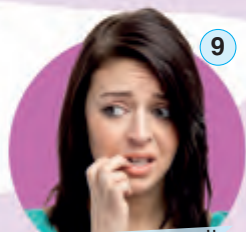
8 Ron/point his finger at sb



11 Sam/have a broad smile



7 Kate/yawn



9 Lyn/bite her nails



10 Laura/have an open mouth and raised eyebrows

b) 3.5 Which feelings might each person be experiencing based on their body language?

- bored • happy • tense • surprised • scared
- sad • doubtful • relaxed • frustrated
- puzzled • angry

Dan is biting his lip. He must be feeling tense.

Words of wisdom

"Remember that the happiest people are not those getting more, but those giving more."
(H. Jackson Brown, Jr.)

Discuss

2 4.1.6 When was the last time you felt frustrated, angry, bored, puzzled, happy, sad? Tell your partner.

The last time I felt frustrated was when I was abroad and I couldn't understand the language.

3 4.3.3 **THINK!** What makes you happy? stressed? scared? bored? Why?

Tell your partner or the class. Stop and restart if you feel your sentences are not clear.

Being with my family makes me happy because we do a lot of fun activities together.

7a Reading

1 a) **7.5.1** Look at the title and the picture. What kind of information does the text contain? Where would you read it? Tell your partner.

b) **1.1** Check these words in the Word List. Use them to complete the sentences.

- psychologists • secrete
- immune system • media
- Practitioners

- 1 Stress is rarely written about in the
- 2 Stress causes glands in the body to a number of hormones.
- 3 Regular periods of stress can strengthen the body's
- 4 According to there are two main types of stress.
- 5 In Britain there are over 2 million Stress Management

2 **3.3** Which of the sentences in Ex. 1 are true about stress?

Listen to find out.

Who says STRESS is bad for you?

A 'Stress: the disease of our times', 'Stress-related illnesses the number one cause of doctors' visits', 'Stress: the silent killer' – it seems like you can't pick up a newspaper or magazine these days without seeing a headline about stress and how bad it is for your health. The message is loud and clear. Stress is your enemy and you should be doing everything you can to minimise it in your daily life. 5

B Is stress really as bad as the media say? On the contrary, most experts believe there is nothing wrong with experiencing a little bit of stress from time to time. A little stress is good, a lot bad. As physiologist Monika Flesher states, "Only under circumstances of chronic stress do we suffer its negative effects." 10

C When we feel stressed, glands in the body secrete hormones such as adrenaline and cortisol which serve a number of functions. For one, they make the heart beat faster. This increases blood flow to the brain and muscles and makes us ready for action. As psychiatrist Judith Orloff states, "Stress energises us, speeding up our systems to handle what we have to handle." Accordingly, stress is not a problem, but actually a condition that humans have evolved over thousands of years to deal with problems! 15

D Stress does not only have benefits in the short term. Recent research suggests that regularly experiencing short periods of mild stress can strengthen the body's immune system. It also lowers the risk of neurological diseases such as Alzheimer's. In effect, stress acts like a 'workout' for the brain. Just like exercising a muscle in the gym, stress exercises the brain, ensuring it stays healthy and fully functional. 20 25

E It is also worth thinking about the consequences of stress. Psychologists distinguish between two main types of stress: distress and eustress. Basically, distress is negative stress. Even considering the positive effects mentioned above, distress, makes us feel disappointed. Eustress, on the other hand, is the positive stress that results in us feeling happy. Take physical exercise, for example. It is undoubtedly stressful to push your body to the limit. The health benefits and feeling of achievement afterwards, though, makes the initial stress worth it. 30 35

F So why, if eustress and even low levels of distress are beneficial, are we being continually told that every type of stress is our enemy? According to Angela Padmore, author of *The Truth about Stress*, the answer lies with the multimillion-pound stress management industry. According to Padmore, the vast majority of us do not feel stress to the point where we need to buy products or seek professional assistance. Yet, in Britain alone, there are now 40



over 15 million websites and 2 million Stress Management Practitioners selling everything from hormone test sets to massage balls. They all treat a condition that, to a large extent, does not need to be treated. People are made to think they have a problem so that they will pay for the cure. As one experienced counsellor put it, "They've turned a normal part of living into a disease that needs to be cured."

G So, how can we apply this information to our everyday lives? Well, firstly, it's important to recognise the difference between chronic stress and mild stress. If you are suffering from the former, get help today. Secondly, the next time that you feel mild stress, try to enjoy it. Don't get stressed about feeling stress; it's doing you a lot of good.

Check these words

- minimise • chronic • serve a function
- blood flow • evolve • neurological disease
- workout • functional • distinguish
- push to the limit • achievement • beneficial
- professional assistance

3 Read the text and choose the correct answer A, B, C or D. Give reasons for your answers.

- 1 **7.5.2** In the first paragraph the writer emphasises how
 - A dangerous stress can be to health.
 - B frequently stress comes up in the media.
 - C important it is to get treated for stress.
 - D seldom people talk about stress.
- 2 **7.5.2** The hormones released when we are stressed
 - A help the body fight diseases.
 - B help us feel calmer.
 - C make us more capable of coping with challenging situations.
 - D may contribute to Alzheimer's later in life.
- 3 **6.7.1** The main purpose of the article is
 - A to dispel some myths about stress.
 - B to give the writer's opinion about stress.
 - C to warn readers about the stress management industry.
 - D to give suggestions on how to avoid stress.

STUDY SKILLS

Discourse cohesion

Good writing uses discourse cohesion to create a text that 'flows' - it reads well and leads from one point to another. Techniques of discourse cohesion include:

- **reference:** the use of pronouns, demonstratives, etc. to refer to something in another sentence or another part of the sentence.
Stress is a symptom of daily life. It is with us from the moment we wake up.
- **ellipsis:** the omission of part of a sentence.
Some exercise can help, too much cannot.
- **substitution/lexical cohesion:** replacement of one word with another word/phrase to avoid repetition.
*"I'll have a coffee and a doughnut, please."
"And I'll have the same."
My daughter has exams tomorrow. The poor thing has been studying all month.*
- **enumeration:** the use of numbering to list elements.
Firstly, you should plug in the DVD player. Secondly, switch on your TV.

4 a) **6.8.3** What generalisations can you make based on the text? Use *most, a lot of, it's normal, tend to*. e.g. *Most experts believe a little bit of stress is not a problem.*

b) **6.4.1-5** Find an example of:

- 1 reference in paragraph A.
- 2 ellipsis in paragraph B.
- 3 substitution/lexical cohesion in paragraph G.
- 4 enumeration in paragraph G.

5 **6.9.3** **6.9.4** Answer the questions.

- 1 How is 'eustress' different from 'distress'? How is it similar?
- 2 What effect does the stress management industry have on people?

6 **9.1** Write a summary of the text in about twenty sentences. Link and develop the main ideas of each paragraph below.

- Para A** The media tells us that stress is bad for us.
Para B Only excessive stress has a negative effect.
Para C Stress can help us deal with problems.
Para D Stress can also improve brain function.
Para E There are two basic types of stress.
Para F The two different stress types require two different responses.

7b

Vocabulary

See Further Practice section

Vocabulary from the text

1 1.1 Replace the underlined words in the sentences with:

- beneficial • mild • evolved
- assistance

- 1 The human body has developed ways to deal with difficult situations.
- 2 Regular exercise is helpful to your mental health.
- 3 The injured pedestrian asked for medical help.
- 4 Don't worry if you occasionally experience moderate stress.

2 1.1 Fill in the gaps with the words in their correct form.

- handle • deal • take • sort

- 1 The therapist helped the couple out their problems.
- 2 It's Bill's responsibility to care of customers' complaints.
- 3 The government should with the problems in the health system.
- 4 Stress occurs when we think we can't our problems.

- distinguish • recognise
- perceive

- 5 Stress is as something we should all avoid.
- 6 I didn't Anna when she walked in wearing a baseball cap.
- 7 It's important for children to between teasing and bullying.

3 1.1 Fill in the gaps with: *mild, deal, extent, time, push, daily, beats*.

- 1 life; 2 from to time; 3 stress; 4 the heart; 5 to with the problem; 6 to to the limit; 7 to a large

Idioms

4 1.6 Complete the exchanges with the following phrases: *breathe new life into, full of life, that's life, matter of life and death, prime of my life*. Explain the idioms.

- 1 A: I'm so sorry, but I won't be able to finish the report until next week.
B: Don't worry about it. It's hardly a
- 2 A: I can't believe we've got another test next week.
B: I know, but! What can we do?
- 3 A: I'm going to train for the London Marathon. Are you interested?
B: I'm not in the like you. My body wouldn't cope.
- 4 A: How do you think Sue will handle her promotion?
B: I think she'll do very well. Her creativity will the company.
- 5 A: I can't believe Greg can run around like he does all day!
B: He's always been energetic and

Moods & Feelings

5 1.1 Replace the words in bold with: *content, devastated, relaxed, depressed, self-centred, satisfied, petrified*.

- 1 Jeff felt really **pleased** when he finished tidying his room.
- 2 We were all **upset** when we heard the terrible news.
- 3 She's been so **sad** that she does nothing but cry all day.
- 4 I'm really **happy** with my life right now.
- 5 Tony is **selfish** and never considers how others might feel.
- 6 Sarah was **frightened** of being alone.
- 7 Beth looked **calm** after her decision to move abroad.

Phrasal verbs

6 1.1 Fill in the gaps with: *up, about, for, apart or down (X2)*. Check in Appendix 1.

- 1 I never thought Craig would settle, but now he has a big family.
- 2 Khalid's hard work brought his success.
- 3 I feel very tired. I'm going to take some time off and wind a little.
- 4 They broke and never talked to each other again.
- 5 She fell when she heard the bad news.
- 6 Nurah fell the bracelet the first moment she saw it.

Grammar in use

See Further Practice section



Passive voice




The Taj Mahal **was built** by Shah Jahan in the seventeenth century CE in the city of Agra in India. It **is considered** one of the world's most beautiful buildings and **has been named** one of the New 7 Wonders of the World. A large copy of the Taj Mahal **is being constructed** in Dubai.

ACTIVE	Subject	Verb	Object
	Gustave Eiffel	built	the Eiffel Tower in 1889.
PASSIVE	Subject	Verb	Agent
	The Eiffel Tower	was built	by Gustave Eiffel in 1889.

see p. GR20

Personal/Impersonal constructions



People believe that graffiti is a form of art. (active)
 It is believed that graffiti is a form of art. (impersonal)
 Graffiti is believed to be a form of art. (personal)

see p. GR21

- 6.3.2 Look at the *passive verb forms*. When can't we omit the *agent*?
- 6.3.2 Complete the sentences in the *passive*.
 - The gallery's window (break) last night by a vandal.
 - We (teach) music in our school.
 - All the tickets (already/sell) for the concert.
 - The theatre (restore) by May.
 - The new arts centre (open) next Monday by the Mayor.
- 6.3.2 Fill in *by* or *with*.

<i>by</i> + agent	<i>with</i> + instrument
-------------------	--------------------------

 - This painting was painted a famous artist.
 - The photos were taken a digital camera.
 - That vase was made a special tool.
 - That portrait was done an amateur painter.
- 6.3.2 Put the verbs into the correct *passive form*.

A new initiative by the local community which 1) (call) "Young Artists Unite" 2) (announce) this month. The scheme 3) (say) to bring together young people from all backgrounds in order for them to 4) (teach) about art. Young people up to the age of 18 5) (invite) to participate and special seminars 6) (provide) to allow them to create their own works of art, while 7) (supervise) by qualified art teachers. Sessions 8) (schedule) for once a week and no fee 9) (charge).

- Read the examples. How do the two structures differ?
- 6.3.2 Rewrite the sentences.
 - They believe the famous author is in town.
 - The famous author
 - It
 - They say the new film was a hit.
 - The new film
 - It
 - Locals think the art gallery is closing down.
 - The art gallery
 - It
 - People believe that the writer has created an excellent plot.
 - The writer
 - It
 - They say that the sculptures are so lifelike.
 - The sculptures
 - It
- 3.3 Listen to the process of how ice sculptures are made. Take notes about the process. Then, tell the class.
- 6.3.2 Complete the exchanges using the words in brackets and the correct *passive form*.
 - A: Did they invite a lot of people to the opening of the gallery?
 B: Oh yes, about (100 people/invite).
 - A: Where is the accounts department?
 B: Oh, it (move) to the fifth floor.
 - A: What will happen to the old library?
 B: They want to build a new car park so it (pull down).
 - A: Where are Ali and Rashed?
 B: They (promoted). They work at the head office now.

7d

Reading

1 **6.3** A procedural text is a text that shows a process in order. Which of the following are procedural texts? Tick (✓)

- 1 an email giving information
- 2 instructions for a game/ process
- 3 a recipe
- 4 a letter applying for a course/post
- 5 rules for sth
- 6 a set of directions

2 Read the texts and identify the main idea of each. What is each about?

3 **6.3.1** Listen and read again. Answer the questions.

- 1 What is the purpose of each text?
- 2 Who is each text aimed at?
- 3 What does the reader learn to do in each text?

4 **7.8** Read the texts again. Which of the following are true about procedural texts? Tick (✓)

- 1 They are simple, short and to the point.
- 2 They are written in past tenses.
- 3 They are written in the second or third person.
- 4 Information can be presented under headings and in sequence.
- 5 Sequencing connectives can be used.
- 6 Active, imperative verb forms are used.
- 7 Non-personal direct language is used.
- 8 Discourse markers are used.

5 **9.8** Write two of the following texts.

- how to copy pictures from a camera to a PC
- a recipe of your favourite dish
- directions from your school to a cultural place
- a set of rules for the members of the school sports club

A Cheese Omelette

- Ingredients**
- 2 eggs
 - 2 tablespoons of milk
 - Pepper (optional)
 - Salt (optional)
 - grated cheese
 - Medium-sized frying pan

- Method**
- 1 In a bowl mix the eggs, milk, and a dash of salt and pepper.
 - 2 Add a little butter to your pan and place over a medium heat.
 - 3 Pour the egg mix into your pan.
 - 4 As the bottom sets, run your spatula around the sides and lift carefully to let the uncooked portion flow under it.
 - 5 Let the omelette cook until set.
 - 6 Sprinkle as much cheese as you want on the omelette.
 - 7 Remove the pan from heat.
 - 8 Fold the omelette in half and put it onto a plate.

Cooking time 10 mins. Serves 1 person



B Make a Model Solar System



- Materials**
- a large piece of poster board
 - felt tip markers/pens or tempera paints
 - scissors
 - clear fishing line
 - single hole punch
 - a coat hanger

- Directions**
- 1 Cut out the planets and the sun. Use rough estimates of size for each planet and star. Don't forget to make a ring for Saturn.
 - 2 Use the hole punch to make a hole in each one through which to tie the fishing line.
 - 3 Paint the planets and sun models.
 - 4 Tie the sun to one end of the hanger.
 - 5 Then tie on the planets in order. Make them higher or lower than their neighbours to give them more space.



C

How to go from Oryx Rotana, Doha to the Museum of Islamic Art

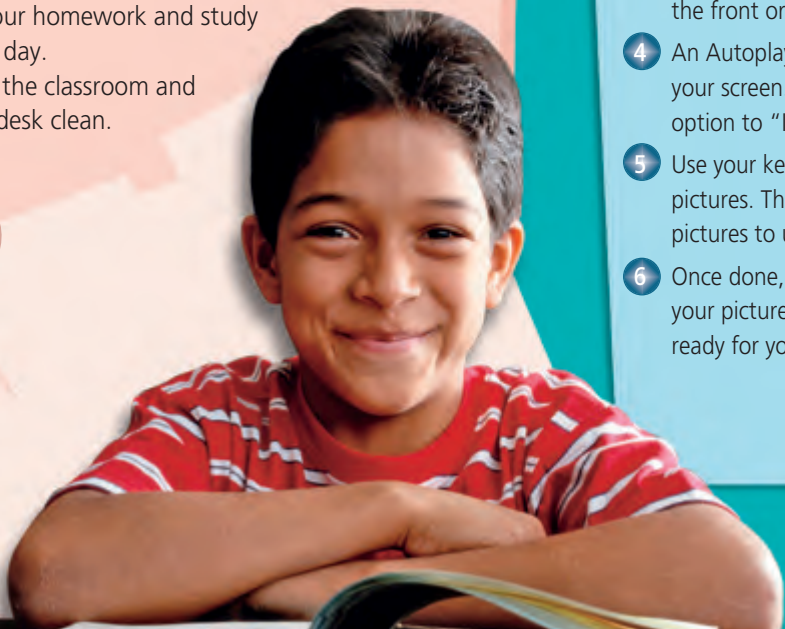
- Head southwest.
- Take the 1st right toward C Ring Road.
- Continue straight onto C Ring Road.
- Continue along C Ring Road.
- At the roundabout, take the 1st exit onto Al Corniche St.
- Continue along Al Corniche St.
- Slight right on Al Corniche St.
- Turn right.
- At the roundabout, take the 1st exit.
- Turn left.
- Turn right.
- Turn left.

The Museum of Islamic Art is on the right.

D

Classroom rules

- 1 Respect your classmates and teacher.
- 2 Be helpful.
- 3 Be polite.
- 4 Be in class on time.
- 5 Do not misbehave in class.
- 6 Bring your materials and have them ready to use.
- 7 Do not eat in the classroom.
- 8 Raise your hand and wait for permission to speak.
- 9 Do your homework and study every day.
- 10 Keep the classroom and your desk clean.



E

How to Import Pictures from a Mobile Phone to a Computer



- 1 Take some pictures using your mobile phone. Save them in your pictures folder.
- 2 Connect the small end of the USB cable to your phone. The port is usually found on the side of the phone.
- 3 Connect the large end of the USB cable to your computer. You can find the USB slot on the front or back of the computer.
- 4 An Autoplay window should now pop up on your screen. Using your mouse, click on the option to "Import pictures and videos".
- 5 Use your keyboard to enter a filename for your pictures. Then click "Import" and wait for the pictures to upload.
- 6 Once done, click "Finished". The folder with your pictures will now pop up on your screen, ready for you to use!

7e

Listening skills

1 a) **3.4.4 3.4.5** You are going to listen to some people discussing how to attract more people to a leisure centre. Listen and identify who each person is (*the chairperson, the head accountant, the head of marketing, the leisure centre manager*). What style of language is used? Give examples.

b) **3.4.1** Listen to the discussion again. Which of these points are discussed as ways to attract more members to the leisure centre? What is the final decision?

- 1 organise sports competitions
- 2 offer discounts for family memberships
- 3 spend more money on advertising
- 4 update equipment and facilities
- 5 employ more fitness instructors
- 6 lower membership fees

c) **3.4.2** The chairperson transacts turn-taking by:

- a leaving a pause between speakers.
- b introducing speakers by name.
- c using keywords.

d) **3.4.3** Which of the phrases below do the speakers use to agree/disagree? add points? suggest alternatives? modify?

Agreeing/Disagreeing

- Well, it's worth a try./I think this is a great idea./I suppose that might work./Yes, I suppose we could.
- Well, I have my doubts about that because/I'm not sure that's a good idea./I don't see how this could work./No, we need to think of something else.

Adding points

- We could also/Another thing we could do... .

Suggest alternatives

- What about ...?/Perhaps we should/could/I suggest that/I think it would be a good idea to/Instead, why don't we

Modifying

- I see your point./What about ... then?/I see. We could ... then.

e) **3.4** Listen again and take minutes as if you were a secretary present at the meeting. Use them to summarise the points discussed. Report to the class.

2 **1.1** You are going to listen to a lecture about the roles and importance of friends and families in our lives. Before you listen, check these words and phrases in the Word List.

- social environment • inseparable • inherit
- genes • adopted • nurture • bond
- adolescence • enhance

3 **3.3.3** Listen and choose the best answer A, B or C.

- 1 According to Dr Jacobs, our personalities are shaped by
 - A the conditions in which we are raised.
 - B our genetic makeup.
 - C both genetic and environmental factors .
- 2 Dr Jacobs believes that
 - A friends are more important than family.
 - B family is more important than friends.
 - C both family and friends play equally important roles in our lives.

Clarifying

Sometimes we do not completely understand the things we are told and/or we want more information. When this happens, we ask for clarification e.g.:

- Can you be more specific? • What do you mean exactly? • Can you give me some examples? • Can you clarify that for me? • Are you saying that ... ?

4 a) **3.4.5** Listen to the lecture again and take notes about the main points.

b) **5.8** Using your notes give a summary and evaluation of the lecture to the class. Use the checklist below.



Checklist **8.2**

- The lecture explained the points clearly.
- The material was well-organised.
- The lecture was interesting.
- The lecture helped you understand the subject better.

c) **3.3.4** The class asks for clarification during your summary. Make sure you: *distinguish fact from opinion; give relevant feedback; discuss merits; issues; options; preferences and propose alternatives.*

5 **4.4.6** How important are friends/family to you? Tell the class. Try to express more complex ideas.

Speaking skills



Asking about/Expressing feelings – Expressing sympathy/regret

1 a) **1.2** **9.1** John has seen a classmate being bullied. He is talking about it to his sister Lucy. Use the phrases A-E to complete the dialogue.

- A How terrible!
- B I wish I had done something to help.
- C You must have been really scared.
- D Is something bothering you?
- E I wouldn't know what to say.

Lucy: Hi, John. **1)**
You seem a little upset.

John: Actually, I feel terrible.

Lucy: It can help to get things off your chest.

John: Well, I was walking to school when I saw James Richards being bullied.

Lucy: **2)**
What did you do?

John: That's the thing – I didn't do anything! I feel so guilty. If only I had said something to the bullies, they might have left him alone.

Lucy: You don't know that. They may have hurt you as well.

John: But I just stood there hiding behind a tree. It was so cowardly of me.

Lucy: **3)**
I think that's quite natural.

John: **4)**
They pushed James into a puddle and stole his lunch money. Imagine how he must have felt.

Lucy: I'm sure it's not been easy for him either. Maybe the best thing to do is to go and tell him you saw what happened. Maybe he needs someone to speak to, too.

John: I just feel terrible for not helping him.

Lucy: **5)**
Well, just tell him you're sorry. I'm sure he'll understand.

John: You're right. Thanks Lucy.

b) Listen and check. Take roles and read the dialogue aloud.

2 **4.4.5** You have seen a classmate of yours being teased by his classmates. In pairs, act out a similar dialogue to the one in Ex. 1. Use phrases from the language box. Take longer turns and allow your partner to develop theirs.

Asking about feelings

- How are you? • You don't look well.
- Are you annoyed/upset/OK/etc ...?
- Is something bothering you? • What's wrong?

Expressing feelings

- Actually, ...
- To be honest, I feel ...
- I'm upset.
- Well, it's been one of those days ...
- I'm a bit depressed.

Expressing sympathy

- Oh dear! • How terrible!
- You must have been really upset/frustrated/ etc.
- Don't let it get to you.
- You could never have known.

Expressing regret

- If only I had said ... • If I could, I'd ...
- I should have ...

Expressing opinion/ Giving reasons

3 **4.4.3** In pairs, discuss the questions. Use the ideas below and phrases from the language box.

- How do teenagers feel in each situation?
- Which situation is the most stressful?



Ideas

- quarrelling with parents: common; upsetting; not mean they have a bad relationship
- moving house: difficult time; new school/friends; stressful
- failing a test: shocking experience; disappoint parents; low self-esteem
- feeling lonely: no one to turn to; feel miserable/unhappy

Giving reasons

- I think this is serious/difficult because ...
- I would imagine that ... because ...
- I'm not sure how I would cope with ...

4 Listen to two people discussing the questions. Compare their answers to yours.



7g

Writing (1) A letter of complaint 9.8.2

▶ Writing Bank 7 p. WB7

Prompt analysis

1 7.8 **Read the prompt. Find the key words.**

You recently bought a digital camera from a shop, but when you got home you discovered that the camera was faulty. When you took it back, the salesman was rude to you. Write a **letter** to the head office of the company complaining about the poor service you received (120-180 words).

Which of these sentences could appear in the letter?

- A I often check reviews of goods online.
- B The salesman accused me of damaging it.
- C I was deeply offended by his remark
- D Photography has been my hobby for years.
- E I demand a full refund and a written apology.

Model analysis

2 7.8 **Read the model. Match the paragraphs (1-4) to the descriptions. How many complaints does the writer have? Which words does the writer use to introduce his complaints?**

Dear Sir/Madam,

1 I am writing to express my strong dissatisfaction with the service I received in your shop. I was sold a faulty digital camera and was treated with great disrespect.

2 Last Saturday morning, after a great deal of thought and research, I bought a ZX650 digital camera from your shop. Unfortunately, when I got home, to my great dismay, I found that the automatic lens cover would not open when I switched the camera on. The camera was clearly faulty.

3 To make matters worse, the way the salesman treated me when I attempted to return the camera was disgraceful. He first accused me of dropping the camera and breaking it. When I told him this was not the case, he actually implied that I was lying and refused to offer me a replacement or a refund. I was deeply offended by this accusation.

4 Needless to say, I am extremely annoyed by this incident. I demand a full refund and a written apology or else I will be forced to take further action.

Yours faithfully,
Theresa Martin
 Theresa Martin

- A second complaint with justifications/examples
- B first complaint with justifications/examples
- C action to be taken, closing remarks
- D reason for writing, opening remarks

3 a) 6.3 **Letters of complaint can be mild or strong in tone. Match the halves to make sentences. Write M (mild) or S (strong).**

- 1** I hope you will give
- 2** I am writing to complain
- 3** Firstly, the service was not
- 4** Unless this matter is resolved,
- 5** Not only was the salesman
- 6** I feel I must inform you

- A I will be forced to take legal action.
- B how appalled I was by ...
- C rude, he was also completely useless.
- D this matter your prompt attention.
- E about an item I purchased.
- F what I have come to expect from ...

b) 9.8.2 **What is the tone of the model letter of complaint: firm? courteous? polite? friendly?**

4 7.8 **Read the extract. What tone has the writer used? Rewrite the extract using the opposite tone.**

I feel I must protest about my recent stay in your hotel. The quality of service was shocking, the staff was extremely unhelpful and I was appalled by the disgusting state of the rooms ...

... I will never use your company's services again. I demand an apology and insist that you provide me with a full refund.

5 **6.4.6** Choose the correct linkers.

- 1 **Despite the fact that/In spite of** your brochure advertised excellent service, the waiters were incredibly rude.
- 2 **Because/Owing to** the low quality of food in the hotel restaurant, we were forced to eat out.
- 3 We asked for another waiter. **Nevertheless/Even though**, he was just as rude as the first.
- 4 Not only was the pool closed for the time we stayed, **but/however** we were also significantly overcharged on leaving.
- 5 Other customers were being served **moreover/whereas** we had to wait one hour for a waiter even to take our order.
- 6 I ordered the vegetarian lasagna. **However/Although**, the waiter brought a meat lasagna.

Your turn

6 a) **9.8** Read the prompts. What are the key words?

A You took a relative out for a birthday meal, but you were not satisfied with the restaurant. The food was not what you ordered and the waiter was rude. Write a **letter** of complaint to the manager of the restaurant (120-180 words).

B Your family recently stayed at a hotel, but the pool was closed, the food was terrible and you were overcharged at the end of your stay. Write a **letter** to the manager explaining why you are dissatisfied and asking for action to be taken (120-180 words).

b) **7.8** Choose one of the prompts and answer the questions.

- 1 Who are you writing to?
- 2 What are your complaints?
- 3 What tone is your complaint?
- 4 What action do you want the manager to take?

7 **9.8.2** Choose a prompt from Ex. 6a. Use your answers from Exs 5 & 6b to write a letter of complaint. Follow the plan and include linkers.

Useful Language

To begin

- I am writing to complain about/draw your attention to/express my disappointment with ...
- I am writing to express my annoyance/extreme dissatisfaction with/anger at ...

To end

- I hope/trust this matter will be dealt with/resolved as soon as possible/will receive your immediate attention.
- I feel that I am entitled to a full refund/an apology/compensation/a replacement.
- Unless this matter is resolved, I will have no option but to take matters further/legal action.

Plan

8.1 9.8

Introduction

(Para 1) *reason for writing & opening comments*

Main Body

(Para 2&3) *complaints in chronological order with reasons/justifications*

Conclusion

(Para 5) *state what action you expect to be taken & closing remarks*



Checklist **8.2-4**

When you finish writing your letter, check for the following:

- word length
- inclusion of all main points from the prompt
- appropriate formal style
- correct grammar, spelling and punctuation
- clearly laid out paragraphs
- use of linkers
- use of examples/reasons to justify each complaint

7g

Writing (2) An instructional text

Prompt analysis

- 1** **7.8** Read the prompt and answer the questions.

You have decided to enter a magazine competition for the best recipes. Write the **recipe** for your favourite salad. Your recipe should include a list of ingredients and instructions for preparing the salad (120-180 words).

- 1 What are you going to write?
- 2 What must it include?
- 3 How many words must you write?

Model analysis

- 2** a) **9.8.3** Read the model recipe. Then fill in the gaps (1-9) with words from the list: *add, boil, cut, mix, pour, put, remove, serve, slice*.


Vegetarian Chef's Salad

Ingredients

2 eggs	2 tablespoons mayonnaise
8 lettuce leaves	1 tablespoon tomato ketchup
150g Edam cheese	1 tablespoon vinegar
1 small cucumber	1 tablespoon olive oil
1 large tomato	salt and pepper

Preparation

- 1) the eggs for 10 minutes.
- 2) up the lettuce leaves and put them into a salad bowl.
- Cut the cheese into small pieces and add them to the bowl.
- 3) the cucumber and cut the tomato into pieces. Then add them to the bowl.
- 4) the shell from the eggs, slice them and put them on the top of the salad.
- 5) the mayonnaise, tomato ketchup, olive oil and vinegar into a small bowl and 6) them well.
- 7) salt and pepper.
- Finally, 8) the dressing over the salad.
- 9) with fresh bread.



- b) **9.8.3** What verb form is used in answers 1-9 in Ex. 2a? Why is this verb form used?


- 3** **9.8.3** What style of language is used? Why?

- A informal and chatty
- B formal and difficult
- C direct and simple

Structure

- 4** a) **9.8.3** Read the instructions. Then fill in the gaps (1-4) with the correct title and headings: *Instructions, How to Assemble a Bike, Tools, Parts*.

1)



2)

- 1 Frame with back wheel attached
- 2 Front wheel
- 3 Handlebars
- 4 Pedals
- 5 Saddle

3)

- spanner

4)

- Remove all parts from the box.
- Use the spanner to loosen handlebar bolt A and slide handlebars (3) onto frame (1).
- Adjust height of handlebars (3) and tighten bolt (A).
- Loosen saddle bolt (B) and place saddle (5) on frame (1).
- Adjust height of saddle (5) and straighten before tightening the bolt B.
- Turn bike upside down and put front wheel (2) on fork (C). Straighten and tighten fork bolt (C).
- Slide pedals (4) onto crank arm (D) and tighten bolts.
- Turn bike right side up again and spin front wheel (2) to make sure it spins freely.
- Face the bike, hold front wheel (2) between your legs and straighten handlebars (3). Tighten handlebar bolt (A).

b) Answer the questions.

- 1 What are the title/headings in the model recipe in Ex. 2a?
- 2 What is the purpose of titles and headings?
- 3 How are the points organised under each heading? Why?
- 4 What do the numbers and letters in the instructions in Ex. 4a refer to? How do these help the reader?

Sequencing connectives

- 5** a) **9.8.3** Read the model and fill in the gaps with the following sequencing connectives: *then, finally, when, first, until, and*.

How to get to the National Art Gallery

- 1) come out of the train station by the main exit and turn left.
- 2) walk down Baker Street for about 100 m.
- 3) you get to the traffic lights, turn right into Wellington Street.
- Go straight down Wellington Street 4) take the third left into Bond Street.
- Walk past the National Museum and carry on 5) you have crossed the bridge.
- 6) , turn left onto Princes Street. The National Art Gallery is between the library and the courthouse.

- b) 9.8.3** What is the purpose of the sequencing connectives? Can they be used with recipes and assembly instructions?

Your turn

- 6** **9.8.3** Read prompts A, B & C below. Choose one of them, and write your recipe, instructions or directions.

A You work for an English-language magazine. The editor has asked you to write a recipe for a national dish. Write your **recipe**, including a list of ingredients and instructions for preparing the dish (120-180 words).

B You work for a modelling magazine. Next month's magazine will include a free model car kit. Your editor has asked you to write some instructions for assembling the car. Write your **instructions**, including a list of parts and tools (120-180 words).

C You work at a hotel in The Pearl. Your manager has asked you to write a set of directions for guests telling them how to get to a tourist attraction from The Pearl. Write your **directions** (120-180 words).

Useful Language

Recipes

- Put the ... and in a large mixing bowl and mix together.
- Beat/Boil/Slice/Cut/Pour the
- Stir together in a small bowl.
- Bake (for) 20 minutes until ... is
- Bake in a preheated oven at for minutes.
- Leave to cool (for ...).
- Serve with

Assembling things

- Remove all parts.
- Place ... into/on ...
- Loosen/tighten bolt/screw.
- Attach/Adjust/Slide, etc

Giving directions

- Come out of ... and turn left/right.
- Go down the street/road, etc.
- Take the first/second, etc turning on your left/right.
- Walk down/up the street/road, etc until you reach/come to the library/hospital/theatre/roundabout, etc....
- Follow the road for ... m/km/miles, etc.
- Go past the ... and then

Checklist 8.2-4

When you finish your instructional text, check for the following:

- Have you written a title?
- Have you included all the necessary sections under the correct headings?
- Have you used imperatives?
- Are your instructions clear and simple?
- Are there any grammar/spelling/punctuation mistakes?

7_g

Writing (3) A letter of application 9.6

Prompt analysis

- 1 **7.5.2** **7.8** Read the rubric and answer the questions.

You have seen this advertisement in an international magazine.

Summer English School

Do you want to improve your English? Book now for a two-month course in July/August in the English countryside. Send a letter applying for the course to Woodley College before March 31st.

Write your **letter** applying for the course and send it by email (120-180 words).

- 1 What is the purpose of your letter?
- 2 What style should you use: *formal*, *semi-formal* or *informal*?
- 3 Which of the following do you need to include:
 - a a description of your appearance?
 - b the reason why you want to do the course?
 - c all of your hobbies?
 - d the pros and cons of studying a foreign language?
 - e your age/qualifications/current studies?

Model analysis

- 2 a) **7.8** Read the model. Which paragraph includes: *closing remarks?* *the reason for choosing the course?* *the reason for writing?* *age/qualifications/studies?*

To: Woodley College
From: Mahmood Siddiqui
Cc:
Date: 23rd February, 20..
Subject: Summer English School

Dear Sir/Madam,

A I am writing to apply **1) on/for** the English course that is taking place **2) by/in** July and August at Woodley College.

B I am sixteen years old and I am currently studying English **3) for/at** college where I am a member of the English club. Last year, I achieved a score of 6 in the IELTS. I hope to go **4) through/on** to study English Literature in an English university.

C This course would be a great chance **5) to/for** me to improve my spoken English. In my country, I do not have the opportunity to speak as much English as I would like and studying in the English countryside would be perfect **6) to/for** me.

D I realise that there are not many places **7) at/on** the course, but I hope you will consider my application. I enclose a CV and a reference from my English teacher. I look forward to hearing **8) to/from** you.

Yours faithfully,

Mahmood Siddiqui

Mahmood Siddiqui

- b) **1.2** Read the model again and choose the correct preposition.

Qualifications & Studies

STUDY SKILLS

Qualifications & Studies

A letter of application needs to include information about your qualifications and what you are studying at the moment. It is important to show that you are suitable for the course by giving suitable qualifications, studies or other information.

- 3 **7.8** Find the expressions that Mahmood has used in the model letter to introduce his studies, qualifications and other information.

Opening & Closing paragraphs

- 4 **9.6.4** Expand the prompts to make opening and closing paragraphs.

- A** I/write/apply/summer music course/take place/July/The Foley School of Music.
- B** I/be interested/apply/English course/be advertised/The Evening News.
- C** I/be grateful/consider/application./Please find enclosed/CV/contact details./I look forward/hear/you.
- D** not hesitate/contact me/require further information./I enclose/CV/letter of reference.



CVs

NOTE

Reverse chronological order

We usually send a CV together with a letter of application. In a CV, employment/work experience, education and qualifications should be presented in reverse chronological order, from the most recent information to the oldest information.

- 5** 7.5.1 7.8 **Complete the CV with the headings:**
Education – References – Qualifications –
Employment/Work Experience – Hobbies & Interests.
Is the information in reverse chronological order?

Alex Jones,
 56 Kennelly Way,
 Fulton, FL2 9BD
 mobile: 0794 632 9827
 alexjones@hotmail.com

- 1) ...**
 • volunteer office clerk on The Fulton News (2012-)
 • assistant editor on school newspaper (2010-2012)
- 2) ...**
 • Fulton Further Education College (2012-2014)
 • Fulton High School (2006-2012)
- 3) ...**
 • A levels: English (A*), History (A), Business Studies (A)
 • GCSEs: English Lang. (A*), Maths (A), History (A), French (B),
 Physics (B), Biology (B)
- 4) ...**
 I am very interested in local, national and international news. I like reading history books and visiting museums.
- 5) ...**
 Mr George Denton, English Teacher, *Fulton High School*
 Mrs Harriet Walker, Editor, *The Fulton News*

Your turn

- 6** 7.8 **Read the prompt. Write your CV for this course.**
Use ICT to organise and present your CV attractively.

You have seen this advertisement in an international magazine.

Journalism Course

Do you want to write for newspapers and magazines? Book now for a six-week course in journalism. Send a letter applying for the course to Preston Academy before May 31st.

Write your **letter** applying for the course and send it by email (120-180 words).

- 7** 9.6 **Now write your letter. Use the information from your CV. Follow the plan.**
- 8** 8.4 **Swap papers and edit your partner's letter.**

Useful Language

- Opening remarks**
- I am writing to apply for (a place on)
 - I am interested in applying for a place on
- Qualifications, studies and other information**
- I have completed my
 - My qualifications include
 - I am (currently) a student/studying at
- Reasons for choosing the course**
- I want to improve my ... because
 - This course would be a great chance to
 - I would (greatly) benefit from
- Closing remarks**
- I would be grateful if you considered my application.
 - Please find enclosed my CV and a letter of reference.
 - Do not hesitate to contact me if you require further information.
 - I look forward to hearing from you.

Plan

9.6

- Dear Sir/Madam,
- (Para 1) *reason for writing*
- (Para 2) *age, qualification, studies and other information*
- (Para 3) *reason for choosing the course*
- (Para 4) *closing remarks*
- Yours faithfully, + full name



Checklist 8.4

- When you finish writing your letter of application, check for the following:
- have you given your reason for writing?
 - have you included your age, qualifications, studies and other information?
 - have you given the reason you are applying?
 - have you used formal language?
 - 9.6.2 have you checked for spelling, punctuation and grammar mistakes?

Language Knowledge 7

1 1.1 For gaps 1-10, read the text below and fill in the gaps with one of the words in the list. There is an example (0).

- if • most • of • until • around • be • get • in • on (x2) • by

To: John
From: Steve
Subject: Next Weekend!

Hi John,

How are things? I'm really looking forward to your visit next weekend. I can't wait to show you **0** *around* my new home!

Unfortunately, I won't **1** able to meet you at the station. My classes on Friday don't finish **2** six. However, **3** you follow my directions, my flatmate will be home to let you **4**

Here's how to get there. The **5** convenient way is **6** catching the number 41 bus from outside the train station. Stay on the bus for about fifteen minutes and **7** off opposite the children's hospital. Then continue along the same road on foot and turn down Marchmount Terrace, which is the second turning **8** the right. We live in flat four at number 37.

Think **9** what you'd like to do in Edinburgh. How about visiting the castle, or going to the art gallery? Or perhaps you fancy going **10** an open-top bus tour!

See you soon,
Steve

2 2.1 For gaps 1-10, read the text below. Use the word given in capitals at the end of some of the lines to form a word that fits in the gap in the same line. There is an example at the beginning (0).


Souq Waqif

If you find shopping malls **0** *uninteresting* and long for something more **1**, why not head to Souq Waqif, the most **2** market in Doha? Here you can buy everything from **3** antiques to ingredients for authentic Arabic cuisine. Although the shops are built from wood and mud, and this was **4** the site of a market, what you see today is only a few years old. Souq Waqif was rebuilt using **5** materials and methods of **6**, and, as a result, it will take you back to an **7** era. The market is best enjoyed in the evening when the restaurants serve a **8** of delicious dishes and street **9** entertain people with their **10** skills.

INTEREST
THRILL
ATTRACT
DELIGHT

HISTORY

TRADITION
CONSTRUCT
EARLY
VARY
PERFORM
REMARK



3 7.8 9.8.3 Read the texts in Exs 1 & 2 again. How are the two texts similar? Think about: *non-direct language, active & imperative verbs, sequencing connectives and a clear statement of intended outcome.*

Word formation

4 2.1 Fill in the gaps with the correct form of the words in brackets.

When people feel **1**, (*misery*), it's normally very hard for them to find the **2** (*motivate*) to get out of the house and cheer themselves up. However, one of the most **3** (*effect*) ways to lift your spirits is to take part in a physical **4** (*active*). T'ai chi isn't simply one of the martial arts, it's also one of the most versatile forms of exercise you can imagine. Anyone and everyone can do it. It can be a **5** (*recreate*) pastime which helps people feel better physically and **6** (*emotion*) or it can be a **7** (*profession*) pursuit for more serious athletes. T'ai chi combines the benefits of exercise with a good mental workout. T'ai chi can help you make new friends. It provides a platform for you to express yourself, boosts your **8** (*confident*) and self-esteem, and makes you feel happy. The magical world of T'ai chi can spark your **9** (*imagine*) and make you think **10** (*positive*). It will help you to set new goals. As well as making you fitter, it will allow you to constantly challenge yourself by taking more difficult classes. There's really no better way to find happiness.

5 9.8.4 You are the secretary of the arts club in your school. Write a memo to all the members of the club informing them about a lecture to be held in your school about the importance of exercising. Write your memo (60-80 words).

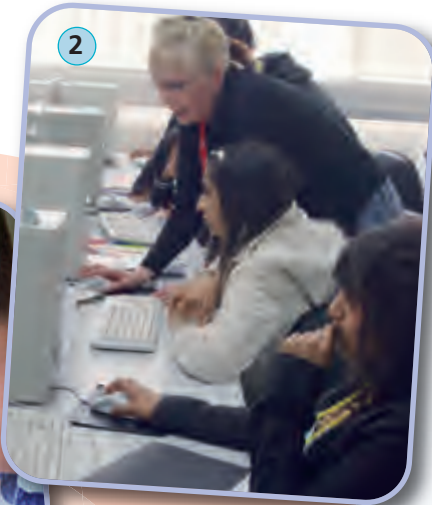
Education

Unit 8

Lead-in

1 a) In a minute write down as many school subjects as possible. Compare with your partner.

b) **4.1** Describe the pictures. What school subject is shown in each?



2 **7.5.2** Read the post on a student forum and choose the correct words.

✉
👤

I'm from Dundee in Scotland. Most children here go to **1) nursery/nursing** school for a year or two before proper school starts. Then, at the age of about five, we go to **2) first/primary** school. When you reach eleven, you have to go to **3) secondary/higher** school. You have to stay there for five years, until you're sixteen. You can leave school then if you want, or carry on studying for two more years at your school or at a sixth-form **4) college/university**. Most people in the UK send their children to a **5) state/government** school, but some pay. The funny thing is that the oldest and most famous private schools in the UK are called **6) public/free** schools. This is because they were included in the Public Schools Act of 1868.

Lucy, 16

3 **4.4** What types of school are there in your country? Tell the class.

4 **9.7.1** 🎧 Listen to Slava talking about his school life and take notes. Use your notes to compare your school life to Slava's.

Words of wisdom

"Education is not preparation for life; education is life itself."
(John Dewey)

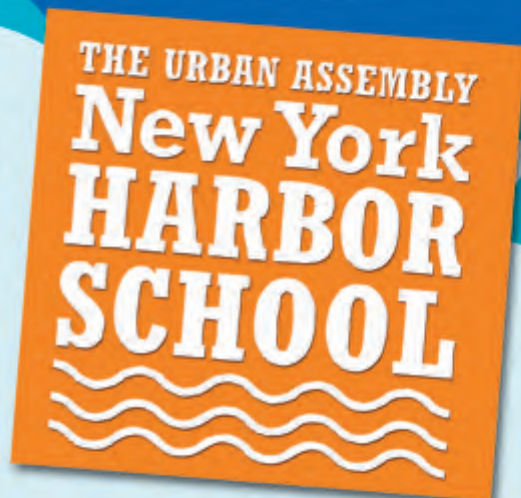
Discuss

8a Reading

1 **6.7.6** These key words appear in the text. How do you say them in your language? Check in the Word List.

- public high school
- traditional subjects
- marine science
- environmental conservation
- maritime culture
- practical skills
- greenhouse

In New York Harbor, there is a small school with big plans for its students – and a real commitment to the environment.



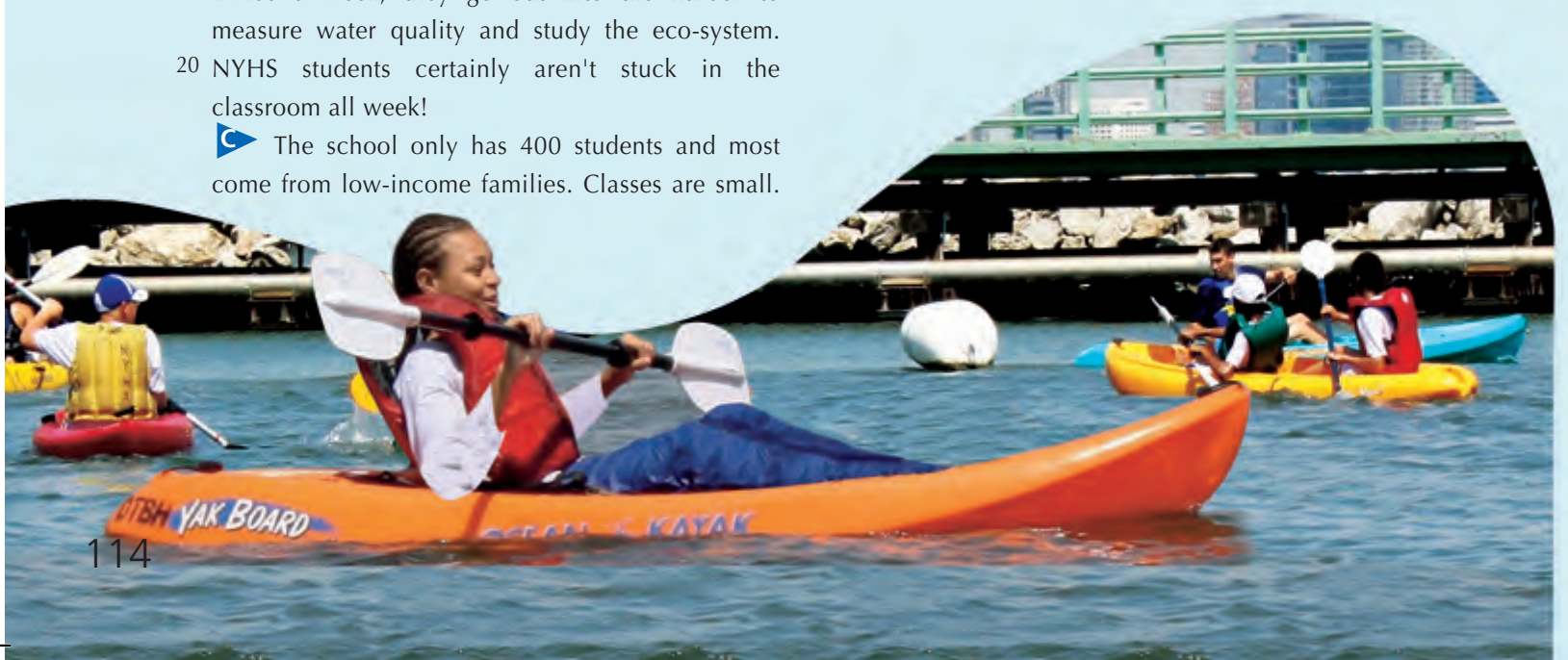
A The New York Harbor School – or NYHS – is a small public high school on Governor's Island, near Manhattan. From the outside, it looks like any other school, but it is anything but ordinary. **1** Until recently, the school was on an old site far from the water. But in 2010, NYHS moved to Governor's Island to be closer to the sea. Now, on the water's edge, the school can really achieve its goals.

B Students at NYHS don't just study traditional subjects like Math and Biology, but also Marine Science, Maritime History and Environmental Conservation. Students are also taught practical water skills. **2** The school also has a garden with a greenhouse and a boat-building workshop. Twice a week, they go out into the harbor to measure water quality and study the eco-system. NYHS students certainly aren't stuck in the classroom all week!

C The school only has 400 students and most come from low-income families. Classes are small.

3 What do the students themselves think? Ashley Charles says, "It's so amazing to be here. It was a dream of mine to have our own little world on an island. And now we have it, and it's like, wow!" Amy Mahon is also very enthusiastic. "Expect us to do great things," she says.

D Murray Fisher, an educational expert who helped set up the school, says NYHS is based on "communities taking control and taking care of their local marine eco-system." And the school is certainly turning words into action. One long-term goal is to introduce millions of oysters into the New York Harbor to clean the water there. **4** "They're not just going to school," he says. "Their classroom is the harbor."



2 6.7.2 Read the first sentence in each paragraph. What is the text about?

3 a) 7.5.2 Read the text and complete the gaps (1-4) with the correct sentences (A-E). One sentence is extra.

- A For example, they learn scuba diving, how to handle boats and how to navigate.
- B Principal Nathan Dudley believes that the water is the best place for these children's education.
- C This means each student gets lots of attention and teachers are easy to approach.
- D However, not all the students are that enthusiastic.
- E In fact, it is the only school in New York which focuses on the city's maritime culture.

b) 7.5.2 Answer the questions.

- 1 Which sentence in paragraph A gives the best description of NYHS?
- 2 According to paragraph B, why might the school be interesting to students?
- 3 Do you think the information in paragraph C should appear earlier in the text? Why? Why not?
- 4 In what way is NYHS different from other schools?
- 5 What would you change or add in your school to make it a special one?

Check these words 1.1

- commitment • achieve • goals • workshop
- quality • eco-system • low-income
- measure • long-term • oyster
- scuba diving • handle • navigate

4 3.3.4 Listen and read the text. Complete the sentences using your own words. Give evidence from the text.

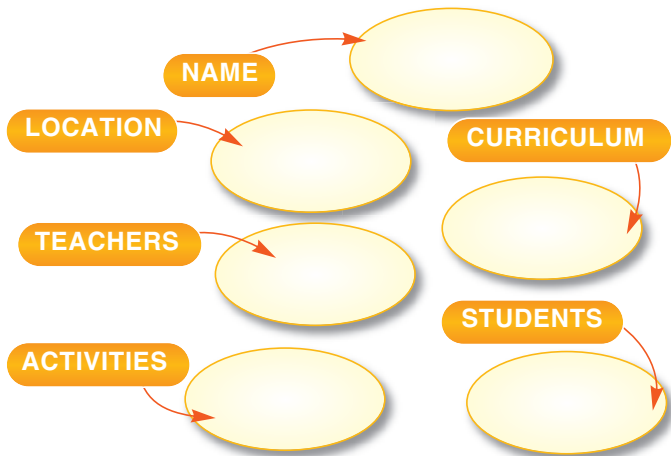
- 1 Apart from Maths and History students can study
- 2 Twice a week, the students
- 3 One aim of the NYHS

5 2.1 Write the noun and adjective that derive from the verbs below. Check in your dictionaries.

verb	noun	adjective
commit	<i>commitment</i>	<i>committed</i>
achieve		
introduce		
compete		
educate		
act		

6 6.6 ICT Visit the school's website online. Collect more information about the school. Use the flowchart below.

9.3.1 Write an article about it on your computer. Download photos to decorate it. Present it to the class.



7 6.7.5 6.9.3 Compare your school to New York Harbor School.

8 6.8.8 **THINK!** In three minutes write down three reasons why you would like to go to this school. Tell the class.

8b

Vocabulary

See Further Practice section

Vocabulary from the text

1 1.1 Replace the words in bold with:

- look after • aims • control
- find the way • talk to • state

- 1 Everyone in our neighbourhood goes to a **public** high school.
- 2 What are your **goals** in life?
- 3 Can you **handle** a boat properly?
- 4 He's a friendly person who's easy to **approach**.
- 5 Students are encouraged to **take care of** the garden.
- 6 Sailors used to **navigate** by the stars at night.

2 1.1 Choose the correct word.

- 1 The research team **counted/measured** the water pollution.
- 2 Traditional **lessons/subjects** are taught as well as scuba diving and boat-building.
- 3 The museum was built on a **position/site** near the river.
- 4 We **set up/opened** an environmental group.
- 5 Schools used to teach more **realistic/practical** skills like cookery and woodwork.
- 6 Aisha's project is **based/located** on environmental issues.

3 1.1 1.2 Fill in:

- greenhouse • enthusiastic
- low-income • experts
- culture • control

- 1 The city has a maritime because it is next to the sea.
- 2 Educational are very impressed with the school.
- 3 Can you take of the boat for a while?
- 4 families often cannot afford a private education.
- 5 My father grows vegetables in his
- 6 The students were about the trip down the river.

Topic vocabulary Education

4 1.1 1.3 Match the verbs to the nouns to make phrases related to things you do at school.

1	enrol	a	Maths/Music/History
2	do	b	low/high marks
3	have	c	your homework
4	get	d	on a course
5	pay	e	attention to the teacher
6	study	f	a break

5 1.1 Underline the correct word. Check in your dictionaries. Explain the rest of the words.

- 1 Peter is doing a six-month IT **course/curriculum/programme/schedule** at a technical college.
- 2 He is studying for a **certificate/degree/diploma/qualification** in History.
- 3 Mary got five **grades/marks/passes/results** in her GCSE exams.
- 4 About 200 students attended Professor Nelson's two-hour **class/lecture/lesson/seminar** on ancient sea trade.
- 5 Linda's parents hired a private **headmaster/professor/teacher/tutor** to help her with Physics.

Word formation (nouns referring to people)

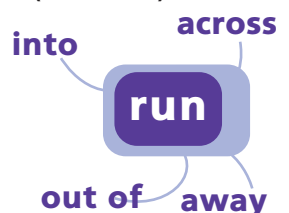
6 2.1 Form nouns from the words in brackets to complete the sentences.

We form nouns referring to people as follows:
verb + -er/-or (write-writer, conduct-conductor)
noun/verb/adj + -ist (cycle-cyclist)
noun + -an/-ian (library-librarian)

- 1 Over 200 attended the conference last weekend. (SCIENCE)
- 2 The guard asked the not to take any photographs of the paintings. (VISIT)
- 3 Our Chemistry won an award for his research. (TEACH)
- 4 He is a great (PHYSICS)

Phrasal verbs: RUN

7 1.1 Fill in the gaps with the correct particle from the spidergram. Check in Appendix 1.



- 1 I ran Ian while I was going to school. (meet by chance)
- 2 A bus ran a police car; thankfully no one was injured. (collided)
- 3 They ran money and had to close their business. (have no more)
- 4 When they saw the headmaster, they ran (left quickly)

Grammar in use

8c

See Further Practice section

Modals (ability/requests/permission/suggestions/offers)

Miss, **would** you yell at me if I didn't do something?

No, Sandra. Why would I?

Good, because I didn't do my homework.

Could you tell me the time, please? I've been invited to the graduation and my watch isn't going.

Why? Wasn't your watch invited?

Teacher, **can** I go to the bathroom?

Joey. **MAY** I go to the bathroom?

Sure! But can I go first, please?

Dad, **can** you write in the dark?

I **might**. Why?

Would you sign this report card, please?

see p. GR21

1 6.3.2 Choose the correct item.

- 1 **Could/Shall** you help me revise for the exams?
- 2 I **would/was able to** have finished all my Maths homework if he hadn't disturbed me.
- 3 **Can/Shall** you give me a lift to school tomorrow morning?
- 4 **Would/May** I borrow your book for a minute?
- 5 **Could/Will** I have a pencil, please?
- 6 **Might/Would** I see you for a minute, Mr Harris?
- 7 **Shall/Will** I take your coat?
- 8 You **would/may** see the headmaster now.
- 9 **Can/Would** I show you what I've done so far?
- 10 Ann **shall/is able to** run very fast.

2 a) 9.5.2 Match the uses of the *present simple* to their meaning.

We use the present simple:

- 1 for generalisations
- 2 for specificity (related to time)
- 3 for conditionals
- 4 for timetables (schedules)

- A When we talk about something which happens at a specific time.
- B When we talk about events which are planned by a service or a business.
- C When we talk about a certain group as a whole.
- D When we talk about things that are true if something is done.

b) 6.8.6 Now read the text and match the verbs in bold to their correct use.

3 9.5.2 Make two sentences for each use. Use the phrases below to help you.

- teen boys • at 9 o'clock • if • parents
- in September • during the holidays • unless
- every Monday

- generalisation**
- specificity**
- conditionals**
- timetables**

Present Simple

Homeschooling

Homeschooling is when parents teach their children at home rather than send them to a school. It can be a great way to focus on subjects that children **find** difficult. It also means that they don't have to **begin** at 8 in the morning or **end** in the afternoon like state schools. However, if a child




is homeschooled, he or she **does not get** the chance to make friends with others of their own age.

8d Reading

- 1** a) What do you intend to do when you finish school? Take a gap year? Go to university? Get a job? Why?
b) **4.2.1** What are the advantages/disadvantages of taking a gap year? Discuss in pairs.

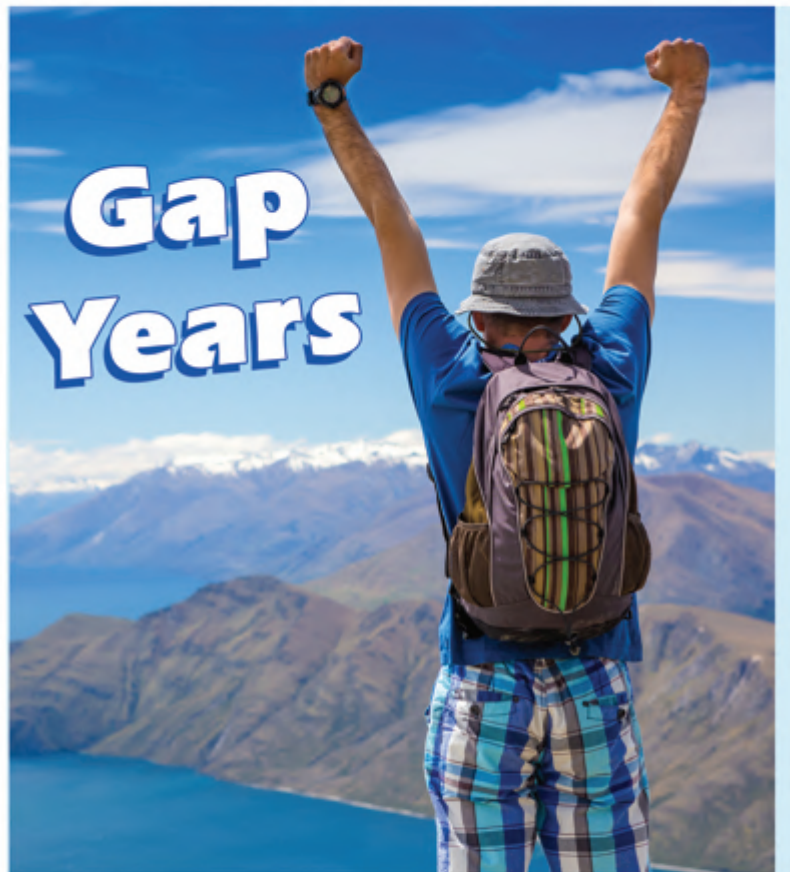
- 2** a) **1.1** Before you read, check these words in the Word List.

- take a break • personal development
- performance • mature • life skills • recruits
- independence • problem-solving

- b) **6.8.2**  Read the first sentence of each paragraph in the text. What do you think the writer's opinion about gap years is going to be? Listen and read the text to find out.

- c) Read the text again and answer questions 1-5.

- 1** **7.6** What is the thesis statement in paragraph A
A Gap years are becoming more and more popular.
B I believe there are several reasons why ..., etc.
C Gap years are usually taken so that ..., etc.
D A gap year is a great time for ..., etc.
- 2** **6.3** What style is the report written in?
A both informal and formal English
B a chatty, informal style
C formal written English
D semi-formal English
- 3** **6.7** **6.8.5** What feature do paragraphs B, C & D all share?
A statistics
B a reference to page numbers
C sub-sections
D a clear topic sentence
- 4** **6.9.5** What is true about paragraph E?
A It does not have a topic sentence.
B It includes all the references to other studies.
C It presents the opposing viewpoint and its refutation.
D It contains a re-worded version of the thesis statement.
- 5** **9.3** Why has the writer included 'Works Cited'?
A to acknowledge his/her sources
B to summarise his viewpoints
C to recommend some relevant books
D to present some different opinions



A Gap years are becoming more and more popular. Every year thousands of students choose to take a break between secondary school and university – a gap year. Gap years are usually taken so that young people can have a rest from study, gain valuable skills and experiences and have time to understand themselves better. A gap year is a great time for personal development. Students often choose to spend their time travelling or working abroad as a volunteer. Many also get paid employment. I believe there are several reasons why taking a gap year is an excellent choice for many students.

- 3** **1.1** Match the columns to make phrases. Then use them to write sentences based on the text.

- | | | |
|-----------------------------------|-----------|-------------------------------|
| 1 <input type="checkbox"/> | gain | a better at university |
| 2 <input type="checkbox"/> | switch | b after someone |
| 3 <input type="checkbox"/> | look | c to something else |
| 4 <input type="checkbox"/> | pay | d valuable skills |
| 5 <input type="checkbox"/> | fund | e a great opportunity |
| 6 <input type="checkbox"/> | perform | f your own way |
| 7 <input type="checkbox"/> | represent | g a gap year project |

B Firstly, there are academic advantages to taking a gap year. At first sight, it may seem that a gap year could harm performance at university, but this is not the case. Researchers at the University of Sydney who carried out a study involving around 900 students found that taking a gap year actually increases achievement at university (Martin et al.). This could be because students who have taken gap years have gained skills and experience which help them do better. Gap years also help students make sure that they take the right course at university. For example, you may decide that the subject you had planned to do is not actually right for you. Or you may gain a love for a new subject and decide to switch to that instead.

C There are also many ways in which taking a gap year can improve you as a person. According to Brown, universities believe that ‘students who have taken gap years are likely to be more mature and independent’. When you are on your gap year, it will probably be the first time that you have had to look after yourself, and the first time that you have had an extended period of time out of school. People on gap years find themselves in all sorts of new and unexpected situations, and need to learn life skills in order to manage. It is also no longer the case that gap years are only for wealthy students. These days the vast majority of people taking gap years pay their own way, at least partly, rather than relying on their parents. This can also be a source of satisfaction and personal development.

D Finally, gap years can help you in your future

career. In a report on gap years written for the British government, Andrew Jones (65) concluded that employers are looking for ‘the kind of skills commonly improved by participating in a gap year.’ Skills such as confidence, independence, problem-solving, planning and the ability to work in a team are very valuable to employers. Having a gap year is an ideal way to develop these skills. In fact, a gap year doesn’t have to be taken between school and university. It can also be taken after university before starting your career. Some companies actually provide new recruits with money to fund gap year projects.

E All in all, there are many reasons why students should seriously consider taking a gap year. Not only do students who have taken a gap year tend to perform better at university, but gap years also represent a great opportunity for personal development and the chance for students to gain skills which will be very useful for future employers. Gap years provide you with the chance to experience something very different from your usual studying or working life, and more young people should consider taking one.

Works Cited

Brown, Matthew. “Gap Years.” *Times Educational Supplement* 9 Jan 2004: 11. Print.

Jones, Andrew. *Review of Gap Year Provision*, Department for Education and Skills, Research Report 555, 2004. Print.

Martin, Andrew et al. “Academic Momentum at University/College: Exploring the Roles of Prior Learning, Life Experience, and Ongoing Performance in Academic Achievement Across Time.” *The Journal of Higher Education* 84.5 (2013): 640-74. Print.

4 Read the text again and answer the questions.

- 1 **7.5.2** How is the research report structured?
- 2 **6.4** What linkers have been used in the research report? Why?
- 3 **7.5.2** How does the writer structure the last paragraph?
- 4 **9.3.7** What effect do quotations and bibliographical references have on the reader?

5 a) **4.2** As a class, decide on a topic related to education that you can write a research report on (e.g. exams, school uniforms, vocational courses, etc). Brainstorm ideas and vote for the most popular/interesting one.

b) **7.5.3** In pairs, find information from a range of sources. Based on your information, decide on a thesis statement (i.e. what aspect of the topic you want to write about).

c) **6.5** **9.3** Use advanced features of search engines to narrow your search and find suitable quotations, statistics, opinions, etc. Make sure you keep a complete bibliographical record of all your sources.

Use MLA citation.

d) **9.3** Determine the main questions you want to answer in your research report that will be changed into headings in your plan. Write a plan then write your research report. Use ICT to organise and present the text attractively. Include a Bibliography/Works Cited section.

e) **4.3** **5.7** Present your plan to the rest of the class. Make sure your outline includes headings and subtopics.



8e Listening skills

1 **3.2** You will hear a conversation about studying abroad. Before you listen, check these words in the Word List: *undergraduate degree, abroad, grant, fall short, expectations, exceed, balancing, motivate, matured, recommend, reverse, culture shock, be on cloud nine.*

2 **3.3.2** **3.2.1** Listen to the conversation between two cousins and for questions 1-6, choose the correct answer A, B or C.

- 1 Nathan is planning to
 - A go to Barcelona for a year.
 - B get financial help for his studies.
 - C do a degree at a foreign university.
- 2 When asked how she found her 'study abroad' experience, Anna says
 - A she wishes she had done it sooner.
 - B she thinks everyone should have one.
 - C it was better than she expected it to be.
- 3 One of the difficulties Anna faced was that
 - A there wasn't enough time to do her coursework.
 - B she found it hard to make friends.
 - C she didn't expect her course to be so hard.
- 4 For Anna, the best thing about the whole experience was she came back
 - A appreciating Australia more.
 - B much more grown-up.
 - C confident enough to leave home.
- 5 The main reason Anna took a part-time job was
 - A she wanted the money.
 - B that her friends advised her to.
 - C to improve her Danish.
- 6 After her year abroad, Anna
 - A didn't want to leave Denmark.
 - B took a long time to settle back into her old life.
 - C no longer had anything in common with her old friends.

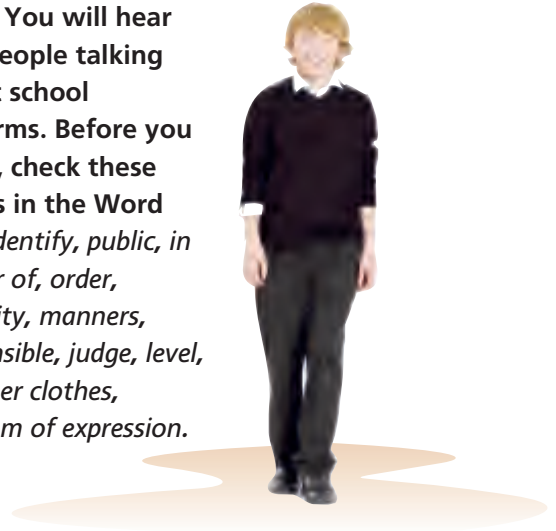
3 **9.7.1** Make notes based on the dialogue in Ex. 2. Focus on key words and main ideas. Use your notes to write a short summary of it.

STUDY SKILLS

Improving listening skills

To improve your listening skills, listen to the texts in your course at home following the text once, then without reading the text. Also, listen to English films, documentaries, radio programmes, etc.

4 **3.2** You will hear five people talking about school uniforms. Before you listen, check these words in the Word List: *identify, public, in favour of, order, majority, manners, responsible, judge, level, designer clothes, freedom of expression.*



5 **3.2.1** Listen and match the speakers (1-5) to the correct statement. There is one extra statement.

- A Uniforms do not make all students equal.
- B Uniforms do not benefit families financially.
- C Wearing a uniform is good training for the real world.
- D It's important to recognise who is a student quickly.
- E Uniforms are mostly of benefit to the poor.
- F Uniforms make bad behaviour less likely.

Speaker 1	
Speaker 2	
Speaker 3	
Speaker 4	
Speaker 5	

6 **9.5.1** Do you think schoolchildren should wear uniforms? Why?/Why not? Write an essay explaining the pros and cons. Follow the plan of p. WB4.

Pronunciation: /ɪ/, /i:/, /aɪ/

7 Listen and tick (✓) the appropriate box. Listen again and check.

	/ɪ/	/i:/	/aɪ/
life			
nothing			
uniform			
identify			
easier			

Speaking skills **8f**

Asking/Giving advice

- 1** What is a gap year? Do students in your country take one before they start university studies?
- 2** a) **3.2.5** Jane is considering taking a gap year. She is discussing this with her brother, John, who is against the idea. What advice does John give and how does Jane respond?
 Listen and read to find out.

John: Have you made any plans for next year?
 Jane: No, not yet. Someone suggested taking a gap year. What do you think I should do?
 John: If I were in your shoes, I'd go straight on to university.
 Jane: Really? Why?
 John: Well, for one thing, you might lose the desire to study and end up never going to university.
 Jane: I suppose that's true, but I really don't think that would happen because gap years mature people. I'm pretty sure I'd come back more committed to studying.
 John: Maybe you're right, but have you thought about how you would feel being a year behind all your friends?
 Jane: I have and it wouldn't bother me at all. Besides, I still don't know what I want to study at university. A gap year would help me figure out what it is I want to do with my life.
 John: I take your point, but it could really harm your chances of getting into a good university if you take a year off.
 Jane: On the contrary! As long as I do something useful like charity work, it will actually work in my favour.

- b) **3.2.5** Take roles and read the dialogue aloud.

- 3** **4.2.1** Work in pairs. Use the ideas below and the phrases from the language box to act out a dialogue giving your friend advice about whether to attend a private school.

Private School	State School
<ul style="list-style-type: none"> modern facilities/equipment lower student-teacher class ratios high cost high pressure to succeed 	<ul style="list-style-type: none"> lots of different students free large class sizes limited access to learning materials

Asking for advice

- What do you think I should do?
- What would you do if you were me?
- Could you help me out here?

Giving advice

- Have you thought about ...? • Why don't you ...?
- How about ...? • I think it would be best if you ...
- It might be a good idea to ...
- In my opinion, you'd better ...
- If I were in your shoes, I would ...

Responding to advice

- Do you really think that would work?
- I'm not sure that's such a good idea.
- I suppose you're right.

Comparing photographs

- 4** **4.2.2** Read the situation. Use the ideas to compare the photographs.

Compare the pictures. What are the pros and cons of e-learning vs classroom-based learning?



e-learning

- can study at own pace and at any time of day
- learning options not determined by location
- all students 100% equal – work judged on its merit alone
- requires discipline
- no social interaction; feelings of isolation and loneliness
- little support

Classroom-based learning

- social interaction
- help from teacher and fellow students to study
- immediate teacher feedback
- high cost
- travel time
- limited subject options
- set lesson times

- 5** **3.2.5** Listen to someone doing the task. What language does he use to compare e-learning to classroom-based learning?

- 6** **9.5** Use the ideas in Ex. 4 to write a for-and-against essay about e-learning. Support your arguments with evidence.

8g

Writing An argumentative essay 9.5

▶ Writing Bank 8 p. WB8

Prompt analysis

- 1 7.7.1 Read the prompt and answer the questions.

You have had a class discussion about online learning. Now write an **argumentative essay** for your teacher (120-180 words).

- 1 Who is going to read your essay?
- 2 What style should you use: formal or informal? Give examples of formal and informal sentences.

Model analysis

- 2 7.7.2 Read the model. Which paragraph:

- 1 summarises the arguments?
- 2 presents the first arguments with reasons/examples?
- 3 states the topic?
- 4 presents the counter-arguments with reasons/examples?

A Online learning is growing in popularity now that more and more people have access to the Internet. However, it is still an issue that has a large number of opponents.

B Firstly, online learning is flexible as you can learn at any time and any place. For example, you can study on the way to work or in your own living room. In addition, study periods can be as long or as short as you want. If you want to study more, you can; if you want to take a break, you can.

C On the other hand, critics suggest students may suffer from lack of face-to-face communication. School is more than just learning facts and figures. In particular, students learn to cooperate and get on with others. Furthermore, hours in front of a computer can lead to depression and ill health.

D To conclude, online learning is not without its problems. Perhaps in the future, education experts will be able to find the middle ground that unites flexibility with personal contact.



- 3 a) 9.5.2 Which tense is mainly used in the essay?

b) 9.5.2 Does the writer use complete or elliptical sentences? Find the linking words the writer uses to: list arguments, introduce examples, conclude. Replace them with synonymous ones.

c) 9.5.2 Find examples of general terms, zero article, reported speech and passives.

- 4 9.5.2 Replace the topic sentences in the main body paragraphs with one of the sentences below.

A Whereas opponents of online learning argue that students taking online classes miss the most important aspects of classroom learning.

B However, some experts believe that online learning causes more problems than it solves.

C Many people believe that online learning is very convenient as it gives you the flexibility to decide when and where you'd like to learn.

- 5 a) Read the theory box.

Linking words

To introduce/list arguments: To start with, Firstly, In the first place, Secondly, In addition, Furthermore, Moreover, Also, Lastly, etc

To introduce counter-arguments: On the other hand, However, Yet, Nonetheless, Nevertheless, Even so, etc

To introduce reasons: For this reason, thus, therefore, this is because, as, since, in this way, etc

To introduce examples: For example, For instance, In particular, such as/like, etc

To conclude: All in all, To conclude, In summary, In short, Taking everything into account, All things considered, etc

- b) 6.4.6 Choose the appropriate linkers.

1 Having to wear a school uniform means children don't choose what clothes to wear for themselves. **In addition/Firstly**, it encourages a feeling of equality.

2 More schools should teach a wider range of practical skills. **In particular/All things considered**, pupils would enjoy learning subjects like cooking and woodwork.

- 3 Exams are not always the best way of measuring a student's abilities. **Moreover/To begin with**, not all students do well under pressure.
- 4 A gap year between leaving school and starting university can be a good idea **since/such as** it gives you a chance to travel and gain work experience.

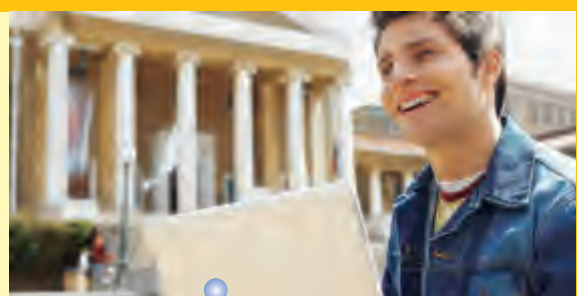
6 **9.5.2** Read the topic sentences and write suitable supporting sentences using the prompts. Use appropriate linking words from the box in Ex. 5a.

- 1 One of the key advantages of private education is the individual attention a student receives.
 - smaller classes / teacher can spend more time with each student
 - fewer pupils easier to discipline / teacher concentrate more on teaching
- 2 Nevertheless, a part-time job can leave you with less time for your studies.
 - fall behind in your lessons / get lower grades in exams
 - doing two things at once can be tiring and stressful

Your turn

7 Read the prompt and match the reasons/examples (a-b) to the viewpoints (1-2) they support.

You have had a class discussion about studying abroad. Now write an **argumentative essay** for your teacher giving arguments for and against the topic (120-180 words).



- | | | |
|-----------------------------------------------------------------------------------|-------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>1 <input type="checkbox"/></p> <p>2 <input type="checkbox"/></p> | <p>experience a new culture</p> <p>may not be able to cope without family</p> | <p>a first time away from parents – have to solve problems on your own – become homesick</p> <p>b practise speaking a new language – make new friends – learn about foreign customs and traditions</p> |
|-----------------------------------------------------------------------------------|-------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

8 **9.5** Check the theory in the Writing Bank (p. WB8). Use the plan and your answers in Ex. 7 to write your essay.

9.3 Use your computer to make your essay visually impressive (*use illustrations, make some words bold, etc.*)

9 **9.5** Swap papers and evaluate your partner's piece of writing.

Useful Language

- Firstly, ...
- Moreover, it is ...
- In addition, doing/having/learning, etc
- obviously • most important
- excellent way • No one can deny that
- it is really worth

Plan

8.1 **8.4** **9.2.7**

Introduction

(Para 1) *state the topic*

Main Body

(Para 2) *arguments for with reasons/ examples*

(Para 3) *arguments against with reasons/ examples*

Conclusion

(Para 4) *summarises the arguments*



Checklist **8.2-4** **9.4**

When you finish writing your essay check for the following:

- Have you clearly stated the topic in the first paragraph?
- Have you presented the arguments in separate paragraphs?
- Are the arguments supported by examples?
- Have you used appropriate linkers to join your ideas?
- Have you used topic sentences to introduce each main body paragraph?
- Have you summarised the arguments in the last paragraph of your essay?
- Have you used formal style?
- Are there any spelling, punctuation, grammar mistakes?
- Does your writing move from the general to the specific?

Language Knowledge 8

- 1** a) **1.1** For gaps 1-10, read the text and decide which answer (A, B, C, D) fits best. There is an example at the beginning (0). Check unknown words in your dictionary.

Balancing Study and Free Time

Getting the balance right between study and free time has long been a(n) **0**) *B* of disagreement between parents and their children. Children generally put off **1**) their homework as much as possible and prefer to do things they enjoy more. On the other hand, parents worry that their children will **2**) behind with their work and that this will have an effect on their marks.

Nowadays, school children's schedules are busier than ever and they often feel they can't **3**) with all the work given to them. Research, however, shows that children have been **4**) all along. Scientists and teachers have come to the conclusion that free time is of great importance to a child's well-being. Research has **5**) that children who combine their studies with free time are happier. In fact, not enough free time has been shown to **6**) a child's progress down due to their **7**) of concentration.

Of course, finding the right balance between work and free time is a complex **8**) which requires self-discipline.

Children and parents need to come to an agreement on when and where not to study. In any **9**), whatever that agreement may be, children need to **10**) that relaxation is also part of their daily routine.



- | | | | | |
|----|--------------|-------------|-----------|-------------|
| 0 | A field | B area | C region | D path |
| 1 | A doing | B making | C reading | D seeing |
| 2 | A stay | B be | C fall | D remain |
| 3 | A manage | B cope | C do | D stand |
| 4 | A right | B true | C valid | D exact |
| 5 | A determined | B displayed | C pointed | D shown |
| 6 | A decrease | B slow | C lower | D reduce |
| 7 | A reduction | B luck | C lack | D flow |
| 8 | A programme | B project | C task | D exercise |
| 9 | A occasion | B way | C case | D situation |
| 10 | A ensure | B verify | C secure | D confirm |

- b)** **9.7.2** Make notes based on the text, then write a short summary of it.

- 2** **1.1** Complete the second sentence so that it has a similar meaning to the first sentence. Do not change the word given. You must use two to five words, including the word given. Here is an example (0).

- 0** You can choose from eight different secondary schools in our area. **CHOICE**
There *is a choice of* eight different secondary schools in our area.
- 1** The essay must be submitted next week. **HANDED**
The essay must next week.
- 2** I'd prefer you not to study computer science. **RATHER**
I'd study computer science.
- 3** Amy spent ages looking for her book. **TO**
It took her book.
- 4** Laura, can I use your laptop? **MIND**
Laura, I use your laptop?
- 5** I threw away all the notes after the exam. **RID**
I all the notes after the exam.

- 3** **8.3** Punctuate the following sentences correctly.

- 1** The school reduced teachers' workload however some were still marking essays at home.
- 2** On the other hand in some countries the school day starts later.
- 3** The report was on the whole in favour of new exams.

- 4** **2.1** Complete the gaps with the correct form of the words in capitals.

- 1** Dan's parents are very that he has graduated from university. (**PRIDE**)
- 2** Danielle reads a lot about geology and she is very on the subject. (**KNOW**)
- 3** Stella needs lots of in class because she's very shy. (**COURAGE**)
- 4** Rebecca always sets her alarm to she gets up in time for school. (**SURE**)
- 5** Mike studied hard, but he was to pass the exam. (**ABLE**)

Progress Check

MODULE D

Reading

- 1** a) **7.5.2** Read the text and complete the gaps (1-5) with the correct sentences (A-F). One sentence is extra.

Maria Montessori was born on 31st August, 1870, in Chiaravalle, Italy. Maria was a doctor and a humanitarian.

1 Today, more than half a century after her death, her teaching methods are still used in public and private schools around the world.

Maria was the first woman to graduate from the University of Rome La Sapienza Medical School.

2 Despite this, she decided her life's work was educating Rome's 'unhappy little ones' – the poor children of the city.

On 6th January, 1907, Maria opened a school called 'Children's House' in a very poor part of Rome. **3**

Instead, following the Montessori method, children used special equipment designed to help learning. Teachers showed their students how to do a task once.

4 Once a student learned how to do a certain task, they were able to move on to another, more difficult, task.

For over 40 years, Maria travelled around the world helping teachers and educators with her lectures, seminars and training programmes. **5** These schools teach children as young as a few months old up to the age of eighteen. The method that teachers use in these schools is the same as the one Maria used in her first school in 1907.

- A** Schools such as these were unknown at the time.
B At this school, children didn't sit tests or do projects or homework.
C Today, there are over 20,000 Montessori schools worldwide.
D She was also a woman who dedicated her life to education.
E Then, they left them to learn from their mistakes.
F Maria was actually one of Italy's first female doctors.

(5x2=10)



- b) **7.5.2** Answer the questions. Use your own words.

- 1 What was unusual about Maria's education?
 2 How is the Montessori Method different from other education methods? (2x4=8)

Listening

- 2** **3.2.2** Listen to a speech and complete the gaps. Use one to three words.

The speaker's position at the school is that of **1** .

The speaker's talk is primarily addressed to the **2** .

St Martin's School specialises in the **3** .

The upcoming school term is the **4** term.

Students are tested **5** during the year.

Diplomas will only be given to students who get **6** in their exams.

Students must not miss any **7** .

Students are required to do homework between **8** every evening.

Students can go swimming whenever they have **9** time.

Timetables are available from the **10** .

(10x1=10)

Speaking

- 3** **4.4.1** Choose the correct response.

- 1 A: Let's go to the library.
 B: **a** That's a great idea.
b You've got a point.
- 2 A: In my opinion you'd better watch less TV.
 B: **a** What do you think I should do?
b I suppose you're right.
- 3 A: What would you do if you were me?
 B: **a** If I were in your shoes, I would talk to your parents.
b Could you help me out here?
- 4 A: I'm bored. I don't know what to do.
 B: **a** Perhaps you can go to the museum.
b I'm not sure about that.
- 5 A: I think we should take a short break.
 B: **a** I couldn't agree more.
b Do you really think that would work?

(5x2=10)

Progress MODULE D Check

Vocabulary

4 1.1 Fill in the gaps with: *media, point, inseparable, beneficial, matter*.

- Reducing stress levels could be a of life and death for some people.
- Running is for your mental health as well as your physical health.
- Did you see the reports in the about bullying in the workplace?
- The twins go everywhere together and they are even at home.
- It wasn't a good idea for Tom to his finger at the boss like that.

(5x1=5)

5 8.3 Punctuate the following sentences correctly.

- Jassim settled down well moreover he now has a big family.
- To begin with bullying should be reported to the head teacher.
- All in all being able to express sympathy is a valuable skill.
- A lot of people suffer from stress however they don't seek help.
- Furthermore increasing your circle of friends will make you feel better.
- Despite having loving parents Sam always wanted a brother.
- To conclude relaxation is vital for our physical and emotional wellbeing.

(7x1=7)

Grammar

6 6.3.2 Choose the correct word.

- You **may/would** see the counsellor now.
- Might/Will** I borrow your new video game?
- Would/Could** I get a lift to the sports centre?
- Shall/Will** I open that door for you, sir?
- Would/May** you like to visit next weekend?
- Will/Can** I help you with those bags?
- Kevin **was able to/shall** follow the recipe.
- Fatima, **can/may** you give me some advice?

(8x1=8)

7 6.3.2 Rewrite the sentences in the passive.

- They consider stress to be bad for our health.
- Thousands of people filled the conference hall.
- The mayor will open the new leisure centre next month.
- Builders are constructing a new mall in the town centre.
- They have put the minutes of the meeting on the noticeboard.

(5x2=10)

8 6.3.2 Rephrase the sentences using *modal verbs*.

- Do you mind if** I go to the cinema tonight?
- Senior staff members **are not allowed to** miss the meeting.
- Would you like me to** talk to John for you?
- I wasn't able to** get you the book that you wanted.
- Is it possible for** you to give me a ride home?
- Why don't** we go for a run later?

(6x2=12)

Writing

9 9.5 Read the prompt, then write your discussion essay. Use discourse markers and complete sentences. Make sure you write the essay in formal style.

You have had a class discussion about the advantages and disadvantages of having a large group of friends. Now write an **argumentative essay** for your teacher (120-180 words).

(20 marks)

(Total=100)

Check your progress

- talk about moods and feelings, types of schools and school life
- express feelings
- ask/for give advice
- write a letter of complaint, an instructional text, a letter of application, an argumentative essay

GOOD ✓

VERY GOOD ✓✓

EXCELLENT ✓✓✓

1 6.9.2 What do you think a responsible tourist is? Read the text to find out.

2 7.5.2 Read the text again and complete the sentences.

- 1 To reduce pollution, responsible tourists should
- 2 Trying to communicate with the locals in their own language
- 3 To help the locals financially, tourists should

3 6.8.6 What did you learn from the text?

4.4.1 **THINK!** Do you consider yourself to be a responsible tourist? Tell the class.

Check these words

- preserve • contribute
- scarce • generate
- imported • economic benefits • support

Being a Responsible Tourist

Tourists can make a big difference by choosing to support tourism that is not harmful to the environment and which helps local communities to preserve their culture. There are a few simple rules to follow to be a responsible tourist.

Think of the Environment

- Pollution is a major environmental problem around the world, and tourists contribute a great deal to this problem. In many tourist destinations water is scarce and power is expensive so tourists should use as little as possible. A responsible tourist will remember to reuse, recycle or reduce the amount of waste they create in the places they visit.

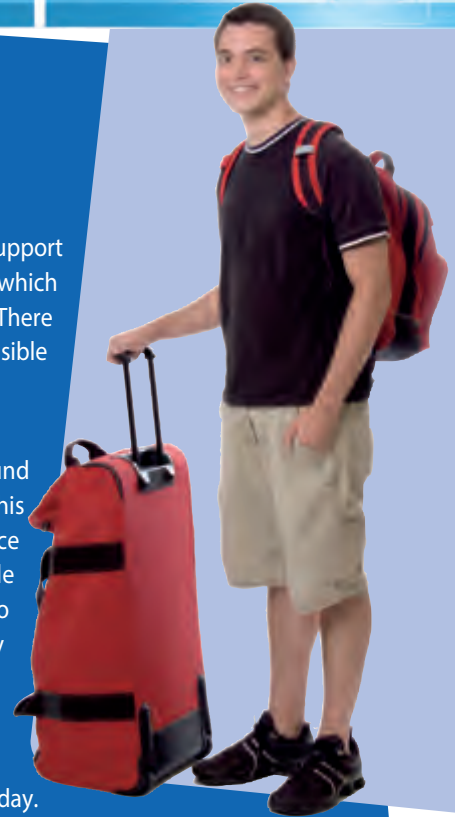
Respect the Country and its Culture

- Tourists should be aware that people are going about their everyday lives while they are on holiday. Learning a few words of the local language and respecting local customs can help visitors make a good impression.

Support Local Businesses

- Visitors should avoid imported products. Instead, they can return economic benefits to their hosts by looking for local produce and products. A responsible tourist should attempt to stay in locally owned accommodation and support local tour operators when possible.

Holidaymakers should always remember that they are guests in another country. It really doesn't take much effort to act responsibly and to make a holiday a positive experience for everyone involved.



Culture Spot

1 What is the West Highland Way? What can you expect to see there? Read to find out.

The Highlands is a mountainous area in the north of Scotland. One of the best ways to experience the beauty of the Highlands is to go on a long- distance walking route called the West Highland Way. At almost 100 miles long, this route begins twenty minutes outside of Glasgow and ends in Fort William, a Highland town surrounded by the highest mountains in Scotland. The West Highland Way, which takes seven days to complete on average, was opened

in 1980 after a lot of work was

done to make the more difficult parts of the route safe for hiking. Walkers make their way over green hills and along the banks of beautiful lakes. The highest mountain in the country, Ben Nevis, can be seen towards the end of the West Highland Way. As many as seventy thousand people walk this route each year.



2 6.9.3 Is there a similar walking route in your country? Describe it and compare it to the West Highland Way.

After the Impressionists

1 **4.4.1** Describe the painting by Vincent van Gogh. Do you like it? Why? Read the text to find out more.

2 **7.5** Read the text again and mark the sentences as **T (true)** or **F (false)**.

- 1 The Impressionists believed in using bright colours.
- 2 The Post-Impressionist movement existed before Impressionism.
- 3 The Post-Impressionists did not paint things exactly as they saw them.
- 4 Only Pointillist paintings do not contain any paint.
- 5 At first, 'Pointillism' was used as a positive term.

3 **4.4.1** Tell the class a few things about Pointillism.

4 **6.5** **8.5** **ICT** Use the Internet to collect information about Impressionism. Find out about: when it started, how it got its name, which artists were part of it. Present your work to the class.

The Impressionists painted real-life objects with the use of bright colours, clear brush strokes and the thick use of paint. However, French art developed further during the time of Manet and separate art movements were born.

The Post-Impressionists achieved their greatest success in the late 19th and early 20th centuries. Among the most important painters in this movement were Henri de Toulouse Lautrec, Vincent van Gogh and Paul Cézanne. The term Post-Impressionism was first used by the art critic Roger Fry in 1910. This movement saw the invention of new techniques which went further than those used by the Impressionists. The appearance of scenes was changed, emphasis was placed on the shapes of objects, and unnatural colours were used to express feelings.

Not all Post-Impressionists agreed on how to progress from the Impressionists. Pointillism was developed by Georges Seurat and his followers. This new art movement used a system of tiny dots of paint to make shapes. Pointillist paintings rely on the viewer to combine the colourful patterns into their real-life shapes. Pointillism as a term initially made fun of the artists who used this technique. At the time, Seurat and Signac actually wanted their art to be called Divisionism. However, these days the term Pointillism does not suggest any negative meaning.

The 20th century saw many new art movements which developed from the ideas of Impressionism. Many artists such as Cézanne and Picasso actually moved from one movement to another, as well as helping to create their own. For many art enthusiasts, certain paintings of this time are hard to define and seem to belong to different categories. Nevertheless, inspired by past experts and their art movements, the 20th Century has produced some of the most beautiful artwork ever seen.



Check these words

- real-life • brush stroke
- art movement • term • art critic
- emphasis • combine • make fun of



Culture Spot

1 What do you know about J.R.R. Tolkien? What is he remembered for? Read and find out.

2 **9.1.1** What famous writers are from your country? Collect information about one of them and write a short biography. Present it to the class.

Born on 3rd January, 1892, John Ronald Reuel Tolkien was an English writer and poet. He is best remembered for his fantasy novels 'The Lord of the Rings' and 'The Hobbit'. Tolkien was a professor at Oxford University where he taught English Language and Literature. Though his academic life was fairly unremarkable, his fiction made him one of the best-selling writers in modern times. Tolkien created a complete fantasy world in his books. Tolkien's wonderful world and characters were so significant that he is often called the father of modern fantasy literature. With the success of the 'The Lord of the Rings' and 'The Hobbit' films, Tolkien's fantasy world is certain to live on for generations to come. Tolkien died in 1973, after which his son published more of his work, including 'The Silmarillion, another story connected to his worlds of Arda and Middle-Earth'.



J.R.R. Tolkien

1 7.5 Read the information.

- A CV presents our background and abilities in detail. It includes our name, contact information, education, skills, experience and interests.
- When writing a CV, we need to include all necessary information so that we give the reader a clear idea about who we are. Accurate spelling is important.
- We need to list the information in chronological order starting from the most recent date.

2 7.5.2.2 Read the CV on the right and label each section with the correct heading from the list.

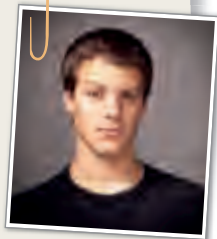
- Personal Interests & Achievements
- Education • Referees
- Employment • Other Skills
- Personal Details

3 7.5 Read the CV again and answer the questions.

- 1 What is Alan's job?
- 2 Why do you think Alan chose to mention those specific personal interests?
- 3 Where did Alan learn to speak a foreign language?
- 4 Why are the referees' contact details given?

1

Name: Alan **Surname:** Milner
Date of Birth: 06/10/1988 **Nationality:** British
Address: 12, Forest Road, Chester **Postcode:** CH4 9HG
Tel: (01244) 681 1919 **Mobile:** 0771784844
email: amilner@xyz.com



2

Sep 2011 – present: University of Chester, Chester.
 Candidate for Bachelor of Science (BSc) degree in Biology.

Aug 2009 – Jun 2011: Westfield Secondary School, Chester.
 3 A-levels attained in: Biology (A), Maths (A), Chemistry (B).

Aug 2007 – Jun 2009: Westfield Secondary School, Chester.
 Attained 8 GCSE qualifications: Maths (A), English (A), Biology (A), Chemistry (A), History (A), Physics (B), ICT (B), French (B).

3

Aug 2011 – present: Stone's Bookshop, Chester. Sales Assistant (part-time)

- Working on shop floor selling books to the public.
- Skills: ensuring products are displayed attractively and organised properly; providing exceptional customer service.

Jun 2011 – Aug 2011: Countess of Chester Hospital, Chester. Laboratory Assistant (work experience), Pathology Department

- Organised the lab, cleaned and disposed of utensils, and prepared samples.
- Skills: learned to follow instructions and work as part of a team; became familiar with modern laboratory equipment.

4

Computer Skills:

- Experienced user of Word, Excel, PowerPoint, Internet/email, Photoshop.
- Certificates in biology software: MEGA and SimBio.

Languages: Proficient in French.

5

- Volunteer at a soup kitchen.
- I am a keen reader and cinema-goer, particularly interested in sci-fi.

6

- Dr John White, Laboratory Technician, Countess of Chester Hospital, Chester. Tel: (01244) 618 9191.
- Mrs Delia Peters (Manager), Stone's Bookshop, Chester. Tel: (01244) 677 4462.

Culture Spot

1 7.5.1 What do you know about taxi drivers in London? How do they get a licence to drive their cabs? Read to find out.

2 4.4.7 Compare London taxi drivers to taxi drivers in your country. Talk at length without hesitation.

What comes to mind when you think of London? Many people might say Big Ben or Tower Bridge, but no visit to England's capital would be complete without taking a ride in a red double-decker bus or a black cab. Today, there are over 20,000 black cabs operating in London. London taxi drivers are particularly knowledgeable. Before the Public Carriage Office gives out a taxi licence, the driver must pass a test called 'the Knowledge'. An intimate knowledge of the names and locations of London's streets, landmarks and office buildings is required to pass this test. Established in the 19th century, it is said to be the most demanding test for taxi drivers in the world. On average, drivers will attempt 'the Knowledge' twelve times before eventually passing, and that's after studying London's streets for up to three years before taking the test.



COMETS

1 6.7.1 **What are comets? Where do they come from? Read the text to find out.**

2 6.7.2 **Read the sentences and decide if they are T (True) or F (False) according to the text.**

- 1 The word comet comes from the Greek language.
- 2 Comets' tails consist of dust particles.
- 3 Comets do not last forever.
- 4 Comets spend most of their time near Earth.
- 5 Different comets make different length journeys.
- 6 Experts know everything about comets.

3 4.1.1 **Say three things you have learnt from the text.**

4 9.7.2 **ICT** **In groups, collect information about a famous comet and complete a concept map. Use the map to write a text about it.**

The ancient Greeks called comets 'stars with hair', and that's where the word comes from. They are easily recognisable because of their long bright tails. Sometimes, they are bright enough to see in the sky without a telescope. In ancient times this caused fear, because people believed that something bad was going to happen when they saw a comet.

Today we know that comets are made of dust particles, pieces of rock, and ice. Sometimes they are called 'dusty snowballs'. When they are far away from the sun we can't see them but when they get close to the sun, the sun melts the ice and it forms a bright tail. After a very long time, all the ice melts, and the centre of the comet breaks into pieces and disappears.

Comets are usually found in two places. Some can be found in an area just beyond the planet Neptune. Others are found far, far away, at the edge of the solar system. Sometimes, something disturbs their movement and they travel close to the Earth and the Sun. This is when we see them. Some repeat their journeys every decade or every century. Others repeat their journeys only after many thousands of years. Because of this, they are not easy to study and astronomers still have a lot to learn.

Check these words

- tail • dust particle • melt • Neptune
- solar system • disturb • astronomer

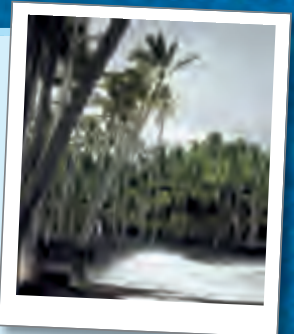


Culture Spot

1 6.7.1 **How were the Hawaiian Islands formed? Read the text to find out.**

The Hawaiian Islands were formed over the past 5 million years by volcanic activity at the bottom of the Pacific Ocean. After thousands of eruptions, rocks appeared above the surface of the water. So, the islands that we see are the tops of giant mountains, made of lava, which rose all the way up from the bottom of the ocean. The Hawaii Volcanoes National Park is recognised for

its important volcanic sites including two of the world's most active volcanoes, its unique ecosystem, and its cultural and historic sites. The National Park was named a UNESCO World Heritage Site in 1987 due to its outstanding natural, historical and cultural value.



2 9.7.3 **Are there any UNESCO World Heritage Sites in your country? Find out about one. Write a summary of it and include: how the area was formed, what visitors go to see there, a myth or superstition about the area. Use appropriate language. Present your work to the class.**

1 7.5.2 According to the text, which of the sentences about geysers are true? Decide in pairs. Read and find out.

- 1 The heat in a geyser comes from inside the Earth.
- 2 Geysir is the world's oldest geyser.
- 3 Strokkur erupts more often than Geysir.
- 4 There are around a thousand geysers in the United States.
- 5 Old Faithful often erupts without warning.
- 6 Steamboat Geyser has the world's longest eruption time.

2 1.1 Use words from the Check these words box to make sentences based on the text.

3 6.5 ICT Use the Internet to find out information about a geyser. Write about: where it is, height of eruption, how often it erupts. Present your work to the class.

Geysers

Many parts of the world experience geothermal activity. This is when heat from deep in the Earth rises to the surface and causes various natural features in the landscape. The most famous of these are volcanoes, but other features, such as geysers, can also be very impressive. A geyser is a hole in the ground which leads to underground water that gets heated by areas of hot rock. From time to time the water gets so hot that boiling water erupts out of the geyser in a violent explosion.

Geysers are named after Geysir in Iceland, the first geyser to be discovered by Europeans. At the moment, Geysir does not erupt regularly, but Strokkur, another geyser located nearby, erupts to a height of 30 m every few minutes. It is a popular tourist attraction, drawing thousands of visitors every year.

There are around a thousand geysers on Earth. Around half of them are located in the Yellowstone National Park in the north-west of the United States. These include Old Faithful, a famous geyser which can erupt to a height of over 50 m. It is famous because it is easy to predict the time of its next eruption. If it erupts for less than two and a half minutes, it will erupt again in about an hour. If it erupts for longer, then it will erupt again in about 90 minutes. Yellowstone National Park is also home to the world's tallest geyser, Steamboat Geyser. Eruptions can reach a height of over 90 m and last up to 40 minutes. Unfortunately, it is very unpredictable and there can be many years between eruptions.



Check these words

- surface • feature • volcano • impressive
- erupt • draw visitors • eruption



Culture Spot

1 7.5.2 Where is Yellowstone National Park? What is it famous for? Read to find out.

Although Native Americans had been living in the Yellowstone area for over 10,000 years, it did not become known to the rest of the world until after 1869 when it was discovered by American explorers. These explorers found a landscape of remarkable natural beauty. As well as rivers, lakes, waterfalls, forests and mountain ranges, they found many geysers and other geothermal features. In 1872, the American government made Yellowstone the world's first

national park. This meant it was now an area protected by law so that future visitors could enjoy its natural beauty and geothermal wonders.

Yellowstone National Park is almost 9000 km² in size and receives over two and a half million visitors every year!



Yellowstone National Park

2 5.6 Is there a national park in your country? What is there to see there? Collect information from various sources. Prepare a PowerPoint presentation for the class.

Reading Food Labels

1 7.5.2 Look at the picture. What information is given on food labels? Read the text and check.

2 7.5.2.1 Read the text again and complete the sentences.

- 1 Most consumers don't understand the
- 2 The quantity of nutrients an average person should eat is called the
- 3 The list of ingredients is given in the order of
- 4 If one ingredient is made up of other ingredients, these should appear
- 5 Food manufacturers are legally required to

3 7.5.3 What did you learn from the text?

4 4.2 ICT You are a dietician. Use the Internet to find information on healthy eating. Then help your friend to make a suitable daily diet plan. Try to convince him/her on the value of healthy eating and present your suggestions with strong and positive language. Be prepared to counter his/her arguments.

Food labels contain a lot of information. First, there is the list of ingredients, which tells us what different things went into the product. Second, there is the part with the title 'Nutrition Facts'. This gives dietary information on the product. Consumers sometimes have trouble understanding the second part, but it is quite simple with a little help.

The nutrition facts tell the consumer the amount of fat, carbohydrates, protein and so on in the product. Vitamins and minerals are also included. If a nutrient is listed as 0g, it means the product contains between 0-1g of it. The amounts are given in weight and as a percentage of the recommended daily allowance (RDA). The RDA tells us how much of each nutrient should be eaten by an average person each day, so be aware that the amount may be a little different for you if you are above or below average height or weight.

The ingredients are listed in order of weight, from heaviest to lightest. If any of the ingredients is made up of more than one substance, these must be listed in brackets straight after it.

The nutrition facts and the list of ingredients have to appear on the label by law. Consumers can use these facts to check the nutritional benefits of the food they eat. They can also use them to avoid food products that are bad for them, such as ones that are high in sugar.



Check these words

- ingredients • consumer • fat
- carbohydrates • protein • vitamin
- mineral • nutrient • average • quantity



Culture Spot

1 7.5.1 What do you know about the 'Meals on Wheels' organisation? Who do they help? Read and find out.



'Meals On Wheels' has come a long way since it was first used to deliver food to British servicemen during World War II. Since then, it has spread across the world and has served millions of people who have difficulty in preparing their own meals. The first organised 'Meals on Wheels' programme was set up by the WRVS (Women's Royal Voluntary Service) in the UK in London in 1943. Today, thousands of elderly people and people with disabilities have meals

delivered across the whole country. This highly respected organisation has been bringing meals to people for longer than any other charity. There are also over 200 lunch clubs around the UK providing social interaction and hot meals every day for those that need them. As well as all the meals, the WRVS organisation runs community centres and offers transport services through its army of volunteers, estimated to be as many as 60,000 people.

1 **7.5.1** How do you think it would feel to be bullied? How can we prevent and deal with bullying in schools? Read the text to find out. Why has it been organised in bullet points?

2 **7.5.2** Read again and complete the sentences.

- 1 Bullying can cause problems with
- 2 It is impossible for anyone to stop bullying
- 3 It is not easy to bully children who
- 4 If an adult sees bullying they ought to
- 5 Children will be able to help stop bullying best when
- 6 Children need to let an adult know about bullying because
- 7 Bullies are most likely to choose victims who
- 8 When playing in groups, children should try not to

3 **4.4.2** Imagine your friend is being mistreated. Think of advice to give him/her. In pairs, take turns to act out a dialogue giving advice.

Preventing Bullying



Children who are bullied can often feel completely alone. This affects their self-esteem, their health and their ability to learn. It can even affect them many years later when they are adults. Clearly, bullying is something that must be stopped. Fortunately, there are steps we can take to prevent bullying:

- Everyone should get involved. It is important for teachers, parents and students to work together to develop an environment that does not accept bullying. No one can solve the problem alone.
- Children can learn to be self-confident, to have healthy attitudes towards others and to make good decisions. Children who feel good about themselves and know how to cope with their feelings are difficult to bully and have no need to bully others.
- When bullying happens, steps should be taken. If an adult is around, they should separate the victim and the bully. If there is no adult, children who see bullying should tell the bully to stop, and invite the victim to leave with them. This works best if there are several friends acting together. An adult should always be told what's going on so that they can help.
- Friends are important! Bullies usually pick on children who are by themselves. By teaching children to include other children in their groups and games, and not to leave anyone out, we remove the bullies' opportunities to show their power. And best of all, everyone has more friends then, and that is a very good thing.

Bullying is a huge problem, but it doesn't have to be. If we all work together, take action when bullying happens and teach children to feel good about themselves and to help each other, there will be no place for bullying in our schools and communities.

Check these words

- alone • self-esteem • self-confidence • healthy attitudes
- good decisions • cope • separate • pick on • power



Culture Spot

1 **7.5.1** Who does the ACE organisation help? How? Read to find out.

2 **4.1.1** Are there similar organisations in your country? How do they help people? Collect information and present it to the class.

Twenty years ago in New York City, Henry Buhl was on his way to work when a homeless man stopped him and asked for \$20. Henry thought that it wasn't enough to just give the man the money; he needed a daily income. So, Henry gave the man some work sweeping the pavement outside his apartment building. Then, Henry went around other local businesses and asked them to hire the homeless man to sweep outside their buildings. That's how it all began. The ACE (Association of Community Employment) programme gives homeless people the opportunity to get off the streets by giving them work and an income. Thanks to the programme, many homeless people have earned enough to be able to afford to rent their own apartments. Today, ACE gives job training and employment opportunities to people from over forty homeless shelters across the city.



Oliver Twist

by Charles Dickens

1 **6.7.1** Read the introduction. What do you think life was like for children in Victorian times? Read the text to find out.

Workhouses were public institutions in Victorian times. The poor, orphans, the disabled and elderly had to work for their food and accommodation. They were almost like prisons, with bare walls, hard beds and little food. Family members were split up and were not allowed to meet as long as they were in the workhouse. People were terrified of being sent to the workhouse.

2 a) **6.7.2** Read the extract and complete the sentences.

- 1 The boys who lived in the workhouses were
- 2 The boys suffered
- 3 Evan was so hungry he
- 4 Oliver requested

b) **7.4** Make notes of the main events in the story. Use them to give the class a summary of the text. In groups evaluate your classmates' summaries.

3 **7.1** **7.3** Read the extract again and answer the questions. Highlight the relevant parts in the text.

- 1 How has the author set the scene?
- 2 What is the climax event?
- 3 Which words does the author use to describe: the master? the boys?
- 4 Which of the underlined items are examples of: personification? metaphor? hyperbole?
- 5 The verbs in bold convey the author's meaning in a powerful way. Can you find some more examples?

4 **9.1** **THINK!** Imagine you are Oliver. Write about your experience in the workhouse in your diary. Read it to the class.

The room in which the boys were fed was a large stone hall, with a counter at one end. The master, **dressed** in an apron and assisted by one or two women, **poured** the oatmeal.

The bowls never wanted washing. The boys polished them with their spoons till they shone again; and when they had performed this operation, they would sit staring at the counter, with such eager eyes, as if they could have eaten the bricks it was made of; Oliver Twist and his companions had suffered slow starvation for three months; Now they were so wild with hunger that one boy, Evan, who was tall for his age, said darkly to his friends that unless he had another bowl of oatmeal, he was afraid he might some night eat the boy who slept next to him, who happened to be young and weak. The evening **arrived**; the boys took their places. The master, in his cook's uniform, positioned himself at the counter with his assistants behind him; the oatmeal was served out and quickly **disappeared**. The boys **whispered** to each other, and winked at Oliver, while his next neighbours nudged him. Child as he was, he was desperate with hunger. He rose from the table, and went up to the master, bowl and spoon in hand, said:

"Please, sir, I want some more."

The master was a fat, healthy man; but he turned very white. He **gazed** in astonishment on the small boy for some seconds. The assistants were paralysed with astonishment; the boys with fear.

"What!" said the master at length, in a faint voice. His face was a stony mask.

"Please, sir," replied Oliver, "I want some more."

The master shouted aloud for Mr Limbkins.

"Mr Limbkins, I beg your pardon, sir! Oliver Twist has asked for more!"

The long silence that followed spoke louder than any words. Then, Mr Limbkins recovered himself.

"For MORE!" he said. "Do I understand that he asked for more, after he had eaten the supper given to him?"

"He did, sir," replied Bumble.

"That boy will be hanged," said the man. "I know that boy will be hanged."

Check these words

- public • institution • bare • split up • counter
- pour • oatmeal • polish • stare • suffer
- starvation • position • whisper • wink • nudge
- desperate • gaze • astonishment • hang



Culture Spot

1 **6.7.1** What do you know about Harvard University? When was it founded? Read and check.

2 **4.4.7** Compare Harvard University to a university in your country.

Harvard University is the oldest university in the USA as well as one of the most famous. It was established as a college in 1636 and it was named after an English minister from London who gave the college his library of books and a large amount of money. After the American Civil War it became a research university. Over the years, Harvard has maintained a high standard of education with continuous academic and scientific achievements. For over 350 years, the university has remained a leader in many fields of study and will continue to be in the future.



Harvard University

Writing Bank 1

Stories can be written either in the first or the third person and present a series of events, real or imaginary. The events in the story should be written in the order in which they happen. Stories include:

- an **introduction** which sets the scene (describes the time, place, people, activity, weather, etc).
- **main body paragraphs** (describing events leading up to the main event, the main event itself and its climax).
- a **conclusion** (describing what happens in the end, people's reactions/feelings, etc).

Stories are characterised by:

- **the use of past tenses.** (*The sun was shining when I set out. I got my sunglasses and hat, opened the door and went outside. When I reached the beach, I realised I hadn't brought my swimsuit.*)
- **linking words/phrases that show time and sequence of events.** (*first/at first, then, after/before that, that/the following/the previous morning, later that evening, while, meanwhile, as soon as, at that moment, by the time, in the end, etc*)
- **descriptive adjectives/adverbs** to make the story more interesting (*scenic, breathtaking, fortunately, quickly, etc*)
- **direct speech** to make the story dramatic. (*"What a fantastic view!" she exclaimed.*)

Useful Language

Starting a story/Setting the scene

- ... felt (*exhausted*) as he had been (*shopping in town all day*).
- It was (*raining hard*) when ... (*woke up that morning*).

Leading up to the main event

- At first, nobody realised ...
- We had only just (*boarded the plane*) when ...
- The next thing (*Mary*) knew, (*she was*) ...

The main event/climax of the story

- Everyone started (*shouting frantically*).
- Then just at that moment, (*the telephone rang*).

Describing people/places/feelings

- The young man at reception ...
- We walked (*through the busy streets*) trying to (*follow the map*).
- To our (*amazement/surprise/relief, etc*), ...
- Imagine my (*embarrassment/annoyance, etc*) when ...

Ending a story

- I've never been so (*terrified*) in my life.
- I felt truly (*grateful/satisfied/sorry, etc*) that ...
- It was the most (*unforgettable/amazing*) experience of my life.

Stories

An English magazine is holding a short story competition and has invited its readers to send in their entries. Stories must begin with the sentence: ***I couldn't believe my eyes when I saw the camera lying on the pavement.*** Write your **story** for the competition (120-180 words).

A That evening I was resting in my cosy hotel room when the phone rang mr evans said a soft voice The caller was a British journalist who had lost the camera when it fell out of its case while he was cycling He had thought it was lost for ever until he went to the police station only to find out his camera was there.

B I couldn't believe my eyes when I saw the camera lying on the pavement. Last summer, I was on holiday in a small village in Italy. As I was wandering the quiet streets, there it was in front of me.

C He thanked me warmly and invited me to dinner. I felt satisfied that I had really helped someone.

D I looked carefully around, but there was no one. It was a very expensive camera so I decided to take it to the local police station. The police officer looked at me strangely when I explained what had happened. He couldn't believe someone had dropped such an expensive camera. He asked me to leave my name and phone number in case its owner showed up.

Practice

1 Put the paragraphs in the correct order. **8.3** Then punctuate paragraph A.

2 Answer the questions.

- 7.3.1** How has the writer set the scene?
- 7.3.1** What is the climax event?
- 7.1.3** What adjectives has the writer used to describe: the village? the streets? the camera? the police station? the hotel room? the voice?
- 7.1** Which adverbs has the writer used to describe these verbs: looked? thanked?
- What were the writer's feelings?
- Which paragraph contains "flashback" narration?

3 **7.3.2** List the events of the story in the order they happened.

- A** He left his personal details. **B** His phone rang.
C The writer was walking in the village streets. **1**
D He went to the police station
E He saw a camera on the ground.
F He gave the police the camera.
G The journalist invited him to dinner.
H He looked around for the owner.

4 **8.1** Give the story a different ending.

5 **9.2** Rewrite the story as a third person narrative. Use a variety of simple and complex sentences.

6 **9.2** Rewrite the story from the point of view of the journalist. Use ICT to plan, compose, edit and present it.

Plan

(Para 1)	set the scene
(Paras 2-3)	describe the events leading up to the climax event & the climax event
(Para 4)	end the story & express feelings

Writing Bank 2

• **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.*
- Use of the 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*), I 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 eyes*). • 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.

Stories

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

1 Peter felt really **1) good** when his friend Tom suggested that they go fishing one **2) nice** Sunday afternoon last September. It was a **3) nice** day so off they went.

set the scene

2 When they arrived at the river bank, they settled down to wait for some fish to bite, with the sun warming their faces **4) nicely**. But to their disappointment, their lines stayed totally still. Then, just as they were thinking of leaving, Peter felt a **5) big** tug on the line.

events in the order they happened, climax event

3 Peter 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 his line. He pulled it in, opened it carefully and they were surprised! Inside was a **7) nice** gold bracelet and necklace and a ring sparkling in the sunlight! The next day, they took their **8) nice** catch to a local museum and were told that they had 'fished' some very **9) nice** ancient jewellery from the early 5th century.

4 A few weeks later, Tom and Peter received a large reward for finding the jewellery. They were **10) happy!** "I'll definitely take you along again next time I go fishing!" Tom told Peter enthusiastically.

what happened in the end, feelings

Practice

1 7.3.2 Read the story and list the events in the order they happened.

2 7.1.2 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.*

3 7.1 The writer uses direct speech in his story. What effect does it have on the reader?

4 7.1 Rewrite the third and fourth paragraphs using your own ideas.

Writing Bank 3

Minutes 3.4.6

Minutes are notes that summarise a meeting. They are a concise and accurate record of things that were said and decisions that were made at the meeting. The person who writes the minutes is called the **secretary**.

Minutes consist of:

- a **heading**. This includes the name of the company or organisation, the type of meeting, and the time and date of the meeting.
- a **list of people present** at the meeting. Give full names and their job or role in the organisation.
- the **main body**. This begins by stating the time that the chairperson opened the meeting. It then states briefly all the important things said during the meeting and any decisions reached. This usually involves reports and updates from people with different responsibilities. When a decision needs to be made, someone will **propose a motion**. This is then voted on, and the motion is either passed or failed. The minutes state what the motion is, who proposed it, whether it passes or fails, and the number of votes for and against it. The minutes end by stating the time that the chairperson closed the meeting.

Minutes are written in a formal style in the past tense. They include:

reported speech: (*The director of stated that sales of the product had increased by 30% in the last month.*)

Useful Language

The chairperson opened/closed the meeting at

The director of finance/head of marketing/CEO etc.:

- gave a report on ...
- reported that ...
- said/stated/mention that ...
- suggested/reported that ...
- expressed concerns that ...

The chairman/manager/Abdullah Al-Bin-Ali proposed that...

The motion passed/failed with ... votes for and votes against/with everyone in favour.

Corniche Hotel, Management Meeting 6 December 20... , 10:00 A.M.

Present: Mohammed Al-Kuwari, hotel manager (chairman)
Saleh Al-Boenien, rooms division manager
Ghanim Al-Ali, restaurant manager
Noora Al-Sultan, events manager
Haya Al-Nubi, accountant
Hamad Al-Nuaimi, secretary

The chairman **1)** the meeting at 10:00 A.M.

The rooms division manager reported that business in the last week had been good and that the hotel had been 80% full. However, he mentioned that several customers had **2)** on a hotel comparison website that the decoration of the hotel was old fashioned and in need of updating. He **3)** that we should consider redecorating the hotel.

The accountant **4)** that profits remained steady and that she believed redecorating would increase business. She said they could afford to spend 1 million QAR towards the redecoration and there was also the possibility of getting loans.

The events manager **5)** concerns that the hotel would miss out on business during the redecoration. She said that at the moment the hotel had conferences and events booked for nearly every week in the next year.

The chairman **6)** a motion to ask a decorating company to give a proposal for a possible refurbishment plan. The motion was **7)** with everyone in favour.

The chairman **8)** the meeting at 10:30 A.M.

Practice

1 Read the model. Fill in the gaps 1-8 using the following words: *opened, reported, proposed, suggested, complained, expressed, closed, passed.*

2 Answer the questions 1-6.

- 1 What information is given in the title?
- 2 Why is there a list of names at the top of the minutes?
- 3 What happens at the beginning and end of the meeting?
- 4 Is the style formal or informal? Which tenses are used?
- 5 Which structures must be used? Why?
 - A conditional sentences
 - B reported speech
 - C relative clauses
- 6 How is a decision reached? How is it noted in the minutes?

3 You were the secretary at a hotel management meeting. There have been fewer customers at the restaurant recently. The managers had a meeting to discuss possible ways to increase business, and reached a decision at the end of the meeting. Write minutes for the meeting.

Writing Bank 4

A **summary** is a short text which contains the main ideas presented in a longer text. It does not include details, personal feelings or our opinion. A good summary should answer *wh-* questions (*who, when, where, what*).

Steps to follow when writing a summary:

- Read the text carefully to get the gist.
- Re-read the text and underline or note down the key ideas/information.
- Write sentences in your own words using the key ideas/information.
- Write a topic sentence which expresses the central idea of the text.
- Write your summary using the sentences you have written. Check you don't repeat the same information and try to combine the sentences using appropriate linkers.
- Revise your summary. Check for style, grammar, spelling and punctuation mistakes.
- Make sure the summary contains all the main points.
- Summaries are formal in style. We mainly use the passive voice and formal linking words.

Summaries

You have read this news report. Your teacher has asked you to summarise it. Write your **summary** (50-60 words).

Kidnap victim found alive

A boy who has been missing from his home since the 17th of August has been found alive today by the police. 18-year-old Keith Hamley was discovered in the basement of a London flat where he had been held by kidnappers for nearly three weeks. His father, multi-millionaire businessman Gerald Hamley, received a ransom note demanding £1 million in exchange for the return of his son. Police found a vital clue to his whereabouts when they discovered an abandoned car in the Blackheath area. A mobile phone found inside the car was identified by Mr and Mrs Hamley as belonging to their son. The car was traced to the Whitechapel neighbourhood where the victim was being held. Local residents tipped the police off about suspicious activity around the flat. Its former occupants, a young married couple, are now being held by the police for questioning. Mr Hamley has been reunited with his parents after his ordeal.

A Summary

18-year-old kidnap victim Keith Hamley was discovered by police today in a London flat. He had been there since 17th August and his kidnappers demanded a one-million-pound ransom. Eventually, the police located the kidnap vehicle which, in turn, led them to Whitechapel, where Mr Hamley was being held. A young couple are being questioned in connection with the kidnapping.

Practice

1 Read the first news report. Then read summary A. Which of the following sentences are true about it? Justify your answers.

- 1 It contains a personal opinion.
- 2 It answers *wh-* questions.
- 3 It expresses the author's purpose.
- 4 It expresses feelings.
- 5 It presents extra information.
- 6 It contains unnecessary details.
- 7 It contains no grammar, spelling or punctuation mistakes.
- 8 It contains verbs in passive voice and formal language.

2 a) Read the second news report. Complete the gaps in summary B with words from the report.

b) Rewrite the underlined phrases/sentences in the passive voice to make the summary more formal.

Serial graffiti artist jailed

A vandal who caused £50,000 of graffiti damage to the national railway network has been jailed for 18 months. 20-year-old Frank Martin was found guilty of damaging trains across the country over a three-year period from February 2009 to December 2011. Martin's crimes were discovered when he was caught on CCTV cameras spraying paint on a railway carriage parked in a station siding in the Manchester area. Martin was arrested and held in custody while police searched his Solihull home. Several dozen cans of spray paint were recovered. Graffiti experts, who examined samples of railway graffiti from other parts of the country, linked them to Martin's work. Martin appeared in court yesterday. Judge Richard Aubrey QC refused to grant bail. Before passing sentence, he said: "Graffiti on the railways is not art; it's vandalism and must not go unpunished."

B Summary

A judge has sentenced 20-year-old Frank Martin to 1) in jail after he found him guilty of graffiti 2) Martin caused £50,000 worth of damage to the national 3) Police caught Martin on CCTV 4) spraying a railway carriage in 5) They later linked his work to graffiti elsewhere in the 6) The judge hearing the case did not grant bail.

Writing Bank

5

Persuasive essays are essays in which we present our personal opinion on a particular topic. Our opinion must be stated clearly and supported by justifications.

An **persuasive essay** consists of:

- an **introduction** in which we introduce the subject and state our opinion clearly.
- a **main body**, consisting of three paragraphs (each presenting a separate viewpoint supported by reasons/examples).
- a **conclusion** in which we restate our opinion using different words.

We normally use **present tenses/passive forms** in this type of writing. **Persuasive essays** are normally written in a formal style, therefore we should avoid using colloquial expressions, short forms or personal references. We can find this type of writing in the form of an article in newspapers, magazines, etc.

To **begin/end a persuasive essay**, we can:

- **address the reader directly.**
You'd be surprised how many people enrol for online courses these days.
- **ask a rhetorical question.**
Have you ever thought of taking a gap year between school and university?
- **include a quotation.**
Education is not preparation for life; education is life itself. ~ *John Dewey, philosopher and educational reformer*

Useful Language

Listing points

- First of all, • Second, • Lastly,

Giving reasons

- For this reason, • That is why ...
- because/since/as ...

Giving examples

- For example,/For instance,
- In particular ...

Expressing results

- As a result, • Consequently,
- Therefore

Expressing opinion

- In my opinion/view,
- I think/believe that ...

Concluding

- To conclude,/To sum up, • All in all,

Persuasive essays

Your teacher has asked you to write a persuasive essay on the following statement: ***School uniforms should be compulsory.*** Write your **essay** (120-180 words).

- A** "Uniforms do not make our schools better," concluded American sociologist David Brunnsma. **1) Furthermore,/ However,** it seems to me that he is not entirely right. I am in favour of wearing school uniforms for a number of reasons.
- B** **2) Firstly,/In addition,** wearing a uniform helps students concentrate on their studies. Children do not have to worry about competing with their peers to look fashionable. **3) As a result,/Moreover,** they are more likely to pay attention to what is being taught rather than what is being worn.
- C** **4) For instance,/Secondly,** wearing uniforms create a sense of unity among pupils. It makes them feel they are all part of the same institution and **5) consequently/as** they behave better. **6) In particular,/On the other hand,** there is less likelihood of someone being bullied for wearing 'weird' clothes.
- D** **7) Therefore,/Finally,** uniforms greatly improve school security. If everyone in the school grounds is dressed the same, this makes it much easier to identify people who do not belong to the school.
- E** **8) In conclusion,/Also,** I strongly believe making students wear uniforms is acceptable. After all, who wouldn't want to be part of a focused and safe learning environment?

Plan

(Para 1) *state topic & your opinion*

(Para 2) *first viewpoint & reasons/examples*

(Para 3) *second viewpoint & reasons/examples*

(Para 4) *third viewpoint & reasons/examples*

(Para 5) *restate topic & your opinion*

Practice

- 1** 9.4.2 **Read the model and choose the correct linker.**
- 2** 4.4.1 **What is each paragraph about?**
- 3** 9.4.1 **Replace the topic sentences in the main body paragraphs with other appropriate ones.**
- 4** 9.4.1 **Suggest another beginning/ending for the essay, using one of the techniques mentioned in the theory.**
- 5** 9.4.1 **Write supporting sentences for the following topic sentences. Use passive voice. Don't use direct speech.**
 - 1 Firstly, taking a gap year gives students time to think about their academic direction and future career.
 - 2 To begin with, studying at university opens career paths.
 - 3 In addition, studying online helps you continue working while you take classes.

Writing Bank 6

Argumentative essays are formal pieces of writing which discuss the advantages and disadvantages of a topic. Arguments on both sides of the topic are presented in equal detail and the writer's opinion is often included in the conclusion.

Argumentative essays include:

- an **introduction** stating the topic.
- **two main body paragraphs** – one presenting arguments for together with justifications/examples and the other presenting arguments against with justifications/examples. Each main body paragraph begins with a topic sentence that outlines the main idea of that paragraph. The topic sentence is followed by supporting sentences which further explain the idea in the topic sentence.
- a **conclusion** which summarises the arguments and gives the writer's opinion.

Argumentative essays are characterised by:

- **formal vocabulary, longer sentences and full verb forms.** (*It is not advisable to undertake substantial expenses if a country's economy is not robust, as this could weaken it further.*)
- **formal linking words** to join ideas (*Although, Whereas, For this reason, etc.*)
- **use of the passive.** (*A survey was recently conducted on hosting major sports events.*)

Useful Language

Listing points

- Firstly,/To begin with, • Secondly,
- Furthermore,/Moreover, • Finally,

Introducing advantages

- The main advantage of ... • Another/benefit/argument in favour of ...
- Some/Many people are in favour of ...

Introducing disadvantages

- A serious drawback/disadvantage (of) ...
- Another argument against ...

Introducing supporting sentences/

Justifying points and giving examples

- This is because/due to (the fact that) ...
- This means that ... • 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 ... • On balance,

Concluding

- In conclusion, • All things considered,
- To sum up, it seems to me there are ...

Argumentative essays

You have had a class discussion about hosting major sports events. Now your teacher has asked you to write an essay discussing the pros and cons of a country doing so. Write your **essay**, justifying your arguments (120-180 words).

A Many cities are eager for the privilege to host major sports events like the Summer Olympics and the Football World Cup. It is a huge honour but also a huge responsibility. Is all the effort involved actually worth it?

B There are several important advantages to hosting major sports events. **1) For one thing**, they create new jobs. Many positions need to be filled, some of which can turn into permanent jobs. **2) As a result**, unemployment levels are reduced. **3) Another advantage is that** cities improve their infrastructure **4) because** roads, sports facilities and other permanent fixtures are built.

C **5) However**, hosting such events does have its disadvantages. **6) Firstly**, they can be extremely expensive. Rebuilding or renovating structures **7) like** stadiums and public transport systems is often necessary. **8) Another disadvantage** is that such events can negatively affect the local people's daily lives **9) since** they may experience noisy construction projects or increased traffic during the event itself.

D **10) To conclude**, I **11) believe** hosting major sports events is beneficial. On the other hand, the authorities should responsibly count the cost beforehand – both to the city as a whole and to its individual citizens.

Plan

(Para 1) *introduce topic*

(Para 2) *arguments for & justifications/examples*

(Para 3) *arguments against & justifications/examples*

(Para 4) *summary of arguments & writer's opinion*

Practice

1 9.4.1 Read the model. What is each paragraph about?

2 9.4.1 Replace the topic sentences in the main body paragraphs with other appropriate ones.

3 9.4.2 Replace the linkers in bold in the essay with suitable alternatives.

4 9.4.2 Write appropriate supporting sentences to these topic sentences. Use the ideas in brackets.

- Without a doubt, playing a sport can improve the quality of our lives. (helps keep us healthy – good for social skills)
- On the other hand, there are certain drawbacks to participating in sports activities. (can result in physical discomfort/injuries – may create a competitive egotistical character.)

5 9.4 Make notes, then write an essay discussing the pros and cons of playing a sport.

Writing Bank 7

Formal emails/letters are usually sent to people we don't know or people in an official position, e.g. when applying for a job/course, making a complaint or requesting information, etc. They include:

- a **formal greeting** (*Dear Sir or Madam, Dear Mr Smith*),
- an **introduction** with our opening remarks and the reason for writing,
- **main body paragraphs**, one for each separate topic,
- a **conclusion** with our closing remarks,
- a **formal ending**: *Yours faithfully*, when you don't know the person's name or *Yours sincerely*, when you know the person's name + your full name.

Formal style is characterised by:

- **formal expressions, advanced vocabulary & longer sentences.** (*I insist upon a full refund or I shall be forced to take the matter further.*)
- **formal linking words** (*However, In addition,*)
- **full verb forms** (*I am writing to ...*).
- **use of the passive** (*I trust this matter will be dealt with promptly.*)

Useful Language

Applying for a job/course

- I am writing to apply for the position of ... advertised in (*yesterday's 'Evening Post'*).
- With reference to your advertisement in ...
- I have been working as a ... for the last ... years. • Despite my lack of experience, I feel that I would be ...
- I consider myself to be (*punctual, hardworking, etc.*) • I enclose a reference from my previous employer.
- I would be grateful if you would consider my application.
- Can you tell me the duration of the course?
- Please send me a prospectus giving the course details.
- Is it possible to enrol online?
- I look forward to hearing from you.

Complaining

- I am writing to draw your attention to ...
- I am writing to express my strong dissatisfaction at the ...
- I am writing to complain about the quality of ... I recently purchased from you.
- The sales assistant was extremely rude.
- I demand an immediate replacement or a full refund.
- I would appreciate it if ... could be replaced.
- I hope that I will not be forced to take further action.

Formal emails/letters

You stayed in a hotel where you were not satisfied with the service. Write a **letter** of complaint to the hotel manager (120-180 words) explaining the problem. State what specific complaints you have and what action you wish the manager to take.

Dear Sir or Madam, ^{formal greeting} ^{full verb form} ^{neutral language}

A I am writing to **1) say how fed up I am with the treatment I received** during a recent stay at your hotel. ^{use of the passive}

B Firstly, the room I **was given** had a problem with the bathroom plumbing. Water was leaking all over the bedroom floor. This was **2) a far cry** from a five-star hotel.

C When I mentioned the problem to the receptionist next morning, she was extremely rude and told me **3) there was nothing she could do about it.** When I asked for another room, I **4) was put in** one without an en suite bathroom. ^{longer sentence}

D To make matters worse, although **5) they told me** that your hotel caters for vegetarians, I discovered that vegetarian choices were **non-existent** on the menu. As I do not eat meat, I was forced to **6) eat out.** ^{advanced vocabulary}

E All in all, the treatment I received was **7) totally out of order** and my holiday was completely spoiled. I therefore ^{formal linking word} demand a full refund or I will be forced to **take further action.** ^{formal expression}

Yours faithfully, ^{formal ending}
Donald Harvey
^{full name}

Plan

Dear Sir/Madam,

(Para 1) *formal greeting, reason for writing/brief description of problem*

(Para 2-4) *details of each complaint in a separate paragraph, including reasons/examples/justifications*

(Para 5) *closing remarks and action we request to be taken*

Yours faithfully, + (your full name)

Practice

1 9.8.2 **Match the paragraphs to the headings.**

- 1 2nd complaint & justification
- 2 reason for writing & description of problem
- 3 1st complaint & justification
- 4 action you expect to be taken
- 5 3rd complaint & justification

2 **Suggest a different beginning/ending to the letter. Keep the language neutral.**

3 9.8.2 **You went to a shop to exchange a pair of trousers for a smaller size but the shop assistant was very impolite. Write a letter of complaint to the shop manager stating your complaint and the action to be taken (120-180 words).**

Writing Bank 8

Discussion essays are pieces of writing in which we present arguments for and against a topic and weigh the arguments against each other in a balanced and objective way. It is not necessary to state our opinion.

A **discussion** consists of:

- an **introduction** in which we state the topic clearly and show that there are two sides to the question.
- a **main body** consisting of two paragraphs; the first paragraph details arguments in favour and supporting details; the second paragraph details points against and supporting details.
- a **conclusion** which summarises the arguments and draws a conclusion/makes a recommendation.

Discussion essays are normally written in a formal style in the present tense and should include:

- **formal vocabulary, longer sentences and full verb forms.**
(*While it can be argued that celebrities enjoy the publicity they receive, it is also viewed by some as an infringement of their privacy.*)
- **formal linking words** to join ideas.
(*Whereas, Nonetheless, For this reason, etc*)
- **use of the passive.**
(*It cannot be denied that many celebrities are routinely harassed by the media.*)

Useful Language

Listing points

- First of all,/In the first place, • In the second place, • Last but not least,

Introducing arguments

- One argument in favour of ...
- It can be argued that ...
- Some/Many people claim that ...

Introducing counter-arguments

- One argument against ... • A further negative point is that ... • Having said this, ...

Giving reasons

- The reason for this is that ... • This is due to the fact that ... • This is because ...

Giving examples

- For example/instance,
- In particular,/Particularly,

Contrasting ideas

- On the other hand, • That being said,
- Nevertheless,/Nonetheless,

Weighing up arguments

- The advantages far outweigh the disadvantages. • On balance, ...

Concluding

- To sum up,
- Taking everything into consideration,

Discussion essays

After a class discussion on the subject of celebrities, your teacher has asked you to write an essay giving your opinion on the following statement: **Famous people should be given more protection from the media.** Write your **essay**, justifying your opinion (120-180 words).

- A** "There is only one thing in the world worse than being talked about, and that is not being talked about," playwright Oscar Wilde once said. Clearly, **1) apart from/unlike** some celebrities, he enjoyed the publicity he received. **2) For this reason,/In addition**, opinion is divided on the question of whether celebrities require special treatment to protect their privacy.
- B** Firstly, facing the media is part of being famous and comes with the job. If someone does not like being in the limelight and being pursued by the paparazzi, it **3) nevertheless/therefore** follows that they should not choose a celebrity career. Furthermore, some celebrities actively court the media **4) but/because** they believe it will promote their career.
- C** Having said that, famous people often suffer at the hands of the media. For example, their private lives **5) and/so** those of their families are often exposed, **6) resulting in/consequently** personal distress and embarrassment. Moreover, some celebrities hounded by the media have even been known to suffer a nervous breakdown.
- D** To conclude, I would say on balance that Oscar Wilde was right. **7) Although/Despite** its drawbacks, celebrities should welcome attention from the media as part of their job.

Plan

- | | |
|----------|-------------------------------------------|
| (Para 1) | state topic showing both sides |
| (Para 2) | arguments in favour reasons/examples |
| (Para 3) | arguments against & reasons/examples |
| (Para 4) | summarise arguments and draw a conclusion |

Practice

- 1** 6.4.6 Read the model and choose the correct item. What does each linking conjunction express?
- 2** 7.7.2 What is each paragraph about?
- 3** 9.5.2 Replace the topic sentences in the main body paragraphs with other appropriate ones.
- 4** 9.5.2 Suggest another beginning/ending for the essay.
- 5** 9.5.2 Write supporting sentences for the following topic sentences.
 - 1 To begin with, parents have a wealth of experience they can offer their children.
 - 2 Secondly, having a sense of humour helps you in your relationships with others.
 - 3 Some people argue that the life of a celebrity is a very lonely one.

Writing Bank 9

Research reports present information and answer questions about a subject. The points in the report are supported by facts and quotations taken from other sources. A **research report** consists of:

- an **introduction** that ends with a thesis statement
- a **main body** of three (or more) paragraphs which presents the main points and/or answers the main questions. References to where the information came from is made using MLA citation.
- a **conclusion** which summarises the main points, draws a conclusion and/or makes a recommendation.
- a **bibliography/works cited section** using MLA citation.

Research reports are written in a formal style and should include:

- **formal vocabulary, longer sentences and full verb forms.**
- **formal linking words** to join ideas.

Research reports may be as long as 2,000 words so organisation and keeping a record of sources are essential. Titles should not be bold or italicised, but should be centred.

Useful Language

Listing points

- In the first place, • To start/begin with, • Firstly/Secondly/Thirdly/Finally, • In addition (to this) • Furthermore/Moreover/Besides,

Introducing or list advantages

- The main/first/most important advantage of ... • One/Another/An additional advantage of ... • One point of view in favour of ... • It is often suggested/believed/argued that ... • Some/Many people are in favour of/are convinced that ...

Introducing examples/reasons/results

- For example/instance, • such as/like • In particular, • Therefore/For this reason, • because/as/since • As a result,

Showing contrast

- On the other hand, • However/Still, • but • Nonetheless, • Although/Even though, • In spite of/Despite (the fact that),

Introducing a conclusion

- In conclusion, • To conclude/sum up, • All in all/All things considered, • Taking everything into account/consideration,

Showing result

- As a result, • Consequently, • Therefore, • As a consequence,

Research Reports 9.5

Your teacher has asked you to write a research report about a historic site which you believe is of great importance for the world. Write your research report.

Petra

A The ancient city of Petra in Jordan is a very important cultural site. It was the capital city of the Nabataeans, an early Arab people. The Nabataeans were skilled architects and Petra was constructed by cutting buildings out of the rock of the mountains. In my opinion, Petra is one of the most significant historic sites in the world.

B Firstly, Petra is incredibly beautiful. The ancient Nabataean architecture fits perfectly in the breathtaking natural landscape resulting in a truly unique site. For example, when you visit Petra, you must first pass through the Siq, a narrow passage through the rocks over a kilometre long. At the other side, the first building you see is Al-Khazneh, a building inspired by ancient Greek architecture cut out of the rock. The achievement of the Nabataeans is often admired for its scale and beauty. As one writer puts it, they “transformed the living rock of Petra into an enduring architectural masterpiece” (Taylor 1).

C To sum up, Petra should be considered one of the most significant cultural sites in the world because it combines the natural and the man-made in a site of breathtaking beauty, because it has been recognised by UNESCO as a world heritage site and named one of the New 7 Wonders of the World, and because it is essential that it is preserved for future generations to admire and enjoy. Everyone should have the chance to visit this amazing site.

Works Cited

Lawler, Andrew. “Reconstructing Petra.” *Smithsonian Magazine* 38: 3. June 2007: 42-49. Print.

“Petra.” whc.unesco.org. Web. 19 June 2014. <<http://whc.unesco.org/en/list/326>>.

Taylor, Jane. *Petra and the Lost Kingdom of the Nabataeans*. London and New York: I.B. Tauris, 2001. Print.

Plan

- (Para 1) *thesis statement*
- (Para 2) *first point*
- (Para 3) *second point*
- (Para 4) *third point*
- (Para 5) *summary of points*

Practice

1 Read the extract from a research report and answer the questions.

- 9.5.1** What is the thesis statement of the research report? Where can you find it?
- In the second paragraph, how does the writer say where the quotation comes from?
- 9.5.1** What has the writer done in the conclusion?
 - A** made a suggestion
 - B** summarised the main paragraphs
 - C** referred to more research
 - D** given more examples

2 **9.5** The summary of the third paragraph is underlined in the conclusion. Find alternative sources of information and write the third paragraph of the research report. Include a Works Cited section and give appropriate parenthetical citation.

Writing Bank 10

A **proposal** is a piece of writing which sets out a plan or suggestion.

At the top of the proposal is a **header** which includes the sender's name, the receiver's name, the subject of the proposal and the date.

The proposal is set out under different **subject headings**.

The **introduction** states the purpose of the proposal. The **main body** paragraphs give different parts or aspects of the proposal.

The final paragraph states the **conclusion** of the proposal.

Proposals are written in a formal style. **Modal verbs** such as *could*, *should* and *would* are often used to express opinions and future possibilities.

Useful Language

To introduce:

- The purpose/aim of this proposal is to ...
- As requested, this is my proposal on ...

To list points:

- Firstly/In the first place/To begin with
- Secondly/Also/Furthermore
- Finally/Lastly

To express opinion:

- I feel ... • I believe ...
- I am convinced ... • I am confident ...
- we should ... • we could

To make suggestions/recommendations

- I would (strongly) suggest/recommend ...
- One/Another suggestion would be to ...
- It would be a good idea to ...

To express cause/effect:

- By (doing this), we could/would ...
- Doing this would ...
- In this way ... • As a result ...
- If we (did this/were to do this) ... etc

Proposals

You are a member of the Doha Culture Club. The president of the club has asked members to write proposals suggesting ways to make the club more popular with teenagers. Write your **proposal**. Talk about publicity, opening hours and activities.

OPENING HOURS
INTRODUCTION
ACTIVITIES
CONCLUSION
PUBLICITY

To: Ali Al-Ajji

From: Ahmad Al-Marri

Subject: Proposal for Doha Culture Club

Date: 27 May 20...

A

The aim of this proposal is to give suggestions on **0) how/what** Doha Culture Club can be made more popular with teenagers.

B

In the first place, I feel that we should make more teenagers aware of the club. One suggestion would be to put **1) up/on** posters in local secondary schools. This way teachers would find **2) in/out** about the club and may consider joining.

C

Secondly, I believe that the club's weekday opening hours, from 3-6 pm, **3) are/is** not suitable for most teenagers, particularly those **4) which/who** do after-school activities. **5) Despite/Besides** the fact that it would involve volunteers working longer hours, I strongly recommend that the club remains open **6) by/until** 9 pm on weekdays. By doing this, we would give teenagers the opportunity to come to the club.

D

Finally, in my opinion we could organise more fun activities **7) for/at** club members. For instance, it would be a good idea to organise regular day trips to places **8) of/in** cultural interest in the area. As a result, more teenagers would be attracted to the club and get more enjoyment out of the club when **9) they/you** join.

E

To sum up, by advertising, increasing our opening hours and organising more fun activities, we can make Doha Culture Club **10) many/much** more popular with local teenagers.

Practice

1 Read the model and choose the correct option 1-10.

2 Choose the correct heading for each section from the box.

3 Answer the questions.

- 1 Is the style formal or informal?
- 2 What linking words are used to connect the paragraphs?
- 3 Which of the following are often used in proposals?
A questions B wishes C modal verbs

4 Read the prompt, and then write a proposal.

You are a member of a youth football club which needs new members. The team manager has asked you to write a proposal suggesting ways of increasing the number of members in the football club. Write your proposal. Talk about publicity, practice times and facilities.

Further Practice

Further Practice

MODULE A

Unit 1	
Standard	Exercises
1.1	Exs 1 - 4 p. FP1
5.3	Exs 5-6 p. FP1
6.4	Ex. 7a p. FP2
9.1	Ex. 7b. p. FP2
6.4.1	Ex. 8 p. FP2
6.3	Ex. 9 p. FP2
9.1	Ex. 9 p. FP2

Unit 2	
Standard	Exercises
1.1	Exs 1-4 p. FP3
1.2	Ex. 3 p. FP3
2.1	Ex. 5 p. FP3
5.2.2	Ex 6 & 9 p. FP3-FP4
5.2.1	Ex. 7 p. FP4
5.2	Ex. 8 p. FP4
9.1	Ex. 9 & 10 p. FP4
6.3	Ex. 10 p. FP4

Unit 1

Holidays

1 1.1 Fill in the gaps with: *package, seaside, self-catering, unspoilt, weekend.*

- You can save money on holiday by staying in a(n) apartment and cooking your own meals.
- We are taking a(n) break in the country this Saturday and Sunday.
- Spain, with its bustling cities and countryside, is the perfect holiday destination.
- They spent their summer holiday at a(n) resort on the Spanish coast.
- If you book a(n) holiday, then you won't have to arrange travel and accommodation separately.

Travel

2 1.1 Choose the correct word.

- Please wait in the **exit/departure/leaving/retirement** lounge until the gate opens.
- Passengers travelling to Luton should **board/embark/dock/land** the train at platform 4.
- There was a two-hour **cancellation/delay/hold/jam** to the flight due to the storm.
- It was an uncomfortable ferry crossing on the **bumpy/rough/messy/tough** sea.
- They bought a(n) **all-day/one-way/return/outbound** ticket to Toronto because they didn't know when they would be back.
- He can't afford a holiday because he is on a tight **budget/account/fund/allowance**.

Money

3 1.1 Fill in the gaps with: *credit, currency, exchange, instalments, traveller's.*

- We bought cheques to avoid carrying large sums of money with us.
- Some UK hotels accept payment in a foreign such as the dollar or euro.
- Always check the rate before changing money.
- Online travel agents will accept most major cards.
- Your flight costs \$600, but you can pay in three monthly of \$200.

Shopping

4 1.1 Fill in the gaps with: *bargain, discount, credit, purchase, receipt, refund, rip-off, value.*

My first online shopping experience was a disaster. I wanted to **1** a new PC. I found a real **2** on one website. I thought it was offering a big **3**, so I paid for the PC on **4**, When it arrived, I opened the box and saw a second-hand PC inside. I couldn't believe it. I thought it was a huge **5** Just as I was going to email the company to ask for a **6**, I looked at the **7** for the transaction. I noticed that the website advertised 'good **8** prices on used goods'. Luckily for me, the PC works perfectly!

5 5.3 Complete the sentences so they are true for you.

- While I was doing my homework yesterday afternoon,
- When I was ten, I used to
- I was watching TV when
- After I had finished reading/ watching
- During my last holiday, I

Past tenses

6 a) 5.3 Form complete sentences.

- last winter/to/we/travelled/Finland
- at/yesterday evening/Jason/7 o'clock/having/was/dinner
- was/rang/the/Lisa/sleeping/doorbell/when/I
- tired/all day/Mike/he/was/ working/been/ because/had

b) Write and then tell your partner:

- two things you used to do when you were ten.
- two things you didn't use to do when you were twelve.
- two things you are used to doing.

Further Practice

MODULE A

Clauses of result

7 a) **6.4** Read the examples. Which words do we use to show the results of a state/action?

Clauses of result

- The hotel was fully booked. **As a result, / Therefore, / Consequently,** we stayed at a guesthouse.
- It was **such** a great day (**that**) we had a picnic.
- It was **so** cold (**that**) the lake froze over.
- It was **such** nice weather (**that**) we went to the beach.
- He walked **so** quickly (**that**) we couldn't reach him.

▶ see pp. GR3-GR4

b) **9.1** Fill in the gaps with: *so, such a/an, such.*

- 1 It was hot weather that we decided to go swimming.
- 2 His luggage was heavy that he couldn't carry it.
- 3 The journey was long that we fell asleep.
- 4 It was expensive hotel that we decided not to stay there.
- 5 The tour guide spoke fast that nobody could follow what he said.

Articles

8 **6.4.1** Fill in the gaps with: *a, an, the* or *zero article*. Justify your answers. Check in the Grammar Reference section.

- 1 You look like you need holiday! Why not take trip to Lake Lugano. It's such interesting place to visit at this time of year. Also, you'll find cheap accommodation quite easily.
- 2 Brazil is biggest country in South America. It also includes several groups of islands in Atlantic Ocean. Home to Amazon Rainforest and Iguassu Falls, it is destination not to be missed.
- 3 visit to Egypt is never complete without taking cruise down River Nile. cruise gives visitors chance to see some of Egypt's most important archaeological sights such as Pyramids at Giza and Sphinx. It's unforgettable experience.
- 4 What beautiful day! Why don't we go to shopping mall in town centre? There's food court there, too, where we can have lunch at noon. What do you say?

Sentence Transformations

9 **6.3** **9.1** For questions 1-8 complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use two to five words, including the word given. Here is an example (0).

- 0 We've decided not to visit Singapore as it's so expensive. **CHANGED**
We've *changed our minds about visiting* Singapore as it's so expensive.
- 1 There was very little to do on the ferry. **HARDLY**
There was on the ferry.
- 2 In Hong Kong you can choose from over 11,000 different restaurants. **CHOICE**
In Hong Kong
..... over 11,000 different restaurants.
- 3 Melanie regretted not waiting for the sales. **WISHED**
Melanie for the sales.
- 4 You must leave your passport in the safe at the hotel. **REQUIRED**
You
your passport in the safe at the hotel.
- 5 John called us last Monday. **SINCE**
John
last Monday.
- 6 The storm made it impossible for the aeroplane to take off. **PREVENTED**
The aeroplane
by the storm.
- 7 It was very difficult for Roy to change his ticket. **IN**
Roy had
his ticket.
- 8 On arriving in Paris, we went straight out for dinner. **SOON**
We went straight out for dinner
..... in Paris.

Further Practice

MODULE A

Unit 2

The Arts

1 1.1 Match the nouns to the correct art form. Some words can be used more than once.

- act • author • cameraman • canvas
- chapter • drama • dressing room • episode
- harmony • instrument • melody • oils
- fiction • novel • paintbrush • painting
- portrait • premiere • publisher • rehearsal
- screenwriter • series • single
- special effects • stage • stunt

art music TV literature theatre film

TV/Radio

2 1.1 Complete the gaps with: *highlights, convincing, current, forecast, lines, coverage, documentary, viewing.*

- 1 I watch affairs programmes to keep up-to-date with political events around the world.
- 2 We should watch the weather before we plan our hiking trip.
- 3 Did you see that about the penguins in Antarctica?
- 4 Which radio station offers the best sports
- 5 We're doing some research into the habits of teenagers.
- 6 The actor started to laugh when he forgot his
- 7 Watch and previews of new programmes coming soon to CBS.
- 8 He won the best performer award for his performance in the TV mini-series.

Music

3 1.1 1.2 Choose the correct word.

- 1 His new album will be **performed/let/released** in stores this month.
- 2 **Backing/Support/Prop** singers sing in harmony with the lead vocalist.
- 3 It took the **composer/ conductor/choir** two years to write his most famous opera.
- 4 It's illegal to **record/download/ play** music without paying for it.
- 5 You can **book/hold/save** tickets for the concert online or in person at the box **office/desk/post**.

Newspapers/Magazines

4 1.1 Complete the gaps with: *columns, editorial, glossy, headlines, morning, tabloid.*

- 1 *Bliss* is a magazine that focuses on the lifestyles of famous people.
- 2 He eats his breakfast and reads the latest stories in the paper before he goes to work.
- 3 A newspaper is smaller than a broadsheet.
- 4 Today's newspaper devoted several to the subject of the upcoming elections.
- 5 Laura was selected to write the for this week's edition of the magazine.
- 6 As he was going past the newsagent's, he quickly read the

5 2.1 Choose the odd word out.

- 1 main – principal – central – top **character**
- 2 true – expressive – narrative – literary **style**
- 3 realistic – amused – thrilling – convincing **performance**
- 4 dubbed – foreign – broadsheet – sci-fi **film**
- 5 satisfied – dramatic – predictable – surprising **ending**

Conditionals

6 5.2.2 Join the sentences. Use the phrases in brackets.

- 1 She will get better. She must take the medication. (**as long as**)
- 2 Children must start doing more exercise. The problem of childhood obesity will continue. (**unless**)
- 3 I will help you with your maths homework. You help me with French. (**on condition that**)
- 4 She is telling the truth now. I still don't believe her. (**even if**)
- 5 You will stay healthy. You have to exercise and eat a balanced diet. (**providing that**)
- 6 Be careful. You will hurt yourself. (**unless**)

Further Practice

MODULE A

7 5.2.1 Put the verbs in brackets into the correct tense. Put commas where necessary. What type of *conditional* is each sentence?

- 1 If children (**not/get**) a good education they won't be able to find a good job.
- 2 If we don't hurry we (**miss**) the bus.
- 3 If your stomach (**hurt**) you should see the doctor.
- 4 I (**take**) an aspirin if I had a headache.
- 5 He would lose weight if he (**climb**) the stairs instead of taking the lift.

Wishes

8 5.2 Write the sentences, as in the example.

- 1 You have to study a lot and you can't meet your friends.
I wish I didn't have to study so much. If I didn't have to study so much, I could meet my friends.
- 2 You want to play football, but you broke your toe.
- 3 You would like to take up swimming, but you have a fear of water.
- 4 You want a dog, but you're allergic to them.
- 5 You want to join the gym, but it's too expensive.
- 6 The bus didn't come on time so you were late for work.
- 7 Your brother invites friends over all the time so you can't concentrate on your studies.
- 8 You want a pet, but your parents won't let you have one in the flat.
- 9 You slept in and you were late for your exam.
- 10 You didn't go to the doctor so you don't feel better now.

9 5.2.2 9.1 Continue the sentences.

If I hadn't eaten so much last night,

.....

I wish I joined a gym. If I joined a gym,

.....

Sentence Transformations

10 6.3 9.1 For questions 1-8 complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use two to five words, including the word given. Here is an example (0).

- 0 They are going to demolish the old theatre next year. **PULLED**
The old theatre *will be pulled down* next year.
- 1 "Would it be possible to see a copy of it, please?" asked Tom. **COULD**
Tom asked
..... at a copy of it.
- 2 "What is the length of the play?" he asked. **HOW**
He asked was.
- 3 The annual Academy Awards ceremony is always held somewhere in California. **PLACE**
The annual Academy Awards ceremony
..... somewhere in California.
- 4 I usually like novels, but this one is really irritating. **GETS**
I usually like novels, but this one really
..... nerves.
- 5 You have to submit your article for the Sunday paper by midday. **HANDED**
Your article for the Sunday paper must
..... by midday.
- 6 Beth, can I borrow this DVD? **MIND**
Beth,
..... I borrow this DVD?
- 7 Would you like to go out tonight? **FANCY**
Do tonight?
- 8 The director said they would begin filming soon. **NEAR**
The director said filming would
..... future.

Further Practice

MODULE A

Grammar

1 Choose the correct item.

- 1 You don't have a passport and I
 A don't either C don't too
 B not either D don't neither
- 2 The family cat we're looking after has gone to Egypt.
 A which B the C whose D their
- 3 "I'm going to the supermarket."
 "Take an umbrella with you it rains."
 A unless C provided
 B so that D in case
- 4 We went every day when we were in Spain.
 A to swim C for swimming
 B for swim D swimming
- 5 "I've just come back from three weeks in Australia."
 "I love to go to Australia on vacation."
 A should B will C would D could
- 6 "Dave is saving up a lot of money, isn't he?"
 "Yes, to travel round the world."
 A his is the aim C he is aimed
 B his aim is D he has the aim
- 7 I'd rather the travel agent. I don't like talking on the phone.
 A you were calling C to call
 B you called D be calling
- 8 I'm looking for a(n) Have you seen him?
 A Italian, tall, dark C dark, tall, Italian
 B Italian, dark, tall D tall, dark, Italian
- 9 the hailstorm, the plane managed to land.
 A Despite of C In spite
 B Despite the fact of D In spite of
- 10 "I just spent three weeks in Qatar."
 "Wow! I wish I there with you."
 A might have been C have been
 B could have been D must have been
- 11 There else we can do here.
 A is nothing C isn't something
 B is anything D isn't nothing
- 12 "Have you ever travelled to a European country?"
 "Yes, I Poland several times."
 A have gone in C have been in
 B have been to D have gone to

Vocabulary

2 Choose the correct item.

- 1 Beth had to her fear of spiders when her little sister found one in the bathtub.
 A refuse C defeat
 B overcome D repair
- 2 Nathan told me every single of his meeting with his boss.
 A clue B element C minute D detail
- 3 The hurricane through the city, causing extensive damage to buildings and cars.
 A swept C flew
 B brushed D hurried
- 4 Ben's first in his new job was to update all the computers in the office.
 A task C exercise
 B business D errand
- 5 Mum told us to our things together because we had to leave.
 A flock B sort C arrange D gather
- 6 It looks like a(n) torch, but it has a compass and a penknife inside.
 A usual C ordinary
 B natural D commonplace
- 7 They are making another to break the world land speed record.
 A attempt C trial
 B venture D struggle
- 8 The National Bank is opening a in our town.
 A wing C branch
 B section D extension
- 9 I the advice of a mechanic before I purchased my new car.
 A sought C enquired
 B pursued D questioned
- 10 All new members of staff must to reception on their first day.
 A appear B show C refer D report
- 11 My parents to my going to the event, provided my older brother accompanied me.
 A consented C accepted
 B approved D permitted
- 12 My best friend and I have respect for each other.
 A united B mutual C common D joint

Further Practice

MODULE A

Grammar

- 3** Choose the correct item.
- It was such painting that I bought it.
A a beautiful C beautiful a
B the beautiful D beautiful
 - My friends and are going to the library.
A me B myself C us D I
 - I prefer reading books watching films.
A than B from C to D over
 - "I like this author! Is this his new book?"
"Actually, it came out"
A two years ago C before two years
B two years before D two years already
 - "What did you enjoy most about the film?"
"..... the costumes, not very much!"
A Except from C Other than
B Apart for D Beside
 - "It would be great if you came to the event."
"I know. If only I"
A may B could C would D should
 - I'm looking forward the event.
A to attend C attending
B to attending D that we attend
 - He to be a very talented painter.
A is considered C people consider
B is considering D it is considered
 - People when we entered the hall.
A chatted C had chatted
B were chatting D would chat
 - "Do we have to book tickets in advance?"
"Yes, they up to a week before the match."
A must reserve
B can be reserved
C are being reserved
D must have been reserved
 - I like this sculpture, but I don't think much of that over there.
A one B another C ones D other
 - "Could you tell me what time ?"
"Sure. The early show starts at 7:00."
A does the performance start
B starts the performance
C the performance starts
D is the performance starting

Vocabulary

- 4** Choose the correct item.
- Luggage is to be in the overhead lockers throughout the flight.
A reserved C stored
B situated D packed
 - America was a free country in 1776.
A declared C stated
B announced D voted
 - Relations between the two nations have been particularly in recent years.
A stiff B stressed C tense D tight
 - The police assured local residents that they were all possibilities.
A exploring C researching
B searching D enquiring
 - He is known and respected all over the
A place B universe C world D globe
 - That was a very inappropriate, given the circumstances.
A sentence C commentary
B expression D remark
 - The strong winds across the country causing a great deal of damage.
A flew B hoovered C brushed D swept
 - Our store offers a wide of products.
A election C blend
B mixture D selection
 - Stories with brave heroes the best loved in the world.
A stay B restate C continue D remain
 - I was so tired that I didn't what time Hayley left.
A note B recognise C notice D realise
 - The school cannot this kind of behaviour to continue.
A allow B tolerate C consent D let
 - Politicians are trying to the tension developing among the city's residents.
A tease B release C seize D ease
 - Living abroad is a great way for you to your horizons.
A enlarge B increase C broaden D widen

Further Practice

MODULE B

Unit 3	
Standard	Exercises
1.1	Exs 1 & 2 p. FP7
2.1	Ex. 3 p. FP7
5.1	Ex. 4-6 pp. FP7-FP8
1.1	Exs 7 & 8 p. FP8

Unit 4	
Standard	Exercises
4.3.12	Exs 1 p. FP9
1.1	Exs 2 & 3 p. FP9
2.1	Ex. 4a p. FP9
6.7.4	Ex. 4b. p. FP10
1.6	Ex. 5 p. FP10
2.1	Ex. 7 p. FP10

Unit 3

Character

1 1.1 Which of the words best describes the people: *good-natured, self-conscious, relaxed, sensible, emotional*. Which of these have positive/negative connotation?

- Peter gets easily embarrassed and always thinks people are judging him.
- Kate is friendly to everyone she meets.
- Greg's calm and nothing seems to worry him.
- Wendy always makes good decisions and is very mature for her age.
- Jane has strong feelings and often cries at films.

2 1.1 Use the words below to complete the sentences.

- skinned • spoken • going • tempered
 - minded • headed • hearted
- Philip doesn't accept other people's ideas. He's rather narrow-.....
 - Paul didn't get upset after his boss shouted at him. He's very easy-.....
 - Michelle is really cold- Yesterday, she refused to give a homeless man any change.
 - Richard is soft-.....; he has a quiet, gentle voice.
 - Sandra can be quick- at times. She often gets angry for no particular reason.
 - Pamela is quite a big- person. She thinks she is smarter than she actually is.
 - He is thick-; he isn't easily upset by criticism.

Word Formation

3 2.1 Complete the gaps with the correct word derived from the words in bold.

Steeplejack

Mark Miller is self-employed and carries out a range of building, repair and **1** **(maintain)** jobs to the outside of tall structures. It takes from 2-6 years to train as a(n) **2** **(profession)** steeplejack. "The one thing you must have for this job is a head for **3** **(high)**," he says. Mark likes working outdoors, but it can be **4** **(danger)** carrying equipment and trying to keep your balance when it gets **5** **(wind)**. He says that you have to be very **6** **(care)**. Mark often has to work **7** **(social)** hours such as weekends and evenings. Also, he often works away from home for **8** **(extend)** periods. It's worth it in the end though. "It's a great **9** **(feel)** when I finish and know that because of me **10** **(beauty)** buildings will continue to grace the skyline for a few years," Mark says.



Present tenses

4 5.1 Choose the correct verb form. Justify your answers. Check in the Grammar Reference section.

- Peter **works/is working** as a waiter in a restaurant.
- The train **leaves/is leaving** at 7 o'clock.
- More and more people **are recycling/recycle** these days.
- You **are always forgetting/ always forget** to lock the door.
- I **think/am thinking** of looking for a new job.
- She **takes/is taking** Spanish lessons this summer.
- John **looks/is looking** nice in his suit.
- Tina **is/has been** a teacher for ten years.
- They **move/have moved** to a bigger house.
- His clothes are dirty. He **is working/has been working** in the garden all morning.

Further Practice

MODULE B

Future tenses

5 **5.1** Complete the sentences. Tell your partner.

- 1 This time next week, I'll be
- 2 Look out! You
- 3 This weekend, I'm
- 4 I don't think I
- 5 It's very hot. I

6 **5.1** Put the verbs in brackets into the correct tense.

- 1 Derek, whose performance at work **(not/be)** that good lately, is at risk of being passed over for promotion.
- 2 By lunchtime Mr Smith **(interview)** 15 job applicants, four of whom will attend a second interview.
- 3 I **(never/meet)** a tour guide who knows as much as this one.
- 4 Let me check the report one more time and I **(send)** it to you by email as soon as I **(finish)**.
- 5 Being an au pair is one of the most tiring jobs I've ever had so I **(think)** of looking for something else.

Key word transformations

7 **1.1** Use the words in bold to complete the second sentence so that it means the same as the first. Use two to five words.

- 1 Tom moved to Paris two years ago. **SINCE**
It Tom moved to Paris.
- 2 She didn't know who it belonged to. **WHOSE**
She had no was.
- 3 He hasn't turned up yet. **STILL**
He up.
- 4 I've never seen such a pretty girl. **EVER**
She's the seen.
- 5 We haven't heard from Bob since May. **NEWS**
We from Bob since May.

8 **1.1** Complete the second sentence so that it has a similar meaning to the first sentence. Do not change the word given. You must use two to five words, including the word given. Here is an example (0).

- 0 Abigail was really surprised when she got the job. **EXPECT**
Abigail *did not expect to get* the job.
- 1 I do not want to go to the gym. **FEEL**
I to the gym.
- 2 I'll come and get you after work. **PICK**
I'll after work.
- 3 I'm sure that Jamie got the job. **DOUBT**
There's that Jamie got the job.
- 4 Everyone said Peter ruined the presentation. **BLAMED**
Everyone the presentation.
- 5 I threw away a lot of things when we moved to our new office. **RID**
I a lot of things when we moved to our new office.
- 6 My bus broke down this morning, so my brother drove me to work. **LIFT**
My bus broke down this morning, so to work by my brother.
- 7 We have no ink for the printer so you'll have to order some. **RUN**
We ink for the printer so you'll have to order some.
- 8 Do you think you could help me with my homework please? **WONDERING**
I if you could help me with my homework.

Further Practice

MODULE B

Unit 4

Mysteries & Civilisations

- 1** **4.3.12** Fill in the gaps with: *powers, civilisations, unlock, fake, carvings, unsolved, temple, joined, remote, complicated.*

Mystery of the Crystal Skulls

In the late 19th and early 20th centuries a number of **1)** in the shape of human skulls were found in **2)** locations in Central and South America. The most famous of these skulls was found in 1924 by Anna Mitchell-Hedges, the 17-year-old daughter of a British adventurer who had **3)** her father on a trip to Belize. Anna claimed she found the skull inside a Mayan **4)** In recent years, experts have tried to **5)** the mystery of the crystal skulls and understand how ancient **6)** without modern tools could create such **7)** works of art. Some claim that they are **8)** and were created in the modern era. Others believe that the crystal skulls were created by aliens and that they have mysterious **9)** ! Whatever the case, the crystal skulls remain one of the world's most baffling **10)** mysteries.

- 2** **1.1** Fill in the gaps with: *conquered, declined, expanded, extended, worshipped, flourished.*

- 1 The Inca Empire 4,000 km along the western coast of South America.
- 2 Ancient Egypt for over 3,000 years and in 30 BC.
- 3 Ancient Rome rapidly and became one of largest empires.
- 4 The Aztecs the Sun.
- 5 The Incas a lot of territories and brought a lot of people into their empire.

UFOs

- 3** **1.1** Fill in the gaps with: *abduction, encounter, sightings, occurrences, extraterrestrial, spacecraft.*

Erin's Blog

Hi guys. Today, I watched a programme on TV about UFO **1)** It showed interviews with people who claim they have seen UFOs or witnessed other strange **2)** in the sky. One person even claimed to have been the victim of an alien **3)** According to him, a(n) **4)** landed on his front lawn and a(n) **5)** kidnapped him and did tests on him. That's hard to believe, but what about you guys? Have any of you had a close **6)** with an alien being?

Word formation

- 4** a) **2.1** Fill in the gaps in the text with words derived from the words in bold.

The Challenger Disaster

On the morning of 28th January, 1986, millions of Americans

- gathered **1)** (**excited**) around their TVs in **2)** (**anticipate**) of the launch of the Space Shuttle Challenger. The mission was unique because one of the crew members, Christa McAuliffe, was not a **3)** (**qualify**) astronaut. She was a **4)** (**participate**) in the 'Teacher in Space Project' which aimed to inspire high school **5)** (**study**) to become interested in space **6)** (**explore**). However, just 73 seconds into the launch, the shuttle began to break apart and minutes later it crashed into the Atlantic Ocean causing the **7)** (**dead**) of all crew members. An **8)** (**investigate**) into the disaster concluded that **9)** (**unusual**) cold temperatures caused vital pieces of **10)** (**machine**) to malfunction.



Further Practice

MODULE B

b) **6.7.4** Use the table of contents of magazines and newspapers to find articles related to mysteries. Clip them out, then explain what each is about.

Idioms

5 **1.6** Fill in the gaps with: *dark, story, doors, truth*. Check in the Word List.

- 1 Terry told us that he once saw a UFO, but I think **it was just a cock and bull**
- 2 Nobody knows what the government is hiding **behind closed**
- 3 Experts **are still in the** about what happened to the ancient city of Atlantis.
- 4 Someday **the** **will come out** about what really happened in Roswell in 1947.

Adjectives/Adverbs

6 Put the *adjectives/adverbs* in brackets into the correct form, adding any necessary words.

- 1 The *more* (**much**) he read about the mystery of Atlantis, *the more fascinating* (**fascinating**) he found it.
- 2 Thanks to the advances in technology, space shuttles are becoming (**fast**) and (**fast**).
- 3 Patrick isn't (**little**) interested in visiting ancient ruins.
- 4 Dalia's project on space exploration wasn't as (**well-presented**) her teacher would have liked.
- 5 The Roswell UFO crash was by far (**publicised**) UFO story in the last century.
- 6 (**far**) they walked into the cave, (**dark**) it became.
- 7 It is believed that the Inca civilisation was far (**advanced**) than the European civilisations at the time.
- 8 The article I read about Arkhaim was (**little**) informative than I had expected.

Key word transformations

7 **2.1** Complete the sentences using the word given. Use between two to five words.

- 1 Scientists send radio waves into space because there might be intelligent life out there. **CASE**
Scientists send radio waves into space intelligent life out there.
- 2 The archaeologist worked carefully so she didn't damage the ancient artefacts. **AVOID**
The archaeologist worked carefully the ancient artefacts.
- 3 She set her alarm because she didn't want to miss the lunar eclipse. **SO**
She set her alarm miss the lunar eclipse.
- 4 The university has decided to suspend the project; there's nothing we can do. **PREVENT**
There's nothing we can do to the project.

8 Write 2 to 5 sentences using *comparisons* and/or *linking words*. You can use both structures in the same sentences.



Further Practice

MODULE B

Grammar

1 Choose the correct item.

- 1 This report is extremely well-written. I'm very pleased it.
A to B with C of D for
- 2 "Is Shelley here?"
"No, she hasn't finished work"
A yet B still C already D now
- 3 The boss is waiting for you. You to be here half an hour ago!
A have supposed C are supposed
B were suppose D were supposed
- 4 "Joshua looks very happy."
"Yes. Apparently he expects a promotion at work."
A getting C to have get
B to get D to be getting
- 5 "..... for a living?"
"I'm a chemical engineer."
A How do you do C How are you doing
B What are you doing D What do you do
- 6 "Did you enjoy the seminar?"
"No, it was"
A boringly B boredom C boring D bored
- 7 Helen is a great boss, John is not.
A when B whereas C despite D unlike
- 8 Your annual leave will have to be approved by both your supervisor the boss.
A also B nor C or D and
- 9 I have to decide I want the job by next week.
A however C whether
B unless D whereas
- 10 "Can you explain why you are always late for work?"
"There must be some I've never been late for work."
A mistakenly C mistaken
B mistake D mistaking
- 11 "Did you go to the seminar?"
"Yes, but it was a big disappointment. Only six people showed"
A up B off C in D out
- 12 You to your manager before you book your holiday.
A spoke C go to speak
B had to speak D should speak

Vocabulary

2 Choose the correct item.

- 1 Ignoring environmental issues now could to greater problems in the future.
A see B guide C turn D lead
- 2 The Roman treasure had been underground for nearly two thousand years.
A dug B excavated C vanished D buried
- 3 The government needs a new for tackling unemployment.
A strategy C methodology
B planning D scheme
- 4 I couldn't send the files because I lost my Internet
A link B connection C network D contact
- 5 The plans for the new children's playground were by the council today.
A discovered C exposed
B revealed D uncovered
- 6 It was not for Alex to wear jeans to his sister's graduation.
A fitting C fashionable
B matching D appropriate
- 7 I was annoyed when Lydia the magazine I was reading.
A caught C snapped
B grabbed D clapped
- 8 I only out of the window so I didn't notice what the man was wearing.
A glanced C glimpsed
B peered D watched
- 9 The train the station very slowly because of the snow on the track.
A arrived C reached
B neared D approached
- 10 The price is \$5 for adults, but children don't have to pay.
A permission C submission
B admission D intermission
- 11 I that we spend \$350 a month on food.
A counted C charged
B calculated D valued
- 12 David to climb Mount Kilimanjaro despite having a broken toe.
A accomplished C managed
B achieved D succeeded

Further Practice

MODULE B

Grammar

3 Choose the correct item.

- Bianca, tell her I need my Biology notes.
A Should you see C If you ever saw
B Have you ever seen D Were you
- I suggest a break and finish the report later.
A to take C us taking
B us to take D that we take
- is not permitted in the laboratory.
A Eat C Eating
B To eat D The eating
- "Don't hesitate to inform me if any change of plan."
"You'll be the first to know, I promise."
A there was C will be
B there is D would be
- Doctors and university lecturers are usually
A paid highly C well-paid
B paying well D paid good
- I don't remember the sources from I gathered the information for my project.
A whose B what C where D whom
- "Do you know the guest speakers?"
"Yes, I know all of them that man in the grey suit."
A except from C apart from
B not D beside
- "Craig is really interested in science these days."
"..... you bought him Stephen Hawking's new book?"
A Was why C That's why
B Was that why D Why is that
- The town centre is closed due that there has been a serious accident.
A to the fact C to the issue
B because the reason D to the matter
- "Was the experiment a success?"
"Yes, Professor Smith's assistance."
A according to C thanks to
B on account D as a result
- All creatures need water to survive.
A lively B alive C live D living
- Some children find to concentrate over long periods of time.
A difficulty in C difficult
B difficulty D it difficult

Vocabulary

4 Choose the correct item.

- The in the house was very awkward after the argument.
A climate C atmosphere
B air D manner
- The whole class was a five-page essay.
A assigned C denied
B supplied D issued
- We always go to the sea on holiday. Let's go to the mountains for a
A variety C difference
B turn D change
- Getting accepted at university how well you do in your school exams.
A depends on C counts on
B relies on D is subjected to
- Anne had an awful headache. She felt that the room was beginning to
A roll B spin C twist D sprain
- I don't like crowded cities. I prefer more settings.
A urban C neighbourhood
B rural D residential
- The snow that has fallen in recent weeks is now
A freezing C running
B warming D melting
- Kate wants to a dinner for Alison's graduation.
A run B launch C organise D make
- The local youth society has been given a new tennis for its members.
A pitch B field C court D course
- It's time to facts and find a practical solution.
A meet B see C present D face
- Overnight parking is in this area.
A hindered C prevented
B prohibited D withheld
- The capital celebrated its twentieth as an independent city.
A ceremony C anniversary
B feast D festivity
- Children under the age of ten must be by an adult.
A accompanied C escorted
B followed D led

Further Practice

MODULE C

Unit 5	
Standard	Exercises
1.1	Exs 1-3 pp. FP13
2.1	Ex. 4 & 7 p. FP13
5.4.3	Ex. 5a p. FP14
5.4.5	Ex. 5a p. FP14
5.4.1	Ex. 5b p. FP14
5.4.6	Ex. 5b p. FP14
6.3	Ex. 6 p. FP14

Unit 6	
Standard	Exercises
1.1	Exs 1-5 p. FP15
2.1	Ex. 6 p. FP15
6.3	Ex. 7 p. FP16
5.4.4	Ex. 8 p. FP16
4.4	Ex. 9 p. FP16
9.1	Ex. 10 p. FP16

Unit 5

On the road

- 1** 1.1 Fill in the gaps with: *light, sign, end, crossing, limit, detour, traffic*.
- Drivers should always stop at a stop
 - The road was closed so we had to make a
 - People mustn't drive over the speed
 - Pedestrians should use a zebra if they want to go across the street.
 - We drove a long way on a road which led us to a dead
 - Cyclists should never ride their bikes into oncoming
 - Drivers should slow down when a traffic is yellow.

- 2** 1.1 Read the news reports and choose the correct words.

A(n) **1) head on/opposite** collision occurred last night between two cars on Maple Street. It all happened when the driver of a mini-van was **2) overtaking/rounding** the corner and found himself face to face with a blue jeep driving on the wrong side of the road. The driver of the mini-van tried to **3) avoid/stop** the other vehicle, but the jeep was **4) riding/travelling** at a speed of 80 km per hour and **5) smashed/went** head-on into the mini-van. Luckily, there were no **6) death/fatalities**, but the driver and the two passengers of the mini-van were taken to hospital with major **7) illnesses/injuries**. The driver of the jeep was **8) unhurt/undamaged** but was taken to hospital for **9) shock/surprise**. **10) Victims/Witnesses** say that the driver of the jeep was talking on his mobile phone at the time.

Social issues

- 3** a) 1.1 Match the social issues (A-G) to the pictures (1-7).

A poor sanitation
B famine
C racial discrimination
D war
E illiteracy
F homelessness
G generation gap

- b) Suggest one way to solve each problem. Tell the class.

- 4** 2.1 Choose the correct word.

Although it is estimated that 1.2 billion people worldwide have **1) gained/won/earned** access to **2) advanced/corrected/improved** sanitation in the last six years, a lot more live without **3) basic/primary/key** sanitation. This means people will continue to pay the **4) price/bill/money** in **5) lost/missed/passed** lives, disease, malnutrition and poverty if we don't create environments that enhance safety, dignity and self-esteem. **A**

War always **1) ends/finishes/stops** in innocent lives being lost and hundreds of casualties. It is devastating and **2) influences/affects/upsets** the economy of each nation involved. No matter what the reason is, lives are **3) ruined/wrecked/spoilt** and places are **4) injured/hurt/damaged** beyond recognition. **B**

Further Practice

MODULE C

Reported speech

5 a) 5.4.3 5.4.5 Rewrite the sentences as direct or reported speech as appropriate.

- 1 "Don't go out in the storm," Ian told me.
- 2 "Have you read this report on global illiteracy?" Vicky asked Mina.
- 3 "Be careful when you drive on the icy roads," she told him.
- 4 "How much will it cost me to have solar panels installed on my house?" Josh asked him.
- 5 "Turn off the light when you leave the room," he told me.
- 6 The weather forecaster said that there were going to be downpours the following day.
- 7 Carmen said that she had taken part in a tree-planting event two weeks before.
- 8 Ann told me that if she were me she would check the weather before going on the sailing trip.

b) 5.4.1 5.4.6 Work in groups of three. Ask two questions about your partner's plans. He/She responds. The third person reports the dialogue to the class.

Reporting modal verbs

will/would → **would**, *may* → **might**, *must* → **must/had to**, *can* → **could** (present)/**would be able to** (future)

Would, could, used to, mustn't, should, might and ought to do not change.

▶ see pp. GR15

6 6.3 Read the theory and then report the following sentences.

- 1 "I can take the old newspapers to the recycling centre tomorrow," Barry said.
- 2 "You must take these clothes to the charity shop next week, Adam," Jenny said.
- 3 "You shouldn't waste so much water," I told him.
- 4 "The world used to be a much better place," my grandfather said.
- 5 "Ellie must be one of the most generous people I know," Sue said.
- 6 "You can't play outside today because it's raining," Mum told them.
- 7 "The snowfall may turn into a blizzard," the weather forecaster said.
- 8 "We'll spend our holidays in Italy this year," Charles and Stella said to us.

Key word transformations

7 2.1 Complete the sentences using the word given. Use between two to five words.

- 1 "He spread those rumours," Brian said. **OF**
Brian those rumours.
- 2 "Did you see the documentary on pandas last night?" Rita asked me. **SEEN**
Rita asked me the documentary on pandas the night before.
- 3 "I may join the group," Jo said. **MEMBER**
Jo said that of the group.
- 4 "Shall I tell them?" Ghalib asked himself. **WHETHER**
Ghalib them.
- 5 "We'll miss the lecture if we don't hurry," she said. **DID**
She said that if they miss the lecture.
- 6 "How can I get rid of these old batteries?" Ian asked John. **DISPOSE**
Ian asked John how those old batteries.
- 7 "I won't buy these products," she said. **REFUSED**
She products.
- 8 Doing aerobics is both healthy and fun. **ONLY**
Doing aerobics is fun.
- 9 It's all right to eat chocolate as part of a balanced diet. **WRONG**
There's chocolate as part of a balanced diet.
- 10 Rugby and American football are completely different from each other. **COMPARISON**
There is rugby and American football.



Further Practice


MODULE C

Unit 6

Food & health

1 1.1 Read the extract from email and fill in the gaps with the correct words.

- painkiller • nausea • vision • headache
- reaction • pain • rash • poisoning



Last night, I ate out with a few of my friends and this morning I woke up with a dreadful **1)** and a sharp **2)** in my stomach. Then, when I got up, I had blurred **3)** and terrible **4)** that forced me to lie down again. After I looked in the mirror, I noticed a strange red **5)** on my neck. I took a **6)**, but that didn't help at all. It's probably food **7)** or I had an allergic **8)** to something I ate. I just hope it's nothing serious.

2 1.1 Complete with the words: *diarrhoea, bloated, nausea, cramps, migraine, hives.*

- 1 My stomach is swollen. I can't zip my jeans up. I'm
- 2 I think my head is going to explode. I've got a
- 3 I feel like vomiting. I've got
- 4 I feel like someone's stabbing my stomach. I've got
- 5 I can't stop going to the toilet. I've got
- 6 My skin is red, lumpy and itchy. I've got

Food & nutrition

3 1.1 Match the foods/drinks to their tastes/textures.

- | | |
|-------------------|-------------------------------------------------|
| 1 lemons | A <input type="checkbox"/> bitter |
| 2 black coffee | B <input type="checkbox"/> creamy |
| 3 cauliflower | C <input type="checkbox"/> hot and spicy |
| 4 melon | D <input type="checkbox"/> crunchy |
| 5 pepperoni pizza | E <input type="checkbox"/> sweet |
| 6 raw carrots | F <input type="checkbox"/> salty |
| 7 chilli peppers | G <input type="checkbox"/> sour |
| 8 butter | H <input type="checkbox"/> bland |

Lemons taste sour.

4 1.1 Choose the correct words.

- 1 Peter **grated/peeled/cut** some cheese and **threw/poured/ sprinkled** it over the pasta.
- 2 Wait for the water to **melt/boil/rise** before you **stir/mix/add** the pasta.
- 3 It's healthier to **fry/grill/cook** the onions in olive oil than in butter.
- 4 Did you **bake/spread/cook** the cake yourself?
- 5 **Poach/Beat/Whisk** the eggs with a fork until they start to thicken.
- 6 **Stew/Roast/Bake** the chicken for three hours in a hot oven.

5 1.1 Fill in the gaps with the words in their correct form.

- bite • chew • swallow • sip

- 1 He into the sandwich as soon as I handed it to him.
- 2 She her coffee as it was too hot to drink normally.
- 3 Here's some water to help you the pill.
- 4 Our teacher doesn't allow us to gum in class.

- raw • ripe • rotten

- 5 These vegetables are so we'll have to throw them out.
- 6 Philip prefers carrots to cooked ones.
- 7 These bananas aren't yet; they're still green.

Word formation

6 2.1 Fill in the gaps with words derived from the words in bold.

Most of us use the Internet **1)** (**extensive**) for work and **2)** (**entertain**), but Internet addicts prefer the virtual world to real life and that's a serious problem. They might be chatting to **3)** (**strange**) on social networking sites, gambling online or visiting other **4)** (**suitable**) web pages. They often get addicted because they can escape **5)** (**feel**) of stress or **6)** (**depress**) and remain anonymous. Whatever the reasons, there are **7)** (**health**) ways to deal with their problems. They can **8)** (**strength**) their relationships by talking to people who care about them. They can also try outdoor **9)** (**act**) that will keep them far away from the **10)** (**tempt**) of a flickering screen.



Further Practice

MODULE C

7 6.3 Match the *modals* in bold to their meanings.

- | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>1 All employees have to attend the meeting.</p> <p>2 You mustn't/can't drive if you don't have a licence.</p> <p>3 You don't have to/needn't go if you don't want to.</p> <p>4 He should/ought to apologise.</p> <p>5 He can sing very well.</p> <p>6 Employees can/may see the accountant in his office.</p> <p>7 Would you like to go out for dinner tonight?</p> <p>8 He could swim very fast when he was young.</p> <p>9 May/Could I borrow your pen?</p> <p>10 We must do something to help her.</p> <p>11 Shall I check the guest list for you?</p> | <p>A <input type="checkbox"/> You aren't allowed to .../It's the law</p> <p>B <input type="checkbox"/> It isn't necessary to ...</p> <p>C <input type="checkbox"/> It's possible for them to ...</p> <p>D <input type="checkbox"/> He's able to ...</p> <p>E <input type="checkbox"/> They're obliged to ... (external obligation)</p> <p>F <input type="checkbox"/> It's a good idea to .../I advise him.</p> <p>G <input type="checkbox"/> Do you want to ...?</p> <p>H <input type="checkbox"/> Would you like me to ...</p> <p>I <input type="checkbox"/> Is it OK if ...?</p> <p>J <input type="checkbox"/> He was able to ...</p> <p>K <input type="checkbox"/> We're obliged to ... (personal obligation)</p> |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

to-Infinitive/-ing form

8 5.4.4 Put the verbs in brackets into the *to infinitive* or the *-ing form*.

- 1 a She remembers **(lock)** the door before leaving the house.
- b Remember **(call)** George when you arrive at the airport.
- 2 a She tried **(arrange)** a meeting with the company president, but he was busy.
- b Have you tried **(join)** a study group to help you catch up at school?
- 3 a I stopped **(talk)** to my neighbour on my way to the supermarket.
- b Diane stopped **(talk)** when Lisa entered the room.
- 4 a We forgot **(invite)** him to the event.
- b I'll never forget **(visit)** Doha for the first time.

Deductions

9 4.4 Look at the pictures. Use the prompts to *express possibility*.

- A**
- be at her graduation ceremony
 - be sad
 - feel proud of herself
 - start looking for a job
 - go out later to celebrate



She must be at her graduation ceremony.



- B**
- have an argument
 - feel very upset
 - be happy
 - fail her exams
 - do sth wrong

10 9.1 Write three things you have to do at home/at school; you mustn't do at school; you can do well. Tell your partner.

Further Practice

MODULE C

Grammar

1 Choose the correct item.

- This storm is the last one.
A worse from C worst than
B worse than D worst from
- the volcano erupted, they had evacuated the city.
A By the time C Until
B Just as D As soon as
- Most of the residents when the hurricane hit the town.
A have been sleeping C had slept
B slept D were sleeping
- There are over two million people living in Goma it is in the shadow of an active volcano.
A even when C even though
B even so D even as
- The Asian elephant is an species.
A endangered C at risk
B under threat D extinction
- "What is Kelly doing at college?"
"She studies geology, just her brother."
A like B similar to C same as D alike
- The flights had to be cancelled.
A scheduling C scheduled
B schedule D schedule's
- "I don't know anything about climate change."
"....."
A Neither do I C So do I
B Neither am I D So am I
- The rescuers were in the rubble all day.
A to dig C having dug
B to be digging D digging
- Whenever you throw rubbish in the sea, not only the water, but you also harm the sea creatures.
A you are polluting C did you pollute
B you will pollute D do you pollute
- "Why were you so late this morning?"
"The river flooded so I up driving to work."
A have ended C end
B ended D had ended
- "Why did you go under the tree during the storm? You could have been killed!"
"Well, we thought we'd be safe the storm."
A from B off C for D with

Vocabulary

2 Choose the correct item.

- All passengers are requested to board the aircraft.
A possible C remaining
B potential D spare
- The Mountain Rescue team spent all night trying to the stranded climbers.
A detect C search
B research D locate
- The library has an collection of books.
A intensive C exhaustive
B extensive D inclusive
- It's a good idea to the workload when you can't manage by yourself.
A share C donate
B break D split
- The client was that everything would go according to plan.
A insured C assured
B ensured D secured
- Many people stamps or rare books as a hobby.
A owe B collect C possess D own
- I that you'll be very tired after such a long journey.
A expect C calculate
B wait D anticipate
- Police spent months the crime.
A researching C investigating
B seeking D searching
- Many have contributed to increased poverty over the years.
A factors C aspects
B views D features
- You need to be at the airport at least one hour before departure, you may miss your flight.
A unless C although
B else D otherwise
- No has been made to this camera.
A adjustment C revision
B arrangement D amendment
- James usually gets the for everything, even when he hasn't done anything wrong.
A blame C charge
B fault D mistake

Further Practice

MODULE C

Grammar

3 Choose the correct item.

- "You're home early."
"Yes, it's day that the coach cancelled football practice."
A such hot C too hot a
B such a hot D a so hot
- "Would you mind me with my badminton serve?"
"Sure. Let's start with the basics."
A helping C to help
B help D if you help
- The coach told eat any junk food this week.
A us do not C us not
B us to not D us not to
- food is healthier than frying it.
A Grill C Grilling
B To grilling D To grill
- Bob acts he were the captain of the team.
A as though C just as
B as long as D only as
- You can use the school sports equipment you put it back at the end of the lesson.
A in case C even though
B as long as D unless
- Not only running, but he went to the gym as well.
A had he gone C he went
B he had gone D did he go
- The doctor on duty said that Julia's health appears
A that it has improved C to improve
B to be improving D improving
- "I've been feeling tired lately, Mum."
"You should try taking some vitamins, Tom."
A such C more and more
B very more D much
- You must take the medication every day fail.
A within B out of C without D by
- "The roast is ready." "Hmm, it delicious!"
A has smelt C smells
B is smelling D has been smelling
- "I'm starving!"
"Help to anything you like from the fridge."
A yourself C each other
B ourselves D your self

Vocabulary

4 Choose the correct item.

- My brother usually a little weight over holidays.
A earns B gets C gains D takes
- The government is set to announce various new career this month.
A chances C potentials
B opportunities D occasions
- Residents in the local area have appealed against the of the airport.
A growth C expansion
B extension D enlargement
- John was for not paying his parking ticket.
A fined B charged C accused D judged
- Sue is against the government's new for longer working hours.
A sentence C proposal
B plot D proposition
- Bats prey using their hearing.
A determine C situate
B locate D position
- The accused man he wasn't guilty.
A convinced C confirmed
B justified D proved
- The average student usually the test in an hour.
A solves B completes C writes D fills
- The books are at university students.
A targeted C intended
B sent D addressed
- Scotland has of snow for skiing in the winter months.
A ample B enough C plenty D much
- The librarian has many of the old books with new ones.
A restored C revised
B recycled D replaced
- My sister on the ice yesterday and sprained her ankle.
A twisted C dropped
B slipped D bumped
- James was unhappy with his new television and was given a full from the store.
A return C replacement
B compensation D refund

Further Practice

MODULE D

Unit 7	
Standard	Exercises
1.1	Exs 1-3 p. FP19
6.4.4	Ex. 4 p. FP19
6.3.2	Ex. 5 p. FP19
6.4	Ex. 6 p. FP20
2.1	Ex. 7 p. FP20
1.1	Ex. 8 p. FP20
9.1	Ex. 8 p. FP20

Unit 8	
Standard	Exercises
1.1	Exs 1-4 p. FP21
2.1	Ex. 5 p. FP21
9.1	Ex 6 p. FP22
6.3	Ex 7 p. FP22
9.1	Ex 7 p. FP22
6.3.2	Ex 8 p. FP22

Unit 7

Stages in life

- 1** 1.1 Fill in the gaps with: *gap year, middle age, prime of your life, senior citizens, toddler, upbringing, voting age, widow.*
- A will usually progress from crawling to walking between 12 and 14 months old.
 - A good and a proper education will give anyone a fair chance in life.
 - You should be at your peak physically and emotionally in the
 - Matt worked for a charity abroad during his before he continued his studies.
 - In many countries the has been lowered from 21 to 18.
 - By, most people have settled down.
 - In their retirement, many take up hobbies such as gardening.
 - Mrs Roberts was left a after her husband died 10 years ago.

2 1.1 Choose the correct word.

- Creating better employment opportunities will help to **renovate/improve/restore/value** life for the poor.
- He was in deep despair after he was made **extra/redundant/worthless/laid off**.
- My parents motivated me to **follow/pursue/seek/attempt** my goals in order to be successful.
- John worked hard to earn a pay rise and get **prompted/prolonged/progressed/promoted** at such a young age.
- You'll have to work very hard to **satisfy/deserve/accept/ fulfil** your dreams.
- My gap year was a(n) **costly/invaluable/priceless/worth** experience which helped me to mature.

Moods & Feelings

3 1.1 Replace the words in bold with: *content, devastated, relaxed, depressed, self-centred, satisfied, petrified.*

- Jeff felt really **pleased** when he finished tidying his room.
- We were all **upset** when we heard the terrible news.
- She's been so **sad** that she does nothing but cry all day.
- I'm really **happy** with my life right now.
- Tony is **selfish** and never considers how others might feel.
- She was **frightened** of being alone.
- She looked **calm** after her decision to move abroad.

Hobbies

4 6.4.4 Complete the spidergrams in your notebooks with: *chess, computer games, swimming, crossword puzzles, extreme sports, fishing, golf, hiking, model making, a musical instrument, photography, stamp collecting, t'ai chi.*



Which of these activities do you do in your free time? How do they make you feel?

In my free time I play computer games. It makes me feel relaxed.

Grammar – The passive


5 6.3.2 Complete the sentences in the *passive*.

- The Arts Fund granted James a scholarship to study Fine Arts in the USA.
 - James
 - A scholarship
- They awarded him a prize for his competition entry.
 - A prize
 - He
- The museum has offered the university the entire collection for a limited time.
 - The entire
 - The university


Further Practice

MODULE D

Reflexive/Emphatic pronouns



*The player hurt **himself** during the game.*



*He painted the picture **himself**.*

We use **reflexive pronouns** when the subject and the object are the same.

We use **emphatic pronouns** when we want to emphasise the subject.

▶ see p. GR21

- 6** 6.4 **Fill in the gaps with the correct reflexive/emphatic pronoun.**
- 1 The art gallery has insured against theft, fire and damage.
 - 2 I hope you've enjoyed at the event.
 - 3 Many artists like being by when they're working.
 - 4 It is said that he painted the ceiling all by
 - 5 We must behave and not touch any of the paintings.
 - 6 John, you must be really pleased with for doing well on that pottery course.

Key word transformations

- 7** 2.1 **Complete the sentences using the word in bold. Use two to five words.**
- 1 The painter doesn't like people asking about his personal life. **(BEING)**
The painter about his personal life.
 - 2 Someone has stolen a painting from a private collector's house. **(BEEN)**
A painting from a private collector's house.
 - 3 Mr Harris is developing the photographs from the photo shoot. **(BEING)**
The photographs from the photo shoot Mr Harris.
 - 4 They are reshaping our hedge tomorrow. **(RESHAPED)**
We tomorrow.
 - 5 A famous architect will design their house. **(BE)**
Their famous architect.

- 8** 1.1 9.1 **For questions 1-8 complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use two to five words, including the word given.**
- 1 Although Adam performs well in films, the public don't like his behaviour off-screen. **GOOD**
In spite in films, the public don't like Adam's behaviour off-screen.
 - 2 I don't know why Helen stopped working. **CAUSED**
I don't know working.
 - 3 You shouldn't take any notice of negative comments. **LISTEN**
If I were you, negative comments.
 - 4 Lisa managed to become famous even though she wasn't very talented. **SUCCEEDED**
Despite not being very talented, Lisa famous.
 - 5 "I'm sorry I let you down," said Julia. **APOLOGISED**
Julia me down.
 - 6 Peter was forty before he took up acting professionally. **BECOME**
Peter did not until he was forty.
 - 7 I haven't heard from Rebecca for over a year. **NEWS**
I from Rebecca for over a year.
 - 8 Do you have a good relationship with your cousin? **GET**
Do you your cousin?



Further Practice

MODULE D

Unit 8

Types of school

1

1.1 Choose the correct word.

- I was lucky to have parents who could afford to send me to a **private/state** school.
- Bob goes to a **specialist/secondary** school that trains children for sports.
- Tom wants to be an electronics technician so he will go to a(n) **independent/vocational** school.
- My dad went to a **grammar/boarding** school and only saw his parents once a month.
- My older sister is learning French at a **language/grammar** school in the evenings.
- Tom and his sister go to **comprehensive/single-sex** schools where boys and girls learn separately.

2

1.1 Fill in the gaps with: *attend, compulsory, heart, accredited, intended, distance, peer, intensive, noticeboard, rehearsal.*

- Young schoolchildren have to learn poems by
- A lot of teenagers feel pressure to do things they don't really want to do.
- The course is to help students whose native language is English.
- The evening before the performance we had a full dress
- All the courses offered are by the Institute of International Trade in Ireland.
- You can leave messages and ads on the school
- At our school there are five subjects which we all have to do.
- The college offers three courses through learning or home study.
- He attended a(n) language course that lasted two months.
- If you don't lessons, you can be expelled from school.

3

1.1 Choose the correct word.

- Our school **recognised/organised/arranged** a charity run and collected £2,400.
- Ann **attracts/attends/enrols** a special Art school.
- Almost all the students **participated/volunteered/ admitted** to help clean up the beach.
- Would you like to **enter/join/take** one of our school clubs?
- Peter **practises/learns/studies** the piano for about two hours every day.

4

1.1 Fill in the gaps with the correct form of the verbs.

• cheat • get • hand • fail • enrol • acquire

- Julie got expelled from school for in her Physics exam.
- Robert his test and had to resit it.
- The teacher was delighted that all the children good grades in their exams.
- Laura in an Art course because she wants to learn how to paint.
- Hank got into trouble for not in his essay on time.
- The programme helps students basic life skills.

Word formation (nouns referring to people)

5

2.1 Form nouns from the words in brackets to complete the sentences.

We form nouns referring to people as follows:

- verb + **-er/-or** (*write-writer, conduct-conductor*)
- noun/verb/adj + **-ist** (*cycle-cyclist*)
- noun + **-an/-ian** (*library-librarian*)

- Over 200 attended the conference last weekend. (**SCIENCE**)
- The guard asked the not to take any photographs of the paintings. (**VISIT**)
- Our Chemistry won an award for his research. (**TEACH**)
- He is a great (**PHYSICS**)

Further Practice

MODULE D



Modals (ability/requests/permission/suggestions/offers)

- 1 I **can/am able to** speak Russian very well. (= have the ability)
- 2 I **could** run fast when I was young. (= was able to)
- 3 I **was able to** pass my exams. (= managed to)
- 4 **Can/Could/May/Might** I borrow your pencil? (= Would you mind if)
- 5 **Can/Could/Will/Would** you help me do the exercise? (= Is it possible for you ...?)
- 6 You **can/may** go now. (= you're allowed to)
- 7 We **can/could** go to the gym. (= Let's .../ Why don't we ...?)
- 8 **Can/Could/Shall/May** I carry your bags? (= Would you like me to ...?)
- 9 He **may/might** come with us but he is not sure. (= it is possible)

▶ see p. GR21

6 9.1 Write sentences for the following situations.

- 1 You ask your teacher if it is possible to borrow his pen. *May I borrow your pen?*
- 2 You ask your mother politely to help you with a school project.
- 3 You ask your friend to check your answers in an exercise.
- 4 You ask your father his reaction if you had done something wrong.
- 5 You ask the headmaster very politely to use the phone to call your parents.
- 6 You suggest organising an environmental day at your school to your classmates.
- 7 You tell your friend about your ability to speak Italian.

Key word transformations

7 6.3 9.1 Use the words in bold to complete the second sentence so that it means the same as the first. Use two to five words.

- 1 There is a chance that he will be accepted by the university. **MAY**
He by the university.
- 2 Is it possible for me to go out and play? **COULD**
..... and play?
- 3 You get wet when you walk in the rain. **IF**
You get wet in the rain.
- 4 It is possible that we won't have school tomorrow. **NOT**
We school tomorrow.
- 5 You are allowed to watch TV now. **CAN**
You now.

8 6.3.2 Read the table above. Then match the modals (1-9) in bold to the correct use below.

- | | |
|----------------------------------------|-------|
| a shows possibility | |
| b makes a request | |
| c makes an offer | |
| d gives permission | |
| e asks permission | |
| f show an ability in the present | |
| g shows a general ability in the past | |
| h shows a specific ability in the past | |
| i makes a suggestion | |



Further Practice

MODULE D

Grammar

1 Choose the correct item.

- I was speaking to Anna for twenty minutes and did she apologize for what she did.
A not only **C** not once
B in no way **D** neither
- Busy she was, she still came to visit me in hospital.
A despite **C** even if
B though **D** however
- "There weren't many people at the event."
 "I invited Tom and Daniel, but of them bothered to come."
A each **B** none **C** both **D** neither
- "I haven't seen Ben for ages."
 "I hope him on Saturday."
A to see **C** on seeing
B to be seen **D** seeing
- I wish I to university. Now I'd be a lawyer.
A was going **C** had gone
B could go **D** would go
- "I'm not going to speak to Lucy again."
 "I'm sorry"
A for what I heard **C** to have heard that
B to hear that **D** that I heard
- "I've decided to become an artist."
 "..... is not as easy as you might think."
A An artist **C** Be an artist
B If you are an artist **D** Being an artist
- She said she was to continue.
A too exhausted **C** exhausted enough
B so exhausted **D** much exhausted
- "His father is a director and his mother runs a drama school."
 "..... he became a director, too."
A No matter **C** Not to mention
B No wonder **D** Not surprising
- It's sad that he lied to me, because I've always one of my closest friends.
A consider to be
B considered him to be
C been considering him to be
D considered him being
- I want to congratulate you your success.
A with **B** on **C** about **D** for

Vocabulary

2 Choose the correct item.

- The items on at the exhibition are not for sale.
A demonstration **C** illustration
B sight **D** display
- It that the policy suggested by the government is working.
A shows **B** displays **C** appears **D** seem
- Mark was to pursue a career in finance.
A shoved **C** suggested
B pushed **D** urged
- My phone won't turn on. The battery must be
A wasted **B** dead **C** gone **D** beat
- Most institutions operate under strict of conduct.
A codes **B** systems **C** series **D** models
- Andrew all admission criteria and secured a place at university.
A succeeded **C** satisfied
B pleased **D** performed
- The entire area was with snow over the winter.
A covered **C** surrounded
B closed **D** circled
- If you don't get that coffee out of the carpet, it's going to leave a
A shadow **C** stain
B shade **D** trace
- Children need to be to get out of the house and exercise more.
A strengthened **C** encouraged
B promoted **D** cheered
- You're looking at the problem from the wrong
A angle **C** corner
B aspect **D** point
- Peter as much information as possible for his school project.
A grouped **C** gathered
B seized **D** earned
- Jane had made other and as a result was unable to come to the meeting.
A arrangements **C** commitments
B appointments **D** agreements

Further Practice

MODULE D

Grammar

3 Choose the correct item.

- Daniel's not keen on white-water rafting, he's never tried it before.
A regardless **C** despite that
B although **D** even
- "I would really like to sign up for a martial arts class."
 "..... is that you ask our PE teacher for advice."
A That I would suggest
B I would really suggest
C What I would suggest
D I would suggest that
- "How many chess competitions have you taken part in?"
 "By next month, I in three."
A will have participated **C** have participated
B would participate **D** will be participating
- "Could you describe the person?"
 "No. I just caught a glimpse of a young man out of the store."
A to run **C** whose running
B ran **D** running
- Have you any idea what time?
A does the next bus leave
B leaves the next bus
C it leaves the next bus
D the next bus leaves
- I tried to my father to give me a lift to school, but he didn't.
A make **B** have **C** get **D** do
- Unfortunately, companies are into recycling e-waste.
A a few **B** few **C** little **D** a little
- "Why is Ann upset?"
 "I'm not sure, but I wish she us what's bothering her so much."
A tells **C** should tell
B is telling **D** would tell
- There behind the reception desk, so who's going to help us check in?
A isn't nobody **C** is somebody
B is nobody **D** is anybody
- He accessing social network sites from the school computer lab.
A claimed **B** refused **C** insisted **D** denied

Vocabulary

4 Choose the correct item.

- Greg made a generous to the local children's charity.
A tip **B** donation **C** fortune **D** award
- or later, Barbara will realise that she has made a terrible mistake.
A Sooner **B** Earlier **C** Later **D** Once
- The aim of the project is to the remaining rainforest.
A reserve **C** deserve
B observe **D** preserve
- We have decided to the spare bedroom into a guestroom.
A remove **B** construct **C** convert **D** restore
- It my mind that the meeting was scheduled for this morning.
A slipped **B** changed **C** passed **D** missed
- I just can't waiting in long queues at the bank.
A stand **B** allow **C** endure **D** suffer
- You need computer for most office jobs.
A skills **C** abilities
B techniques **D** capabilities
- The Internet has made information to everyone.
A exposed **C** usable
B reachable **D** accessible
- There were only a couple of pizzas in the freezer.
A freezing **B** frosted **C** frozen **D** frost
- Don't your eyes by spending long hours in front of the computer monitor.
A strain **B** stretch **C** burden **D** stress
- The documents that Fiona was the rightful owner of the estate.
A authorized **C** testified
B notified **D** certified
- Many different species of birds the threat of extinction.
A pose **B** present **C** face **D** meet
- There are two newspapers in circulation in my town.
A urban **C** local
B country **D** neighbouring

American English – British English Guide



American English	British English	American English	British English
A account airplane anyplace/anywhere apartment	bill/account aeroplane anywhere flat	P pants/trousers pantyhose/nylons parking lot pavement pedestrian crossing (potato) chips public school purse	trousers tights car park road surface zebra crossing crisps state school handbag
B bathrobe bathtub bill billion=thousand million busy (phone)	dressing gown bath banknote billion=million million engaged (phone)	R railroad rest room	railway toilet/cloakroom
C cab call/phone can candy check closet connect (telephone) cookie corn crazy	taxi ring up/phone tin sweets bill (restaurant) wardrobe put through biscuit sweetcorn, maize mad	S sales clerk/sales girl schedule shorts (underwear) sidewalk stand in line store, shop subway	shop assistant timetable pants pavement queue shop underground
D desk clerk dessert downtown drapes drugstore/pharmacy duplex	receptionist pudding/dessert/sweet (city) centre curtains chemist's (shop) semi-detached	T truck two weeks	lorry, van fortnight/two weeks
E eggplant elevator	aubergine lift	V vacation vacuum (v.) vacuum cleaner vest	holiday(s) hoover hoover waistcoat
F fall faucet first floor, second floor, etc flashlight French fries front desk (hotel)	autumn tap ground floor, first floor, etc torch chips reception	W with or without (milk/cream in coffee)	black or white
G garbage/trash garbage can gas gas station grade	rubbish dustbin/bin petrol petrol station/garage class/year	Y yard	garden
I intermission intersection	interval crossroads	Z (pronounced, "zee") zero zip code	(pronounced, "zed") nought postcode
J janitor	caretaker/porter	Grammar	
K kerosene	paraffin	He <u>just went</u> out./ He <u>has just gone</u> out.	He <u>has just gone</u> out.
L lawyer/attorney line lost and found	solicitor queue lost property	Hello, is <u>this</u> Steve?	Hello, is <u>that</u> Steve?
M mail make a reservation motorcycle movie movie house/theater	post book motorbike/motorcycle film cinema	<u>Do you have</u> a car?/ <u>Have you got</u> a car?	<u>Have you got</u> a car?
N news-stand	newsagent	Spelling	
O office (doctor's/dentist's) one-way (ticket) overalls	surgery single (ticket) dungarees	aluminum analyze center check color honor jewelry practice(n,v)	aluminium analyse centre cheque colour honour jewellery practice(n) practise(v) programme realise tyre traveller
		Expressions with prepositions and particles	
		different <u>from/than</u> live <u>on</u> X street <u>on</u> a team <u>on</u> the weekend Monday <u>through</u> Friday	different <u>from/to</u> live <u>in</u> X street <u>in</u> a team <u>at</u> the weekend Monday <u>to</u> Friday

Appendix

1 – Phrasal verbs

break up = separate	put forward = suggest
bring about = cause to happen	put off = postpone
bring out = publish	put on = add
call off = cancel	put out = extinguish (fire)
check in = register	put sth down to = attribute
chop off = cut	run across = meet by chance
clean up = clean from rubbish	run away = leave quickly
come down with = become ill	run into = collide
cut down on = reduce	run out of = have no more
fall apart = become unable to think calmly	set off = leave
fall for = be strongly attracted to	settle down = start living a quiet life
fill in = complete	sign up = become a member
get on = embark (a plane, train etc)	stop off = stop for a short period of time
hand down to = pass	take off = leave the ground (plane)
live out of = have money to support oneself	take out (a loan) = borrow money from a bank
open up = say what they think or feel	throw away = get rid of
pass out = lose consciousness	turn off = switch off
pick sb up = give sb a lift to	wind down = relax
put aside = save	

2 – Prepositions

absent from	dispose of	off the beaten track	rely on
apply for	engage in	on board	responsible for
at the price of	experience in	on display	result from
aware of	experiment on	on sale	retire from
blessed with	focus on	on screen	rich in
centre of attention	get in shape	on stage	solution to
congratulate on	hunt down	on the cheek	specialise in
connect with/to	in a rush	out of print	study for
consequences of	in reality	out of/in stock	sympathise with
contribute to	in the heart of (a city)	patient with	take pleasure in
cope with	major in	prevent from	under pressure
craving for	obsessed with	qualified for	
decrease in	off high season	recover from	

Pronunciation

Vowels

a	/eə/	care, rare, scare, dare, fare, share
	/ei/	name, face, table, lake, take, day, age, ache, late, snake, make
	/æ/	apple, bag, hat, man, flat, lamp, fat, hand, black, cap, fan, cat, actor, factor, manner
	/ɔ:/	ball, wall, call, tall, small, hall, warn, walk, also, chalk
	/ɒ/	want, wash, watch, what, wasp
	/ə/	alarm, away, America
	/ɑ:/	arms, dark, bar, star, car, ask, last, fast, glass, far, mask
e	/e/	egg, end, hen, men, ten, bed, leg, tell, penny, pet, bell, pen, tent
i	/i/	in, ill, ink, it, is, hill, city, sixty, fifty, lip, lift, silly, chilly
	/ɜ:/	girl, sir, skirt, shirt, bird
	/aɪ/	ice, kite, white, shine, bite, high, kind
o	/əʊ/	home, hope, bone, joke, note, rope, nose, tone, blow, know, no, cold
	/ɒ/	on, ox, hot, top, chop, clock, soft, often, box, sock, wrong, fox
	/aʊ/	owl, town, clown, how, brown, now, cow
oo	/ʊ/	book, look, foot
	/u:/	room, spoon, too, tooth, food, moon, boot
	/ʌ/	blood, flood
	/ɔ:/	floor, door
u	/ɜ:/	turn, fur, urge, hurl, burn, burst
	/ʌ/	up, uncle, ugly, much, such, run, jump, duck, jungle, hut, mud, luck
	/ʊ/	pull, push, full, cushion
	/j/	unique, union
y	/aɪ/	sky, fly, fry, try, shy, cry, by

Consonants

b	/b/	box, butter, baby, bell, bank, black
c	/k/	cat, coal, call, calm, cold
	/s/	cell, city, pencil, circle
d	/d/	down, duck, dim, double, dream, drive, drink
f	/f/	fat, fan, first, food, lift, fifth
g	/g/	grass, goat, go, gold, big, dog, glue, get, give
	/dʒ/	gem, gin, giant
h	/h/	heat, hit, hen, hand, perhaps BUT hour, honest, dishonest, heir
j	/dʒ/	jam, just, job, joke, jump
k	/k/	keep, king, kick

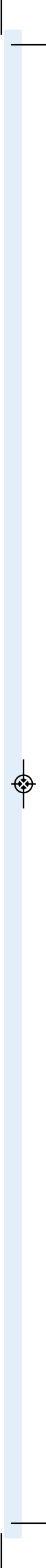
l	/l/	lift, let, look, lid, clever, please, plot, black, blue, slim, silly
m	/m/	map, man, meat, move, mouse, market, some, small, smell, smile
n	/n/	next, not, tenth, month, kind, snake, snip, noon, run
p	/p/	pay, pea, pen, poor, pink, pencil, plane, please
q	/kw/	quack, quarter, queen, question, quiet
r	/r/	rat, rich, roof, road, ready, cry, grass, bring, fry, carry, red, read
s	/s/	sit, set, seat, soup, snow, smell, glass, dress, goose
	/z/	houses, cousin, husband
t	/t/	two, ten, tooth, team, turn, tent, tool, trip, train, tree
v	/v/	veal, vet, vacuum, vote, arrive, live, leave, view
w	/w/	water, war, wish, word, world
y	/j/	youth, young, yes, yacht, year
z	/z/	zoo, zebra, buzz, crazy

Diphthongs

ea, ee	/eə/	ear, near, fear, hear, clear, year, dear, beer, cheer, deer
	/i:/	eat, each, heat, leave, clean, seat, neat, tea, keep, feed, free, tree, three, bee
ei	/ei/	eight, freight, weight, vein
	/aɪ/	height
ai	/eɪ/	pain, sail, tail, main, bait, fail, mail
ea	/eə/	pear, wear, bear
	/ɜ:/	earth, pearl, learn, search
ie	/aɪ/	die, tie, lie
ou	/ʌ/	tough, touch, enough, couple, cousin, trouble
	/aʊ/	mouse, house, round, trout, shout, doubt
oi	/ɔɪ/	oil, boil, toil, soil, coin, choice, voice, join
oy	/ɔɪ/	boy, joy, toy, annoy, employ
ou	/ɔ:/	court, bought, brought
au	/ɔ:/	naughty, caught, taught

Double letters

sh	/ʃ/	shell, ship, shark, sheep, shrimp, shower
ch	/tʃ/	cheese, chicken, cherry, chips, chocolate
ph	/f/	photo, dolphin, phone, elephant
th	/θ/	thief, throne, three, bath, cloth, earth, tooth
	/ð/	the, this, father, mother, brother, feather
ng	/ŋ/	thing, king, song, sing
nk	/ŋk/	think, tank, bank



**Grammar Reference
Pronunciation
Appendix
Word List
Audioscripts**

Grammar Reference

Module A

Unit 1

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 **waited/saw**.

NEGATIVE

I/You **did not/didn't wait/see**.

He/She/It **did not/didn't wait/see**.

We/You/They **did not/didn't wait/see**.

INTERROGATIVE

Did I/you/he/she/it/we/they **wait/see**?

SHORT ANSWERS

Yes, I/you/he/she/it/we/ they **did**.
No, I/you/he/she/it/we/ they **didn't**.

Spelling

- We add **-d** to verbs ending in **-e**. *I like – I liked*
- For verbs ending in **consonant + y**, we drop the **-y** and add **-ied**. *I study – I studied*
- For verbs ending in **vowel + y**, we add **-ed**.
I stay – I stayed
- For verbs ending in one stressed vowel between two consonants, we double the last consonant and add **-ed**. *I shop – I shopped*

Use

We use the **past simple** for:

- actions which happened at a **specific time** (stated, implied or already known) **in the past**.
They went to Australia last year. (When? Last year – time stated)
They had a wonderful time. (When? Last year – time implied/already known)
- past habits**.
She spent every holiday in Wales as a child.
- past actions which happened **one immediately after the other**. *Carl packed his suitcase, grabbed his passport and drove to the airport.*
- past actions which **won't take place again**.
Edmund Hillary and Tenzing Norgay climbed Mount Everest in 1953.

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 vs Past Simple

PRESENT PERFECT	PAST SIMPLE
an action which happened at an unstated time in the past. <i>He has bought a new car.</i> (We don't know when.)	an action which happened at a stated time in the past. <i>Chris went to America last week.</i> (When? Last week. The time is mentioned.)
an action which started in the past and is still continuing in the present. <i>He has lived in Singapore for three years.</i> (He still lives in Singapore.)	an action which started and finished in the past. <i>She stayed at the Hilton Hotel.</i> (She's not staying there now.)

Past Continuous

AFFIRMATIVE	NEGATIVE
I/He/She/It was living . We/You/They were living .	I/He/She/It wasn't living . We/You/They weren't living .
INTERROGATIVE	SHORT ANSWERS
Was I/he/she/it living ? Were we/you/they living ?	Yes , I/he/she/it was . No , I/he/she/it wasn't . 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.
They were shopping at 3 o'clock yesterday.
- 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 past simple for the action which interrupted it (shorter action).
We were skiing down the slope when Oliver twisted his ankle.
- two or more actions which were happening at the same time in the past (**simultaneous actions**).
While I was getting our suitcases from the taxi, William was checking into the hotel.
- to give **background information** in a story.
We were waiting for Dad to fix the car, but it wasn't looking hopeful. It was getting darker and colder and we were feeling more and more worried.

Time expressions used with the past continuous: while, when, as, all day/night/morning, yesterday, etc.

Grammar Reference

Past Simple vs Past Continuous

PAST SIMPLE	PAST CONTINUOUS
actions which happened at a stated time in the past. <i>Alice bought a new suit yesterday.</i>	actions in progress at a stated time in the past. <i>This time last week we were standing on a volcano.</i>
actions which happened one after the other in the past. <i>He took the camera and his wallet and went out for a walk.</i>	two or more actions which were happening at the same time in the past. <i>She was talking on her mobile while she was waiting for the aeroplane to take off.</i>

Used to – Would – Past Simple – be/get used to

- We use **used to/past simple** to talk about past habits or actions that happened regularly in the past, but no longer happen. *She **used to eat/ate** seafood.* (She doesn't do that anymore.)
- We use **would/used to** for repeated actions or routines in the past. We don't use **would** with stative verbs. *He **used to go/would go** to Paris every summer.* **BUT** *She **used to have** a ski lodge in the Alps.* (NOT: ~~She would have a ski lodge in the Alps.~~)
- We use the **past simple** for an action that happened at a definite time in the past. *He **drove to Scotland yesterday**.* (NOT: ~~He used to drive to Scotland yesterday.~~)
- We use **be used to + noun/pronoun/-ing form** to talk about habits (= be accustomed to/be in the habit of). *She **isn't used to travelling** by aeroplane.*
- We use **get used to + noun/pronoun/-ing form** to talk about habits (= become accustomed to). *She **will soon get used to driving** on the left-hand side of the road.*

Past Perfect

Form: subject + **had** + past participle of the main verb

AFFIRMATIVE	NEGATIVE
I/You/He, etc had taken .	I/You/He, etc had not/hadn't taken .
INTERROGATIVE	SHORT ANSWERS
Had I/you/he, etc taken?	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 ferry **had already left** by the time we arrived at the port.* (past perfect: **had left** before another past action: **arrived**). *The shops **had closed** by 6:00.* (before a stated time in the past: **by 6:00**).

- for an action which finished in the past and whose result was visible at a later point in the past. *Cathy **was happy** because she **had won** the race.*

Note: The **past perfect** is the past equivalent of the **present perfect**. *The hotel lobby **was empty** – everyone **had gone to bed**.* (present perfect: *The hotel lobby **is empty** – everyone **has gone to bed**.*)

Time expressions used with the past perfect: before, after, already, just, for, since, till/until, by, never, etc.

Past Perfect Continuous

Form: subject + **had + been** + main verb **-ing**

AFFIRMATIVE	
I/You/He/She/It/We/They had been flying .	
NEGATIVE	
I/You/He/She/It/We/They had not/hadn't been flying .	
INTERROGATIVE	SHORT ANSWERS
Had I/you/he, etc been flying?	Yes , I/you/he/she/it/we/they had . No , I/you/he/she/it/we/they hadn't .

We use the **past perfect continuous**:

- to put emphasis on the duration of an action which started and finished in the past, before another action or stated time in the past, usually with **for** or **since**.
*They **had been climbing** the mountain for two hours before they realised they had left their mobile phones at the campsite.*
- for an action which lasted for some time in the past and whose result was visible in the past. *Dylan **had been scuba diving** all afternoon, so he was exhausted.*

Note: The **past perfect continuous** is the past equivalent of the **present perfect continuous**. *The trip **was a great success** because they **had been planning** for it all year.* (present perfect continuous: *The trip **is a great success** because they **have been planning** for it all year.*)

Time expressions used with the past perfect continuous: for, since, how long, before, until, etc.

The Indefinite Article a/an

- We use **a/an** with nouns when referring to an unspecified thing. *He **bought a** souvenir.*
We use **a** before singular countable nouns which begin with a consonant sound (**a** passport, **a** ticket).
We use **an** before singular countable nouns which begin with a vowel sound (**an** aeroplane, **an** island).

The **indefinite article** is used:

- with singular countable nouns. **a** swimsuit, **an** ocean
- when we talk about things in general.
*I want to buy **a** car.* (any car)

Grammar Reference

- after the verb **to be** when we want to say what somebody/something is. *He's **a** pilot. It's **an** interesting museum.*
- with certain phrases to show how often someone does something. *They go on holiday **three times a** year.*
- before **Mr/Mrs/Miss/Ms** when we refer to an unknown person. *A **Mrs** Lawson left a message for you.* (a person that we don't know)

The **indefinite article** is not used:

- with uncountable or plural countable nouns. We use **some** instead. ***some** luggage, **some** money, **some** information*
- 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. *He's **a** tour guide. He's **experienced**. He's **an** experienced tour guide.*

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. *Is **the** suitcase yours?* (The listener knows which suitcase we're talking about.)
- with nouns which are **unique** (***the** sun, **the** Colosseum, **the** Eiffel Tower*, etc).
- before the names of **rivers** (***the** Amazon*), **seas** (***the** Mediterranean*), **oceans** (***the** Pacific*), **mountain ranges** (***the** Himalayas*), **deserts** (***the** Sahara*), **groups of islands** (***the** Azores*), **countries** when they include words such as 'state', 'kingdom', etc (***the** United Kingdom*) and nouns with **of** (***the** Statue of Liberty*).
- before the names of **musical instruments** (***the** violin, **the** harp*).
- before the names of **hotels** (***the** Hilton Hotel*), **performance venues** (***the** Royal Albert Hall*), **ships** (***the** Endeavour*), **organisations** (***the** IMF*), **newspapers** (***the** Times*) and **museums** (***the** Science Museum*).
- before **nationalities** ending in **-sh** (***the** Welsh*), **-ch** (***the** French*) or **-ese** (***the** Chinese*) and **families** (***the** Osmonds*).
- before **titles** when the person's name is not mentioned (***the** Emir, **the** President*).
- before the words **morning**, **afternoon** and **evening**. *Our flight leaves at 6 o'clock in **the** morning.*
- with **adjectives** in the **superlative form**. *He's **the** youngest person to climb Mount Kilimanjaro.*
- with the words **station**, **shop**, **cinema**, **village**, **world** etc. *She went to **the** village for a holiday.*
- with **historical periods/events**. ***The** Battle of Hastings **BUT** World War I.*
- with the words **only**, **last**, **first** (used as adjectives). *He was **the** only scientist on the expedition.*

We don't use **the**:

- with **plural nouns** when we talk about them in **general**. *Foxes are cunning animals.*
- before **proper names**. *Anabella is going to Rio de Janeiro.*
- before the names of **countries** (*Spain*), **cities** (*Beijing*), **streets** (*Oxford Street*), **parks** (*Green Park*), **mountains** (*Ben Nevis*), **islands** (*Corfu*), **lakes** (*Lake Michigan*) and **continents** (*Asia*).
- before the names of **meals**, (*lunch* etc) **games** and **sports** (*basketball, hockey* etc). *I always eat **breakfast**. He plays **rugby** for Ireland.*
- with the words **this/that/these/those**. ***Those** skis are Jenny's.*
- with **possessive adjectives** or the **possessive case**. ***That** isn't **your** hat. It's **David's**.*
- before **titles** when **the person's name is mentioned**. *Prince Charles, King Henry **BUT** **the** Prince, **the** King*
- with the words **school**, **bed**, **hospital**, **prison** or **home** when we refer to the purpose for which they exist. *Greta goes to bed at 10 o'clock. (Greta uses it to sleep.) **BUT** Greta's father is going to fix **the** bed. (He's only fixing it, not sleeping in it.)*
- with **languages**. *I speak **German**. **BUT** **The** Russian language is complicated.*
- with **the names of illnesses**. *She's got chicken pox. **BUT** mumps/**the** mumps, flu/**the** flu*
- with the words **home**, **father/mother** when we talk about our own home/parents. ***Dad** had just gone **home**.*

Note: We use **the** + **adjective** to refer to a group of people. Examples include: *poor, rich, sick, old, blind, young* etc.

*He works for a charity that helps **the** blind.*

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**
*We had to go back home because I forgot my passport. **As a result/Therefore/Consequently/As a consequence**, we missed our flight.*
- **such a/an** + **adjective** + **singular countable noun** ... **that**
*It was **such a** beautiful dress **that** Anna had to buy it.*
- **such** + **adjective** + **plural/uncountable noun** ... **that**
*They were **such** good waiters **that** Dave gave them a huge tip. We were having **such** bad weather **that** the ferry couldn't leave until the evening.*
- **such a lot of** + **plural/uncountable noun** ... **that**
*He packed **such a lot of** clothes **that** he couldn't close his suitcase. There were **such a lot of** people at the market **that** it took me ages to find Mum.*
- **so** + **adjective/adverb** ... **that**
*The flights were **so** cheap **that** we booked them immediately. The local people spoke **so** quickly **that** we couldn't understand them.*

Grammar Reference

- **so + adjective + a(n) + noun ... that**
It was so high a mountain that we had to turn back.
- **so much/little + uncountable noun ... that**
Rebecca spent so much money on clothes that she couldn't afford to buy lunch. There was so little time to pack that Steve forgot his wallet.
- **so many/few + plural noun ... that**
We took so many photographs in Sri Lanka that we had to buy a new photo album. There were so few hotels in the town that we couldn't find anywhere to stay.

Adjectives

Adjectives describe nouns. They have the same form in the singular and plural. They go before nouns (*an amazing holiday*) but after the verbs *be, look, smell, sound, feel, taste, seem, appear, become, get, stay*, etc. *He looks good. She feels tired.*

- 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. When nouns are used as adjectives, they have no plural form.
taxi driver – taxi 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 with 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:

		FACT								
It's	a	opinion	size	age	shape	colour	origin	material	used for/ be about	noun
		nice	big	old	oval	red	French	metal	coffee	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 beautiful, old-fashioned, stone villa*
- Ordinal numbers (*first, second, third*, etc) go before cardinal numbers (*one, two, three*, etc). *The first three times.* (NOT: ~~the three first times~~)
- The adjectives *afraid, alike, alive, alone, ashamed, asleep, awake, content, glad, ill, pleased*, etc are never followed by a noun. *Lauren is ill. Seth was pleased to see me.*
- The adjectives *chief, elder, eldest, former, indoor, inner, main, only, outdoor, outer, principal, upper* are always followed by nouns. *The hotel has an outdoor pool.*

- Certain **adjectives** are used with *the* as nouns to refer to groups of people in general. These are: *elderly, middle-aged, old, young, blind, deaf, deaf, disabled, living, sick, homeless, hungry, poor, rich, strong, unemployed, weak*, etc. *The Maldives are a top holiday destination for the rich.* (= rich people in general) **BUT** *The rich people next door are going to the Maldives on holiday.* (We refer to a specific group of rich people.) When we talk about one person we say *A/The poor man/woman, A/The deaf boy/girl*, etc. *The young man who is staying in the room opposite comes from Wales.* (We refer to a specific young man.)

Adverbs

- **Adverbs** describe verbs and past participles, adjectives or other adverbs. *He drove sensibly. A beautifully furnished apartment. A terribly long journey. We arrived extremely early.*
- 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 talks loudly.* (How does he talk? Loudly. → adverb of manner) *They're staying next to the beach.* (Where are they staying? Next to the beach. → adverb of place) *She's going on Friday.* (When is she going? On Friday. → adverb of time) *He never goes on holiday.* (How often does he go on holiday? Never. → adverb of frequency)

Formation of Adverbs

- We usually form an **adverb** by adding *-ly* to the adjective. *quick – quickly*
- Adjectives ending in *-le* drop the *-e* and take *-y*. *comfortable – comfortably*
- Adjectives ending in **consonant + -y** drop the *-y* and take *-ily*. *happy – happily*
- Adjectives ending in *-l* take *-ly*. *careful – carefully*
- Adjectives ending in *-ic* usually take *-ally*. *basic – basically* **BUT** *public – publicly*

Grammar Reference

- 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** been to America. My train **is usually** late. I **always** take a taxi to the airport.*
- Adverbs of manner** go before the main verb, after the auxiliary verb or at the end of the sentence. *He **hurriedly** packed his suitcase. She **patiently** waited for the plane to take off. She **is eating** slowly.*
- 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. *The food **was absolutely** awful. We **were extremely** pleased with the hotel. It **was rather** expensive.*
- Adverbs of place and time** usually go at the end of the sentence. *He's having a great time **on holiday**.*
- Adverbs of time**, such as *soon, now, now and then, just*, go before the main verb, but after the auxiliary verb. *They **have just** arrived in London. She **soon** noticed her mistake.*
- We can put an **adverb at the beginning of a sentence** if we want to **emphasise** it. ***Carefully**, she filled out the form. (manner)*
***Behind a factory** was where we found our hotel. (place)*
***Last night**, we got lost in Chinatown. (time)*
- When there are two or more **adverbs** in the same sentence, they usually go in the following order: **manner – place – time**. *We **sat impatiently** at the **departure gate** **all afternoon**.*
- 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**. *She **went to Brazil** **suddenly** **five years ago**.*

Adverbs of degree

	very (+++)	rather (++)	a little (+)
with adjectives, adverbs or verbs	just, absolutely, totally, awfully, terribly, really, simply <i>That was an awfully difficult climb.</i>	quite, rather <i>It's a rather hot day.</i>	a little, a bit <i>I'm a bit tired this evening.</i>
with adjectives or adverbs	very, extremely <i>The castle was extremely old.</i>	pretty, fairly <i>It was a fairly interesting tour.</i>	slightly <i>It's slightly chilly in here.</i>

	very (+++)	rather (++)	a little (+)
with verbs or the comparative degree	very much, a lot <i>I enjoyed skiing a lot more than a beach holiday.</i>	rather <i>I was rather shocked by what he said.</i>	not much <i>It isn't much cheaper in the autumn.</i>

Unit 2

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 you go to the gym, I'll come with you.*

	IF-CLAUSE (hypothesis)	MAIN CLAUSE (result)
0 conditional general truth or scientific fact	if/when + present simple <i>If you eat too much, you gain weight.</i>	present simple
1st conditional real situation, likely to happen in the present/future	if + present simple <i>If there's enough time, we will play football in the park.</i>	simple future, imperative, can/must/may, etc + bare infinitive
2nd conditional unreal, imaginary situation in the present/future advice	if + past simple <i>If we had a net, we could play volleyball. (but we don't) (untrue in the present) If I were you, I wouldn't eat so much junk food. (advice)</i>	would/could/might + bare infinitive
3rd conditional imaginary situation in the past regrets criticism	if + past perfect <i>If you had trained harder, you would have won that race. (but you didn't) If you had worn proper shoes, you wouldn't have slipped and sprained your ankle.</i>	would/could/might have + past participle

- We can use **were** instead of **was** for all persons in the **if-clause** of Type 2 conditionals. *If she **weren't/wasn't** on the netball team, she would have more free time.*
- With Type 1 conditionals we can use **unless** + affirmative verb or **if** + negative verb. *They will not be considered for the team **unless** they have good grades. (They will not be considered for the team if they don't have good grades.)*

Grammar Reference

- We use **if** to show that something might happen, whereas we use **when** to show that something will definitely happen.
If he loses weight, I'll buy him a new mobile phone. (= he might lose weight)
When he loses weight, I'll buy him a new mobile phone. (= he will definitely lose weight)
- We do not normally use **will**, **would** or **should** in an **if-clause**. However, we can use **will** or **would** after **if** to make a polite request or express insistence or uncertainty (usually with expressions such as *I don't know, I doubt, I wonder*, etc). In this case, **if** means **whether**. We can also use **should** after **if** to talk about something which is possible, but not very likely to happen.
If you will wait a minute, the doctor will be able to see you. (Will you please wait ... – polite request)
If you will go on shouting at the television, I'll turn the football off. (If you insist on shouting ... – insistence)
I wonder if we'll get good seats at the game. (I wonder whether ... – uncertainty)
If Jill should turn up, tell her I've gone to the gym. (I don't really expect Jill to turn up.)

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
<i>If I had more money, I would have bought tickets for the Olympics.</i>	

IF-CLAUSE	MAIN CLAUSE
Type 3	Type 2
<i>If I had practised more, I would be a professional gymnast now.</i>	

Wishes

We can use **wish/if only** to express a wish.

WISH/IF ONLY	USE	
+ past simple/ past continuous	<i>I wish I was/were better at hockey.</i> (but I'm not) <i>If only we weren't all feeling so ill.</i> (but we are)	to say that we would like something to be different about a present situation
+ could + bare infinitive	<i>I wish I could swim.</i>	to express wish/regret in the present concerning lack of ability

WISH/IF ONLY	USE	
+ past perfect	<i>I wish I had eaten fewer sweets when I was a child.</i> (but I didn't) <i>If only I hadn't given my tennis racquet away.</i> (but I did)	to express regret about something which happened or didn't happen in the past
+ subject + would + bare infinitive	<i>I wish you would cook me dinner sometimes!</i> <i>If only you wouldn't borrow my things without asking me.</i>	to express: <ul style="list-style-type: none"> a polite imperative a desire for a situation or person's behaviour to change

Notes:

- If only** is used in exactly the same way as **wish** but it is more emphatic or more dramatic. *If only I had been chosen for the swimming team!*
- We can use **were** instead of **was** after **wish** and **if only**. *I wish I weren't/wasn't feeling so tired.*

Module B

Unit 3

Present Simple

AFFIRMATIVE	I/You/We/They work. He/She/It works.
NEGATIVE	I/You/We/They do not/don't work. He/She/It does not/doesn't work.
INTERROGATIVE	Do I/you/we/they work? Does he/she/it work?
SHORT ANSWERS	Yes, I/you/we/they do. Yes, he/she/it does.
	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 write – he writes
- Verbs ending in **-ss, -sh, -ch, -x** or **-o** take **-es**.
I pass – he passes, I push – he pushes, I teach – he teaches, I fax – he faxes, I do – he does
- Verbs ending in **consonant + y** drop the **-y** and take **-ies**. *I study – she studies*
- Verbs ending in **vowel + y** take **-s**. *I buy – she buys*

Grammar Reference

Use

We use the **present simple** for:

- **daily routines/repeated actions** (especially with adverbs of frequency: *often, usually, always*, etc).
Mike usually drives to work.
- **habits.** *She always leaves the office early on a Friday.*
- **permanent states.** *She lives in London.*
- **timetables/schedules** (future meaning).
The meeting starts at 9 o'clock.
- **general truths and laws of nature.**
Water boils at 100°C.
- **reviews/sports commentaries/narrations.**
Ramires passes the ball to Neymar.

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/seldom* (15%), *never* (0%).
- **Adverbs of frequency** go **before** the main verb but **after** the auxiliary verbs *be, have, do* and modals such as *will, may*, etc. *He always performs well in interviews. John is never late for work.*

Present Continuous

Form: verb *to be* (am/is/are) + main verb *-ing*

AFFIRMATIVE	NEGATIVE
I'm talking. You're talking. He/She/It's talking. We/You/They're talking.	I'm not talking. You aren't talking. He/She/It isn't talking. We/You/They aren't talking.
INTERROGATIVE	SHORT ANSWERS
Am I talking? Are you talking? Is he/she/it talking? Are we/you/they talking?	Yes, I 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. *walk – walking, ask – asking*
- Verbs ending in *-e* drop the *-e* and take *-ing*.
drive – driving, type – typing
- Verbs ending in **vowel + consonant** and which are stressed on the last syllable, **double the consonant** and take *-ing*. *run – running, commit – committing*
BUT *whisper – whispering* (stress on 1st syllable)

- Verbs ending in *-ie* change the *-ie* to *-y* and add *-ing*.
tie – tying

Use

We use the **present continuous** for:

- actions happening **now**, at the moment of speaking.
Mary is writing a letter of application at the moment.
- actions happening **around the time of speaking**.
Joe is flying to New York for a business meeting this week.
- **fixed arrangements** in the **near future**, especially when we know the time and the place.
We are getting a pay rise next month.
- **temporary situations**.
She's working as a volunteer in Africa for two months.
- **changing or developing situations**.
He is getting thinner.
- frequently **repeated actions** with *always, constantly, continually* to express annoyance or criticism.
Ben is always looking for jobs on the Internet, but he never applies for anything.

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. *He doesn't like working outside.*

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
permanent states & facts <i>He fixes computers.</i>	temporary situations <i>He's trying hard to get a promotion.</i>
habits/routines <i>She goes to work on the bus every morning.</i>	actions happening now/ around the time of speaking <i>She's talking to her boss now.</i>
timetables <i>The department store opens at 8.</i>	future arrangements <i>They're arriving at 10 o'clock tomorrow.</i>

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).
Emma looks happy; I believe she got the job.
- verbs of **perception** (*believe, forget, know, understand*, etc).
I know how your company operates.

Grammar Reference

- verbs which express **feelings and emotions** (*desire, enjoy, hate, like, love, prefer, want*, etc).
Matthew likes the other people in his office.
- other verbs: *agree, be, belong, contain, cost, fit, have, include, keep, need, owe, own*, etc.
It costs me £10 a week to take the train to work.

Some of these verbs can be used in continuous tenses, but with a difference in meaning.

PRESENT SIMPLE	PRESENT CONTINUOUS
<i>I think that's Gavin's work colleague.</i> (= believe)	<i>I am thinking of training to be an electrician.</i> (= am considering)
<i>He has a new computer on this desk.</i> (= owns, possesses)	<i>George is having his lunch at his desk.</i> (= is eating) <i>Alex is having a break from studying.</i> (= is taking)
<i>You can see my office from the park.</i> (= is visible) <i>I see why you would think that.</i> (= understand)	<i>She's seeing the dentist tomorrow.</i> (= has an appointment)
<i>The food in the staff canteen tastes awful.</i> (= is/has the flavour of)	<i>Maggie is tasting her tea to see if it needs more sugar.</i> (= is trying)
<i>The office smells very strange today.</i> (= has the aroma)	<i>The children were smelling the flowers.</i> (= were sniffing)
<i>Bill appears to be dedicated to his work.</i> (= seems)	<i>My colleague is appearing in the talent show on Thursday.</i> (= is performing)
<i>This chair feels like real leather.</i> (= has the texture of)	<i>She's feeling the material to check the quality.</i> (= is touching)
<i>He is a good-natured person.</i> (= character – permanent state)	<i>He is being very selfish.</i> (= behaviour – temporary state)
<i>This shirt fits me very well.</i> (= is the right size)	<i>They are fitting new desks in our office.</i> (= are putting)
<i>Julie looks worried.</i> (= appears)	<i>The boss is looking at my proposal.</i> (= is taking a look at)

Note: The verb *enjoy* can be used in continuous tenses to express a **specific preference**. *I really enjoy working in the city.* (general preference) **BUT** *They're enjoying themselves at the office dinner.* (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.
My leg hurts. = *My leg is hurting.*

Present Perfect

Form: *have/has* + past participle

AFFIRMATIVE	NEGATIVE
I/You/We/They have/ 've finished. He/She/It has/'s finished.	I/You/We/They have not/ haven't finished. He/She/It has not/hasn't finished.

INTERROGATIVE	SHORT ANSWERS
Have I/you/we/they finished? Has he/she/it finished?	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**:

- for actions which **started in the past** and **continue** up to the **present** especially with stative verbs such as *be, have, like, know*, etc.
Frank has been a secretary for seventeen years. (= He started working as a secretary seventeen years ago and he's still doing it.)
- to talk about a **past action** which has a **visible result** in the **present**. *Khalid has bought a new suit for work. He looks very smart.*
- for actions which happened at an **unstated time** in the **past**. The action is more important than the time it happened. *They have written the report.* (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. *She has applied for two jobs this week.* (The time period – this week – is not over yet. She may apply for another job.)
- for **recently completed actions**. *They've just finished their meeting.* (The action is complete. The meeting is now over.)
- for **personal experiences/changes** which have happened. *It's the first time he has attended an interview.*

Time expressions used with the present perfect:

- already** (normally in affirmative sentences)
You don't need to print the report. I have already emailed it to the boss.
- yet** (normally in interrogative or negative sentences)
Have you met your new co-worker yet?
They haven't published the report yet.
- just** (normally in affirmative sentences to show that an action finished a few minutes earlier)
I've just called the New York office.
- ever** (normally in affirmative and interrogative sentences)
This is the best job I've ever had.
Have you ever worked in a bank?

Grammar Reference

- **never** (negative meaning) *I have never been promoted. Miranda has never written a CV.*
- **for** (over a period of time) *We haven't had a pay rise for years.*
- **since** (from a starting point in the past) *Nigel has worked as an accountant since 2005.*
- **recently** (normally in affirmative or interrogative sentences) *The shop has recently put an advert in the newspaper.*
- **so far** (normally in affirmative sentences) *She's produced some excellent work so far.*

Have gone (to)/Have been (to)/Have been in

- *Luke has gone to work.* (He's on his way to work or he's there now. He hasn't come back yet.)
- *Abigail has been to London for training.* (She went to London but she isn't there now. She's come back.)
- *They have been in the meeting for three hours.* (They are in the meeting now.)

Present Perfect Continuous

Form: *have/has + been + verb -ing*

AFFIRMATIVE	NEGATIVE
I/You/We/They have/ 've been trying. He/She/It has/'s been trying.	I/You/We/They have not/ haven't been trying. He/She/It has not/hasn't been trying.
INTERROGATIVE	SHORT ANSWERS
Have I/you/we/they been trying? Has he/she/it been trying?	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.
He's been working for the same company for years.
- 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**.
Beth is annoyed. She's been waiting to see her boss since this morning.
- to express **anger, irritation, annoyance** or **criticism**.
Who has been moving things around on my desk? (annoyance)

Time expressions used with the present perfect continuous: since, for, how long (to place emphasis on duration)

Future Simple

Form: subject + **will** + main verb

AFFIRMATIVE	NEGATIVE
I/You/He/She/It/We/They will/'ll tell.	I/You/He/She/It/We/They will not/won't tell.
INTERROGATIVE	SHORT ANSWERS
Will I/you/he/she/it/we/they tell?	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**.
It's cold. I'll turn on the heating.
- 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 expect Tom will enjoy being retired. I'm afraid Kelly will lose her job.
- for **promises**. (usually with the verbs *promise, swear*, etc.) *I promise we'll go on holiday next year., threats If you're late for work again, I'll tell your manager., warnings You should finish that report today or the boss will be disappointed., hopes He hopes his manager will approve his leave., offers We'll give you a pay rise.*
- for actions/events/situations which will **definitely happen** in the future and which we **cannot control**. *She will be twenty next month.*

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	I am He/She/It is We/You/They are	} going to leave.
NEGATIVE	I am not He/She/It is not We/You/they are not	} going to leave.
INTERROGATIVE	Am I Is he/she/it Are we/you/they	} going to leave?

Grammar Reference

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 **future plans** and **intentions**. *He's going to study to be a lawyer.* (He's planning to ...)
- to make **predictions based on what we see or know**. *Look out! You're going to slip on the ice.*
- to talk about **things we are sure about** or **we have already decided to do** in the near future. *We are going to employ seven new members of staff this year.* (We have already decided to do it.)

Present Simple/Present Continuous (future meaning)

- We can use the **present simple** to talk about **schedules** or **timetables**. *Reception opens at 8:00 am.*
- We use the **present continuous** for **fixed arrangements** in the near future. *I am going to an interview tomorrow. They just phoned me.*
- We use the **present continuous** for changing or gradually developing situations. *More and more people are becoming unemployed.*

Future Continuous

Form: subject + *will* + *be* + verb *-ing*

AFFIRMATIVE	NEGATIVE
I/You/He/She/It/We/They will/'ll be meeting.	I/You/He/She/It/We/They will not/won't be meeting.
INTERROGATIVE	SHORT ANSWERS
Will I/you/he/she/it/we/they be meeting?	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 next week, I'll be working as a tour guide.
- actions which will **definitely happen** in the future as a result of a **routine** or **arrangement**.
I'll be seeing the manager for a meeting on Tuesday.
- when we **ask politely** about someone's **plans for the near future**. (to see if they can do sth for us or because we want to offer to do sth for them)
Will you be using the computer for long? I need to type up my CV.

Future Perfect

Form: *will* + *have* + past participle of the main verb

AFFIRMATIVE	NEGATIVE
I/You/He/She/It/We/They will/'ll have arrived.	I/You/He/She/It/We/They will not/won't have arrived.
INTERROGATIVE	SHORT ANSWERS
Will I/you/he/she/it/we/they have arrived?	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 finished her interview by 3 o'clock.

Future Perfect Continuous

Form: *will* + *have been* + main verb + *-ing*

AFFIRMATIVE	NEGATIVE
I/You/He/She/It/We/They will have been watching.	I/You/He/She/It/We/They will not/won't have been watching.
INTERROGATIVE	SHORT ANSWERS
Will I/you/he/she/it/we/they have been watching?	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 finishes, he will have been working for sixteen hours.*

Time expressions used with the future perfect and the future perfect continuous: before, by, by then, by the time, until/till, etc.
Note: *by* or *not ... until/till* are used with **future perfect**. *Until/Till* are normally used with **future perfect** only in negative sentences.

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. *You should hand in your application before the deadline.*
- Clauses of time** follow the rule of the sequence of tenses.

Grammar Reference

MAIN CLAUSE	TIME CLAUSE
present/future form	present form
<i>We'll leave the office as soon as the meeting finishes.</i> (NOT: will finish)	
MAIN CLAUSE	TIME CLAUSE
past form	past form
<i>We left after he had finished his job.</i>	

- When the time clause precedes the main clause, a comma is used. When the time clause follows, no comma is used.

Every time I'm late for class, my teacher tells me off.

BUT *My teacher tells me off every time I'm late for class.*

Unit 4

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 job is **better than** my last job. This is **the best job I've ever had**.*
- We often use **than** after a comparative. *Ella works **harder than** Amy.*
- We normally use **the** before a superlative. We can use **in** or **of** after superlatives. We often use **in** with places. *I think Lydia was **the most promising of all the candidates we interviewed today**. Norman is **the most successful person in the company**.*

Formation of comparatives and superlatives

Adjectives of one-syllable add -(e)r/-(e)st to form their comparative and superlative forms		
	COMPARATIVE	SUPERLATIVE
<i>high</i>	<i>higher (than)</i>	<i>the highest (of/in)</i>
<i>simple</i>	<i>simpler (than)</i>	<i>the simplest (of/in)</i>
<i>big</i>	<i>bigger (than)</i>	<i>the biggest (of/in)</i>

Adjectives of **two-syllables** ending in **-ly, -y, -w** also add **-er/-est** or **-ier/-iest**

	COMPARATIVE	SUPERLATIVE
<i>happy</i>	<i>happier (than)</i>	<i>the happiest (of/in)</i>
<i>silly</i>	<i>sillier (than)</i>	<i>the silliest (of/in)</i>

Adjectives of two or more syllables take **more/most**

	COMPARATIVE	SUPERLATIVE
<i>useful</i>	<i>more useful (than)</i>	<i>the most useful (of/in)</i>
<i>expensive</i>	<i>more expensive (than)</i>	<i>the most expensive (of/in)</i>

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**. *quiet – quieter/more quiet – the quietest/the most quiet*

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. *happily – more happily – the most happily*

IRREGULAR FORMS		
Adjective/Adverb	Comparative	Superlative
<i>good/well</i>	<i>better</i>	<i>best</i>
<i>bad/badly</i>	<i>worse</i>	<i>worst</i>
<i>little</i>	<i>less</i>	<i>least</i>
<i>much/many</i>	<i>more</i>	<i>most</i>
<i>far</i>	<i>farther/further</i>	<i>farthest/furthest</i>

Notes:

- We can use **elder/eldest** for people in the same family. *Mark is their **eldest son**.*
- further/farther** (adv) = longer (in distance)
further (adj) = more
*The conference centre is **further/farther up the road**. I require **further** information.*

Study the examples:

- very + adjective/adverb:** *That was a **very busy** day.*
- much + comparative form of adjective/adverb:** *The office is **much quieter** than it was this morning.*
- a bit/a little/far/slightly + comparative form of adjective/adverb:** *My new secretary is **far more efficient** than my last one.*
- by far + superlative form of adjective/adverb:** *That was **by far the most interesting** seminar I have ever attended.*

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**. *The crystal skulls are **not as famous as** the Great Pyramid.*
- less + adjective + than** (to express the difference between two people or things). The opposite is **more ... than**. *The museum was **less interesting than** the planetarium.*
- the least + adjective + of/in** (to compare one person or thing to two or more people or things of the same group). The opposite is the **most ... of/in**. *Some people believe the Challenger mission was **the least successful of** the American space missions.*
- even/much/a lot/far/a little/a bit/slightly + comparative** (to express the degree of difference between two people or things). *Stonehenge is **much older than** the Nazca Lines.*

Grammar Reference

- **comparative and comparative** (to show that something is increasing or decreasing). *Scientific documentaries on television are getting **more and more popular**.*
- **the + comparative ... , the + comparative** (to show that two things change together, or that one thing depends on another thing). ***The earlier you book your tickets to Indonesia, the cheaper they'll be.***
- **by far + the + superlative** (to emphasise the difference between one person or thing and two or more people or things of the same group). *The science museum is **by far the most popular attraction in the city.***

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 vegetables, **especially carrots.***
- **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.***
- **time:** when, whenever, as, as soon as, while, before, until/till, after, since, etc. *I'll leave **when I'm ready.***
- **exception:** except (for), apart from *Everyone attended the meeting, **apart from Dennis.***
- **summarising:** in conclusion, in summary, to sum up, on the whole, all in all, altogether, in short, etc. ***All in all, I thoroughly enjoyed the holiday.***

Clauses of Purpose

The **clauses of purpose** are used to explain why somebody does something.

We can express **positive purpose** using:

- **to + infinitive** *We drove up the mountain **to look at the stars.***
- **in order to/so as to + infinitive** (formal) *He went to England **in order to visit Stonehenge.***
- **so that/in order that + can/will** (present/future reference) *Leave the television on **so that/in order that I can watch the documentary on UFOs.***

- **so that/in order that + could/would** (past reference) *The museum installed an interactive exhibit **so that/in order that they could attract younger people.***
- **in case + present tense** (present/future reference) *Scientists send waves into space **in case there is intelligent life out there.***
- **in case + past tense** (past reference) *We got an extra ticket for the astronomy exhibition **in case John wanted to come.***
Note: *in case* is never used with *will* or *would*. *He made a copy of his history report in case he lost it.* (NOT: ... ~~he would lose~~)
- **for + noun** (expresses the purpose of an action) *He lent me some books **for my science project.***
- **for + -ing form** (expresses the purpose of something or its function) *This telescope is **for looking at the stars.***
- **with a view to + -ing form** *He applied to university **with a view to studying astronomy.***

We can express **negative purpose** using:

- **in order not to/so as not to + infinitive** *We stayed up late **in order not to/so as not to miss the meteor shower.***
Note: We never use *not to* to express negative purpose.
- **prevent + noun/pronoun (+ from) + -ing form** *Glass screens **prevent people (from) handling the artefacts.***
- **avoid + -ing form** *The archaeologists worked carefully **to avoid damaging the ancient vases.***
- **so that + can't/won't** (present/future reference) *There are barriers around Stonehenge **so that people won't touch the stones.***
- **so that + couldn't/wouldn't** (past reference) *He wrote the date of the eclipse on his calendar **so that he wouldn't miss it.***

Notes:

- **Clauses of Purpose** should not be confused with **clauses of Result**.
Clauses of Purpose are introduced with *so that/in order that ...* *She went to Egypt **so that she could see the Pyramids.*** (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 record the programme on space travel **so that we can watch it later.***
*He went outside **so that he could see the moon.***

Clauses of Reason

The **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.*

Grammar Reference

- **because** – *We were late for school because we stopped to watch the solar eclipse. Because we stopped to watch the solar eclipse, we were late for school.*
- **as/since** (= because) – *The Nazca Lines are very puzzling as/since no one knows their purpose. As/Since no one knows their purpose, the Nazca Lines are very puzzling.*
- **the reason for + noun/-ing form** – *The reason for the closure of the museum is unclear. The reason for closing the museum is unclear.*
- **the reason why + clause** – *The mystery of the crystal skulls was the reason why I chose to study archaeology. The reason why I chose to study archaeology was the mystery of the crystal skulls.*
- **because of/on account of/due to + noun** – *Flights around Cape Canaveral have been diverted because of/on account of/due to the space shuttle launch.*
- **because of/on account of/due to the fact that + clause** – *We didn't see the Egyptian mummy because of/on account of/due to the fact that there was an enormous crowd in front of the display case.*
- **now (that) + clause** – *Now (that) Jenny has passed her exams, she can apply to study physics at university.*
- **for** (= because) (formal written style) A clause of reason introduced with **for** always comes after the main clause. *We can't explain the purpose of the Moai, for the mystery remains unsolved.*

Clauses of Concession

The **clauses of concession** are used to express contrast. They are introduced with the following words/expressions:

- **but** – *Paul didn't feel well, but he still went to see the Great Pyramid.*
- **although/even though/though + clause**
Even though is more emphatic than *although*. *Though* is informal and is often used in everyday speech. It can also be put at the end of a sentence. *Although/Even though/Though she had read the textbook, she still couldn't explain the theory of gravity. She still couldn't explain the theory of gravity although/even though/though she had read the textbook. She had read the textbook. She still couldn't explain the theory of gravity, though.*
- **in spite of/despite + noun/-ing form** *In spite of/Despite the weather being hot/the hot weather, the team continued to dig in the sand. The team continued to dig in the sand in spite of/despite the weather being hot/the hot weather.*
- **in spite of/despite + the fact that + clause** – *In spite of/Despite the fact that he was qualified, Colin wasn't chosen for the space mission.*

- **however/nevertheless** – A comma is always used after **however/nevertheless**. *The city of Atlantis is probably a myth. However/Nevertheless, many people have tried to find it.*
- **while/whereas** – *I love science, while/whereas my best friend thinks it's dull.*
- **yet** (formal)/**still** – *Scientists have studied the Great Pyramid for decades, yet it still has many secrets. My father is afraid of flying. Still, he flew to South America to see the Nazca Lines.*
- **on the other hand** – *I would like to study science. On the other hand, I'm quite interested in languages, too.*
- We use **having + p.p.** to show that the action happened before the result. *Maria Reiche didn't solve the mystery behind the Nazca Lines, in spite of/despite having spent many decades studying them.*

Clauses of Manner

The **clauses of manner** are introduced 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 crystal skulls look as if/as though they were made by an advanced culture.*

We also use **as if/as though** with other verbs to say how somebody does something. *They are examining the artefacts as if/as though they were experts.*

expressing similarity/probability	as if/as though + any tense form <i>He looks as though he hasn't slept all night. (he may not have slept all night)</i>
unreal in the present	as if/as though + past simple/past continuous <i>He behaves as if he believed in aliens. (but he doesn't)</i>
unreal in the past	as if/as though + past perfect <i>He talked about Egypt as though he had been there. (but he hadn't been there)</i>

- 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. *She treats him as if/as though he was/were the one who discovered the Great Pyramid. She talks as if/as though she were a scientist. (but she isn't)*
- We can also use **as** in **clauses of manner** to mean 'in the way that'. *Write your projects on the Inca Empire as I've told you.*

Note: We can use **like** instead of **as if/as though** in spoken English. *He looks like he's seen a UFO. (informal spoken English)*

Module C

Unit 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**
Sarah said (that) she was afraid of thunderstorms.
- **say + to + personal object**
Sarah said to me (that) she was afraid of thunderstorms.
- **tell + personal object**
Sarah told me (that) she was afraid of thunderstorms.
- We use **say + to-infinitive** but never **say about**. We use **tell sb, speak/talk about**.
Our teacher said to recycle our empty bottles.
She told us/spoke/talked about helping endangered species.

SAY	hello, good morning/afternoon, etc something/nothing, so, a few words, no more, for certain/sure, sorry, etc.
TELL	the truth, a lie, a story, a secret, a joke, the time, the difference, one from another, somebody one's name, somebody the way, somebody so, someone's fortune, etc.
ASK	a question, a favour, the price, 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.
Kyle said, "I've dropped my coat." (direct statement)
Kyle said (that) he had dropped his coat. (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: *Emily said, "I watched the volcano erupt."*

Reported speech: *Emily said that she watched/had watched the volcano erupt.*

Out-of-date reporting

The introductory verb is in the past simple and the tenses change as follows:

DIRECT SPEECH	REPORTED SPEECH
Present simple vs Past simple	
"I like hot weather."	She said (that) she liked hot weather.
Present continuous → Past continuous	
"It's raining."	He said (that) it was raining.
Present perfect → Past perfect	
"They have evacuated the city."	She said (that) they had evacuated the city.
Past simple → Past simple or Past perfect	
"We saw the landslide."	They said (that) they saw/had seen the landslide.
Past continuous → Past continuous or Past Perfect continuous	
"I was driving the rescue vehicle."	She said (that) she was driving/had been driving the rescue vehicle.
Will → Would	
"I will donate some money."	He said (that) he would donate some money.

- 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
- Verb tenses **change** in reported speech when we consider what the speaker said to be untrue. *A snake is a mammal.* → *He said that a snake was a mammal.* (We know it is not.)
- Verb tenses can **either change or remain the same** in reported speech when reporting a **general truth** or **law of nature**. *The professor said, "The sun is a star."* → *The professor said (that) the sun is/was a star.*
- Verb tenses remain the **same** in reported speech:
a) when the introductory verb is in the **present, future or present perfect**. *Debbie has (often) said, "I love animals."* *Debbie has (often) said that she loves animals.*
b) in **type 2 and 3 conditionals**. *"If I were you, I would walk to school," she said to me. She told me (that) if she were me, she would walk to school.*

Grammar Reference

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.
"When did the earthquake occur?" he asked. (direct question)
He asked when the earthquake had occurred. (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 do any conservation work?" he asked her. (direct question)
He asked her if/whether she did any conservation work. (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, possessive adjectives and time expressions change as in statements.
"Can you tell me the weather forecast?" she asked him. (direct question)
She asked him if he could tell her the weather forecast. (reported question)

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.
"Stop talking," he told me. → *He told me to stop talking.* (command)
"Close the door, please," he said. → *He asked us to close the door.* (request)
"Let's give some money to charity," she said. → *She suggested giving some money to charity.* (suggestion)
"You'd better stay out of the midday sun," he said. → *He suggested that I (should) stay out of the midday sun.* (suggestion)
- To report **orders** or **instructions**, we use the verbs **order** or **tell + sb + (not) to-infinitive**.
"Don't panic," she told them. (direct order)
She told them not to panic. (reported order)
"Evacuate the building," the official told us. (direct order)
The official ordered us to evacuate the building. (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:

DIRECT SPEECH	REPORTED SPEECH
<i>He said, "I'll watch the programme on climate change later."</i>	→ <i>He said (that) he would watch the programme on climate change later.</i>
<i>He said, "I can't come to the meeting."</i>	→ <i>He said (that) he couldn't come to the meeting. (present)</i>
<i>He said, "I can help in the soup kitchen next week."</i>	→ <i>He said (that) he would be able to help in the soup kitchen the following week. (future)</i>
<i>He said, "There may be an eruption today."</i>	→ <i>He said (that) there might be an eruption that day.</i>
<i>He said, "Where shall I put the empty cans?"</i>	→ <i>He asked me where he should put the empty cans. (information)</i>
<i>He said, "Shall I go to Africa to help with the project?"</i>	→ <i>He asked (me) if he should go to Africa to help with the project. (advice)</i>
<i>He said, "Shall I help you hand out those leaflets?"</i>	→ <i>He offered to help me hand out the leaflets. (offer)</i>
<i>He said, "We must reduce our carbon footprint."</i>	→ <i>He said (that) we had to reduce our carbon footprint. (obligation)</i>
<i>He said, "They must be the reporters."</i>	→ <i>He said (that) they must be the reporters. (deduction)</i>
<i>He said, "We had better check the weather forecast."</i>	→ <i>He said (that) they had better check the weather forecast.</i>
<i>He said, "You needn't take your raincoat today."</i>	→ <i>He said (that) I didn't need to/didn't have to take my raincoat that day.</i>
<i>He said, "They needn't worry about it snowing next week."</i>	→ <i>He said (that) they wouldn't have to worry about it snowing the next/following week. (future)</i>
<i>He said, "You should wait until it stops raining."</i>	→ <i>He said (that) I should wait until it stopped raining.</i>

Grammar Reference

SPECIAL INTRODUCTORY VERBS		
Introductory Verb	Direct Speech	Reported Speech
+ to-inf agree demand offer	"OK, I'll go to the beach clean-up." "I want to talk about the real issues!" "Would you like me to record the documentary for you?"	→ He agreed to go to the beach clean-up. → He demanded to talk to me about the real issues. → He offered to record the documentary for me.
promise refuse threaten	"I'll sweep up the leaves." "No, I won't help with your campaign." "Stop shouting or I'll send you to your room."	→ He promised to sweep up the leaves. → He refused to help with our campaign. → He threatened to send me to my room if I didn't stop shouting.
claim	"I saw the avalanche from my car."	→ He claimed to have seen the avalanche from his car.

Introductory Verb	Direct Speech	Reported Speech
+ sb + to-inf advise allow ask beg command encourage forbid instruct invite sb order permit/allow remind urge warn want	"You should ask an expert." "You can watch the news." "Please, don't buy GM foods." "Please, help me!" "Go outside!" "Come on, try it." "You mustn't leave the house." "Stay out of the midday sun." "Would you like to eat dinner with us?" "Form a queue!" "You may go to the protest." "Don't forget to dress warmly." "Close all the shutters." "Don't walk too far into the forest." "I'd like you to do some training."	→ He advised me to ask an expert. → He allowed me to watch the news. → He asked us not to buy GM foods. → He begged me to help him. → He commanded us to go outside. → He encouraged me to try it. → He forbade me to leave the house. → He instructed me to stay out of the midday sun. → He invited me to eat dinner with them. → He ordered us to form a queue. → He permitted/allowed me to go to the protest. → He reminded me to dress warmly. → He urged me to close all the shutters. → He warned me not to walk too far into the forest. → He wanted me to do some training.
+ -ing form accuse sb of apologise for admit (to) boast about complain to sb about deny insist on suggest + -ing form	"You cut down those trees!" "I'm sorry I dropped litter in the park." "Yes, I broke the glass." "I give more money to charity than you." "You never talk to me." "I didn't know they tested their products on animals." "You must go inside now." "Let's climb the mountain."	→ He accused me of cutting/having cut down the trees. → He apologised for dropping/having dropped litter in the park. → He admitted (to) breaking/having broken the glass. → He boasted about giving more money to charity than us. → He complained about my never talking to him. → He denied knowing they tested their products on animals. → He insisted on us/our going inside immediately. → He suggested climbing the mountain.
+ that-clause agree boast claim complain deny exclaim explain inform sb promise suggest	"Yes, the plan will help the environment." "I'm a very environmentally-friendly person." "I swam across the river." "You don't care about social issues." "I didn't use your umbrella." "It's horrific!" "The volcano is no longer active." "The hurricane is headed towards our town." "I'll wear a coat." "You should read this article."	→ He agreed that the plan would help the environment. → He boasted that he was a very environmentally-friendly person. → He claimed that he had swum across the river. → He complained that I didn't care about social issues. → He denied that he had used my umbrella. → He exclaimed that it was horrific. → He explained that the volcano was no longer active. → He informed me that the hurricane was headed towards our town. → He promised that he would wear a coat. → He suggested that I should read that article.
explain to sb + how	"This is how you act in an earthquake."	→ He explained to me how to act in an earthquake.

Grammar Reference

Introductory Verb	Direct Speech	Reported Speech
wonder <i>where/what/why/</i> <i>how + clause</i> (when the subject of the introductory verb is not the same as the subject in the reported question) wonder + whether + to-inf or clause	<i>He asked himself, "Where is Ali?"</i> <i>He asked himself, "Why is he shouting?"</i> <i>He asked himself, "What is he carrying?"</i> <i>He asked himself, "How did he get here?"</i> <i>He asked himself, "Should I ask her for help?"</i>	→ <i>He wondered where Ali was.</i> → <i>He wondered why he was shouting.</i> → <i>He wondered what he was carrying.</i> → <i>He wondered how he had got there.</i> → <i>He wondered whether to ask her for help.</i>
wonder <i>where/what/how + to-inf</i> (when the subject of the infinitive is the same as the subject of the introductory verb)	<i>He asked himself, "Where should I sit?"</i> <i>He asked himself, "What can I say?"</i> <i>He asked himself, "How can I help?"</i>	→ <i>He wondered where to sit.</i> → <i>He wondered what to say.</i> → <i>He wondered how to help.</i>

Unit 6

Modals

Modal verbs:

- 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 stop being rude to Hannah.* When followed by a perfect bare infinitive, they refer to a complete action or state. *I should have taken more notice of what my mother said.*

Note: The tenses of the infinitive are:

Present: (to) run
Present continuous: (to) be running
Perfect: (to) have run
Perfect continuous: (to) have been running

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). *We must visit Clara in hospital. You must say sorry to Lucy. (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 we have to see Aunt Mabel this weekend. (It's necessary. Mum told us so.)*
- **Had to** is the past form of both **must** and **have to**.

- **Should/Ought to** express **duty, weak obligation**. *You should be nicer to your family. (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 bring anything for the event. Famous football players don't need to worry about money. You needn't apologise for being late.*
- **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 go to London. (We don't know if they went to London or not.)*

Prohibition (mustn't)

Mustn't: **It is forbidden** to do sth; it is **against the rules/law**; **you are not allowed** to do sth. *You mustn't talk during the rehearsal.*

Advice (should, ought to)

- **Should:** general advice – *You should learn basic first aid. (It's my advice./I advise you to ...)*
- **Ought to:** general advice – *You ought to stay in touch with your friends from school. (It's a good idea/thing to do.)*

Possibility (can, could)

- **Can + present infinitive:** **General/theoretical possibility**. Not usually used for a specific situation. *Donna can be kind-hearted.* (general possibility – it is theoretically possible)
- **Could/May/Might + present infinitive:** **Possibility** in a specific situation. *We might go to see our grandmother tomorrow. (It is possible./It is likely./Perhaps.)*

Note: We can use *can/could/might* in questions but **not** *may*. *Who could I ask to help with the preparations?*

- **Could/Might/Would + perfect infinitive** refer to sth in the past that was possible but it didn't happen. *He would have gone to the ceremony, but he didn't have anything to wear. (It was possible but he didn't do it.)*

Ability/Inability (*can, could, was able to*)

- **Can('t)** expresses (in)ability in the present/future. *She can speak Italian, French and English. (She is able to ...)*
- **Could** expresses general repeated ability in the past. *He could ride a bicycle when he was three. (He was able to ...)*
- **Was able to** expresses ability on a specific occasion in the past. *He was able to get tickets for the match. (He managed to ...)*
- **Couldn't/Wasn't able to** may be used to express any kind of inability in the past, repeated or specific. *Lizzie couldn't sing in tune when she was a child. (wasn't able to; past repeated action) Lizzie couldn't/wasn't able to sing in the school concert because she had a sore throat. (didn't manage to; past single action)*

Offers/Suggestions (*can, would, shall, could*)

- **Can:** *Can I help you with your homework? (Would you like me to ...?)*
- **Would:** *Would you like to join me at my exercise class? (Do you want to ...?)*
- **Shall:** *Shall I iron your football kit? (Would you like me to ...?/Do you want me to ...?)*
- **Can/Could:** *You can borrow that book if you like. We could walk to school together tomorrow. (Let's ...)*

Probability (*will, should/ought to*)

- **Will:** *She will get a new television. (100% certain)*
- **Should/Ought to:** *They should/ought to be home by midnight. (90% certain; future only; it's probable)*

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 go out tonight? 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 take mobile phones to school.*

Logical Assumptions/Deductions (*must, may/might, can't*)

- **Must** = almost certain that this is/was true
That boy looks just like him. It must be his son. Daphne is upstairs; she must be playing on her computer. (I'm sure/certain that sth is true.)
- **May/Might/Could** = possible that this is/was true
It's really hot today, so we might go to the beach. I may have packed the sunscreen; you'd better check the bag and see. (It is possible./It is likely./Perhaps.)
- **Can't/Couldn't** = almost certain that this is/was impossible
They can't have gone on holiday; James has his exam tomorrow. Janet couldn't have broken the window; she's still at school. (I'm sure that sth isn't true, real, etc.)

-ing form

Tenses of the -ing form		
	Active voice	Passive voice
Present	acting	being acted
Perfect	having acted	having been acted

The **-ing form** is used:

- as a **noun**. *Swimming is a great form of exercise.*
- after certain verbs: **admit, appreciate, avoid, consider, continue, deny, go** (for activities), **imagine, mind, miss, quit, save, suggest, practise, prevent**. *I'll buy milk. It'll save you going to the supermarket. / Why don't you save cleaning the car until the weekend?*
- after **love, like, enjoy, prefer, dislike, hate** to express general preference. *She enjoys visiting her cousins.* **BUT** for a specific preference (**would like/would prefer/would love**) we use **to-infinitive**. *She would prefer to stay at home.*
- 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. *What's the point in shouting at me? It won't change anything.*
- after **spend, waste** or **lose** (time, money, etc). *Tricia spends all her time visiting friends and relatives.*
- after the preposition **to** with verbs and expressions such as **look forward to, be/get used to, in addition to, object to, prefer to**. *Yvonne has a full-time job in addition to organising children's parties.*
- after other prepositions. *I'm thinking of driving to Sandra's house.*
- after the verbs **hear, listen to, notice, see, watch** and **feel** to describe an incomplete action. *I noticed them leaving the house. (I saw them start to leave.)* **BUT** we use the **bare infinitive** with these verbs to describe the complete action. *I noticed them leave the house. (I saw the complete action.)*

Grammar Reference

Infinitive

Tenses of the infinitive		
	Active voice	Passive voice
Present	(to) sing	(to) be sung
Present Continuous	(to) be singing	—
Perfect	(to) have sung	(to) have been sung
Perfect Continuous	(to) have been singing	—

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 → perfect continuous infinitive

The **to-infinitive** is used:

- to express **purpose**. *Sam went to London to see his father.*
- after certain verbs that refer to the future (*agree, appear, decide, expect, hope, plan, promise, refuse*, etc). *She promised to come home for the summer.*
- after *would like, would prefer, would love*, etc to express a specific preference. *I would love to meet your parents.*
- 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*.
You were lucky to win all that money.
- after **too/enough**.
He's too young to stay up so late at night.
- to talk about an unexpected event, usually with **only**. *I went to Dave's house only to find he'd already gone out.*
- after **it + be + adjective/noun**.
It was great to see the whole cast together again.
- in the expressions *to tell you the truth, to be honest, to sum up, to begin with*, etc. *To be honest, I forgot to buy a present for Daniel.*

Note: We do not use a **to-infinitive** structure after verbs and expressions such as *ask, learn, explain, decide, find out, want to know*, etc when they are followed by a question word.

She found out what all the excitement was about.

The **infinitive without to** (bare infinitive) is used:

- after **modal verbs**. *They might come to the event.*

- after the verbs *let, make, see, hear* and *feel*.
Mum made him apologise to me.
BUT we use the **to-infinitive** after *be made, be heard, be seen*, etc (passive form). *He was made to apologise to me.*
- after *had better* and *would rather*.
I would rather have guitar lessons.

Note:

- help* can be followed by the **to-infinitive**, but in American English it is normally followed by the **infinitive without to**. *He helped me (to) solve the problem.*
- If two **to-infinitives** are linked by *and* or *or*, the **to** of the second infinitive can be omitted.
I want to go out and enjoy the sunshine.

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
She forgot to ask if she was feeling better.
- forget* + **-ing form** = not recall
I'll never forget seeing Oscar on the stage.
- remember* + **to-infinitive** = not forget
Did you remember to say congratulations to Faye?
- remember* + **-ing form** = recall
I remember telling you she was getting a promotion.
- mean* + **to-infinitive** = intend to
He didn't mean to break it.
- mean* + **-ing form** = involve
He's determined to be successful, even if it means leaving his hometown.
- regret* + **to-infinitive** = be sorry to (normally used in the present simple with verbs such as *say, tell, inform*)
We regret to inform you that the restaurant is closed.
- regret* + **-ing form** = feel sorry about
He regrets not speaking to Tony.

- try* + **to-infinitive** = attempt, do one's best
I tried to tell you Barry was here.
- try* + **-ing form** = do sth as an experiment
Try smiling more often. You'll feel happier.
- stop* + **to-infinitive** = stop temporarily in order to do sth else
Ryan was jogging but he stopped to chat with us.
- stop* + **-ing form** = finish doing sth
Ben stopped eating junk food.
- would prefer* + **to-infinitive** (specific preference)
I'd prefer to go out this evening rather than stay at home.
- prefer* + **-ing form** (general preference)
I prefer listening to the radio to watching television.

Module D

Unit 7

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:

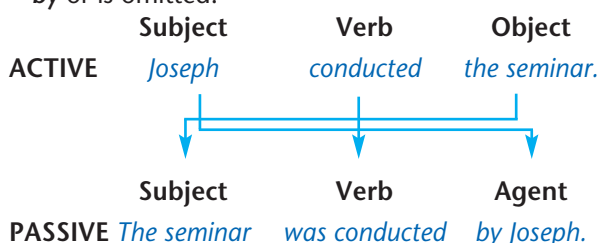
	ACTIVE	PASSIVE
Present Simple	<i>Anna writes a story.</i>	<i>A story is written by Anna.</i>
Present Continuous	<i>Anna is writing a story.</i>	<i>A story is being written by Anna.</i>
Past Simple	<i>Anna wrote a story.</i>	<i>A story was written by Anna.</i>
Past Continuous	<i>Anna was writing a story.</i>	<i>A story was being written by Anna.</i>
Present Perfect Simple	<i>Anna has written a story.</i>	<i>A story has been written by Anna.</i>
Past Perfect Simple	<i>Anna had written a story.</i>	<i>A story had been written by Anna.</i>
Future Simple	<i>Anna will write a story.</i>	<i>A story will be written by Anna.</i>
Infinitive	<i>Anna has to write a story.</i>	<i>A story has to be written by Anna.</i>
Modal Verbs	<i>Anna might write a story.</i>	<i>A story might be written by Anna.</i>

We use the **passive**:

- when the person/people doing the action is/are **unknown, unimportant** or **obvious from the context**. *A DVD of the documentary was released last week.* (We don't know who released it.)
Adam's book will be published on Thursday. (Who will publish the book is unimportant.)
A lot of factual mistakes were made in the article. (It's obvious that the author made the mistakes.)
- when the **action** itself is **more important** than the person/people doing it, as in **news headlines, newspaper articles, advertisements, instructions, formal notices, processes**, etc.
The programme will be shown at 8 pm.
- 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.
Several people were injured.
- to **emphasise** the agent.
The documentary was introduced by the director of the festival.
- to make statements **more formal** or **polite**.
My magazine has been taken. (More polite than saying "You took my magazine.")

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. *The story took place in Victorian England.* (intransitive verb; **no passive form**).

Note: Some transitive verbs (*have, fit* (= be the right size), *suit, resemble*, etc) cannot be changed into the passive. *His style resembles that of Picasso.* (NOT: ~~*His style is resembled by that of Picasso.*~~)

- Let* becomes ***be allowed to*** in the passive.
They let us stay up late to watch the match. – *We were allowed to stay up late to watch the match.*
- 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.
Your CD-ROM got scratched when I dropped it.
- 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. *The sketch was made by Leonardo. It was drawn with charcoal.*
- The agent can be **omitted** when the subject is ***they, he, someone/somebody, people, one***, etc. *The song has been recorded.* (= They have recorded the song.)
- The agent is **not omitted** when it is a **specific or important person**, or when it is **essential** to the meaning of the sentence.
This book was signed by the footballer.
- 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.
Jamie gave Steve a book. (active) *Steve was given a book by Jamie.* (passive, more common) *A book was given to Steve by Jamie.* (passive, less common)
- In passive questions with ***who, whom*** or ***which*** we do not omit ***by***. *Who wrote this book? Who was this book 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. *Kate made me learn the poem by heart.* (active) *I was made to learn the poem by heart by Kate.* (passive)

Grammar Reference

Impersonal/Personal Passive Constructions

- The verbs **believe**, **consider**, **expect**, **know**, **report**, **say**, **think**, etc have both personal and impersonal constructions in the passive.

active:	<i>People expect that he will read from his novel.</i>
passive:	<i>It is expected that he will read from his novel.</i> (impersonal construction) <i>He is expected to read from his novel.</i> (personal construction)
active:	<i>They say he was a brilliant artist.</i>
passive:	<i>It is said that he was a brilliant artist.</i> (impersonal construction) <i>He is said to have been a brilliant artist.</i> (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. *She (subject) taught herself (object) to play the flute.*
- in the following expressions: **enjoy yourself** (have a good time), **behave yourself** (be good), **help yourself** (you are welcome to take sth if you want). *Enjoy yourself at the match this evening.*

We use **emphatic pronouns**:

- with the preposition **by** when we mean alone/without company or without help (on one's own). *He recorded all the songs by himself/on his own.*
- to emphasise the subject or the object of a sentence. *Edward wrote this story himself.* (Edward wrote the story. No one else wrote it.)
Nancy's artwork was praised by the headmistress herself. (The headmistress praised Nancy's artwork, not someone else.)

Notes:

- We do not normally use reflexive pronouns with the verbs **concentrate**, **feel**, **meet** and **relax**.
I can't concentrate on reading today. (NOT: ~~I can't concentrate myself on reading today.~~)
- Reflexive pronouns are not used with the verbs **dress**, **wash** and **shave** unless we want to show that someone did something with a lot of effort.
Despite his broken leg, Ryan managed to dress himself.

Unit 8

Ability/Inability (*can, could, was able to*)

- Can('t)** expresses (in)ability in the present/ future. *She can speak German fluently.* (She is able to ...)
- Could** expresses general repeated ability in the past. *He could read before he went to school.* (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 memorise the formula.* (He managed/didn't manage to ...)
- Couldn't** may be used to express any kind of inability in the past, repeated or specific. *Joe couldn't write well when he was five.* (past repeated action) *Joe couldn't/wasn't able to write his essay yesterday, because he'd sprained his wrist.* (past single action)

Offers/Suggestions/Requests (*can, would, shall, could, may*)

- Can/Could/May/Shall:** *Can I pick you up from school?* (Would you like me to ...?)
- Would:** *Would you like to work in pairs?* (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 revise for the test. You could take notes during the lecture.* (Let's ...)

Rules of punctuation

Capital Letters

A capital letter is used:

- to begin a sentence.
There she is.
- for days of the week, months and public holidays.
Monday, June, Spring Bank Holiday
- for names of people and places.
My best friend's name is Michael and he's from Cardiff, Wales.
- for people's titles.
Mr and Mrs Jones; Dr Griggs; Professor Hutton etc.
- for nationalities and languages.
They are Russian.
She's fluent in Spanish and Japanese.

Note: The personal pronoun *I* is always a capital letter. *Charlie and I are going shopping.*

Full stop (.)

A full stop is used to end a sentence that is not a question or an exclamation.

We watched a really interesting documentary. It was about sharks.

Comma (,)

A comma is used:

- to separate words in a list.
Please buy bread, orange juice, butter and mushrooms.
- to separate a non-essential relative clause (i.e. a clause giving extra information which is not essential to the meaning of the main clause) from the main clause.
Sandy, who is very tall, lives next door.
- after certain joining words/transitional phrases (e.g. *in addition to this, moreover, for example, however, in conclusion, etc.*).
For example, I love football, rugby and motor racing.
- when **if-clauses** or other dependent clauses begin with compound or complex sentences.
If you need more information, please ask at the reception desk.

Note: No comma is used, however, when they follow the main clause.

- to separate tag questions from the rest of the sentence.
Dr Roberts is your uncle, isn't he?
- before the words *asked, said*, etc when followed by direct speech.
"Do exactly as I say," said Jim.

Question Mark (?)

A question mark is used to end a direct question.

Where have you been?

Exclamation Mark (!)

An exclamation mark is used to end an exclamatory sentence (i.e. a sentence showing admiration, surprise, joy, anger, etc).

That's so unfair!
What a fantastic view!

Quotation Marks (' ' " ")

- Single quotes are used when you are quoting someone in direct speech (nested quotes).
"Then Gabby asked him, 'Do you have any more tickets?'"
- Double quotes are used in direct speech to report the exact words someone said.
"Where are you from?" Robin asked her.

Colon (:)

A colon is used to introduce a list.

There were four of us in the car: my mother, my sister, Ian and me.

Brackets ()

Brackets are used to separate extra information from the rest of the sentence.

The best students in the class (Tristan, Robert, Fred and Ewan) were allowed to go home early.

Apostrophe (')

An apostrophe is used:

- in short forms to show that one or more letters or numbers have been left out.
I'm (= I am) waiting for an apology.
He's been working here since '97. (= 1997)
- before or after the possessive *-s* to show ownership or the relationship between people.
John's phone, my dad's sister (singular noun + 's)
my parents' cat (plural noun + ')
men's hairstyles (irregular plural + 's)

Discourse criteria

Cohesion: the grammatical relationship between parts of a sentence important for its interpretation.

Coherence: the order of statements.

Substitution: avoidance of repeating the same word several times in one paragraph is replaced by *e.g. on, it etc.*

Ellipsis: omission of noun, verb or clause which can be easily understood.

Reference: use of words (*it, they etc*) whose meaning is inferred by reading sth before.

Enumeration: use of words (*first, second, then etc*) to follow order of arguments/examples etc.

Using advanced features of common search engines

While researching a topic online using a search engine keep in mind

- + (plus sign) before common words/number makes sure the word is included in the search
e.g. Big Ben + London + how to reach
- (minus sign) before a word excludes it from the search *e.g. London sights - museums*
- ~ (tilde sign) before a word makes the search engine look for synonyms *e.g. ~outcome*
- " " (quotation marks) putting phrases in quotation marks makes sure the search engine looks for pages containing the exact phrase *e.g. "London landmarks"*
- or putting *or* between two items makes sure the search engine looks for pages containing either of the items
- site putting the word *site* before a URL in the search box makes sure the search engine looks for information from that specific site

Editing and proofreading your piece of writing

- Read through your writing and look out for:
 - typos and misspelled words
 - awkward sentences (sentences with wrong word order or confusing word order). Try reading your writing aloud
 - easily confused words. *e.g. using affect instead of effect, whether instead of weather etc.*
 - check grammar and punctuation.
- Check your writing for:
 - clear purpose
 - appropriate form and style
 - questions in rubric answered
 - intended readership taken into consideration.
- Check the following:
 - paragraphs that flow one to the other
 - make sure you don't use one sentence paragraphs
 - an introduction that grabs the reader's attention
 - a conclusion that brings the writing to a close
 - do not repeat the same words.

Word List

Abbreviations	(adj)	adjective	(n)	noun	(pp)	past participle	(pron)	pronoun
	(adv)	adverb	(phr)	phrase	(prep)	preposition	(v)	verb
	(conj)	conjunction	(phr v)	phrasal verb	(prep phr)	prepositional phrase	(sb)	somebody
	(idm)	idiom	(pl n)	plural noun	(pres p)	present participle	(sth)	something

Module A

Unit 1 Travel & Shopping

absolutely /æbsəlu:tli/ (adv) = totally and completely

chaotic /keɪ'ɒtɪk/ (adj) = in a totally confused state

dark /dɑ:k/ (adj) = evil or frightening

dense /dens/ (adj) = (of a forest) containing a lot of trees growing close together and in large numbers

dramatically /drə'mæti:kli/ (adv) = (as if) acting in a play

entirely /ɪn'taɪəli/ (adv) = completely; absolutely

ghost tour (phr) = tour round a place talking about/looking for ghosts

highlight /haɪlaɪt/ (n) = the most interesting or exciting part of an activity

jump out of my skin (idm) = be so surprised that the body makes a sudden sharp movement

lose sight of (phr) = no longer pay attention to sth

lush /lʌʃ/ (adj) = (of vegetation) having many leaves and looking healthy and strong

noisy /nɔɪzi/ (adj) = making a lot of noise

treat /tri:t/ (n) = sth very pleasant and enjoyable

tree trunk (phr) = the body of the tree

underground vault /ˌʌndəgraʊnd 'vɔ:lt/ (n) = long, narrow chamber below ground

unique /ju:'ni:k/ (adj) = being the only one of its kind

vegetation /ˌvedʒə'teɪʃən/ (n) = plants, trees and flowers

vividly /'vɪvɪdli/ (adv) = in a clear and detailed way

1a

cloudless sky (phr) = clear sky

diamond-white snow (phr) = white sparkling snow

emergency services /ɪ'mɜ:dʒənsi 'sɜ:vɪsɪz/ (pl n) = public organisations that help others during emergency situations

mountain peak (phr) = the pointed top of a mountain

pitch darkness (phr) = very dark

reputation /ˌrepjʊ'teɪʃən/ (n) = fame

risk-taker /rɪsk 'teɪkə/ (n) = person who likes doing things that can have undesirable consequences

safe and sound (phr) = unharmed

sigh of relief (phr) = long sound expressing comfort or happiness when sth bad has finished or not happened

slope /sləʊp/ (n) = the side of a mountain or hill

summit /'sʌmɪt/ (n) = top

winter sun (phr) = sun we see during winter time

1b

allow /ə'laʊ/ (v) = permit, let

assure /ə'sʃʊə/ (v) = to tell sb that sth is true or will happen

bargain /'bɑ:gən/ (n) = sth bought at a cheaper price

cautiously /kɔ:ʃəski/ (adv) = carefully

celebrity /sə'lebrəti/ (n) = star

chat /tʃæt/ (n) = a friendly conversation

check in /tʃek 'ɪn/ (phr v) = to register as a guest at a hotel or a passenger at an airport

concussion /kən'kʌʃn/ (n) = a temporary loss of consciousness

discount /'dɪskaʊnt/ (n) = reduction in the amount of money one has to pay for sth

drive a hard bargain (idm) = to argue with determination to achieve a favourable deal

eager /ɪ:gə/ (adj) = wanting very much to do sth

enquire /ɪn'kwaɪə/ (v) = to ask sb for information

fame /feɪm/ (n) = prominence

get on /get 'ɒn/ (phr v) = to board a bus, train, etc

gossip /'gɒsəp/ (n) = small talk

guarantee /gə'renti:/ (v) = to promise to do sth or that sth will happen

have itchy feet (idm) = want to leave a place and travel

helpless /'helpləs/ (adj) = having no help

hit the road (phr) = to set off on a journey

live out of a suitcase (phr) = to be constantly traveling

on board /ɒn 'bɔ:d/ (prep phr) = inside an aeroplane/ship/train, etc

on display /ɒn dɪ'spleɪ/ (prep phr) = things that have been put in a particular place so that people can see them easily

pick sb up /pɪk 'ʌp/ (phr v) = to collect sb (usu by car) and take them somewhere

reputation /ˌrepjə'teɪʃən/ (n) = opinion others hold for someone

request /rɪkwest/ (v) = to ask sb to do sth in a polite way

rumour /'ru:mər/ (n) = story

set off /set 'ɒf/ (phr v) = start a journey

sigh /saɪ/ (n) = a slow noisy breath

stop off /stɒp 'ɒf/ (phr v) = to take a short break during a journey in order to do sth

take off /teɪk 'ɒf/ (phr v) = (of a plane) to leave the ground and start flying

travel light (idm) = travel with few belongings

1c

explore /ɪk'splɔ:/ (v) = examine, look into

one-way /wʌn 'weɪ/ (adj) = (of streets) with cars travelling in one direction only

1d

companion /kəm'pæniən/ (n) = sb you spend a lot of time with, especially a friend

courageous /kə'reɪdʒəs/ (adj) = showing courage

fall apart /fɔ:l ə'pɑ:t/ (phr v) = to break into pieces

option /ɒpʃn/ (n) = choice

peer /pɪə/ (v) = to look carefully at sth, especially when you cannot see it clearly

ruined /ru:nd/ (adj) = destroyed or badly damaged

scruffy /skɹʌfi/ (adj) = dirty or untidy

whisper /wɪspə/ (v) = to say sth very quietly

yawn /jɔ:n/ (v) = to open your mouth wide and breathe in more air than usual because you are tired or bored

1e

body language (phr) = the way you show your feelings by the way you move your body rather than by words

check sth out /tʃek 'aʊt/ (phr v) = to investigate sth

confusion /kən'fju:ʒn/ (n) = when you do not understand what is happening

eye contact (phr) = when two people look at each other's eyes at the same time

facial expression (phr) = the way your face looks at a particular moment

Word List

guaranteed /ˌɡærən'ti:d/ (pp) = assured
hand gesture (phr) = a signal /sign made with the hand
it's the thought that counts (phr) = when the thought behind an action is more important than the action
monotonous /mə'nɒtənəs/ (adj) = boring because of not changing
non-verbal communication (phr) = the expression on your face, your arm movements or your voice tone which show your feelings without using spoken language
overjoyed /əʊvə'dʒɔɪd/ (adj) = delighted
premises /pre'misɪz/ (pl n) = all the buildings and land a business occupies in one place
promenade /prə'mə'nɑ:d/ (n) = paved public walk along the seafront
seafront /si:frʌnt/ (n) = the part of a town on the coast next to the beach, usually with a wide road/ path and a row of houses/shops facing the sea
shopaholic /ʃɒpə'hɒlɪk/ (n) = sb who is addicted to shopping
tone /təʊn/ (n) = the way your voice sounds showing how you feel

1g

blazing /'bleɪzɪŋ/ (adj) = extremely hot
breathlessly /'breθləsli/ (adv) = in a way that causes one to pant
cosy /kəʊzi/ (adj) = warm and comfortable
deafening /defɪnɪŋ/ (adj) = very loud
display /dɪ'spleɪ/ (n) = exhibition
frantically /fræntɪkli/ (adv) = wildly
narrow /nærəʊ/ (adj) = not wide
nightmare /naɪtmə/ (n) = bad dream

Language Knowledge 1

archaeological site (phr) = a place that has ancient ruins that archaeologists are interested in
attraction /ə'trækʃən/ (n) = a popular place that tourists visit
crater /kreɪtə/ (n) = a large hole in the ground caused by an object hitting it with force or by an explosion or a large pit forming the mouth of a volcano
day trip (phr) = a journey to a place and back again on the same day
guided tour (phr) = a journey around a place or a city that is led by a tour guide
leave /li:v/ (v) = to go away from a place
special deal (phr) = a product with a reduced price
steep cliff (phr) = high rock formation
tasty local dish (phr) = delicious food specific to a certain place/area

youth hostel (phr) = a place that is similar to a hotel but with less niceties and cheaper room rates

Unit 2

Art

audience /'ɔ:diəns/ (n) = a group of people gathered to watch a play, film, etc
cast /kɑ:st/ (n) = all the actors in a film, play or show
exhibit /ɪg'zɪbɪt/ (n) = an object shown to the public at a museum, gallery, show etc
exhibition /ˌeksɪ'bɪʃən/ (n) = a public event where paintings, sculptures, etc are shown openly
focused /'fəʊkəst/ (pp) = concentrated
full house (phr) = (of a theatre) when all the seats are full
hit /hɪt/ (n) = a very successful song, film or play
inspired /ɪn'spaɪəd/ (pp) = having an idea for a book, film etc
landscape painting (phr) = a picture of countryside
lighting /'laɪtɪŋ/ (n) = the way a place is lit
live /laɪv/ (adv) = happening now
movement /mu:vmənt/ (n) = the action of changing position or going from one place to another
perform /pə'fɔ:m/ (v) = to act or do sth theatrical, etc to entertain an audience
release /rɪ'li:s/ (n) = a new CD or film that is available for people to buy or see
stage /steɪdʒ/ (n) = an area where actors or dancers perform
works /wɜ:ks/ (pl n) = pieces of art

2a

authority /'ɔ:θərɪti/ (n) = the way you speak or behave which makes people take notice of what you say
bar /bɑ:r/ (n) = pole
barred /bɑ:d/ (adj) = to be closed with bars
brick up /'brɪk 'ʌp/ (phr v) = to build a wall of bricks around sth
chain /tʃeɪn/ (n) = a series of metal rings connected together in a line
collection /kə'leɪʃn/ (n) = a group of stories published together as one book
companion /kəm'pæniən/ (n) = sb who spend time with, especially a friend
courtyard /kɔ:tjɑ:d/ (n) = an open area surrounded by buildings or walls
encounter /ɪn'kaʊntə/ (n) = meeting
escaped convict (phr) = sb who has got free from prison
faint /feɪnt/ (adj) = not strong or clear

faint voice /feɪnt vɔɪs/ (n) = a voice which has little strength
finality /faɪnæləti/ (n) = quality of being final
glare /gleə/ (v) = to look angrily
glimpse /glɪmps/ (n) = sight
gloomy /glu:mi/ (adj) = dark or badly lit that makes it difficult to see
march /mɑ:tʃ/ (v) = to walk somewhere quickly in a determined way
nod /nɒd/ (v) = to move your head to say 'yes'
novel /nɒvl/ (n) = a long written story about imaginary characters and events
orphan /'ɔ:fən/ (n) = person without parents
politeness /pə'laɪtnəs/ (n) = kindness; good manners
prisoner /'prɪznə/ (n) = sb who is kept in prison as a punishment
protest /prə'test/ (v) = to show that you disagree with sth, especially publicly
rusty /rʌsti/ (adj) = covered with rust
sternly /stɜ:nli/ (adv) = in a way that shows disapproval
timidly /tɪmɪdli/ (adv) = nervously

2b

acquaintance /ə'kwetɪns/ (n) = sb you met but do not know well
appear /ə'pɪə/ (v) = to be present
atmosphere /ætməsfiə/ (n) = the feeling or mood of a place or situation
bring out /brɪŋ 'aʊt/ (phr v) = to reveal
bring the house down (idm) = to make the audience laugh, clap or cheer loudly for a long time because they liked the performance
call off /kɔ:l 'ɒf/ (phr v) = to cancel an activity
character /kærəktə/ (n) = a person in a book, play or film
clown /klaʊn/ (n) = a performer in a circus who wears funny clothes and makes people laugh
colleague /kəli:g/ (n) = sb you work with
comedian /kə'mi:diən/ (n) = sb who makes people laugh by telling jokes and funny stories
comic /kɒmɪk/ (adj) = funny and making sb laugh
companion /kəm'pæniən/ (n) = sb who spends a lot of time with you, a friend
faint /feɪnt/ (adj) = that cannot be heard, seen or smelt
in reality /ɪn ri:əlɪti/ (prep phr) = in real life/truth
keep one's feet on the ground (phr) = to remain practical and see things as they really are

Word List

line /laɪn/ (n) = a row of words on a page
novel /nɒvəl/ (n) = a long, written story with imaginary characters and events
on screen /ɒn 'skri:n/ (prep phr) = appearing on the cinema/TV screen
on stage /ɒn 'steɪdʒ/ (prep phr) = appearing on a theatre stage
out of print /aʊt əv 'prɪnt/ (prep phr) = when copies of sth are no longer being produced
out of stock /aʊt əv 'stɒk/ (prep phr) = temporarily unavailable in a shop
outstanding /aʊt'stændɪŋ/ (adj) = important; easily noticed
plot /plɒt/ (n) = the story of a book, film or play
put (sth) down to (sth) /pʊt 'daʊn tə/ (phr v) = to think that sth is caused by sth
put off /pʊt 'ɒf/ (phr v) = to delay doing sth until later
schooling /'sku:lɪŋ/ (n) = the education sb receives at school
setting /'setɪŋ/ (n) = the place or time where the action of a book, film or play takes place
short story /ʃɔ:t 'stɔ:ri/ (n) = a short written story about imaginary events
sign up /saɪn 'ʌp/ (phr v) = to sign a contract officially agreeing to do sth
steal the show (phr) = to get a lot of attention or praise because one performs better than anyone else in a show or other event
sternly /stɜ:nli/ (adv) = in an unkind and disapproving way
strictly speaking (phr) = being completely correct
sweep the board (phr) = to win everything that is available
the centre of attention (phr) = the person everyone is paying attention to
vigorously /vɪgərəsli/ (adv) = with a lot of energy and strength

2d

argue /ɑ:gju:/ (v) = to disagree/to quarrel
at random (phr) = in no particular order
blind /blaɪnd/ (adj) = not being able to see
boat cloak (phr) = a piece of clothing that is worn over clothes by sb working at sea
brush /brʌʃ/ (v) = to make sth clean and tidy using a brush
bundle /bʌndəl/ (n) = a number of things that are fastened or held together
chest /tʃest/ (n) = a large box where treasure can be kept
chilling /tʃɪlɪŋ/ (adj) = terrifying
compass /'kʌmpəs/ (n) = a device for finding direction with a freely moving needle that always points to the magnetic north

content with /kən'tent/ (adj) = satisfied with
debt /det/ (n) = money owned to someone
farthing /'fɑ:ðɪŋ/ (n) = a coin worth a quarter of a penny in old British money
fold /fəʊld/ (v) = to bring one part of sth over another part
fraction /'frækʃən/ (n) = a small part of
frosty /'frɒsti/ (adj) = icy
gratitude /'grættɪtju:d/ (n) = gratefulness/thankfulness
guilty /'gɪlti/ (adj) = feeling ashamed and sorry because you have done sth wrong
guinea /'ɡɪni/ (n) = an old British gold coin worth £1.05
hunted /'hʌntɪd/ (adj) = being chased after
impatience /ɪm'peɪjəns/ (n) = the feeling of not being able to wait for sth
in full retreat (phr) = to try and get away from sth
jingle /'dʒɪŋɡəl/ (n) = the sound of metal hitting against metal
lid /lɪd/ (n) = the cover of sth, esp. a container
measuring /'meɪʒərɪŋ/ (adj) = finding the exact size of sth
owe /əʊ/ (v) = to have borrowed money from sb and is now obliged to return it
rattle /'rætl/ (v) = to make a sound similar to a series of quickly repeated knocks
shake /ʃeɪk/ (v) = to move violently; tremble
shell /ʃel/ (n) = the hard, outer covering of something found in the sea
stick /stɪk/ (n) = a long, thin piece of wood
stiff /stɪf/ (adj) = not moving easily; rigid
suspicious /sə'spɪʃəs/ (adj) = feeling/thinking that sb/sth cannot be trusted
tap-tap /tæp tæp/ (n) = the sound of an object hitting against another object
thankful /θæŋkfəl/ (adj) = grateful
tie up /taɪ 'ʌp/ (phr v) = to fasten sth
value /'vælju:/ (n) = how much something is worth
whistle /'wɪsəl/ (n) = the high-pitched, melodic sound we make with our lips
wonder /'wʌndə/ (v) = to have questions about something

2e

adorable /ə'dɔ:ərəbl/ (adj) = very attractive and easy to love
brush sb off /brʌʃ 'ɒf/ (phr v) = to refuse to talk or be nice to sb
chapter /'tʃæptə/ (n) = one of the parts of a book which is divided into
cliffhanger /'klɪf'hæŋɡə/ (n) = an episode which ends in suspense

gripping /'ɡrɪpɪŋ/ (adj) = exciting and interesting
hilarious /hɪ'leəriəs/ (adj) = extremely funny
kidnap /'kɪdnæp/ (v) = to take sb illegally by force in order to get money for returning them
literature /'lɪtərɪtʃə/ (n) = novels, plays and poetry
paperback /'peɪpə(r), bæk/ (n) = a book with a cover made of thick paper
ransom /'rænsəm/ (n) = money paid to sb in order to set free a person who is held as a prisoner
realistic /'ri:əlɪstɪk/ (adj) = very true to life
rent /rent/ (v) = to pay money to sb in order to use sth for a short period of time
short attention span (phr) = a short period of time sb concentrates on sth
twin /tʃwɪn/ (n) = one of two children born at the same time
violence /'vaɪələns/ (n) = behaviour intended to hurt, injure or kill sb
win sb over /wɪn 'əʊvə/ (phr v) = to persuade sb to agree with you

2f

breath-taking /'breθteɪkɪŋ/ (adj) = outstanding
convincing /kən'vɪnsɪŋ/ (adj) = believable
performance /'pɜ:fɔ:məns/ (n) = entertaining people by singing, dancing or acting
supporting cast (phr) = the other actors apart from the leading ones

2g

anchor /'æŋkə/ (n) = heavy object dropped from a boat into the water at the end of a chain to make it stop
frantically /'fræntɪkli/ (adv) = wildly
gigantic /dʒaɪ'ɡæntɪk/ (adj) = huge
smash /smæʃ/ (v) = to break into pieces

Language Knowledge 2

award /ə'wɔ:d/ (n) = prize
career /kə'ɪəriə/ (n) = a job you have been trained for and you do for a long period of your life
declare /dɪ'kleə/ (v) = to announce
documentary /,dɒkjʊ'mentəri/ (n) = a film or television programme which presents a subject matter in a factual and informative manner
earn a nomination (phr) = to be in the running for an award
editorial /,edɪ'tɔ:riəl/ (n) = part of the newspaper where the editor writes his/her comments
episode /'epɪsəʊd/ (n) = a short event
role /rəʊl/ (n) = an actor's part in a film or play

Word List

Progress Check Module A

fiction /'fɪkʃən/ (n) = sth that is not true or real

Module B

Unit 3

Work

apply (to/for) /ə'plai/ (v) = to request sth such as a job, in writing

arrange /ə'reɪndʒ/ (v) = to make the necessary plans and preparations for sth to happen

builder /'bɪldə/ (n) = sb who makes buildings

career prospects (phr) = chances of a successful job

degree /dri:gi:/ (n) = a course of study at a college or university

domestic assistant (phr) = sb who helps you with washing, cleaning, etc in your home

electrician /,elɪk'trɪʃən/ (n) = sb whose job is to repair or fit electrical equipment

enclose /ɪn'kloʊz/ (v) = to put sth in the same envelope as sth else

engineer /,endʒɪniə/ (n) = sb who designs or builds things such as roads, railways, bridges or machines

estate agent /'ɪsteɪt ,eɪdʒənt/ (n) = sb who works for a company that buys and sells houses and land for people

experience /ɪk'spiəriəns/ (n) = knowledge or skill gained while doing a particular job

fashion designer /'fæʃən dɪ,zɑɪnə/ (n) = sb who designs clothes

firefighter /'faɪə,fɑɪtə/ (n) = sb whose job is to put out fires

flexible /'fleksɪbəl/ (adj) = able to adapt to different conditions as they occur

flight attendant /'flaɪt ə'tendənt/ (n) = sb who works on an aeroplane helping passengers

florist /'flɒrɪst/ (n) = sb who owns, or works in, a store which sells plants and flowers

full-time /'fʊl 'taɪm/ (adj) = working for the whole part of the working day or week

gardener /'gɑ:dənə/ (n) = sb who takes care of plants

indoors /,ɪn'dɔ:z/ (adv) = inside a building

lawyer /'lɔ:jə/ (n) = sb whose job is to provide people with legal advice and services

mechanic /mɪ'kæni:k/ (n) = sb whose job is to repair vehicles and machines

medical researcher /,medɪkəl rɪ'sɜ:tʃə/ (n) = sb who works to find cures for diseases

outdoors /,aʊt'dɔ:z/ (adv) = not inside a building

plumber /'plʌmə/ (n) = sb whose job is to fit and repair equipment used for supplying and storing water

poorly-paid /,pɔ:li 'peɪd/ (adj) = not earning much money

qualifications /,kwɒlɪfɪ'keɪʃənz/ (pl n) = the skills and qualities needed for a job or task

reference /'refərəns/ (n) = a letter written by sb who knows you, to describe you and say if you are suitable for a job or course

salary /'sæləri/ (n) = an amount of money an employee gets paid every year

sales assistant /'seɪlz ə'sɪstənt/ (n) = sb who sells things in a shop

stockbroker /'stɒkbrəʊkə/ (n) = sb who buys and sells stocks and shares

tour guide /tuə gaɪd/ (n) = sb with a lot of knowledge of a given area who takes groups of tourists sightseeing

training /'treɪnɪŋ/ (n) = preparation or education for a sport, an academic subject or a job

well-paid /,wel 'peɪd/ (adj) = earning a lot of money

3a

academic journal (phr) = a magazine relating to education

academic study (phr) = a college project

an eye for detail (phr) = very good at noticing small but at the same time very important things

application form (phr) = a printed list of questions that you answer in order to try to get a job, borrow money or get a place at university

candidate /'kændɪdeɪt/ (n) = sb who is considered for a position

contact details /'kɒntækt 'di:teɪlz/ (pl n) = information in order to communicate with sb

contribute /'kɒn'trɪbjʊt/ (v) = to be a part of a group or an activity and help it to be successful

cover letter /'kʌvə ,letə/ (n) = a letter that you send with sth, to explain what you are sending or to give extra information

CV /,si: 'vi:/ (n) = (curriculum vitae) a document giving details of your qualifications and the jobs you have had in the past, which you send to sb when you are applying for a job

deadline /'dedlaɪn/ (n) = a specific time or date by which you have to do sth

dedicated /'dedɪkeɪtɪd/ (adj) = spending all your time and effort on sth

email /'i:meɪl/ (n) = a system for sending messages from one computer to another; a message sent from one computer to another

employer /ɪm'plɔ:ə/ (n) = sb you work for

excavation /,ɛkskə'veɪʃən/ (n) = the process of digging in the ground to find things from the past

exception /ɪk'sepʃən/ (n) = sb or sth that is different in some way from others, and so cannot be included in a general statement

fluent /'flu:ənt/ (adj) = able to speak a foreign language very well

graduate /'grædʒuət/ (adj) = related to completion of a university degree

human resources /'hju:mən rɪ'zɔ:sɪz/ (pl n) = the department within a company responsible for employing and training people, and for looking after workers who have problems

impress /ɪm'pres/ (v) = to cause sb to admire sb or sth

inefficient /,ɪnɪ'fɪʃənt/ (adj) = not working in the best possible way, especially by not using time, supplies, energy, etc in the most effective way

in progress (phr) = happening or being done at the moment of speaking

job advertisement /dʒɒb əd'vɜ:tɪsmənt/ (n) = an announcement in a newspaper, on the Internet, etc inviting people to apply for a job that is available

lecturer /'lektʃərə/ (n) = a teacher at a university or college

make an exception (phr) = to deal with sb or sth in a different way from usual on a particular occasion only

oversee /,əʊvə'si:/ (v) = to watch sth in order to make sure it happens in the way that it should

postal service (phr) = the government department in the USA that delivers the post

postgraduate /'pəʊstgrædʒuət/ (adj) = related to university study at an advanced level, following completion of earlier degree(s)

rank /ræŋk/ (v) = to put sb or sth into a particular position of value, importance, etc

reference /'refərəns/ (n) = a letter in which sb that knows you, writes about your character, abilities, etc, usu. required when applying for a job

requirement /rɪ'kwaɪəmənt/ (n) = sth necessary (such as a qualification) in order for sb to be appropriate for sth (e.g. a job position)

senior /'si:nɪə/ (adj) = of a higher rank or position

Word List

superb /su:'pɜ:b/ (adj) = of the highest quality

supervise /su:pəvaɪz/ (v) = to be in charge of a person or group of people and check that they are behaving or working correctly

teaching assistant (phr) = a student at a university or a college that teaches classes; sb whose job is to help a teacher in class

3b

congratulate (on) /kən'grætʃuleɪt (ɒn)/ (v) = to praise sb for an achievement

conservative /kən'sɜ:vətɪv/ (adj) = not in favour of change; traditional

cut down on /kʌt 'daʊn ɒn/ (phr v) = to reduce

devoted (to) /dɪ'vəʊtɪd/ (adj) = loving sb very much

employee /ɪm'plɔɪi/ (n) = sb who works for sb else

gullible /gʌlɪbəl/ (adj) = easily tricked into believing sth that sb has said

handle /hændl/ (v) = to take action in order to deal with a difficult situation

lead /li:d/ (v) = to be in charge of a group of people

live on /lɪv ɒn/ (phr v) = to have a particular amount of money to buy food, pay your rent, etc

moody /mu:di/ (adj) = changing mood frequently, or becoming angry or aggressive suddenly

obsessed (with) /əb'sest (wɪð)/ (adj) = thinking always about sb or sth, in a way that seems extreme to other people

patient (with) /peɪʃənt (wɪð)/ (adj) = staying calm; being able to accept annoyance

perfectionist /pə'fekʃənɪst/ (adj) = relating to sb who refuses to do or accept anything that isn't as good as it could possibly be

put (sth) by /pʊt 'baɪ/ (phr v) = to save (money)

retire /rɪ'taɪə/ (v) = to stop working because of old age

run out of /rʌn 'aʊt əv/ (phr v) = to have no more of sth left

sentimental /sentɪ'mentl/ (adj) = overemotional

specialise (in) /speʃəlaɪz/ (v) = to study/work on one subject/type of business

superior /su:'pɪəriə/ (adj) = of higher quality/status

take out /teɪk 'aʊt/ (phr v) = to obtain sth (e.g. loan, licence) by fulfilling certain conditions

traditional /trə'dɪʃənəl/ (adj) = old-fashioned

under pressure (phr) = in a situation that sth causes you to feel stressed

3c

colleague /kə'li:ɡ/ (n) = sb you work with

3d

acknowledge /ə'kɒnɒlɪdʒ/ (v) = to recognize; to accept

adequate /ə'dɪkwət/ (adj) = enough; satisfactory

adjust /ə'dʒʌst/ (v) = to change sth to make it more fitting

agriculture /ægrɪ,kʌltʃə/ (n) = farming

(be) on duty (phr) = (to be) working
breach /brɪ:tʃ/ (n) = the act of breaking a law, an agreement etc; violation

break out /breɪk 'aʊt/ (phr v) = to start

class /kla:s/ (v) = to classify; to categorize

considerable /kən'sɪdərəbəl/ (adj) = large; substantial

constantly /kɒnstəntli/ (adv) = continuously

contract /kɒntrækt/ (n) = a legal agreement between two or more people, companies etc

deliberate /dɪ'lɪbəreɪt/ (adj) = done on purpose

derive (from) /dɪ'reɪv/ (v) = to come from

disturb /dɪ'stɜ:b/ (v) = to stop sth from working the way it usually does

emergency /ɪ'mɜ:dʒənsi/ (n) = sth serious and unexpected which needs to be taken care of quickly

exception /ɪk'sepʃən/ (n) = sth not included in a general rule

fatigue /fə'ti:ɡ/ (n) = the extreme physical or mental tiredness

fluid /flu:ɪd/ (n) = any substance that is not solid

jet lag /dʒet læɡ/ (n) = the feeling of tiredness you have after having travelled by plane to go to a place where the time is different from the place you left

mental /mentəl/ (adj) = relating to the mind

night shift /naɪt ʃɪft/ (n) = a set period of time at night during which sb works on a regular basis

on board (phr) = on/inside a vehicle

physical /fɪzɪkəl/ (adj) = relating to the body

rail industry (phr) = the people & organizations related to trains and railways

restriction /rɪ'strɪkʃən/ (n) = limit

result (in) /rɪ'zʌlt (ɪn)/ (v) = to cause sth to happen

retail /ri:teɪl/ (n) = the activity of selling goods, usu in shops

round-the-clock staffing (phr) = the provision of people working on a 24-hour basis

run on time (phr) = (of buses, trains etc) to arrive and depart at correct times

shift lag /ʃɪft læɡ/ (n) = the feeling of tiredness you have because of working night shifts

shift work /ʃɪft 'wɜ:k/ (n) = a system in which groups of employees work during agreed periods of time, day or night

surveillance /sə'veɪləns/ (n) = careful watching

unacceptable /ʌnək'septəbəl/ (adj) = not to be approved to continue

unprofessional /ʌnpɹə'feʃənəl/ (adj) = not according to standards at work

verbal warning (phr) = a disciplinary action in which an employer formally tells an employee their work is not good enough

vicious circle /vɪʃəs 'sɜ:kəl/ (n) = a continuous process during which one problem produces another

3e

application form (phr) = a printed list of questions that you answer in order to try to get a job, borrow money or get a place at university

build up /bɪld 'ʌp/ (phr v) = to progress/develop

colleague /kə'li:ɡ/ (n) = someone who works in the same organisation or department

concentrate /kɒnsəntreɪt/ (v) = to give all your attention to sth you are doing

dress code /dres kəʊd/ (n) = a set of rules about what you should wear in a particular place or at a particular event

explore /ɪk'splɔ:/ (v) = to discover more about sth

full-time education (phr) = the act of learning in schools, colleges or universities during the whole working week

gap year /ɡæp jɪə/ (n) = a year, usu between finishing school and starting university or college, when you travel or work

get on with /ɡet 'ɒn wɪð/ (phr v) = to give your time to sth and make progress with it

ground rules /graʊnd ru:lz/ (pl n) = the basic rules or principles that govern the way that sth is done

hotel maintenance (phr) = work that is done to keep a hotel in good condition

interview /ɪntə'vjʊ:/ (n) = a formal meeting in which sb asks you questions to find out if you are suitable for a job, course of study, etc

Word List

low marks (phr) = not high school scores
on call (phr) = available when necessary
part-time /pɑ:ttaɪm/ (adj) = (of a job) working for only part of the day or week
quit /kwɪt/ (v) = to leave your job, school, team, etc
rotating shifts (phr) = a schedule of work that involves working one shift for a certain number of weeks and then a different shift for another number of weeks
rough idea (phr) = an approximate idea
social life (phr) = the time that you spend enjoying yourself with friends
switch off /swɪtʃ 'ɒf/ (phr v) = to stop sth working
training session (phr) = a period of time used for practising/learning sth
work responsibly (phr) = to work sensibly/correctly
work schedule (phr) = a plan of activities concerning work
work shifts (phr) = to work for a particular period of time during the day or night

3f

catering company (phr) = a company that provides food for parties, events, etc
efficient /ɪfɪjənt/ (adj) = able to do tasks successfully without wasting time or energy
financial security (phr) = the state of having enough money to keep you safe and free from worry
hazardous /hæzədəs/ (adj) = dangerous
living expenses (phr) = the money you spend on food, bills, etc
master /mɑ:stə/ (v) = to become an expert at sth
relevant /rɪləvənt/ (adj) = related to or appropriate for a particular situation
sensible /sensɪbəl/ (adj) = based on logic rather than emotion
work long hours (phr) = to work longer than usually

Language Knowledge 3

atmosphere /ætməsfɪə/ (n) = the feeling you get from a place
bad /bæd/ (adj) = not good; of low quality
(be) a pain in the neck (phr) = to be very annoying
(be) behind the times (phr) = to be old-fashioned
(be) between jobs (phr) = to be unemployed
beneficial /benɪfɪjəl/ (adj) = helpful; useful
calm /kɑ:m/ (adj) = quiet; peaceful

context /kɒntekst/ (n) = circumstances
damaging (to) /dæmɪdʒɪŋ (tə)/ (adj) = harmful (to)
environment /ɪn'vaɪrənmənt/ (n) = your surroundings, such as the place where you live, work, etc
ergonomic /ɜ:ɡənɒmɪk/ (adj) = (of equipment) designed in a way that is comfortable for people to use without making them feel physically uncomfortable and therefore be more efficient at work
flexible /fleksɪbəl/ (adj) = able to be bent easily
habitat /hæbɪtæt/ (n) = the natural environment of an animal or a plant
have seen better days (phr) = to be in a bad condition
number /nʌmbə/ (n) = (of people or things) amount
produce /prɒdʒu:s/ (n) = food like vegetables grown on farms in order to be sold
product /prɒdʌkt/ (n) = sth made in large quantities, usu in a factory
production /prɒdʌkʃən/ (n) = the act of making goods in order to be sold; the amount of goods made by a company

productivity /prɒdʌktɪvɪti/ (n) = the rate at which goods are produced
quantity /kwɒntəti/ (n) = an amount of sth, esp sth that can be measured
recall /rɪ'kɔ:l/ (v) = to remember sth
recognize /rɪkəɡnaɪz/ (v) = to know who sb is or what sth is; to accept that sth is true
relaxed /rɪ'læks/ (adj) = (of a part of the body) not right
remind /rɪ'maɪnd/ (v) = to cause sb to remember (to do) sth
rested /restɪd/ (adj) = feeling stronger, more energetic, etc after having had a break
show sb the door (phr) = to tell sb to leave, especially in a rude or angry way
sum /sʌm/ (n) = an amount (of money); the total of two or more numbers added together
upsetting /ʌp'setiŋ/ (adj) = causing you to feel unhappy and worried

Unit 4

Civilisations & Science

alien /eɪliən/ (adj) = creature from another planet
ancient /eɪnʃənt/ (adj) = very old
associate with /ə'səʊsiət wɪð/ (v) = to connect one thing with another in your mind
disappearance /dɪsə'piərəns/ (n) = when sb/sth goes missing

evidence /eɪvɪdəns/ (n) = physical proof
extraterrestrial /ek'strətə'restriəl/ (adj) = from another planet
hit headlines (phr) = to be front-page news
occurrence /ə'kʌrəns/ (n) = sth that happens
ocean floor (phr) = the bottom of the sea
press release /pres rɪ'lɪ:s/ (n) = a public statement given to newspapers to publish
sink /sɪŋk/ (v) = to fall down under the water
supernatural /su:pə'nætʃərəl/ (adj) = not explained by science

4a

alien /eɪliən/ (n) = creature from another planet
astronomical /æ'strɒnɒmɪkəl/ (adj) = relating to the scientific study of the stars and planets
base /beɪs/ (v) = to use sth as an idea or inspiration
civilisation /sɪvəlɪzɪʃən/ (n) = a human society with laws and customs
coastline /kəʊstlaɪn/ (n) = the part of the land that is next to the sea
compass /kəm'pæs/ (n) = a piece of equipment that points north, south, east and west
construct /kən'strʌkt/ (v) = to build
doubt /daʊt/ (v) = to think that sth is probably not true
face /feɪs/ (v) = to deal with
giant /dʒaɪənt/ (adj) = very large
honour ancestors (phr) = to pay respects to past generations
level /levəl/ (adj) = flat; not sloping
level /levəl/ (n) = (of a building) a floor or storey
line up /laɪn 'ʌp/ (n) = to form a row
marker /mɑ:kə/ (n) = an object used for showing where sth is or where it should go
mysterious /mɪ'stɪəriəs/ (adj) = strange; not easily described or explained
mysterious site (phr) = a fascinating and strange place
perfectly /pɜ:fɪktli/ (adv) = done with no mistakes
properly /prɒpəli/ (adv) = in the correct or best way
puzzle /pʌzl/ (v) = to confuse sb
raise questions (phr) = bring up questions
remote /rɪ'məʊt/ (adj) = far away from anything
rot /rɒt/ (v) = to decay
scientific field (phr) = a specific area of scientific study, such as physics, astronomy, etc.

Word List

spacecraft /speɪskrɑːft/ (n) = a vehicle for traveling through space
speechless /spiːtʃləs/ (adj) = unable to speak (usually because of surprise/shock/amazement)
stone statues (phr) = human/animal images made of stone
visible /vɪzəbəl/ (adj) = able to be seen
wonder /wʌndə/ (n) = amazement

4b

antique /ænˈtiːk/ (adj) = old, rare and usually valuable
cover up /kʌvə ʌp/ (phr v) = not reveal
emit /ɪˈmɪt/ (v) = to give off; to send out
exploration /ˌekspləˈreɪʃən/ (n) = the action of exploring/investigating a place
galaxy /gæləksi/ (n) = a very large group of stars and planets
gravity /ˈgrævɪti/ (n) = a natural force that attracts objects to each other and makes things fall to the ground
journalist /dʒɜːnəlɪst/ (n) = a person who researches and presents news stories
laboratory /ləˈbɒrətɪ/ (n) = a place in which scientists work and do experiments
land /lænd/ (v) = to come down to the ground
launch /lɔːntʃ/ (v) = to send into the air or space
old-fashioned /əʊldˈfæʃənd/ (adj) = having characteristics of a person or thing from an earlier period of history
orbit /ɔːbɪt/ (v) = to travel around sth (usually a planet)
solar system /səʊlə ˈsɪstəm/ (n) = a sun and the planets around it
space shuttle /speɪs ˈʃʌtl/ (n) = a type of spacecraft
spacecraft /speɪskrɑːft/ (n) = a vehicle that can travel in space
submarine /sʌbməriːn/ (n) = a vehicle that travels underwater
travel /trævəl/ (v) = to move from one place to another

4c

archaeologist /ɑːkiˈɒlədʒɪst/ (n) = a person who investigates historical remains
astronaut /æstrənɔːt/ (n) = a person who goes into space; the pilot of a spacecraft
colonize /kəˈlɒnaɪz/ (v) = to go to another country or planet and start a new settlement there
complex /kəmˈpleks/ (adj) = not simple; having many causes or reasons
creative /kriˈeɪtɪv/ (adj) = able to make things or come up with new ideas

imaginative /ɪˈmædʒɪnətɪv/ (adj) = having or demonstrating a powerful imagination
impressive /ɪmˈpresɪv/ (adj) = surprisingly and pleasantly notable in some way
insufficient /ɪnˈsʌfɪʃənt/ (adj) = not enough
resident /ˈrezɪdənt/ (n) = a person who lives in a certain place

4d

acknowledge /əkˈnɒlɪdʒ/ (v) = to give credit to another person's work or help
adopt /əˈdɒpt/ (v) = (of writing) to choose to take on as your own
argue /ɑːɡjʊː/ (v) = to give good reasons why an idea is correct
ask permission (phr) = to formally ask if you are allowed to do sth
bibliography /bɪbliˈɒɡrəfi/ (n) = the list of books and other sources used to make a report
bullet point /ˈbʊlɪt pɔɪnt/ (n) = a small round mark on a page to distinguish items in a list
carry out /kæri aʊt/ (phr v) = to do or perform sth
citation /saɪˈteɪʃən/ (n) = a formal way of identifying a source
concise /kənˈsaɪs/ (adj) = meaningful, efficient; without wasting words
convention /kənˈvenʃən/ (n) = what is normally done or expected
discursive /dɪˈskɜːsɪv/ (adj) = writing or speech that moves in a free-flowing manner; opinionated and analytical, not technical
elegant /eɪlɪɡənt/ (adj) = stylish, effective, confident
first draft (phr) = the first attempt at a piece of writing
footnote /fʊtnəʊt/ (n) = a small note at the bottom of a page, explaining a point in the main text
free hand /friː hænd/ (n) = freedom from constraints or limits; the right to do a job in your own way
index /ɪnˈdeks/ (n) = a list of subjects in the report and their location (normally by page number)
irrelevant /ɪˈrelɪvənt/ (adj) = not connected with the subject; confusing or unhelpful
keep a note (phr) = to create a short written reminder to yourself
narrow /ˈnærəʊ/ (v) = to focus more tightly on sth; to cut out what isn't needed.
overall /əʊvəˈrɔːl/ (adj) = covering every aspect of sth

point of view (phr) = a personal approach; an opinion or way of looking at sth
quotation /kwəʊteɪʃən/ (n) = an exact, credited repetition of another person's words
record /rɪˈkɔːd/ (v) = to keep information
reference work (phr) = a book of facts and figures about a subject
refine /rɪˈfaɪn/ (v) = to make more pure; to get rid of what isn't necessary
refutation /ˌrefjʊˈteɪʃən/ (n) = a part of an argument which shows how others are wrong
relevant /ˈrelɪvənt/ (adj) = connected and meaningful to the subject
report /rɪˈpɔːt/ (n) = a carefully-prepared summary of facts and opinions about a subject
research /rɪˈsɜːtʃ/ (n) = investigation into a subject
restate /ˌriːsteɪt/ (v) = to repeat in a formal way
secondary literature (phr) = texts that discuss or explain evidence or statistics
set out /set aʊt/ (phr v) = to present or offer
signpost /saɪnpəʊst/ (v) = (in speech or writing) to give brief indications of the direction and structure of an argument
source /sɔːs/ (n) = where you got an idea, statistic or quotation
specify /spesɪfaɪ/ (v) = to give an exact description
statistic /stætɪstɪk/ (n) = a numerical value that has come from a survey
study /stʌdi/ (n) = a period of concentrated attention given to a subject
stylish /stɑɪlɪs/ (adj) = (of writing) convincing and charming; a pleasure to read
subheading /sʌbhedɪŋ/ (n) = a division of a longer piece of writing, naming a particular detail or factor
summarize /sʌməraɪz/ (v) = to present a shortened version
support /səˈpɔːt/ (v) = to use evidence to make your argument stronger and more believable
survey /sɜːveɪ/ (n) = a methodological investigation
tailor /teɪlə/ (v) = to shape or change sth to better fulfill a purpose
thesis statement (phr) = the part of a report which states the central idea
to the point (phr) = dealing with the issue directly and effectively
treat /tri:t/ (v) = to approach or use sth in a particular way

Word List

typo /ˈtaɪpəʊ/ (n) = a minor spelling or punctuation mistake

4e

- distant galaxies** (phr) = collections of stars and planets that are very far away
- dome-shaped ceiling** (phr) = the inside surface of a rounded roof
- in depth** /ɪn ˈdepθ/ (prep phr) = in great detail
- opportunity** /ˌɒpəˈtjuːnəti/ (n) = chance to do sth
- planetarium** /ˌplænɪˈteəriəm/ (n) = a place where moving images of the sky at night are shown
- soar** /sɔː/ (v) = to fly high above
- wonders of the universe** (phr) = the amazing things in space

4f

- afford** /əˈfɔːd/ (v) = to have enough money to do sth
- brainstorm** /ˈbreɪnstɔːm/ (v) = to think freely about a subject to produce as many ideas as possible
- come to life** (phr) = become more realistic and interesting
- exhibit** /ɪɡˈzɪbɪt/ (n) = an item in an exhibition; sth to be looked at
- future career path** (phr) = the job you might do when you are an adult
- interactive** /ˌɪntərˈæktɪv/ (adj) = sth that changes or responds to the actions of the viewer
- leaflet** /ˈliːflɪt/ (n) = a small folded piece of paper, normally with basic information

4g

- authorities** /ɔːˈθɒrɪtɪz/ (pl n) = the people representing government and the law, e.g. the police
- creature** /ˈkriːtʃə/ (n) = an animal
- dinosaur** /ˈdaɪnəsɔː/ (n) = a type of animal that lived over 60 million years ago
- expert** /ˈekspɜːt/ (n) = someone who knows a lot about a subject
- fossil** /ˈfɒsəl/ (n) = bones that have turned into stone over millions of years
- isle** /aɪl/ (n) = island
- meteorologist** /ˌmiːtɪəˈrɒlədʒɪst/ (n) = a scientist who studies the weather
- name sb/sth after sb/sth** (phr) = to give a name to sb/sth in honour of sb/sth else
- previously unknown** (phr) = not known before
- spinning** /ˈspɪnɪŋ/ (adj) = turning quickly around its centre
- unique** /juːˈniːk/ (adj) = only one of its kind

Language Knowledge 4

- concrete** /ˈkɒŋkriːt/ (n) = a hard, grey building material
- disturb** /dɪˈstɜːb/ (v) = to interrupt or annoy, especially by being noisy
- encourage** /ɪnˈkʌrɪdʒ/ (v) = to make someone feel able to do sth
- ensure** /ɪnˈʃʊə/ (v) = to make sure
- fiction** /ˈfɪkʃən/ (n) = sth that describes events that are not true; sth that exists for entertainment
- get on with sth** /ˌɡet ˈɒn wɪð/ (phr v) = to continue doing sth
- no expense has been spared** (phr) = only the best materials and professional services (architects, civil engineers, etc) have been used
- soil** /sɔɪl/ (n) = the layer of the earth that plants grow in
- suggestion** /səˈdʒestʃən/ (n) = an idea offered to others for their opinion
- telepathy** /ˈtɪləpəθi/ (n) = the ability to communicate with another by thought, to read another's mind, know things without using the normal five senses, etc.
- teleportation** /ˌtelɪpɔːteɪʃən/ (n) = the ability to disappear and reappear in another place
- test tube** /test tjuːb/ (n) = a small glass vessel used by scientists in experiments
- venue** /ˈvenjuː/ (n) = a place suitable for a public event

Module C

Unit 5 Our World

- bullying** /ˈbʊlɪŋ/ (n) = the act of using one's strength or power to hurt or frighten weaker people
- carbon dioxide** (phr) = a gas in the air we breathe
- child labour** (phr) = the state of employing children to work
- claim** /kleɪm/ (v) = to say that something is true, even though there is no definite proof
- crime** /kraɪm/ (n) = an act which is not legal and is punished by law
- decline** /dɪˈklaɪn/ (v) = to become less in number, importance or strength
- deforestation** /diːfɔːrɪˈsteɪʃən/ (n) = cutting down of trees
- family planning** (phr) = choosing when to have children and how many to have
- famine** /ˈfæmɪn/ (n) = a situation in which large numbers of people have little or no food and many of them die
- figure** /ˈfɪɡə/ (n) = number

- fossil fuel** (phr) = a substance, such as coal or oil, which is made from naturally destroyed parts of dead animals or plants and is burnt to provide heat or power
- global warming** (phr) = a rise in the earth's temperature caused by polluted gases
- greenhouse gases** (phr) = gases that are created from burning fossil fuels and cause our atmosphere to heat up
- homelessness** /ˈhəʊmləsnes/ (n) = the condition of not having a home
- illegal** /ɪˈliːɡəl/ (adj) = against the law
- illegal downloading of songs/films** (phr) = the act of downloading copyrighted material from the Internet without paying for it
- improve** /ɪmˈpruːv/ (v) = to make something better
- injure** /ɪndʒə/ (v) = to hurt someone and cause damage to their body
- law** /lɔː/ (n) = one of the official rules that people must obey
- melt** /melt/ (v) = to change from solid to liquid when heated
- overfishing** /ˌəʊvəˈfɪʃɪŋ/ (n) = the act of catching too many fish
- overpopulation** /ˌəʊvəpɒpjʊˈleɪʃən/ (n) = too many people for the resources available in a place
- ozone depletion** (phr) = the reduction of the ozone in the atmosphere
- polar ice caps** (phr) = the huge masses of ice at the North and South Poles
- poverty** /ˈpɒvəti/ (n) = the condition of being extremely poor
- public transport** (phr) = buses, trains, etc that everyone can use
- resources** /ˈrɪsɔːsɪz/ (pl n) = food, water, warmth, etc
- road traffic accident** (phr) = a crash involving vehicles that are travelling in an area at a particular time
- safety** /seɪfti/ (n) = the fact that a thing is safe to do or use
- standard of living** (phr) = the amount of money and comfort certain people have
- starvation** /stɑːˈveɪʃən/ (n) = extreme suffering or death because of lack of food
- temperature** /ˈtemprətʃə/ (n) = the measure of how hot or cold sth is
- war** /wɔː/ (n) = armed fighting between countries
- weather conditions** (phr) = the condition of the atmosphere at a certain place and time, with reference to temperature and the presence of rain, sunshine, wind, etc

Word List

worldwide /wɜːldwaɪd/ (adv) = happening or existing all over the world

5a

a false sense of security (phr) = when sb feels safe while they are not

array /ə'reɪ/ (n) = a large group of people or things related in some way

behaviour /br'heɪvjə/ (n) = the way sb behaves towards other people

cat's eyes (phr) = a safety device used in road marking

collision /kə'lɪʒən/ (n) = an accident in which a person or a vehicle that is moving crashes into sth

fatality /fə'tæləti/ (n) = a death caused by an accident, war, violence or disease

footbridge /'fʊtbrɪdʒ/ (n) = a narrow bridge for people to walk across

gadget /'gædʒət/ (n) = a small tool or piece of equipment that does sth useful or impressive

have access to (phr) = to have the right or opportunity to use sth that will bring you benefits

parked /pɑːkt/ (adj) = (of vehicles) staying in a place for a long period of time

pedestrian /pə'destrɪən/ (n) = sb who is walking instead of driving or riding

responsible /rɪ'spɒnsəbəl/ (adj) = sensible and reliable

risky /rɪski/ (adj) = involving the possibility of danger, harm or failure

road traffic accident (phr) = a crash involving vehicles that are travelling in an area at a particular time

safety features (phr) = important parts of sth, which provide safety

self-aware /selfə'weə/ (adj) = knowing and understanding your own character

solar-powered /səʊlə'paʊəd/ (adj) = relating to the sun, or coming from the sun, and providing the power for equipment or machines

solely /səʊli/ (adv) = only

speed camera (phr) = a machine by the road that takes a photograph of your car if you drive too fast so that the police can use it to punish you

speed limit (phr) = the fastest speed allowed for vehicles in a particular area

stick to /stɪk tə/ (phr v) = (of rules) to do what they say you must do

take risks (phr) = to decide to do sth dangerous

unbelted /ʌn'beltɪd/ (adj) = without wearing a belt

zebra crossing (phr) = a set of black and white lines across a road showing where vehicles must stop when people want to cross the road

5b

access /ækses/ (n) = the right to use sth

aware /ə'weə/ (adj) = noticing sth because you see, hear, feel or smell it

basic /beɪsɪk/ (adj) = providing the starting point from which sth can develop; simple and not complicated

bill /bɪl/ (n) = a piece of paper showing how much you owe sb for goods/ services

boredom /bɔːdəm/ (n) = the state of being bored

carbon footprint (phr) = a measurement of the amount of carbon dioxide that sb's activities produce

crossing /krɒsɪŋ/ (n) = a place where sb can safely cross a road

driver /draɪvə/ (n) = sb who drives a vehicle

factor /fæktə/ (n) = one of the things that affects sth

important /ɪm'pɔːtnt/ (adj) = very significant, necessary

obstacle /ɒbstəkl/ (n) = sth that makes it difficult to do sth

risk /rɪsk/ (n) = the possibility that sth bad or dangerous may happen

sense /sens/ (n) = a feeling about sth

speed /spiːd/ (n) = how fast sth moves

technology /tek'nɒlədʒi/ (n) = advanced scientific knowledge used for practical purposes

5d

a sharp mind (phr) = quick to understand things

active life (phr) = energetic life

address one's concerns (phr) = to talk about the things worrying you

affect /ə'fekt/ (v) = to change/influence sth

assistance /ə'sɪstəns/ (n) = help

charity /tʃærɪti/ (n) = an organisation that gives money, food, or help to people in need

community /kə'mjuːnəti/ (n) = a group of people who live in the same area

concern /kən'sɜːn/ (n) = worry

counselling service (phr) = a service that offers help and advice

day-to-day concerns (phr) = daily affairs/matters

deserve /dɪ'zɜːv/ (v) = to be worthy of sth

door-to-door service (phr) = direct assistance/aid

drop-in centre (phr) = a location where people can go

effective /ɪ'fektɪv/ (adj) = providing successful results

elderly /'eldəli/ (adj) = old people

elderly person (phr) = a person of old age

fast-paced /fɑːst 'peɪst/ (adj) = quick

fast-paced world (phr) = moving quickly

fundamental /fʌndə'mentəl/ (adj) = important, essential

gentle /dʒentl/ (adj) = mild, soft

housebound /'haʊsbəʊnd/ (adj) = confined (usually by illness), not free to move about

in private (phr) = confined to particular people or groups, not in public

increasingly /ɪn'kriːsɪŋli/ (adv) = more and more

inquisitive /ɪn'kwɪzətɪv/ (adj) = curious, eager to investigate and learn

make all the difference (phr) = to have an important effect on sb/sth

mobile /'məʊbaɪl/ (adj) = being able to move

neglected /nɪ'gлектɪd/ (adj) = ignored and not taken care of

observation /ɒbzə'veɪʃən/ (n) = a comment made about sth you have seen

qualified /kwɒlɪfaɪd/ (adj) = having the knowledge, skill and training for sth

remain /rɪ'meɪn/ (v) = to stay

respect /rɪ'spekt/ (n) = admiration and consideration felt and shown

scenic /siːnɪk/ (adj) = providing beautiful views

senior citizen (phr) = sb who is over 60 years old

sense /sens/ (n) = a feeling about sth

shrink /ʃrɪŋk/ (v) = to become smaller in size

suit all tastes (phr) = to match all preferences

wealth /welθ/ (n) = a large amount of sth valuable

wisdom /wɪzdəm/ (n) = the knowledge acquired from experiences

workout /wɜːkaʊt/ (n) = physical exercise

5e

academic /ækə'demɪk/ (adj) = connected with education

addictive /ə'dɪktɪv/ (adj) = a substance which makes people unable to stop taking it

ban /bæn/ (v) = to say officially that sth is not allowed

cause /kɔːz/ (v) = to make sth happen, especially sth bad

copy /kɒpi/ (v) = to write sth exactly as it is written somewhere else

credit /kredɪt/ (n) = praise, approval for sth good

deliberately /dɪ'lɪbərətli/ (adv) = done in a way that was planned, not by chance

edit /edɪt/ (v) = to prepare a book to be published by correcting mistakes and making other changes

Word List

exposed to /ɪk'spəʊzd tə/ (adj) = being put in a dangerous situation in which it might affect you

for the sake of (phr) = in order to help sb

institution /ɪn'stɪtjuːʃn/ (n) = an important organisation such as a university

lung /lʌŋ/ (n) = either of the two organs in the chest you use for breathing

penalty /'penəlti/ (n) = a punishment for breaking a law

reference /'refərəns/ (n) = the act of mentioning sb/sth

risk /rɪsk/ (n) = the possibility of sth bad happening

source /sɔːs/ (n) = sb/sth that provides information for a piece of written work

struggle /'strʌgəl/ (v) = to experience difficulty with sth

substance /'sʌbstəns/ (n) = a type of solid, liquid or gas that has particular qualities

toxic /'tɒksɪk/ (adj) = containing poison, poisonous

5f

installation /ɪn'stəleɪʃən/ (n) = the act of putting equipment in a position or in working order

landfill /'lændfɪl/ (n) = a large deep hole where large amounts of rubbish are put

renewable /rɪ'njuːəbəl/ (adj) = (of energy) generated by natural sources, such as wind, water and sunlight

Language Knowledge 5

piracy /'paɪrəsi/ (n) = illegally copying a computer program, a film, etc and selling it

Unit 6 Food & Health

be overweight (phr) = to be heavier than you should be

be underweight (phr) = to be thinner and lighter than normal, especially in a way that is unhealthy

break my arm (phr) = to break a bone in my arm

burn my hand (phr) = to injure my hand with heat

graze my knee (phr) = to scrape the skin off my knee (usually by falling down)

have stomachache (phr) = to have a pain in my stomach

have toothache (phr) = to have a pain in a tooth

have a cough (phr) = to force air out of my lungs through my throat with a short loud sound

have a fever (phr) = to have a high temperature

have a headache (phr) = to have a pain in the head

have a sore throat (phr) = to have a pain in the space inside the front of the neck

sprain my ankle (phr) = to cause an injury to the joint that connects the foot to the leg by a sudden movement

6a

bacteria /bæk'tɪəriə/ (n) = very small living things that consist of a single cell and may cause diseases or things to decay

business district (phr) = an area where offices and shops are located

commercial /kə'mɜːʃəl/ (adj) = relating to making a profit

disgusting /dɪs'gʌstɪŋ/ (adj) = extremely unpleasant

home-cooked (phr) = cooked at home

hunger pang (phr) = a very strong, sudden and unpleasant pain or emotion caused from hunger

juicy /dʒuːsi/ (adj) = containing lots of liquid

junk /dʒʌŋk/ (v) = to get rid of sth useless or of very low quality

nutritional value (phr) = the usefulness/importance of food that keeps you healthy

nutritious /njuː'triːʃəs/ (adj) = providing the substances that people need in order to be healthy

packaged burger (phr) = sold already prepared in a container, usually made of paper

prestigious /prə'stɪdʒəs/ (adj) = admired and respected by people

recommended daily intake (phr) = the right amount of sth that you should eat/drink every day

sodium /səʊdiəm/ (n) = a chemical element that is a silver-white metal

sponsor /'spɒnsə/ (n) = sb who gives money to an organisation to help to pay for sth

tendon /'tendən/ (n) = each of the parts of your body that connects a muscle to a bone

unavoidable /ʌnə'vɔɪdəbəl/ (adj) = impossible to stop from happening

6b

a real pain in the neck (phr) = very annoying and irritating

advertising campaign (phr) = a series of actions based on advertisements in order to persuade people to buy products

apply /ə'plai/ (v) = to ask formally for sth by writing a letter or filling in a form

attract /ə'trækt/ (v) = to make sb interested in sth

big mouth (phr) = someone who says things that they should not

bruise /bruːz/ (n) = an injury appearing as a purple mark on the body

come down with /kʌm 'daʊn wɪð/ (phr v) = to get an illness

cope with /kəʊp wɪð/ (v) = to deal with a situation successfully

copy /kɒpi/ (v) = to make sth new to look like the original

craving (for) /k'reɪvɪŋ/ (n) = a desire to eat sth in particular

cure /kjʊə/ (v) = to cause a disease or illness to end or disappear with medical treatment

cut down on /kʌt 'daʊn ɒn/ (phr v) = to use or do less of sth

decrease /dɪkriːs/ (v) = (to cause) to become less

drag /dræg/ (v) = to pull with difficulty

draw the curtains (phr) = to close them by pulling them gently

duplicate /djuːplɪkeɪt/ (v) = to create a situation that is exactly like another one

get in shape (phr) = to become fitter and in better physical condition

have a big mouth (phr) = to tell people's secrets to others

have a sweet tooth (phr) = to like to eat sugary food

headache /'hedeɪk/ (n) = a pain in the head

heal /hiːl/ (v) = to become healthy after injury or illness

imitate /ɪmɪteɪt/ (v) = to do sth the same way as another

individual /ɪndə'vɪdʒuəl/ (adj) = made or intended for one person

obsessed with /əb'sest wɪð/ (adj) = thinking about sth all the time

particular /pə'tɪkjʊlə/ (adj) = specific

pass out /pɑːs 'aʊt/ (phr v) = to faint

prescribe /prɪ'skraɪb/ (v) = (of a doctor) to say what medicine or treatment sb should have

pull one's leg (phr) = to tease sb or fool them into believing sth that isn't true as a joke

put on /pʊt 'ɒn/ (phr v) = to gain (weight)

recover from /rɪ'kʌvə frəm/ (v) = to go back to a normal physical or mental state

relieve /rɪ'liːv/ (v) = to make sth unpleasant less intense, or cause it to disappear completely

Word List

rich in /rɪtʃ ɪn/ (adj) = containing a lot of sth
sweet tooth (phr) = someone who has a sweet tooth likes to eat sugary food
single /sɪŋɡəl/ (adj) = the only one
sporting event (phr) = an occasion that involves sports
take pleasure in (phr) = to enjoy
treat /tri:t/ (v) = to cure

6d

assess /ə'ses/ (v) = to make a judgement about sb/sth
average /'ævərɪdʒ/ (n) = typical
aware (of) /ə'weə/ (adj) = knowing about sth
benefit /benəfɪt/ (n) = advantage
conflict /'kɒnflɪkt/ (n) = quarrel; disagreement
correlation /,kɒrɪ'leɪʃən/ (n) = connection between
desirable /dɪ'zʌɪərəbəl/ (adj) = wanted
develop /dɪ'veləp/ (v) = to change into sth more advanced
diversity /daɪ'vɜ:səti/ (n) = variety
emotional intelligence (phr) = the ability to understand how people feel and react, and to use this skill to make good judgements and avoid or solve problems
empathy /empəθi/ (n) = the ability to know how sb feels
engage (in) /ɪn'geɪdʒ/ (v) = to do sth
focus /'fəʊkəs/ (v) = to concentrate
guarantee /gə'renti:/ (n) = sth which makes it certain that sth else will happen
indicator /ɪndɪkeɪtə/ (n) = a sign showing what sth is like or how a situation is changing
job satisfaction /dʒɒb ,sætɪs'fækʃən/ (n) = the contentment, pleasure you get from your job
leadership skills (phr) = qualities that a person in charge must have
limited to /lɪmɪtɪd tə/ (adj) = restricted to a particular limit of time, numbers etc
mental health (phr) = the condition of sb's mind
negotiation skills (phr) = the ability to successfully come to an agreement
obstacle /'ɒbstəkəl/ (n) = sth that blocks the development of a situation
occur /ə'kɜ:/ (v) = to happen
performance /pə'fɔ:məns/ (n) = how well sb does sth
pro-active /prəʊ 'æktɪv/ (adj) = acting in advance to deal with an expected difficulty
react /rɪ'ækt/ (v) = to behave in a specific way as a result of sth else

self-awareness /self ə'weənəs/ (n) = understanding one's feelings and thoughts
self-confidence /self 'kɒnfɪdəns/ (n) = the feeling of self-belief in one's own abilities
set /set/ (n) = a group of similar things
social skills (phr) = the ability to interact successfully with other people
strongly tied to (phr) = to be related to sth and dependent on it very much

6e

broadsheet /brɔ:dsji:t/ (n) = a newspaper printed on large sheets of paper, containing serious news
crops /krɒps/ (n) = plants cultivated in large amounts
genes /dʒi:nz/ (n) = parts of the DNA in a cell which contain information received by each life form from its parents, which control its physical development
intellectual property law (phr) = a rule that says that someone's idea, invention, creation, etc can be protected by law from being copied by someone else
launch /lɔ:ntʃ/ (n) = an occasion when a company starts selling sth new to the public
market /mɑ:kɪt/ (n) = a public place for selling goods
negotiation /nɪ,gəʊ'ʃi:ɪjən/ (n) = a formal discussion trying to reach an agreement
pass down /,pɑ:s 'daʊn/ (phr v) = to give sth to the next generation
potential /pə'tenʃəl/ (n) = ability
product /'prɒdʌkt/ (n) = sth made for sale
resist /rɪ'zɪst/ (v) = to stop yourself from doing sth although you would like to do it
seeds /si:dz/ (n) = small round or oval objects produced by a plant from which new plants can grow
supermarket shelf (phr) = a long narrow board used for storing goods in a supermarket
tabloid /'tæblɔɪd/ (n) = a newspaper with fairly small pages mostly containing stories about famous people and not much serious news
TV commercial (phr) = an advertisement on television

Language Knowledge 6

food poisoning (phr) = an illness caused by eating bad food

Module D

Unit 7 Moods & Feelings

angry /æŋɡri/ (adj) = feeling strong dislike or impatience
bite your lip (phr) = to press the soft part of the front of the mouth between the teeth
bite your nails (phr) = to press the hard parts on the end of the fingers between the teeth
bored /bɔ:d/ (adj) = uninterested
doubtful /'daʊtfəl/ (adj) = unsure; having doubts
frustrated /frʌ'streɪtɪd/ (adj) = annoyed; discouraged
happy /hæpi/ (adj) = feeling pleased
have a broad smile (phr) = to stretch the mouth wide and/or show the teeth in pleasure
have an open mouth (phr) = to keep your lips apart
have folder arms (phr) = to have your arms one on top of the other and close to your chest
have raised eyebrows (phr) = to lift your eyebrows up with the facial muscles
lower the corners of your mouth (phr) = to drop the outer edges of the mouth lower than the rest
point your finger at sb (phr) = to extend the index finger in sb's direction to draw attention to them
puzzled /'pʌzəld/ (adj) = confused
relaxed /rɪ'læksɪd/ (adj) = calm; not worried
rub your neck (phr) = to move the hand backwards and forwards over the back of the neck
sad /sæd/ (adj) = unhappy
scared /skeəd/ (adj) = frightened
scratch your head (phr) = to move your nails lightly along the top of the head
stand with crossed legs (phr) = to stand with your legs one on top of the other
surprised /sə'praɪzd/ (adj) = astonished; amazed
tense /tens/ (adj) = anxious; nervous
yawn /jɔ:n/ (v) = to open the mouth very wide and breathe in more air than usual, esp when you are tired or bored

7a

achievement /ə'tʃi:vmənt/ (n) = sth you have succeeded in doing
adrenaline /ə'drenəlɪn/ (n) = a substance the body produces when you are angry, scared or excited

Word List

alone /ə'ləʊn/ (adv) = without including anyone or anything else

basically /'beɪsɪkli/ (adv) = generally, mostly

be worth doing sth (phr) = to be helpful, useful, etc to do sth

beneficial /'benə'fɪʃəl/ (adj) = helpful and useful

blood flow (phr) = the movement of blood around the body

brain /breɪn/ (n) = the organ inside the head that controls movement, feelings, memory etc

calm /kɑ:m/ (adj) = peaceful

chronic /'krɒnɪk/ (adj) = (of an illness) lasting for a long time

consequence /'kɒnsɪkwəns/ (n) = result; effect

continually /kən'tɪnjuəli/ (adv) = all the time; constantly

cortisol /'kɔ:tɪzɒl/ (n) = a hormone in the body

counsellor /'kaʊnsələ/ (n) = sb who gives advice on personal or social problems

cure /kjʊə/ (n) = (of an illness or disease) treatment

cure /kjʊə/ (v) = to cause a disease or illness to end or disappear with medical treatment

daily life (phr) = all the things that you regularly do

deal with /di:l wɪð/ (phr v) = to handle

disease /dɪ'zi:z/ (n) = a serious illness

distinguish (between) /dɪ'stɪŋgwɪʃ/ (v) = to tell the difference between two or more things; to differentiate

distress /dɪ'stres/ (n) = a state of extreme sorrow; suffering

effect /ɪ'fekt/ (n) = result

energise /'enədʒaɪz/ (v) = to give sb energy to sth

eustress /ju'stres/ (n) = a medical term for positive stress that is beneficial to the person that experiences it

evolve /ɪ'vɒlv/ (v) = to develop; to change

experienced /ɪk'spɪəriənst/ (adj) = having a lot of knowledge or skill; expert

(fully) functional /('fʊli) 'fʌŋkʃənəl/ (adj) = working properly

gland /glænd/ (n) = a part of your body that produces a chemical substance that your body needs

handle /'hændl/ (v) = to deal or cope with a problem or situation

headline /'hedlɪn/ (n) = the title of a newspaper story printed in large letters

health benefit (phr) = a positive effect on your health

hormone /'hɔ:məʊn/ (n) = a chemical made by living cells, which makes an organ of your body do sth

immune system /ɪ'mju:n 'sɪstəm/ (n) = the system consisting of all the organs and processes in your body, which protects you from illnesses and infections

improve /ɪm'pru:v/ (v) = to (cause sb or sth to) become better

in the short term (phr) = from now till a time in the near future

industry /ɪndə'stri/ (n) = all the companies, factories and people that produce a particular thing for sale or provide a particular service

initial /ɪ'nɪʃəl/ (adj) = happening at the beginning

loud and clear (phr) = very clear and easy to understand

lower /'ləʊə/ (v) = to reduce the amount, degree, etc of sth

make sth worth it (phr) = sth is useful, helpful enough to deserve the effort put into it

massage ball (phr) = a ball rubbed on the body to relax the muscles

mild /maɪld/ (adj) = (of a feeling) not very strong

minimise /mɪnɪmaɪz/ (v) = to lower sth to the lowest possible level, or keep it from going beyond that level

muscle /'mʌsəl/ (n) = a piece of elastic body tissue that can be tightened or relaxed to produce movement

neurological disease (phr) = an illness related to the nerves

on the contrary (phr) = quite the opposite; on the other hand

perceive /pə'si:v/ (v) = to consider sb or sth to be in a particular way

physical exercise (phr) = activities to exercise the body

positive effect (phr) = sth that has a good influence

practitioner /præk'tɪʃənə/ (n) = sb who does a particular job or activity, esp medicine

professional assistance (phr) = help from sb who is a professional in their field

psychiatrist /saɪ'kaɪtrɪst/ (n) = a doctor that treats people with mental illnesses

psychologist /saɪ'kɒlədʒɪst/ (n) = sb who studies how the human mind works, and how it affects the way people behave

push (your body) to the limit (phr) = to go to the extent of your physical ability

risk (of) /rɪsk/ (n) = the threat of sth

secrete /sɪ'kri:t/ (v) = to produce a liquid

serve a function (phr) = to perform a particular task

speed up /spi:d 'ʌp/ (phr v) = to cause sth to go faster

strengthen /'streŋθən/ (v) = to make sth stronger

stress management practitioner (phr) = sb who helps people deal with stress

stress-related illness (phr) = a disease related to the amount of anxiety in your life

suffer (from) /sʌfə/ (v) = (of an illness) to have; to experience

the former /ðe 'fɔ:mə/ (n) = the first of two people or things you have just talked about

the media /ðə 'mi:diə/ (n) = newspapers, magazines, television, radio and journalists

to a large extent (phr) = mostly

treat a condition (phr) = to cure sb that suffers from an illness by giving them medicine etc

under circumstances of (phr) = under certain conditions

undoubtedly /ʌn'daʊtɪdli/ (adv) = certainly; without doubt

workout /wɜ:kʌʊt/ (n) = a period of physical exercise

(your) heart beats (phr) = your heart pumps blood around the body making regular movements

7b

a matter of life and death (phr) = sth very serious and life threatening

assistance /ə'sɪstəns/ (n) = help

beneficial /'benə'fɪʃəl/ (adj) = helpful; advantageous

break up /breɪk 'ʌp/ (phr v) = (of a relationship, etc) to end

breathe new life into (phr) = to cause sth to become more interesting, successful, etc

bring about /brɪŋ ə'baʊt/ (phr v) = to cause sth to happen

content /kən'tent/ (adj) = fairly happy and satisfied

contribute /kən'trɪbjʊt/ (v) = to cause sth to happen; to be responsible for

depressed /dɪ'prest/ (adj) = feeling very sad and generally unhappy

devastated /devə'steɪtɪd/ (adj) = extremely shocked and upset

develop /dɪ'veləp/ (v) = to start to have

distinguish /dɪ'stɪŋgwɪʃ/ (v) = to recognise the difference between two things

experience /ɪk'spɪəriəns/ (v) = (of a feeling) to feel

extra /'ekstrə/ (adj) = additional

fall apart /fɔ:l ə'pɑ:t/ (phr v) = to lose your emotional calm

fall for /fɔ:l fə/ (phr v) = to like sth very much

Word List

frightened /fraɪntnd/ (adj) = afraid; scared
from time to time (phr) = sometimes, but not often; now and again
full of life (phr) = energetic
hand down /hænd 'daʊn/ (phr v) = to give sth to a younger family member because you want them to have it
handle /hændl/ (v) = to cope with; to manage
happy /hæpi/ (adj) = full of pleasant feelings
help /help/ (n) = support; assistance; advice
helpful /helpfəl/ (adj) = useful; beneficial
import /ɪm'pɔ:t/ (v) = to copy information from one electronic device (such as a mobile phone, a computer, etc) to another
in the prime of your life (phr) = at your physical peak
lay (sb) off /leɪ 'ɒf/ (phr v) = (of an employer) to ask an employee to leave their job because there is no work for them to do
mild /maɪld/ (adj) = (of a feeling, illness, etc) not very strong
moderate /mɒdərət/ (adj) = reasonable; mild
open up /əʊpən 'ʌp/ (phr v) = to start saying exactly what you think or feel
perceive /pə'si:v/ (v) = to consider sb or sth to be in a particular way
petrified /petrɪfaɪd/ (adj) = extremely frightened; paralysed with fear
pleased /pli:zd/ (adj) = contented; satisfied
promote /prə'məʊt/ (v) = to give sb a more important job or rank in the organisation they work for
pursue /pə'sju:/ (v) = to continue trying to achieve a goal, aim, etc
recognise /rekəgnaɪz/ (v) = to know who sb is or what sth is
relaxed /rɪ'læksd/ (adj) = calm
sad /sæd/ (adj) = feeling unhappy; depressed
satisfied /sætɪsfɑɪd/ (adj) = pleased
satisfy /sætɪsfɑɪ/ (v) = (of requirements, demands etc) to give sb what they need
self-centred /self 'sentəd/ (adj) = thinking about yourself all the time; selfish
selfish /selfɪʃ/ (adj) = thinking only about yourself and not caring about other people
settle down /setl 'daʊn/ (phr v) = to start living a quiet life (e.g. stay permanently somewhere, get married, etc)

sort out /sɔ:t 'aʊt/ (phr v) = to do what is necessary to solve a problem or organise the details; to resolve
take care of (phr) = to deal with (a particular situation)
That's life! (phr) = Such bad events will sometimes happen and have to be accepted!
upset /ʌp'set/ (adj) = unhappy disappointed
wind down /waɪnd 'daʊn/ (phr v) = to relax

7c

restore /rɪ'stɔ:/ (v) = to cause sth to return to a particular condition; to renovate

7d

butter /bʌtə/ (n) = a pale yellow food containing fat, made from cream and spread on bread or used in cooking
connect /kə'nekt/ (v) = to join things
direction /dɪ'rekʃən/ (n) = an instruction about how to do sth or how to go somewhere
estimate /estɪmət/ (n) = approximate amount of sth
exit /egzɪt/ (n) = a road used to leave another road
fishing line /fɪʃɪŋ laɪn/ (n) = thin, strong, transparent material used to catch fish
flow /fləʊ/ (v) = to move slowly and continuously towards a direction
hanger /hæŋə/ (n) = a piece of wire, plastic or wood, used to put our clothes on when they are stored
head /hed/ (v) = to move towards
import /ɪm'pɔ:t/ (v) = to copy information from one electronic device (such as a mobile phone, a computer, etc) to another
ingredient /ɪn'gri:diənt/ (n) = sth used to make sth, esp food
marker /mɑ:kə/ (n) = a thick pen used for writing or drawing
mix /mɪks/ (v) = to combine; to put together with sth else
neighbour /neɪbə/ (n) = sb or sth that is next to sb or sth else; a person who lives very near you
optional /ɒpʃənəl/ (adj) = not necessary
pan /pæn/ (n) = a piece of kitchen equipment that is flat and wide, used for frying and cooking
poster board (phr) = thick paper used to make posters
pour /pɔ:/ (v) = to make a substance flow from one container to another
raise /reɪz/ (v) = to lift up
remove (from) /rɪ'mu:v frɒm/ (v) = to move/take sth away from

roundabout /raʊndəbaʊt/ (n) = a place where three or more roads are joined and where traffic has to move in a circle
single hole punch (phr) = a piece of equipment used to make a hole in paper
size /saɪz/ (n) = how big or small sth is
slight /slaɪt/ (adj) = (of amount or degree) small
southwest /sauθwest/ (adv) = towards the southwest (=the direction between south and west)
space /speɪs/ (n) = an empty area available to use
spatula /spætjʊlə/ (n) = a cooking tool with a flat surface used to lift food
sprinkle /sprɪŋkəl/ (v) = to put sth in small quantities on the surface of sth else
tablespoon /teɪbəlspu:n/ (n) = a unit of measurement for food or liquid; a spoon used for eating or serving usu sth liquid
tempera /tempərə/ (n) = a type of paint mixed with egg and water

7e

accountant /ə'kaʊntənt/ (n) = sb whose job is to prepare financial records for a company or person
adolescence /ædə'lesəns/ (n) = the period between childhood and adulthood
adopted /ədɒptɪd/ (adj) = (of a child) legally taken by a family to be looked after as their own child
bond /bɒnd/ (n) = a strong connection between people (e.g. a parent and their child)
chairperson /tʃeə,pɜ:sən/ (n) = the person in charge of a large organisation or company
discount /dɪskɑʊnt/ (n) = a reduction in the price of sth
enhance /ɪn'hɑ:ns/ (v) = to improve the value, quality or attractiveness of sth
fee /fi:/ (n) = the money that you pay to be allowed to join an organisation
fitness instructor (phr) = sb who works in a gym and their duties include preparing exercise plans for the customers, showing people how to use exercise equipment, etc
gene /dʒi:n/ (n) = a part of the DNA in a cell which controls its physical development
head /hed/ (n) = sb in charge
inherit /ɪn'hert/ (v) = (of a characteristic) to be born with it; to be left money, property, etc in sb's will

Word List

inseparable /ɪn'sepərəbəl/ (adj) = (of two people) being very close to each other, spending a lot of time together

leisure centre /leɪʒə 'sentə/ (n) = a large building that has a swimming pool and areas for exercising and playing different sports

membership /membəʃɪp/ (n) = the state of belonging to a club, organisation or group

nurture /nɜːtʃə/ (v) = to care for a child while growing

social environment (phr) = the people you spend time with, the people you work with, etc

7g

attempt /ə'tempt/ (v) = to try to do sth

disgraceful /dɪs'grɛɪsfəl/ (adj) = bad; unacceptable

dissatisfaction /dɪs'ætɪs'fækʃən/ (n) = disappointment

faulty /fɔːlti/ (adj) = not working properly

to my great dismay (phr) = to my great disappointment

Language Knowledge 7

construct /lən'strʌkt/ (v) = to build; to make

follow /fɒləʊ/ (v) = to do sth in the way that you have been shown or told

misery /mɪzəri/ (n) = a feeling of great unhappiness

recreate /rɪ:kri'eɪt/ (v) = to cause sth to exist again

recreational /rɛkri'eɪʃənəl/ (adj) = relating to sth you do in your free time

remark /rɪ'mɑːk/ (v) = to mention; to comment

remarkable /rɪ'mɑːkəbəl/ (adj) = outstanding; extraordinary

t'ai chi /taɪ 'tʃiː/ (n) = a Chinese activity that involves doing very slow physical exercises to make your mind relax and improve your body's balance

Unit 8

Education

Act /ækt/ (n) = a law agreed on by the government

education /ˌedʒʊ'keɪʃən/ (n) = the process of improving a person's abilities and knowledge

nursery school /nɜːsəri skuːl/ (n) = a school for children between 3 and 5 years old

primary school /praɪməri skuːl/ (n) = a school for young children aged from 6 to 11

private school /praɪvət skuːl/ (n) = school which pupils pay to attend

public school /pʌblɪk 'skuːl/ (n) = a private secondary school in Britain, which students often live in during the school term

secondary school /sekəndəri skuːl/ (n) = the school you attend between the ages of 11-18

sixth form college /sɪksθ fɔːm 'kɒlɪdʒ/ (n) = a school in Britain providing education for students aged 16-18

state school /steɪt skuːl/ (n) = a school run by the government

8a

achieve /ə'tʃiːv/ (v) = to succeed in an attempt; to get sth you tried for

commitment /kə'mɪtmənt/ (n) = determined care

compete /kəm'piːt/ (v) = to try to be more successful than others

curriculum /kə'rɪkjʊləm/ (n) = all the subjects studied in a school or college

eco-system /iːkəʊ'sɪstəm/ (n) = the relationship which exists between the animals and plants and their environment

enthusiastic /ɪnθjuːzɪ'æstɪk/ (adj) = very interested and keen

environmental conservation (phr) = protection of animals, plants and natural resources

goal /gəʊl/ (n) = an aim or target; what it is you want to do

greenhouse /'grɪnhaʊs/ (n) = a glass structure used for growing and protecting plants and vegetables

handle /hændl/ (v) = to be able to operate and control sth

inspire /ɪn'spaɪə/ (v) = to be the source of an idea or a motivation

introduce /ɪntrə'djuːs/ (v) = to show sth new to someone

laboratory /lə'bɒrətəri/ (n) = a room/ place where experiments happen

long-term /lɒŋ-tɜːm/ (adj) = over a long period of time

low-income (phr) = not earning much money from working

marine science /məriːn saɪəns/ (n) = the study of the sea

maritime culture /məri'taɪm 'kʌltʃə/ (n) = the way of life at sea

maritime history /məri'taɪm 'hɪstəri/ (n) = account of events that happened in the past at sea

measure /meɪʒə/ (v) = to find out a particular length, width or amount

navigate /nævɪgeɪt/ (v) = to find and follow a path to go in a particular direction

oyster /ɔɪstə/ (n) = large flat shellfish

practical /præktɪkəl/ (adj) = immediately useful; not theoretical

principal /prɪnsɪpəl/ (n) = US English term for headmaster or headmistress

public high school (phr) = government-funded secondary school

quality /kwɒlɪti/ (n) = how good sth is

resounding /rɪ'zaʊndɪŋ/ (adj) = complete

scuba-diving /skuːbə ,daɪvɪŋ/ (n) = the sport of swimming underwater using stored air

stuck /stʌk/ (adj) = caught, trapped

traditional subject /trə'dɪʃənəl 'sʌbdʒɪkt/ (n) = a subject normally studied at school

workshop /wɜːkʃɒp/ (n) = a place to build and repair things

8b

attend /ə'tend/ (v) = to be present at an event

certificate /sə'tɪfɪkət/ (n) = an official document that states you have successfully graduated from school

course /kɔːs/ (n) = a series of lessons

culture /kʌltʃə/ (n) = the traditions and history that go with a place, people or subject

curriculum /kə'rɪkjʊləm/ (n) = a group of subjects studied in a school or college

degree /dɪ'ɡriː/ (n) = a course of study at a college or university, certificate

diploma /dɪ'pləʊmə/ (n) = a document which shows that you have passed a particular examination, usually given by a college or university

enrol /ɪn'rəʊl/ (v) = to officially join an institution or a course and pay a fee for it

GCSE exams /dʒiː siː es 'iː ɪgzæmz/ (n) = General Certificate of Secondary Education, official British public tests taken normally at the age of 16

grade /ɡreɪd/ (n) = number that shows the quality of a student's work

headmaster or headmistress /hed'mɑːstə/ (n) = the person in charge of the school

lesson /lesən/ (n) = an experience from which we learn

marks /mɑːk/ (n) = school score

ordinary /ɔːdənəri/ (adj) = not unusual or special

pay attention (phr) = to give sth or sb your attention

practical /præktɪkəl/ (adj) = involving real or actual use, not ideas

professor /prə'fesə/ (n) = a teacher of the highest rank in a department of a university

Word List

programme /prəʊgræm/ (n) = activities that sb has planned to do
qualification /kʷɒlɪfɪˈkeɪʃən/ (n) = a particular skill in or knowledge of a subject
run across /rʌn əkrɒs/ (phr v) = meet or find by chance
run away /rʌn əˈweɪ/ (phr v) = escape
run into /rʌn ɪntə/ (phr v) = to collide with or to meet by chance
run out of /rʌn ˈaʊt əv/ (phr v) = to use up sth, have no more of sth
schedule /ˈʃedju:l/ (n) = a list of planned activities or things to be done, with the times or dates
seminar /ˈsemɪnɑː/ (n) = a class at a college or university in which the teacher and a small group of students discuss a topic
train /treɪn/ (v) = to practise
tutor /ˈtju:tə/ (n) = sb who gives additional lessons outside of school or university
undergraduate /ˌʌndəˈgrædʒuət/ (n) = a university student studying for their first degree

8c

request /rɪˈkwest/ (v) = to formally ask someone for sth
disturb /dɪˈstɜːb/ (v) = to annoy or stop someone from working
revise /rɪˈvaɪz/ (v) = to look again at previous lessons, often to prepare for an exam
homeschool /ˈhəʊmsku:l/ (v) = to educate a child at home
generalisation /ˌdʒenərəlaɪˈzeɪʃn/ (n) = a statement that asserts sth about a wide range of circumstances

8d

at first sight (phr) = when looked at or considered for the first time
chatty /tʃæti/ (adj) = talking in a free and easy manner
cut off /kʌt ˈɒf/ (phr v) = to remove from
employment /ɪmˈplɔɪmənt/ (n) = the state of having a paid job
extended period of time (phr) = a long time; normally weeks or months
fund /fʌnd/ (v) = to provide money to do sth
gap year /gæp jɪə/ (n) = a year taken off work or study, to travel and have new experiences
ideal /aɪˈdɪəl/ (adj) = perfect
independence /ɪndɪˈpendəns/ (n) = the condition of being able to exist and act on your own

intend /ɪnˈtend/ (v) = to have a plan to do sth
life skills /laɪf skɪlz/ (n) = the personal and social abilities necessary for day-to-day life
look after yourself (phr) = to be able to live without depending on another (e.g. parents); to be able to protect yourself from harm
mature /məˈtʃʊə/ (adj) = adult; grown-up
opportunity /ˌɒpəˈtjuːnəti/ (n) = the chance to do sth
pay your way (phr) = to pay for sth yourself
performance /pəˈfɔːməns/ (n) = (of work) how well you do
personal development (phr) = the process of becoming a better, more capable person
problem-solving (phr) = the skill of solving problems
provide /prəˈvaɪd/ (v) = to give someone sth that they need
recruit /rɪˈkru:t/ (v) = to get new people to join an organisation
school uniform /ˈsku:l juːnɪfɔːm/ (n) = the identical clothes worn at some schools by all pupils
semi-formal /ˈsemi fɔːml/ (adj) = using a mixture of formal and informal styles
take a break (phr) = to have a period of rest
the vast majority (phr) = almost all; far more than half
vocational course (phr) = a period of training in a practical, professional skill
vocational school /vəʊˈkeɪʃənəl sku:l/ (n) = a school providing special/professional training/skills
volunteer /vɒlənˈtiə/ (n) = a person who chooses to do certain work without wages

8e

abroad /əˈbrɔːd/ (adv) = in or to a foreign country
bad behaviour (phr) = acting in a selfish, harmful or annoying manner
balance /ˈbæləns/ (v) = to consider two or more things equally
culture shock /ˈkʌltʃə ʃɒk/ (n) = a feeling of confusion caused by being in foreign place
designer clothes /deˈzaɪnə kləʊz/ (n) = clothes made by a famous and expensive brand
dress code (phr) = rules about what a person can wear

exceed /ɪkˈsiːd/ (v) = to be greater or larger than sth else
expectation /ˌekspekˈteɪʃən/ (n) = one's strong belief about the proper way sb should behave or sth is going to happen
fall short of (phr) = fail to be as good as expected
financially /daɪˈnænsjəli/ (adv) = relevant to money
freedom of expression (phr) = allowed to show what you think or feel
grant /grɑːnt/ (n) = a sum of money given by the government to a person or organisation for a special purpose
identify /aɪˈdentɪfaɪ/ (v) = to be able to tell who or what sb or sth is
in favour of (phr) = choosing or preferring one thing over another
judge /dʒʌdʒ/ (v) = to assess
level /ˈlevl/ (n) = a standard or position
majority /məˈdʒɔːrəti/ (n) = more than half of sth; the larger part
manners /ˈmænəz/ (n) = how you act in society; behaviour
mature /məˈtʃʊə/ (v) = to grow physically and mentally
motivate /məʊtɪveɪt/ (v) = to cause sb to behave in a particular way
on cloud nine (phr) = very happy
order /ˈɔːdə/ (n) = correct behaviour
peers /pɪəz/ (pl n) = a group of people of equal standing with others concerning their age, social class, etc
promote /prəˈməʊt/ (v) = to advertise sth in order to sell it
public /ˈpʌblɪk/ (n) = the presence of many people; people in general
recommend /ˌrekəˈmend/ (v) = to suggest; to say sth is good
responsible /rɪˈspɒnsəbl/ (adj) = not blaming others or hiding from the results of your behaviour
reverse /rɪˈvɜːs/ (adj) = opposite
stifle /ˈstaɪfl/ (v) = to suppress, prevent from happening
undergraduate degree (phr) = a student's first course of study in a subject at a university

8f

at your own pace (phr) = doing sth at a speed you choose
charity /tʃærɪti/ (n) = an organisation that gives money, food or help to those in need
contrary /kɒntrəri/ (n) = the opposite of sth
desire /dɪˈzaɪə/ (n) = a condition of wanting or needing sth
determine /dɪˈtɜːmɪn/ (v) = to choose or decide

Word List

discipline /dɪsəplɪn/ (n) = the action of obeying rules or a plan

e-learning /iːlɜːnɪŋ/ (n) = education that takes place on computers, mostly online

evidence /eɪvɪdəns/ (n) = information which shows that sth is true

facility /fə'sɪləti/ (n) = sth that is provided at a place for people to use

feedback /fiːdbæk/ (n) = a response to your work; can be negative and/or positive

figure out /fɪgə aʊt/ (phr v) = to think and understand

I take your point (phr) = I accept that part of your argument

in your shoes (phr) = in your situation

isolation /aɪsə'leɪʃən/ (n) = being on your own; kept away from others

merit /merɪt/ (n) = a good quality

pressure /preʃə/ (n) = psychological force on sb to do sth

pretty /prɪti/ (adj) = quite, fairly

student-teacher ratio (phr) = the number of students taught by each teacher

8g

cooperate /kəʊ'pəreɪt/ (v) = to work together with others to achieve a goal

cope /kəʊp/ (v) = to be able to do sth; to manage or deal with

face-to-face (phr) = when two or more people are physically together

flexible /fleksəbəl/ (adj) = able to change or adapt

homesick /həʊmsɪk/ (n) = the state of unhappiness at being away from home

practical /præktɪkəl/ (adj) = useful, convenient

suffer /sʌfə/ (v) = to experience pain or be harmed by sth

Language Knowledge 8

balance /bæləns/ (v) = to make things equal in quantity or importance

combine /kəm'baɪn/ (v) = to put two things together

courage /kʌrɪdʒ/ (n) = bravery

geology /dʒi'ɒlədʒi/ (n) = the scientific study of rocks and the Earth

graduate /grædʒueɪt/ (v) = to complete your studies and leave school/university

hand in /hænd 'ɪn/ (phr v) = to give finished work to a teacher or boss

mind /maɪnd/ (v) = to be concerned or annoyed by sth

progress /prəʊgres/ (n) = motion forward

put off /pʊt 'ɒf/ (v) = to delay

self-discipline /self 'dɪsəplɪn/ (n) = the ability to set and keep rules for yourself

workload /wɜːkləʊd/ (n) = the amount of work you have

Progress Check Module D

cheat /tʃiːt/ (v) = to deceive sb

dedicated /dedɪkeɪtəd/ (adj) = spending all your time/effort on sth

dishonest /dɪs'ɒnɪst/ (adj) = lying; not telling the truth

hinder /hɪndə/ (v) = to slow sth down or stop it happening

humanitarian /hjuːmænɪ'teəriən/ (n) = someone who dedicates their lives to other people

lecture /lektʃə/ (n) = a formal talk on a specific subject given to a group of people

role-model /rəʊl mɒdl/ (n) = a person who sets a good example to others

valid /vælɪd/ (adj) = able to be used and accepted by people of authority; correct, genuine

Curriculum/Culture 1

attempt /ə'tempt/ (v) = to make an effort to do sth

aware /ə'weə/ (adj) = knowing about sth

contribute to /kən'trɪbjʊt tə/ (v) = to give sth towards sth else

economic benefit (phr) = an advantage measured in financial terms

generate /dʒenəreɪt/ (v) = create, produce

harmful to /hɑːmfəl tə/ (adj) = able to cause harm/damage to sth

host /həʊst/ (n) = sb who has guests

imported goods (phr) = goods that are brought into a country from another country to be sold

local customs (phr) = traditions/common practices in a particular place

local produce (phr) = fruit and vegetables that are grown in a place/area and eaten by the people there

locally owned /ləʊkəli 'əʊnd/ (adj) = owned by the people who live in a place/area

mountainous /maʊntɪnəs/ (adj) = having lots of mountains

preserve /prɪ'zɜːv/ (v) = to take care of a place in order to prevent it from being harmed

recycle /rɪ'saɪkəl/ (v) = collect and process things like cans, glass or paper so that they can be used again

reduce /rɪ'djuːs/ (v) = become smaller or less in price, number, etc

respect /rɪ'spekt/ (v) = to care for sb's wishes, beliefs and rights

reuse /riːjuːz/ (v) = to use sth more than once

route /ruːt/ (n) = a way from one place to another

scarce /skeəs/ (adj) = rare

support /sə'pɔːt/ (v) = to agree with and give encouragement to sb because I want them to succeed

surrounded by /sə'raʊndɪd baɪ/ (pp) = having a lot of sth all around

tour operator /tuə ɒpəreɪtə/ (n) = company that provides holidays in which travel and accommodation are booked for you

Curriculum/Culture 2

academic life (phr) = life while in full time education

alter /ɔːltə/ (v) = to change sth

art critic (phr) = sb whose job is to give opinions on works of art

art enthusiast (phr) = sb who really likes art

art movement (phr) = a particular style of art

brush stroke (phr) = a mark left on a painting by a brush with paint on it

classify /klæsɪfaɪ/ (v) = to arrange sth in groups according to the features they have

combine /kəm'baɪn/ (v) = to join together to form a single thing/group

connotation /kɒnə'teɪʃən/ (n) = implication

define /dɪ'faɪn/ (v) = to explain the meaning

emphasis /emfə'sɪs/ (n) = special importance given to sth

fall under /fɔːl ʌndə/ (v) = to be grouped into a certain category

fantasy novel (phr) = a story involving imaginary creatures

follower /fɒləʊə/ (n) = sb who supports a particular belief or follows a particular lifestyle

generations to come (phr) = the people who will be born in the future

initially /ɪ'nɪʃəli/ (adv) = at the beginning

inspire /ɪn'spaɪə/ (v) = be the source of an idea or a motivation

live on /lɪv 'ɒn/ (phr v) = to continue to exist

make fun of (phr) = to laugh at sb/sth

paint /peɪnt/ (n) = a coloured liquid put on a surface to decorate it

pattern /pætən/ (v) = a particular way sth is arranged

Word List

place emphasis on (phr) = to stress/emphasise sth
real-life /riəl laɪf/ (adj) = actually happening in life
rely on /riˈlaɪ ɒn/ (v) = to depend on sb
significant /sɪɡnɪfɪkənt/ (adj) = important
term /tɜːm/ (n) = a word/phrase used as the name of sth
tiny dot (phr) = very small round mark
unremarkable /ʌnrɪˈmɑːkəbəl/ (adj) = not particularly noteworthy

Curriculum/Culture 3

accurate /ækjʊrət/ (adj) = correct and detailed
attain /əˈteɪn/ (v) = to gain; to achieve
attempt /əˈtempt/ (v) = to make an effort to do sth
Bachelor of Science (phr) = a first degree in a science subject
background /ˈbækgraʊnd/ (n) = person's upbringing, culture, education, experience
cab /kæb/ (n) = taxi
display /dɪˈspleɪ/ (v) = to exhibit
dispose of /dɪsˈpəʊz əv/ (v) = to throw away sth one doesn't need or want
education /ˌedʒʊˈkeɪʃən/ (n) = the process of teaching and learning at school, college or university
knowledgeable /ˈnɒlɪdʒəbəl/ (adj) = having a clear understanding about a particular subject
laboratory equipment (phr) = tools and apparatus found in a lab
on average /ɒn ˈævərɪdʒ/ (prep phr) = used to indicate that a number is the average of several numbers
proficient in /prəˈfɪʃənt ɪn/ (adj) = skilled and experienced
qualification /ˌkwɒlɪfɪˈkeɪʃən/ (n) = a particular skill in or knowledge of a subject
recent /riːsənt/ (adj) = having happened a very short time ago
sample /sɑːmpəl/ (n) = a part of a whole used to show what the rest is like
the public /ðə ˈpʌblɪk/ (n) = people in general
utensil /juːˈtensəl/ (n) = a tool or object that you use to cook or do other tasks in your home

Curriculum/Culture 4

active volcano (phr) = a mountain which could explode with lava at any time
astronomer /əˈstrɒnəmə/ (n) = a scientist who studies space
beyond /brɪˈjɒnd/ (adv) = further away in the distance (than sth else)

century /sentʃəri/ (n) = one hundred years
comet /kɒmɪt/ (n) = a body of rock and ice that moves around the sun at a great distance from it and is seen on rare occasions from Earth as a bright line in the sky
decade /ˈdekeɪd/ (n) = ten years
disturb /dɪˈstɜːb/ (v) = to move or change sth from its regular position
dust particles (phr) = tiny pieces of dirt
ecosystem /iːkəʊˌsɪstəm/ (n) = all the living things in an area and the way they affect each other and the environment
edge /edʒ/ (n) = the outer or furthest point of sth, where one thing ends and another begins
eruption /ɪˈrʌpʃən/ (n) = an explosion from a volcano
just /dʒʌst/ (adj) = only, a little bit
last /lɑːst/ (v) = to continue to exist
lava /lɑːvə/ (n) = hot, liquid rock
melt /melt/ (v) = to change from a solid to a liquid
Neptune /ˈneptjʊm/ (n) = the eighth planet travelling around the sun; the planet farthest from the sun
outstanding /aʊtˈstændɪŋ/ (adj) = amazing
particle /ˈpɑːtɪkl/ (n) = a very small piece of sth
repeat /riˈpiːt/ (v) = to do sth again
solar system /səʊlə ˌsɪstəm/ (phr) = a star and the planets that go around it
tail /teɪl/ (n) = the part of an animal's body sticking out from the base of the back, or sth with the same shape or position
telescope /ˈtelɪskəʊp/ (n) = a device that makes things that are far away look near
volcanic activity (phr) = when a volcano rumbles and gives off gases, ash and lava

Curriculum/Culture 5

boil /bɔɪl/ (v) = to heat a liquid until bubbles appear
draw visitors (phr) = to attract people who visit a place
erupt /ɪˈrʌpt/ (v) = (of a volcano) to throw out burning rocks, lava, etc suddenly and with great force
eruption /ɪˈrʌpʃən/ (n) = when flames, rocks and lava come out of the top of a volcano
feature /fi:tʃə/ (n) = a part of an area of land
geothermal activity (phr) = activity connected with the heat inside the Earth

geyser /ˈgiːzə/ (n) = a water spout from under the ground which sends hot water and steam into the air
heat /hiːt/ (n) = the quality of being hot
impressive /ɪmˈpresɪv/ (adj) = admiring sth because it is very good, large or shows great skill
rock /rɒk/ (n) = the hard substance that forms the surface of the earth
supply /səˈplaɪ/ (v) = make sth available
surface /ˈsɜːfɪs/ (n) = the exterior, the top part (of sth)
underground /ʌndəgraʊnd/ (adj) = below the surface
volcano /vɒlˈkeɪnəʊ/ (n) = a mountain with a large hole at the top through which lava is sometimes forced out

Curriculum/Culture 6

army /ɑːmi/ (n) = a large number of people involved in an activity
average /ˈævərɪdʒ/ (adj) = common; typical
be made up of /bi meɪd ˈʌp əv/ (phr v) = to consist of
by law /baɪ ˈlɔː/ (prep phr) = legally
carbohydrate /ˌkɑːbəʊˈhaɪdreɪt/ (n) = a food substance that gives the body energy, usually found in sugar or starch
consumer /kənˈsjʊmə/ (n) = the ultimate user of a product or service
daily allowance (phr) = amount of sth given/allowed to be used per day
elderly people (phr) = very old people
fat /fæt/ (n) = a substance under your skin which helps to keep in body heat
food label (phr) = a piece of paper attached to food packaging stating the nutritional information
ingredient /ɪnˈɡriːdiənt/ (n) = food item used to make a particular dish
lunch club (phr) = a place where people meet to eat a midday meal
mineral /ˈmɪnərəl/ (n) = a valuable or useful chemical substance which is formed naturally in the ground
nutrient /ˈnjuːtriənt/ (n) = a substance that helps animals and plants to grow
nutrition /njuːˈtriʃən/ (n) = all the vitamins, minerals, etc necessary for a body to grow and be healthy
nutritional benefit (phr) = the good influence food has on your health
protein /ˈprəʊtiːn/ (n) = a food substance that is necessary for a growing, healthy body
quantity /ˌkwɒntəti/ (n) = an amount/number of sth
recommended /ˌrekəˈmendɪd/ (adj) = suggested; proposed as suitable

Word List

serve /sɜ:v/ (v) = (of a portion of food) to provide the right amount for a certain number of people

serviceman /sɜ:vɪsmən/ (n) = person in a military service (army, navy, air force)

social interaction (phr) = the act of mixing/communicating with people

spread /sprɛd/ (v) = to move outwards in all directions

substance /sʌbstəns/ (n) = a solid, liquid or gas with particular characteristics

vitamin /vɪtəmiːn/ (n) = substance essential in small amounts for normal growth and activity of the body, which is obtained naturally from plant and animal foods

Curriculum/Culture 7

adult /ædʌlt/ (n) = a mature, fully developed person

affect /ə'fekt/ (v) = to influence

afford /ə'fɔ:d/ (v) = to have enough money for sth

alone /ə'ləʊn/ (adj) = lonely and unhappy

bullying /'bʊliɪŋ/ (n) = the act of using one's strength or power to hurt or frighten weaker people

cope /kəʊp/ (v) = to deal successfully with sth difficult

daily /deɪli/ (adj) = everyday

deal with /di:l 'wið/ (phr v) = to handle (a situation)

develop /drɪ'veləp/ (v) = to form

employment opportunity (phr) = chance of a job

get off /get 'ɒf/ (phr v) = to leave

good decision /gʊd dɪ'sɪʒən/ (n) = a logical choice/judgement

healthy attitude /helθi 'ætɪtju:d/ (n) = normal behaviour

income /ɪn'kʌm/ (n) = money sb earns from working or investing money

job training opportunity (phr) = the chance to train for a certain type of work

pavement /peɪvmənt/ (n) = a long strip covered with flat stones at the side of a road

pick on /pɪk 'ɒn/ (phr v) = to keep treating sb badly, esp by criticising them

power /paʊə/ (n) = the ability to control people/things

prevent /prɪ'vent/ (v) = to ensure that sth does not happen

rent /rent/ (v) = to regularly pay a sum of money to use sth that does not belong to me, usually for accommodation

self-confidence /self 'kɒnfɪdəns/ (n) = the feeling that you can do things well

self-esteem /self ɪ'sti:m/ (n) = self-confidence

separate /sepə'reɪt/ (v) = to move apart

sweep /swi:p/ (v) = to clean with a broom

thanks to (phr) = because of

Curriculum/Culture 8

assist /ə'sɪst/ (v) = to help

astonishment /ə'stɒnɪʃmənt/ (n) = extreme surprise

bare /beə/ (adj) = not covered by anything

brick /brɪk/ (n) = a rectangular block of hard material used for building walls and houses

companion /kəm'pænjən/ (n) = sb one spends time with or travels with

continuous /kən'tɪnjuəs/ (adj) = not stopping at all

counter /'kaʊntə/ (n) = (of a shop, bank, etc) a long, narrow surface where people are served

darkly /dɑ:kli/ (adv) = in a way that is frightening

desperate /despə'reɪt/ (adj) = feeling that one would do anything to change a situation

establish /ɪ'stæblɪʃ/ (v) = to start sth, such as an organisation

gaze /geɪz/ (v) = to look steadily at sb or sth for a long time

hang /hæŋ/ (v) = to kill sb by suspending them by the neck

institution /ɪn'stɪtju:ʃən/ (n) = a custom or system that is important in society, especially because it has existed for a long time

mask /mɑ:sk/ (n) = sth that covers or hides the face

nudge /nʌdʒ/ (v) = to push sth or sb gently

oatmeal /əʊtmil/ (n) = food made from ground oats

operation /ɒpə'reɪʃən/ (n) = an activity that is planned and achieves sth

orphan /ɔ:fən/ (n) = a child whose parents are dead

paralyse /pə'reləɪz/ (v) = to cause sb or sth to lose the ability to move

perform /pə'fɔ:m/ (v) = to do an action or work

polish /pəʊlɪʃ/ (v) = to make sth shine

position /pə'zɪʃən/ (v) = to place sth or sb somewhere

pour /pɔ:/ (v) = to move sth liquid from one container to another

public /pʌblɪk/ (adj) = provided for everyone to use

rise /raɪz/ (v) = to stand up after sitting

shine /ʃaɪn/ (v) = to appear bright

split up /splɪt 'ʌp/ (phr v) = to divide into parts; to separate

stare /steə/ (v) = to look at sth/sb for a long time

starvation /stɑ:'veɪʃən/ (n) = extreme

suffering or death because of a lack of food

stony /stəʊni/ (adj) = without kindness or feeling

suffer /sʌfə/ (v) = to experience pain or unpleasant emotions

whisper /'wɪspə/ (v) = to speak in a soft, quiet voice

wink /wɪŋk/ (v) = to close and open one eye quickly, usu. in a joking way

Further Practice 1

all-day /ɔ:l 'deɪ/ (adj) = lasting 24 hours

allowance /ə'laʊəns/ (n) = a sum of money paid regularly to a person

board /bɔ:d/ (v) = to embark; to get on

budget /'bʌdʒɪt/ (n) = amount of money available to spend

bumpy /'bʌmpi/ (adj) = rough, with raised bumps

cancellation /kænsə'leɪʃən/ (n) = when a scheduled journey/event is cancelled and does not take place

credit /kredɪt/ (n) = a method of paying for goods at a later time

currency /'kʌrənsɪ/ (n) = coins and banknotes used in a particular country

delay /drɪ'leɪ/ (n) = when you have to wait longer than expected for a scheduled event

departure /drɪ'pɑ:tʃə/ (n) = act of leaving a place; going away

dock /dɒk/ (v) = (of a ship) to sail into and stay at a port for a period of time

embark /ɪm'bɑ:k/ (v) = to go on board

exchange /ɪks'tʃeɪndʒ/ (n) = a brief conversation

exit /egɪt/ (n) = a place where you can leave/the way out

fund /fʌnd/ (n) = a sum of money

hold /həʊld/ (n) = (on hold) intentionally delayed

instalment /ɪn'stɔ:lmənt/ (n) = a small amount of money one pays at specific times instead of all at once

land /lənd/ (v) = (of a plane, etc) to touch the ground

messy /mesi/ (adj) = confused and complicated

outbound /aʊtbaʊnd/ (adj) = on the journey to somewhere

package holiday (phr) = a holiday arranged by a travel agency

purchase /pɜ:tʃəs/ (n) = sth bought

receipt /rɪ'si:t/ (n) = a piece of paper given to a customer by a shop owner, which shows that the customer has paid for the item(s) that they purchased

Word List

refund /rɪ'fʌnd/ (n) = a sum of money paid back to sb
retirement /rɪ'taɪəmənt/ (n) = the time when a worker leaves his job and stops working completely
return /rɪ'tɜːn/ (adj) = on the journey back from somewhere
rip-off /rɪp ɒf/ (n) = sth that is not worth what you pay for it
rough /rʌf/ (adj) = (of the sea) with big waves
seaside resort (phr) = a place close to the sea where sb can spend their holidays
self-catering apartment (phr) = accommodation with a kitchen where you make your own meals
tough /tʌf/ (adj) = difficult
(traffic) jam /('træfɪk dʒæm/ (n) = a large number of vehicles close together and unable to move
unspoilt countryside (phr) = naturally beautiful area with no manmade alterations
value /væljuː/ (n) = the amount of money which can be received for sth
weekend break (phr) = a trip somewhere for Saturday and Sunday

Further Practice 2

act /ækt/ (v) = to do sth for a particular purpose, to behave in a particular way
author /'ɔːθə/ (n) = sb who writes a book, article, etc
backing /'bækɪŋ/ (n) = singing performed to a song
book tickets (phr) = to reserve tickets for a concert cinema etc
box office (phr) = the place where you buy tickets for a film, play, etc
broadsheet /'brɔːdʃiːt/ (n) = large-sized newspaper usually considered serious in content
cameraman /kæmə'ræməŋ/ (n) = a man who operates a film camera
canvas /kænvəs/ (n) = a strong, heavy cloth used by artists for painting on
choir /kwaɪə/ (n) = group of people who sing in public, usu during church services
column /kɒləm/ (n) = a tall, solid post which is used to support a roof or as decoration in a building
composer /kəm'pəʊzə/ (n) = person who writes music
conductor /kən'dʌktə/ (n) = a person who directs an orchestra
coverage /'kʌvərɪdʒ/ (n) = the reporting of a piece of news

current affairs (phr) = political events and social problems discussed in the media
download /daʊn'ləʊd/ (v) = to copy or move programs or information into a computer's memory, especially from this website
drama /drɑːmə/ (n) = a serious play for the theatre, TV or radio
dressng room (phr) = a room where an actor gets into costume
dubbed /dʌbd/ (adj) = when the sounds and speech on a film or TV programme have been changed to a different language
editorial /,edɪ'tɔːriəl/ (n) = part of the newspaper
episode /'epɪsəʊd/ (n) = a short event
forecast /'fɔːkɑːst/ (n) = a prediction about the weather for a certain length of time
glossy /glɒsi/ (adj) = printed on shiny, high quality paper, usually used to describe magazines
harmony /hɑːməni/ (n) = peace, without conflict
headlines /'hedlɪnz/ (pl n) = words in large letters above a newspaper story
highlight /'haɪlaɪt/ (n) the most interesting or exciting part of an event
instrument /ɪn'strəmənt/ (n) = a device that is used to do a particular task
main character (phr) = the leading part
melody /'melədi/ (n) = tune
morning paper (phr) = the morning edition of a daily newspaper
narrative /næ'rətɪv/ (adj) = telling a story
oils /ɔɪlz/ (n) = paints made from oil
paintbrush /'peɪntbrʌʃ/ (n) = a tool with small pieces of hair used to paint a surface or create a picture
painting /'peɪntɪŋ/ (n) = a work of art made on a canvas with paint
paperback /'peɪpəbæk/ (n) = a book with a paper cover
perform /pə'fɔːm/ (v) = to act or do sth theatrical, etc to entertain an audience
portrait /'pɔːtrət/ (n) = painting or photograph of a person, usu of the face
premiere /pre'miə/ (n) = the first showing/ performance of a film/play etc
prop /prɒp/ (n) = an object used by the actors performing in a play or film
publisher /'pʌblɪʃə/ (n) = the company that produces a book, magazine, newspaper, etc

record /rɪ'kɔːd/ (v) = to put sounds and pictures onto a tape so that they can be seen and heard later
rehearsal /rɪ'hɜːsəl/ (n) = a run-through of a play or dance before the performance
release /rɪ'liːs/ (v) = to make sth available to buy
screenwriter /'skriːnraɪtə/ (n) = a person who writes the script of a film, scriptwriter
series /sɪəriːz/ (n) = a TV program broadcast in episodes
single /sɪŋɡl/ (n) = a record or CD that has only one song on it
special effects (phr) = an unusual piece of action in a film created by using particular equipment
stage /steɪdʒ/ (n) = a part of a process
stunt /stʌnt/ (n) = a difficult or dangerous action
support /sə'pɔːt/ (n) = a band or singer who sings in a concert before the main performer
tabloid /tæblɔɪd/ (n) = small-sized newspaper containing light articles and gossip
viewing habits (phr) = what sb regularly watches on TV

Further Practice 3

big-headed /bɪg 'hedɪd/ (adj) = thinking that you are very important
cold-hearted /kəʊld 'hɑːtɪd/ (adj) = insensitive
easy-going /'iːzi 'gəʊɪŋ/ (adj) = calm and tolerant
embarrassed /ɪm'bærəst/ (adj) = ashamed of sth and worried about what other people will think of you
emotional /ɪ'məʊʃənəl/ (adj) = having and showing strong feelings, esp sadness
experience /ɪk'spɪəriəns/ (n) = knowledge and skill that is gained through time spent doing a job or activity
good-natured /gʊd 'neɪtʃəd/ (adj) = friendly; kind
mature /mə'tʃʊə/ (adj) = behaving in a sensible way that you would expect an adult to behave
narrow-minded /nærəʊ 'maɪndɪd/ (adj) = unwilling to accept other people's ideas
quick-tempered /kwɪk 'tempəd/ (adj) = getting angry easily
self-conscious /self 'kɒnʃəs/ (adj) = feeling uncomfortable about what people think about you; easily embarrassed
soft-spoken /sɒft 'spəʊkən/ (adj) = having a soft pleasant voice

Word List

steeplejack /sti:pəl,dʒæk/ (n) = sb whose job is to repair high buildings, such as towers

thick-skinned /θɪk 'skɪnd/ (adj) = not easily hurt by criticism

Further Practice 4

a cock and bull story (idm) = made up story; outcome of imagination

abduction /æb'dʌkʃən/ (n) = kidnapping

be in the dark (idm) = to not know the truth about sth

carving /kɑ:vɪŋ/ (n) = a shape or pattern cut into stone, wood, glass, etc

civilisation /sɪvələ'zeɪʃən/ (n) = human society

complicated /kəmplɪkeɪtɪd/ (adj) = complex; difficult

conquer /kɒŋkə/ (v) = defeat with an army

decline /drɪklaɪn/ (v) = to refuse; to turn sb/sth down

encounter /ɪn'kaʊntə/ (v) = to meet

expand /ɪk'spænd/ (v) = to get bigger

extend /ɪk'stend/ (v) = to make longer

extraterrestrial /ekstrətə'restriəl/ (adj) = not from Earth

fake /feɪk/ (adj) = not real

flourish /flaʊrɪʃ/ (v) = to grow well

hide behind closed doors (idm) = to be locked away somewhere

join /dʒɔɪn/ (v) = to come together

occurrence /ə'kʌrəns/ (n) = sth that happens

power /paʊə/ (n) = strength

remote /rɪ'məʊt/ (adj) = far away from anything

sighting /saɪtɪŋ/ (n) = an instance of sb seeing sth strange

temple /tɛmpl/ (n) = a place of worship

the truth will come out (idm) = the truth will be made known

unlock /ʌn'lɒk/ (v) = to open/reveal sth

unsolved /ʌn'sɒlvd/ (adj) = (of a mystery) without answers

worship /wɜ:ʃɪp/ (aa) = to idolise or praise sb

Further Practice 5

advanced /əd'vɑ:ns/ (adj) = complex; ahead of the times

affect /ə'fekt/ (v) = to influence

corrected /kə'rektɪd/ (adj) = made right

damaged /dæmɪdʒd/ (adj) = harmed; injured

dead end (phr) = a road or passage that has no way out at one end

devastating /devə'steɪtɪŋ/ (adj) = shocking; upsetting

dispose of /drɪ'spəʊz əv/ (v) = to throw away unwanted things

earn /ɜ:n/ (v) = to be paid for one's job

famine /'fæmɪn/ (n) = a situation in which large numbers of people have little or no food and many of them die

finish /'fɪnɪʃ/ (v) = to complete; to terminate

gain access to (phr) = to find a way to get/have sth

generation gap (phr) = the difference in opinions or behaviour between older and younger people, which often causes problems between them

head-on collision (phr) = in which the front part of one vehicle hits the front part of another vehicle

homelessness /'həʊmləsnes/ (n) = the condition of not having a home

hurt /hɜ:t/ (adj) = injured

illness /'ɪlnəs/ (n) = the state of feeling ill or of having a disease

illiteracy /ɪ'lɪtərəsi/ (n) = inability to read and write

improved /ɪm'pru:v/ (adj) = better than before

influence /ɪnfluəns/ (v) = to have an effect (on sb)

injured /ɪndʒəd/ (adj) = hurt or wounded

injury /ɪndʒəri/ (n) = physical damage done to a person or a part of their body

key /ki:/ (n) = answer

lost lives (phr) = dead people

make a detour (phr) = to take a way of going from one place to another that is not the shortest or usual way

miss /mɪs/ (v) = to not go somewhere or do sth because of being unable

oncoming traffic (phr) = vehicles coming towards you

overtake /əʊvə'teɪk/ (v) = to go past another vehicle that is travelling in the same direction

poor sanitation (phr) = substandard sewer and other systems for dealing with human waste

primary /praɪməri/ (adj) = main

racial discrimination (phr) = treating sb differently because of their race and/or skin colour

ruin /ru:ɪn/ (v) = to destroy

sign /saɪn/ (n) = a notice giving information, directions, a warning, etc

smash /smæʃ/ (v) = to hit sth against an object or surface with a lot of force

spoil /spɔɪl/ (v) = to damage; to do harm

traffic lights (phr) = a set of red, yellow and green lights that control traffic

upset /ʌp'set/ (v) = to make sb unhappy

victim /'vɪktəm/ (n) = sb who has been harmed, injured or killed as the result of a crime

war /wɔ:/ (n) = armed fighting between countries

win /wɪn/ (v) = to achieve a prize for coming first in a competition or race

witness /'wɪtnəs/ (n) = someone who sees a crime, accident or other event happen

wreck /rek/ (v) = to damage; to destroy

Further Practice 6

bake /beɪk/ (v) = to cook in an oven

beat /bi:t/ (v) = to mix together

bitter /'bɪtə/ (adj) = having a sharp unpleasant taste

bland /blænd/ (adj) = (of food) tasteless

bloated /'bləʊtɪd/ (adj) = (of a part of the body) enlarged due to liquid or gas

boil /bɔɪl/ (v) = to heat a liquid until bubbles appear

chew /tʃu:/ (v) = to bite food and break it into small pieces

cook /kʊk/ (v) = to prepare food for eating by heating it

cramps /kræmps/ (n) = sharp pains in the abdomen

crunchy /kri:ntʃi/ (adj) = pleasantly hard or crisp so that it makes a noise when one eats it

cut /kʌt/ (v) = to divide into pieces using scissors or a knife

diarrhoea /daɪə'riə/ (n) = liquid body waste due to illness

fry /fraɪ/ (v) = to cook in hot oil or fat

grate /greɪt/ (v) = to rub food over a sharp metal utensil so that it is cut into very small pieces

grill /grɪl/ (v) = to cook by using very strong heat directly above or below food

hives /haɪvz/ (n) = raised red bumps on the skin usually as an allergic reaction to sth

hot and spicy (phr) = having a very strong flavour

melt /melt/ (v) = to change from solid to liquid when heated

migraine /mi:greɪn/ (n) = a severe headache which affects one side of the head and can cause distorted vision and nausea

mix /mɪks/ (v) = to blend sth with sth else

nausea /nɔ:ziə/ (n) = a feeling of sickness and vomiting

neck /nek/ (n) = the part of the body that connects the head to the body

oven /ʌvən/ (n) = a kitchen appliance used for baking or heating food

pain /peɪn/ (n) = extreme discomfort

painkiller /'peɪnkɪlə/ (n) = the medicine we take to relieve ourselves of physical pain

Word List

peel /pi:l/ (v) = to remove the skin from fruit and vegetables

poach /pəʊtʃ/ (v) = to cook gently in boiling water

pour /pɔ:/ (v) = to transfer a liquid from one container to another

rash /ræʃ/ (n) = a dry red infected area of the skin that is itchy

raw /rɔ:/ (adj) = uncooked

reaction /riːækʃən/ (n) = an action or feeling caused by sth

ripe /raɪp/ (adj) = (of fruit) ready to eat

rise /raɪz/ (v) = to become higher

roast /rəʊst/ (v) = to cook sth in an oven

rotten /rɒtn/ (adj) = (of food) decayed; so reduced in quality that it can't be used

salty /sɔ:lti/ (adj) = containing a lot of salt

sip /sɪp/ (v) = to drink in small amounts

sour /saʊə/ (adj) = having a sharp, unpleasant, acidic taste like vinegar or lemon juice

spread /spred/ (v) = to cause to cover a wide area

sprinkle /sprɪŋkəl/ (v) = to add small quantities of sth to sth else

stew /stju:/ (v) = to cook in liquid in a closed dish

stir /stɜ:/ (v) = to mix materials using a spoon

swallow /swɒləʊ/ (v) = to cause food to go from the mouth down into the stomach

sweet /swi:t/ (adj) = containing a lot of sugar

thicken /θɪkən/ (v) = to make sth become denser

throw out /θrəʊ 'aʊt/ (phr v) = to get rid of sth you do not want

vision /vɪʒən/ (n) = a dream or view of the future

whisk /wɪsk/ (v) = to mix sth using a metal utensil (also called a whisk)

Further Practice 7

accept /ək'sept/ (v) = to agree that sth is true

costly /kɒstli/ (adj) = costing a lot of money; expensive

crossword puzzle (phr) = a word game on paper, in which the answers to questions are written in rows of squares that cross each other so that some letters are shared

deserve /dɪ'zɜ:v/ (v) = to get sth because of your good actions/ qualities

fulfil /fʊl'fɪl/ (v) = (of a hope, dream, wish, etc) to achieve

gap year (phr) = a year taken off university to gain life experience

hiking /haɪkɪŋ/ (n) = the activity of walking for long distances in the countryside

invaluable /ɪn'væljuəbəl/ (adj) = extremely useful

make sb redundant (phr) = to stop employing sb because there is no work for them

middle age /ˌmɪdl eɪdʒ/ (n) = the period in your life when you are from 45 to 60 years old

model making (phr) = the activity of making smaller copies of bigger objects, such as planes, buildings, etc, as a hobby

perfectionist /pə'fektʃənɪst/ (adj) = not satisfied unless sth is done in the best possible way

priceless /ˈpraɪsləs/ (adj) = being worth a large amount of money

progress /prə'gres/ (v) = to improve or develop skills, knowledge, etc

prolong /prə'lɒŋ/ (v) = to extend; to lengthen

promote /prə'məʊt/ (v) = to give sb a better position in a company, organisation, etc

prompt /prɒmpt/ (v) = to encourage sb to do sth

renovate /renə'veɪt/ (v) = to repair and improve sth, and get it into good condition

reserved /rɪ'zɜ:v/ (adj) = not expressing your feelings

seek /si:k/ (v) = to ask for (help, advice, etc); to look for (a job, a place, etc)

senior citizen (n) = sb over 60 years old or a pensioner

toddler /tɒdlə/ (n) = a young child who has only just learnt to walk

upbringing /ʌpbrɪŋɪŋ/ (n) = the way parents educate and treat their children as they grow up

value /vælju:/ (v) = to think sb or sth is important and appreciate them

voting age (phr) = the age when sb is old enough to vote (usually 18)

widow /wɪdəʊ/ (n) = a woman whose husband has died

worth /wɜ:θ/ (adj) = having a value (in money)

worthless /wɜ:θləs/ (adj) = having no value or use

Further Practice 8

accredited /ə'kredɪtɪd/ (adj) = having official approval

boarding school /'bɔ:dɪŋ sku:l/ (n) = a school in which most of the students live during the part of the year that they go to lessons

by heart /baɪ 'hɑ:t/ (prep phr) = through memorising

cheat /tʃi:t/ (v) = to deceive sb

comprehensive school /ˌkɒmpri'hensɪv ˌsku:l/ (n) = a secondary school in which children of all abilities are taught together

compulsory /kɒm'pʌlsəri/ (adj) = relating to sth that must be done because of a rule or law

distance learning (phr) = education conducted without the use of a school, by email, post, etc

get a glimpse of (phr) = to get a quick look at sth

grammar school /græmə ˌsku:l/ (n) = a type of UK state secondary school that concentrates on academic subjects

intend /ɪn'tend/ (v) = to have a plan to do sth

intensive /ɪn'tensɪv/ (adj) = doing a lot in a short time

join /dʒɔɪn/ (v) = to be a part of

mission /mɪʃən/ (n) = a job you have been given to do

noticeboard /nəʊtɪs,bɔ:d/ (n) = a board that has announcements/ information on it

peer /pɪə/ (n) = sb who is the same age as you

rehearsal /rɪ'hɜ:səl/ (n) = a run-through of a play or dance before the performance

single-sex school /ˌsɪŋɡəl seks 'sku:l/ (n) = school attended by only boys or only girls

specialist school (phr) = a type of school that focuses on one activity, e.g. sports, art, music etc

volunteer /ˌvɒləntɪə/ (v) = to offer to do a job, normally without payment

Module A

Unit 1 – Travel & Shopping

Exercise 2 (p. 16)

Good morning. Today's seminar will be about paralinguistic features, that is, the ways we communicate apart from the words we say. We will talk about four main categories of non-verbal communication: body language, facial expression, eye contact, and the use of the voice. Sometimes these paralinguistic features emphasise what we are saying, but sometimes they can say the exact opposite.

Let's begin with body language. Now, notice how I'm standing. My arms are crossed over my chest. This is a fairly common gesture and most people recognise that it's defensive. It says that I don't trust you. Naturally, if you want to make new friends, this is body language you should avoid. But what if you meet someone new and you want them to have a good impression? Well, there's something we often do without even thinking about it; it's called mirroring. Mirroring is when we copy what another person is doing. For example, if I'm talking with someone who uses a lot of hand gestures, I might do the same. This helps people to trust each other. Be careful, though; if mirroring is too obvious, it can look like you're making fun of someone.

Now, let's move on to facial expression. Facial expressions show our emotions and let the people around us understand our feelings. Often people only show them for a few seconds; however, that's long enough for us to recognise the open mouth of surprise, the frown of anger or the wrinkled forehead of confusion. Scientists think that people all over the world use the same facial expressions; they are truly a universal language.

Head movements, too, give information. Nodding the head indicates understanding or agreement. Be careful, though. A nod for yes in one country may mean the opposite in another. The next thing I want to mention is eye contact. Eye contact is a particularly powerful form of non-verbal communication. If someone is looking directly into your eyes when you speak to them, you know you have their attention, they are listening, and they are interested. Also, if you are in a group, you can use eye contact to show who you are directing a question to, and show that you expect them to answer.

Finally, we can use the voice to communicate a lot, in addition to the words we use. Using different tones of voice, as well as different speeds and volumes, helps to attract and hold the attention of others. On the other hand, speaking in a monotonous voice can communicate a wish to end the conversation. And did you know, coughing can show embarrassment or impatience? Of course, it can also simply show that someone is recovering from the flu. As with all non-verbal communication, the situation is very important.

Exercise 5 (p. 16)

Speaker 1

When I was a young child, I often used to go shopping with my parents in the city centre. My parents would always tell me to stay close and not to disappear. One day in particular, we were walking through a department store when I saw some video games nearby. I went over to check them out. After a couple of minutes, I looked around and couldn't see my

parents anywhere. It just felt like hundreds of strangers were surrounding me. I remembered my parents telling me to stay where I was if I ever got lost. That's just what I did, but I felt severely panicked. A few seconds later my mum grabbed me and told me not to disappear like that again. I was so relieved! And I never got lost again!

Speaker 2

Every summer, I go to the Welsh coast on holiday. There are some really beautiful beaches there, although the weather is never guaranteed to be great. It's become a tradition for me to buy a new summer hat every time I visit. I'm quite happy to spend a bit of money on hats and I'm always keen to have the latest fashion. There's a particular shop along the seafront where I go every year. A lovely lady called Cathy had always run the shop, but last year I was shocked to find the shop wasn't there. I was walking along the promenade feeling dejected when, suddenly, I saw a sign reading 'Cathy's Hat Shop'. I was overjoyed when I found out that she had moved into a bigger premises because her business was doing so well.

Speaker 3

I went to a flea market for the first time with my friend last month when we visited London. She told me I'd have to bargain with stall owners to get better deals on things. I found a really nice bracelet and I thought I'd give it a try. I asked the stall owner how much it would cost and he quoted me a ridiculous price. I offered a much lower amount for it. He lowered his price a little, but I told him it was still outrageous and stuck to my original offer. I must have upset him, though. He ended up shouting at me and even called me a thief! My friend explained how bargaining works after that, but it was too late to get my bracelet.

Speaker 4

I was at the airport, just about to return home from a business trip. There was still time before the gate opened, so I walked around the airport shops looking for a gift for my daughter. The only thing I could find was a teddy bear with a red patch on the sole of one of its feet. I wasn't really thrilled with it, but it's the thought that counts, isn't it? Anyway, when I gave it to my daughter, she pressed the patch on the teddy bear's foot and it played her favourite song. She said that it was cute, but the truth is that I was really lucky!

Speaker 5

I spent the day with my sister in the city yesterday. We don't have a lot in common, but we usually get on fine. Her trouble, though, is that she is a huge shopaholic. We made a deal that we'd spend the first half of the day shopping and, for the second half, we'd go bowling and watch a film at the cinema. So, we spent the whole morning and most of the afternoon in the shopping mall. The place was crowded with shoppers because the sales were on and my sister bought loads of bargains. The bowling alley and cinema are in the same mall, but the thing is that when it came to my part of the day, I just felt too exhausted! I told my sister, "Let's go home. I can't spend another second here." So that's what we did!

Audioscripts

Unit 2 – Art

Exercises 1b & 2 (p. 28)

Steve: ... moving on we have John Green, book critic for the Sunday Herald with us in the studio. He's here to talk about Tom Welkin's latest book *The Cutting Edge*, which is already a bestseller. So, John, is this book going to please fans of literature as much as his previous novels?

John: Sadly, Steve, yes.

Steve: You don't sound too happy about that. I guess you're not a fan.

John: Oh, I like it when books sell - any books. We're a culture of television viewers with short attention spans, so if any writer becomes as popular as Welkin has, that's a good thing. However, there is no way I would call his books literature.

Steve: Personally speaking, I found *The Cutting Edge* a gripping book. The plot is strong and I couldn't wait to find out what happened next. Is that so bad? It's what his readers want.

John: I can't disagree with you. It's the perfect airport paperback. It's something to read on the beach and then throw in the bin before checking out of the hotel.

Steve: To be fair, John, most people only have time to read when they're on holiday. Welkin's readers want something easy and fun to read and that's what he gives them.

John: No, no, I disagree. Most people say they're rushed off their feet, but they can easily find time to watch hours of sitcoms, soap operas and reality shows every night! If they used that time to read, they could get through several chapters before bed and maybe even finish a book a week. Anyway, I'm here to talk about *The Cutting Edge* and in my opinion, Welkin's writing is extremely bad. For a start, the characters are not believable. Also, each chapter ends on a cliffhanger exactly like soap operas. The narrative moves from one unlikely event to the next. And there is just too much action that adds nothing at all to the story.

Steve: Wow, you really don't like it, do you?

John: Look Steve, there are lots of better writers who are struggling to earn a living. Some of them have to work two or three jobs. I just think it's unfair that such a bad writer gets all the attention.

Steve: Well, you do have a strong opinion there. My opinion is that this is a good book for those who just want to get away from their busy lives for a few hours. Let's end by reminding our listeners that Tom Welkin's *The Cutting Edge* is out now, and available at all good airports.

Exercise 5 (p. 28)

Presenter: Here's Anna Hudson, on this week's family film show. Welcome, Anna. What have you got for us today?

Anna: Well, after looking at Abraham Lincoln's life story last week, I thought today we'd look at something very different. The film is *Baby's Day Out* and it's a very funny film that's suitable for the whole family. I'm afraid it's a bit old - it came out back in 1994 - but it's still entertaining even after twenty years. It was written by John Hughes and directed by Patrick Read Johnson, and is set in the city of Chicago, in the United States. The film is about Baby Bink, who is played by a pair of twins, Adam and Jacob Worton. The other main characters in the film include three criminals played by Joe Mantegna, Joe Pantoliano and Brian Haley.

Presenter: Can you tell us briefly what the film is about?

Anna: Yes, of course. The film begins when three criminals kidnap Baby Bink. His parents are rich so the kidnappers want to make his parents pay a ransom, but they can't control the baby. It turns out that the three kidnappers are not very smart, and Baby Bink is a very clever baby. He escapes out the window, and leads the kidnappers on an adventure throughout the city, visiting different places from his favourite storybook.

Presenter: What about the actors' performances? Did they do a good job?

Anna: Oh, yes, I would say so. First of all, Baby Bink is adorable, and wins everyone over. The actors also do a great job playing the kidnappers who can't do anything right. These three are all well-known actors who usually play more serious roles, but here they prove that they have real comic talent. It's just a shame that they didn't have a bit more to work with, regarding the plot.

Presenter: What do you mean? Didn't you like the plot?

Anna: Well, this is the main weakness of the film. You see, there isn't much to the plot. All the jokes involve the kidnappers being injured, over and over again. The baby crawls across a busy road, and is fine, but the kidnappers try to follow and get their feet run over. It is just like a cartoon because when bad things happen, the characters stand up, and brush themselves off and keep going. In reality, all the characters would be in hospital!

Presenter: Oh well, surely people are used to cartoon violence these days.

Anna: Yes, and that's why the movie is so popular. The plot may be light, but that's not the point of the film. The point of the film is the adventure, and the jokes. Many people find it hilarious to see the bad guys being injured while the cute baby laughs. It is fast paced, and there is one joke after another. There's not a dull moment, and this makes the movie a very entertaining way to pass an hour and a half.

Presenter: So, would you recommend this movie to our listeners?

Anna: Yes, I would recommend it. It's worth renting as you will not be bored. Children, in particular, will love the humour in this easy-to-understand film. All in all, it's a great movie that everyone can enjoy.

Exercise 4b (p. 29)

Allen: Well, Sam, the two types of entertainment we have to talk about are a national festival and a museum visit. I think these are both cultural forms of entertainment.

Sam: Yes, I agree. In both of them we will see examples of people's creativity. But there are some differences too, for example, a national festival would take place outdoors, while if you visit a museum you spend your time indoors.

Allen: Yes, you're right. Also, a national festival would have a lively, exciting atmosphere, while a museum would have a more peaceful, quiet environment. Well, who do you think would appreciate these two things? I think older people would enjoy the art museum most. Children might be bored.

Sam: You've got a point. I think teenagers and families with children would enjoy the festival more, while adults or pensioners would prefer the museum. However, anyone interested in art would also enjoy the museum visit, whatever their age.

Exercise 8a (p. 31)

It was a cold winter's day and the sky was a dark steely blue. The trees around the lake's edge lay under a thick blanket of glittering white frost and the lake was covered with a glistening sheet of smooth hard ice. Tina and Samantha had arranged to spend the weekend in a log cabin by the lake. Now, they were excitedly putting on their skates for their first venture onto the ice.

"The people in the cabin next to ours told me the ice is perfect for skating," said Tina happily, as she raced out into the middle of the lake. Samantha glided along behind her, giggling cheerfully.

When the girls got to the centre of the lake, they began twisting and twirling and dancing. Suddenly, they heard a horrible cracking sound. "Hurry! Skate over to the edge!" yelled Samantha. But it was too late. A huge crack opened in the ice and Tina fell into the freezing black water.

For a moment, Samantha was too terrified to move. Then, acting swiftly, she pulled a branch from a tree, lay on her stomach and held it out to her friend. Luckily, Tina managed to grab it and Samantha pulled her to safety.

The girls immediately went back to their cabin and phoned their fathers. Two hours later, they were both at home, warm and safe, drinking hot chocolate. They felt really lucky. It had been a narrow escape. They were so relieved to be back home with their families.

Progress Check Module A

Exercise 5 (p. 34)

Presenter: It's National Book Week and we're reviewing exciting literature every day this week. Today, we've got the literature columnist, Fiona Gray, to talk to us about a novel written by Terry Pratchett. Can you give us some background information on the book, please?

Guest: Yes, sure. This is a work of fiction called *Nation* by the prolific fantasy author, Terry Pratchett. It is set on an island during the 19th century at a time when a terrible plague has spread. The two main characters of the book are a girl named Daphne and a boy called Mau. The book tells the tale of their survival after a series of tragic events and how they help to rebuild their nation.

Presenter: That sounds very interesting. Can you tell us a little bit more about the two main characters?

Guest: Well, Daphne is the daughter of a wealthy nobleman. In fact, before the Plague, her father was an heir to her country's throne. Mau is from a more humble background. He has been away on a distant island and he returns to discover that everyone he knows has died while he was away. The reader feels sympathetic to both characters whose lives are turned upside-down by events in the book. You want to find out where they will end up and if they will finally overcome their circumstances.

Presenter: I appreciate that you don't want to give too much away. Are you able to give us an idea of how the story progresses for these characters?

Guest: Yes, just a little. I won't give too much away and spoil it for anyone who might go out and buy the book. The book begins quite slowly as we're learning about our protagonists. Their stories are told separately at the beginning, which keeps you guessing as to how their lives will become related. After

the first few chapters the characters and the settings have been given - that's when the book really starts to come to life. Then, we witness the characters striving to live in the most difficult times imaginable. The book then moves on to them playing roles in trying to rebuild their country. I think it would be unfair to say much more about the story now.

Presenter: Well, you've certainly teased me enough. I think I'll be going to the bookshop later this afternoon. So, would you recommend this book to our young listeners?

Guest: I would highly recommend this book to all teenagers. I think most adults would enjoy the story, too. The characters are warm and interesting, and you really want to see them come out on top. It's one of those books that you'll be glad you read. I felt so satisfied when I put the book down. I even wished that it could have been longer. It's a must-read book. It can bring you to tears one minute, and the next you're rolling around in laughter. And any fans of Terry Pratchett who are wondering if he has lived up to his usual standards, then I have to inform you that he has. He may even have set his standards higher.

Presenter: There you go then. That's quite a recommendation. Thank you for speaking to us today, Fiona. And tomorrow, we've got Craig Beattie in to talk about a classic Dickens novel.

Module B

Unit 3 – Work

Exercises 1b & 2a (p. 44)

Good morning everyone. Today, I'm going to talk to you about working while studying. As you are probably aware, more and more students, at school and university are doing part-time jobs and studying at the same time. There are a number of advantages and disadvantages to doing this. On the one hand, working while studying can offer students a number of benefits. For one thing, students can learn important work skills. They can gain valuable experience at things they'll need when they leave full-time education. For example, they will learn about filling in an application form, going for an interview, working responsibly and getting on with their colleagues. On the other hand, there are also some drawbacks. Students may be tired in class. For example, if they have to work in the evening and at the weekend, they'll be exhausted during the day. They won't be able to concentrate and they might get low marks. Nevertheless, working will teach students how to manage their money. They'll have to decide how much they can spend, how much they need to save and where to keep it. Moreover, if they have to earn money themselves instead of their parents giving it to them, students will understand the true value of money. However, students who have a job and are in full-time education won't have so much time for a social life. Everyone needs some time to themselves or with friends, when they can switch off. In addition to that, working and studying could lead to stress. If students have a part-time job, they'll have less time to study and they might worry about that. Also, they might worry about losing their job and having to find another. It'll be on their minds all the time and that'll build up stress which could lead to health problems. Nevertheless, working part-time gives students the chance to explore different career paths. They can try a job and see if they like it. If they don't like it, they can quit and get another job. That's

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something they won't be able to do when they leave school or university. Not only that, students still at school could get a better idea of what to do at university. Overall, each individual student needs to make the decision of whether to work or not while studying for themselves. Some people feel that students should concentrate on their studies when they're at school or university and that there's a time for working and a time for learning. Others believe students who work are better prepared for their future careers. There are definitely many factors to consider. Anyone who wants help or advice on this topic may come and speak to me in my office at any time during school hours. Thank you for listening.

Exercises 3b & 3c (p. 44)

Mr Rankin: Morning, I'd like to welcome the two of you to the hotel. My name's Steve Rankin and I'm head of entertainment here. The purpose of this meeting is to get to know each other and go through some of the ground rules. I take it you've both had experience of entertaining tourists? How about you, Abby?

Abby: Three years on a cruise ship, Steve.

Mr Rankin: Mr Rankin, please. And you, Gayle?

Gayle: At the end of my gap year, I worked in a holiday camp for teenagers.

Mr Rankin: OK, so you've both got a rough idea of what the job entails. You'll be part of a team of eight working at this hotel.

Gayle: Sorry to interrupt, but when will we meet the other entertainers?

Mr Rankin: That'll be later today. As I was saying, as an entertainer you'll work shifts and you'll also be on call should anyone get ill. The shifts are ten in the morning 'til six and six 'til two. The hours are late, I know. As you've got accommodation in the hotel that shouldn't be a problem.

Abby: Can I say something here?

Mr Rankin: Sure.

Abby: The shower in the room I've been put in isn't working. I'd like to know who I have to tell.

Gayle: Me too. The window sticks in my room.

Mr Rankin: Any problems like that should be taken up with hotel maintenance, but as it's your first day, I'll get in touch with them for you. Now where was I?

Gayle: You were talking about the shifts.

Mr Rankin: Ah yes. We work rotating shifts here so for two weeks you'll be working in the afternoons and the next two weeks you'll be doing evenings. It's not easy work, I know – I was an entertainer myself before I got this job - but if you have any problems at all, I'm always here to help at any time of the day or night.

Abby: That's good to know. My last supervisor was never around when I needed him.

Gayle: Yes, this is the first time I've worked in a hotel so I may need a little guidance.

Mr Rankin: OK then, let's have a look at your work schedules and move on to the specifics. By the way, the dress code is jeans, trainers and the T-shirt that we supply. After we finish here, you'll need to head to the office to pick them up. Make sure you're familiar with the layout of the hotel, in particular fire exits and first aid points. Don't forget ... [fade out]

Unit 4 – Civilisations & Science

Exercises 2a & 2b (p. 60)

Good afternoon. As you all know, we're taking a trip to the Peter Harrison Planetarium at the Royal Observatory in Greenwich tomorrow. So, today, I'd like to tell you a little about the planetarium and what you can expect to learn there. Let me start by describing what a planetarium actually is.

Basically, like most planetariums, the Peter Harrison Planetarium projects a variety of images from space onto a dome-shaped ceiling. These images are usually photographs taken from space telescopes that orbit the Earth.

Simply by looking up, you will be taken on amazing journeys through the wonders of the universe. You will be transported to distant galaxies, witness stars being born, land on other planets in our solar system and even soar into the heart of the fiery Sun.

However, you won't just be there to enjoy the amazing imagery. I want you all to take notes about the planets, stars and galaxies you observe. And afterwards, please use your notes, as well as any information you can find online, to tell the story of the journey you took. Let me make that clear. I don't want you to describe the trip to the planetarium. Instead, you should write your piece as though you actually travelled around the Universe in a spaceship. You'll definitely need to be imaginative and try to be as in depth as possible, too! We will visit the planetarium on Tuesday next week, so I want your stories handed in by the following Friday. Is that understood?

Exercise 3a (p. 60)

A: I think it would be a good idea to distribute leaflets advertising the museum around the local high schools. This way, young people would find out about the museum and they may want to go. What do you think?

B: Yes, that sounds like a good idea. The museum could also offer discounts to students in the form of reduced admission prices or special group rates to attract more young people to go there and encourage schools to plan school trips to the museum.

A: That's a very good idea.

B: What about the exhibitions inside the museum itself? Have you got any ideas?

A: Well, I think young people are interested in technology so interactive exhibits related to new technology would be attractive to teens.

B: I agree. I also think that audio-visual exhibits with light and sound displays would attract their attention and be lots of fun.

A: Yeah, me too. I think teenagers would want to see exhibits like that.

B: So we agree leaflets and reduced admission prices would attract more teenagers.

A: Yes. Also, interactive exhibits related to technology and audio-visual exhibits would attract more teenagers, too.

Exercise 4 (p. 61)

A: Well, Picture A shows an art gallery. It has a lot of large paintings on the walls and there is a crowd of people looking at them.

- B:** Yes, it may be the national gallery of a country because the paintings look like they are hundreds of years old.
- A:** You could be right. They are probably by famous artists and worth a lot of money.
- B:** Picture B on the other hand shows a museum. The exhibits are in glass cases and there are lots of people in the background looking at them.
- A:** I think this must be part of an Egyptian exhibit because it looks like Egyptian statues of pharaohs and birds.
- A:** I think you're right. At both places, people walk around and look at things so they are quite similar.
- B:** Yes, but at an art gallery you can only see paintings whereas at a museum you can see lots of different things.
- A:** That's true. At the gallery, the paintings are rather big and they are high on the walls in a large room, but at the museum the exhibits are smaller and they are displayed in small groups in glass cases. I think it's easier to see things at the gallery than at the museum.
- B:** Maybe. Do you think art galleries can be interesting?
- A:** Yes, I think if you like art, they can be very interesting. You can see famous paintings and learn about different artists and art movements. What do you think?
- B:** I agree. I also think that art galleries can teach us something about life in the past because they are often the subjects of old paintings.
- A:** That's a good point. I think museums can be interesting if you like history because you can learn lots about the past.
- B:** I agree. I think you can learn about many different aspects of life in the past from a museum because you can see many everyday items that people used such as coins, jewellery, vases and so on. You can also see weapons in some museums.
- A:** That's right. Museums can teach us many things about ancient civilisations and how people used to live because they are full of artefacts and objects. We can learn about our own culture's history and about ancient cultures from around the world.
- B:** Yes, I agree.

Progress Check Module B

Exercise 5 (p. 66)

Presenter: Welcome to this special podcast from Greenhills High School. I'm going to discuss a bullying initiative with my fellow student, Josh Pikes. Good afternoon, Josh. Can you start by telling us why we're making this special podcast?

Guest: Yes, sure. This is national anti-bullying week, and we want to make sure that all the students know and understand why this week exists. About ten years ago, hundreds of students from around the country came together to take action against bullying. It was suggested that every school in the country participates in an anti-bullying week to raise awareness of bullying inside and outside of schools. Quite often, nothing is said about bullying in schools. That doesn't mean it doesn't exist. This week is intended to keep the issue to the fore, to keep school standards high and to protect student welfare.

Presenter: And what kinds of things will we see in our school during anti-bullying week?

Guest: Hopefully, we won't see any bullying. But, in all seriousness, we never want to see bullying in our schools.

There will be posters up on the school walls which will give people advice. We will also have lots of activities in which students can get involved. My favourite activity is the drama group one. Basically, anyone who wants to come along will join one of several groups of students in making a short play about bullying. These groups of students will have to create and perform all elements of the play. The plays will be in front of the whole school in the assembly hall on Wednesday morning, the third day of anti-bullying week.

Presenter: How do you think these plays will help deal with bullying?

Guest: First of all, by being watched by all the students, the play will have brought the issue of bullying to their attention. The key to any campaign is raising awareness. So, after the plays are performed, there will be discussions held in the PSHE classrooms. Our fellow students will be asked about their interpretations of the performances. It's a good way to start discussions about such a serious subject. It will help students to relate what they've seen to how situations really occur in the school environment.

Presenter: That sounds like a great plan. I hope it works. Are there any other interesting activities taking place?

Guest: Yes, there will be many things happening. Students will be encouraged to submit poems into the anti-bullying poetry competition. The English department are going to give the students guidelines and ideas for writing the poems. It should be fun. I told you already that there will be posters, but there will be a poster competition, too. The best poster and poem will win a prize. There are going to be lots of special shows on our school radio podcasts, but I'm sure you knew that already. There are so many things happening. I think it's going to be an exciting week at school.

Presenter: It's not often you hear a student say that! So, why do you think it will be such a successful week?

Guest: A bullied child can feel completely isolated from the rest of the school. The effects of bullying are long-lasting on a person. You may never completely recover from it emotionally. These activities are a way for young people to share their experiences. They will help students to feel involved with their peers. Now that anti-bullying week is an annual event, we hope that the school environment it helps to create will be one of tolerance and respect. All the activities this week are aimed at bringing us all together. If we can work together, have fun together and move forward together, then there is no reason for bullying to exist any more.

Presenter: Well, Josh, you've got me excited about everything that will be happening, too. And for anyone who would like to find out more about anti-bullying week, you can check out all the details and links on our school website. Thank you, Josh.

Module C

Unit 5 – Our World

Exercise 2a (p. 76)

Good evening ladies and gentlemen. My name's Richard Stevens, and I'm from Breathe Easy, a charity which works to increase awareness of the dangers of smoking. I'm here to try to persuade you that more must be done to decrease the levels of smoking.

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Firstly, as everyone knows, cigarettes are really harmful to your health. The reason why cigarettes are so hard to give up is because they contain a highly addictive substance called nicotine. However, cigarette smoke also contains many substances which are toxic. Over 60 of them can cause cancer. When you breathe in cigarette smoke, you also breathe in tar, a sticky substance that damages your lungs and causes lung disease. These bad health effects come at a high price. Not only will the average smoker spend thousands of pounds on cigarettes every year, but he will also die ten years younger than a non-smoker. In fact, at least half of long-term smokers will eventually die from one of the diseases associated with smoking, particularly lung cancer, lung disease and heart disease. This should make you think twice before smoking a cigarette. Treating and caring for people suffering from diseases related to their smoking habit also costs society billions of pounds every year. Unless we reduce smoking levels, many people will continue to suffer from preventable diseases and require expensive health treatment. But it's not only smokers who experience the harmful effects of cigarette smoke; non-smokers suffer too through passive smoking. Passive smoking happens when people breathe in smoke from other people's cigarettes. I believe this is one of the biggest hidden dangers to our health. Did you know that the majority of cigarette smoke released into the air cannot be seen or smelt, and that it can stay in a room for over two hours? Children are particularly sensitive to passive smoking as cigarette smoke can cause them a wide range of health conditions. And if a mother smokes, this can have an effect on the long-term health of her baby. All in all, reducing the number of smokers will bring huge benefits to everyone's health. We must say no to the poisoning of our environment. Lastly, if we do more to reduce the number of people smoking today, fewer young people will start smoking habits that will continue long into the future. The good news is that in many countries in the world smoking has now been banned inside public buildings. This means that young people are less exposed to smoking in their daily lives, and consequently are less likely to take it up themselves. However, many young people are still exposed to cigarette smoke at home and this is just not right! These young people are much more likely to become smokers than those who live in smoke-free homes. This is why a big benefit of convincing adults to stop smoking is that fewer people in the next generation will start smoking. For our sake, and for the sake of our children, we must continue to work towards a smoke-free future!

Exercise 3b (p. 76)

Interviewer: Our guest this morning is Dr Charlie Booth. He is here to talk to us about plagiarism. First of all, Charlie, what exactly is plagiarism?

Dr Booth: Well Steve, plagiarism is when someone borrows or copies someone else's work without saying where they got it from. In the more serious cases this involves someone deliberately copying whole sections of writing from books or the Internet and pretending that it is their own work. However, careless writing and editing can also produce plagiarism. For example, someone may forget to put a quotation in quotation marks or they may give the wrong reference for a source. Plagiarism is very damaging and has serious consequences, and so I am here to inform people about it.

Interviewer: Thanks Charlie. Could you explain why plagiarism is so damaging?

Dr Booth: It's just dishonest and it's stealing. Would you steal clothes from a shop, or food from a restaurant? No. Why should writing be any different? Every piece of original writing is the result of thought, hard work and effort. Just like with a painting or a song, it's important that the author receives credit for his work. It also shows a lack of respect for your reader if you try to pretend your work is original when it's not.

Interviewer: So what happens when someone is caught plagiarising?

Dr Booth: Well, it depends on the organisation or institution that you belong to. If you are a university student, you will probably get zero marks for that essay, and there may be further penalties, such as being forced to leave your university. For an academic like me, it is extremely damaging and can end your career. Newspapers also take plagiarism very seriously, and will investigate any journalists thought to be plagiarising. If you reproduce someone else's work, you may also experience legal problems and be made to pay a fine.

Interviewer: Why do people do it?

Dr Booth: Sometimes it's because people can't be bothered or don't feel confident enough to produce their own work. Other times it's because of tight deadlines and poor planning. Although it may be tempting to make life easier for yourself, it is never worth the risk of getting caught.

Interviewer: What can people do to make sure that they don't plagiarise by accident?

Dr Booth: The first thing is that if you are doing research, you must make sure you are writing your notes properly. This means carefully writing down the source of all your information, and making it clear when you are writing down a quotation or not using your own words. You also need to plan your essays to make sure that you are giving your own opinions and ideas, and not just borrowing someone else's argument or structure. Finally, when you've finished your essay, you need to check it carefully to make sure that you have given references to all your sources correctly.

Interviewer: Any final words, Charlie?

Dr Booth: Plagiarism is stealing. It's as simple as that. Plagiarists nearly always get caught, so it's never a good idea. But as long as you follow my advice and do things properly, you'll be fine!

Exercise 5a (p. 77)

Speaker 1

In Picture 1 I can see solar panels. These produce energy. Solar energy is good because it won't run out. So, I think it's very important for the future. Also, it's good for the environment because it's better than fossil fuels. So, all in all, it's the best source of energy out there.

Speaker 2

In Picture 1 I see panels. I think these are the panels that are used to convert sunlight into electricity. In Picture 2, I can see a woman who is recycling. She is putting something into a recycling bin, probably at a recycling centre. By doing so, she is preventing the waste of useful materials. I think both of these pictures show ways we can help the environment, but the most effective way is through solar power. In my opinion, it's very important for us to find and use renewable sources of

energy, since fossil fuels are running out fast. This way, we can become less dependent on fossil fuels as their quantities decrease.

Exercise 9 (p. 79)

Male: You've got a lot of friends, Mary. Why do you think friendship is important?

Female: Well, there are many reasons why we need friends. Firstly, friendship reduces your chances of feeling lonely. When you are surrounded by friends, you will always feel part of a group.

Male: I guess you're right. But, some friends can encourage reckless behaviour. For example, they can use peer pressure to get you to do things that you shouldn't and you could get into trouble.

Female: It is possible, I suppose, but we have to use our common sense in those situations. I believe friends can give us the courage to make the right choices and pursue our goals. They can help us have the confidence and self-belief to achieve our ambitions.

Male: That's a good point. But, what about in the bad times? Do you believe friends are likely to stick around when the going gets tough? For example, when you feel depressed and need help, wouldn't your friends rather be with happy people?

Female: I'm sure that's true for some people, but I wouldn't call them true friends either. Real friends want to support us. Personally, I feel that close friends always help us to open up and share our problems. When we're feeling down, they will either listen to us or try to cheer us up. They can even do both.

Male: Well, I can see why you've got so many friends, Mary.

Unit 6 – Food & Health

Exercises 2 & 3 (p. 88)

A: Whew, it's hot in here. Let me open the window. That's better. Now Tom, I want to talk to you about ToMayo. As you know, this is a totally new product on the market – the combination of ketchup and mayonnaise has never been done before – so I want to make sure the advertising campaign is the best we can come up with. Why don't you fill me in on what you've got planned?

B: OK, Mr Jenkins. Well we're going to launch ToMayo with full page ads in all the newspapers.

A: Tabloids or broadsheets?

B: Tabloids and free newspapers. The people who read broadsheets are not the people who would buy ToMayo.

A: You can't be sure of that, Tom. I want ToMayo everywhere so make sure you include the broadsheets.

B: OK then. As well as newspapers, we'll have the TV commercials with a celebrity. We haven't finalized anyone yet, but we're currently talking to [noise of traffic from outside that covers what Tom is saying]

A: Hang on ... [sound of window closing]. Well, he sounds fine as long as we don't pay too much. We're putting a lot of money into ToMayo, but we can't go over budget. When is the campaign starting? We want to be in time for the summer barbecue season.

B: I'm thinking late February, early March. That'll give the product plenty of time to build up its market.

A: Right Tom, all that sounds fine. This launch is going to be the biggest we've ever done and ToMayo is going to be the best product on supermarket shelves.

B: Thank you, sir.

A: OK Tom, send in Barbara on your way out, will you?

Exercises 6a & 6b (p. 88)

Part One

A: Welcome back to the Environment Show. I'm joined now by Professor Kate Sanders, a lecturer in food science at the University of London. Kate is going to tell us a little about GM foods. Professor Sanders, firstly, what does GM stand for?

B: GM food is genetically modified food. This means that the DNA of the food has been changed. Let me start by explaining that term; DNA. It's something that living organisms, including humans, have. To put it simply, DNA is the acid found in living cells that decides what characteristics are passed down to us, in the case of humans, from our parents. So, if a human grows tall or has blonde hair, it's because of his or her DNA. And just like humans, a plant has DNA which similarly determines what characteristics it develops. But scientists are able to change the DNA of plants, or crops, by adding or deleting specific genes. This causes them to grow differently than before with characteristics that make them easier to produce.

End of Part One

Part Two

A: That's very interesting. So what is one of the benefits of GM food?

B: Well, around the world a huge amount of crops are destroyed because of plant diseases or insects. One way of tackling this problem is by spraying them with chemicals which protect them from harm. These chemicals, however, are generally very expensive and cause a lot of harm to the environment. The machines which spray these chemicals, for instance, use a huge amount of fuel, adding considerably to the carbon footprint of the farming industry. Also, some of these chemicals have been proven to kill bees and pollute local water systems. GM crops have had their DNA changed so that they are more capable of resisting plant viruses and damage from insects themselves. GM crops mean that farmers no longer need to buy and spray chemicals.

A: That's fascinating. So GM foods are an environmentally-friendly way to produce crops.

B: Yes, they certainly are. In fact, since the introduction of GM food technology in the early 1990s, experts estimate that about 200,000 tones of insecticide have not been sprayed thanks to farmers planting GM crops with built-in insect resistance instead. And as well as causing farms to emit far less greenhouse gases, this has also saved farmers a considerable amount of money.

A: What is another point in favour of GM foods?

B: GM foods can play a big role in helping to fight world hunger. At the moment, the world is facing a food catastrophe. With rising populations some experts think that by 2030 we will need to increase food production by 50% in order to feed the world's population. It's quite a task, but if we can grow GM foods that are free from disease and harm from insects and which do not require

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farmers to pay for chemicals, world hunger may be a thing of the past.

End of Part Two

Part Three

A: So, how popular is GM food technology today?

B: Well, in 2010 around fourteen million farmers worldwide grew GM crops. This added up to 10% of the total amount of crops harvested that year.

A: But, since GM foods have such clear benefits, why are some people against growing GM crops?

B: Well, there are a number of arguments people have against GM foods. The first argument is that many people believe that genetic modification goes against nature and man should not interfere with the natural order of things. The second is that GM foods could lead to health problems. They believe that we don't yet know the long-term effects GM foods may have on the human body even though no negative effects have shown up till now.

A: I see. What other arguments do people have against GM foods?

B: Well, another concern that people have is that GM food technology is controlled by a very small number of companies. You see, when a new, genetically modified plant is created, it is subject to intellectual property law. This means that, just like you can't perform and sell a CD of a famous musician's song, companies that did not create GM seeds are not allowed to produce and sell them. Some worry that because GM technology is controlled by such a small number of companies, they can control the prices of seeds very easily. If prices of seeds are raised, for instance, farmers might have no choice but to buy them at that price since no other companies would exist to offer cheaper, more competitively-priced seeds. Governments need to do something about this before such problems arise.

A: So what would you like to see happening with GM food technology in the future?

B: Well, personally, I think GM food technology has the potential to play a huge role in fighting world hunger. But for this to happen people have to change their attitudes towards GM food technology. At the moment, people seem to be against GM food production without knowing much about it. Because it's unnatural it must be dangerous, they seem to think. It's up to all of us to change this opinion. Many lives could depend on it.

A: Professor Sanders, it's been extremely interesting talking to you today. Thank you very much.

End of Part Three

Progress Check Module C

Exercise 7 (p. 94)

Presenter: We're talking to fitness instructor, Nicki Taylor, this morning. She's telling us about the benefits and the drawbacks of joining a gym. So, first of all, Nicki, could you tell us why it's a good idea to join a gym?

Guest: Yes, of course. To begin with, as a fitness instructor, I always want to encourage people to exercise. If you join a gym, you have the opportunity to do many different types of exercise in one place. For example, you can work on weights machines

to increase your muscle strength and then later you can do some aerobic exercise on the spinning machines and treadmills. So, the great thing is that when you are at the gym, you can work on all the key points required to stay fit and healthy.

Presenter: Well, that sounds great. But, aren't there any disadvantages to doing all that exercise in a gym?

Guest: You know what, I think when people are getting back to fitness, the gym is fine by itself. However, I always encourage my clients to combine gym exercise with outdoor pursuits when they become more confident. For instance, treadmills can simulate all sorts of imaginary routes which take you up and down hills, but nothing beats actually cycling or running up and down real hills outside. Exercising while breathing fresh air and facing other challenges, such as strong winds or a hot sun, makes the experience much more beneficial.

Presenter: I suppose you're right. And most people spend their whole day stuck indoors working, so getting outside for exercise is probably a good thing emotionally, too. So, why should any of us even join a gym at all?

Guest: Doing regular circuits in the gym will help you to build up muscle strength and you can improve your balance. One of the biggest advantages to joining a gym, though, is that you feel obliged to exercise. If you say to yourself, "I'm going to go jogging every morning," it's very easy to make an excuse not to go. However, when people have gym memberships, they're usually much stricter with themselves. They make a schedule and they stick to it.

Presenter: Why is that?

Guest: Well, the main factor is that they have paid for a gym membership. If you know you have to pay a certain amount of money every month, then you want to know that you will get your money's worth. People usually won't miss a workout because they don't want to feel they have thrown their money away.

Presenter: Is it expensive to join a gym then?

Guest: Yes, it usually is. If you want to join a nice gym, then you'll normally have to pay quite a lot of money. This is another disadvantage. Not everyone can afford to give up that much money every month to exercise. But there are alternatives for these people. If you can afford to, then join a gym. If you can't, you can get an exercise mat for your house and make yourself do sit-ups, push-ups and other stretches every morning and evening; go jogging in the park a couple of mornings per week. You can manage to exercise just as much. The key is to make sure you stick to your schedule. If you are strict with yourself and keep to your schedules, then you get fit and stay fit. At the end of the day, the most important thing is to be healthy. If you spend a lot of money on a gym membership in order to stay fit, and you don't have enough money for other things like entertainment and socialising then your emotional health probably won't benefit.

Presenter: OK. Thanks, Nicki. We'll talk to you a little more after a quick break.

Module D

Unit 7 – Moods & Feelings

Exercise 7 (p. 101)

Ice sculptures are becoming more and more popular at social events. Due to this increase in demand, the market has been

steadily growing. It's important to point out that without specialised new machines and tools, the mass production of ice sculptures wouldn't be possible, and the beauty of ice sculptures would not be admired by as many people before they melt. Have you ever wondered how these frozen works of art are made?

First, blocks of ice must be created. Large tanks are lined with plastic and filled with filtered water. Then, water pumps are placed in the water to keep it in motion as the freezing process is in progress. Once the block of ice is frozen, it is lifted from the tank and inspected by a worker for air bubbles or other imperfections. The block of ice is then cut into the size needed. Before a sculpture can be created, a sketch is drawn by a skilled artist. Then, little by little, the block of ice is shaped into a work of art by an artist or machine. The work is done inside a freezer. Finally, the ice shavings are brushed off, and the sculpture is slightly melted by a blow torch. The ice is made to look like glass in this way, and the finished sculpture is enjoyed by large numbers of people at a gathering.

Exercises 1a, 1b, & 1e (p. 104)

- A:** Good evening everyone and thank you all for coming. I've called this meeting to discuss a matter of the utmost urgency. To put it bluntly, we are not attracting enough new customers to our leisure centre. Last month, only 35 people signed up for membership, the lowest number per month since the centre opened twenty years ago. And what makes these figures even more unacceptable is the fact that our main rival, Glendale Leisure Centre, is attracting far more new members than we are. We are obviously doing something wrong. Todd, you are in charge of marketing. What do you think we should do to attract more customers?
- B:** Well, Mr Keane. The reason why Glendale is attracting more new members is because their membership fees are on average 30% lower than ours. In this economic climate, with people having less and less disposable income, I think we should consider making similar reductions to our membership fees.
- A:** That's something we need to discuss with our head accountant. Shane, can we afford a 30% reduction in membership fees?
- C:** I'm not sure that's a good idea. I would need to take a closer look at the figures, but I have a strong feeling that reducing fees by so much would no longer make us profitable. Who knows how Glendale can afford to offer such low fees, perhaps they don't spend as much on updating their equipment and facilities, but it's not an option for us.
- A:** There must be something we can do to make our fees more attractive, though. Yes, Sarah, do you have any thoughts on this matter?
- D:** Well, in my role as manager I sometimes show prospective members around the centre, and one question that they always ask is whether we have any special group deals. I think that's something we should look into.
- C:** I see your point. What about offering special deals for families then? It would make our fees more attractive to customers without reducing them to the point where we're no longer profitable.
- A:** Well, it's worth a try. Now, let's forget about membership

fees for the moment. How else can we attract more new members to the leisure centre? Yes, Todd.

- B:** Well, according to a survey we conducted last summer, having access to trained professionals is very important to leisure centre members. Our team of six fitness instructors do a great job, but I've often seen customers having to wait for one of them to be free. I suggest that we employ more fitness instructors to ensure existing members always have the assistance they require. By doing this, existing members would spread the word and hopefully we would attract more members.
- A:** I think this is a great idea. Even by employing just two more fitness instructors it would make a huge difference. Does anyone have any other ideas? Yes, Sarah?
- D:** Another thing we could do is organise some sports events. For instance, throughout the year we could run ongoing tennis or five-a-side football competitions for members only. I think this would really attract people to the leisure centre. Not everyone likes to exercise in the gym; a lot of people prefer playing sports out in the open.
- A:** Well, I have my doubts about that because those sorts of competitions involve a lot of organisation, plus we would probably have to take out further insurance to cover us against injuries. OK, it's about time we concluded now. Obviously we have to talk about these ideas in more detail at a later stage, but for now, I think we can all agree that offering membership deals for families and employing more fitness instructors would be a good starting point. All right, let's get back to work then.

Exercises 3 & 4a (p. 104)

Good afternoon everybody and thank you for inviting me to give a lecture to your school. Firstly, let me introduce myself. My name is Dr Philip Jacobs and I am currently a lecturer in Psychology at York University. Previous to this, I was a practising psychoanalyst for five years and I have also written several books on social psychology. The topic I'd like to speak about today is the importance of friends and family in our lives. Let me start by discussing the role of family in our lives. What exactly is a family? Most dictionary definitions will state that a family is a group of people who are related to each other, usually parents and their children. In reality though, a family encompasses more than this simplistic explanation. A family is an inseparable group of people who live with us through wealth and poverty and have a huge amount of influence on each other. Not only are our families, in terms of our parents, responsible for the fact that we exist, but they also define our personalities. They do this in two ways. On the one hand, just like we inherit physical traits from our parents, so too, research has shown that we inherit personality traits from our genes. Also, especially in our formative years, we pick up personality traits from the actions and behaviours of the people in our social environments, more often than not, our families. The nature versus nurture debate concerning the degree to which genetic and environmental conditions shape our personalities has been going on for years now. For instance, much research has been done on adopted children to see whether they end up with the personality traits from their birth or adoptive parents. Most of this research is inconclusive, although, as far as I can see it, the environment plays a significantly greater role in the foundations of our characters.

Audioscripts

All in all, though, I think it's clear that our families play a huge part in shaping our personalities and the choices we make in life.

Now, let me move on to the second theme of the lecture: friends. Firstly, I think it's important to note that there are many different types of friends as well as many different stages of friendship, and all of this dependent on an individual's idea of what a friend actually is. For instance, most people these days will define the word 'friend' extremely loosely identifying every person they know on some personal level as a 'friend'. These people might claim they have hundreds or, when social networking sites are included, even thousands of friends. In actual fact though, research suggests that most people have just 15 close friends, or companions as I would call them, 5 of which are an inner circle that are especially significant to the individual. These companions are people we share a very close bond with, often the only people who we feel comfortable sharing our personal problems and secrets with, sometimes more so than our families.

This is especially the case in adolescence when we are more likely to turn to our friends because we feel they understand us better than our parents or siblings. In fact, I've often joked that a close caring friend can often do just as good a job at comforting a person and helping solve their problems as a psychoanalyst would. And considerably cheaper too! Of course, that's not always the case, especially in more serious problems, but the importance of friends for mental health should not be underestimated.

Lastly, I'd like to discuss the different ways family and friends impact a person's life. Some would claim that one or the other is more important. For instance we've all heard the saying 'family comes first', but should we always prioritise family over friends? Generally, I don't think this question is worth discussing, since family and friends largely serve different functions. To put it very bluntly, I believe that family is what shapes and determines who we become, and that then influences the type of friends we'll have later in life. Our parents are our first teachers and they help us to understand life better. Our relationships with siblings establish how we cope with competitiveness and cooperation and, through our interactions with them, we learn how to socialise. Then, as we grow up and become more independent and meet more and more people, we fine-tune our capabilities and enhance our chances of finding friends who share the same interests with us. I wouldn't say that family is more important than friends – it all depends on the needs we have at different stages in our lives.

Exercise 4 (p. 105)

Boy: The first picture seems to show a teenage girl quarrelling with her parents. How do you think she feels?

Girl: In this situation, it's important to try and stay calm. It can be very upsetting getting into an argument, but it's normal for teens to argue with their parents. It's usually just a phase.

Boy: The second picture shows a girl who is moving house. This can be a difficult time for teenagers, too.

Girl: Yes, you're right. She is probably thinking about being away from her friends and having to settle in at a new school. What about the third picture?

Boy: It shows a girl failing a test. This is any teenager's worst

nightmare. It can be disappointing enough having failed, but the worst thing is knowing that you've disappointed your parents, too.

Girl: Yes, that must feel bad. What about the last girl? She looks like she feels lonely. She probably needs to make some friends.

Boy: Yes, that's what it looks like. Sometimes, you just need someone to turn to for help. It can be miserable being alone. Perhaps, she could make friends by joining a sports club.

Girl: Alright. So, which two situations do you think are the most stressful? I think failing a test and feeling lonely are just as bad as each other. I think I could deal with the other two situations.

Boy: I'm not sure how I would cope with failing a test. So, I would say that failing a test is the most stressful situation.

Girl: I'd agree with that. Failing a test is the most stressful situation, then.

Unit 8 – Education

Exercise 4 (p. 113)

I'm in grade 10 at a state school that specialises in science. Some schools run five days a week from Monday to Friday, but the school I go to runs six days a week. That means I have to go to school on Saturdays, too. I don't really mind though, because it means I have fewer hours of school every day. All state schools offer the same subjects such as languages, sciences, Economics, Geography, History, ICT, PE, Social Studies, Algebra and Geometry and so on, but different schools specialise in different subjects and they offer more hours of study in that subject. There are English schools, science schools and technology schools for example. English schools have 5-6 hours of English a week and science schools have more hours of Physics, Maths and Chemistry. I enjoy science and I hope to work in a science-related field so I think it's great to spend more time studying the subjects I enjoy and that will help in my future career.

Exercise 2 (p. 120)

A: Anna, you spent a year of your undergraduate degree studying abroad, didn't you?

B: Yes, that's right Nathan. I spent my second year studying in Copenhagen.

A: That's what I heard. The reason I'm asking is I'm thinking about applying for a grant to spend a term abroad in Barcelona next year, but before I make my decision, I wanted to speak to some people who have done the whole 'study abroad' thing. You don't mind, do you?

B: Of course not.

A: Great, well, I was just wondering how did you find the whole experience? I mean was it everything you hoped it would be? Or did it fall short of your expectations?

B: It exceeded my expectations. I can honestly say I learnt more about life and about myself in that one year than I had up to that point in my life. I can't recommend it enough. If you have the chance, you should do it.

A: You must have faced some difficulties though, or found some things challenging?

B: Of course. It took a while to get used to living with my host family, for example, and I missed my friends back home

quite a lot at first. But I'd say the hardest thing was balancing study with my new social life. There were so many exciting new things I wanted to do being in a new country that I found it really hard to motivate myself to do my coursework. The first term I was away, I actually almost failed a couple of classes! It wasn't that the coursework was difficult. I'd been scared it might be, as some people had told me that European universities are tougher than ours. But I found the level to be about the same. The workload was greater but the difficulty was the same.

A: So what were the best things about the whole experience?

B: Well, meeting new people obviously and learning about a whole new culture. But then there were the things I didn't expect. Things like how independent I became and how much more confident I got. Living overseas on your own really challenges you. It makes you grow up. I didn't even understand how much I had matured until I got back to Australia.

A: I'm concerned about the cost of living abroad. Did you work while you were over there? And was it easy to find a part-time job not speaking the language fluently?

B: Yes, I did take a part time job. I worked in a pizza parlour. I wasn't serving the customers though; I was just making the pizza so I didn't need to speak good Danish. The reason I got the job was some of my Danish friends who were working there recommended me for it. I don't know if I would have got it otherwise as my Danish was very basic. But, yes, if you can, it's a good idea to get a job, because if you're anything like me, it'll make your time abroad more pleasant as you'll have the money to do the things you want to do. And, of course an added bonus is your language skills do end up improving and you meet a lot of new people.

A: So what was it like coming back home after a year away?

B: Well, when I first got back, I was on cloud nine for about a week. But then, I felt really depressed being back. And it became obvious really quickly that my friends didn't like listening to what a great time I had had. I guess they were jealous, in a way...so I ended up not being able to talk to them about my experience. It was about six months before I got used to life here again. Unfortunately, getting depressed when you come back home is pretty common. It's a phenomenon known as 'reverse culture shock', and although it doesn't affect every returning student, there's a chance it could happen to you.

A: Thanks Anna. You've definitely given me some things to think about.

B: No problem, Nathan. And don't hesitate to come and talk to me again if you have any more questions.

Exercise 5 (p. 120)

Speaker 1

There's only one argument for school uniforms that works for me. They make it easier to identify who's from the school and who's not. Imagine a teacher is out with his class on a school trip. There's an earthquake while they're in some public place. He has to get his kids together as fast as he can, so he can make sure everyone's OK. The easiest way for him to do that is if they're wearing a uniform.

Speaker 2

As a teacher, I'm in favour of uniforms because they help keep order in a school. They are a reminder to students that they are at school, and a school has rules. We carried out a survey among parents and the majority of them agreed with me. Their children had better manners and were more responsible with their uniforms on. Let's not forget that outside the school, pupils are easily identified because of their uniform, so that makes them think twice before acting silly.

Speaker 3

A common argument for uniforms is that they prevent students being judged on how they look. Everyone wears the same uniform, or so the argument goes, rich and poor alike. To me, this argument is pretty weak. Students will always find a way of passing judgement, a way to see if someone fits in their group or is on a similar social level to them. Hairstyle, shoes, even the way they wear the uniform itself – all these tell a teenager where a schoolmate stands on the social ladder.

Speaker 4

You often hear people say they're in favour of school uniforms because they mean parents don't have to spend so much money on clothes. If you mean designer clothes, you're right. But most everyday clothes are far cheaper than uniforms. And kids who wear a uniform Monday to Friday want to wear something different at the weekend and in the evenings. So it ends up costing about the same.

Speaker 5

It's my opinion that uniforms get pupils ready for life after education. Most will be expected to dress smartly and look like the other people they work with. It may be a uniform, as with the police force, or it might just be the suit and tie that help you fit in at the office. Of course, there are people that argue the opposite – that uniforms stop people from expressing themselves. But what's more important – having a job or freedom of expression?

Exercise 5 (p. 121)

One of the main pros of e-learning is that you can study at your own pace and at any time of the day so it fits easily around your lifestyle. However, with classroom-based learning the lessons are at set times so you have to organise your day around your studies and not the other way around. Another benefit of e-learning is that it doesn't matter where you live as your learning options are not determined by geographic location. In contrast, students have to travel to school or college with classroom-based learning and so they have to add commuting time to their day.

On the other hand, one of the drawbacks of e-learning is that it requires a lot of self-motivation and discipline and there is little support whereas with classroom-based learning students get motivation from their teacher and fellow students to study. Also, with e-learning there is no social interaction and students may experience feelings of isolation and loneliness. In comparison, classroom based-learning offers much more social interaction.

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Progress Check Module D

Exercise 2 (p. 125)

Quiet now, everyone! Would you all take your seats, please? Fine ... that's better. My name is Mr Stoa and I'm the headteacher here at St Martin's School. I'd like to take this opportunity to tell all the new students a bit about the school and about some of the rules that we've got. So, firstly, as you all know, St Martin's is dedicated to providing the best education possible and that is achieved through our excellent curriculum. Unlike other boarding schools, St Martin's is also a specialist school with its primary focus being on the Arts.

The school year is divided into two terms – the autumn term which starts next week and continues up till December 2nd, and the winter term which lasts from January 5th to June 12th. You will sit exams twice over that time period, once at the end of each term, and you must achieve high marks in every subject if you wish to get your diploma in the final year. All lessons are compulsory – you must attend each and every one of them. Study hours are from 6 pm to 9 pm every evening unless you have theatre or music rehearsals. And I believe that is about it. ... Oh, there are many excellent sports facilities here at St Martin's and you may make use of any of them – the pool, the gym, the basketball court and so on – whenever you find you've got some free time on your hands. And, finally, you may pick up your timetables at the school secretary's office in the morning, anytime after 9. A good academic year to you all!



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Irregular Verbs

Infinitive	Past	Past Participle	Infinitive	Past	Past Participle
be /bi:/	was /wɒz/	been /bi:n/	leave /li:v/	left /left/	left /left/
bear /beə/	bore /bɔ:/	born(e) /bɔ:n/	lend /lend/	lent /lent/	lent /lent/
beat /bi:t/	beat /bi:t/	beaten /bi:tən/	let /let/	let /let/	let /let/
become /br'kʌm/	became /br'keɪm/	become /br'kʌm/	lie /laɪ/	lay /leɪ/	lain /leɪn/
begin /br'gɪn/	began /br'gæn/	begun /br'gʌn/	light /laɪt/	lit /lɪt/	lit /lɪt/
bite /baɪt/	bitten /'bɪtən/	bitten /'bɪtən/	lose /lu:z/	lost /lɒst/	lost /lɒst/
blow /bləʊ/	blew /blu:/	blown /bləʊn/	make /meɪk/	made /meɪd/	made /meɪd/
break /breɪk/	broke /brəʊk/	broken /brəʊkən/	mean /mi:n/	meant /ment/	meant /ment/
bring /brɪŋ/	brought /brɔ:t/	brought /brɔ:t/	meet /mi:t/	met /met/	met /met/
build /bɪld/	built /bɪlt/	built /bɪlt/	pay /peɪ/	paid /peɪd/	paid /peɪd/
burn /bɜ:n/	burnt (burned) /bɜ:nt (bɜ:nd)/	burnt (burned) /bɜ:nt (bɜ:nd)/	put /pʊt/	put /pʊt/	put /pʊt/
burst /bɜ:st/	burst /bɜ:st/	burst /bɜ:st/	read /ri:d/	read /red/	read /red/
buy /baɪ/	bought /bɔ:t/	bought /bɔ:t/	ride /raɪd/	rode /rəʊd/	ridden /rɪdən/
can /kæn/	could /kʊd/	(been able to /bɪn 'eɪbəl tə/)	ring /rɪŋ/	rang /rʌŋ/	rung /rʌŋ/
catch /kætʃ/	caught /kɔ:t/	caught /kɔ:t/	rise /raɪz/	rose /rəʊz/	risen /'rɪzən/
choose /tʃu:z/	chose /tʃəʊz/	chosen /tʃəʊzən/	run /rʌn/	ran /ræn/	run /rʌn/
come /kʌm/	came /keɪm/	come /kʌm/	say /seɪ/	said /sed/	said /sed/
cost /kɒst/	cost /kɒst/	cost /kɒst/	see /si:/	saw /sɔ:/	seen /si:n/
cut /kʌt/	cut /kʌt/	cut /kʌt/	sell /sel/	sold /səʊld/	sold /səʊld/
deal /di:l/	dealt /delt/	dealt /delt/	send /send/	sent /sent/	sent /sent/
dig /dɪg/	dug /dʌg/	dug /dʌg/	set /set/	set /set/	set /set/
do /du:/	did /dɪd/	done /dʌn/	sew /səʊ/	sewed /səʊd/	sewn /səʊn/
draw /drɔ:/	drew /dru:/	drawn /drɔ:n/	shake /ʃeɪk/	shook /ʃʊk/	shaken /'ʃeɪkən/
dream /dri:m/	dreamt (dreamed) /dremt (dri:md)/	dreamt (dreamed) /dremt (dri:md)/	shine /ʃaɪn/	shone /ʃɒn/	shone /ʃɒn/
drink /drɪŋk/	drank /dræŋk/	drunk /drʌŋk/	shoot /ʃu:t/	shot /ʃɒt/	shot /ʃɒt/
drive /draɪv/	drove /drəʊv/	driven /drɪvən/	show /ʃəʊ/	showed /ʃəʊd/	shown /ʃəʊn/
eat /i:t/	ate /eɪt/	eaten /'i:tən/	shut /ʃʌt/	shut /ʃʌt/	shut /ʃʌt/
fall /fɔ:l/	fell /fel/	fallen /'fɔ:lən/	sing /sɪŋ/	sang /sæŋ/	sung /sʌŋ/
feed /fi:d/	fed /fed/	fed /fed/	sit /sɪt/	sat /sæt/	sat /sæt/
feel /fi:l/	felt /felt/	felt /felt/	sleep /sli:p/	slept /slept/	slept /slept/
fight /faɪt/	fought /fɔ:t/	fought /fɔ:t/	smell /smel/	smelt (smelled) /smelt (smeld)/	smelt (smelled) /smelt (smeld)/
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fly /flaɪ/	flew /flu:/	flown /fləʊn/	spell /spel/	spelt (spelled) /spelt (speld)/	spelt (spelled) /spelt (speld)/
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freeze /fri:z/	froze /frəʊz/	frozen /'frəʊzən/	stick /stɪk/	stuck /stʌk/	stuck /stʌk/
get /get/	got /gɒt/	got /gɒt/	sting /stɪŋ/	stung /stʌŋ/	stung /stʌŋ/
give /gɪv/	gave /geɪv/	given /gɪvən/	swear /swea/	swore /swɔ:/	sworn /swɔ:n/
go /gəʊ/	went /went/	gone /gɒn/	sweep /swi:p/	swept /swept/	swept /swept/
grow /grəʊ/	grew /gru:/	grown /grəʊn/	swim /swɪm/	swam /swæm/	swum /swʌm/
hang /hæŋ/	hung (hanged) /hʌŋ (hæŋd)/	hung (hanged) /hʌŋ (hæŋd)/	take /teɪk/	took /tu:k/	taken /teɪkən/
have /hæv/	had /həd/	had /həd/	teach /ti:tʃ/	taught /tɔ:t/	taught /tɔ:t/
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hide /haɪd/	hid /hɪd/	hidden /'hɪdən/	tell /tel/	told /təʊld/	told /təʊld/
hit /hɪt/	hit /hɪt/	hit /hɪt/	think /θɪŋk/	thought /θɔ:t/	thought /θɔ:t/
hold /həʊld/	held /held/	held /held/	throw /θrəʊ/	threw /θru:/	thrown /θrəʊn/
hurt /hɜ:t/	hurt /hɜ:t/	hurt /hɜ:t/	understand /ʌndə'stænd/	understood /ʌndə'stʊd/	understood /ʌndə'stʊd/
keep /ki:p/	kept /kept/	kept /kept/	wake /weɪk/	woke /wəʊk/	woken /wəʊkən/
know /nəʊ/	knew /nju:/	known /nəʊn/	wear /weə/	wore /wɔ:/	worn /wɔ:n/
lay /leɪ/	laid /leɪd/	laid /leɪd/	win /wɪn/	won /wɒn/	won /wɒn/
lead /li:d/	led /led/	led /led/	write /raɪt/	wrote /rəʊt/	written /'rɪtən/
learn /lɜ:n/	learnt (learned) /lɜ:nt (lɜ:nd)/	learnt (learned) /lɜ:nt (lɜ:nd)/			

