

# On Screen

Енглески језик за 3. разред  
гимназије и средње школе  
(једанаеста година учења)

**Уџбеник**

**3**

Virginia Evans - Jenny Dooley



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# On Screen

3

УЏБЕНИК за енглески језик  
за 3. разред гимназије и средње школе

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## MODULE OBJECTIVES

- **Vocabulary**
  - appearance/character/clothes
  - personality
  - jobs
  - daily routines, free time activities
  - prepositions
  - phrasal verbs: *look*
  - word formation: adjectives from verbs & nouns
- **Reading**
  - multiple choice
  - answer questions
- **Grammar**
  - present tenses
  - stative verbs
- **Listening**
  - a radio interview (true/false statements)
  - a part of a TV show (multiple choice)
  - intonation: stressed syllables
- **Speaking**
  - introduce ourselves/others
  - ask about/express likes/dislikes
  - ask for/give personal information
  - social expressions
  - describe a picture
  - describe a person
- **Writing**
  - a paragraph comparing your lifestyle to a tribe's lifestyle
  - an informal email describing a person
- **Language Focus**
  - phrasal verbs & prepositions
  - word formation
  - grammar in focus
- **Progress Check**

## Appearance/Character/Clothes

### 1 Complete the descriptions.



**A** • optimistic • fair • trainers  
• shoulder-length

Becky is a pretty girl. She is slim with 1) ..... dark hair. She has a 2) ..... complexion, a small nose and blue eyes. She is wearing a pink T-shirt, jeans and 3) ..... She is sporty and 4) ..... and tends to expect good things to happen.

**B** • spiky • beard • polite • early  
• dark • overweight • casual

Steve is in his 1) ..... thirties. He is tall and 2) ..... with short 3) ..... black hair. He has a 4) ..... complexion, a big nose, a 5) ..... and a moustache. He is wearing 6) ..... clothes, a white T-shirt and jeans. He is a very 7) ..... person and behaves towards people in a pleasant way.

**C** • wrinkles  
• jumper  
• caring  
• medium  
• bald  
• skinny

Larry is old and of 1) ..... height. He is 2) ..... and has a pale complexion with 3) ..... He is going 4) ..... His hair is grey and he has a big nose. He is wearing a 5) ..... and trousers. He is a 6) ..... person and always helps others.

### 2 Use the words/phrases below to describe the rest of the people in Ex. 1.

- teenager, tall, slim, pale complexion, long straight fair hair, big eyes, pointed nose / striped top, jacket, jeans / outgoing – like meeting people
- handsome, slim, short, dark hair, brown eyes / shirt and tie, black leather jacket, trousers / can be arrogant – thinks he is better than others
- mid-forties, average height, slim, curly fair hair, small eyes, thin lips / cardigan, shirt, trousers / gentle – always kind and calm

### 3 Describe a person in your class. Your partner guesses who the person is.



1 a) Look at the picture. Where do you think these people live: *in a desert? an overcrowded city? a village? up in the mountains?* How do you know? What do you think their lifestyles might be like?

b) Check these words in the Word List. Use them to describe the people in the picture.

- fairly short • dark in complexion
- colourfully embroidered black shirts and skirts • thick black leggings
- distinctive hats • remarkably tough
- spirited • cheerful

2 Read the title of the text and the first sentence in each paragraph. What is the text about?

🔊 Listen and read to check.

3 In your own words and based on the text, answer the questions.

- 1 What is the Akha Way?
- 2 How do Akha men's roles differ from Akha women's roles?
- 3 What are the 'spirit gates'?
- 4 How has the Akha people's lifestyle changed?

## The AKHA Way

High up in the mountains of southeast Asia, you can find the Akha hill tribes living in their traditional villages and farming the land much as they have done for generations.

**A** The history of the Akha people goes back hundreds, if not thousands, of years. They originally came from Tibet and have maintained the physical characteristics of that region, being fairly short and dark in complexion. Today, they live in small villages in the mountainous parts of China, Laos, Burma, Vietnam and northern Thailand. The

Akha people are rich in culture, history and tradition. But they are also among the world's poorest people. Akha women remain remarkably tough, spirited and cheerful in the face of such a harsh life. Akha men are brave and strong.

**B** The Akha have their own way of measuring time where one week lasts 12 days; as well as their own sets of rules. Each village has its own leader or headman, and under his guidance people follow a code of behaviour known as the Akha Way. Thanks to the Akha Way, each person in these small communities knows their role in society. The men provide for their families by farming crops like rice, corn and soya beans. They are also talented craftsmen and make crossbows, baskets and musical instruments from bamboo. The women do spinning and weaving and make their own



### Check these words

- generations • maintain • mountainous parts
- code of behaviour • crossbows • ancestors • spinning
- weaving • distinctive • thatched roof • stand on stilts
- wooden frame • spiritual significance • honour
- take things a step further • seek fortunes



clothes. They wear colourfully embroidered black shirts and skirts, and thick black leggings. Their headdresses are especially distinctive. As for the children, even though many of them don't attend school, they all know the names of every plant and animal in the forest. There is no written Akha language but the oral tradition is very rich. Children have to memorise the names of all their ancestors, sometimes as far back as 60 generations!

**C** Akha villages all look quite similar. The bamboo houses with their thatched roofs stand on stilts on the hillsides. Every village has two wooden frames that look like a doorway at its entrance and exit. These structures have spiritual significance and are called the 'spirit gates'. Artists cover the frames with carvings of both evil and smiling faces. This is to invite good spirits to enter the village and keep bad spirits out. Each summer, with great ceremony, the men build a swing in a public open space. Here the young children gather to play, but not just as a playground game – it is part of the yearly ceremony to honour dead ancestors.

**D** Sadly, the Akha Way is slowly disappearing from many villages. A growing number of tourists are visiting them and introducing a taste of Western culture. You can now see young Akha tribesmen sporting leather jackets and mobile phones. The women and girls only dress traditionally when there are tourists around in the hope they will buy souvenirs. Some Akha have even decided to take things a step further: they are leaving their villages to seek their fortunes in the big cities.

### STUDY SKILLS

#### Multiple choice

Read the text quickly to get the gist. Read the questions and possible answers and find the key words. Read the text again and find the part that contains the answer to each question. Try to find words/phrases synonymous to the key words in the questions. This will help you do the task.

#### 4 Choose the best answers according to the text. Give reasons for your answers.

- The Akha people
  - live mainly on Tibetan farms.
  - are not used to severe conditions.
  - have a short history as a tribe.
  - are some of the least wealthy in the world.
- Akha women
  - are used to dealing with hardships.
  - do not mind being poor.
  - work harder than Akha men.
  - are more courageous than Akha men.
- The most characteristic part of the Akha women's clothing is their
  - shirts.
  - skirts.
  - leggings.
  - hats.
- The Akha build spirit gates on the edges of their villages to
  - welcome visitors to the village.
  - give artists a place to work.
  - protect the village from danger.
  - provide a play area for their children.
- The writer thinks that the Akha Way
  - is having an influence on Western culture.
  - may not be around for much longer.
  - is now only noticeable in the Akha people's clothes.
  - could take a long time to spread to cities.

#### 5 Find words in the text that mean:

- initially (para A)
- skin colour (para A)
- characteristic (para B)
- to learn by heart (para B)
- importance (para C)
- to come together (para C)
- to bring in (para D)
- to look for (para D)

#### 6 Fill in: *set, embroidered, attend, fairly, talented, memorise, physical, honour, keep, thatched*.

- ..... characteristics;
- ..... short;
- ..... of rules;
- ..... craftsmen;
- ..... shirts;
- to ..... names;
- to ..... school;
- ..... roofs;
- to ..... spirits out;
- to ..... ancestors

#### Speaking

Use the phrases in Ex. 6 to give the class a short summary of the text.

#### Writing



Compare yourself with a person from the Akha tribe. Think about: *appearance, clothes, family, lifestyle*. Use: *and, as well, too* (similar ideas) – *but, whereas* (opposing ideas). Read your paragraph to the class.



## Vocabulary from the text

- 1 Replace the words in bold with words from the list.

• leadership • a step further  
• attend • honour • gather  
• maintain • introduce  
• memorise

- He tries to **keep** a youthful physical appearance.
- They **get together** at Sam's house every Friday.
- We have to **learn** the poem by **heart** for school tomorrow.
- I think every child should **go to** kindergarten.
- Under the new manager's **guidance**, the company went from strength to strength.
- Every year, they have a ceremony to **show their respect to** their ancestors.
- I think the time has come for us to take things **forward**.
- If we **bring in** modern cultural practices to the tribe, we'll destroy their traditional way of life.

- 2 Choose the correct word.

- We have a **code/law** of behaviour here. Please respect it.
- Everyone has a responsibility in **society/region** to obey the laws.
- We should all try to help maintain our local **community/society**.
- My **ancestors/descendants** all came from Europe.
- Sadly, many of the tribe's traditional practices are **disappearing/removing**.
- It's important to **remain/hold** calm during an argument.
- I am a **lightly/fairly** optimistic person.
- She has very **individual/distinctive** eyes – the colour is unlike anything I've ever seen.

Topic vocabulary  
Clothes

- 3 Choose the correct words.

A Steve is wearing 1) **formal/casual** clothes. He's wearing a brown 2) **jacket/coat**, a blue and red 3) **cotton/plastic** cap, a yellow woollen 4) **jumper/waistcoat** and an orange 5) **scarf/belt**. He's also wearing grey 6) **baggy/floral** tracksuit bottoms and brown 7) **trainers/boots**. He looks quite 8) **conservative/trendy** and sporty.

B Mary is wearing a white dress with black 9) **polka dots/stripes**, and a red 10) **leather/cotton** belt. She's also wearing red 11) **high-heeled/platform** shoes. She looks 12) **fashionable/sloppy**.

- 4 Describe what the people in the pictures are wearing. Use words from Ex. 3 as well as your own ideas.



- 5 Fill in: **try on, match, fit, suits, do up**.

- These jeans don't **fit** me. They are the wrong size.
- Can I please **try on** this coat?
- I'm looking for a pair of shoes to **match** this dress.
- Do you think this colour **suits** me?
- Do up** your coat. It's very cold outside.

## Phrasal verbs: LOOK

- 6 Choose the correct particle. Check **up** in the Word List.

- I'm looking **after** my little cousin this weekend. (take care of)
- We can't wait to meet your parents. We're looking **forward** to it. (anticipate)
- You shouldn't look **down on** people who have less money than you. (have a bad opinion of)
- If you don't know his phone number, just look it **up** in the yellow pages. (find in a book/list)





## Personality

7 a) Match the adjectives (1-12) to their opposites (A-L).

### Positive

- |   |   |
|---|---|
| 1 <input checked="" type="checkbox"/> optimistic  | 8 <input checked="" type="checkbox"/> truthful/honest |
| 2 <input checked="" type="checkbox"/> modest      | 9 <input checked="" type="checkbox"/> cheerful        |
| 3 <input checked="" type="checkbox"/> hardworking | 10 <input checked="" type="checkbox"/> gentle         |
| 4 <input checked="" type="checkbox"/> interesting | 11 <input checked="" type="checkbox"/> polite         |
| 5 <input checked="" type="checkbox"/> organised   | 12 <input checked="" type="checkbox"/> generous       |
| 6 <input checked="" type="checkbox"/> caring      |   |
| 7 <input checked="" type="checkbox"/> patient     |   |

### Negative

- |                       |                |
|-----------------------|----------------|
| A dull                | G pessimistic  |
| B rude                | H impatient    |
| C arrogant            | I aggressive   |
| D lazy                | J indifferent  |
| E dishonest/deceitful | K disorganised |
| F moody               | L selfish      |

b) Choose words from Ex. 7a to complete the sentences.

- Optimistic* people always see the positive side of things.
- Modest* people don't like talking about their achievements.
- ..... people are kind and calm.
- Dishonest* people tell a lot of lies.
- Arrogant* people think they are more important or talented than others.
- Moody* people often become sad or angry for no particular reason.
- Aggressive* people always want to start fights.
- ..... people are helpful and sympathetic to others.
- Selfish* people only care about themselves and not others.
- Impatient* people get easily annoyed when they have to wait for something.

c) Which adjectives best describe you/your friends?

*I'm quite organised and polite.*

## Jobs

8 Add a suffix **-ant -ian -er -or** to the verbs in the list to make names of jobs. Match the jobs to the descriptions (1-10).

- electric • beauty • bake • clean • translate • mine  
• farm • music • account • act

- I change written words from one language into another.  
*translator*
- I work underground to remove coal.
- I play roles in films.
- I keep and check the financial records of people.
- I grow crops and keep animals.
- I fix problems with electrical wires.
- I use make-up to improve people's appearances.
- I make bread and cakes and sell them in a shop.
- I tidy other people's houses.
- I play the piano very well.

## Prepositions

9 Choose the correct item. Check in the Word List.

- She's attached *in/to* her family.
- He is jealous *of/about* his brother for being good at sports.
- He is interested *in/at* nature.
- I don't really care *of/about* designer clothes.
- Don't be rude *to/with* your teachers.

## Word formation (adjectives from verbs & nouns)

10 Read the theory, then complete the sentences (1-8) with the adjectives derived from the words in bold.

We can form adjectives from verbs and nouns by using the following endings:  
-ful (care-careful), -ic (drama-dramatic), -ive (decide-decisive), -ious (superstition-superstitious), -less (self-selfless), -ish (child-childish), -y (pick-picky), -ing (care-caring)

- John is very .....  
He never remembers where his things are. (FORGET)
- Luke is .....  
I think he'll become a painter. (CREATE)
- He's very .....  
He wants to become rich and famous. (AMBITION)
- Ann's .....  
She's always talking about the same things. (BORE)
- Don't be .....  
Think of others first. (SELF)
- He's very .....  
He tells the best jokes. (FUN)
- Sue's quite .....  
She's very good at drawing. (ART)
- Jess is .....  
and often offends people. (TACT)



## Present simple, present continuous, present perfect

Ladies and gentlemen, this special-potion **comes** from the Amazon. It **makes** you look younger and live longer!

Really? Wow!

Hmm. That sounds good. I'm **getting** married next month. I want to look much younger on my wedding day.

How much **does it cost**?

£100 a bottle!

That's expensive!

Is he really 200 years old or **is he kidding** us?

Look at me! I'm **standing** here today, a handsome young man – but I'm really over 200 years old!

His secret is simple – he **drinks** a bottle of this potion every day.

I honestly don't know. I think he's **growing** old slowly. I've **only been** with him for 150 years.

see pp. 150-151

- 1 a) Read the cartoon. What is the man selling? What is special about it?  
b) Look at the verb forms in bold in the cartoon. Find examples of:

- a habit • an action happening at or around the time of speaking • a fact • a fixed future arrangement
- an action which started in the past and continues to the present • gradually developing situations

What tense is used in each case? Is it the same in your language?

- 2 a) Fill in: *do, go or have*.

- 1) ..... out for a meal; 2) ..... the washing-up; 3) ..... a shower/a bath; 4) ..... for a walk; 5) ..... to work/ school; 6) ..... housework; 7) ..... breakfast/lunch/dinner; 8) ..... shopping; 9) ..... homework; 10) ..... jogging; 11) ..... out with friends; 12) ..... for a swim; 13) ..... the shopping; 14) ..... to the cinema; 15) ..... to bed

b) Use the question words in the box to find out about your partner's daily routine and free-time activities.

- How often ...? • When ...?
- Where ...? • What time ...? • How ...?

A: How often do you go out for a meal?

B: Once a week./Twice a month.

- 3 Read the example. Which tense do we use for: timetables? future arrangements? Use the notes to act out short exchanges.

|   |                                   |   |
|---|-----------------------------------|---|
| FILM<br>9:00 - 10:50<br>MEET AT<br>8:00 | TOUR<br>6:00 - 7:00<br>LEAVE 5:15 | FLIGHT<br>DEPARTURE<br>8:45<br>LEAVE FOR<br>AIRPORT<br>6:00 |
|---|-----------------------------------|---|

A: What time does the film start?

B: It **starts** at 9:00, so we **are meeting** at 8:00.

- 4 Form complete sentences. Put the verbs in bold in the *present simple* or the *present continuous*.

- do/she/at the moment/her homework  
*She **is doing** her homework at the moment.*
- usually/go/by bus/he/to work
- dinner/tonight/I/with Paul/have!
- eat out/you/how often?
- not work/tonight/late/Peter
- the kids/now/watch TV?
- on Mondays/to the gym/John/not go



## Stative verbs

Stative verbs describe a state rather than an action (e.g. *like, love, hate, want, need, forget, remember, know, suppose*). They do not usually have continuous forms. Some stative verbs do have continuous forms but there is a difference in meaning. *I like wearing casual clothes.*

➤ see p. 151

- 5 Put the verbs in brackets into the *present simple* or *continuous*. Explain the meaning of both sentences in each pair.

- 1 a Linda ..... unhappy. (look)  
b Linda ..... for her necklace. (look)
- 2 a Tina ..... unwell today. (feel)  
b Tina's silk scarf ..... very soft. (feel)
- 3 a Tom ..... his own flat. (have)  
b Tom ..... a shower now. (have)
- 4 a I ..... of buying a bike. (think)  
b I ..... it's fantastic. (think)
- 5 a This cake ..... delicious. (taste)  
b She ..... the soup to see if it's spicy. (taste)

## Already/Just/Yet/Ever/Never/For/Since

- 1 I've already had lunch.
- 2 I haven't done my homework yet.
- 3 I've just had a coffee.
- 4 A: Have you ever played the trumpet?  
B: No, I haven't./Yes, I have.
- 5 I've never travelled abroad.
- 6 I've been here since last May/for two months.

➤ see p. 151

- 6 Choose the correct word.

- 1 She's **never/already** flown in a plane.
- 2 They've **just/yet** left.
- 3 He hasn't finished his homework **yet/ever**.
- 4 Have you **never/ever** ridden a camel?
- 5 We have **yet/already** met Claire.
- 6 She hasn't seen Paul **since/for** last Friday.

- 7 Think of your day. What have you *already/just/not yet* done? Tell your partner.

*I've already done my homework. I've just had dinner. I haven't tidied my room yet.*

## Present perfect continuous

She has been working for him for a long time.  
She has been working for him since 1992.

➤ see p. 152

- 8 Read the examples in the grammar box. How do we form the present perfect continuous?

- 9 Use the verbs in the present perfect continuous to write true sentences about yourself and your family. Use *since* or *for*.

• study • work • play • live

*I've been studying French for two years/since 2009.*

- 10 Put the verbs in brackets into the correct present tense.

- 1 A: ..... (you/see) Mary recently?  
B: No, I ..... (not/talk) to her since last month.
- 2 A: ..... (we/meet) before?  
B: I ..... (not/think) so.
- 3 A: Where ..... (you/go)?  
B: Shopping. .... (you/want) anything?
- 4 A: Where ..... (Tony/live)?  
B: In London – but at the moment he ..... (stay) in Bahrain.
- 5 A: ..... (you/come) to Ann's party tonight?  
B: I'd love to, but I ..... (fly) to London. The plane ..... (leave) at 10:30.

- 11 Put the verbs in brackets into the correct tense.

Dear Charlotte,  
Hi! How are you? 1) ..... (you/enjoy) the summer break? I 2) ..... (have) an amazing time here in London. My host family 3) ..... (be) really friendly and the summer English course I 4) ..... (do), is a lot of fun. I 5) ..... (already/make) some good friends here. My best friend is Laura. She's from Italy. She 6) ..... (look) a bit like you actually. She's tall, with beautiful long dark hair and big brown eyes. Like me, she 7) ..... (be) in London since July. I 8) ..... (like) her because she's funny and cheerful. She's also very generous. 9) ..... (you/meet) anyone nice so far?  
Write back soon!  
Alice

## 1 a) Complete the pairs.

b) Listen and check.

- |                |                    |
|----------------|--------------------|
| 1 granddad -   | 5 son -            |
| <i>grandma</i> | 6 cousin -         |
| 2 father -     | 7 brother -        |
| 3 uncle -      | 8 brother-in-law - |
| 4 nephew -     |                    |

b) Use words from Ex. 1a to present your family to the class.

*There are four members in my family. My dad, Peter, my mum, Laura, my sister, Sue and me. My dad is ...*



## 2 a) You are going to listen to a part of a radio interview about a young ballerina. Before you listen check these words in the Word List.

• *hometown* • *treasure the time*  
 • *extended family* • *delighted* • *support*  
 • *inspiration* • *afford* • *lead role* • *venue*

b) Listen and write how the people below are related to Jane Ivory.

*Sandra*    *Peter*    *Jenny*    *Bertie*

## 3 Listen again and decide if each sentence is True or False.

- Jane Ivory has been performing as a ballerina for 24 years. ....
- Jane's brother still lives in his hometown. ....
- Jane's aunt now runs her own school. ....
- Jane's grandpa gave her financial assistance. ....
- Jane has performed in *Swan Lake* before. ....
- Jane seems to be worried about her role. ....

## 4 Work in pairs. Write down the names of three people you know. Exchange papers and find out about each person.

A: *Who's James?*

B: *He's my cousin.*

A: *What does he look like?*

B: *He's short and slim, with short fair hair and blue eyes.*

A: *What is he like?*

B: *He's honest and polite.*

## STUDY SKILLS

## Predicting content

Before you listen, read the rubric, the statements and possible answers. This will help you familiarise yourself with what the recording will be about.

## 5 a) Read the rubric, statements and answers. What do you think the dialogue is about?

Listen to a part of a TV show. For questions 1-6 choose the correct answer A, B or C.

- The TV show is about  
 A British chat shows.  
 B the life and times of a TV personality.  
 C the history of British TV.
- James first met Anna  
 A in London.                      B in Paris.  
 C at a rugby match.
- James describes Anna as  
 A a difficult person to be around.  
 B someone with a positive view of life.  
 C a talkative person.
- The interest James and Anna share is  
 A going to the cinema.  
 B watching TV.  
 C watching classic films.
- When James's daughter was born  
 A James resigned from work.  
 B James spent most of his time at home.  
 C James was beginning a new career.
- James's daughter, Laura,  
 A is employed as a fashion designer.  
 B has not started working yet.  
 C has chosen the same career as her father.

b) Check these words in the Word List.

• *chat-show host* • *incredible* • *bright*  
 • *demanding* • *resign* • *degree* • *confident*

c) Do the listening task in Ex. 5a.

## Intonation: Stressed syllables

## 6 Listen and say. Which syllables are stressed?

• *talented* • *generous* • *optimistic* • *modest*  
 • *understanding* • *confident* • *energetic*



# Speaking skills

# 1e

**Introduce ourselves/others –  
Ask for/Give personal information –  
Ask about/Express likes/dislikes**

**1** a) Complete the conversation with words from the table below.

- favourite band • stand • love
- name's • prefer • pleasure
- like you • met before • you from



Juliet: Hello. I don't think we've 1) .....  
I'm Juliet.  
Dan: Hi Juliet. My 2) ..... Dan.  
Juliet: It's a 3) ..... to meet you, Dan.  
Dan: Nice to meet you, too. Where are  
4) ..... ?  
Juliet: I'm from London. And you?  
Dan: I'm from Glasgow. So, are you enjoying the  
party?  
Juliet: Well, to be honest, I can't 5) .....  
the music. I don't like dance music at all.  
Dan: I know what you mean. I 6) .....  
rock music.  
Juliet: Really? What's your 7) ..... ?  
Dan: I really love Radiohead. They're great!  
Juliet: Oh, Dan, I'd 8) ..... to meet Sasha.  
Dan: Hi Sasha. Do you and Juliet work together?  
Sasha: No, we play on the same football team.  
Dan: Really? I 9) ..... football!  
Juliet: You should play with us some time then!

- b) Listen and check your answers. Is the dialogue formal or informal? Give reasons.  
c) Take roles and read the dialogue aloud.

**2** Work in groups of three. You and your cousin are at a party. Introduce yourself and your cousin to a person there, then ask questions to get to know the person better. Use the phrases in the table below to act out a dialogue similar to the one in Ex. 1a.

| Introducing yourself/others   | Responding   |
|---|--|
| <ul style="list-style-type: none"> <li>• Hello, I'm ... /My name's ...</li> <li>• I don't think we've met before. I'm ...</li> <li>• I'd like you to meet ... / This is ...</li> </ul>                          | <ul style="list-style-type: none"> <li>• Nice to meet you.</li> <li>• It's a pleasure to meet you.</li> </ul>  |
| Asking about likes/dislikes   | Expressing likes/dislikes  |
| <ul style="list-style-type: none"> <li>• What kind of music/films do you like?</li> <li>• Do you like ...?</li> <li>• What do you think of ...?</li> <li>• What's your favourite subject/band, etc.?</li> </ul> | <ul style="list-style-type: none"> <li>• I really enjoy/like/love+noun ...</li> <li>• I can't stand ...</li> <li>• I don't mind ...</li> <li>• I prefer ...</li> </ul> |
| Asking about personal information   | Responding   |
| <ul style="list-style-type: none"> <li>• Where are you from?</li> <li>• Which school do you go to?</li> </ul>   | <ul style="list-style-type: none"> <li>• I'm from ...</li> <li>• I go to ...</li> </ul>  |

## Social expressions

**3** Match the exchanges.  
Listen and check. Repeat the phrases in pairs.

- |   |                                |
|---|--------------------------------|
| <input type="checkbox"/> 1 Have a nice weekend.         | a Fine, thanks.                |
| <input type="checkbox"/> 2 Come on – we must go.        | b Take care. See you later.    |
| <input type="checkbox"/> 3 How are things?              | c Sleep well.                  |
| <input type="checkbox"/> 4 Goodnight.                   | d Just a minute.               |
| <input type="checkbox"/> 5 Sorry I'm late.              | e Never mind. You're here now. |
| <input type="checkbox"/> 6 Bye. I'm off to the gym now. | f Thanks, you too.             |

## Describing a picture

**4** a) Look at the picture in Ex. 1a and complete the sentences in your notebook.

- The picture shows some people ...
- They are at ...
- The girls in the foreground are ... They are wearing ... They are talking to a man.
- The man is ... He is wearing ...
- Everyone seems to ...

b) Listen and check.



## Writing Bank 1 p. 141

## Rubric analysis

- 1 Read the rubric and look at the underlined words. Answer the questions.

This is part of an email you received from your English friend Penny.

How's your new school? Have you made any new friends? What does he/she look like? What is he/she like?

Write your email (140-190 words).

- 1 What are you going to write?
- 2 Who are you?
- 3 Who is going to read your piece of writing?
- 4 What topics should you include in your piece of writing?
- 5 What style should you use?
- 6 How long should your piece of writing be?

## Opening/Closing remarks

- 2 a) Which of the sentences are: *opening remarks?* *closing remarks?*

- 1 How's it going?
- 2 Got to go now.
- 3 Hope you're OK.
- 4 Have to go now.
- 5 I'd better get going.
- 6 How are you doing?
- 7 Email me soon.
- 8 Thanks for your email.

b) Replace the opening/closing remarks in Anna's letter with sentences from Ex. 2a.

## Model analysis

- 3 a) Read the model. Which paragraph is about:

- 1 ☐ the writer's feelings about the person?
- 2 ☐ name of person, how the writer met him?
- 3 ☐ person's personality?
- 4 ☐ person's appearance?

Dear Penny,

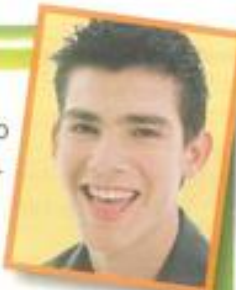
A How are you? Just dropping you a line to tell you how I'm getting on at my new school. I've made friends with one of my classmates. His name's Charlie and he's great fun.

B Charlie's tall and slim, with short spiky brown hair. He's got a pale complexion and bright blue eyes. He's quite handsome and dresses casually in jeans and trainers.

C Charlie is a very kind person who's always ready to help others. He's also extremely funny. I'm always laughing at his jokes. Outside class, he's very sociable. He's taking me to a party tomorrow! He can be a bit arrogant at times though, and doesn't always listen to what I say.

D I'm really glad I've met Charlie. He's made all the difference to being at a new school. Write back soon.

Love,  
Anna



- b) List all the words Anna uses to describe Charlie's *appearance* and *personality*.

## Informal style

- 4 Which of the sentences are *True*? Provide examples from the email.

Anna's email is informal because it contains:

- |                     |                                 |
|---------------------|---------------------------------|
| 1 everyday language | 4 omission of personal pronouns |
| 2 short verb forms  | 5 simple linking words          |
| 3 long sentences    |                                 |

## Word order

- 5 Read the examples. Complete the rules. Use *before* or *after*.

S V *adverb* S *adverb of frequency* S V *adverb of frequency*  
 Charlie is very tall. He **often** goes to the gym. He is **never** late for class. He plays football **very** well.

- 1 The subject always goes ..... the verb.
- 2 The object normally goes ..... the verb.
- 3 Adverbs of frequency go ..... an auxiliary verb but ..... a main verb.
- 4 Adverbs go ..... adjectives/adverbs.

- 6 Put the words in the correct order.

- 1 person/Peter/kind/is/very/a .....
- 2 hair/he/long/has got .....
- 3 he/goes jogging/often .....
- 4 visits/he/his grandparents/sometimes .....
- 5 he/people/arrogant/doesn't like .....
- 6 has/been/Peter/never/abroad .....



## Linking ideas

### 7 Study the examples.

- *John is tall. He is skinny. He has short straight hair.*  
*John is tall **and** skinny **with** short straight hair.*
- *Ann is clever. She is polite. She can be stubborn at times.*  
*Ann's clever **and** polite. **However**, she can be stubborn at times. Ann's clever. She's **also** polite, **but** she can be stubborn at times.*
- *Mary is a sweet girl. She has got a pale complexion.*  
*Mary is a sweet girl **who** has got a pale complexion.*

### 8 Complete the paragraphs with the words from the lists.

• however • also • and

• who • and • with

Harry is very intelligent 1) ..... always gets good marks in all his tests. He is 2) ..... creative and likes to compose music on his guitar. 3) ..... , he can be rude and sometimes says unpleasant things to people.

Lisa is a pretty girl 4) ..... will soon be fourteen years old. She is quite tall for her age, 5) ..... long curly hair, big green eyes, 6) ..... a wide friendly smile.

• also • both • but

My grandmother is 7) ..... generous and kind. She always gives me pocket money and she 8) ..... cooks my favourite meal when I visit her on Sundays. She is a bit hot-tempered sometimes, 9) ..... she never stays angry for long.

## Punctuation

### 9 a) When do we use a comma (,), a full stop (.), a question mark (?), an exclamation mark (!), an apostrophe ('), and capital letters? Check in the Grammar Reference section.

#### b) Punctuate the sentences below.

- 1 im just great how are you
- 2 alex and i are going to a party tomorrow
- 3 cant wait to hear from you
- 4 he's clever but he can be rude at times what can i do

## Your turn

### 10 a) Read the rubric and find the key words. Make notes under the headings: **name** - **age** - **appearance** - **character**.

This is part of an email you received from your English e-friend.

What does your neighbour look like? What is he/she like?

Write your email (140-190 words).

#### b) Use your notes and phrases from the Useful Language box to make sentences about the person.

*I first met Steve in the park two years ago.*

### 11 Check the theory in the Writing Bank. Then write your email. Use your notes in Ex. 10a, the plan and the Useful Language. Join your sentences with appropriate linkers.

## Useful Language

### Opening remarks

- I first met ...
- has been my friend for ...

### Physical Appearance/Clothes

- ... is quite (good-looking, attractive, etc.).
- ... is (tall and slim) with (brown eyes) and (fair hair).
- ... dresses casually/formally.

### Personality

- ... is very (outgoing/cheerful).
- ... is always (friendly) and loves/hates/enjoys ...
- ... has a great sense of humour.
- ... but can be (aggressive, lazy, bossy, etc.) at times.
- ... is a very (interesting/friendly) person.

### Feelings/Comments

- It's great fun to be with ...
- I'm glad to have ... as my friend.

## Plan

Dear + (your e-friend's first name)

### Introduction

(Para 1) Greet your e-friend. Say who you are going to describe & when / where you met.

### Main Body

(Para 2) Describe the person's physical appearance / clothes.

(Para 3) Describe the person's personality giving supporting details / examples.

### Conclusion

(Para 4) Write your feelings / comments about the person. Tell your e-friend to keep in touch.



## Checklist

When you finish your piece of writing check it for:

- spelling/grammar mistakes.
- correct word order.
- appropriate style (formal, informal).
- appropriate beginning/ending.
- well-structured paragraphs.
- inclusion of all points in the rubric.
- word length.



- 1 For questions 1-8, read the text below and decide which answer (A, B, C, D) best fits each gap. There is an example at the beginning (0). What style is the text written in? Give reasons.

## The Role of the Teacher

There can be no doubt that teachers 0) **A** a vital role in shaping students' lives.

Today's educators are not 1) ..... responsible for their students' academic achievements, but also for their well-being outside the school environment. This could involve offering students valuable 2) ..... of advice to help them handle personal problems, as young people today 3) ..... many difficulties in their daily lives.

Teachers also take on the role of motivator. That is why they often 4) ..... in special seminars where they are trained to encourage student motivation in the classroom. By putting this theory into 5) ..... they can inspire students to view learning as an enjoyable process. Therefore, good teachers do not simply focus on testing or examinations, but 6) ..... use of all available resources.

All in all, the way a teacher treats a student can have a huge 7) ..... on their character and future achievements.

Encouraging students to set goals and stick to them builds a solid relationship between teacher and student which will help them get 8) ..... well with each other.



- |                 |           |            |            |
|-----------------|-----------|------------|------------|
| 0 <b>A</b> play | B take    | C make     | D get      |
| 1 A alone       | B also    | C only     | D too      |
| 2 A tips        | B parts   | C pieces   | D portions |
| 3 A encounter   | B receive | C deal     | D see      |
| 4 A attend      | B enrol   | C enter    | D apply    |
| 5 A effect      | B work    | C exercise | D practice |
| 6 A do          | B make    | C have     | D take     |
| 7 A impress     | B impact  | C result   | D issue    |
| 8 A through     | B in      | C up       | D on       |

- 2 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 Do you think I could borrow your car?  
**WONDERING**

I *was wondering if I could* borrow your car?

1 I was really surprised when I saw Jenny at the school dance. **EXPECT**

I ..... Jenny at the school dance.

2 I had not expected Mary to be such a good singer. **TURNED**

Mary ..... a really good singer.

3 Kate was rude to me and I got angry. **MADE**  
Kate was so rude to me she ..... my temper.

4 You shouldn't take any notice of gossip. **LISTEN**

If I were you, ..... gossip.

5 I'm not going to move to London. **INTENTION**  
I ..... to London.

6 If I were you, I wouldn't wear jeans to work. **OUGHT**

In my opinion, ..... jeans to work.

7 Fiona told me to arrive on time for the competition. **LATE**

Fiona advised ..... for the competition.

8 John does not want to go out. **FEEL**

John ..... going out.

- 3 Complete the gaps with the correct form of the words in capitals.

1 Alice is ..... from America, but has been living in England for years. **ORIGIN**

2 Don't believe everything Sonia tells you; she's got a reputation for being ..... **HONEST**

3 Ellen is very ..... and is always trying to draw attention to herself. **DRAMA**

4 Mark is a ..... businessman. **SUCCESS**

5 Look at Penny's clothes. They are so ..... **FASHION**



## Grammar

## 4 Choose the correct item.

- 1 "Do we have to hand in the assignment by Friday?"  
"I'm afraid we've got ..... choice."  
A no any other                      C not another  
B no other                              D not any other
- 2 I'm determined to travel to China ..... much it costs.  
A considering how                  C no matter how  
B more over                              D whatever
- 3 "I'm so disorganised!"  
"How about changing the order ..... you do things?"  
A in which                              C within that  
B which                                      D where
- 4 "It's not very polite to laugh ..... a fellow classmate who gets an answer wrong."  
"I am sorry, it won't happen again."  
A with      B at                      C to                      D for
- 5 My brothers are ..... good at Maths.  
A equally    B unequal    C equality    D equal
- 6 "Basketball practice starts at 6 o'clock, ..... it?"  
"Yes, that's right."  
A doesn't    B won't      C hasn't    D isn't
- 7 ..... of his suitcases was large enough to fit all his clothes.  
A Both      B Neither    C Every    D All
- 8 "Look at those graphics!"  
"That picture must have been taken ..... a professional camera."  
A by              B with              C from              D of
- 9 It is only the second time I ..... Tim raise his hand in class.  
A saw                                      C see  
B have seen                              D had seen
- 10 Fortunately, I ..... find the USB stick I'd misplaced the other day.  
A could                                      C was able to  
B managed in                              D succeeded to
- 11 The charity event attracted many celebrities, some of ..... I knew by sight.  
A whom    B them      C which    D who
- 12 According to a study, three ..... ten people find maths too challenging.  
A from    B of              C in              D for

## Vocabulary

## 5 Choose the correct item.

- 1 Sam has always loved paragliding and other outdoor .....  
A actions                                  C practices  
B activities                                  D strategies
- 2 What was Tanya's ..... when you announced her promotion?  
A reaction                                  C action  
B reflection                                  D reception
- 3 When no one came to the door, she ..... through the window to see if anyone was home.  
A gazed    B glanced    C stared    D peered
- 4 The art museum ..... an entrance fee.  
A prices                                      C calculates  
B values                                      D charges
- 5 The students ..... their goal of improving their grades by the end of the term.  
A handled                                  C accomplished  
B controlled                                  D succeeded
- 6 The art gallery is running an art competition in ..... with the local council.  
A influence                                  C direction  
B association                                  D guidance
- 7 Do we have to ..... tickets for the concert in advance?  
A engage    B conserve    C reserve    D retain
- 8 We're all working overtime as our department has a very ..... deadline.  
A tense      B tight              C stiff              D close
- 9 How did the thieves gain ..... into the museum?  
A entry                                      C entrance  
B access                                      D admission
- 10 Please take a seat in the waiting room and I'll be with you .....  
A generally                                  C shortly  
B recently                                      D quickly
- 11 It's totally ..... to chew gum in class.  
A unimpressive                                  C harmful  
B useless    D unacceptable
- 12 Ben tried desperately to ..... Jill, but she was driving too fast for him.  
A catch up with                                  C live up to  
B take up with                                      D join in with



## 1 Fill in with: *have, go, do*.

- Do you **have** time to ..... the shopping for me this afternoon?
- Why don't we ..... out for dinner tonight?
- What time do you usually ..... breakfast?
- I plan to ..... shopping this afternoon.

## 2 Fill in the words in their correct form.

• **value** • **honour** • **respect**

- Many cultures ..... their dead with annual festivals.
- Most people ..... freedom of speech.
- It is important to ..... your elders.

• **maintain** • **preserve** • **continue**

- The Akha people try hard to ..... their culture and traditions.
- She tries hard to ..... a youthful appearance.
- Some villagers say they don't want to ..... with the old way of life.

• **collect** • **gather** • **assemble**

- Every Sunday, the village elders ..... to discuss the week's events.
- She told the children to ..... their toys and come inside.
- Citizens were told to ..... in the Town Hall for the meeting.

## 3 Choose the odd word out.

- optimistic – cheerful – generous – lazy
- shoulder-length – wavy – pointed – curly
- trainers – boots – sandals – jacket
- nose – moustache – beard – fringe
- skinny – overweight – obese – bald
- arrogant – deceitful – indifferent – gentle

## 4 Look at the picture and complete the missing words.



This couple are wearing 1) ..... sportswear. They are both wearing 2) ..... jeans. The woman is wearing a bright-coloured, orange 3) ..... while the man is wearing a blue one. They've both got 4) ..... on their hands and are wearing brown 5) ..... They are also holding skis. They look happy.

## Phrasal verbs & Prepositions

### 5 Choose the correct item.

- Are you in control **with/of** the situation?
- If you don't know the meaning of the word, look it **down/up** in the dictionary.
- I think Alex is taking advantage **over/of** Nathan.
- I'm looking **after/over** my neighbour's cats while they're on holiday.
- I am interested **in/with** learning more about the subject.

## Word formation

### 6 Complete the gaps with the correct form of the words in bold.

Australia is many people's dream travel destination. It has picturesque terrain, exotic wildlife, and 1) ..... (**excite**) cities. Australians believe in living life to the full. It is this 2) ..... (**motivate**) that makes them so fun-loving, 3) ..... (**courage**), and 4) ..... (**adventure**). Visitors to Australia soon discover that Australians are very easy-going, 5) ..... (**friend**), and have a "give it a go" attitude. They also discover Australians are very generous, but can be 6) ..... (**patient**) at times.

## Grammar in Focus

Put the verbs in brackets into the correct tense. Then complete the gaps.

I 1) ..... (**watch**) many great films in my life and seen a lot of talented actors, 2) ..... the actor that I 3) ..... (**like**) the most is Russell Crowe. Many of my friends 4) ..... (**not/agree**), but in my opinion, he is the most talented actor working today. I 5) ..... (**follow**) Russell's career ever 6) ..... he was an unknown actor in Australia. Now, he is a Hollywood celebrity and he even 7) ..... (**have**) a star on the Hollywood Walk of Fame! His roles in films 8) ..... as *Gladiator* and *Robin Hood* 9) ..... (**make**) him a household name and he 10) ..... (**win**) many awards to date. Russell 11) ..... (**not/just/act**) in Hollywood films; he is 12) ..... a musician and he 13) ..... (**release**) a number of albums so far! I 14) ..... (**not/meet**) him in person, but he 15) ..... like a nice person off-screen too.





## Reading

- 1 a) Read the text and decide if the statements are **True** or **False**.

## Sports Superstar!

Spanish tennis player Rafael Nadal - or "Rafa" as he is known to his fans - is one of the most interesting characters in sport today. When playing tennis, Rafa is fierce, fearless and confident. Sports journalists describe him as looking like an angry bull on court - eyebrows raised, lips curled, eyes burning a hole in his opponent. Yet, off court, Rafa is shy, sensitive and uncertain. He is afraid of dogs, spiders, and thunder and lightning. He is even afraid of sleeping in the dark!

It seems strange that a 6ft 1in, 85kg muscular athlete who is so confident on court, could be so unsure in real life. Rafa, the tennis player, is famous for his mental toughness, physical strength and aggressive playing style. His opponents know he will fight for every single point. His fans love the fact that he never gives up. However, the off-court Rafa is gentle and modest. Everyone who meets him says the same thing: he is 'educado', as they say in Spanish. Not so much educated in the formal sense (Rafa left school when he turned professional at 15), but educated in manners and character. Rafa is polite and respectful to everyone he meets. Indeed, even though Rafa is one of the best players in tennis history, he is probably the most humble No. 1 the game has ever known.

Rafa's fans also love his distinctive style. When Rafa first started playing professional tennis, he wore baggy, sleeveless shirts (that were always in very vivid colours), three-quarter length trousers and bandanas. Sports journalists said he looked like a pirate! No other player dressed like him. These days, Rafa sports a more traditional style. He wears a polo shirt and shorts cut above the knee - just like the rest of the players on tour. But he is still distinctive. His shirts are almost always tight-fitting. He also wears tennis shoes that have his nickname "Rafa" on the right shoe and a picture of a bull on the left.

Yet, even during the early days of his career when he dressed so distinctively on court, Rafa has always dressed normally - even conservatively - off court. Rafa's everyday clothes are shirts and V-neck sweaters. At parties he often wears a blazer. Rafa's dual personality and style has always been one of the most appealing things about him!

- Rafael Nadal has a fear of storms and sleeping without a light on. ....
- Rafa often gets into fights with opponents when he loses a single point. ....
- Rafa has been playing tennis since the age of 15. ....
- At the start of his career, sports journalists didn't think Rafa dressed like a tennis player. ....
- Nowadays, Rafa wears sports clothes that more reflect his off-court style. ....

b) Answer the questions in your own words.

- How has Rafa's dress sense changed over the years?
- What's the difference between Rafa's on and off court behaviour? (7x2=14)

## Listening

- 2 Listen to a lecture about friendship and decide if statements 1-8 are **True** or **False**.

- The lecture is taking place in the university where Dr Arken works. ....
- Dr Arken has recently released a book about friendship. ....
- Dr Arken states that animals have friends, too. ....
- Dr Arken believes that having Internet friends does not mean they are true friends. ....
- Dr Arken believes that a true friend is someone you see face to face. ....
- Dr Arken believes that most people have a small number of true friends. ....
- Dr Arken has a Twitter account. ....
- Dr Arken thinks that it's impossible to make true friends over the Internet. ....

(8x1=8)

## Speaking

- 3 Choose the correct response.

- A: What is she like?  
B: a She is jealous of me.  
b She's gentle and polite.
- A: This is my cousin, Sandra.  
B: a Nice to meet you.  
b I'm from London.
- A: I'm sorry I'm late.  
B: a I'm off now. b Never mind.
- A: Hello! I'm Tony.  
B: a Hi, Tony. I'm Becky.  
b I know what you mean.
- A: What does he look like?  
B: a He's tall and slim.  
b He's patient. (5x2=10)



## Vocabulary

- 4** Fill in with: *complexion, originally, deceitful, harsh, behaviour, remarkably, conservative, seek, rich, provide.*
- 1 London is a city ..... in history.
  - 2 You have to follow a code of ..... in the workplace.
  - 3 Don't trust him; he's a ..... person.
  - 4 Alex has a high-paying job so he can ..... his family with everything they need.
  - 5 He is going to ..... his fortune in the city.
  - 6 The locals are ..... friendly and welcoming to tourists.
  - 7 He's got a pale ..... and blue eyes.
  - 8 Life in the desert is ..... ; it's not easy at all.
  - 9 He looks very ..... in his white shirt, black tie and black trousers.
  - 10 Historians believe Native Americans ..... came to the American continent from Asia.
- (10x2=20)

## Grammar

- 5** Choose the correct word.
- 1 Nathan **has/is having** a bad day today.
  - 2 Sam, have you fixed your watch **just/yet**?
  - 3 I have **ever/never** been to Rome.
  - 4 Mum, this apricot pie you made **tastes/is tasting** delicious!
  - 5 I've been learning Italian **since/for** a long time.
  - 6 I **have been trying/have tried** to find something nice to wear for hours.
  - 7 I haven't done the dishes **yet/already**.
  - 8 He **has/is having** an amazing apartment in the city.
  - 9 They've been watching TV **since/from** the morning.
  - 10 They have **yet/just** got back from the movies.
- (10x1=10)

- 6** Put the verbs in brackets into the correct present tense.
- 1 What ..... (you/do) since 10 o'clock this morning?
  - 2 Katie ..... (play) basketball with her friends every Thursday.
  - 3 I ..... (go) to a party tonight.
  - 4 They ..... (already/eat) dinner.
  - 5 How often ..... (you/read) a newspaper?
  - 6 ..... (she/surf) the Internet now?
  - 7 They ..... (talk) to each other for hours.
  - 8 He looks tired because he ..... (not/sleep) well.
  - 9 When ..... (she/move) to France? In May.
  - 10 I ..... (have) this hair colour for five years.
- (10x1=10)

## 7 Choose the correct item.

- 1 Can you look **after/out** my cat while I'm away this weekend?
- 2 I am very attached **to/in** my family.
- 3 I look forward **to/about** meeting him when he arrives.
- 4 Why are you jealous **of/in** her?
- 5 Can you look **up/out** the number in the yellow pages, please?

(5x2=10)

## Writing

### 8 Read the rubric, then write your email.

This is part of an email you received from your English e-friend.

How are you doing in New York? Do you like the English language course? What does your teacher look like? What is he/she like? Write back.

Write your email (140-190 words).

(18 marks)

(Total=100)

## Check your progress

- talk about people's appearance & character
- talk about clothes
- talk about jobs
- talk about family members
- introduce yourself & others
- ask about/give personal information
- ask about/express likes/dislikes
- describe a person
- write an email describing a person

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



## MODULE OBJECTIVES

### ► Vocabulary

- natural world
- animals
- environmental problems
- prepositional phrases
- phrasal verbs: *bring*
- word formation: forming nouns from verbs

### ► Reading

- multiple choice
- answer questions

### ► Grammar

- modals (*must, have to, need, should, ought to*)
- future tenses
- time words

### ► Listening

- an interview (true/false statements)
- a lecture (sentence completion, multiple choice)
- intonation: stress in questions

### ► Speaking

- making suggestions – agreeing/disagreeing
- making decisions

### ► Writing

- a paragraph suggesting ways to protect seahorses
- an essay providing solutions to a problem

### ► Language Focus

- phrasal verbs & prepositions
- word formation
- grammar in focus

### ► Progress Check

## Our natural world

- 1** Which picture shows: *wild animals? mountains? birds? a river? the ocean? a lake? a forest? a desert? a waterfall?*

🔊 Listen and check, then say.



- 2** a) Fill in: *provide, cover, home, lack, shelter, areas, drop, insects.*

**A** They are one of nature's treasures. They are 1) ..... with a lot of trees and 2) ..... about 30% of the Earth's land surface. They provide food and 3) ..... to people and animals.

**B** They take up 70% of the Earth's surface. They are 4) ..... to some of the most amazing creatures on Earth. They 5) ..... 50% of the Earth's oxygen.

**C** They occupy 1/5 of the Earth's land surface. It rarely rains there. Reptiles, 6) ....., birds and mammals live there. They are hot and there is a 7) ..... of water and plants. However, temperatures 8) ..... at night.

b) Which of the pictures 1-9 does each text refer to?

- 3** Which of the things in the pictures exist/don't exist in your country? Name some. Write a few sentences. Tell the class.

*I live in ... . In my country there are rivers. The longest one is the ... River. There are also forests. Some are ... coast, others are in ... . There aren't any ..., though.*



Why is it important to take care of the environment? In three minutes write a few sentences. Tell the class.



# UNIQUE

## UNDERWATER CREATURES



**A** Seahorses are beautiful and unusual fish that have captured the imagination of writers and artists for millennia, and which feature in the ancient mythology, legends and folklore of many countries. Seahorses seem so magical that, to this very day, many people still believe they only exist in children's stories. But the fact is, these delicate and shy little creatures are very real!

**B** Scientists believe seahorses evolved at least 40 million years ago, and have survived from ancient times with only very small changes in their body structure and function. Seahorses have a peculiar appearance. They have a head like a horse, a pouch like a kangaroo, and a long, curved tail like a monkey. Their little bodies are covered in bony plates, not scales, and their tiny eyes resemble a chameleon's. Because of their confusing anatomy, for many years, people didn't know whether seahorses were a fish, an insect or a shellfish! Today, scientists know without a doubt that seahorses are fish because they have gills, a swim bladder and fins.

**C** Seahorses live mostly in shallow, warm waters. They are not strong swimmers, using only a back fin and a pair of tiny fins behind their eyes to push them through the water. Seahorses spend a lot of time attached to seaweed or sea grass. They are able to hang on to sea grass and seaweed by wrapping their tails around the stems, which helps them to avoid being swept away by strong currents. While they hang from sea grass, their long, tube-like mouth, which has no teeth, acts like a hoover for food, sucking up plankton. Strangely, seahorses have no stomach so they can't store their food. This means they have to eat fairly continuously throughout the day.

**D** Another unique characteristic of seahorses is that they (along with their cousins, the pipefish) are the only creatures in the animal kingdom where the male, not the female, becomes pregnant and gives birth to babies! The female produces eggs and places them in a pouch inside the male, where they are fertilised. The male gives birth to between 5 and 200 young. Amazingly, just a few hours after the male gives birth, the female will once again place eggs in the male's pouch. What's more, it will be the same female because seahorses mate for life!

**E** Sadly, seahorses are in danger all over the world. Their habitats are being destroyed by human activities. People catch seahorses for pets and for souvenirs. In Asia, people believe seahorses have magical powers so they are used in traditional Chinese medicine. The most endangered seahorse in the world is the Knysna seahorse, which is only found in South Africa. The reason it is in grave danger is that it has an exceptionally limited distribution range – it is only found in three estuaries in the whole of South Africa. Unless these estuaries are conserved, South Africa will lose its only seahorse species for good.

**1** a) Look at the photograph. What is this fish? What do you know about it?

b) Check the words below in the Word List. Use them to describe the fish's peculiar appearance.

- horse-like head • tiny eyes
- long pointed nose • pouch
- sharp spikes • no limbs
- bony plates • no scales
- gills • long curved tail
- swim bladder • fins

### Check these words

- capture imagination • millennia • feature • folklore • evolve
- survive • body structure • function • peculiar • pouch • scales
- resemble • chameleon • shellfish • gills • shallow waters
- attached (to) • seaweed • wrap • stem • sweep (away) • current
- suck (up) • pipefish • pregnant • fertilise • mate • grave danger
- exceptionally limited • distribution range • estuary • conserve

### STUDY SKILLS

#### Getting the main idea

Every paragraph contains a main idea. Finding the main idea of each paragraph helps us understand what the text is about.

**2** Read the text quickly. What is the main idea in each paragraph?



**3** Choose the best answer according to the text. Give reasons for your answers.

- Some people are convinced that seahorses
  - are too small and timid to survive.
  - are imaginary creatures.
  - should feature in more children's stories.
  - have the ability to perform magic.
- Scientists believe modern-day seahorses
  - look very similar to prehistoric seahorses.
  - are able to change their body structure.
  - may be related to the chameleon.
  - have poor eyesight.
- Seahorses attach themselves to seaweed and sea grass
  - in order to eat it.
  - using their mouths and tails.
  - to stay safe in rough waters.
  - when they want to travel long distances.
- Eating for seahorses
  - is difficult as they don't have teeth.
  - takes up a lot of their time.
  - involves storing plankton in their bodies.
  - requires them to chew continuously.
- When it comes to reproduction, seahorses
  - like to mate with as many different seahorses as possible.
  - are the only fish where the males give birth.
  - are pregnant more or less continuously.
  - give birth to very small numbers of young.
- The Knysna seahorse
  - is the rarest of South Africa's three seashores species.
  - is used as medicine in some cultures.
  - is found throughout South Africa.
  - is in more danger than any other seahorse species.

**4** Listen and read the text. Answer the questions in your own words.

- What characteristics make seahorses fish?
- How do seahorses reproduce?
- Why is the Knysna seahorse an endangered species?

**5** Find words or phrases in the text that mean the opposite of:

- ordinary (para A)
- deep (para C)
- common (para D)

**6** Find words in the text that mean:

- fragile (para A)
- strange (para B)
- non-stop (para C)
- pair off (para D)
- most serious (para E)

**7** Complete the summary. Use these words: *curved, mate, bony, currents, gives, shallow, store, catch, peculiar, lost, attach, places, grave.*


Seahorses are fish with a  
 1) ..... appearance.  
 They have a 2) .....  
 tail and 3) ..... plates.  
 They live in 4) .....  
 warm waters. They can't  
 swim well so they 5) .....  
 themselves to seaweed so  
 that strong 6) .....  
 won't sweep them away. They eat  
 most of the time because they have no  
 stomach to 7) ..... food. The  
 male seahorse 8) ..... birth to  
 babies. The female 9) ..... the  
 eggs in the male's pouch. Seahorses  
 10) ..... for life. Unfortunately,  
 they are in danger because people  
 11) ..... them for pets or souvenirs.  
 The Knysna seahorse is in 12) .....  
 danger. If we don't protect it, this  
 species will be 13) ..... for good.



**? Did you Know?**

Less than 1% of young seahorses make it to adulthood.

**Speaking & Writing**

- What did you know about seahorses? What did you learn from the text? Write sentences or tell your partner.
-  Write a few sentences about how to protect seahorses. Tell the class.

**Writing**

**ICT** Collect information about the pipefish. Use the key word: *pipefish*. Tell the class.





## Vocabulary from the text

- 1 Replace the underlined words with words in the list in their correct form: *evolve, resemble, grave, capture, hang on, peculiar.*

- These beautiful animals have caught the imagination of writers.
- They changed form and developed into different forms a long time ago.
- Their appearance is very strange.
- Their eyes look like a chameleon's.
- They usually hold on to sea grass.
- The Knysna seahorse is in very serious danger.

- 2 Fill in: *refrain, destroy, prevent, damage, avoid.*

- Please ..... from eating too much chocolate. It's bad for the teeth.
- When hiking, wear boots if you want to ..... being bitten by a snake.
- We humans will completely ..... the Amazon rainforest if we are not careful.
- Acid rain can cause a lot of ..... to forests.
- Wearing sunscreen will ..... you from getting sunburnt.

- 3 Fill in: *in, at, without, to.*

- Dinosaurs have been extinct for ..... least 65 million years.
- ..... a doubt, Einstein was one of the greatest scientists ever.
- In humans, skeletal muscles are attached ..... bones.
- Cats usually give birth ..... between one and eight kittens.
- Male seahorses are the only creatures ..... the animal kingdom that give birth ..... babies.
- Many plant and animal species are ..... danger of extinction.

Topic vocabulary  
Types of animals

- 4 Choose the correct word.  
Listen and check.

**Cheetahs**, the fastest animals on Earth, are 1) *endangered/threatened* by habitat 2) *loss/waste* because people cut down trees. People also hunt them for their spotted pelt. Farmers kill them in order to 3) *protect/preserve* their livestock.



The **blue whale**, the 4) *biggest/largest* of all whales, is now legally 5) *supported/protected* against hunting and killing. There are only 2,500 left.

The **Mediterranean monk seal** is in 6) *danger/trouble* because people hunt it for its skin and because they get 7) *trapped/grabbed* in fishing nets. Nowadays, a lot of countries protect this species by 8) *law/rule*.



The **Thailand giant catfish** is 9) *meeting/facing* 10) *extinction/disappearance* due to overfishing and habitat loss.

- 5 a) Read the definitions.

**mammals:** warm-blooded animals that give birth to live babies and feed their young on milk

**reptiles:** cold-blooded animals which have scaly skin and lay eggs

**amphibians:** animals that live both on land and in water

**fish:** cold-blooded creatures that live in water and usually have gills and fins

**rodents:** small mammals with sharp front teeth

**birds:** creatures with feathers and wings

**insects:** small animals that have six legs and most of them have wings

- b) Which type of animal are each of the animals below?  
Decide in pairs.

Listen and check.

• mouse • fly • monkey • whale • beetle • frog  
• dolphin • seal • eagle • squirrel • butterfly • parrot  
• crocodile • toad • tuna • jaguar • iguana • salmon  
• kangaroo • chameleon • bear



## Environmental problems

- 6 Match the environmental problems (A-H) to the pictures (1-8).

- |   |  |
|---|--|
| A <input type="checkbox"/> deforestation    | E <input type="checkbox"/> endangered species        |
| B <input type="checkbox"/> forest fire      | F <input type="checkbox"/> landfills full of rubbish |
| C <input type="checkbox"/> air pollution    | G <input type="checkbox"/> oil spill                 |
| D <input type="checkbox"/> melting ice caps | H <input type="checkbox"/> water pollution           |



- 7 Match the environmental problems (1-7) to the solutions (a-g). Then discuss in pairs, as in the example.



| Environmental Problems                               | Solutions  |
|--|--|
| 1 <input type="checkbox"/> disappearing forests      | a <input type="checkbox"/> turn off lights when we don't need them |
| 2 <input type="checkbox"/> endangered animals        | b <input type="checkbox"/> use taps carefully                      |
| 3 <input type="checkbox"/> polluted beaches          | c <input type="checkbox"/> use public transport                    |
| 4 <input type="checkbox"/> energy waste              | d <input type="checkbox"/> recycle rubbish                         |
| 5 <input type="checkbox"/> air pollution             | e <input type="checkbox"/> clean up the coastline                  |
| 6 <input type="checkbox"/> global water shortage     | f <input type="checkbox"/> stop hunting them                       |
| 7 <input type="checkbox"/> landfills full of rubbish | g <input type="checkbox"/> plant trees                             |

A: How can we solve the problem of disappearing forests?

B: We can plant trees.

## Prepositional phrases

- 8 Choose the correct preposition in bold. Check in the Word List. Make sentences using the prepositional phrases.

- 1 A lot of animals are **at/in** risk of extinction.
- 2 We must **protect** habitats **of/from** disappearing.
- 3 You can help **save** animals **of/from** extinction.
- 4 Seahorses **rely on/with** camouflage to hide **of/from** predators.
- 5 'Wildlife' means animals living **at/in** the wild.

Word formation  
(forming nouns from verbs)

- 9 Complete each sentence with the nouns derived from the words in bold.

We form nouns from verbs using the following suffixes: **-ion** (prevent-prevention), **-ation** (converse-conversation), **-sion** (explode-explosion), **-tion** (suggest-suggestion)

- 1 Recycling helps control environmental ..... (POLLUTE)
- 2 In ..... both people and animals will benefit if laws are made to abolish illegal animal trading. (CONCLUDE)
- 3 The animal shelter has announced that there will be a ..... in staff because of financial difficulties. (REDUCE)
- 4 There's a great ..... of documentaries about endangered species to watch. (COLLECT)
- 5 There is a meeting on whale ..... next Monday. (CONSERVE)

## Phrasal verbs: BRING

up round

- 10 Choose the correct particle. Check in the Word List.

about bring

out

- 1 His new book about endangered species will be brought **about/out** this May. (be published)
- 2 Environmentalists helped to bring **about/round** a change in the law. (caused to happen)
- 3 She managed to bring **out/up** her three children on her own. (raise)
- 4 He brought **up/about** the issue of saving the whales during the seminar. (mentioned)
- 5 He fainted, but the doctor brought him **about/round**. (regained consciousness)



## Modal Verbs

You **should/ought to** respect the environment.

You **mustn't** hunt endangered species.

You **must/have to** use public transport in order to reduce pollution.

You **don't have to/needn't** pay for a ticket to enter the zoo.

- *prohibition* (it's wrong/against the law/it's forbidden)?
- *advice/suggestion* (it's the right thing to do/it's a good idea)?
- *obligation/duty/necessity* (it's your duty/you are obliged to)?
- *lack of necessity* (it's not necessary)?

▶ see p. 152

1 Match the modals in bold to their uses.

2 Read the sentences and choose the correct words. Listen and check.

- 1 We **mustn't/should** all do what we can to protect the environment.
- 2 You **mustn't/don't have to** buy products made from endangered species.
- 3 More people **ought to/mustn't** recycle.
- 4 People **mustn't/don't have to** use their cars for short distances when they can walk.
- 5 We **needn't/mustn't** damage coral reefs.
- 6 Making your house environmentally friendly **needn't/mustn't** cost a lot of money.
- 7 We **ought to/mustn't** put our litter in a bin and not throw it on the street.
- 8 It's a good idea to adopt an animal; more people **should/mustn't** do it.

3 Rewrite the sentences using appropriate modal verbs.

- 1 It's against the law to hunt blue whales.  
*We **mustn't** hunt blue whales.*
- 2 It's a good idea to join an environmental group: .....
- 3 It's against the law to hunt cheetahs.  
.....
- 4 It's the right thing to protect endangered species. ....
- 5 It's wrong to hunt animals for their fur.  
.....

## Will/Going to

- 1 Look at those dark clouds! It's **going to** rain.
- 2 I'm **going to** join Greenpeace this year.
- 3 I think he **will** succeed.

▶ see pp. 152-153

4 Match sentences 1-3 to what they express: a prediction based on what we think/believe, a future plan/intention, a prediction based on what we see. Check in the Grammar Reference Section.

5 Fill in: will or am/is/are going to.

- 1 A: What are you doing this afternoon, Bob?  
B: I ..... clean up the park. Come with me.
- 2 A: Have you taken the recycling to the centre?  
B: Sorry. I ..... do it later.
- 3 A: I'm helping at the animal shelter today.  
B: I think I ..... join you.
- 4 A: Where is Ann going?  
B: To the beach. She ..... meet Peter and help pick up litter.
- 5 A: Where are all these people going?  
B: To the park. They ..... plant some new trees.

## Future continuous/Future Perfect

- 1 This time next week, I'll **be travelling** to Spain.
- 2 This time next week, I'll **have finished** my project.
- 3 I'll **be seeing** Ann tonight.

▶ see p. 153

6 a) Read the examples 1-3. Which verb form expresses: a previously arranged action? an action in progress at a certain time in the future? an action finished before a certain future time? Check in the Grammar Reference section.



b) Put the verbs in brackets into the correct tense.

- A: How long have you been a member of this environmental group?  
B: By the end of June, I ..... (be) with them for a year.
- A: Aren't you meeting Bob at the animal shelter?  
B: By the time we get there, he ..... (leave).
- A: This time tomorrow, I ..... (walk) to work.  
B: Oh, yes. It's 'No Car Day'.
- A: We ..... (clean up) the park by tonight.  
B: That's great.

- 7 What will you be doing: at 6 o'clock tomorrow afternoon? at 8:30 Sunday evening? What will you have done by the time you are 30?

### Deductions/Assumptions

- She **must be** tired. (I'm sure she is.)
- She **can't still be** working. (I'm sure she isn't.)
- She **may move** to London. (It's possible.)
- She **must have known** he wasn't coming. (I'm sure she didn't.)
- She **can't have lost** the keys. (I'm sure she didn't.)
- She **may/might not have reached** home yet. (It's possible she didn't.)

▶ see p. 154

- 8 Study the table. Which sentences refer to the: *present?* *past?* Which express: *positive/negative deduction?* *uncertainty?* Which modals are used for each type?

- 9 Look at the picture and make sentences using the phrases.

Use *must*, *may* or *can't*.

- be friends • rain before
- work since morning
- be summer • do this before
- feel cold • collect clothes
- be on holiday
- belong to an environmental group • start early



### Time Clauses

He'll come as soon as he finishes work.  
I'll leave when she gets here. (time word)  
**BUT:** When will she get here? (question word)

▶ see p. 153

- 10 a) Read the examples. What tense do we use after time words (*when, until, before, as soon as, after, etc.*) to refer to the future?

b) Put the verbs in brackets into the *present simple* or *future*. Compare with your partner.

- We should help the environment before it ..... (be) too late.
- We ..... (wait) until we have enough volunteers.
- She ..... (start) a clean-up campaign before she goes to college.
- What will he do after he ..... (finish) school?
- She wants to be an environmentalist when she ..... (grow up).

- 11 Choose the correct item.

We can all do a number of simple things that 1) **will/should** make a big difference to the environment and we 2) **don't have to/mustn't** change our lifestyles very much either. For example, if you insulate your home, you help the environment and save on your energy bills. Also, you 3) **should/need** check the settings on your central heating and your fridge. If you 4) **turn/are going to turn** the temperature down just a few degrees, you 5) **will/must** save money and energy 6) **before/when** you know it. You 7) **should/ought** also switch all the light bulbs in your house to energy-efficient ones and by this time next year you'll 8) **be paying/have paid** a lot less.

### Sentence transformations

- 12 Complete the second sentence so that it means the same as the first. Use appropriate modal verbs.

- It's the right thing to help protect endangered species.  
We .....
- It's not necessary to water the plants.  
You .....
- It's a good idea to turn off lights when you don't need them.  
You .....
- It's against the law to drop litter in the street.  
You .....
- You are obliged to keep your dog on a short lead near farm animals.  
You .....



- 1 a) You will hear an interview with a scientist about lions. Before you listen, check these words in the Word List.

• game reserves • habitat loss • hunting  
• accidental poisoning • vanish  
• critically endangered species list  
• poacher • breed

- b) Listen to the dialogue and decide if each sentence is *True* or *False*. Is the dialogue formal or informal? Give reasons.

- 1 Most lions live in national parks and game reserves. ....
- 2 Three decades ago, there were 180,000 more lions in the wild. ....
- 3 Most experts agree it is probably too late to save the lion. ....
- 4 Many lions are killed by mistake. ....
- 5 Dr Richards is trying to raise money to save lions. ....

- c) What did you learn from the interview about lions? Why are lions in danger? What can you do to help? Tell your partner.

### Stress in questions

- 2 a) Read the sentences and find the stressed syllables.

- 1 Can you tell us why lions are in danger?
- 2 How many lions should there be in the wild?
- 3 Can lions be saved from extinction?
- 4 What can we do to help?

- b) Listen and check, then say.

- 3 Read the facts. Why is the Amazon Rainforest important?

## Amazon Rainforest

### FACTS & FIGURES

**Over half the planet's remaining rainforest is in the Amazon.**

- One in ten known species in the world lives there.
- More than 20% of the world's oxygen is produced there.

- 4 a) You will hear a lecture about forests. Before you listen, check these words in the Word List.

• raise awareness • oxygen supply  
• land surface • urban areas • cures  
• life-threatening diseases • medicinal uses

- b) Listen and complete the sentences.

- 1 Forests keep the world's climate .....
- 2 They are home to over 50% of the world's .....
- 3 Nowadays, rainforests represent about 5% .....
- 4 Rainforest plants could provide us ..... life-threatening diseases.
- 5 To help protect rainforests, we mustn't waste .....

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

- 1 Less than ten percent of the Earth's land mass  
A is home to wildlife.  
B is covered by rainforests.  
C produces the world's oxygen supply.
- 2 Which is NOT mentioned as a reason that trees are cut down?  
A to clear for farmland  
B to develop towns  
C to reduce land surface
- 3 One hundred and thirty-seven rainforest species  
A are becoming extinct every day.  
B have been tested.  
C are cut down for wood.
- 4 What does Jeremy suggest we should do to help rainforests?  
A use less paper  
B recycle wooden furniture  
C buy paper online
- 5 Jeremy believes that people  
A do not love this planet.  
B are very sad about the planet.  
C often don't remember their duty.

- 6 What did you learn from the lecture about rainforests? How can you help to save them? Tell your partner.



# Speaking skills 2e

## Suggestions

- 1 a) Julie is having a problem with her electricity bill. Her friend is suggesting ways to reduce energy waste.  
 Listen and read to find out what her friend suggests.

Bill: Hi, Julie. What's wrong?  
 Julie: Hi, Bill. I just can't believe it! My electricity bill was really expensive last month.  
 Bill: You must be wasting a lot of energy. You should save electricity to help the environment as well as to save money.  
 Julie: OK. What do you suggest?  
 Bill: First of all, maybe you could turn the lights off when you leave a room.  
 Julie: Good thinking. I'd save a lot of money on my bills.  
 Bill: Why don't you buy energy-saving light bulbs, too?  
 Julie: That's an excellent idea! What else would you suggest?  
 Bill: How about shutting your computer down when you're not using it?  
 Julie: I'm not sure about that. I often download music and need to keep it running.  
 How about if I used a screensaver instead?  
 Bill: That would certainly save energy from your monitor.  
 Julie: Thanks, Bill. You've been a big help.  
 Bill: You're welcome.



b) Take roles and read the dialogue aloud.

- 2 Use phrases from the language in the table and the ideas below to act out a dialogue suggesting other ways to save energy at home.
- only use your washing machine/dishwasher when it is full
  - turn off all appliances when you are not using them
  - remove the phone charger from the socket when your phone has charged
  - make sure windows and doors are closed when heating/air conditioning is on

## Making decisions

- 3 a) The pictures show some possible ways to save energy at school. In pairs complete the sentences with: *install solar panels, energy-saving ones, turning on the air-conditioning, turn off lights, put stickers.*



- If we all ..... when classrooms are empty, we can save energy.
- How about replacing all the light bulbs with .....?
- Why don't we ..... on the computers to remind us to shut them down?
- It would be a good idea to open windows instead of ..... when it's hot.
- Perhaps the school could ..... to power the heating.

b) Listen to a pair suggesting ways to save energy at school. What reasons do they give for the decisions they made? Do you agree with them? Why/Why not?

| Making suggestions   | Agreeing/Disagreeing  |
|--|---|
| <ul style="list-style-type: none"> <li>How/What about (+ -ing form) ...?</li> <li>Let's (+ bare infinitive) ...</li> <li>Why not (+ bare infinitive) ...?</li> <li>Perhaps/Maybe you/we could ...</li> <li>Why don't you/we ...?</li> <li>You/We should ...</li> </ul> | <ul style="list-style-type: none"> <li>That sounds great.</li> <li>I think it's a great idea.</li> <li>That's an excellent idea!</li> <li>Good thinking.</li> <li>Yes, I suppose you're right.</li> <li>OK. Why not?</li> <li>OK. What do you suggest?</li> <li>I don't think it's a good idea.</li> <li>I don't think so.</li> <li>I'm not sure about that.</li> <li>How about ... instead?</li> </ul> |



## ▶ Writing Bank 2 p. 143

## Rubric analysis

- 1 Read the rubric. What do you have to do? Choose the correct answer A, B or C.

You have had a class discussion about air pollution. Your teacher has asked you to write an essay discussing how to reduce air pollution. Write your essay (140-190 words). Write about:

- 1) using public transport
- 2) planting more trees
- 3) ... (your own idea)

- A Write your opinion on the topic.  
 B Write your suggestions on how to solve the problem.  
 C Write only what the problem and its causes are.

## Model analysis

- 2 Read the model. Answer the questions.

1 Pollution of the Earth's atmosphere has reached frightening proportions. This is largely due to the growth of industry and increased use of private vehicles. So what can be done about this problem?

2 One effective solution is for people to leave their cars at home and use public transport instead. By doing this, there would be fewer exhaust fumes and air pollution levels would be reduced.

3 Another solution is to plant more trees in urban areas. Then, as the trees absorb harmful gases such as carbon monoxide and breathe out oxygen, the air in our cities will become cleaner.

4 Thirdly, it is important to save energy. Power stations contribute to air pollution. By turning off lights and appliances when we don't need them, we help reduce the pollution problem.

5 In conclusion, I strongly believe that trying to reduce air pollution is something which involves us all. Everyone must take action before it is too late.



- 1 What problem is the essay about? Which paragraph states it?
- 2 What solutions does the writer suggest?
- 3 What results can each solution have?
- 4 Which paragraph summarises the writer's opinion?

## STUDY SKILLS

## Topic/Supporting sentences

In essays the main body paragraphs should begin with topic sentences. A topic sentence introduces or summarises the main topic of the paragraph and gives the reader an idea of what the paragraph is about. A topic sentence should be followed by supporting sentences which provide examples, results, reasons, justifications to support the topic sentence.

- 3 a) Find the topic sentences in the main body paragraphs. Does each introduce a new topic? Do the rest of the sentences in each paragraph further explain the topic sentence?

b) Replace the topic sentences with other appropriate ones.

- 4 a) Read the paragraphs below. What problem is each about?

A We can buy loose fruit, vegetables, cheese, meat and fish. We can also take our own shopping bags to the supermarket and avoid using plastic ones. By doing this we can reduce the amount of rubbish we create.

B We can turn off the tap when running water is not necessary. This way we help prevent water shortages.

C We can stop buying products made of ivory, coral, reptile skin or tortoiseshell. This way, we help protect endangered species.

b) Write appropriate topic sentences for the paragraphs in Ex. 4a.

- 5 Expand the notes to form topic and supporting sentences, as in the example. Use phrases from the Useful Language box.

1 encourage people/use public transport – there be/less cars on streets

*A useful solution is to encourage people to use public transport. This way there will be less cars on the streets.*

2 move factories/the countryside – air in cities/be cleaner

3 avoid buying products/endangered species – protect endangered animals

4 organise clean-up days/keep local parks/beaches/clean

5 start recycling – reduce/amount of rubbish



## STUDY SKILLS

### Planning an essay providing solutions to a problem

Before you start writing an essay providing solutions to a problem, think of possible solutions and examples to support each solution you suggest. Then organise your notes into paragraphs. This will help you write your essay.

### Writing

- 6** Read the rubric. What problem are you going to write about?

You've had a class discussion on the following topic: **Every year more and more animals are facing extinction. We must all help protect endangered species.** Your teacher has asked you to write an essay (140-190 words) providing solutions to the problem. Write about: 1) adopting an endangered animal 2) protect animal habitats 3) ... (your own idea)



- 7** Look at the notes. Which are solutions? Which are results?



- 8** Use phrases from the Useful Language box to write sentences joining each solution to its expected result.

*A useful solution is ... This way, ...*

- 9** Check the theory in the Writing Bank. Then write your essay. Use ideas from Exs 7 & 8. Follow the plan. Don't use short verb forms. Start each main body paragraph with a topic sentence.

### Useful Language

#### Introducing topic sentences providing solutions

- A useful/effective solution/suggestion is ...
- Another solution is ...
- Another way to solve the problem is ...
- It is a good idea to ...
- It could help if ...

#### Introducing supporting sentences presenting possible results

- This way, / In this way, • Then,
- As a result, • By doing this, we can ...
- If we do this, the result can be ...

### Plan

#### Introduction

(Para 1) state the problem and/or its causes

#### Main Body

(Para 2) first suggestion and expected result

(Para 3) second suggestion and expected result

(Para 4) third suggestion and expected result

#### Conclusion

(Para 5) summarise your opinion



### Checklist

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

- Have you stated the problem and its causes?
- Have you stated your opinion?
- Are your paragraphs well-structured?
- Do the main body paragraphs start with an appropriate topic sentence?
- Do the supporting sentences further explain the main idea of the topic sentence?
- Have you presented each suggestion together with its result?
- Have you used full verb forms?
- Is your essay within the word length?
- Are there any spelling/grammar/punctuation mistakes?



- 1 Think of the word which best fits each gap. Use only one word in each gap. There is an example at the beginning (0).

## The Daintree

The Daintree is 0) *an* ancient tropical rainforest stretching for 95 km 1) ..... the far north coast of Queensland, Australia. At 100 million years old, it is the world's oldest rainforest. The Daintree is also known as the "planet's nursery" due to the 2) ..... that the majority of the Earth's tree and flower species originate from there. Some of these plants, 3) ..... the massive king tree fern, were around when dinosaurs walked the earth! The Daintree's extraordinary biodiversity includes many species of rare animals not found anywhere else on earth. All of 4) ..... unique qualities led to the Daintree becoming a World Heritage site in 1988. Not surprisingly, the Daintree 5) ..... become a popular destination for eco-tourism. 6) ..... you have to choose your season, summer is extremely hot and wet, 7) ..... torrential rains making many areas inaccessible. However, during winter, 25°C sunny days make perfect conditions for exploring this rainforest region, unofficially 8) ..... of the natural wonders of the world.



- 2 Use the word given in capitals to form a word that fits in the gap. There is an example at the beginning (0).

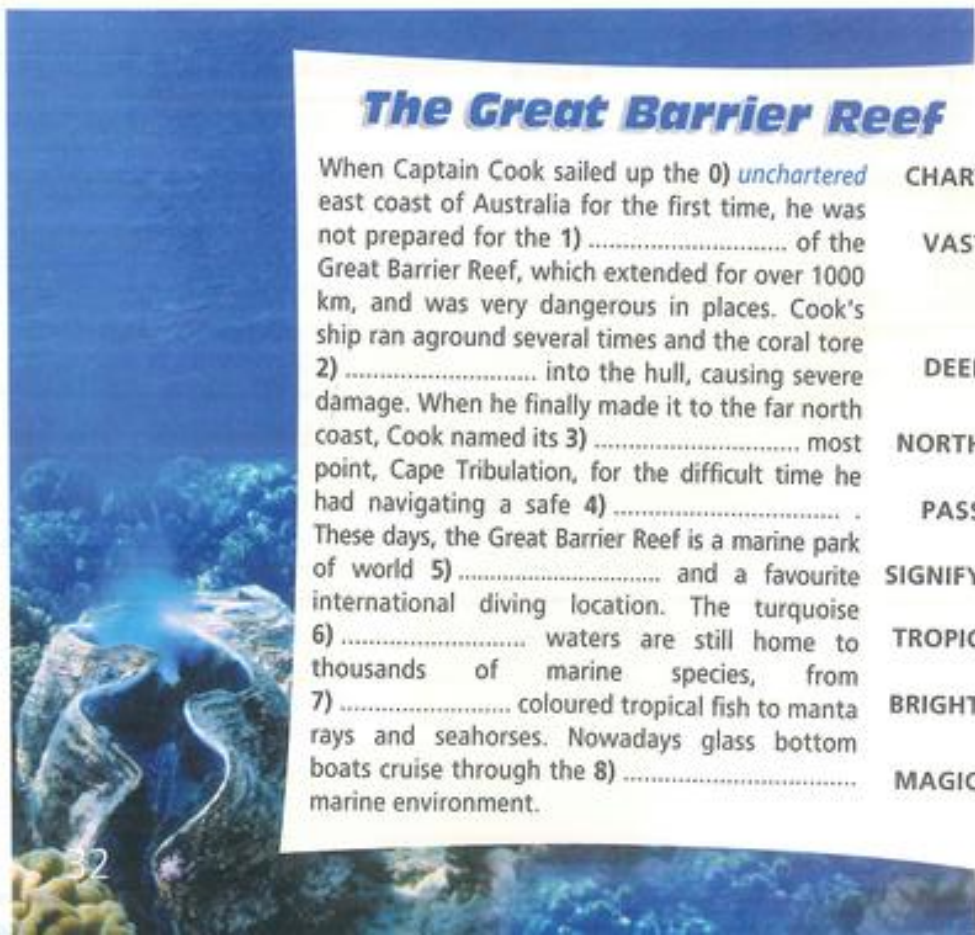
## The Great Barrier Reef

When Captain Cook sailed up the 0) *unchartered* east coast of Australia for the first time, he was not prepared for the 1) ..... of the Great Barrier Reef, which extended for over 1000 km, and was very dangerous in places. Cook's ship ran aground several times and the coral tore 2) ..... into the hull, causing severe damage. When he finally made it to the far north coast, Cook named its 3) ..... most point, Cape Tribulation, for the difficult time he had navigating a safe 4) ..... These days, the Great Barrier Reef is a marine park of world 5) ..... and a favourite international diving location. The turquoise 6) ..... waters are still home to thousands of marine species, from 7) ..... coloured tropical fish to manta rays and seahorses. Nowadays glass bottom boats cruise through the 8) ..... marine environment.

CHART  
VAST  
DEEP  
NORTH  
PASS  
SIGNIFY  
TROPIC  
BRIGHT  
MAGIC

- 3 Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. You must use two to five words, including the word given. Here is an example (0).

- 0 They say the cheetah is an endangered species. **SAID**  
The cheetah *is said to be* an endangered species.
- 1 The young boy said he would not pick up the rubbish he had dropped. **REFUSED**  
The young boy ..... the rubbish he had dropped.
- 2 People still hunt elephants for their tusks even though it is illegal. **FACT**  
People still hunt elephants for their tusks despite ..... illegal.
- 3 If the situation doesn't improve soon, more species will become extinct. **IMPROVEMENT**  
Unless ..... the situation, more species will become extinct.
- 4 Experts are worried about the level of air pollution. **WORRIES**  
What ..... the level of air pollution.
- 5 Not many people realise how important recycling is. **UNDERSTAND**  
Very ..... important recycling is.
- 6 It was up to Sarah to decide where they should go for dinner. **MAKE**  
Sarah had ..... about where they should go for dinner.
- 7 "Does all the rubbish go to a landfill site?" Clara asked. **WHETHER**  
Clara asked ..... went to a landfill site.
- 8 Paul's involvement in politics began at university. **INVOLVED**  
Paul has ..... he was at university.





## Grammar

## 4 Choose the correct item.

- My teacher ..... me to research all my options before I applied to a specific university.  
A recommended      C advised  
B suggested      D insisted
- The curator asked us ..... any of the statues.  
A to not touch      C not touching  
B please stop touching      D not to touch
- "You know, we're running out of time on this project."  
"It's precisely ..... we need more time that we should ask for an extension."  
A since that      C though  
B due to      D because
- "Can you afford ..... such an expensive car and maintain it?"  
"Yes, I've recently been promoted."  
A to buying      C to buy  
B buying      D buy
- "The textile factory caught fire yesterday."  
"I know! The flames ..... several miles away."  
A could be seen      C could see  
B saw      D were seeing
- The local residents were ..... the council's decision to demolish the old theatre.  
A disappointed of      C disappointed to  
B disappointed from      D disappointed with
- ..... her inexperience, she gave an impressive performance.  
A Because of      C However  
B Although      D In spite of
- "Which one of ..... computer games should I buy Todd for his birthday?"  
"I think he'd like that one."  
A this      B them      C these      D theirs
- We ..... cleared up the beach without the help of volunteers.  
A never have      C could never have  
B may not be      D had never
- "Have you seen my mobile anywhere?"  
"Yes, you've left it on the ....."  
A kitchen's table      C kitchen table  
B kitchen tables      D kitchens' table
- I spent ..... weekend revising for my final exams.  
A most of the      C the most of the  
B most of      D the most

## Vocabulary

## 5 Choose the correct item.

- Charles did all sorts of jobs to ..... a living.  
A gain      B earn      C win      D take
- Angie has the ..... to become a champion tennis player.  
A potential      C advantage  
B efficiency      D operation
- I picked up the phone, dialled the number, but realised the line was .....  
A empty      B dead      C wasted      D beat
- A recent study ..... that there is a connection between poverty and crime.  
A calculates      C records  
B expresses      D indicates
- I didn't realise setting up my own business ..... so much hard work.  
A engaged      C involved  
B surrounded      D contained
- She was sitting in the ..... of a large apple tree.  
A shade      B shadow      C darkness      D cover
- The T-shirts and sweaters cost £15 and £30 .....  
A simultaneously      C primarily  
B cooperatively      D respectively
- There was such a wide range of goods on ..... that I didn't know what to buy.  
A exhibition      C display  
B shop      D shelves
- The news of her transfer to another branch ..... as a real surprise to Muriel.  
A went      B made      C came      D was
- I really enjoy science, but my brother is ..... with it this year.  
A struggling      C conflicting  
B fighting      D worrying
- Stephen likes ..... old motorbikes and putting them back together again.  
A destroying      C dismantling  
B uncovering      D demolishing
- Stan was ..... from school for playing truant.  
A expelled      C evacuated  
B excluded      D extracted
- Hanna has ..... a good knowledge of Chinese.  
A obtained      C registered  
B acquired      D accessed



## 1 Fill in the words in their correct form.

• develop • grow • evolve • expand

- Most scientists believe human beings ..... in Africa.
- Mountain gorillas ..... slowly – they don't reach maturity until they are about 12 years old.
- Puffer fish have the ability to ..... their body when threatened in order to frighten off predators.
- Bamboo ..... at an astonishingly rapid rate – up to 100 cm in 24 hours.

• remain • survive • last • continue

- It looks unlikely the tiger ..... the century.
- I'm afraid the pain from the snakebite ..... a long time.
- If the destruction of the Amazon Rainforest ..... temperatures will rise.
- Scientists estimate less than 1,600 giant pandas ..... in the wild.

• trouble • threat • risk • danger

- Many plant species are in ..... of extinction.
- The documentary shows that sharks are in big ..... worldwide.
- Humans pose a greater ..... to sharks, than vice versa.
- Elephants and rhinos are at ..... from poachers.

## Phrasal verbs & Prepositions

### 2 Choose the correct item.

- We must protect the world's oceans **by/from** overfishing.
- I think animals should live **at/in** the wild, not **in/on** captivity.
- How many plant species are **in/on** danger of extinction **in/at** the Amazon?
- Poaching and habitat destruction are just two reasons why tigers are **with/at** risk of extinction.
- Environmentalists **around/over** the world are fighting hard to save the Earth's fauna **from/over** extinction.
- They'll bring the new film **round/out** next month.
- Dr Ian Murray brought **up/about** the issue of deforestation during the meeting.
- What brought **about/out** the disappearance of dinosaurs?

## Word Formation

### 3 Complete the gaps with the correct form of the words in bold.

The jaguar is the largest cat in the Americas. It has a big head and 1) ..... (**power**) jaws. Its coat is yellow with black spots. Its 2) ..... (**high**) is up to 76 cm and it weighs up to 113 kg. Jaguars live and hunt 3) ..... (**lone**). They love the water. It is an 4) ..... (**danger**) species in the USA. Human 5) ..... (**populate**) growth and agricultural 6) ..... (**expand**) are their main threats.

### 4 Write the noun form of the words below in your notebooks.

- |           |            |            |
|-----------|------------|------------|
| 1 pollute | 4 appear   | 7 conserve |
| 2 extinct | 5 continue | 8 protect  |
| 3 imagine | 6 destroy  | 9 preserve |

## Grammar in Focus

Complete the gaps with the correct word. Then put the verbs in brackets into the correct form.

50% of the Earth's species 1) ..... (**disappear**) by the end of this century according to Dr Richard Leakey. He says that people are using almost half the energy available to sustain life on the planet and the figure 2) ..... (**grow**) as our population grows. This threatens every form of life on Earth including people. We 3) ..... do something to stop it before it 4) ..... (**be**) too late. We 5) ..... to stop hunting animals as this puts a lot of species 6) ..... risk of extinction. Overfishing and pollution are two other factors that threaten species 7) ..... extinction. Cutting tropical rainforests, which are home 8) ..... half of the world's species, in order to build towns and cities or roads, puts species 9) ..... danger. What 10) ..... (**the future/hold**) for the planet? 11) ..... (**other species/appear**) or can this be the end of the world?



## Reading

- 1 a) Read the text and decide which answer A, B, C or D is correct.

# FEROCIOUS FLORA

Normally, plants get all the nutrients they need to grow from the soil. But in waterlogged habitats like wetlands and swamps, the water has washed away most of the nutrients from the ground making it difficult for many plants to

survive there. But some plants do very well in the harsh conditions of wetlands. They are carnivorous plants. Unlike all other plants on Earth, carnivorous plants don't have to get the nutrients they need to grow from the ground. They get them by eating animal flesh instead.

Carnivorous plants use the sneakiest of tricks to trap their animal dinners. First, they attract animals to them. Some do this by secreting a sweet, sugary liquid. Others produce beautiful bright flowers or an irresistible smell. Next, they trap the animal. Here's where things get really clever. Some carnivorous plants snap their leaves tightly shut around animals to create a plant prison. Others produce a sticky glue substance that makes it impossible for animals to escape. Some even use their leaves to create a deep tube filled with rain water to drown their prey.

What happens next? Once an animal is captured, it's time for the leaves to change from trap to stomach. Just like our stomach, the leaves of carnivorous plants emit acidic digestive juices. These juices dissolve the animal and the plant absorbs the nutrients. When dinner is over the leaves open again, the remains of the animal are thrown out, and the plant is ready to catch another victim!

The bladderwort plant is a pretty little plant that grows in swamps. Don't be fooled by the innocent look of its small purple flowers though. Bladderworts are the fastest-known killers in the plant kingdom. They have the ability to suck small fish and insects into their leaves in 1/50 of a second! And then there's the pitcher plant – a plant so big it can catch rats. The pitcher uses its leaves to create a deep container. Animals fall into the container and can't crawl out because the leaves are slippery and sticky. Meat-eating plants prove that real life sometimes really is stranger than fiction!



- Carnivorous plants
  - don't do as well as other plants in wetlands.
  - get most nutrients from the soil.
  - receive nutrients from other species.
  - are the only plants able to survive in wetlands.
- The leaves of all carnivorous plants can change
  - shape.
  - function.
  - size.
  - position.

- When an animal is trapped in a carnivorous plant
  - the leaves open immediately.
  - the leaves produce a liquid that breaks meat down.
  - the animal receives nutritious juices.
  - the animal is used as bait for the next victim.
- The bladderwort plant
  - has got sticky leaves.
  - eats big animals.
  - hasn't got flowers.
  - is a very rapid killer.  $(4 \times 2 = 8)$

b) Answer the questions in your own words. Justify your answers.

- Why can carnivorous plants live in habitats low in essential nutrients?
- What are some methods that carnivorous plants use to trap animals?  $(2 \times 2 = 4)$

## Speaking

- 2 Choose the correct response.

- A: Let's watch that wildlife documentary tonight.  
B: a OK. Why not?  
b What's wrong with that?
- A: Why not adopt an animal at the zoo?  
B: a What a great idea!  
b I suppose you're right.
- A: Perhaps we can organise a 'Save Energy Day' at school.  
B: a You're welcome.  
b That sounds great.
- A: You should buy energy saving light bulbs.  
B: a I suppose you are right.  
b That's no excuse.
- A: How about installing solar panels?  
B: a Good thinking.  
b Sorry – I didn't think of that.

$(5 \times 2 = 10)$



## Listening

- 3** Listen to a lecture about an endangered species and decide if the following statements are **True** or **False**.

- There are more than 50 Amur leopards living in the wild. ....
- Amur leopards are found in China, Korea and Russia. ....
- The Amur leopard's fur changes during the seasons. ....
- They usually live in groups. ....
- They sleep during the day and hunt at night. ....
- They hide their prey if they don't finish eating it. ....
- Amur leopards are not a protected species. ....
- The main threat to the Amur leopard comes from poachers. ....

## Vocabulary

(8x1=8)

- 4** Fill in with: *pregnant, rare, shallow, millennia, unique, powers, scales, continuously, current, anatomy*.

- We can't swim here. The ..... is too strong.
- The Chinese believe tiger bones have healing .....
- In seahorses, it is the male not the female that becomes .....
- This snake species is ..... to one lake in the Philippines.
- Legends of dragons have existed for .....
- The water is very ..... - it's only up to my waist.
- The skin of most fish is covered in .....
- Sharks replace their teeth .....; they are constantly generating new teeth.
- The trunk is the most interesting features of the elephant's .....
- The Amazon Rainforest is home to thousands of ..... animal and plant species.

(10x2=20)

## Grammar

- 5** Put the verbs in brackets into the correct tense.

- What ..... (take) with you for the hike?
- I will call you as soon as I ..... (arrive) at the animal shelter.
- ..... (you/finish) the project by 3 o'clock?
- Please don't phone us between 1 pm and 5 pm. We ..... (work).
- It's a nice day today. I think I ..... (go) to the zoo.
- The seminar ..... (start) when Mr Harris arrives.
- Look how sunburnt you are! ..... (you/be) sore tonight.
- Scientists think all wild seafood ..... (disappear) in 50 years.
- Sorry, but I can't come at 6 as I ..... (help) at the shelter.
- The traffic is terrible. We ..... (be) late for the meeting.

(10x2=20)

- 6** Rewrite the sentences using an appropriate modal verb.

- It's forbidden to take pictures.  
.....
- It isn't necessary to feed the cats.  
.....
- It's the duty of students to pick up their rubbish.  
.....
- It's the right thing to listen without interrupting.  
.....
- It's prohibited to take pets into the museum.  
.....

(5x2=10)

## Writing

- 7** Read the rubric, then write your essay.

You have had a class discussion about energy waste. Your teacher has asked you to write an essay discussing ways to save energy (140-190 words). Write your essay. Write about:

- raising awareness
- installing solar panels
- ... (your own idea)

(20 marks)

(Total=100)

## Check your progress

- talk about our natural world
- talk about types of animals & endangered species
- talk about environmental problems
- express prohibition
- express advice
- express obligation/duty (necessity)
- talk about future events
- make suggestions & agree/disagree
- identify stress in questions
- write an essay providing solutions to a problem

GOOD ✓

VERY GOOD //

EXCELLENT ///



## MODULE OBJECTIVES

### Vocabulary

- types of holidays
- means of transport
- hotel facilities/services
- holiday problems
- prepositions
- phrasal verbs: *come*
- word formation: forming *-ing/-ed* adjectives

### Reading

- missing sentences
- answer questions

### Grammar

- past tenses
- used to/would*

### Listening

- a story (note taking)
- an interview (multiple choice)
- intonation in exclamations

### Speaking

- express dissatisfaction/sympathy/surprise/disbelief
- describe pictures

### Writing

- a paragraph describing an experience
- a description of a visit to a place

### Language Focus

- phrasal verbs & prepositions
- word formation
- grammar in focus

### Progress Check

## Types of holidays



1 skiing holiday



2 activity holiday



3 safari holiday



4 beach holiday



5 sightseeing holiday

### 1 a) Choose the correct word.

- A • vibrant • major  
• fascinating • friendly

- B • delicious • freezing cold  
• cosy • secluded

Madrid is a 1) ..... city and the locals are very 2) ..... We visited all the 3) ..... tourist attractions and in the evening we experienced Madrid's 4) ..... nightlife.

It was 5) ..... with a temperature of -5°C. We stayed in a small 6) ..... village high up in the mountains. Our hostel was clean and 7) ..... and the food was 8) .....

- C • peaceful  
• deserted  
• clear

The place where we stayed was clean and very 9) ..... There was a beach five minutes down the road. The sea was crystal 10) ..... and we went swimming every morning. The beach was almost always 11) ..... We really enjoyed having it to ourselves.

### b) Match the texts to the pictures.

🔊 Listen and check.

### 2 Imagine you went on either a safari or a sightseeing holiday. Use these words and adjectives to talk about the holiday.

- quiet ≠ noisy/crowded (place/streets/hotel)
- crowded ≠ deserted/secluded (beach/square)
- scorching hot ≠ freezing cold
- beautiful ≠ ugly (place) • clean ≠ dirty (place)
- exciting ≠ boring (nightlife/city)
- clean ≠ polluted (water)
- safe ≠ dangerous (area)
- modern ≠ historic (building/city)
- cheap ≠ expensive (shop/hotel/restaurant)
- friendly ≠ unfriendly (locals)

adventurous  
tiring  
thrilling  
exciting  
exhausting  
amazing



1 Look at the picture and listen to the sounds. How do you think you would feel if you were in this place?

2 Check these words/phrases in the Word List. Use five of them to complete the gaps.

- *thunder* • *plunge into*
- *natural wonders* • *rainbows*
- *unique experience*
- *tourist attraction* • *named*

1 Victoria Falls is in Africa. It's one of the seven ..... of the modern world.

2 Livingstone ..... the waterfall after his wife.

3 Every minute 200 million litres of water ..... a gorge.

4 You can hear the water make a noise like ..... even when you are 50 km from the waterfall.

5 A visit to the waterfall is a .....

3 a) Which of the sentences in Ex. 2 are true about Victoria Falls?

b) Listen and read to check your answers. Then correct them.

# The Thundering Smoke

A Before the exploration of Africa in the 19th century, myths and legends circulated around Europe about the continent. Europeans knew very little about this vast mass of land as few travellers had ever dared venture into its mysterious interior. One enthusiastic Scottish explorer by the name of Dr David Livingstone was passionate about Africa and extremely eager to discover its secrets. 1

B Dr Livingstone was sent to South Africa in 1840 as a medical missionary. He would end up spending a large part of his life there. Between 1842 and 1846, he explored south and central Africa and became the first European to travel across the entire country West to East. On 16th November 1855, Dr Livingstone stumbled upon a huge waterfall. 2 "No one can imagine the beauty of the view from anything witnessed in England. It had never been seen before by European eyes; but scenes so lovely must have been gazed upon by angels in flight," he later wrote. 3 But Livingstone named it Victoria Falls after his queen.

C Victoria Falls is located in the national park of the same name in southern Africa on the border between Zambia and Zimbabwe. While it is neither the highest nor the widest waterfall in the world, it is the largest. The falls itself is 1,708 m wide and 108 m in height. 4 Every minute, 500 million litres of water plunge 100 m into a narrow gorge. The spray from the falls rises to a height of 400 m and can be seen up to 50 km away.

D The waterfall is undoubtedly one of the most magnificent natural spectacles in the world. 5 Victoria Falls is considered one of the seven natural wonders of the world and the entire national park is a UNESCO World Heritage Site. A visit to Victoria Falls is a truly unique experience. The noise from the water falling sounds like thunder and the air above it seems as if it is filled with clouds of smoke. Spectacular rainbows form in the skies above it in all seasons and the natural beauty of the surrounding area adds even more to its magnificence. 6 All stand before the falls in awe, just as Dr Livingstone did over 150 years ago.

## STUDY SKILLS

### Missing sentences

Read the text to get to know what it is about. Read the missing sentences and identify the main point in each. Read the text again and pay attention to the words before and after each gap. Look for clues e.g. reference words (*he, it, etc.*) or linking words. Check that your choice fits grammatically. Read the whole text to check it makes sense.





**4** Read the text and fill in the gaps (1-6) with a correct sentence A-G. One sentence is extra.

- A Consequently, it has become a very popular tourist attraction.
- B Little did he know what marvels he would find.
- C Around 300,000 people visit the falls every year.
- D He described it as the most wonderful sight he had seen in Africa.
- E The discovery would be unlike any he had made before.
- F The waterfall was known to the local people as 'the smoke that thunders'.
- G This makes it the biggest single sheet of falling water on the planet.

**5** In your own words, and based on the text, answer the questions. Do not copy from the text.

- 1 Why did Dr Livingstone go to Africa?
- 2 What was Dr Livingstone's reaction when he first saw the waterfall?
- 3 Why did Dr Livingstone call the waterfall Victoria Falls?
- 4 Why did the locals call it 'the smoke that thunders'?
- 5 Where would you expect to find this kind of text?

**6** Explain the words in bold. Check in the Word List.

**7** Write a synonym (=), an opposite (≠), a definition or a sentence for the following words to show that you understand their meaning in the text. Use your own words. Check in your dictionaries.

- |                    |                  |
|--------------------|------------------|
| 1 vast (l. 3)      | 4 widest (l. 20) |
| 2 extremely (l. 6) | 5 unique (l. 30) |
| 3 lovely (l. 15)   | 6 adds (l. 34)   |

1 *vast = extremely large ≠ small*

*The Sahara is a vast desert in Africa that covers an area almost as large as the United States.*

### Check these words

- exploration • circulate • dare
- venture • stumble upon • witness
- gaze • name after • plunge
- gorge • undoubtedly • unique
- spectacular • magnificence



### Did you Know?

The forest around Victoria Falls is the only place on Earth where it rains 24 hours a day. This is due to the spray from the Falls.



### Speaking & Writing

Use the sentences in Ex. 2 to write or give the class a short summary of the text.

### Writing



Imagine you are Dr Livingstone and you are seeing the Falls for the first time. In three minutes write a few sentences describing your experience and feelings. Tell the class.



## Vocabulary from the text

- 1 Replace the underlined words/phrases with: *wonders, spread, had strong feelings, unbelievable, seen, inspired, centre.*

- Dr Livingstone was passionate about Africa.
- In Europe, strange stories circulated about the continent.
- In the 1700s, much of the interior of Africa was unfamiliar to Europeans.
- His visit to the waterfall encouraged him to write a novel.
- It was unlike anything they had ever witnessed.
- The men told fantastic stories about what they had seen in the jungle.
- They can't wait to experience the marvels of Africa.

- 2 Use the verbs in their correct form to complete the gaps.

• rise • raise • arise

- He ..... his voice so that they could hear him.
- Black smoke ..... up making it impossible to see what was going on.
- A lot of problems have ..... since he left.

• discover • invent • find out

- He was upset when he ..... she had lied to him.
- Amerigo Vespucci ..... America.
- A.G. Bell ..... the telephone.

• glimpse • watch • notice  
• look

- He ..... at the child and smiled.
- I only ..... the man's face briefly.
- Let's ..... the news on TV.
- Suddenly, he ..... that his watch had stopped.

Topic vocabulary  
Transport

- 3 Read the sentences. What means of transport is each person referring to? What is your favourite means of transport for travelling *short distances*? *long distances*? Why?

- It takes off at 2:30 and we need to go to Gate 39.
- Excuse me, which platform is it for the Bristol service?
- You must always wear your helmet, even for a short ride.
- There's a restaurant and a juice bar on the lower deck.
- I can give you both a lift if you like; there's plenty of room.

- 4 Listen to the announcements. Which means of transport does each match? Which words helped you decide?

Announcement 1

Announcement 2

Announcement 3

Announcement 4

- 5 a) Use these words to complete the spidergrams in your notebook.

• seatbelt • cabin • flight • carriage • luggage • chain  
• rear view mirror • landing • road map • buffet car  
• deck • check-in desk • brakes • port • station  
• handlebars • tyre • cruise • takeoff • boarding pass  
• compartment • boot • platform



- b) Complete the sentences with words from Ex. 5a.

- Flying over the Alps was breathtaking and our ..... landed on time.
- We had a ..... on E deck, so we could see out over the sea.
- I remember my first bike had a bell on the .....
- You can take 23 kg of ..... on the flight without extra charge.
- Drivers should have the car's ..... serviced regularly for safety reasons.
- We hadn't booked in advance, but we found seats in the last ..... on the train.

- c) Make sentences of your own using the words from Ex. 5a that you didn't use in Ex. 5b.





## 6 Fill in: by, on, along, towards or off.

- I really enjoy travelling ..... plane.
- He walked ..... the platform, looking for his carriage.
- The stewardess walked ..... the rear of the plane.
- Jenny got ..... her bike and went into the library.
- When they got ..... the ship, they went to their cabin.

## Facilities/Services

### 7 a) Match the symbols (a-n) to what they stand for (1-14).



- ☐ swimming pool
- ☐ gym
- ☐ telephone in room
- ☐ babysitting service
- ☐ TV room
- ☐ room service
- ☐ facilities for the disabled
- ☐ air-conditioning
- ☐ restaurant
- ☐ hairdryer in room
- ☐ conference facilities
- ☐ children over the age indicated welcome
- ☐ pets welcome
- ☐ dry-cleaning service

### b) Which facilities/services are important to you when you go on holiday?

*I always choose hotels where pets are allowed.*

## Word formation (forming -ing/-ed adjectives)

### 8 Read the theory. Then complete the sentences with the correct adjective.

We use **-ing** adjectives to describe what something is like. *It was an **exciting** holiday.*  
We use **-ed** adjectives to describe feelings. *We were **excited**.*

- The journey was extremely **tiring/tired**.
- We were **annoying/annoyed** by the receptionist's bad manners.
- She was **shocking/shocked** to find out her flight had departed.
- The service in the restaurant was **appalling/appalled**.
- She didn't know which gate to go to. She was **confusing/confused**.

### 9 Choose the correct word. Check in the Word List.

**Black Swan Hotel**

The Black Swan is 1) **located/positioned** only 2.5 kilometres from the city centre and is perfect for a city 2) **break/stop**. Because of the hotel's beautiful 3) **rural/urban** surroundings, you will feel as if you are in the countryside. The hotel's 4) **facilities/equipment** include a five-star restaurant, a gym and an indoor swimming pool. Internet connection is provided 5) **free/open** to all guests and there is also ample parking 6) **space/area** free of charge. All rooms are furnished to the highest standards and we offer 7) **circle/round-the-clock** room service. Laundry, ironing and dry-cleaning services are also available on request. We pride ourselves on our service which is second to 8) **none/all**. All our 9) **staff/servants** are friendly and helpful and wish to make your 10) **stay/stop** as comfortable as possible.

Book online at [www.blackswan-hotel.co.uk](http://www.blackswan-hotel.co.uk)  
or call 01539 222222

## Phrasal verbs: COME

into across

### 10 Complete the sentences with the appropriate particle(s). up with come round down with

- While I was on holiday I came ..... an old schoolfriend. (**meet by chance**)
- He didn't enjoy his weekend break because he came ..... measles. (**become ill**)
- He came ..... a huge fortune which included two hotels when his uncle passed away. (**inherit**)
- She came ..... the idea for the story while she was visiting Victoria Falls. (**think of**)
- It took him some time to come ..... after he slipped and fell down the stairs. (**recover consciousness**)



### Past simple, Past continuous, Past perfect and Past Perfect continuous

Hi Jess,

Guess what! I'm in the Bahamas. My boss told me I could take a holiday as I **1) had been working** so hard and he was pleased with my results. I **2) checked** online and decided to book a ten-day holiday at this 5-star hotel.

When I arrived at the hotel, I walked up to the check-in desk and informed the receptionist that I **3) had made** a reservation under the name of 'Dumas'. Imagine my surprise when I heard her tell the porter to take my bags up to the €5,000-a-night penthouse suite!

When I got to my room, I **4) tipped** the porter, quickly **unpacked** my bags and **went** out onto the balcony to see the view. It was a glorious day. The sun **5) was shining** and the sea sparkled below me. As I **6) was admiring** the view, the phone rang. It was the hotel receptionist. Nervously, she told me there had been a mix-up, and that I had to pack my bags and leave the room at once!

You won't believe what had happened. Apparently, I wasn't the only Dumas who had booked for that day. My namesake is a famous writer and the receptionist had mistaken me for him!

Anyway, my new room is nice and I'm having a great time. I'll tell you all about it when I get back. See you soon.

Alex

see pp. 154-155

- 1** a) Identify the tenses in bold (1-6) then match them to their uses (A-F). Check in the Grammar Reference.

- ☐ **A** action which happened at a certain time in the past (there is direct/indirect reference to the time)
- ☐ **B** actions which happened one after the other in the past
- ☐ **C** action which had been in progress before another action in the past
- ☐ **D** action which gives background information
- ☐ **E** action which was in progress in the past and another action interrupted it
- ☐ **F** action which happened before another action in the past

b) Identify the rest of the past forms in the text. How is each used?

- 2** Put the verbs in brackets into the correct past tense to complete the exchanges. Justify your answers.

- 1 A: How ..... (be) your holiday in Spain?  
B: Great, thanks. I ..... (have) a fantastic time.
- 2 A: What ..... (you/do) when the phone ..... (ring)?  
B: I ..... (wash) my hair and I ..... (not/hear) it.
- 3 A: Tony ..... (surf) the Net when he ..... (find) a great deal on a trip to Paris.  
B: I know, but by the time he ..... (tell) me about it, I ..... (already/book) my holiday to Berlin.
- 4 A: How ..... (you/miss) your flight?  
B: We ..... (shop) in the duty-free shop and we ..... (not/hear) the announcement.
- 5 A: ..... (you/stay) in a hotel during your holiday?  
B: No. We ..... (rent) an apartment for two weeks.
- 6 A: Jane ..... (look) exhausted when I saw her.  
B: That's because she ..... (work) long hours for the last three weeks.

- 3** Use these time adverbs to make sentences about yourself: *yesterday, two weeks ago, while, last year, before, all day yesterday, last summer, already, yet, for hours yesterday, for ten years, by the time.*

*Yesterday, I got my driver's licence!*



#### 4 Make sentences as in the example.

- |                         |                            |
|-------------------------|----------------------------|
| 1 ride bike/<br>an hour | a flight/depart            |
| 2 shop for<br>souvenirs | b start/rain               |
| 3 wait for hours        | c someone/<br>steal/wallet |
| 4 lie by the pool       | d get/flat tyre            |
| 5 wait at the airport   | e lose/<br>passport        |

*I had been riding my bike for an hour when I got a flat tyre.*

#### Past simple, Present perfect

- I haven't travelled abroad since 2008.
- I went to Spain last May.

➤ see p. 154

#### 5 Match the sentences (1-2) to the uses (A-B).

- A** action which finished in the past  
**B** action which started in the past and continues up to the present

#### 6 Put the verbs in brackets into the correct tense.

- She ..... (visit) Rome twice.
- She ..... (get) into the taxi and ..... (head) for the station.
- They ..... (move) to Madrid in 2010.
- ..... (you/ever/try) scuba diving?
- We ..... (not/book) our flight yet.
- What time ..... (they/arrive) last night?

#### Used to/Would

As a child, I used to go/would go/went to the seaside every year. What did you use to do? (past habit)

I used to have/had long hair, but now I have short hair.

(NOT: *I would have.*) (past state)

➤ see p. 155

#### 7 Choose the incorrect word/phrase.

- As a child, my mum would go/used to go/was going to France on holiday.
- My grandad had/used to have/would have jet black hair when he was young.
- We went/were going/used to go fishing every morning on holiday.
- When she was younger, she would stay/was staying/stayed with her cousins every summer.
- He would have/used to have/had a part-time job as a waiter during summer while he was studying in England.
- Where did you use to live/would you live/did you live as a child?

#### 8 What did/didn't you use to do on holiday when you were ten? Write six sentences. Tell your partner.

*I used to get up late. I didn't use to travel abroad.*

#### Key word transformations

#### 9 For each question, complete the second sentence using the word in bold so that it means the same as the first. Use two to five words. Do not change the word in bold.

- As a child, I went swimming every summer. **USED**  
As a child, I ..... every summer.
- Peter telephoned during lunch. **HAVING**  
We ..... Peter telephoned.
- After working as a receptionist for twelve years, Sam opened his own B&B. **BEEN**  
Before Sam opened his own B&B ..... a receptionist for twelve years.
- It rained every day during our holiday. **STOP**  
It ..... our holiday.
- The last time we went abroad was two years ago. **FOR**  
We ..... two years.

#### 10 a) Read the text below.

*It had been bright and sunny all morning and we were having fun on our boat trip around the island. Then, all of a sudden, the weather changed, and things took a turn for the worse.*

#### b) Listen to the sounds. Use the key words to continue the story.

- started blowing • huge waves • hit boat • got scared
- radioed for help • coastguard came to our rescue
- felt relieved



## Holiday problems

- 1 a) You will listen to a story. Before you listen check these words/phrases in the Word List. Which ones can you see in the pictures?



- passport is out of date • car breaks down
- dirty beach/sea • get sunburnt
- miss flight • get food poisoning
- lose luggage • have credit card stolen
- have terrible weather • rude hotel staff
- cramped hotel room
- not speak the language

- b) Listen to the story. Which of the problems in Ex. 1a does the narrator mention?

- 2 Listen again and complete the gaps (1-10). Use two to three words.

Jenny went to India on the recommendation of

1 \_\_\_\_\_.

Before she left, she had 2 \_\_\_\_\_ the money she needed.

After getting off the plane she was shocked to find out her luggage 3 \_\_\_\_\_.

At first she wanted to get 4 \_\_\_\_\_ to the hotel.

Finally she went to her hotel 5 \_\_\_\_\_.

It took them 6 \_\_\_\_\_ to reach the hotel.

The hotel wasn't as it was described in

7 \_\_\_\_\_.

Her room was 8 \_\_\_\_\_ and \_\_\_\_\_ but it had a great view.

During her holiday she visited the 9 \_\_\_\_\_.

Although she liked the local food, she got

10 \_\_\_\_\_.

- 3 Have you ever had a problem while on holiday? Where were you? Who were you with? What exactly happened? Tell the class.

*Last summer we decided to spend our holidays in a friend's country cottage. As we were driving to the village we got a flat tyre. It took us two hours to fix it.*

- 4 a) You will hear an interview about travel experiences. Before you listen, check these words in the Word List.

- resort • disastrous • thrill-seeker
- check-in • exhilarating

- b) Listen to the interview and for questions 1-6 choose the correct answer (A, B or C).

- 1 The radio presenter wants listeners to talk about  
A a bad experience in a restaurant.  
B the attractions of Rome.  
C a disastrous holiday experience.
- 2 Mike and his family decided to spend their holiday  
A sky diving in Australia.  
B skiing in Austria.  
C at a resort in the Caribbean.
- 3 They missed their plane because  
A they were stopped by the police.  
B their reservation was incorrect.  
C they had car trouble.
- 4 Katie went to Vietnam because  
A she could afford it.  
B she had never been to another country before.  
C she had always wanted to go there.
- 5 Katie's holiday was ruined because  
A her hotel room was cramped.  
B the beach was filthy.  
C she got badly sunburnt.
- 6 The competition ends  
A in the afternoon. B at midnight.  
C tomorrow afternoon.

## Pronunciation

(stress in exclamations) > see p. 155

- 5 a) Read the table. Complete the sentences.

|  |
|--|
| What a/an (+ adjective) + singular noun      |
| What (+ adjective) + plural/uncountable noun |
| How + adverb/adjective                       |

- |                        |   |
|------------------------|---|
| 1 ..... bad weather!   | 4 ..... awful experience!               |
| 2 ..... terrible!      | 5 ..... exhilarating it must have been! |
| 3 ..... disappointing! |   |

- b) Listen to the sentences. Which syllable is stressed in each sentence?

- c) Listen again and repeat.



## Express dissatisfaction/sympathy/surprise/disbelief

- 1** a) Listen and say.
- A Did you have a good time on holiday?
  - B I'm very sorry to hear that.
  - C That's terrible!
  - D We certainly did.
  - E What went wrong?
  - F I hope your next holiday isn't such a bad experience.
  - G I wasn't happy with the food.
- b) Which of the sentences above express: *surprise?* *disbelief?* *dissatisfaction?* *sympathy?*

- 2** a) Complete the dialogue with sentences from Ex. 1.  
 Listen and check.

Ann: **1**

Ben: Not really.

Ann: Why not? **2**

Ben: Well, to start with, our car broke down and we had to wait for several hours before anyone came to help. Then we got to the hotel and found out that our room was far too cramped.

Ann: **3**  Did you make a complaint to the hotel management?

Ben: **4**  But the hotel was already fully booked. Anyway, we unpacked our bags and went down to the beach. But it was so dirty and smelly that we had to spend the entire holiday round the hotel pool!

Ann: **5**

Ben: It is. Then, to make matters worse, **6**  It was so bad, in fact, that we ended up spending a lot of money eating out every night, even though our meals were included in the price of the holiday!

Ann: No way! Did you make a complaint to the travel agency?

Ben: As soon as we got back! They offered to compensate us, but still, our holiday had already been ruined.

Ann: **7**

b) Take roles and read the dialogue aloud.

- 3** Work in pairs. Think of a holiday of yours where everything went wrong. Use phrases from the language in the box to act out a dialogue similar to the one in Ex. 2.

| Asking for information/detail   | Responding with sympathy   |
|---|--|
| <ul style="list-style-type: none"> <li>• Did you have a good time on holiday?</li> <li>• What went wrong?</li> <li>• Why not?</li> <li>• Did you make a complaint?</li> </ul> | <ul style="list-style-type: none"> <li>• I'm very sorry to hear that.</li> <li>• I hope your next holiday isn't such a bad experience.</li> <li>• You have my sympathy.</li> </ul> |
| Expressing surprise/disbelief   |  |
| <ul style="list-style-type: none"> <li>• That's too bad!</li> <li>• That's terrible!</li> </ul>   | <ul style="list-style-type: none"> <li>• You must be joking!</li> <li>• I can't believe it!</li> </ul>   |
| Expressing dissatisfaction  |  |
| <ul style="list-style-type: none"> <li>• The hotel was already fully booked.</li> <li>• The ... was awful.</li> </ul>   | <ul style="list-style-type: none"> <li>• I didn't like ...</li> <li>• I wasn't happy/satisfied with ...</li> <li>• It just wasn't what I had pictured.</li> </ul>                  |

## Describing pictures

### STUDY SKILLS

#### Describing pictures

Describe the people and activities as fully as possible. Imagine you are describing the picture to a person who can't see it, so be as detailed as possible.

- 4** Look at the picture and complete the description.

I can see **1** ..... children in the picture. There is a young girl and a young **2** ..... They are at the **3** ..... I can see the sea in the background. I think it's noon because the **4** ..... is very bright. It's a beautiful day and it is probably quite hot. The children are smiling. It's hard to see what they are wearing, but I guess they are wearing their swimsuits or T-shirts and shorts. The girl is wearing a straw **5** ..... with a large yellow **6** ..... on it. The boy is wearing a red baseball **7** ..... and is holding a **8** ..... Both children are wearing colourful swimming goggles. I'm sure they are having a great time.



- 5** Describe the picture to your partner. Talk about: *people, place, time of day, weather, activities, clothes, feelings.*





## Writing Bank 3 p. 144

## Model analysis

## 1 Read the rubric, then the model.

Your teacher has asked you to write a description (140-190 words) about a place you visited on holiday last year. Describe the place and say what you saw and did there.

## A Perfect City Break

1 Last October my best friend and I booked a short break in the famous city of Edinburgh on Scotland's east coast. We stayed at a small hotel near the city centre. When we arrived, a cold wind was blowing and there was a thick mist, but that just made the atmosphere more exciting and mysterious!

2 Edinburgh is an amazing city. Apart from the modern areas, it is full of beautiful historic buildings and narrow cobbled streets which add to its magic.

3 We didn't have time to see and do everything. We visited Edinburgh Castle and saw the Scottish Crown Jewels. Then, we explored Mary King's Close with its creepy hidden underground streets and houses. The city's poor lived there in the 17th century. There were also several traditional restaurants where they served the Scottish speciality, haggis. It looked weird but was surprisingly tasty.

4 We enjoyed every minute of our visit. Edinburgh is so fascinating that I definitely plan to go back one day.

Which paragraph mentions:

- ☐ A the writer's comments about the place?  
☐ B what the writer saw and did there?  
☐ C the name of the place and the reason for going there?  
☐ D what the place was like?

## STUDY SKILLS

## Making a description interesting

Using a variety of adjectives (*huge, amazing, etc.*) and adverbs (*horribly, astonishingly, etc.*) makes a description more interesting.

## 2 Replace the adjectives in bold in the model using adjectives from the list.

- attractive • well-known • thrilling • chilly
- scary • interesting • delicious • strange

## 3 Replace the adjectives in bold with other appropriate ones from the list.

- delicious • warm • picturesque • cosy
- enjoyable • freezing cold • friendly

A

We stayed in a 1) nice chalet in the 2) nice mountains in Bulgaria. The people were 3) good and 4) nice. The weather was 5) bad, but we didn't mind. The home-cooked food was 6) good and we had a(n) 7) nice time skiing every day. I can't wait to go back again next year.

- exciting • fantastic • 5-star • interesting
- traditional • beautiful

B

We had a 1) nice time in Barcelona. It's a 2) nice place. We stayed in a 3) nice hotel in the heart of the city and we saw lots of 4) nice tourist attractions. In the evenings we tasted local dishes at 5) nice restaurants and enjoyed some of the 6) good nightlife.

- relaxing • beautiful • stunning • narrow
- traditional • peaceful

C

Clovelly is a 1) nice seaside village with 2) nice views of the Devon coast. It is 3) nice and tranquil and it is famous for its donkeys that carry goods up and down the 4) small streets. We stayed in a 5) nice cottage and we went for walks along the beach every day. We got to know the locals and had a very 6) nice holiday.

4

Fill in the appropriate adverbs.

- increasingly • gracefully • comfortably
- luxuriously • lazily • aimlessly

- 1 We sunbathed ..... on the beach every day.
- 2 I sat ..... in a café and enjoyed the amazing view across the city.
- 3 The city is becoming ..... popular with young people.
- 4 She danced ..... to the music with the other festival-goers.
- 5 The palace was ..... decorated.
- 6 I wandered ..... through the cobbled streets looking in the shop windows.



## Making comments

**5** Fill in: *truly, definitely, certainly, without doubt, just.*

- 1 It is the best place for a relaxing holiday. We'll ..... be going back next year.
- 2 I had an amazing adventure. It was ..... an experience I will never forget.
- 3 I had a marvellous trip. Everything was ..... perfect.
- 4 This trip was a fabulous experience. I ..... enjoyed experiencing the history of the place.
- 5 ....., this was the most thrilling holiday I've ever had.

## Using modifiers (adverbs of degree)

**6** Read the examples.

*The beach was **a bit** crowded.*

*It was **rather** expensive.*

*The hotel was quiet, peaceful and **fairly** close to the city centre.*

*We had a **really** good time.*

|     |                               |
|-----|-------------------------------|
| +   | a little, slightly, a bit     |
| ++  | rather, pretty, quite, fairly |
| +++ | very, really, extremely       |

**7** Choose the correct word.

- 1 There were **rather/quite** a number of cosy cafés and quaint tearooms.
- 2 The hotel was **extremely/rather** expensive, but not beyond our budget.
- 3 The weather was **slightly/pretty** worse than we expected, but it didn't spoil our trip.
- 4 The boat trip was a **little/really** disappointing, but enjoyable nonetheless.
- 5 The museum was **very/fairly** interesting. In fact it was one of the best I've been to.
- 6 The town centre was a **bit/really** busy, but not crowded.

## STUDY SKILLS

### Brainstorming

Before you start writing, think of the topics you are going to write about e.g. activities, sights, etc. Write as many ideas as you can under each topic. Then decide which ones to use in your piece of writing.

### Your turn

**8** Your teacher has asked you to write a description of a place you visited on holiday last year. List words/phrases related to the topic under the headings in your notebook.



**9** Use your notes in Ex. 8 to write your description. Follow the plan (120-180 words).

## Useful Language

- is a large town/a small seaside village/on the north/south (coast) of ...
- ... perfect holiday destination
- has a lot of tourist attractions
- visited beautiful/historic palaces
- had lunch/dinner at cosy/trendy restaurants/cafés
- stayed at a 5-star luxurious hotel
- went shopping at modern shopping centres
- walked down narrow/cobbled/quiet streets
- had exciting nightlife
- danced in clubs popular with the locals
- has something for everyone.
- is the best place for a short break.
- It was the best holiday ever.

## Plan

### Introduction

(Para 1) *name of place/location/reason you went there/who with/where you stayed*

### Main Body

(Para 2) *what the place is like*

(Para 3) *what you saw and did there*

### Conclusion

(Para 4) *your comments*



## Checklist

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

- Have you used a variety of adjectives/adverbs to describe the various features of the place?
- Have you used correct spelling, grammar and punctuation?
- Does each paragraph present a different topic?
- Have you included your comments about the place?



- 1 For questions 1-8, read the text below and decide which answer (A, B, C, D) best fits each gap. There is an example at the beginning (0).

## Tourism and the Cairngorm Mountain Railway

Stretching from the east to the west of central Northern Scotland 0) **A** the rare and fragile environment of the Cairngorm National Park. After driving about eight miles on the road south of Aviemore, you come 1) ..... the Cairngorm Mountain Railway, which takes visitors on a scenic ride up the mountain until they 2) ..... the Cairngorm plateau.

Since its construction in 2001, the Mountain Railway has 3) ..... many visitors and, despite the positive effects this has had on the region's economy, 4) ..... tourism has also done a great deal of harm to the national park.

The region's council has 5) ..... the issue of whether the benefits of the railway outweigh the disadvantages. Environmentalists have been looking at ways in which tourism can be continued while 6) ..... damage to the region at the same time.

Finally, a series of talks and negotiations between environmental organisations and local authorities has 7) ..... to a compromise according to which visitors will still be allowed to use the railway, but with some restrictions. For now at least, it seems that the 8) ..... of whether the railway is good or bad for the area has been resolved.

- 0 **A** lies    B occupies    C reaches    D spreads  
1 A on    B across    C against    D along  
2 A get    B arrive    C reach    D come  
3 A drawn    B attracted    C dragged    D grabbed  
4 A deep    B strong    C mass    D thick  
5 A put    B caused    C raised    D brought  
6 A preventing    C influencing  
B helping    D defending  
7 A led    B driven    C directed    D guided  
8 A demand    C question  
B request    D challenge

- 2 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 Bill said it was my fault that we were lost. **BLAMED**

Bill *blamed me for the* fact that we were lost.

1 "What is the height of the mountain?" asked the tourist. **HOW**

The tourist asked ..... was.

2 The hotel is sending a car to meet us at the airport. **PICK**

The hotel is sending a car to ..... from the airport.

3 Our holiday is postponed till later this year. **PUT**

Our holiday has ..... till later this year.

4 Dan lost his way in the mountains because he didn't have a map. **LOST**

If Dan had had a map, he ..... his way in the mountains.

5 I don't feel like going out tonight. **PREFER**

I'd ..... tonight.

6 "Would it be possible to see a copy of the hotel brochure?" asked Leon. **LOOK**

Leon asked ..... at the hotel brochure.

7 Tom couldn't go skiing because he didn't have the right equipment. **ABLE**

If Tom had had the right equipment, he ..... go skiing.

8 We found it difficult to locate the ski lodge. **EASY**

It ..... to locate the ski lodge.

- 3 Complete the gaps with the correct form of the words in capitals.

1 We were taken up the mountain by a ..... climber. **PROFESSION**

2 My brother has visited some really ..... places. **ORDINARY**

3 The thing I remember most about Spain is the amazing ..... **SCENE**

4 Weekend breaks have grown in ..... over the last decade. **POPULAR**

5 We learned some ..... facts at the museum. **FASCINATE**



## Grammar

## 4 Choose the correct item.

- 1 "Your sweater has shrunk."  
"It didn't ..... occur to me to check the label and I washed it in hot water."  
A even                                  C never  
B still                                    D somewhat
- 2 "Why are you all excited?"  
"Jane's coming home from college ..... than we expected!"  
A even early                          C very earlier  
B too early                            D much earlier
- 3 After training for 3 years, she got a job ..... a certified nurse.  
A of            B like            C as            D for
- 4 "I don't see any reason why we shouldn't go by plane."  
"Well, my ..... concern is the cost."  
A most great                          C great  
B greatest                              D greater
- 5 He boasted ..... the tournament five years in a row.  
A to have won                          C from his winning  
B for having won                      D about having won
- 6 Jonathan keeps fit ..... working out three times a week.  
A by            B with            C from            D at
- 7 The weather forecaster reported that temperatures in the area had reached 42°C and ..... by 5°.  
A expected to rise  
B expected that it will rise  
C were expected that it rose  
D were expected to rise
- 8 "I don't think Greg is used to working shifts."  
"Actually, ....."  
A neither am I                          C so am I  
B me, too                                  D I don't either
- 9 There was ..... much thick smoke that they couldn't see across the hallway.  
A so            B such            C too            D very
- 10 "Do you remember ..... the heating before you left the office?"  
"Yes, first I switched off the heating and then the lights."  
A turning off                          C turn off  
B to turn off                            D to turning off

## Vocabulary

## 5 Choose the correct item.

- 1 Please let us know if you are unable to ..... the meeting.  
A intend    B present    C attend    D visit
- 2 The mayor has made ..... for people with disabilities.  
A provision                                  C adjustment  
B expansion                                  D arrangement
- 3 The police said that the driver of the mini bus was at .....  
A error    B guilt    C mistake    D fault
- 4 It's difficult to predict the weather .....  
A exactly    C accurately  
B evenly    D perfectly
- 5 The windows of our house are all ..... with security locks.  
A furnished    C attached  
B fitted    D decorated
- 6 Physics, Chemistry and Maths are ..... related subjects.  
A widely    B carefully    C heavily    D closely
- 7 I bought this leather coat at a ..... of the original price.  
A fraction    B sample    C part    D portion
- 8 Nobody can ..... that Mozart was one of the best composers of his time.  
A defend    B assume    C dispute    D examine
- 9 Members of our club share a ..... interest in art.  
A joined    C cooperative  
B combined    D common
- 10 The kind of iPhone you buy is ..... dependent on the money you have to spend.  
A quite    B very    C entirely    D alone
- 11 Don't ..... the problem; it's not that serious and it should be easy to solve.  
A extend    C enlarge  
B overestimate    D exaggerate
- 12 Joshua was ..... from the quiz show after he got five answers wrong.  
A eliminated    C deported  
B expelled    D evicted
- 13 My parents don't ..... of me staying out after midnight.  
A approve    C agree  
B prove    D consent



- 1 Use the words in their correct form to complete the gaps.

• dare • risk • challenge • venture

- 1 You shouldn't ..... going on the train without buying a ticket first.
- 2 The explorer ..... into unknown areas of the jungle during the expedition.
- 3 No one had ever ..... to ask the boss for a pay rise before.
- 4 Paul ..... me to a game of chess yesterday afternoon.

• explore • examine • investigate

- 5 Police are ..... the cause of the car accident last night.
- 6 They ..... my passport carefully before allowing me into the country.
- 7 The tourist spent the whole afternoon ..... the centre city.

• witness • observe • gaze • stare

- 8 When I told him the news, he just ..... at me without saying anything.
- 9 The karate teacher told his students to ..... him doing the move.
- 10 I have never ..... anything like Brian's card trick before.
- 11 Lisa ..... in wonder at the ballerina dancing gracefully on the stage.

• feature • characteristic • sights • sites

- 12 One of Russia's most amazing natural ..... is Baikal Lake.
- 13 Karen visited many archaeological ..... during her holiday in Crete.
- 14 They hired a guide to show them around the ..... of Prague.
- 15 Thatched cottages are a ..... of the landscape of Western Ireland.

• strike • hit • beat • knock

- 16 Sales of the toy ..... record numbers during the Christmas period.
- 17 During the sales, shops often ..... down their prices by 50 per cent.
- 18 Arsenal ..... Manchester United by two goals to one and won the cup.
- 19 Paul usually wakes up when the church clock near his house ..... seven.

## Phrasal verbs & Prepositions

- 2 Choose the correct item.

- 1 They've decided to travel **on/by** train.
- 2 We came **down/across** this beautiful vase while on holiday in Italy.
- 3 Let's get a cab. It'll take too long to get there **on/with** foot.
- 4 He hasn't come **up/into** with an idea yet.
- 5 The children walked **along/over** the beach, looking for pretty shells.

## Word formation

- 3 Complete the gaps with the correct form of the words in bold.

Our holiday was a complete disaster from start to finish! First, we missed our flight, and were 1) ..... (able) to get on another until the following evening. Second, the hotel we'd booked turned out to be in a really 2) ..... (convenient) location. Not only that, the rooms were old and 3) ..... (dirt) and the beds were really 4) ..... (comfortable). Last, but not least, the day tours we went on were 5) ..... (organised) and every single beach we went to was 6) ..... (crowd). I hope we never have a holiday like that again.



## Grammar in Focus

Put the verbs in brackets into the correct tense. Then complete the gaps with an appropriate word.

James and Lily 1) ..... (wait) for their flight to take off for three hours when they heard an announcement that said there 2) ..... be further delays. At that point, they both wished that they 3) ..... (choose) to travel by train. But they thought that flying to Edinburgh would save them time. 4) ..... wrong they turned out to be! Another two hours passed and there was still 5) ..... sign of their flight taking off any time soon. What made things 6) ..... was that no one would tell them the reason 7) ..... there was such a long delay. Finally, the couple gave 8) ..... They decided 9) ..... (return) home, putting 10) ..... their city break for the following weekend. Of course, this time catching a plane would be 11) ..... of the question!



## Reading

- 1 Read the text and match the headings (A-H) to the paragraphs (1-7). One heading is extra.

1

If you hate airports, you've probably never been to Changi Airport in Singapore. Changi is the airport most often voted best in the world, and it's not hard to understand why.

2

Changi Airport has two free cinemas, free computer games, free music video and CD listening stations, and a free karaoke-style music studio. There's a roof-top swimming pool for people who fancy a swim, a two-storey indoor tropical butterfly garden to relax in, and a sports area to watch the latest sports news. There are also 500 free Internet stations; free foot- and leg-massage machines; and for transit passengers who have more than five hours to spare before their next connecting flight, there are even free bus tours of Singapore city!

3

But that's not all. Changi Airport also has a fitness centre and spas where you can get massages and beauty treatments, including 'fish pedicures' where small fish eat the dead skin off your feet! Add to this, 290 tax-free shops, 110 food outlets and a four-storey-high indoor slide for kids and you'll see why Changi Airport is a popular destination even for Singaporeans too. Indeed, many go to Changi Airport at weekends just to shop, dine and enjoy the facilities!

4

Providing travellers with the best possible travel experience has definitely paid off for the airport. Since opening in 1981, Changi has won over 370 international 'best of' awards.

5

Many travellers now deliberately choose Singapore as their transit point just because of Changi. Others deliberately arrange their flights so they will have as long a stopover there as possible.

6

In addition to its amazing range of amenities, the level of



service offered at Changi is second-to-none. At Changi Airport there are freshly-cut orchids in the bathrooms. There are even touch screens beside the bathroom sinks so travellers can send text messages to supervisors when toilet paper runs out!

7

Changi has changed the way travel is done and has set the benchmark for service excellence. It is unique because it offers regular travellers the kinds of perks and first-class luxury usually given only to first-class travellers. Little wonder then that Changi is one of only a handful of airports in the world where passengers are actually happy if their flight is delayed. After all, at what other airport can you go for an open-air swim and get your feet cleaned by fish?

- A Maintaining a high standard
- B Better outside than in
- C A true pioneer
- D An airport to change your opinion
- E Travel plans are carefully made
- F Hugely appealing to locals
- G Traveller satisfaction is paramount
- H No need to stay inside

(7x3=21)

## Listening

- 2 You will hear a conversation between a travel agent and a customer.

Listen to the conversation and choose the correct answer (A, B or C).

- 1 Alex still isn't certain about
  - A how long he can go away for.
  - B when he can go away.
  - C where he wants to go.
- 2 With regards to accommodation, Alex says he
  - A dislikes hotels.
  - B has already booked a studio apartment.
  - C doesn't want to stay in a bed and breakfast.
- 3 When asked about his budget, Alex says he
  - A doesn't have one.
  - B can spend a maximum of €1500.
  - C has around €1500.
- 4 What does Alex want to do on holiday?
  - A relax on the beach
  - B go on a 2-day tour
  - C see some historical sites
- 5 Alex has plans to travel
  - A alone.
  - B with his parents.
  - C with a friend.

(5x2=10)



## Speaking

### 3 Choose the correct response.

- 1 A: The sightseeing tour wasn't what I had in mind.  
B: **a** What was the problem?  
**b** Did you enjoy your holiday?
- 2 A: The service was terrible.  
B: **a** Why not? **b** Did you complain?
- 3 A: We changed hotels, but our holiday was still ruined.  
B: **a** I hope you'll be luckier next time.  
**b** That wasn't what I had in mind.
- 4 A: The hotel staff were rude and unfriendly.  
B: **a** I can't believe it. **b** Not really.
- 5 A: The weather was really awful.  
B: **a** What did you mean? **b** I'm sorry to hear that.

(5x2=10)

## Vocabulary

### 4 Fill in with: *eager, rush, deserted, located, undoubtedly, facilities, attractions, boarding, circulated, passionate.*

- 1 There was no one on the beach. It was .....
- 2 The city is ..... in the Valley of Anahuac, Mexico.
- 3 He has always been ..... about saving the tiger.
- 4 Big Ben is ..... the most visited place in London.
- 5 We were ..... to visit Victoria Falls.
- 6 I avoid the town centre during ..... hour.
- 7 It's surprising how fast they ..... the story.
- 8 The Louvre is one of Paris's most famous tourist .....
- 9 Flight 206 is now ..... at Gate 20.
- 10 The hotel offers a wide range of .....

(10x1=10)

## Grammar

### 5 Put the verbs in brackets into the correct past tense.

- 1 Yesterday, we ..... (eat) at a lovely little restaurant.
- 2 They ..... (live) in Madrid for ten years before they moved to Paris.
- 3 He ..... (watch) a film when I interrupted him.
- 4 By the time she arrived, the plane ..... (leave).
- 5 They ..... (go) to Hawaii last summer.
- 6 He ..... (never/try) Brazilian food before he went there.
- 7 ..... (they/eat) out last night?
- 8 We ..... (wait) for an hour before the train arrived.
- 9 I ..... (see) that film twice.
- 10 He was tired; he ..... (not/sleep) well the previous night.

(10x2=20)

### 6 Choose the correct word(s).

- 1 I haven't travelled abroad **from/since** I was a child.
- 2 He **used to/would** have blond hair when he was a kid.
- 3 He **has been travelling/travelled** constantly for the past two months.
- 4 I **didn't use to sunbathe/haven't sunbathed** when I was younger.
- 5 They haven't finished **already/yet**.
- 6 What **have you been doing/had you been doing** all this time?
- 7 I **was/have been** in Singapore this time last year.
- 8 I **used to/would** have a pet rabbit when I was little.
- 9 She has **already/since** left.
- 10 **By the time/Since** he came, it had stopped raining.

(10x1=10)

## Writing

### 7 Read the rubric, then write your composition.

Your teacher has asked you to write a description of a place you have visited and your stay there. Write your description (140-190 words).

(19 marks)

(Total=100)

## Check your progress

- talk about travel & holidays
- talk about transport
- talk about hotel facilities & services
- describe past events
- describe holiday problems
- describe pictures
- ask for information
- express dissatisfaction/surprise/disbelief/sympathy
- write a description of a visit to a place

GOOD ✓

VERY GOOD //

EXCELLENT ///



## MODULE OBJECTIVES

### ► Vocabulary

- celebrations/festivals
- national holidays & celebrations
- feelings
- prepositional phrases
- phrasal verbs with *make*
- word formation: adjectives ending in *-ful* and *-less*

### ► Reading

- multiple choice
- answer questions

### ► Grammar

- relative clauses
- defining/non-defining relative clauses
- comparatives/superlatives
- comparisons

### ► Listening

- true/false statements
- intonation in exclamations
- multiple choice

### ► Speaking

- invitations
- make decisions

### ► Writing

- paragraph comparing & contrasting celebrations
- a description of a celebration

### ► Language Focus

- phrasal verbs & prepositions
- word formation
- grammar in focus

### ► Progress Check

## Celebrations/Festivals

- 1** Complete the gaps with: *scare away, honour, set off, partying, dress up, torches, altars, lanterns, patron, costumes*.



Halloween (October)



Las Fallas (March)



Dia de los Muertos (November)



Up Helly Aa (January)

- A** The Mexicans 1) ..... the spirits of their ancestors. Family and friends make 2) ..... and put food and flowers on them.
- B** The British 3) ..... as witches or ghosts. They put candles inside 4) ..... made of pumpkins to 5) ..... evil spirits.
- C** In Valencia, people celebrate the feast of San José, the 6) ..... saint of carpenters. They 7) ..... fireworks and watch street processions.
- D** People in Shetland, Scotland dress in Viking 8) ..... light 9) ..... and drag a full-size replica Viking longship along the streets which they burn. Then, there is 10) ..... and dancing.

- 2** Match the descriptions A-D to the festivals 1-4.

🔊 Listen and check.

- 3** Think of a celebration in your country. Use phrases from the list to present it to the class.

- put up decorations – offer presents – prepare a special meal
- set off fireworks – have a barbecue – watch a street parade
- dress in costumes – dance – play games
- bake a cake – blow candles – have a party

In my country we celebrate ... on ... We ...



# 4a Reading

## 1 a) Check these words in the Word List.

- stand in the streets • bonfire • parade
- shallow wooden barrels • burning tar
- eye-catching costumes • fancy dress • ritual
- hurl barrels • cheer and applaud

### STUDY SKILLS

#### Predicting content

Read the title of a text, then read the first and the last sentence in each paragraph. This will help you understand what the text is about.

#### b) Use words/phrases from Ex. 1a in the correct form to complete the paragraph. Which picture does it match?

The picture shows a night parade. People are 1) ..... watching some men dressed in 2) ..... They have 3) ..... on their heads with 4) ..... in them. Some are holding lit torches. They may want to light a 5) ..... I think it's winter time because everyone is wearing heavy clothes.

## 2 Read the title, then read the first and the last sentence in each paragraph. What is the text about?

Listen, read and check.

What is the author's purpose?

## 3 Choose the best answer according to the text. Give reasons for your answers.

1 People go to Allendale at New Year to

- A walk in the countryside.
- B spend a quiet weekend.
- C see a traditional event.
- D help prepare a festival.

# THE TAR BAAL

**A** The village of Allendale is nestled in the North Pennines of Northumberland, an area of outstanding natural beauty, in the north of England. It is a typical sleepy English village where, normally, nothing much happens except for a few visitors on country walks turning up at the weekend. But once a year that all changes and Allendale becomes a hive of activity as preparations are made for an unusual festival and the arrival of flocks of visitors. Every year on the 31st December, the village is packed with people who have come to witness an ancient ritual, the Tar Barrel Fire Festival, known locally, as the Tar Baal.

**B** The celebration doesn't start, officially, until a quarter to midnight but hours before that, people of all ages begin to gather in the streets of Allendale. Crowds stand in the streets and the main village square in anticipation of the evening's festivities. If the weather is very wintry then people wrap up in lots of thick warm clothing so as not to get too chilled while waiting for the main event to start.

**C** At around 11 pm people begin to swarm around a huge unlit bonfire in the middle of the square. Parents lift their children onto their shoulders to make sure they get a clear view of the entertainment. Then, towards the last hour of the old year, a brass band begins to play. It is now nearly midnight and 45 Allendale men, called Guisers, balance shallow wooden barrels filled with burning tar on their heads. Each barrel can weigh as much as 35 pounds, nearly 16 kilos, quite a weight to carry on your head! The men then begin to parade through the streets of Allendale. They walk two by two with the band playing in the middle of the procession as sparks and flames from the burning barrels light up the dark winter night. The men

are dressed in eye-catching costumes. Traditionally, they all used to dress up as court jesters from the Elizabethan era, but in more recent years the men have performed the ritual in all kinds of fancy dress. You might see a Roman gladiator or a children's cartoon character like Scooby Doo pass you by. The one thing the participants all have in common, however, is that they are from Allendale families. The right to take part in the festival as a Guiser is only ever passed down the generations from father to son. Some Guisers have performed the task for as many as fifty years.

**D** Once the Guisers have completed a circuit of the village they gather at the bonfire, or Baal, just as the clock is about to strike midnight. Then they hurl their barrels onto the fire while everyone shouts 'Be damned to he who throws last!' As the new year is welcomed in, people may break into singing the traditional New Year's song *Auld Lang Syne*, while others are content to simply warm themselves by the flames of the fire, especially if they've been standing in the cold for hours!

**E** No one knows for sure how the centuries old tar barrel festival began. With no documented evidence to give proof of its origins, the only explanation for the spectacle is in local folklore, which has linked the event to the invasion of Vikings from Scandinavia in the 8th century, as well as a pagan belief in fire gods.





2 The word 'that' in line 13 refers to

- A the ritual.
- B the village.
- C the time the event starts.
- D midnight.

3 The fire ritual starts at

- A 11:45 pm
- B 11:00 pm
- C midnight.
- D about 10 pm

4 The brass band

- A lights the tar barrels.
- B parades through the village with the men.
- C plays for over an hour.
- D has forty five musicians in it.

5 The men in the parade

- A are given a special name for the ceremony.
- B must all live inside the village boundary.
- C are all only sons.
- D have to wear the same clothes.

6 According to the author, the origins of the festival are

- A Scandinavian.
- B pagan.
- C English.
- D unknown.

4 Explain the words in bold. In your own words, and based on the text, answer the questions. Do not copy from the text.

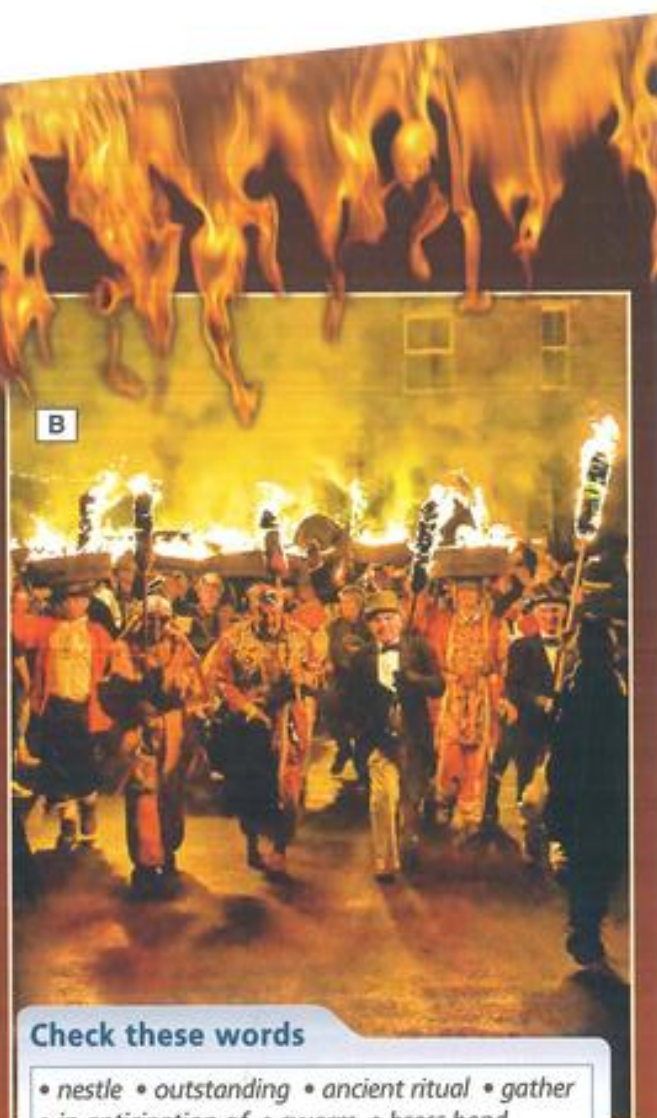
- 1 What is life usually like in Allendale?
- 2 How have the men's costumes changed over the years?
- 3 How do people in Allendale welcome in the New Year?
- 4 Why shouldn't people miss this event?

5 Find words or phrases in the text that mean:

- arriving (para A)
- crowded (para A)
- wear (para B)
- most important feature (para B)
- parade (para C)
- costumes (para C)
- a journey all the way round (para D)
- traditional stories (para E)

6 Write the opposites to the following. Check in your dictionaries.

- 1 sleepy village ≠ .....
- 2 ancient ritual ≠ .....
- 3 gather ≠ .....
- 4 shallow barrel ≠ .....
- 5 colourful costumes ≠ .....
- 6 traditional song ≠ .....



### Check these words

- nestle • outstanding • ancient ritual • gather
- in anticipation of • swarm • brass band
- shallow • procession • court jester • gladiator
- complete a circuit • hurl • spectacle • invasion

### Speaking

Make notes under the headings: **Name of festival** - **Place** - **Date** - **Reason** - **Activities**. Use your notes to present the festival to your partner.

### Writing



How do you welcome the New Year in your country? Compare and contrast the celebrations to those people have in Allendale. In three minutes write a few sentences. Tell the class.



## Vocabulary from the text

## 1 Choose the correct word.

- The festival **pulls/attracts** a lot of tourists every year.
- Josh **pulled/lifted** his little brother onto his shoulders so that he could see the parade.
- People in funny costumes **parade/march** in the streets dancing and singing.
- Brian **disguised/dressed up** as a Viking.
- He **watched/looked** the people dance around the fire, then burn the paper effigy.
- They **stayed/waited** for hours before the parade started.
- The event is **joined/linked** to some old **traditions/habits**.
- A lot of people **gather/collect** to watch the parade.
- They build a fire in the **main/chief** square of the village.
- He climbed up a tree to get a good **scene/view** of the event.
- The celebration has changed in **late/recent** years.

## 2 Complete the gaps with the correct form of:

• **witness** • **attend** • **appear**

- Those who wish to ..... the festival should make an early booking.
- John ..... the explosion and called the police.
- A scary figure ..... at the end of the street and walked slowly towards us.

• **crowd** • **audience**  
• **spectator** • **viewer**

- The ..... applauded the cast at the end of the play.
- The soap opera is watched by millions of .....
- 10,000 ..... watched the match.
- A huge ..... was waiting in the square to attend the event.

## Topic Vocabulary

## National holidays &amp; celebrations

## 3 Complete the gaps with words from the lists.

• **blow** • **baked** • **threw** • **had** • **remember**  
• **charge** • **invited** • **put up**

A

We 1) ..... a party for my cousin Julie's sixteenth birthday last Saturday.

We 2) ..... her friends from school. Her best friend, Jenny who was in 3) ..... of the decorations, 4) ..... lots of balloons and streamers. My aunt 5) ..... a beautiful birthday cake and I bought sixteen candles for Julie to 6) ..... out! We all 7) ..... a great time at the party. It was a day to 8) ..... !

• **national** • **pumpkin** • **roast** • **celebrate**  
• **planned** • **shared**

B

My favourite celebration is Thanksgiving. It's a 1) ..... holiday in the USA. We 2) ..... it on the fourth Thursday in November. Last year, my parents and I 3) ..... the day with our relatives. My mum had 4) ..... a special meal that included a traditional 5) ..... turkey and sweet potatoes. For dessert we had a delicious 6) ..... pie. It was a perfect day!



## 4 Match the events (1-6) to the phrases (a-f). What are these phrases in your language?

- wedding
- birth
- birthday
- new job
- retirement
- funeral

- Wishing you both a world of happiness!
- Best wishes for a happy retirement!
- Best wishes on getting a new start.
- Many happy returns of the day.
- My condolences.
- Congratulations on the new arrival.



## 5 Choose the correct words.

St Patrick's Day is a 1) **public/general/social** holiday in Ireland. It takes 2) **place/part/action** on 17th March. There are street 3) **parades/marches/routes** with colourful floats and 4) **walking/marching/pacing** bands. People wear green clothes and hats with a shamrock, which is Ireland's national 5) **symbol/sign/logo**.



In the USA, July 4th is known as Independence Day and 1) **celebrates/honours/praises** American independence from Great Britain. It's a national holiday. Most towns 2) **keep/hold/run** parades in the morning, then in the evening they 3) **go/play/attend** concerts and 4) **let off/set out/give out** fireworks. People wear red, white and blue suits or hats.



## Feelings

### 6 a) How do the people feel? Match the sentences (1-5) to the adjectives (a-e).

- |   |   |                |
|---|---|----------------|
| 1 | I couldn't believe it when I saw my favourite uncle standing at the door.                                   | a disappointed |
| 2 | I couldn't wait to join in with the dancers and take part in the parade.                                    | b proud        |
| 3 | We had to queue up for hours before we got packed in with others like sardines in a small hall. Outrageous! | c surprised    |
| 4 | It was all so badly organised I really didn't enjoy it.   | d excited      |
| 5 | It was a great ceremony. I couldn't believe my little one was a graduate.                                   | e angry        |

### b) When was the last time you felt this way? Tell the class.

*I felt disappointed when I found out that my cousin hadn't invited me to his party.*

## Prepositional phrases

### 7 Fill in: *into, of, to, in (x2), about, on (x2)*. Check in the Word List.

- We were really excited ..... going to the party.
- They organised a party ..... honour of their grandparents.
- They carved the pumpkins and put them ..... display.
- Preparations begin months ..... advance.
- Remembrance Day takes place in Britain ..... the Sunday closest to 11th November every year.
- The audience burst ..... applause.
- Mr Harris wasn't able to attend in person, but thanks ..... his generosity we raised a huge amount of money for the charity.
- The children were full ..... enthusiasm for the event.

## Phrasal verbs: MAKE

### 8 Replace the words in bold with an appropriate phrasal verb from the spidergram. Check in the Word List. Make any other necessary changes in the sentences.



- I **couldn't understand** what the name on the card was.
- It was nice that Peter and Jane **became friends again** after the quarrel.
- I'm sorry I forgot your birthday. I promise I'll **compensate** you.
- I insisted he **pay** for the damage he caused.
- We don't want to go to the party; we need to **think of** a good excuse.

## Word formation (adjectives ending in -ful/-less)

### 9 Read the theory, then complete the gaps with the correct form of the words in brackets.

Adjectives ending in **-ful** show that the person/thing described has that quality. *a beautiful girl* (indicates beauty)  
Adjectives ending in **-less** show that the person/thing described doesn't have that quality. *a fearless boy* (not having fear)

- It was a ..... party and everyone enjoyed it. (SUCCESS)
- We hope you find the tips for the party preparations ..... (HELP)
- She appeared in a stunning dress and left everyone ..... (SPEECH)
- It was ..... of him to talk to her like that in front of her friends. (SENSE)



## Relative clauses

## Up Helly Aa

Every year on the last Tuesday in January, Shetland, Scotland is invaded by Vikings. Not real Vikings, of course, but people **who** disguise themselves to look like Vikings. Europe's largest fire festival, **which** is also known as Up Helly Aa Day, began in the 1880s **when** the young men of Shetland decided to organise a parade through the towns of Shetland Islands.

Nowadays, the torch-lit processions can consist of as many as a thousand men — women are not allowed to participate — dressed up in handmade Viking costumes, holding shields and weapons. As they drag a replica of a Viking longboat through the streets of the town, spectators line the route.

Around 19:30 the Vikings form a circle around the longboat and sing Up Helly Aa, a song **whose** traditions date back many years. The Vikings then set the longboat on fire with their torches.

After that, the Vikings visit halls all around the towns where they put on plays, and sing and dance. People of all ages come to enjoy these performances. The entertainment often lasts until the early hours of the next day, so Wednesday is a public holiday.

see p. 155

- 1 Read the text. Which of the words in bold do we use to talk about: *people? time? animals/objects? places? possession?*

- 2 Fill in: *who, which, whose, when or where*.

- La Tomatina is a festival ..... is held in Valencia.
- People ..... attend this festival have a lot of fun.
- The Plaza del Pueblo is the place ..... the fight takes place.
- La Tomatina, ..... origins are unclear, is said to have started in 1945 in the town square of Buñol.
- August is the month ..... the festival takes place.

## Defining/Non-defining relative clauses

Those **who** are under 18 can't attend the event. (defining relative clause)

Tony, **who** loves dressing up, has a huge collection of costumes. (non-defining relative clause)

see pp. 155-156

- 3 a) Read the examples. Which type of relative clause does each sentence (1-6) describe?

- It gives necessary information.
- It is not put between commas.
- It gives extra information.
- It cannot be omitted.
- It can be omitted.
- It is put between commas.

- b) Complete the sentences with *who, which, whose, where, when*. Which relative clause is defining? non-defining? Use commas where necessary.

- My cousin Lisa is the sort of girl ..... loves dressing up.
- Jim ..... loves telling stories says he saw a ghost.
- The book ..... he's reading is about dragons.
- That's the boy ..... sister is a magician.
- This is the shop ..... you can rent a costume.
- August was the month ..... we went to Spain.
- My sister is studying at Cambridge ..... is a famous university.
- The costume ..... you're wearing is great.

- 4 Write complete sentences. Use the relative pronoun or adverb in brackets.

- Last March/I be/in Spain/I attend/the Las Fallas festival (**where**)  
*Last March, I was in Spain, where I attended the Las Fallas festival.*
- Brian/family come from the USA/have a party/this Saturday evening (**whose**)
- The lantern/Kate make/be beautiful (**which**)
- The festival/takes place/every August/attract/many tourists (**which**)
- Peter/be the person/can help you/decorate the house (**who**)
- Summer/be the time/the festival/take place (**when**)



- 5 Complete the sentences about yourself. Which of the underlined words are used for: people? things? animals? places? time?

- I don't like stories which/that .....
- I'd never go to a place where .....
- I like someone who/that .....
- I once met a man whose .....
- It was this time last year when .....

### Comparatives & superlatives



Lisa has got short hair, but Sue's got shorter hair than Lisa. Joy has got the longest hair of all. She is more beautiful than Sue! Joy is the most beautiful of all.

see p. 156

- 6 a) Look at the pictures and the examples. How do we form the comparative/superlative? Write sentences to tell the class.

b) Compare the three girls.

|           | Lisa | Sue | Joy |
|-----------|------|-----|-----|
| careful   | ✓    | ✓✓  | ✓✓✓ |
| sing well | ✓✓   | ✓✓✓ | ✓   |
| funny     | ✓    | ✓✓✓ | ✓✓  |
| helpful   | ✓✓✓  | ✓✓  | ✓   |
| old       | ✓    | ✓✓  | ✓✓✓ |
| tall      | ✓✓   | ✓   | ✓✓✓ |

*Sue is more careful than Lisa, but Joy is the most careful of all.*

- 7 Put the adjectives into the correct comparative or superlative form.

- Steve is ..... person I've ever met. (**cheerful**)
- This cake is ..... than that one. (**cheap**)
- Sandra is ..... than Mary. (**helpful**)
- His party was ..... I've ever been to. (**good**)
- Her costume was ..... of all. (**bad**)
- His present was ..... than I expected. (**expensive**)

### Comparisons

- It's getting colder and colder as the days go by.
- Jack is twice as strong as his brother.
- The earlier we leave, the earlier we'll arrive.
- He isn't as funny as his sister.

see p. 156

- 8 Read the examples. Use the structures to complete the exchanges.

- A: What do you think of Ann?  
B: Well, she isn't ..... (friendly) she looks.
- A: It looks like summer is here already.  
B: Yes, it's getting ..... and ..... (hot) every day.
- A: I wish I was ..... (slim) you are.  
B: Don't be silly. You've got a lovely figure!
- A: Why are you in a hurry?  
B: The ..... (fast) we pack, the ..... (fast) we can leave.

- 9 Compare yourself with other family members or friends. Use these adjectives: tall, short, old, young, funny, hardworking.

*I am the shortest in my family. My brother isn't as slim as me. My friend Bob is slimmer than me.*

### Key word transformations

- 10 Use the word in bold to complete the second sentence so that it means the same as the first. Use two to five words. Do not change the word in bold.

- Her costume was better than mine. **GOOD**  
My costume ..... hers.
- Tom, whose sister is Ann, was the winner. **WHO**  
It was Ann's ..... winner.
- His costume is more expensive than mine. **LESS**  
My costume ..... his.
- Billy's costume won a prize. **WHOSE**  
Billy was the boy ..... a prize.
- Her hat was nicer than the others! **NICEST**  
Her hat ..... all!

- 11 Spend two or three minutes revising the grammar structures you have learnt in this lesson. In pairs, make sentences using them. Tell the class or your friend.



# 4d Listening skills



- 1 The *Day of the Dead* is a Mexican festival. What do you know about it?

## DIA DE LOS MUERTOS

Day of the Dead in Oaxaca

- 2 a) You will hear a TV commentary about a cultural festival. Before you listen check these words in the Word List.

• *origins* • *early civilisation* • *gloomy*  
• *departed* • *altar* • *grave* • *festivity*  
• *festoon* • *slap-up* • *consume* • *nutrition*

- b) Listen and complete the sentences.

- 1 At the graves in the cemetery the altars are covered in candles, flowers and .....
- 2 People's homes are also decorated with ...

- c) Listen again and decide if the sentences are *True* or *False*.

- 1 The Day of the Dead dates back to the Aztecs. ....
- 2 The festival isn't a sad occasion but a bright and happy one. ....
- 3 Mexicans believe that the spirits of their dead relatives actually take part in the celebrations. ....
- 4 Mexicans don't like people to tell jokes about the dead. ....
- 5 The street candles are to guide families on their way to the gravesite. ....
- 6 Mexicans believe the journey the spirits make is quick and easy. ....

- 3 Tell your partner two reasons why you would like to attend this festival.

Intonation in exclamations > see p. 156

- 4 a) Read the table, then complete the gaps with *so* or *such* (a/an).

|                                     |
|-------------------------------------|
| such a/an + countable noun          |
| such + uncountable noun/plural noun |
| so/how + adjective/adverb           |

- 1 It's ..... lovely day!
- 2 It's ..... important festival!
- 3 It's ..... long a history!
- 4 They decorate the altars ..... lovingly!
- 5 It's ..... good food!

- b) Listen and check, then say. Mind the intonation.

- 5 a) You will hear a radio programme about a festival in Europe. Before you listen check these words: *Lent*, *lavish*, *misty*, *decline*, *revive*, *heyday*, *outrageous*, *distinctive*, *sinister* in the Word List.

- b) Listen and for statements 1-6 choose the correct answer (A, B or C).

- 1 Sophia is an expert on  
A *Lent*. B the Rio Carnival.  
C the history of Venice.
- 2 When the interviewer visited the Venice Carnival he was most impressed by  
A the costumes.  
B its history and traditions.  
C the party atmosphere.
- 3 According to Sophia, during carnival people  
A should give up eating various foods.  
B try to be pure and devout.  
C enjoy feasting on meat, fish and dairy products.
- 4 The Venice Carnival stopped entirely in  
A the 18th century. B the 20th century.  
C 1979.
- 5 Wearing masks at carnival first came about so that people  
A of all classes could mix.  
B could gossip easily.  
C wouldn't recognise each other.
- 6 Sophia thinks that carnival didn't develop in Britain as a festival because  
A of the Notting Hill carnival in the summer.  
B British people don't like street parties.  
C of the weather conditions in Britain.

- 6 Compare the Venice Carnival to a similar celebration in your country.





- 1** Listen to the music. Imagine you are at a birthday party. Describe the scene. Think about: *where it is, when it is, who is there and what is happening.*

*I'm at my friend's house in the garden. It's ... etc.*

- 2** Read the first and the last exchanges in the dialogue. What do you think Janet is going to do on Friday?  
Listen and read to find out.

Ray: Hi, Janet. I haven't seen you for ages. How are you?  
Janet: I'm fine, Ray, thanks. I've been a bit busier than usual lately as I've got exams in two weeks. You?  
Ray: Life is as good as it gets ... I'm glad I ran into you. I'm having a birthday party on Friday. Would you like to come? It will be the best party ever.  
Janet: Sounds good. But I've got a lot of studying to do.  
Ray: Oh, come on. It'll only be for a few hours. It's going to be a 70s theme party with loads of disco music, party food and competitions with prizes. The break will do you good.  
Janet: Well it certainly sounds a lot more exciting than studying. OK, I'd love to come. What time?  
Ray: How about 8? We can have a chat and catch up on all our news before everyone gets there at 9.  
Janet: I can't think of a better way than that to start the evening! I can't wait.  
Ray: Great! And don't forget to wear something 70s.  
Janet: I won't forget. I'll try to get the best 70s outfit ever. See you on Friday.

## Invitations

- 3** Work in pairs. You are at a college in England. Use phrases from the language box to invite your friend to the event advertised in the poster.

The Students' Club is holding an **END OF TERM PARTY**

Come in Fancy Dress!

On Friday 22nd May, 8 pm.

There will be great music from the 60s until today.

Lots of food and refreshments.

Plus a dance competition.

Tickets only £2 each!

| Inviting   | Accepting   | Declining  |
|--|---|--|
| <ul style="list-style-type: none"> <li>Do come to ...</li> <li>Please come to ...</li> <li>(How) Would you like to (+inf)?</li> <li>What/How about (+ -ing form)?</li> <li>I'm thinking of...</li> </ul> | <ul style="list-style-type: none"> <li>I'd be glad to (+inf)</li> <li>With pleasure.</li> <li>Thank you.</li> <li>That will be (very) nice.</li> <li>Sounds good</li> <li>I'd like/love to.</li> <li>I wouldn't miss it for the world.</li> </ul> | <ul style="list-style-type: none"> <li>Unfortunately I can't (+inf).</li> <li>I'm afraid I can't.</li> <li>No, I'd rather not.</li> <li>(I'm sorry but) I can't because I'm (+ -ing form)</li> <li>Sounds good, but (+clause)</li> </ul> |

## Making decisions

- 4** A friend of yours is having a birthday party and has asked you to help with the preparations. Look at the pictures and decide which three things are the most appropriate. Complete the dialogue.



A: I think we should have some/a 1) ..... because they are/it's traditional at birthday parties.

B: Yes, I agree, I don't think we need 2) ..... or 3) ..... – they aren't really appropriate, are they?

A: No, not really.

B: What about some/a 4) .....?

A: Good idea. How about some/a 5) .....?

B: Hmm, maybe not for a birthday party.

A: Perhaps you're right. We'll definitely need some/a 6) ..... , though.

B: Oh, for sure! I think that's enough.

A: OK. We're agreed then. We'll have 7) ..... , 8) ..... and 9) ..... . Let's get started!



Writing Bank 4 p. 145

## Rubric analysis

- 1 Read the rubric, find the key words, then answer the questions.

Your teacher has asked you to write a description of a festival you have attended, including information about the preparations and activities on the actual day. Write your composition (140-190 words).

- What should you write about?
- Which of the following must you include in your composition?
  - A important events in your country
  - B what you did during the festival
  - C a detailed description of the town
  - D preparations for the festival
- Which tense(s) should you mainly use?

## Model analysis

- 2 Read the composition below and put the verbs in brackets into the correct tense.

## KEENE PUMPKIN FESTIVAL

A The Keene Pumpkin Festival is a food festival which 1) *takes place* (take place) every year in Keene, New Hampshire, USA on a Saturday in mid to late October. During the festival, locals and visitors 2) ..... (attempt) to set the world record for collecting the largest number of lit pumpkin lanterns.

B When I 3) ..... (arrive) in Keene, invited by a friend of mine, I was impressed by the preparations. All the residents 4) ..... (buy) big pumpkins and 5) ..... (carve) faces in them. Then they 6) ..... (put) them on a huge stand in the town. They 7) ..... (also/prepare) all sorts of delicious pumpkin dishes for the festival.

C On the day of the festival, the streets were crowded with people. I 8) ..... (take part) in a pie eating competition, but I couldn't eat much. Later, there were several live concerts where everyone 9) ..... (dance) and had fun. The last event of the evening was the official pumpkin count. They 10) ..... (light) all the candles in the pumpkins and they 11) ..... (look) amazing. Then, there was a big fireworks display. It was awesome.

D At the end of the festival, everyone was thrilled! I 12) ..... (have) such a great time I was really sorry to go home. I can't wait for next year's festival!

- 3 Answer the questions.

- What is the name of the festival & what it is about?
- What were the preparations before the festival?
- What did the person do during the festival?
- What were the person's feelings?

## STUDY SKILLS

## Collocations

Collocations are two or more words that often go together. Learning to use them correctly makes you sound natural in English.

- 4 Choose the word that does not collocate.

- large – colourful – fancy costumes
- live – fast – long music
- street – surprise – warm party
- enthusiastic – ready – lively atmosphere
- romantic – modern – huge dance
- strong – delicious – mouth-watering food
- (be in a) good – bad – scary mood





- 5 a) Fill in the gaps in the paragraphs with adjectives from the list.

• sad • unforgettable • friendly • incredible

A

When the festival was over, I felt a bit 1) ..... and I didn't want to go home. I had had a(n) 2) ..... weekend, so at least I had my memories! Everyone had been so 3) ..... and all the bands had been absolutely 4) ..... I am already thinking about booking my ticket for next year!

• colourful • exciting • huge • live • yearly

B

The Festival of the Tartans is a 1) ..... festival. Preparations start two weeks before. People make 2) ..... floats using streamers and thousands and thousands of tissue flowers in preparation for the 3) ..... street parade. People also prepare 4) ..... barbecue pits where they will cook chicken and burgers for the hungry crowds. Volunteers build a stage where performers will play 5) ..... music late into the night.

- b) Which extract describes: how a festival is celebrated annually? a festival the writer attended?

### Error correction

- 6 Read the extract. There are five mistakes. Correct them.

Every year at the end of February visitors from all over the world come to Rio de Janeiro to take part in the greatest festival in the world – the rio carnival. People started preparing for the event months in advance. They designed colourful costumes, bands practise there music and dancers work hard to perfect their samba steps.

### Your turn

- 7 a) Read the rubric and find the key words.

Your teacher has asked you to write a description of an interesting festival in your country that you attended. Write your composition (140-190 words).

- b) Think of a festival and make notes under the headings.  
**Name** – **Date/place** – **Preparations** – **Events during the festival** – **Feelings/comments** Use your notes and phrases from the Useful Language box to make sentences about the festival.

- 8 Use your answers in Ex. 7b to write your composition. Follow the plan. Use phrases from the Useful Language box.

### Useful Language

- ... is held every ... in ...
- It takes place in ...
- Preparations start ...
- People (made floats, cleaned their houses, put up decorations, etc.).
- On the actual day (there were parades in the streets, people dressed up in costumes, people watched floats carrying ... through the streets, etc.).
- In the evening people (had dinner with their friends and family, had parties, watched fireworks displays, etc.).
- It was a/an (great/amazing, etc.) festival.
- Everyone had a great time.
- It was a day full of surprises.

### Plan

#### Introduction

(Para 1) name, place & reason for the festival

#### Main Body

(Para 2) preparations

(Para 3) how people celebrated the festival

#### Conclusion

(Para 4) feelings, comments



### Checklist

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

- Does your composition have clearly laid out paragraphs?
- Does each paragraph have a main idea?
- Have you used adjectives to make the description more interesting?
- Have you used appropriate tenses to narrate the event?
- Have you checked your spelling and punctuation?



- 1** Think of the word which best fits each gap. Use only one word in each gap. There is an example at the beginning (0).

## Puck Fair

Every August, Puck Fair, one **0)** of Ireland's oldest festivals, is held in Killorglin, County Kerry. Puck Fair began as a harvest festival in 1613, during the reign of King James. In **1)** days, most of the local people were farmers and the wild goat, **2)** as "puck", was an important symbol of fertility. **3)** the local people still catch a wild goat and crown it "King" of the festival, just **4)** they did in King James' day, many other things have changed **5)** the centuries. Puck Fair is now a world famous street fair and it's about much more than a goat! The quiet country town of Killorglin is transformed **6)** August when 100,000 people arrive for three days of free family entertainment. There's **7)** to see and do, including live music, comedy shows, puppet theatre, even circus skills workshops. Some people say the crowning of the goat is the highlight of this fair, but for me it was enjoying fun times with people from **8)** over the world, topped off by an amazing fireworks show at midnight on the final night.

- 2** Use the word given in capitals to form a word that fits in the gap. There is an example at the beginning (0).

## Mountain Meadow Ranch

Mountain Meadow Ranch is **0)** *nestled* high up in the Sierra Nevada mountains of northern California. It's an **1)** beautiful place to visit, with lush green meadows and lakes sitting below **2)** forested mountains. Summer camps here have grown in **3)** since the 1950s and lots of young people keep coming back, probably because it **4)** independence and campers are given so much freedom of choice. As well as a huge range of sports, there are also **5)** art activities, like photography and pottery. The more **6)** teenagers can go on a 3-day hike to climb an **7)** volcano and camp overnight in the forest. It's fun to try new and **8)** things, and even better are the added experiences you can't have in the city – like roasting marshmallows on a camp fire under the stars!

NESTLE  
INCREDIBLE  
DENSE  
POPULAR  
COURAGE  
INTEREST  
ADVENTURE  
AMAZE  
CHALLENGE

- 3** Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. You must use two to five words, including the word given. Here is an example (0).

**0** "I'm sorry I didn't come with you," said Jane.  
**APOLOGISED**

Jane *apologised for not* coming with us.

**1** Dad, could you take us to Mary's birthday party in your car? **LIFT**

Dad, could you .....  
..... to Mary's birthday party in your car?

**2** The last time I saw Sarah was the day she got married ten years ago. **WEDDING**

I haven't .....  
..... day ten years ago.

**3** "Luke, would you like to go to the carnival?" asked Elena. **FANCY**

"Luke, .....  
..... to the carnival?" asked Elena.

**4** The concert was so good that I didn't want it to end. **SUCH**

It was .....  
..... that I didn't want it to end.

**5** Keep your ticket because you may need to show it again. **ASKED**

Keep your ticket in .....  
..... show it again.

**6** Martha hadn't been to a live concert for over three years. **MORE**

It was .....  
..... Martha had been to a live concert.

**7** Sonia was really jealous when she saw my costume. **MADE**

The sight of my .....  
..... really jealous.

**8** "Don't blame me if you're late for the ceremony," said Chris. **HIS**

Chris said that it .....  
..... if I was late for the ceremony.



## Grammar

## 4 Choose the correct item.

- By the time we finished the report everyone else ..... home.  
A has gone C went  
B had gone D was going
- "We really need a break."  
"Yes, we ..... since 9 o'clock this morning."  
A have been revising C revise  
B are revising D were revising
- "Luckily the mistake ..... last night before the article went to the printer's."  
"That saved us a lot of work!"  
A discovered C has discovered  
B been discovered D was discovered
- I carry my money in my pocket because I am afraid .....  
A of losing them C of losing it  
B that I lose it D I lost them
- We didn't finish on time ..... our best efforts.  
A because of C regardless  
B in spite of D even
- Help ..... to some cookies!  
A yourself B ourselves C herself D you
- Helen's never late so she ..... be held up in traffic.  
A should C must  
B can D needs to
- Randy succeeded ..... for the 100 m sprint.  
A to qualify C qualify  
B in qualifying D qualifying
- Northern Europe's economies are heavily ..... natural resources.  
A depended with C depending on  
B depended for D dependent on
- ....., I didn't look forward to exercising at the gym, but now I really enjoy it.  
A Firstly C At first  
B First D In the first
- If you'd been more attentive, you ..... what the teacher was saying.  
A would hear C would have heard  
B could hear D must hear
- As soon as Sarah ..... in, ask her to help you.  
A comes C is coming  
B will come D would come

## Vocabulary

## 5 Choose the correct item.

- It's preferable to buy vegetables in small ..... for your immediate use.  
A numbers C quantities  
B volumes D loads
- I took great ..... in telling everyone they had been given a pay rise.  
A amusement C enjoyment  
B pleasure D fun
- The new school rule applies to all students without .....  
A exception C distinction  
B alteration D exclusion
- Some children are never ..... to the fine arts.  
A shown C exposed  
B accustomed D acquainted
- Twenty miners were ..... underground when the mine collapsed.  
A caught C hidden  
B held D trapped
- It will take two to four weeks to ..... your university application.  
A process C progress  
B proceed D programme
- Some people think that the theatre is a ..... form of entertainment to the cinema.  
A better B higher C superior D greater
- When you go mountain climbing for the first time, you must be ..... of all the potential dangers.  
A awake B aware C alert D attentive
- Everyone clapped when the tennis players appeared on the .....  
A pitch C court  
B stadium D course
- The sea was ..... and I got seasick.  
A wavy B uneven C fierce D rough
- There were twenty ..... for the job, but only Jane was hired.  
A entrants C employees  
B employers D candidates
- You are required to fill in this application ..... and sent it to us via email.  
A letter C paper  
B form D document



- 1 Use the words in their correct form to complete the gaps.

• packed • crowded  
• stuffed • full

- 1 Teddy bears are normally ..... with soft, white cotton.
- 2 This brochure is ..... of ideas for weekend trips.
- 3 The bus was ..... with people so there were no seats free to sit down.
- 4 The city centre is ..... on the first day of the festival.

• anticipation • expectation  
• hope • suspense

- 5 Richard has ..... of working as a teacher after he graduates from college.
- 6 Bob prepared lots of food in ..... of a big crowd coming to his party.
- 7 The music festival lived up to everyone's .....
- 8 The film kept everyone in ..... until the murderer was revealed at the end.

• finalise • complete  
• conclude • cease

- 9 The outdoor celebrations continued when the rain had .....
- 10 Let me know when you have ..... your holiday plans.
- 11 The mayor ..... the event with a formal speech.
- 12 I need your help to ..... this crossword puzzle!

• link • fasten • attach  
• connect

- 13 Taking a second to ..... your seatbelt before you drive away could save your life!
- 14 I'm ..... some photos of my party with this email.
- 15 This festival is ..... to several ancient customs.
- 16 The Internet allows you to ..... with people from all over the world.

## Phrasal verbs & Prepositions

- 2 Choose the correct item.

- 1 At midnight, fireworks were set **up/off** all over the town.
- 2 Jane made **up/out** a really good excuse not to go to the party.
- 3 All the artists' works were put **to/on** display during the festival.
- 4 The children dressed **out/up** as fairies for the parade.
- 5 I couldn't make **up for/out** the words on the poster.
- 6 They had a party **for/in** honour of the retiring schoolmaster.
- 7 Thanks **for/to** everyone's enthusiastic participation, it was a great day.
- 8 Polly and Orla had a fight at the party but made **up/up for** later on.
- 9 The townsfolk started preparing for the festival weeks **on/in** advance.
- 10 Ian upset Anita, but he made **up/up for** it by buying her a present.

## Word formation

- 3 Complete the sentences with the correct form of the words in brackets.

I had an 1) ..... (**amaze**) time at the festival. The whole town was decorated with flowers and many of the villagers wore 2) ..... (**colour**) traditional costumes for the occasion. I really enjoyed the beauty queen contest. I was absolutely 3) ..... (**speech**) when I saw the girls. They were so 4) ..... (**beauty**). I also enjoyed the 5) ..... (**differ**) activities and games, especially the contest for the funniest 6) ..... (**invent**). It was hilarious seeing everyone present their 7) ..... (**total**) mad and 8) ..... (**use**) machines. It was great! Everyone was so 9) ..... (**cheer**). I really appreciated the fact that the hotel 10) ..... (**manage**) gave me a room overlooking the square so I could take photographs. The staff were very 11) ..... (**help**), too. I had a great time. I will be going back next year.

## Grammar in Focus

Complete the gaps with an appropriate word.

Walpurgis Night, 1) ..... one of the 2) ..... popular festivals in Europe. It 3) ..... place in countries such as Germany, Estonia, Latvia, Lithuania and the Czech Republic. It is held 4) ..... 30th April and it is sort of a springtime Halloween. People 5) ..... bonfires and children 6) ..... up in scary costumes and play tricks 7) ..... people after dark. The festivities also include music, dancing and eating. People have picnics and barbecues 8) ..... start early in the morning and can last 9) ..... day. In Finland, Walpurgis Day is 10) ..... biggest carnival-style festival in the country. The celebration 11) ..... on the evening of 30th April and continues 12) ..... 1st May. It's a great 13) ..... for people to meet friends and have fun.



# LOHRI

## the bonfire festival

On January 13th, deep in the cold of midwinter, the people of northern India and especially the Punjab region, celebrate the colourful winter fertility festival, Lohri. The origins and reasons for this bonfire festival have been lost in the mists of time, but they are associated with a number of fables and folk legends. One of these is a Punjabi version of Robin Hood, about a great warrior called Dulla Bhatti. Dulla Bhatti had rebelled against the king and he used to rob the rich and rescue poor girls who had been kidnapped and were about to be sold in foreign slave markets. Dulla is a great hero in Punjabi tradition.

Another belief about the Lohri tradition is that it began as a celebration of the eve of the winter solstice, or the shortest day of the year. This is despite the fact that the festival takes place three weeks after the official and scientifically accepted date of the winter solstice on 21st December. But whatever the case may be, everyone agrees that Lohri celebrates the end of the long cold dark winter months and the beginning of the new farming year and that it's a festival that brings everyone together, irrespective of their religion.

On the day of Lohri, children go from door to door singing traditional songs. Many praise the great hero Dulla Bhatti and others are humorous nonsense songs only sung for Lohri. In return for the entertainment, the children receive gifts known as lohri. These are collections of tasty treats made up of many ingredients such as sesame seeds, peanuts, sweets and other goodies. Later on, during the evening's festivities, the children will give out some of the treats they have received and share their bounty with others. One of the reasons for this custom is that the Lohri festival is closely associated with the approaching harvest of winter crops (rabi crops) such as wheat, barley, peas and mustard. Apart from distributing treats to children, people take a variety of foods to temples and other places of worship in order to ensure a good crop.

Later in the day people dress up in their finest and most colourful clothes. The women in rich silk saris and the men in delicately embroidered jackets. As dusk begins to fall large bonfires are lit in the towns and villages all over the territories of northern India. Then people toss sweets and sesame seeds into the fire and sing songs as the men dance the lively Bhangra dances around the fire. Some people also throw milk and water around the fire or perform prayers in honour of the sun god and to ask for his protection in the coming farming year.

After the singing and dancing, when the ceremonies are over and the fire has died out, people take the embers from the bonfire to light a new fire in their homes. They believe the embers will help keep them and their animals healthy and they will also help to ensure a good harvest in the coming months. Then friends and relatives meet to exchange gifts and distribute the goodies collected earlier in the day. A traditional dish of Indian curry with mustard leaves and spinach is prepared and is served with a traditional type of bread made from a variety of different seeds. The fun and feasting usually continues late into the night. The following day is believed to be a favourable day to take a holy bath in the river and practise charity. Lohri is more than just a festival, it is a celebration of the gift of life.

### Reading

1 Read the text and choose the best answer, A, B, C or D, according to the text.

- 1 Dulla Bhatti
  - A used to kidnap girls.
  - B is another name for Robin Hood.
  - C was an enemy of the king.
  - D sold poor people to slave markets.
- 2 Many people believe that Lohri
  - A is not a religious festival.
  - B is the shortest day of the year.
  - C is the official winter solstice.
  - D is a festival for people of all religions.
- 3 On Lohri day, children
  - A sing nonsense songs about a hero.
  - B receive and give gifts.
  - C visit the local temple.
  - D tell their neighbours jokes.
- 4 People light bonfires
  - A before dressing for the ceremonies.
  - B late in the evening.
  - C only in the countryside of north India.
  - D at sunset.
- 5 People believe the embers they take home will help
  - A cure them of illnesses.
  - B their crops to grow.
  - C them keep their home fires burning.
  - D them acquire more animals.
- 6 The day after Lohri is considered a good day to
  - A bathe in the sea.
  - B make a donation.
  - C cook a curry.
  - D continue feasting.

(6x3=18)



## Speaking

### 2 Choose the correct response.

- 1 A: Please come to my party tomorrow night.  
B: a I'd love to. b I won't forget.
- 2 A: How about going to the cinema this weekend?  
B: a Sounds good! b I wouldn't miss it.
- 3 A: Would you like to come round to my place for dinner?  
B: a Do come! b With pleasure!
- 4 A: Do come to the match tonight.  
B: a I'm afraid I can't. b Yes, you're right.

(4x3=12)

## Listening

### 3 Listen to a conversation between two friends about a festival and complete the sentences.

Kate went **1** for her summer holidays.

During her holiday she went to **2** Festival.

The festival lasted **3**.

Kate found the festival **4**.

Kate saw the play her friend was acting in **5**.

Kate found the stand-up comedians **6**.

Kate couldn't eat anything because she had **7**.

Ned did **8** during his holiday.

(8x2=16)

## Vocabulary

### 4 Fill in: symbol, applause, spirits, procession, throw, bonfire, set off, perform, honour, floats.

- 1 They placed a pile of wood in the town square and made a .....
- 2 They wear scary costumes to keep the evil ..... away.
- 3 People ..... fireworks in the evening.
- 4 Visitors line the streets to watch the .....
- 5 People gather to ..... the war dead.
- 6 They ..... the ritual in various costumes.
- 7 They decided to ..... a party.
- 8 We saw colourful ..... with dancers on them and marching bands.
- 9 Ireland's national ..... is the shamrock.
- 10 The audience burst into ..... at the end of the performance.

(10x2=20)

## Grammar

### 5 Fill in: which, who, whose, where or when.

- 1 Is that the shop ..... he works?
- 2 John, ..... uncle lives in Dublin, went to Ireland.
- 3 Is that the girl ..... won the beauty contest at the festival?
- 4 The film ..... he is watching is scary.
- 5 Halloween, ..... falls on 31st October, is one of the most important holidays in the UK.
- 6 August is the month ..... everyone holds full-moon parties on the beach.
- 7 Mark, ..... captains the football team, broke his leg yesterday.
- 8 Those ..... don't have costumes cannot enter the contest.

(8x1=8)

### 6 Put the adjectives in brackets in the correct form.

- 1 Evelyn is ..... (tall) than Lisa.
- 2 The Carnival is ..... (colourful) festival of all.
- 3 This pie is ..... (tasty) than the others.
- 4 This year's music festival was ..... (good) than last year's.
- 5 Who is ..... (old) boy in the class?
- 6 He isn't ..... (clever) as his brother.
- 7 It is one of ..... (amazing) celebrations.
- 8 Halloween is ..... (exciting) than Thanksgiving.

(8x1=8)

## Writing

### 7 Read the rubric, then write your composition.

Your teacher has asked you to write a description of a festival you attended. Write your composition describing the preparations and how people celebrated the festival (140-190 words).

(18 marks)

(Total=100)

## Check your progress

- talk about various festivals and celebrations
- use defining/non-defining relative clauses
- compare people/things
- invite - accept/refuse invitations
- write an essay describing a festival I attended

GOOD ✓

VERY GOOD ✓✓

EXCELLENT ✓✓✓



## MODULE OBJECTIVES

### ► Vocabulary

- breaking the law
- crime & punishment
- prepositional phrases
- phrasal verbs: *break*
- word formation: prefixes to express opposite meaning

### ► Reading

- multiple choice
- answer questions

### ► Grammar

- the passive
- causative form
- clauses of result

### ► Listening

- a telephone conversation (complete sentences)
- a radio show (multiple choice)

### ► Speaking

- intonation: in echo questions
- advice/concern
- comparing & contrasting pictures

### ► Writing

- a description of a forensic photographer's job
- a report

### ► Language Focus

- phrasal verbs & prepositions
- word formation
- grammar in focus

### ► Progress Check

## Breaking the law

- 1** Complete the newspaper headlines. Use: *hostage, pay, burgled, flees, hurt, steals*. Match them to the crime each is about.

A

**GUNMAN 1) .....  
WITH CASH FROM BANK**

B

**GANG 2) ..... PICASSO  
PAINTING FROM MUSEUM**

C

**ACTRESS'S  
HOUSE  
3) .....**

D

**PENSIONER  
SERIOUSLY 4) .....  
IN PARK FOR £14.00**

E

**TERRORIST GROUP  
TAKES MILLIONAIRE'S  
SON 5) .....**

F

**PARENTS HAVE TO  
6) ..... FOR SCHOOL  
GRAFFITI**

1 ☐

*mugging*

3 ☐

*vandalism*

5 ☐

*theft*

2 ☐

*burglary*

4 ☐

*robbery*

6 ☐

*kidnapping*

- 2** Complete the extracts below. Which of the newspaper headlines in Ex. 1 does each match?

**A** • *caught* • *escaped*  
• *broke* • *stole*

**B** • *broken* • *masked*  
• *showed* • *missing*

A 19-year-old student from Texas 1) ..... into a house in Stanford last Tuesday. He 2) ..... two diamond necklaces and 3) ..... without being 4) .....

Works of art were stolen from the Museum of Modern Art last Friday. The paintings were discovered 1) ..... around 6:30 am. Museum officials found a 2) ..... window and surveillance cameras 3) ..... two 4) ..... men entering the museum.

- 3** Choose two headlines from Ex. 1 and write or say a few sentences describing what happened.

- 4** Describe the photograph. Write sentences or tell the class.





# 5a Reading

- 1 Do you watch crime drama series on TV? If yes, what's your favourite? Why? If not, what's your favourite TV series? What is it about?
- 2 Check these words in the Word List. How are they related to a forensic photographer?  
Listen, read and check. What is the author's purpose?

- document a crime scene • murder cases • brief on the crime • photograph the victim • fatal road accident
- scene of a crime • used as evidence • aid investigations
- take an overall view • focus on individual details
- close-up images • clear eye

## STUDY SKILLS

### Paragraph main ideas

The first sentence in a paragraph usually introduces the topic, and helps us to understand the main idea of the paragraph.

## The camera never lies

Crime drama has always held a fascination for the public; now TV viewers have made forensics drama CSI the most watched TV show in the world. But what is it really like to work in Forensics? Forensic photographer Robert Mars provides some clues ...

A I see forensic photography as a way to show the truth. Whatever the story, a photograph can document a crime scene far better than anyone could describe it in court. But the job isn't always the way it appears on TV: I don't only deal with murder cases. During the course of one day I could be photographing anything from the scene of a robbery, a recovered stolen car, a burnt out house or a fatal road accident.

B I usually work from 8 until 4 every weekday, but I'm on call 7 days a week. All the incidents I need to cover are gathered together at the Police Communications Centre and then sent over to me. The officer-in-charge will have briefed me on the crime before I begin my work at the scene. All the evidence must be photographed before Police officers can take it away. If it's a murder investigation, I also photograph the victim before the body is removed by the medical examiner.

C My photos are used to aid investigations and as evidence in court so every detail must be clearly visible to provide an accurate picture. I start by illuminating the scene with key lights and usually I use a flash. If I'm photographing a room, I work with a wide angle lens on my camera to take an overall view from each corner and also from overhead. Then, using a zoom lens, I focus on individual details in context. For example, the distance between a discarded knife and a table could be crucial in

### Check these words

- hold a fascination • public • clue • crime scene
- deal with • course of a day • fatal • gather
- officer-in-charge • brief • evidence • victim
- aid • illuminate the scene • wide angle lens
- overall view • crucial • detached • stay focused



**3** Read the first sentence in each paragraph. What is each paragraph about?

**4** Read the text and for questions 1-6 choose the best answer A, B, C or D. Justify your answers.

- 1 Robert usually works ...  
A Monday to Friday. C in the morning only.  
B seven days a week. D four to eight hours a day.
- 2 The officer-in-charge gives Robert ...  
A essential information before he goes to a crime scene.  
B all the incidents gathered at the Police Communications Centre.  
C all the evidence that must be photographed.  
D a photo of the victim before a murder investigation.

- 3 To capture the relationship between objects in a room, Robert uses ...  
A key lights. C a flash.  
B a wide angle lens. D a zoom lens.
- 4 Enthusiasm for the practical skills of photography ...  
A encouraged Robert to become a forensic photographer.  
B keeps Robert focused on presenting facts.  
C allows Robert to experiment with his images.  
D requires that Robert keeps a clear eye.
- 5 Robert feels this job ...  
A is only for tough people.  
B leaves no room for emotions.  
C can affect one's feelings.  
D causes psychological problems.
- 6 A career in forensics is most suited to a person who ...  
A is prepared for the unexpected.  
B likes excitement.  
C already has an advanced knowledge of photography.  
D likes having a routine.

a murder investigation. Finally, I take close-up images of key pieces of **evidence**. Each photograph gets listed in a photo log which includes a description of the object and the time and date the photo was taken.

**D** I was inspired to follow this career because of my interest in the technical side of photography. However, because I'm focused on showing facts, there's no room for experimentation with images. A clear eye is always required and that's a big challenge because this job can be very tough on a personal level. For my peace of mind, I must be as detached as possible from what I **witness**. At times, though, it's essential to talk about the emotional **impact** this work can have and all the photographers on our team are encouraged to talk to a psychologist every three months.

**E** Forensic photography is a specialist field, and there are only a small number of opportunities made available each year. Anyone who's interested in forensics must have had previous experience as a police officer. I'm pleased to have learnt so much more about photography in this job. If you can stay calm and focused while dealing with the **unpredictable**, then this could be a job to consider. You never get bored. Only don't expect it to be like CSI every day!

**5** Answer the questions in your own words. Base your answers on the information in the text.

- 1 Why does Robert consider his job as "a way to show the truth"?
- 2 How can this job affect a person emotionally?
- 3 What qualities should someone have to do this job?

**6** a) Find words in the text whose antonyms are:

- not exact (para C) • underneath (para C) • easy (para D)
- uneasy (para E)

b) Explain the highlighted words.

### Speaking

Imagine you are Robert Mars and your partner is interviewing you. Use the information in the text to act out your interview.

### Writing

**THINK!** Imagine you are a forensic photographer for a day. Describe your day and your feelings. Does this job match your personality? Why/Why not? In three minutes write a few sentences. Tell the class.



## Vocabulary from the text

## 1 Choose the correct word.

- There were a lot of people at the **scene/sight** of the robbery.
- Forensic photographers deal with various crime **situations/cases**.
- The police managed to catch the thieves and **regain/recover** the **stolen/robbed** jewellery.
- Two people were **wounded/hurt** in a car **disaster/accident**.
- Can I please speak to the officer in **charge/duty**?
- There was not enough **evidence/indication** to prosecute him.
- The criminal tried to **discard/reject** the murder weapon by throwing it in the river.
- His job has a strong emotional **effect/impact** on him.

## 2 Choose the correct preposition.

- The article deals **with/towards** the use of photographs as evidence **in/for** a court.
- The officer **in/on** duty briefed them **on/in** the crime.
- You need to focus **at/on** detail.
- If you are interested **for/in** the case, contact Mr Lewis.

3 Replace the underlined words with: **proof, on call, key, victim, stand, witness to.**

- He was the only person who saw the accident.
- She provided evidence that helped them locate the criminal.
- The criminals will be brought to court to have a trial.
- Police officers are available 24 hours a day every week.
- They found the kidnapped girl tied to a chair.
- That man is the most important witness in the case.

Topic vocabulary  
Crime & Punishment

## 4 Complete the text with appropriate words. Then, choose the correct item.

Watch out!



The number of burglaries has increased in and around the town centre recently. For this 1) ....., Westville Police are 2) **inquiring/warning** people to watch out for suspicious-looking people in their building or neighbourhood. Police say it only takes a few easy 3) **points/precautions** to ensure you don't become the 4) **victim/case** of a break-in, especially when you are away.

- 5) **Make/Let** it difficult for the burglar! Make 6) ..... that all doors and windows are locked and remove all keys from their normal 'hiding place'.
- Buy a good lock and 7) **install/lay** it a third of the way up the door.
- If you are going away, 8) **ask/order** a neighbour to collect your post—a pile of mail on your front step says, 'Burglar, I'm away. Please come in!' Cancel all newspaper deliveries, and cut your grass before you leave.
- Make sure all garages and sheds are locked—buildings like these are the first place a burglar will go to find a(n) 9) **tool/equipment** to break into your house.
- Get an alarm! Most burglars will be 10) **deterred/postponed** by the noise it 11) ..... when they set it off. Test it and ensure that it meets British quality standards.

If you see someone trying to break into a house, 12) **report/refer** the incident to the police immediately. If you have any information about anyone 13) **evolved/involved** in a crime,

call CRIMESTOPPERS on 0800 666 222.

## 5 a) Complete the table. Check in your dictionaries.

| Crime                   | Criminal             | Verb                                       |
|-------------------------|----------------------|--|
| 1) .....<br>shoplifting | kidnapper            | 2) .....<br>shoplift/steal from a shop     |
| pickpocketing           | 3) .....<br>4) ..... | pick (sb's pocket)/steal sb's wallet/purse |
| 5) .....<br>mugging     | burglar              | burgle (sb's house)                        |
| robbery                 | 6) .....<br>7) ..... | mug sb<br>rob (a bank)                     |
| theft                   | thief                | thieve/steal sth                           |

b) Give definitions for the criminals in the table. What are these words in your language?

*A burglar is someone who burgles someone's home.*



**6** Fill in: *attempting, verdict, escape, court, innocent, break into, caught, found guilty, crime, sentence, weapon, get away with, accused.*

- A: Silence in the 1) ..... ! You have been 2) ..... of the 3) ..... of murder and I hereby 4) ..... you to life in prison.
- B: My client is 5) ..... , Your Honour! This is an unfair 6) ..... !
- A: Put your 7) ..... on the ground very slowly! There's no point 8) ..... to 9) ..... , we've got the place surrounded. How did you ever think you'd 10) ..... it?
- B: You may have 11) ..... me this time, but I'll be back!
- A: Ms Danes, is the 12) ..... standing in front of you, the man you saw?
- B: Yes, sir, he is. I was looking out of my window and I saw him 13) ..... the corner shop across the road.

**7** Choose the correct word.

- 1 The police put barriers around the crime *spot/place/scene* to keep everyone back.
- 2 We should never *break/violate/tear* the law.
- 3 Illegal parking is a minor *offence/fault/mistake*.
- 4 They decided not to *put/press/give* charges and gave him a *warning/notice/bill* instead.
- 5 There was a(n) *gun/armed/weapon* robbery yesterday.

**8** Fill in: *committed, go, took, reached, spend, paid.*

- 1 Mr Hams ..... the blame for the crime.
- 2 The smugglers are due to ..... on trial.
- 3 He ..... a fine for speeding.
- 4 He had to ..... time in prison for bribery.
- 5 The person who ..... the crime was sent to prison.
- 6 The jury ..... a verdict and found the accused innocent.

**9** Fill in with: *accused, evidence, convicted, breaking, sentenced, arrested, guilty, suspected.*

The police had 1) ..... James Smith for weeks and when they finally gathered some real 2) ..... against him, they 3) ..... him for 4) ..... into houses. A few weeks later he was 5) ..... of the crime. The jury was convinced that he was 6) ..... of the robberies, so he was 7) ..... of the crime and 8) ..... to ten years in prison.

## Prepositional phrases

**10** Fill in: *before, in (x2), of, with, to, under.* Check in the Word List.

- 1 Laura was charged ..... shoplifting.
- 2 She appeared ..... court yesterday.
- 3 The accused were brought ..... the judge.
- 4 They accused her ..... identity theft.
- 5 He was taken to the station ..... handcuffs.
- 6 He was sentenced ..... two years in prison.
- 7 The criminal was placed ..... arrest.

## Phrasal verbs:

### BREAK



**11** Choose the correct particle. Check in the Word List.

- 1 She broke *in/down* when she *into* heard the bad news. (*collapsed*)
- 2 The burglars broke *in/into* the house by smashing a window. (*entered by force*)
- 3 The fire broke *up/out* so suddenly that the whole building was destroyed within minutes. (*began*)
- 4 The thieves broke *out/up* without being seen. (*escaped*)

## Word formation (prefixes to express opposite meanings)

**12** Read the theory, then use the word given in capitals to form a word that fits in the gap.

We can use these prefixes to express opposite meaning: *de-* (*forest-deforest*), *dis-* (*appear-disappear*), *in-* (*complete-incomplete*), *il-* (*before l*) (*logical-illogical*), *im-* (*before b, m, p*) (*polite-impolite*), *ir-* (*before r*) (*rational-irrational*), *un-* (*lucky-unlucky*)

- 1 Despite his ..... to run fast, he is a great footballer. (**ABILITY**)
- 2 He is rather ..... and lazy. (**COMPETENT**)
- 3 I'm afraid these clothes are quite ..... for hiking. (**PRACTICAL**)
- 4 The description he gave was ..... ; we need a correct one. (**ACCURATE**)
- 5 They found the woman lying ..... on the floor. (**CONSCIOUS**)
- 6 I'm afraid the answer is ..... to the question. (**RELEVANT**)
- 7 Hunting endangered animals is ..... (**LEGAL**)



## The passive



## BEING A WITNESS IN COURT

When you are called into the courtroom, you will be led to the witness box and asked to swear an oath that you will tell the truth. Lying under oath is a serious offence for which you can be fined or put in prison. You will be asked questions by a lawyer for the side that called you, then by a lawyer from the other side. Sometimes you may be asked questions by the judge as well.

see p. 157

- 1 Read the text. Look at the passive forms in bold. What tense is each?

- 2 a) Read the sentences below. How does a passive sentence differ from an active sentence?

## Changing from the active into the passive

| ACTIVE  | Subject       | Verb          | Object                   |
|---------|---------------|---------------|--------------------------|
|         | James         | installed     | a smoke alarm yesterday. |
|         | ↓ ↓ ↓         |               |                          |
| PASSIVE | Subject       | Verb          | Agent                    |
|         | A smoke alarm | was installed | by James yesterday.      |

We use the passive when the action itself is more important than the person who does it.

see p. 157

- b) Choose the correct words to complete the sentences.

- The object of the active sentence becomes the **agent/subject** in the passive sentence.
- The active verb remains in the same **tense/person** but changes into a passive form.
- The subject of the active sentence becomes the **object/agent**.

- 3 Rewrite the sentences in the passive voice.

- They asked him to present his evidence in court.  
*He was asked to present his evidence in court.*
- They haven't solved the case yet.
- He is going to make an announcement later.
- Someone slashed the tyres of the van.
- He is typing the report now.
- They will check her emails to see if they can find something.
- Someone had smashed the windows before we got there.
- You must report the burglary immediately.

- 4 Use *with* or *by* to complete the following sentences.

## with/by

**with + instrument/material/ingredient** – The window was cut *with a special tool*.

**by + agent** – Tim's house was burgled *by a professional*.

see p. 157

- My mother's handbag was stolen ..... a thief.
- His home is fitted ..... lights that come on when someone comes near the house.
- The safe was broken into ..... a very high-tech tool.
- The robbers were caught ..... detectives.
- The woman was rescued from the fire ..... firefighters.

- 5 In pairs, expand these headlines into full sentences using the correct *passive* tense.

- POLICE TO PATROL HIGH STREET FROM MIDNIGHT TO 4 AM
- WOMAN ACCUSED OF BURGLARY
- NEW LAW ORDERS ALL OFFICE BUILDINGS BE FITTED WITH SMOKE DETECTORS
- TEEN VOLUNTEERS CLEAN GRAFFITI FROM PARK GATES
- 400 TOURISTS MUGGED IN TOWN CENTRE EVERY SUMMER



## 6 Rewrite the article using the passive.

A 20-year-old student broke into Mr Smith's house last Wednesday. He stole £1,000 and two rings. He escaped without anyone seeing him. The police arrested him two hours later. They charged him with burglary. A jury will try him next week. They might send him to prison for up to ten years. How did the police find him? Well, he checked his Facebook account using the Smith's computer, but he forgot to log out before he left.

### Causative form



Ben

1 Ben is installing a burglar alarm.



Peter

2 Peter is having a burglar alarm installed.

We use **have + object/thing + past participle** to say that we arrange for someone to do something for us.

see p. 158

## 7 Read the sentences. Which one suggests that someone else does something for us?

## 8 Change the sentences into the causative form.

- I am going to install a security camera.
- Mary's neighbour collects her post and newspapers from her house whenever she's away.
- An expert will take fingerprints from the crime scene for the detective.
- Bodyguards protect the president's family for him.
- A pickpocket has stolen my wallet.

### Clauses of result

They left the door unlocked. **As a result, Therefore, Consequently/As a consequence,** thieves broke in and stole all their money.

It was such a big explosion **that** five people got seriously injured.

Everything happened so fast **that** they couldn't react.

see p. 158

## 9 Read the examples. Which words introduce clauses of result?

## 10 Complete the gaps with *so* or *such*. Check in the Grammar Reference.

- The burglar was ..... quiet that no-one heard him break into the house.
- There is ..... a lot of graffiti in this city that the mayor has organised a clean-up day.
- There have been ..... many muggings in the area that police have been ordered to increase their patrols.
- It was ..... a shock finding that my car had been stolen that I cried.
- The thief was running ..... fast that the officers couldn't catch her.

## 11 Join the sentences using the words in brackets.

- Students have fire drills twice a month. They are better prepared in case of a fire. (**As a result**)
- Guards have been hired to watch out for shoplifters. Fewer products are stolen. (**As a result**)
- Lots of bins have been put in the park. There is far less litter. (**Therefore**)
- He broke the law. He was sent to prison. (**Consequently**)

### Key word transformations

## 12 Complete the second sentence using the word in capitals so that it means the same as the first. Use two to five words.

- Jenny had a security system installed in her home yesterday. **WAS**  
A security system ..... yesterday.
- The police took the robbers to the station. **TAKEN**  
The robbers ..... by the police.
- They have fitted a burglar alarm at Jane's house. **HAD**  
Jane ..... at her house.
- Mrs Robinson will insure her valuables for £2 million. **HAVE**  
Mrs Robinson ..... for £2 million.
- Burglars broke into our offices while we were away. **BROKEN**  
Our offices ..... while we were away.

## 13 Think of the grammar structures you have learnt in this lesson. Write sentences using them. Tell the class or your partner.



- 1 a) Which of the emergency services: *fire brigade, police, ambulance*, would you call if

- a there was a car crash?
- b a fire broke out in your house?
- c a burglar broke into your house?

b) What number do you call in your country when you need the emergency services? In what circumstances would you call them?

- 2 Listen to a telephone conversation. Which of the expressions (1-8) do you hear? What emergency is the caller reporting?

- 1 Which service do you require, sir?
- 2 Please hurry!
- 3 Please state the nature of the emergency.
- 4 A patrol car has been sent to investigate, sir.
- 5 Firefighters are on the way.
- 6 Thank you for all your assistance.
- 7 Please state your name and your address clearly.
- 8 Emergency services.

Is the dialogue formal or informal?

- 3 Listen again and complete the sentences. Use up to three words.

- 1 Bob wants to talk to .....
- 2 The fire is in Bob's .....
- 3 Bob lives at .....
- 4 Bob is asked if anyone is .....
- 5 Bob is told to .....

- 4 Work in pairs. You have witnessed a break-in. Use the phrases in Ex. 2, as well as your own ideas, to report it to the emergency services.

- 5 a) You will hear a news reporter talking to a radio show presenter about a fire in a local warehouse. Before you listen, check these words in the Word List.

• *blaze* • *docklands* • *extinguish*  
 • *flammable materials* • *formal statement*  
 • *police custody* • *motive*  
 • *prior convictions* • *financial difficulties*  
 • *allegedly* • *insurance consultant*

- b) Listen and for questions 1-6 choose the correct answer A, B or C.



- 1 The fire service
  - A was called out last night.
  - B managed to put out a large fire.
  - C went to a fire in the town centre.
- 2 The fire was first thought to be accidental because
  - A easily ignited items were stored there.
  - B more than one warehouse was damaged.
  - C it started in a run-down warehouse.
- 3 The police announced that
  - A the fire was started deliberately.
  - B they have arrested a suspect.
  - C they haven't stated anything formally.
- 4 What is true of Mr Sanders?
  - A His business is in debt.
  - B He runs a successful business.
  - C He had no motive to start the fire.
- 5 The reporter suggests that the reason for arson could be
  - A to save his business
  - B to redeem insurance coverage
  - C to destroy surrounding warehouses
- 6 The reporter will talk to the presenter again
  - A during the next news report.
  - B if the investigation finds anything.
  - C when Mr Sanders is charged.

### Intonation in echo questions

- 6 Listen and repeat. Mind the intonation.

- 1 A: Police now suspect arson to be the cause.  
B: The police suspect what?
- 2 A: The warehouse owner was taken into police custody.  
B: Taken where?
- 3 A: He was having some financial difficulties.  
B: He was having what?
- 4 A: He could be reimbursed as much as a quarter of a million pounds.  
B: How much?



## Advice/Concern

- 1** Read the first exchange. What is Harold's problem? What is Lucy's advice?

🔊 Listen and read to find out.

- A: Hi, Harold. What's the matter?  
 B: Oh! Hi, Lucy. I've had a bad morning. My locker was broken into.  
 A: That's terrible. Is anything missing?  
 B: No, but whoever did it also smashed some eggs over my books. What should I do?  
 A: I think you should report it to the headteacher immediately.  
 B: I'm not sure about that. What if that makes the situation worse in the future?  
 A: If I were you, I'd definitely report it. If things get worse in the future, then you will be protected by the school. Imagine you say nothing now and the situation still gets worse. You'd be told that you should have spoken up sooner.  
 B: I think you're right. I'll talk to the headteacher.  
 A: Why don't you let me come with you? We'll tell him together.  
 B: That's a good idea. Thanks, Lucy.  
 A: No problem. Let's go then.

- 2** Take roles and read the dialogue aloud.

| Expressing concern  | Stating a problem  |
|---|--|
| <ul style="list-style-type: none"> <li>What's wrong?</li> <li>What's the matter?</li> <li>You don't look well. Are you OK?</li> </ul> | <ul style="list-style-type: none"> <li>My purse/phone was stolen from my bag.</li> <li>Someone ... to my ...</li> <li>Whoever did it also ...</li> </ul> |

| Asking for advice   | Giving advice  | Responding to advice   |
|---|--|--|
| <ul style="list-style-type: none"> <li>What should/ can I do?</li> <li>I don't know what to do.</li> <li>Should I ... ?</li> <li>Could you help me?</li> <li>What am I supposed to do?</li> </ul> | <ul style="list-style-type: none"> <li>I think you should ...</li> <li>Have you thought of ...</li> <li>If I were you, I'd ...</li> <li>Why don't you ... ?</li> <li>It might be a good idea to</li> </ul> | <ul style="list-style-type: none"> <li>I think you're right.</li> <li>That's a good idea.</li> <li>I'm not sure about that.</li> <li>Yes, maybe you're right.</li> <li>That's not a bad idea.</li> </ul> |

- 3** Work in pairs. A classmate of yours has taken your purse from your bag in the school canteen. Ask your friend for advice. Use phrases from the language tables and the dialogue in Ex. 1 to help.

## Comparing & Contrasting pictures

- 4** Fill in the gaps. 🔊 Listen and check.

Compare the two photographs and say how important you think each of these jobs is.



The first picture shows a police officer in the street. He is 1) ..... his uniform and a police helmet. I can see a radio attached to his jacket, too. I believe he is patrolling the streets. The 2) ..... picture shows a judge in a courtroom. He is 3) ..... in a shirt and tie and he is wearing a black robe. 4) ..... pictures show people who work in the legal system. However, the police officer is in a position to enforce the law 5) ..... a judge works to interpret the law. Police officers are very important 6) ..... they keep criminals off the streets and protect people. A judge is just 7) ..... important as a police officer because a judge makes sure that justice is done. A judge protects the rights of victims and defendants in a court of law. Both police officers and judges have a great deal of responsibility in society.

- 5** Compare and contrast the pictures and say how important you think each of the jobs is. Use the language table and Ex. 4 to help you.



### Useful Language

- The first/second picture shows ...
- ... is wearing / dressed in ...
- I can see ... works in the street/in an office/in a courtroom / ... protect sb/sb's rights
- ... has a great deal of responsibility/authority etc.

| Comparing ideas | Speculating  | Contrasting ideas  |
|-----------------|--|--|
| Both ... and    | <ul style="list-style-type: none"> <li>I think/suppose/ believe ...</li> <li>I'd say (that) ...</li> </ul> | <ul style="list-style-type: none"> <li>In contrast, ...</li> <li>... while/whereas</li> <li>Although, ...</li> </ul> |



▶ Writing Bank 5 p. 146

### Rubric analysis

- 1** Read the rubric, underline the key words, then answer the questions.

You belong to an environmental club. You have recently been to a talk given by a police officer on the topic of how to make your neighbourhood a safer place to live. Now write a report (140-190 words) for the president of the club suggesting ways of doing this. Justify your suggestions with reasons/examples.

- 1 What is your report about?
- 2 Who is going to read it?
- 3 What should you include?
- 4 What style should you write it in?

### Model analysis

- 2** Read the model and fill in the blanks (1-5) with the correct heading (A-E).

**1** The purpose of this report is to suggest three ways that we can make our neighbourhood safer for its residents.

**2** One possibility is to participate in neighbourhood watch schemes. Residents would take turns to carry out inspections in the area and report anything suspicious to the police. As a result, burglars and car thieves would be deterred.

**3** Another idea is to introduce volunteer programmes aimed at escorting vulnerable citizens. For example, the elderly and the disabled are especially open to attack when outside their homes. Many would welcome the assistance of a companion when they are mobile.

**4** It could also be helpful to organise criminality awareness campaigns. For instance, leaflets advising on safety in the home, on the streets and when using public transport could be distributed. This would help citizens to be better informed and therefore more prepared to deal with crime.

**5** To sum up, there are a number of ways that our neighbourhood can be made safer. I believe that if the above suggestions are adopted, security in local communities will be vastly improved.



- A PROTECT HIGH RISK GROUPS
- B CONCLUSION
- C PROVIDE INFORMATION
- D INTRODUCTION
- E SHARE PATROL DUTIES

- 3** a) Complete the sentences using the appropriate linkers from the list.

• in this way • since • therefore • due to • and  
• however • in addition • instead • such as

- 1 School bullying can be reduced if schools regularly hand out questionnaires to teachers and students. ...., they can learn how widespread the problem is ..... how to deal with it.
- 2 One possible way of dealing with inner city crime is to introduce more green spaces. Young people will have more space for recreational activities ..... sports. ...., green areas may have a calming effect on their aggression.
- 3 A prison sentence is not appropriate for juvenile criminals. ...., young criminals could be asked to repair or clean up the damage they cause.
- 4 CCTV cameras are a useful means of detecting crime in public areas. ...., some people see them as an infringement of their privacy.
- 5 Home burglaries are increasing ..... lack of proper policing. ...., the authorities should introduce extra foot patrols in residential areas.
- 6 Employing a store detective is a good solution to the problem of shoplifting ..... they can instantly apprehend the shoplifter.

b) Match the extracts to the headings. One heading is extra.

**1** In order to make public transport safer, bus and train companies could increase the number of security staff. In particular, specially trained officers could monitor the late night services. As well as reducing the risks to passengers, it would give them greater peace of mind.

**2** One approach to the problem of prison overcrowding is to give more community based sentences. This would create more room in prisons, save the government money and benefit the local community by improving the area.

- A DOING A FORM OF USEFUL WORK
- B PROVIDING SHELTER
- C EMPLOY EXTRA PERSONNEL



- 4 Replace the words/phrases in bold with more suitable formal words/phrases from the lists.

A • tackle • the aim of this report is:

1) I've written this report to suggest ways we can 2) get to grips with the problem of littering in our town.

B • be effective • of great benefit to • all in all • I firmly believe

1) To cut a long story short, creating job training schemes and organised youth activity programmes will be 2) a big plus for young people. 3) I bet that following these recommendations will 4) work wonders in reducing gang violence.

### Your turn

- 5 a) Read the rubric.

You have attended a talk given by a police officer about making schools a safer place. Now your teacher has asked you to write a report on the topic suggesting ways of doing this. Write your report (140-190 words), including supporting points and your recommendation.



- b) Match the suggestions (1-3) to the supporting points (A-C).

#### Suggestions

#### Reasons/Examples/Results

- |   |                               |   |   |
|---|-------------------------------|---|---|
| 1 | Step up security.             | A | Students can speak to someone in confidence. They will receive advice, e.g. about what to do if they are being bullied.                 |
| 2 | Set up telephone help lines.  | B | Experts can explain how to deal with aggression and bullying. This way students can be prepared if they are in a threatening situation. |
| 3 | Organise school safety talks. | C | Guard entry points and patrol school grounds regularly. This will help keep unauthorised visitors out.                                  |

- c) Use language from the Useful Language box to join the ideas in Ex. 5b.

- 6 a) List the suggestions and supporting points under the headings: **EFFECTIVE COMMUNICATION** - **AVAILABILITY OF INFORMATION** - **CREATE A SUPPORTIVE ENVIRONMENT**.

- b) Write your report. Follow the plan.

### Useful Language

#### Introduction

- The purpose/aim of this report is to ...
- This report contains ... on ...

#### Suggestions

- One possibility is to ... • We could ...
- It would be a good idea if ...
- A further consideration would be to ...

#### Supporting points

#### Reasons

- because • as • since • due to

#### Examples

- for example/instance • such as • like

#### Results

- In this way, • As a result, • Therefore

#### Recommendation

- I would (not) recommend ...
- I suggest that ...
- I believe/think (that) ...

#### Conclusion

- To sum up, • On the whole,
- All in all, • In conclusion,

### Plan

#### Introduction

(Para 1) *state purpose and content of the report*

#### Main Body

(Paras 2-4) *present your suggestions and supporting points in separate paragraphs under appropriate headings*

#### Conclusion

(Para 5) *summarise suggestions/ make a general assessment & give recommendation*



### Checklist

When you finish your piece of writing check it for:

- appropriate introduction of the topic (stating purpose and content clearly).
- use of subheadings to introduce each part of the report.
- appropriate formal style.
- appropriate use of linkers.
- spelling/grammar mistakes.
- correct word length.
- appropriate conclusion (including your recommendation).



- 1 For questions 1-8, read the text below and decide which answer (A, B, C, D) best fits each gap. There is an example at the beginning (0).

## The Role of CCTV Cameras in Our Lives

Crime, whether petty theft or something of a more 0) **B** nature, has been a 1) ..... of UK society for as long as anybody can remember. In the past, it was the job of detectives to 2) ..... criminals to justice. All that has now changed.



Concealed at various city centre locations, CCTV cameras 3) ..... suspicious behaviour and send information back to a central office. The footage is then stored in the office archives and forwarded to the police, should they be looking 4) ..... a crime that may have been caught on camera. This is very helpful to the police, as cameras can zoom in closely on criminal activity and this can then be used as 5) ..... in court. Generally, it is accepted that CCTV cameras exist as a 6) ..... of protecting people, but that has not prevented them from coming under fierce criticism. Many see the cameras as an invasion of their privacy, and are not comfortable with the idea of what is sometimes described as being 7) ..... by "Big Brother." Nevertheless, more cameras are being installed every day in the UK and so it appears that, CCTV is here to 8) .....

- |   |            |                  |           |             |
|---|------------|------------------|-----------|-------------|
| 0 | A strict   | <b>B</b> serious | C stern   | D stiff     |
| 1 | A feature  | B type           | C nature  | D character |
| 2 | A take     | B fetch          | C get     | D bring     |
| 3 | A check    | B monitor        | C look    | D view      |
| 4 | A into     | B forward        | C up      | D after     |
| 5 | A evidence | B clue           | C witness | D defence   |
| 6 | A ways     | B means          | C type    | D use       |
| 7 | A stared   | B noticed        | C looked  | D watched   |
| 8 | A remain   | B stay           | C live    | D be        |

- 2 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 Lisa regretted leaving the door unlocked. **WISHED**  
Lisa *wished she had locked* the door.
- 1 With a proper security system, the burglary could have been prevented. **THERE**  
The burglary could have been prevented ..... a proper security system.
- 2 Crime rates are higher in large towns than in the country. **HIGH**  
Crime rates ..... in the country as they are in large towns.
- 3 I'm not sure who that wallet belongs to. **WHOSE**  
I'm not sure ..... is.
- 4 My uncle once worked as a policeman. **JOB**  
My uncle used ..... as a policeman.
- 5 According to the witness, the driver of the stolen car was a young woman. **BEING**  
According to the witness, the stolen car ..... a young woman.
- 6 The firemen found it difficult to control the fire with such a strong wind blowing. **UNDER**  
The firemen found it difficult to ..... with such a strong wind blowing.
- 7 He can't have been telling the truth about where he was on Sunday night. **MUST**  
He ..... about where he was on Sunday night.
- 8 The police recommend leaving a light on when away. **ADVISABLE**  
The police say it's ..... a light on when away.

- 3 Complete the gaps with the correct form of the words in capitals.

- 1 The judge said the evidence was ..... and dismissed the case. **RELY**
- 2 A forensic photographer must pay great ..... to detail. **ATTEND**
- 3 The stolen painting is thought to be extremely ..... **VALUE**
- 4 The ..... of DNA testing has changed the nature of police investigation. **INTRODUCE**
- 5 Tanya was arrested for ..... driving. **RESPONSIBLE**



## Grammar

## 4 Choose the correct item.

- 1 I was made ..... for hours before I had my leg examined at the emergency room.  
A wait                                      C waiting  
B to wait                                      D to have waited
- 2 There weren't any new members at the club, ..... I can remember.  
A as far as                                      C as much as  
B as long as                                      D as well as
- 3 "We ..... by Leo's announcement to leave the company."  
"I know! I was left speechless."  
A surprised ourselves                      C were surprised  
B had surprised                              D found surprise
- 4 My mother worked part-time ..... we were growing up.  
A just                      B after                      C before                      D when
- 5 "Did you hear that Nick had his car ..... into last night?"  
"Oh no! That's terrible!"  
A breaking                      B broken                      C broke                      D break
- 6 "My parents are really keen on my studying law."  
"Oh really? I thought you were ..... in pursuing an acting career?"  
A interesting                                      C interested  
B interest    D interestingly
- 7 "Could I talk to Peter, please?"  
"Well, I'd rather you ..... him while he's sleeping."  
A didn't disturb                                      C weren't disturbing  
B don't disturb    D hadn't disturbed
- 8 "You really must finish ..... your chores before you go out this afternoon."  
"I know. I'm nearly done."  
A to be doing                                      C doing  
B to do    D to have done
- 9 "Have you finished typing up that report?"  
No. Sorry, but I'm not capable ..... typing any faster.  
A of                      B for                      C with                      D at
- 10 Jenny ..... the keyboard since she was 5.  
A is playing                                      C plays  
B has been playing                                      D was playing

## Vocabulary

## 5 Choose the correct item.

- 1 Passengers are kindly requested to ..... the plane.  
A go up                      B ascend                      C board                      D get up
- 2 Our company plans to open seven new ..... across the country in the next few months.  
A categories                                      C wings  
B divisions    D branches
- 3 After being struck by the tornado, farmers have ..... to the government for help.  
A appealed    C submitted  
B addressed    D proposed
- 4 The study ..... that children's behaviour is influenced by television.  
A consented    C concerned  
B concluded    D complained
- 5 You can't walk through that field. It's ..... property.  
A personal    C private  
B exclusive    D reserved
- 6 Unless you have extensive experience it's difficult to ..... a business.  
A work                      B act                      C make                      D run
- 7 The ..... of the experiment is to find better ways of treating infection.  
A result    C necessity  
B direction    D purpose
- 8 I was ..... when my exams were over.  
A relieved                      B pleasant                      C eased                      D calmed
- 9 Helen was upset because she'd had a ..... with her sister.  
A fuss                      B complaint                      C battle                      D quarrel
- 10 I was so ..... with the noise and pollution in the city that I moved to the countryside.  
A put up    C fed up  
B taken up    D taken back
- 11 Julie ..... herself badly when she slipped on the icy pavement.  
A damaged    C harmed  
B wounded    D hurt
- 12 Having access to a clean water supply is ..... important for everyone in the village.  
A considerably    C vitally  
B totally    D completely
- 13 He is a very ..... person and makes friends easily.  
A outspoken    C outlying  
B outright    D outgoing



- 1 Use the words in their correct form to complete the gaps.

• clue • evidence • hint • trace

- The prisoner escaped and there has been no ..... of him since.
- There is ..... to suggest that a bank employee helped commit the robbery.
- I can't remember the answer to the question; could you give me a ..... ?
- The detective examined the crime scene looking for ..... to solve the murder.

• remove • delete • confiscate • dismiss

- This email is highly confidential so ..... it after your read it.
- Due to a lack of evidence, the judge ..... the case and the woman was freed.
- It took them four hours to ..... the graffiti from the school wall.
- The teacher ..... Bob's mobile phone after he was caught texting in class.

• focus • concentrate • aim • direct

- The mayor ..... to lower crime in the city by 50% next year.
- The judge told the young offender to ..... on his studies and not shoplift again.
- Police are ..... on the north of the city in an effort to catch the bank robber.
- After making sure the cyclist was unhurt, the police officer ..... his attention to catching the speeding driver.

## Phrasal verbs & Prepositions

- 2 Choose the correct item.

- They were accused **of/for** vandalism.
- He was charged **with/of** speeding.
- He was sentenced **to/for** two years in prison.
- The shoplifter was placed **on/under** arrest.
- The police have the burglar **under/in** custody.
- The burglar broke **in/out** through the window.
- The prisoners tried to break **up/out** of the prison.
- The police broke **in/down** the door and caught the criminals.
- The thief was caught trying to break **into/in** the safe.

## Word formation

- 3 Complete the gaps with the correct form of the words in bold.

Police have appealed for witnesses after large rocks were dropped onto 1) ..... (number) cars passing under a bridge in Scotland this week. None of the 2) ..... (occupy) were injured but police warn that this type of mindless 3) ..... (vandal) is extremely 4) ..... (danger) and could have serious consequences and cause many 5) ..... (fatal). "When the vision of a driver is compromised, the lives of everyone on the road are put in danger," said a police 6) ..... (inspect).

- 4 Use these prefixes to form antonyms: *de-*, *dis-*, *in-*, *il-*, *im-*, *ir-*, *un-*.

- |                 |                 |
|-----------------|-----------------|
| 1 capable ≠     | 7 regular ≠     |
| 2 able ≠        | 8 honest ≠      |
| 3 logical ≠     | 9 justice ≠     |
| 4 mortal ≠      | 10 legal ≠      |
| 5 responsible ≠ | 11 activate ≠   |
|                 | 12 perfect ≠    |
| 6 predictable ≠ | 13 relevant ≠   |
|                 | 14 successful ≠ |

## Grammar in Focus

Choose the correct item. Then complete the gaps with the correct word.

Two crimes 1) **were committed/are committed** in San Francisco yesterday 2) ..... an unnamed man who failed 3) ..... both attempts. He walked into a Bank of America branch with a 4) ..... to rob it and wrote a demand for money on the back of a bank deposit slip. He was so worried that he 5) **was seen/had been seen** writing the note by someone that he panicked and walked out. He then went to the Wells Fargo Bank 6) ..... was across the street to try his luck there. He handed the note 7) ..... the clerk who told him she couldn't possibly accept his stick-up note because he 8) ..... written on a Bank of America deposit slip. She added he would either have to fill out a Wells Fargo deposit slip 9) ..... go back to the Bank of America. Defeated, he left. The cashier called the police who 10) **found/was found** the crook standing in the queue 11) ..... the Bank of America. He 12) **is arrested/was arrested** and taken to the police station.



## Reading

- 1 a) Read the text and choose the correct answer A, B, C or D for questions 1-6.

## Sherlock Holmes

**S**herlock Holmes is a fictional detective created by Sir Arthur Conan Doyle. He appeared in print from 1880-1927 but he is still a popular character today. He was the hero of 56 short stories and four novels in which he used his intelligence, his powers of observation and deduction, as well as a certain amount of forensic science to solve mysteries and crimes.

In fact, it could be said that Sherlock Holmes was, in a way, one of the very first forensic scientists. He had an outstanding ability to look at a seemingly insignificant piece of evidence and draw a number of conclusions from it. He also had an encyclopaedic knowledge on a huge variety of topics some of which seemed ridiculously trivial. For example, he could identify 140 different types of cigar based on the ash in an ashtray.

Holmes placed great importance on trace evidence such as tyre tracks and shoe impressions. He often used a magnifying glass at the scene of a crime and a microscope for further analysis. Many of his evidence gathering techniques are common knowledge now, but were practically unheard of at the time his stories were written, for example, handwriting analysis, fingerprinting and ballistics.

When investigating a crime, he would accumulate all the information and evidence possible. Then he would formulate a theory about the crime and then test that theory. He would seek evidence and information to support his theory and then capture the criminal. His basic principle was, 'when you eliminate the impossible, whatever remains, however improbable, must be the truth.'

Testing his theories sometimes involved going undercover to obtain information. Holmes was a master of disguise and could even fool his good friend and right-hand man Dr Watson.

An indication of how popular Sherlock Holmes remains today is the fact that there are over 200 films about him. He is the most portrayed film character ever.

- Conan Doyle is
  - a police detective.
  - a short story writer.
  - a fictional character.
  - a forensic scientist.
- Sherlock Holmes knew a lot about
  - gathering evidence.
  - early forensic scientists.
  - insignificant conclusions.
  - unimportant topics.
- At the time of his stories, police didn't know much about how to
  - use magnifying glasses.
  - analyse handwriting.
  - track evidence.
  - collect fingerprints.
- Holmes' method of crime solving worked because
  - he tested his theories to prove them right or wrong.
  - he disguised himself to collect evidence.
  - he dismissed improbabilities.
  - he only looked at forensic evidence.

- Holmes believed
  - in the impossible.
  - the improbable can be true.
  - he was always right.
  - the truth can be eliminated.

- Dr Watson
  - worked with Holmes.
  - was a fool.
  - often went undercover with Holmes.
  - was right-handed.

(6x2=12)

b) Answer the questions in your own words. Justify your answers.

- Why is Holmes a popular character?
- What makes Holmes a forensic scientist?

(2x2=4)

## Speaking

- 2 Choose the correct response.

- A: What's wrong?  
B: a You don't look well.  
b My phone was stolen.
- A: What's the best way to deal with it?  
B: a If I were you, I'd report it to the police.  
b Someone sprayed graffiti on my car.
- A: Have you thought of speaking to him about it?  
B: a I don't know what to do.  
b Actually, I've tried that.
- A: The police arrested Mr Stevens yesterday.  
B: a The police arrested him why?  
b The police arrested him when?
- A: Should I just forget about what happened?  
B: a Why don't you confront them about it?  
b I think you're right.

(5x2=10)



## Vocabulary

- 3** Fill in with: *crucial, detached, gather, warned, armed, victim, accused, sentence, verdict, offence.*
- 1 It took the jury over 12 hours to reach a .....
  - 2 Forensic photographers must try to remain ..... from what they witness because it can have a huge emotional impact.
  - 3 Even the smallest detail could be ..... in a murder investigation.
  - 4 A special forensics team will ..... the evidence from the crime scene.
  - 5 The police ..... people on public transport to be on the lookout for pickpockets.
  - 6 He was ..... of car theft.
  - 7 When you become a ..... of crime, you often feel helpless.
  - 8 As it was his first ....., the judge let him off with a warning.
  - 9 The criminal was given a prison ..... by the court.
  - 10 The ..... robbery was all over the news last night.

(10x2=20)

## Grammar

- 4** Rewrite the sentences in the passive.
- 1 The police are chasing the burglar.
  - 2 The jury convicted the thief.
  - 3 Thieves had stolen the painting in broad daylight.
  - 4 He is serving his prison sentence in Scotland.
  - 5 They will report the murder to the police immediately.
  - 6 We must install a burglar alarm as soon as possible.
  - 7 The boys are going to clean the graffiti off the walls.
  - 8 They are organising a neighbourhood watch scheme.
  - 9 They have installed CCTV cameras in their shop.
  - 10 Someone had broken into the house and taken all the valuables.

(10x2=20)

## Listening

- 5** Listen to a news report and complete the missing information.

The robbery took place outside a famous

1

It happened at 2

The collection was stolen from a 3

Duplicates of 4 are kept in New York.

The collection was to appear during London

5

Alexander Mc Queen's 6 were broken into in 2007. James Long's collection disappeared hours before it was to appear on the

7

James Long's collection was stolen from

8

(8x2=16)

## Writing

- 6** Read the rubric, then write your report (120-180 words).

Your English class has just watched a documentary programme about CCTV cameras. Now your teacher has asked you to write a report suggesting ways in which CCTV can be useful to fight crime. Write your report, including suggestions, supporting points and your recommendation (140-190 words).

• homes • shops • public areas

(18 marks)

(Total=100)

## Check your progress

- describe a day in the life of a forensic photographer
- talk about crime & criminals
- call emergency services
- state a problem; ask for/give advice; express concern
- compare & contrast pictures
- write a report

GOOD ✓

VERY GOOD ✓✓

EXCELLENT ✓✓✓



## MODULE OBJECTIVES

### Vocabulary

- gadgets
- technology
- prepositions
- phrasal verbs: *be*
- word formation: verbs from adjectives

### Reading

- missing sentences
- answer questions

### Grammar

- conditionals
- types of conditionals
- clauses of purpose
- wishes

### Listening

- a radio talk (true/false statements)
- a dialogue (multiple choice)
- intonation in question tags

### Speaking

- request/offer help - complain
- comparing photographs

### Writing

- a paragraph expressing opinion
- a for-and-against essay
- contrast (*although, even though, despite, in spite of*)

### Language Focus

- phrasal verbs & prepositions
- word formation
- grammar in focus

### Progress Check

## Gadgets

1 a) Which of these gadgets have you got?



b) What do you use them for? Choose from the phrases.

- take pictures • download music files • upload photos
- play games • surf online • talk to friends
- send text messages • watch films • record videos
- listen to music • check emails • store files

*I use my smartphone to send text messages and listen to music.*

2 Fill in: *scroll, converts, control, display, communicate, plug*. Which gadget does each sentence describe?

- 1 It can ..... with laptops or desktop computers. Some are WiFi capable.
- 2 It allows you to ..... through your photo library very quickly as anything you touch responds immediately.
- 3 The new model allows you to ..... games with voice commands.
- 4 When you type in your message, it ..... it to speech.
- 5 You can set it to ..... the time and date.
- 6 I need to charge it. Where can I ..... in the charger?



Imagine you had to spend a day without any gadgets. What would it be like? Write a few sentences or tell the class.



- 1** Check these words in the Word List. What do you think the text is about?

- *crawl*
- *metal and circuits*
- *artificial intelligence*
- *physically interact*
- *learning abilities*
- *equipped*
- *motor*
- *generate*
- *toddler*
- *camera*
- *microphone*
- *record sounds*
- *surroundings*
- *patient care*
- *experiment*

- 2** Which of these sentences are true about the toddler robot? Decide in pairs. Read and check.

- 1 It can think for itself.
- 2 It is modelled on a baby human.
- 3 It works in hospitals.
- 4 It can't respond to the environment like a human.

## Check these words

- *toddler* • *flesh* • *humanoid*
- *apply* • *physique* • *equipped*
- *generate* • *research* • *investigate*
- *stimuli* • *demonstrate*
- *workplace* • *residential care home*
- *assist* • *experiment* • *workload*

## The Toddler Robot

**A** It is only one metre high. It looks and behaves like a human child of about three. It can crawl and sit up. It can even play the drums. **1** What is it? It's the iCub robot – the latest in artificial intelligence and technology! The humanoid iCub robot was created by scientists at the Italian Institute of Technology in Genoa, Italy, in order to understand how human children learn about the world around them. This is important because scientists believe that once they understand how human beings learn, they will be able to apply these principles to robots.

**B** How can a robot teach scientists about how humans learn? Well, many scientists believe that one way humans learn is by physically interacting with objects and other humans. **2** So, by building a robot with a physique that is as human as possible, scientists can study how our physical form helps us develop our learning abilities.

**C** **3** Well, it has a large number of motors in its body that generate movement in the head, arms, hands and legs. It has cameras for eyes and it listens with two tiny microphones on its head that record sounds. **4** This enables the iCub to crawl, walk and even pick up objects in its hand in a similar way to a toddler.

**D** On the outside, the iCub looks like a small child. However, a child will interact with interest to what it sees.

**5** The iCub robot has only just managed to 'learn' how to control its eye movements based on external stimuli. That's a long way from being able to learn by interacting with its surroundings the way a child does.

**E** **6** If so, you could be in for a long wait! Nevertheless, the iCub – and robots like it – demonstrate that one day it should be possible to introduce 'thinking' robots into the workplace. Places such as hospitals and residential care homes could use these robots to assist with patient care. If the iCub experiment succeeds, many busy doctors and nurses will get a helping hand with their workload. Meanwhile, the iCub research team are patiently waiting and watching – much like normal parents – to see how their 'child' learns as it grows up!





- C In short, they will be able to build robots that can actually think!
- D What's more, it will investigate it, then store what it has learnt.
- E It isn't made of flesh and blood, though; it's made of metal and circuits.
- F A baby, for instance, learns many things simply by touching, smelling or seeing objects around it.
- G Do you dream of a future where robots can think and make their own decisions?

**4** Listen and read the text. In your own words and based on ideas from the text, answer the questions.

- 1 Why have scientists modelled the iCub on a baby human?
- 2 How can 'thinking' robots be useful to us?
- 3 What is the author's purpose?

**5** Find words in the text which mean:

- act (para A) • most recent (para A)
- have a human shape and appearance (para A)
- rules (para A) • body structure (para B)
- advance (para B) • produce (para C)
- outside (para D)
- things which cause us to react (para D)
- communicate (para D) • show (para E)

What part of speech is each word?

**6** Fill in: *residential, artificial, human, helping, research, pick up*. Use the completed phrases to write or say sentences about the iCub.

- |                   |                      |
|-------------------|----------------------|
| 1 ..... team      | 4 ..... being        |
| 2 ..... objects   | 5 ..... hand         |
| 3 ..... care home | 6 ..... intelligence |

**7** Collect more information about the iCub. Use the key word: **iCub**. Tell the class.

**3** Read the text and fill in the gaps (1-6) with a correct sentence A-G. One sentence is extra.

- A How has the iCub robot been equipped to help scientists research this idea?
- B Also, it has been programmed with 53 different movements.

### Speaking

Make notes under the headings: **Name - Type - Description - Abilities - Future plans**. Use your notes to present the iCub to the class.



### Writing

How do you feel about the development of a robot which could interact with people? In three minutes write a few sentences. Tell the class.



## Vocabulary from the text

## 1 Fill in the correct word(s).

• develop • grow up

- 1 Babies ..... learning skills by interacting with the environment.
- 2 Children who ..... in big cities have more educational facilities.

• investigate • research

- 3 It took Sarah six months to ..... her topic before she started to write her book.
- 4 "What's that strange smell coming from the kitchen?" "I'll go and .....!"

• control • manage

- 5 The joke the student told was so funny that the teacher couldn't ..... her laughter.
- 6 Will scientists ever ..... to find a cure for the common cold?

## 2 Choose the odd word out in the following sentences.

- 1 Andrew's father offered to help him **build/prepare/make** a robot for his school science project.
- 2 The presentation gave students a better idea how to **apply/follow/join** scientific principles when conducting their experiments.
- 3 Modern technology such as the Internet has made it easier for people to **interact/connect/combine** with one another.
- 4 It is said that children can **develop/improve/grow** their learning abilities by listening to classical music.
- 5 Tom's teacher told him to **research/probe/investigate** a topic for his essay.
- 6 My alarm is **programmed/set/formulated** to go off at 6:30 am every day.

Topic vocabulary  
Technology3 Fill in: *chat, design, print, read, save, surf*.

- 1 We use Skype to ..... online with our friends in Australia.
- 2 My computer won't ..... the DVD, so I can't watch the film.
- 3 They ..... websites for various companies.
- 4 Please ..... the document and leave it on my desk.
- 5 I usually ..... the Net in the evening.
- 6 ..... your documents in different folders to find them easily.

4 Fill in: *click, connect, copied, disconnect, search, turn, upload*.

## How to 1) ... videos from your digital video camera to your computer

- First, 2) ..... on your digital video camera and 3) ..... it to the computer.
- Then, 4) ..... for your video files in 'My Computer'. 5) ..... on the video you want to upload.
- Click on 'Upload selected video.' The video will automatically be 6) ..... onto your computer.
- Finally, 7) ..... the video camera from your computer.

## 5 a) Match the verbs to the nouns.

## Computer problems

|   |                  |   |                         |
|---|------------------|---|-------------------------|
| 1 | can't connect to | a | a file                  |
| 2 | save             | b | emails                  |
| 3 | forget           | c | a password              |
| 4 | can't check      | d | a document              |
| 5 | can't install    | e | the server/the Internet |
| 6 | upload           | f | software                |

b) In pairs, use the problems in Ex. 5a and the useful language to act out exchanges, as in the example.

| Asking about a problem | Offering help  |
|------------------------|--|
| • What's wrong?        | • Let me have a look./Do you want me to have a look at it? |
| • What's the matter?   | • Can I help?  |
| • What's the problem?  | • Perhaps I can help.                                      |
| • What's up?           |  |

A: What's wrong?

B: I can't connect to the Internet.

A: Let me have a look.



- 6 Complete the text with the correct word in the list.

• networking • processing • transfer  
• employs • format • browser • files  
• installing

## A new Smartphone hits the high street!



A new mobile phone was introduced yesterday which is expected to revolutionise the use of keyboards on mobile devices. Modern phones encourage communication through texting with SMS and on social 1) ..... sites. However these phones are not actually very easy to type on! This new phone 2) ..... innovative text-prediction software. The makers have also redesigned the keypad for effortless typing. Included with the phone is its own word 3) ..... software which allows users to 4) ..... text-including font, layout and spacing. You can even link wirelessly to your PC! This means you can 5) ..... any document with a simple click. There is no need to access your Internet 6) ..... to download a file from your web-mail. By 7) ..... a simple application to your PC, the software can retrieve 8) ..... from your phone automatically.

### Prepositions

- 7 Choose the correct item. Check in the Word List.

- 1 He couldn't connect **to/on** the Internet.
- 2 A smartphone is a great way to keep **in/of** touch with friends.
- 3 Plug your MP3 player **into/onto** the computer to download the music files you want.
- 4 She removed the battery **from/at** the digital camera.
- 5 A strange message keeps appearing **in/on** my computer screen.

### Phrasal verbs: be

- 8 Fill in the correct phrasal verb. Check in the Word List.



- 1 Do you know what time the programme about new technology is ..... tonight? (**be shown on TV**)
- 2 I must be ..... now – it's getting late. (**leave**)
- 3 Dan's been ..... an iPod for ages so I think I'll get him one for his birthday. (**want**)
- 4 The printer's ..... ink; can you buy some? (**have no more left**)
- 5 I knew I was ..... a difficult day at work when the Internet crashed. (**expect sth bad**)
- 6 Jack had been ..... for two weeks in the Bahamas and came back looking relaxed and tanned. (**be absent**)

### Word formation (verbs from adjectives)

- 9 Read the rule, then form verbs from the adjectives to complete the sentences.

We use the prefix **en-** or the suffix **-en** to form verbs from adjectives to give the meaning 'make'. – Make sure you **enable** the firewall on your computer. We had to **widen** the doorway to get the new equipment in the room.

- 1 Digital photography makes it easy for people to ..... their own pictures. (**LARGE**)
- 2 Computers have definitely ..... the time it takes to do a lot of repetitive tasks. (**SHORT**)
- 3 One problem with using computers is that it can ..... your eyesight. (**WEAK**)
- 4 Run your anti-virus program regularly to ..... that your computer is kept virus-free. (**SURE**)
- 5 Many people who use the Internet say it has ..... their horizons. (**BROAD**)
- 6 This office chair helps you ..... your back when sitting in front of your computer. (**STRAIGHT**)



## Conditionals

Dad, I'm going to Jimmy's.

It's 10 o'clock, Ben. You're late again!

Don't be late again. **If you aren't** back by 9:00, you'll **be** in trouble.

OK, Dad, I promise.

My watch stopped. **If it hadn't stopped**, I **would have been** on time.

Yes, Dad.

**If you weren't** always late, I **wouldn't** mind so much. You promised to be on time, didn't you?

**When you break** your promises, I **get** angry. And I promised to punish you ...

That's OK, Dad - I **won't get** angry **if you break** your promise, too!

► see p. 158

- 1 a) Read the joke. What tenses are used after **if**? Complete the table using sentences from the text.

| Types of conditionals |   |   |
|-----------------------|---|---|
| Type                  | Conditional clause  | Main Clause   |
| 0                     | <b>If/When + present simple</b><br><i>When you break your promises,</i> | present simple/imperative<br><i>I get angry.</i>                      |
| 1                     | <b>If/When + ...</b>  | <b>will/won't</b> (can/should/may/might/imperative) + bare infinitive |
| 2                     | <b>If + ...</b>   | <b>would/wouldn't</b> (could/might) + bare infinitive                 |
| 3                     | <b>If + ...</b>   | <b>would/wouldn't + have + past participle</b>                        |

► see p. 158

b) Which type refers to: *an unlikely situation in the present?* *a real or probable situation in the present/future?* *an imaginary situation contrary to facts in the past?* *a general truth?*

- 2 Work in pairs. How do these sentences differ in meaning? Check in the Grammar Reference.

If he does this project well, he'll get promoted.

Unless he does this project well, he won't get promoted.

When he does this project well, he'll get promoted.

- 3 Complete the sentences. Which type of conditional is each one?

- When she finishes her project, she ..... (email) it to her teacher.
- Unless you ..... (be) careful, you'll lose your files.
- If you had been more careful, you ..... (not/delete) the file.
- If you read the manual, you ..... (know) how to save the file.
- If you had clicked on 'shut down', the computer ..... (switch off).

- 4 Read Rob's thoughts, then rewrite the sentences using the second conditional.

- My laptop is very slow. I can't do my work fast.
- I don't have any friends. I feel lonely.
- I don't earn enough money to buy a tablet PC.
- I don't have enough time. I can't join a gym.
- I don't have the Internet, so I can't chat online.

If my laptop wasn't so slow, I could do my work faster.



### 5 Work in groups. What would you do if you ...

- were Prime Minister for a day?
- had a lot of money? • saw a mouse?
- got lost in the jungle? • failed your exams?

### 6 Continue the sentences in your notebook.

- If I had known his phone number, .....
- If I had saved some money, .....
- If I had had a camera, .....

#### Clauses of purpose

- **(to)-infinitive** – He called to say he'd be late.
- **in order to, so as to (more formal)** – They are working overtime in order to meet their deadline.
- **so that** – I'll give you his number so that you can call him.
- **for + noun phrase** – He wrote the article for some extra money.
- **with a view to + -ing** – She got a degree in computer engineering with a view to becoming a programmer.

➤ see p. 159

### 7 Read the examples in the theory table. Then join the sentences, using the words in brackets. Make any other necessary changes.

- 1 He is surfing the Net. He wants to find a cheap flight. (**so as to**)
- 2 Mark is saving hard. He wants to buy a new laptop. (**so that**)
- 3 The company is talking with technicians now. They want to upgrade their computer system. (**with a view to**)
- 4 She withdrew her savings from the bank. She wants to buy a new PC. (**in order to**)
- 5 Emma called Lyn on her mobile. She wanted some advice. (**for**)

#### Wishes

- I wish I had applied for the computer course.
- If only you didn't spend so much time on your PC.
- I wish I could create a webpage.
- If only I had bought that MP3 player.

➤ see p. 159

### 8 a) Read the examples in the theory table. Which is: a wish about the present/future? a wish/regret about the past? What words are used to introduce wishes? What tenses are used after these words?

### b) Read Anna's thoughts and write sentences, as in the example.

1 I didn't buy the laptop.  
I wish/if only I had bought the laptop.

2 I didn't know it was on special offer, so I didn't get it.

3 The computer I have is not very efficient.

4 Its memory is low.

5 I can't get my work done quickly.

### 9 Say two things that you wish you did/didn't do, and two things you regret (not) having done.

- I wish I were more patient.  
If I were more patient, my friends ...
- I wish I had taken my friend's advice and studied harder. If I had taken my friend's advice, I wouldn't have ...

#### Sentence transformations

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

- 1 Ann set her alarm for 6:30 in order to get up early.  
Ann set her alarm for 6:30 with a .....
- 2 Peter doesn't have a digital camera.  
Peter wishes .....
- 3 You can take some great close-up pictures with this camera.  
This camera is great .....
- 4 I'm really sorry you didn't get my text message.  
If only you .....
- 5 She worked all night on the music video.  
She spent .....
- 6 He didn't practise enough so he lost the match.  
If he had .....

### 11 Spend two or three minutes revising the grammar structures you have learnt in this lesson. In pairs, make sentences using them. Tell the class or your partner.



# 6d Listening skills

- 1 a) Look at the logos. Which is: a search engine? a social network site? a shopping site? a travel site? an online auction site? an encyclopaedia? a film site?



b) Which are your favourite websites? What is each about?

- 2 a) How do we say each of these? @ \_ / .  
 Listen and check.

b) Read the addresses. Which are: email addresses? website addresses?

- 1 www.ebay.co.uk
- 2 www.google.com
- 3 annmiller@freemail.co.uk
- 4 steve\_go@registeredite.com
- 5 www.channel2/competition.net.au
- 6 http://facebook.com

- 3 a) You will hear a radio talk about using the Internet. Before you listen, check these words in your Word List.

• experience • assignment • research  
 • educational tool • concern • usage  
 • search word • plagiarism • survey  
 • acceptable • software • section

b) Listen and decide if each sentence is True or False. What is Ms Brady's intention?

- 1 Ms Brady has worked as a teacher for twenty years. ....
- 2 Ms Brady believes that students don't need the Internet to do their homework. ....
- 3 Ms Brady thinks parents worry too much about the amount of time their children spend on the Internet. ....
- 4 The radio presenter worries that students could lie about what they are doing online. ....
- 5 Ms Brady suggests a way parents can check on their children when they use the Internet. ....
- 6 Turnitin can help students search for information online. ....

- 4 a) You will hear a conversation about blogging. Before you listen, check these words in your Word List.

• pseudonym • fake names • identity theft  
 • hack • update • eventful • lecture

b) Listen to the dialogue and choose the correct answers A, B or C.

- 1 Lisa's blog is about  
 A her band.  
 B computer software.  
 C her daily life.
- 2 Graham isn't interested in writing a blog because  
 A he doesn't think he has enough free time.  
 B he doesn't think it would be very interesting.  
 C he wouldn't like strangers reading about his life.
- 3 In her blog Lisa  
 A calls herself by a fake name.  
 B makes up stories about her life.  
 C never writes about her friends and family.
- 4 Lisa updates her blog  
 A once a day.  
 B whenever she has something interesting to say.  
 C whenever she has free time to write.
- 5 What is Lisa's relationship to Graham?  
 A They are work colleagues.  
 B They are siblings.  
 C They are close friends.

## Intonation in question tags

- 5 a) Read the examples. How do we form question tags?

She worked late yesterday, **didn't she?** ↗ (ask for information)

She can't come, **can she?** ↘ (ask for confirmation)

b) Complete the question tags.

Listen and check. Listen again and repeat.

- 1 You haven't started writing the English essay already, .....?
- 2 You've got a blog too, .....?
- 3 You heard about Jane, .....?
- 4 You'll send me the link later, .....?
- 5 Our English lecture is at half past two, .....?



# Speaking skills 6e

## Request/Offer help – Complain

- 1 a) Read the first exchange. What is the dialogue about?

🔊 Listen and read to find out.

A: Hello. Could you help me? I bought a laptop from your shop last month but today it won't turn on.

B: I'm terribly sorry about that, sir. Let me see if I can help you. Did you bring the laptop with you today?

A: Yes, here it is and here's the receipt. Do you think you can fix the laptop today? I need it to write reports for work.

B: I'll try my best. Now, let's see what's wrong. When you try to turn on the laptop do you hear any sounds or are there any lights flashing?

A: No, absolutely nothing.

B: Ah OK. There's probably something wrong with the power cable. Let's try to turn it on with a new one.

A: Oh great. It's working now. Thanks a lot.

B: It's my pleasure, sir.

b) In pairs, read the dialogue aloud.

- 2 Work in pairs. You bought a mobile phone from a phone shop but when you brought it home it wouldn't turn on. Go to the phone shop to complain and request help. Use the phrases from the language box to write a dialogue similar to the one in Ex. 1a.

| Requesting help  | Offering help   |
|--|---|
| <ul style="list-style-type: none"> <li>• Could you help me?</li> <li>• Do you think you could help me?</li> <li>• I need some assistance.</li> </ul>   | <ul style="list-style-type: none"> <li>• Let's see what's wrong.</li> <li>• I think I can help you.</li> <li>• Let me see if I can help you.</li> </ul> |
| Making a complaint   | Responding to a complaint   |
| <ul style="list-style-type: none"> <li>• I have a complaint about ...</li> <li>• I'm very upset ...</li> <li>• I feel very disappointed ...</li> </ul> | <ul style="list-style-type: none"> <li>• I'm terribly sorry ...</li> <li>• I apologise sincerely ...</li> <li>• Please accept my apology ...</li> </ul> |

## Comparing photographs

- 3 a) Describe what the people in each picture are doing.



- b) 🔊 Listen to Peter comparing the photographs. How do teenagers use technology these days?

- 4 Look at pictures A and B. Use phrases from the language box to compare and contrast the pictures and talk about the benefits of these means of communication.



### Communication using technology

- communicate with people anywhere at any time
- communicate in comfort of own home

### Face-to-face communication

- form and build stronger relationships
- communicate without misunderstandings

### Contrasting ideas

- ... but ...
- Although ...
- In spite of/ Despite ...

### Speculating

- It may/might/can ...
- It probably ...
- It seems that ...
- I'd say it ... • Perhaps ...



Writing Bank 6 p. 147

## Rubric analysis

- 1 Read the rubric. Identify the key words and answer the questions.

You've had a class discussion about using robots. Now your teacher has asked you to write an essay discussing the pros and cons of using robots. Write your essay justifying your ideas (140-190 words). Write about: 1) safety 2) cost 3) ... (your own idea)

- 1 What do you have to write?
- 2 What should the essay contain?
  - A only arguments for the topic
  - B only arguments against the topic
  - C both arguments for & against the topic

## Model analysis

- 2 a) Read the model. Which paragraph:

- ☐ A gives arguments for the topic?  
☐ B summarises the writer's opinion?  
☐ C states the topic?  
☐ D gives arguments against the topic?



- 1 Did you know that there are over 8.5 million robots in the world? Robots are being used more and more in our factories, fields and even in our homes, to carry out difficult or repetitive tasks. However, people do not always agree on whether using robots is a good thing.
- 2 There are a number of benefits to using robots. To begin with, the use of robots increases efficiency and improves safety in factories. This means that people do not have to do dangerous jobs and we are able to produce goods faster and easier. Moreover, the number of employees needed to do a task is reduced. As a result, profits increase for the company.
- 3 On the other hand, the use of robots has its drawbacks. For one thing, robots tend to be quite expensive to buy and maintain. As a result, large financial investments are required. In addition to this, using robots means that there are fewer jobs for people. This means that there can be higher unemployment and more social problems.
- 4 All things considered, although there are disadvantages to using robots, I believe that the benefits far outweigh them. Technology is an important part of our world today and if we use it wisely, our daily lives will be easier and less stressful.

b) Is the writer in favour of or against the topic?

c) Replace the topic sentences with other appropriate ones.

- 3 Replace the words in bold in the model with phrases from the list.

• Therefore • However  
 • First • In addition • As a result  
 • Moreover • To conclude

- 4 Choose the correct item.

- 1 Many people are in favour of robots, **in spite of/however** there are those who are not.
- 2 The new technology is very efficient, **besides/in addition** being a lot more convenient.
- 3 There are many advantages to introducing robots, **although/despite** there are also some disadvantages to consider.
- 4 **In spite of/However** being a modern miracle, nano-technology makes some people very nervous.
- 5 **Despite/Although** not knowing the long term effects on human health, people continue to use mobile phones.
- 6 Robots cannot think like humans, **however/in spite of**, they can perform many human tasks.

- 5 Study the box, then join the sentences using the words in brackets.

even though/though/  
 although + clause  
 despite/in spite of + noun/  
 -ing form/the fact that

- 1 Mobile phones facilitate communication. They can cause health problems. (**despite**)
- 2 Video games can be used to assist education. Some people can become addicted to them. (**in spite of**)
- 3 Tablet PCs are light. They are expensive. (**although**)
- 4 Smartphones have access to the Internet. Their screens are so small it is hard to read anything on them. (**even though**)



- 6** Expand the prompts into complete sentences. Then write an appropriate topic sentence for each paragraph.

- A**
- chat rooms & emails/be/ good way/communicate with people
  - educational sites/provide information for school projects

- B**
- some sites/be unsuitable for children
  - chat rooms may be fun/but/you/not know/who you talk to

### Your turn

- 7** a) Read the rubric and find the key words.

You have had a class discussion about mobile phones. Now your teacher has asked you to write an essay. Write your essay using all the notes and justifying your points.

#### Notes

Write about: 1) communication 2) health problems  
3) ... (your own idea). Write your essay (140-190 words)

- b) Match the arguments (1-4) to the justifications (a-d).



- |   |   |
|---|---|
| <input type="checkbox"/> 1 always connected | a check your emails & reply to important messages |
| <input type="checkbox"/> 2 Internet access  | b wherever you are you can be reached             |
| <input type="checkbox"/> 3 health problems  | c monthly service rate can be high if not careful |
| <input type="checkbox"/> 4 expensive        | d radiation can be bad for health                 |

- c) Which are arguments for? against?

- 8** Use phrases from the Useful Language box to join the sentences in Ex. 7b.
- 9** Use your answers in Ex. 8 and the plan to write your essay in formal style. Make sure you use full verb forms and appropriate linkers.

### Useful Language

Introducing topic sentences to express advantages

- There are a number of benefits ...
- There are arguments in favour of ...

Introducing topic sentences to express disadvantages

- On the other hand, there are a number of disadvantages/arguments against ...

Listing points/Giving examples

- To begin/start with .../First of all .../First ...
- Secondly,/Furthermore,/In addition,/What's more,
- For example/This way .../Consequently,

Conclusion

- To sum up,/As a conclusion,/All things considered/It is clear that/All in all,

### Plan

#### Introduction

(Para 1) state the topic

#### Main Body

(Para 2) arguments for & justifications/examples

(Para 3) arguments against & justifications/examples

#### Conclusion

(Para 4) summarise arguments/state your opinion



### Checklist

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)
- inclusion of all points in the rubric
- word length



- 1 Think of the word which best fits each gap. Use only one word in each gap. There is an example at the beginning (0).

## The Age of the Gadget

Digital technology is advancing so rapidly these days 0) *that* even young teenagers are noticing big changes in recent years. It seems that new gadgets are being released 1) ..... the time and everyone is using them, even if it's just the latest mobile phone. Teenagers have 2) ..... much confidence with technology that using a range of gadgets comes very naturally to them. Now it's common to see kids teaching their parents 3) ..... to use their new mobile phone or record their favourite shows on digital TV! There's no doubt technology is a valuable tool in our lives, for people of 4) ..... ages, for both work and play. It makes lots of things easier, it saves us time and it helps us to connect with people in other places. But like anything, it 5) ..... be harmful in excess. For example, when people spend far more time 6) ..... social media sites than socialising with their friends in the real world. So it's up to us to make 7) ..... own choices about how we use technology and to find a balance so that it doesn't rule our lives, but is right there 8) ..... we need it.

- 2 Use the word given in capitals to form a word that fits in the gap. There is an example at the beginning (0).

## The Queen of YouTube

In 2006, young student Natalie Tran opened a YouTube account and began making her own videos. Each featured a comedy act about the 0) *funny* moments in life, with an 1) ..... from Natalie explaining the video's topic 2) ..... Natalie does all of the writing, acting and video production herself. Each video takes about 4 hours to complete and she 3) ..... uploads a video every few days. When YouTube featured Natalie's channel in 2007, her videos became 4) ..... popular overnight. She generated more than 1 million 5) ....., and over 400 million views of her 200 videos! Natalie 6) ..... has excellent digital technology skills, but that is not why she is successful. She has built up her audience with her funny and 7) ..... content. Natalie is now a world famous comedian and still makes videos for a 8) ..... online audience.

FUN  
INTRODUCE  
BRIEF  
TYPICAL  
HUGE  
SUBSCRIBE  
OBVIOUS  
ORIGIN  
MASS

- 3 Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. You must use two to five words, including the word given. Here is an example (0).

- 0 George is the only person who has a mobile phone in my class. **NOBODY**  
Apart *from* George, *nobody else* has a mobile phone in my class.
- 1 There is no paper left in the printer. **RUN**  
The printer ..... paper.
- 2 I've had this laptop for six weeks and I've only just started to understand how it works. **USED**  
It's taken me six weeks ..... this laptop works.
- 3 You should always make copies of important documents in case your computer breaks. **UP**  
It's a good idea ..... important documents in case your computer breaks.
- 4 Are you planning on buying a high definition TV? **PLAN**  
Do you ..... a high definition TV?

- 5 Joe's mother didn't understand that having a mobile phone was so important for him. **HOW**  
Joe's mother didn't understand ..... for him to have a mobile phone.
- 6 I don't like it when people use mobile phones in the office. **WISH**  
I ..... use their mobile phones in the office.
- 7 "I wouldn't buy a new laptop if I were you, Claire," said Nathan. **ADVISED**  
Nathan ..... buy a new laptop.
- 8 The school lets us use its computers after class. **ALLOWED**  
We ..... the school computers after class.



## Grammar

## 4 Choose the correct item.

- "How long have you been playing the piano?"  
"..... I was in primary school."  
A When C Whenever  
B Ever since D By the time
- "What did you buy for Nicholas?"  
"I bought him ..... polo shirt."  
A an expensive, cotton, blue  
B an expensive, blue, cotton  
C a cotton, blue, expensive  
D a blue, cotton, expensive
- "Are you ready to play the lead role tonight?"  
"I've read my lines ..... times that the performance will be just perfect."  
A many more C quite a few  
B so many D too many
- "You didn't send me the information I requested."  
"I ..... , but my Internet connection was down."  
A would C would have  
B can't have D could
- ..... being overpopulated many metropolitan cities are highly polluted.  
A Besides C However  
B Because D In addition
- "Does he know anything about the latest technological advances in computing?"  
"Yes, he's very ..... ."  
A knowing C knowledgeable  
B knowledge D known
- All my life I've dreamt ..... a pilot.  
A to be C of being  
B I am being D being
- "How did your interview go, Vince?"  
"I have a feeling they might ..... "  
A to me offer the job  
B offer the job me  
C offer to me the job  
D offer me the job
- More people would enrol on the course if it ..... offered earlier.  
A were B would be C should D will be
- She was thrilled ..... I told her the good news.  
A as B before C as soon D when

## Vocabulary

## 5 Choose the correct item.

- Bad weather has slowed down the ..... for survivors.  
A chase B research C search D quest
- My history textbook is ..... into six sections.  
A divided B shared C broken D parted
- Fire quickly ..... through the building and all residents were evacuated.  
A covered C spread  
B extended D flew
- A secretary's ..... include answering the phone and typing letters.  
A duties B chores C works D services
- Sal stood back to ..... the view from the top of the mountain.  
A adore B admire C praise D value
- Sarah kept the children ..... by doing jigsaw puzzles with them.  
A employed C occupied  
B concentrated D engaged
- We were completely taken by ..... when they showed up at our house uninvited.  
A astonishment C surprise  
B shock D amazement
- I didn't know how to ..... the bad news to her so I said nothing at all.  
A spread C break  
B broadcast D declare
- There's no extra ..... for having your books delivered by post.  
A price B money C sum D charge
- It was a difficult time, but in the end things ..... all right.  
A set back C picked up  
B put off D turned out
- We decided to go for a walk along the ..... of the River Eden.  
A edges B borders C banks D limits
- Most people support the new law banning traffic from the city centre, but a few ..... it.  
A deny B disagree C oppose D argue
- It was amazing to see pandas in their natural .....  
A residence C territory  
B habitat D location



- 1** Fill in the words in their correct form.

• *practise* • *exercise*  
• *employ* • *apply*

- 1 When designing robots, the principles of physics and mathematics are always .....
- 2 John is ..... at a computer software manufacturer. He designs programs for schools.
- 3 The new iPad is quite difficult to navigate, but if you ....., you'll get used to it.
- 4 It is a good idea to ..... caution when dealing with electricity.

• *expand* • *unfold*  
• *develop* • *broaden*

- 5 Scientists have ..... a new robot that looks like a real person.
- 6 They ..... the photograph to 4 times its actual size.
- 7 This course is designed to ..... your horizons.
- 8 As new technology ..... cures for many illnesses are being discovered.

• *display* • *demonstrate*  
• *exhibit* • *prove*

- 9 Students who use the Internet have ..... more interest in completing school projects.
- 10 It has been ..... that sitting at a computer for too many hours is bad for your health.
- 11 Inventions from the start of the twentieth century are being ..... in Manchester this weekend.
- 12 The students' science projects were ..... in the school gym.

## Phrasal verbs & Prepositions

- 2** Choose the correct item.

- 1 I'm sorry but Mike is **out of/away** at the moment.
- 2 Could you plug this **onto/into** the socket, please?
- 3 I'm afraid we might be in **for/after** some pretty bad weather.
- 4 I can't seem to connect **at/to** the Internet.
- 5 All of a sudden this horrible ad appeared **on/in** my screen.
- 6 We're **out of/off** milk again. Could you get some?
- 7 Jennifer is in **for/after** a new tablet PC.
- 8 Well, I'll be **away/off** then. I've got work to do.
- 9 I mostly use the Internet to keep **in/on** touch with friends.
- 10 Could you show me how **for/to** upload these photographs?

## Word Formation

- 3** Complete with the correct form of the words in brackets.

- 1 He waited ..... for his turn. (**PATIENT**)
- 2 It cannot be denied that modern technology has made ..... much easier. (**COMMUNICATE**)
- 3 ..... are working on special robots which will help people cope with strokes. (**SCIENCE**)
- 4 Motors in the robot's body help generate ..... in its head and arms. (**MOVE**)
- 5 Go to the ..... setting and click on 'delete all conversations'. (**PRIVATE**)
- 6 I'll have to shorten my PowerPoint ..... so we can finish before 5 o'clock. (**PRESENT**)

- 4** Write as many words as you can think of derived from the words in the list as in the example.

• behave (v) • science (n) • apply (v) • react (v)  
• investigate (v) • succeed (v)

*behave (v), behaviour (n), behaviourist (n), behaviourism (n)*

## Grammar in Focus

Put the verbs in brackets into the correct tense. Then complete the gaps.

I was at my friend's the other day and I saw a pretty cool gadget. It's a mini USB fridge, which can 1) ..... (**use**) to keep your drink cool while you 2) ..... (**work**) on your computer. 3) ..... a great idea! 4) ..... (**be**) honest, I didn't know such a thing existed. It's big 5) ..... to hold one can of cola and really easy to use. All you have to do in 6) ..... to keep your drink nice and cold is connect the fridge 7) ..... your computer via your USB port. The only downside is that you have to wait a few minutes until your drink 8) ..... (**get**) cold. I just love it, and if I 9) ..... (**have**) one of these, I wouldn't have to keep 10) ..... (**go**) to the fridge every five minutes to get something refreshing.



## Reading

- 1 Read the text and choose the best answer A, B, C or D.

# WHAT'S IN A GADGET?

They keep us in touch with our friends and family, entertain us and even help us find our way. Gadgets are great and almost everyone has one. Have you ever thought about where that curious word 'gadget' comes from, though, or even what makes our gadgets work?

While you might find a large number of English words relating to science and technology have an ancient Greek origin, the word 'gadget' seems to have appeared on the scene not so long ago. In fact, it seems that the word was first used sometime in the 19th century but experts disagree on when and where. According to some experts, sailors used to use the slang word 'gadget' to refer to tools or mechanical parts whose precise names they couldn't remember while other sources maintain that it comes from the French word *gâchette*, a small mechanism, or *gagée*, a small tool or accessory. Today, the word has taken on the meaning of a small, compact, high performance mobile device that requires little or no skill to use and that provides a service or entertainment.

So what's inside these ever so popular and useful whatchamacallits? At the heart of most gadgets, or electronic devices, is the semiconductor. Most semiconductors are made from extremely thin wafers of a very common substance, silicon. In fact, silicon is one of the most abundant materials on the planet and is the main element in sand. It doesn't conduct electricity very well and it isn't particularly valuable.

Silicon is a pure semiconductor and therefore has unique properties. By adding other natural elements to silicon, in a process called "doping", engineers can control the amount of electric current that flows through it. This is very important when making parts for electronic devices such as computers or mobile phones because it is the amount and direction of current that passes through a device that makes it work in any specific way. Inside an electronic device you will find a series of components such as resistors and transistors all made with silicon. A diode, for example, allows electric current to pass in one direction while blocking it from the other direction. So basically, most gadgets have a number of semiconductors that allow various amounts of electric current through in order to control different functions. And that's what makes your gadget work!

- 3 According to the text, the main characteristic of all modern gadgets is that they
  - A make people happy.
  - B are necessary.
  - C are small and complicated.
  - D are easy to use.
- 4 Silicon is
  - A not such a common material.
  - B quite expensive.
  - C available in large quantities.
  - D extremely rare.
- 5 Silicon is useful in electronics because
  - A it is unique.
  - B it conducts electricity very well.
  - C engineers can vary the current flow through it.
  - D it doesn't conduct current.
- 6 In the last paragraph, what does the word 'it' in bold refer to?
 

|           |                    |
|-----------|--------------------|
| A silicon | C direction        |
| B diode   | D electric current |

(6x2=12)

## Speaking

- 2 Choose the correct response.

- 1 A: Could you please repair it?  
B: a Yes, here it is.  
b I'll try my best.
- 2 A: I think I can help you.  
B: a Oh, great.  
b It's my pleasure.
- 3 A: Did you bring your iPhone with you?  
B: a Here's the receipt.  
b Here it is.
- 4 A: Were there any sounds or flashing lights?  
B: a Ah, OK.  
b Absolutely nothing.

(4x4=16)

- 1 The origin of the word gadget
 

|                                  |                         |
|----------------------------------|-------------------------|
| A can be found in ancient Greek. | C is quite recent.      |
| B can be found in old English.   | D goes back a long way. |
- 2 Some experts believe that the word was first used
  - A to refer to mechanical accessories.
  - B to refer to tools whose names sailors easily forgot.
  - C as a form of informal speech in French.
  - D to refer to a specific sailor's tool.



## Listening

- 3** You are going to listen to a college lecture about social networking sites. For questions 1-6 choose the correct answer A, B, or C.

- The speaker
  - is a professor at the college.
  - is currently studying at the college.
  - has graduated from the college.
- The speaker states that most university students
  - don't use social networking services.
  - use email regularly.
  - prefer to communicate through social networking sites than through email.
- The speaker believes that the main advantage of social networking sites is that they
  - allow users to update regularly.
  - allow users to upload different types of content.
  - allow users to get in contact with old friends.
- The speaker advises users to
  - only give out personal information to people they know.
  - never display personal information on their profile pages.
  - only allow close friends access to their profile pages.
- The speaker believes that addiction to social networking services
  - is as serious as drug and alcohol addiction.
  - doesn't have an effect on a student's performance.
  - can cause people to forget about their real friends.
- Overall, the speaker thinks that social networking services
  - are not worth joining.
  - should only be used by adults.
  - should be used with care.

(6x2=12)

## Grammar

- 4** Put the verbs in brackets into the correct tense.

- If you send me an email, I ..... (reply) as soon as I can.
- If I ..... (buy) a better computer, I wouldn't have had so many problems.
- If only I ..... (know) more people, I wouldn't feel so lonely.
- If only Tom ..... (choose) a better password, they wouldn't have been able to access his account.
- You ..... (not/have) sore eyes if you weren't on the Internet so often.

(5x4=20)

## Vocabulary

- 5** Fill in: *browser, deleted, conduct, save, apply, install, networking, access, develop, workload.*

- You can ..... hundreds of files on a smartphone.
- He ..... all the files from his computer by mistake.
- Sean is working with a team of web designers to ..... a new site for the company.
- Modern technology has definitely lightened our ..... in the office.
- You can't ..... his computer if you don't have the password.
- You should ..... an anti-virus program if you are going to be surfing the Internet.
- Scientists will ..... an experiment in their labs.
- Which web ..... do you use, Explorer or Firefox?
- They will ..... these principles to build robots that can think.
- Do you use the Internet for social ..... ? (10x2=20)

## Writing

- 6** Read the rubric, then write your essay.

Your teacher has asked you to write an essay about the **pros and cons of blogging**. Write your essay (140-190 words). Write about:

- developing friendships
- personal information
- ... (your own idea) (20 marks)

(Total=100)

## Check your progress

- talk about technology & gadgets
- talk about likely or unlikely events
- talk about imaginary situations
- talk about the Internet
- complain; request help; respond to complaints; offer help
- write a for-and-against essay

GOOD ✓ VERY GOOD // EXCELLENT ///



## MODULE OBJECTIVES

### ► Vocabulary

- sports
- sports places & equipment
- prepositional phrases
- phrasal verbs: *put*
- word formation: compound nouns

### ► Reading

multiple matching

### ► Grammar

- infinitive/-ing forms
- tenses of the infinitive & -ing form
- (would) prefer/would rather/had better

### ► Listening

- a documentary (true/false statements, note taking)
- a dialogue (multiple choice)

### ► Speaking

- opinion
- describing a picture

### ► Writing

- a paragraph expressing preference & giving reasons
- an opinion essay

### ► Language Focus

- phrasal verbs & prepositions
- word formation
- grammar in focus

### ► Progress Check

## Sports

1 a) Which of these sports can you see in the pictures?

- snow tubing • ice skating • hang-gliding • bowling • baseball
- paintball • paragliding • aerobics • archery • gymnastics
- boxing • squash • skydiving • martial arts • bungee jumping
- zip lining



b) List the sports under the headings:

*outdoor* – *indoor* – *team* – *individual* – *extreme*.

🔊 Listen and check.

2 Which verbs do we use with each of the sports in Ex. 1a: *go*, *play* or *do*?

🔊 Listen and check.

3 Complete the texts with the words in the lists. Which sport is each text about?

• *gazing* • *adventure* • *popular*

• *ride* • *requires* • *grab*

A It is a competitive 1) ..... sport which has become the world's most 2) ..... way to share the air. If you want to find yourself 3) ..... into the skies, then this might be the perfect sport for you.

- *injury* • *heights*
- *floating* • *challenge* • *training*

B It's a wintertime activity that 1) ..... no lessons. Just 2) ..... your tube, take a conveyor to the top and 3) ..... down the lane on the hill, then get back up and do it again and again. It's fun for all ages.

C For those who have tried it, it is a(n) 1) ..... You jump off and find yourself 2) ..... in the air. It feels like freedom, but it's not for those who are afraid of 3) ..... and requires careful 4) ..... or else it can lead to serious 5) .....

4 Choose a sport from Ex. 1a and say a few sentences about it. Your partner guesses which sport you are talking about.



## 1 Check these words/phrases in the Word List.

- territory • endurance event
- bitterly cold • torture • ultimate thrill
- requirements • entire • finishing line
- willpower • soar • plunge • ration
- hardship • push your boundaries
- unpredictable • battle • blisters
- deprivation • deepen understanding

## 2 The pictures show some endurance events. Why do you think people enjoy participating in them?

Listen and read to find out.

## 3 Read the magazine article about athletes who compete in some of the world's extreme endurance races. For questions 1-10, choose from the people (A-D). The people may be chosen more than once.

Which person says:

there was a time limit to the race they competed in?

1 ☐

they did not win a medal?

2 ☐

the rules stipulated they could only have a certain amount of something?

3 ☐

the choice of when (and if) to rest was left to them?

4 ☐

they lacked previous experience of the event?

5 ☐

they experienced extreme fluctuations in temperature whilst competing?

6 ☐

they had to be totally self-sufficient during their race?

7 ☐

they had the challenge of running under a sun that never set?

8 ☐

they have prior experience in the event?

9 ☐

they were responsible for their own medical needs during the race?

10 ☐

# Pushed to the limit

We asked four sportsmen who compete in extreme endurance races in some of the most hostile environments on the planet about their experiences.

## A Chris

"The Yukon Arctic Ultra is a 430-mile race across Canada's beautiful snow-covered Yukon territory and the endurance event I most **look forward to** during the year. Trekking hundreds of miles across the bitterly cold Canadian wilderness during winter is probably

most people's idea of torture. But to me, nothing beats it. It's the **ultimate** thrill. The Yukon Ultra can be done on cross-country skis, but most competitors - myself included - walk, pulling everything we need to survive behind us on sleds.

Apart from checkpoints every 60 miles, survival is totally in our own hands.

Typically, I try to keep moving throughout the night, stopping for only a few hours' sleep at a time.

It's not unusual for me to get so tired, I have 'waking dreams'. To succeed in completing the Arctic Ultra you have to be super fit and **mentally** strong too. In fact, my biggest battle is always the one I have with my mind."

## STUDY SKILLS

## Multiple matching

Read the questions and underline the key words. Scan the text for the information you need. As you are reading, underline the parts related to the questions. Read the questions again and answer them one by one, referring to the texts. Some information may be paraphrased. Remember the texts contain similarities.



## B Carl

"The Badwater Ultramarathon describes itself as 'the world's toughest foot race' and in my opinion that's not far from the truth. Badwater is, without question, the most difficult endurance event I've ever taken part in. Psychologically and physically, it's extremely **challenging**. About 90 of the world's elite ultra-endurance athletes compete in Badwater each year. Entrance is by invitation and every applicant must satisfy certain requirements in order to apply. The race, which is 215 km in length, starts 85 m below sea level in the Badwater Basin in California's Death Valley and finishes 2,548 m above sea level on Mount Whitney. It takes place in July when weather conditions are at their most extreme and temperatures reach 49°C - even in the shade. The course must be completed in no more than 48 hours. Very few athletes end up crossing the finishing line, it's so **tough**. I did. But it took all my willpower."



## Check these words

- territory • endurance event • bitterly cold
- torture • mentally strong • battle • willpower
- ration • endurance • plunge • addictive
- boundary • blisters • deprivation • deepen

## C Miguel

"The Marathon des Sables (Marathon of the Sands) is a six-day, 254 km ultramarathon held every year in the Sahara Desert in southern Morocco. I've run the race five times now and it never gets any easier. The route covers terrain **ranging** from uneven rocky ground to huge sand dunes. During the day, temperatures in the desert soar to 49°C. At night, they plunge to freezing. A strict rule of the race is competitors must carry everything they need (food, clothing, compass, anti-snake venom, etc.) as only water and tents are supplied along the way. Water, however, is strictly rationed throughout the race. Even on the longest stage of the race (the non-stop overnight stage which lasts 91 km) we're allowed no more than 22.5 litres of water over the two days. This stage is definitely the hardest part of the race for me. I just keep thinking: '91 km! How am I going to run 91 km in 24 hours?' Despite the **hardships**, it is addictive. It tests your limits, pushes your boundaries ... it makes you feel alive!"



## D Ricardo

"This summer was my first time competing in the Bigice Race, an event for teams or solo racers that takes place on the Greenland ice cap, just above the Arctic Circle. Unfortunately, I didn't place. But being new to the event, I was more than satisfied just to finish. The Bigice Race is one of the toughest endurance races. Weather conditions in the Arctic are **unpredictable** at the best of times and during the race I had to battle snow blizzards and temperatures of -35°C in exposed wilderness and 24hr daylight. Finishing the Bigice Race is one of my proudest sporting achievements, not least because I did so in **considerable** pain: I had terrible blisters before the first day was even over. People often ask me what I get out of endurance racing; why I 'enjoy' such hardship and deprivation. The answer is simple. Extreme endurance events **deepen** my understanding of myself. Through them, I get to discover exactly what I am capable of."



## 4 Match the words in bold to their synonyms.

- difficulties • demanding
- psychologically • great • anticipate
- varying • strengthen • greatest
- difficult • changeable

## Speaking

Make notes under the headings:  
**Name of race - Place - Time - Description.** Use your notes to give the class a summary of the text.



## Writing



Would you take part in one of these races? Why/Why not? In three minutes write a few sentences. Tell the class.



## Vocabulary from the text

- 1 Replace the underlined words with: *agony, psychologically, challenging, willpower, rise, drop, meet.*

- In this part of the country temperatures can soar to 40°C during the summer.
- Runners who want to compete in the race must first satisfy some requirements.
- The athlete showed great determination to win the race despite his injury.
- The race was so tough that less than half the participants managed to finish.
- In the desert, temperatures can plunge to below freezing during the night.
- The final mile of the race was torture for Bill, but he never gave up.
- You need to be mentally as well as physically strong to take part in the endurance event.

- 2 Fill in the correct form of the words in the lists.

• *dark* • *shade* • *shadow*

- After jogging for an hour, Alex stood in the ..... of a tree to cool down.
- Lia can't sleep in the ..... so she always leaves a light on during the night.
- We could see Paul's ..... before he turned the corner.

• *succeed* • *achieve* • *win*

- The race was ..... by an athlete from Kenya.
- Last week, Ann ..... her goal of running a marathon.
- Terry ..... in completing the race in record time.

Topic vocabulary  
Sports places & equipment

- 3 a) Match the sport to the place and the equipment.

| sport      | place | equipment   |
|------------|-------|-------------|
| badminton  | pool  | shoes       |
| cricket    | track | puck        |
| wrestling  | court | ball        |
| running    | pitch | headgear    |
| water polo | rink  | bat         |
| ice hockey | ring  | shuttlecock |

- b) Now ask and answer, as in the example.

A: Where can you play badminton?

B: On a badminton court.

A: What do you need to play badminton?

B: A shuttlecock.

- 4 Complete each sentence with the correct form of one of the verbs in the list.

• *throw* • *score* • *serve* • *catch* • *miss* • *win*

- A: Is Amy any good at volleyball?  
B: Yes, she is. When she ..... nobody can return it.
- A: Last week you ..... an amazing goal for your team.  
B: I just hope I can do the same again in the next game.
- A: If Chris hits the ball I want you to ..... it.  
B: OK, coach. I'll do my best.
- A: Daniel ..... the race and will be competing in the finals!  
B: That's great news!
- A: If you ..... this shot then we lose the match.  
B: Don't worry, I won't.
- A: What is the aim of this game?  
B: You need to ..... the ball as far as you can.

- 5 Choose the correct word to complete the sentences. Check in the Word List. Make sentences using the rest of the words.

- Many *audiences/viewers/spectators* arrived early at the stadium to get good seats.
- Unfortunately, Nicholas tripped during the race and came in last *position/place/point*.
- John has a good chance of winning the badminton *contest/event/tournament* this year.
- The *winner/champion/defender* of the 100 metres waved to the cheering spectators.
- James is the best skater in his ice hockey *group/society/team*.





- 6 Copy and complete the spidergram. Check in the Word List.

• hurdles • coach • discus • athlete  
• javelin • umpire • high jump  
• long jump • relay • pole vault • boxer  
• cyclist • referee

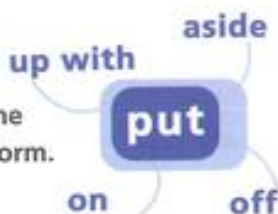


- 7 Choose the correct word.

- There was a big celebration after our football team **won/beat** the defending champions.
- The referee **blew/threw** his whistle to signal that a foul had been committed.
- Fiona's **personal/private** trainer demonstrated how to use the gym equipment safely.
- We must **gain/win** this match if we are to stay in the tournament!
- The wrestler used his **natural/physical** strength to overpower his opponent.
- Gary is brave and never worries about getting **hurt/damaged** when he plays rugby.
- The player **did/made** things worse by refusing to apologise to the referee.
- A football match usually **keeps/lasts** 90 minutes.
- If you want to play water polo, it is **main/essential** that you know how to swim!
- Karen went jogging every morning to help her **train/work** for the marathon.
- The footballer ran up and **kicked/pulled** the ball past the keeper.
- The weightlifter went on a special diet to **fix/build** up his muscles.

#### Phrasal verbs: PUT

- 8 Replace the words in bold with a phrasal verb from the spidergram in the correct form. Check in the Word List.



- He **saved** money so that he could buy a pair of trainers.
- The match **was postponed** due to the rain.
- Nick **got dressed in** his football kit and went to play.
- I don't know how you **tolerate** such bad behaviour.

#### Word formation (compound nouns)

- 9 Match the words to form compound nouns, then use them in sentences of your own.

We can form nouns with: noun + noun *car park*; noun + preposition *hanger on*; adjective + noun *monthly ticket*

|          |        |
|----------|--------|
| track    | centre |
| sports   | pool   |
| motor    | by     |
| running  | shoes  |
| passer   | arts   |
| swimming | event  |
| martial  | racing |

*Relay is a track event.*

#### Prepositional phrases

- 10 Choose the correct item. Check in the Word List.

- Carol was afraid **from/of** damaging her ankle if she stayed in the competition.
- Steve always takes great pleasure **with/in** going bowling with his friends.
- The key **in/to** success is to keep trying and never give up!
- Fans who misbehave during the game are **at/in** risk of being removed **for/from** the stadium.
- In/On** the whole, the sports day proved to be a success.
- The coach knew that he would have to deal **in/with** difficult questions from the media after his team's poor performance.

- 11 a) Read the examples and complete the table.

Skydiving is popular **although** it is dangerous.  
**In spite of/Despite** being dangerous, skydiving is popular.

|                |                        |
|----------------|------------------------|
| ..... + clause | ..... + -ing form/noun |
|----------------|------------------------|

b) Use the adjectives to make sentences about the sports below.

• **challenging** • **thrilling** • **expensive** • **fun**  
• **tiring** • **dangerous** • **exciting** • **boring**

boxing, swimming, golf, aerobics, football, squash, bowling, baseball, paragliding, archery

*Although boxing is dangerous, a lot of people enjoy doing it.*



## Infinitive/-ing forms

## Healthy Lifestyles

Do you want to be fit and healthy?  
It's never too late to change your habits and adopt a healthy lifestyle!

## Do

- Avoid eating sugary snacks.
- Have a balanced diet.
- Spend at least 30 minutes exercising every day. Adding daily exercise helps you lose weight and keep fit.
- Remember to keep yourself well hydrated.

## Don't

- Snack between meals.
- Drink fizzy drinks.
- Eat processed foods.
- Stress. Try to keep a positive attitude instead.
- Exhaust yourself. Give yourself a well deserved rest.

➤ see p. 160

**1** Look at the Grammar Reference section and complete the rules with infinitive (with/without to) or -ing form. Find examples in the text above.

- 1 preposition + .....
- 2 like/love/hate/enjoy, etc. + .....
- 3 would like/would love, etc. + .....
- 4 can, will, must, etc. + .....
- 5 wait, can't wait, remember, etc. + .....
- 6 let, make + .....
- 7 look forward to, don't mind, can't stand, avoid, etc. + .....

**2** Fill in the gaps with the verbs in brackets in the correct form. Check in the Grammar Reference section. Give reasons.

- 1 A: Joy wants ..... (start) a school netball team.  
B: Can I ..... (join) it?
- 2 A: I must ..... (take) up a sport and increase my fitness.  
B: That's great. You'll ..... (lose) some weight, too!
- 3 A: I'm not allowed ..... (take) part in the sports gala.  
B: You should ..... (talk) to the headmaster!
- 4 A: Let's ..... (go) to the park and play football.  
B: I can't. I must ..... (buy) new boots first.
- 5 A: Do you enjoy ..... (go) swimming at the local pool?  
B: Not really. I can't stand the children splashing and ..... (shout) there.
- 6 A: We're so late, there's no point in ..... (leave) now.  
B: How about ..... (watch) the game at my place then?
- 7 A: I can't wait ..... (finish) these exams.  
B: Me too. Until they're over, I plan ..... (study) every day.
- 8 A: Will they let us ..... (play) in the park?  
B: No, it's too dark ..... (go) out now.

**3** Put the verbs in brackets into the to-infinitive or -ing form. How do they differ in meaning? Check in the Grammar Reference section.

- 1 a Diane has stopped **eating** (eat) in between meals. (she no longer does it)  
b The runner stopped **to have** (have) a rest after training for many hours. (stopped to do sth and then continued what he was doing)
- 2 a Aaron forgot ..... (take) his vitamins.  
b Forget about ..... (go) to the gym. I need you.
- 3 a Daniel remembers ..... (meet) his sports idol when he was younger.  
b Andy didn't remember ..... (buy) tickets for the match.
- 4 a I will try ..... (think) more positively from now on.  
b Ellen tried ..... (diet) and lost several kilos.
- 5 a She used ..... (play) volleyball when she was in high school.  
b He is used ..... (exercise) at the weekends.



- 4 Choose the correct item. Then, put the verbs in brackets into the correct form.

Dear Helen,

I finally decided 1) ..... (go) to the sports camp. The problem is I still need 2) to **get/getting** some equipment. I have a swim suit and mask but I will also 3) ..... (need) a snorkel. Do you think you can 4) **lend/to lend** me yours? I'd also like 5) ..... (borrow) your flippers. I think we wear the same size. I can 6) ..... (collect) the things myself. I promise 7) **returning/to return** them next week.

Let me 8) **know/to know** soon, please.

Sandra

- 5 Think of your lifestyle. Complete the sentences in your notebook so they are true for you.

- |                                |                     |
|--------------------------------|---------------------|
| 1 I've stopped .....           | 5 I used to .....   |
| 2 I've always wanted .....     | 6 I must .....      |
| 3 I avoid .....                | 7 I'm used to ..... |
| 4 I'm looking forward to ..... | 8 I try .....       |

### Tenses of the infinitive & -ing form

|                    | infinitive             | -ing form     |
|--------------------|------------------------|---------------|
| Present            | (to) play              | playing       |
| Present Continuous | (to) be playing        | -             |
| Perfect            | (to) have played       | having played |
| Perfect Continuous | (to) have been playing | -             |

see p. 160

- 6 Look at the table then rewrite the sentences using the verbs in brackets in the correct form.

- She has put on a lot of weight. (**seem**)  
*She seems to have put on a lot of weight.*
- He is training hard. (**appear**)
- Ann plays squash on Sundays. (**enjoy**)
- They usually win home matches. (**tend**)
- They are sorry they have lost the match. (**regret**)
- He says he has been practising for four months. (**claim**)

### (would) prefer/would rather/had better

I'd prefer to have a salad.

I prefer (playing) football to (playing) tennis.

I'd rather play football than (play) tennis.

I'd better cut down on fats.

see pp. 160-161

- 7 Read the examples. Then complete the exchanges using similar structures.

- A: I like swimming more than football.  
B: Really? I prefer .....
- A: I think we should exercise more.  
B: We'd better .....
- A: Let's go to the gym.  
B: I'd prefer .....

### Key word transformations

- 8 Use the words in bold to complete the second sentence so that it means the same as the first. Use two to five words, including the word in bold.

- Mary likes aerobics more than gymnastics. **PREFERS**  
Mary ..... gymnastics.
- It's too hot to go to the park. **ENOUGH**  
It isn't ..... to go to the park.
- I'm sure Bob has been training hard for the race. **HAVE**  
Bob ..... for the race.
- The coach made Jeff practise twice a day. **WAS**  
Jeff ..... twice a day by the coach.
- Why didn't the umpire blow his whistle? **SHOULD**  
The umpire ..... his whistle.

- 9 **Chain story:** In teams, take turns adding a sentence to make up a story, using these verbs: *decide, look forward to, try, manage, start, notice, be afraid of, continue, have difficulty in, stop, see, be happy.*

Team A S1: *Last weekend we decided to go swimming.*

Team B S1: *It was a lovely day and we were looking forward to ...*

- 10 Think of the grammar structures you have learnt in this lesson. Make sentences using them. Tell a partner.



- 1 Look at the photograph. What do you know about this sport? Would you like to do it? Why (not)?



- 2 a) You will hear a documentary about a martial art. Before you listen, check these words in the Word List.

• relatively • evolved • beneficial • arena  
• combatant • agility • discipline

- b) Listen and decide if each sentence is True or False. What is the speaker's intention?

- 1 Kendo is not as old as other martial arts. ....
- 2 It was created by a famous Japanese swordsman. ....
- 3 A Kendo fighting arena is always the same size. ....
- 4 Kendo can be a noisy activity. ....

- 3 Listen again and complete the gaps 1-10 with an appropriate word.

Kendo is quite 1 compared to other martial arts.

It is believed that the exact origins of Kendo are 2.

Japanese swordsmen realised that they needed to guard against injury when 3.

Wooden 4 replaced dangerous swords when practising.

Each sword is made from strips of 5 tied together.

The practice swords were still dangerous and could inflict 6 or break bones.

The safety equipment in Kendo has been modernised and is now made from 7.

The rules of Kendo are that you receive 8 by hitting certain parts of the body.

To someone who has not seen Kendo before, it can appear aggressive and 9.

Jim believes that a person can unwind and do well in Kendo if they clear their minds of 10 by meditating.

- 4 Explain to your partner how Kendo is done.

- 5 a) You will hear a dialogue at a leisure centre. Before you listen, check these words in the Word List.

• brochure • steam room • multi-purpose hall  
• hire • hazardous • lane swimming  
• membership • unlimited access

- b) Listen and complete the sentences.

- 1 The gym equipment can be ..... to young children.
- 2 On Saturday and Sunday, the centre has club ..... run by youth coaches.

- 6 Listen again and for questions 1-7, choose the best answer A, B or C.

- 1 The customer has come to the leisure centre  
A to learn more about what is available.  
B to pick up an information brochure.  
C to use the gym.
- 2 What facilities are available for private hire?  
A the steam room      B the squash courts  
C the pool and hall
- 3 When should children be supervised by their parents?  
A whenever in the gym  
B during club activities  
C while swimming
- 4 The yoga classes are suitable for  
A people with experience.      B healthy people only  
C people of all levels.
- 5 What does the basic membership include?  
A full use of the gym      B access to the pool  
C evening classes
- 6 How can someone join a privately-run activity?  
A by speaking to the assistant manager  
B by writing their name on a register  
C by calling several days in advance
- 7 What do leisure centre members need to bring?  
A their membership card  
B their own equipment  
C a towel

### Pronunciation /ʊ/ /u:/

- 7 Listen and say which word does not contain the same sound.

• /ʊ/ foot, door, book, look  
• /u:/ room, spoon, food, flood



## Opinion

- 1** a) Read the first and the last exchange in the dialogue. What is the dialogue about?  
 ☞ Listen, read and check.

A: Hi John, would you like to come to the gym with me later?  
 B: Hi Gary. Umm, I don't think so. I prefer to exercise outdoors.  
 A: But going to the gym is great fun! You can meet lots of new people.  
 B: Sounds interesting, but I don't think I can afford it.  
 A: Actually, membership doesn't cost much. I feel that the many facilities are worth the money.  
 B: Do you?  
 A: Yes. The gym has a lot of great facilities to help you keep fit, such as the swimming pool, weights room and squash court.  
 B: You have a point. Still, I don't feel comfortable exercising around other people.  
 A: Why not? Everybody is really friendly and the staff are always helpful. Doesn't that sound good?  
 B: Well, I'll think about it and let you know.

b) In pairs, read out the dialogue.

- 2** Work in pairs. Your friend has joined a martial arts class. He/She wants you to join in. Use the ideas below and phrases from the language box to act out your dialogue.

### Pros

- helps to build discipline
- good social activity
- builds strength and character

### Cons

- You might get injured.
- It can be expensive.
- It can take a long time to become competent.

### Ask for opinions

- What do you think?
- How about ... ?
- Doesn't that sound ... ?

### Ask for reasons

- Do you ... ?
- Why/Why not?
- How come?

### Give positive opinions

- I feel that ...
- In my opinion ...
- It seems/sounds ...
- For me it's ...
- Now that sounds good.

### Give negative opinions

- I don't think that ...
- I don't think so.
- Sounds interesting, but ...
- You have a point. Still ...
- I think ...

## Describing a picture

- 3** Look at the picture and complete the gaps with appropriate words.  
 ☞ Listen and check.

In this picture I can see a young man  
 1) ..... He's wearing a blue  
 2) ..... and black 3) .....  
 He's also wearing white 4) .....  
 because it's a 5) ..... day. The  
 man is 6) ..... along a 7) .....  
 I don't think he is taking part in a  
 8) ..... He's probably just  
 9) ..... a bike ride.



- 4** a) Look at the picture and make notes under the headings: **People** - **Clothes** - **Weather** - **Place** - **Activities**

*People: a man and a woman*

b) Describe the picture.  
 Use your notes in Ex. 4a.

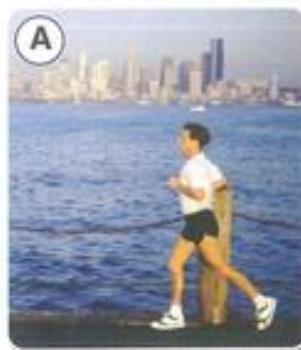


- 5** Look at the pictures A and B and complete the description.

• compared • but • because • both • also • either

1) ..... pictures show people doing a sport. Picture A shows a man on his bike. Riding a bike is a great form of exercise and helps you get fit. It doesn't cost much 2) ..... Picture B shows two people skiing. Skiing is very exciting and challenging 3) ..... it requires skill. It's 4) ..... quite expensive 5) ..... to riding a bike. It can be dangerous 6) ..... one can break their leg or get injured.

- 6** Compare and contrast the pictures. Use the text in Ex. 5 as a model.



*Both pictures ... It can be ... but ...  
 It's also ... compared to ...*



## Writing Bank 7 p. 148

## Rubric analysis

## 1 Read the rubric and answer the questions.

You've had a class discussion on the following statement.

**All children should play team sports.** Write an essay for your teacher expressing your opinion (140-190 words). Write about:

1) discipline 2) cooperation 3) ... (your own idea)

- Which of the following should your essay contain?
  - your opinion
  - viewpoints to support your opinion
  - a description
  - only arguments against the topic
- What style should you use: formal or informal? What characterises this style?

## Model analysis

## 2 Read the model. Which paragraph contains:

- ☐ the writer's first viewpoint and example/reason?
- ☐ the writer's opinion?
- ☐ the writer's opinion restated?
- ☐ the writer's second viewpoint and example/ reason?
- ☐ an opposing viewpoint and example/reason?

**A** Recently, there have been complaints that children do not play enough team sports these days. **In my opinion**, team sports are important for children for several reasons.

**B** To start with, team sports are a way for children to learn about discipline and responsibility. This means that every team member has to dedicate time and effort in order for their team to do well.

**C** Furthermore, team sports show children how to interact positively with peers. **For example**, teammates need to co-operate and respect one another if they want to succeed.

**D** On the other hand, people argue that team sports are bad because they are too competitive. **For instance**, they say the only goal in team sports is to beat the other team. They forget, **however**, that a little competitiveness is necessary in today's world.

**E** To sum up, I believe children should play team sports. They teach important life lessons about discipline, responsibility and positive interaction with peers.



## 3 Find and replace the topic sentences in the main body paragraphs with other appropriate ones.

- 4 a) Copy and complete the table with the linkers in bold in the model.

|                  |  |
|------------------|--|
| addition         |  |
| contrast         |  |
| examples/reasons |  |
| conclusion       |  |
| list points      |  |

- b) Add these phrases to the table.

- All in all • so that
- All things considered • also
- As opposed to the above ideas
- especially • First of all
- moreover • Firstly • such as
- It is argued that
- For this reason

## 5 Choose the correct linker.

- Sports make you fit. **In addition/For example**, they are great fun.
- In particular/All things considered**, sports are a good way to spend your free time.
- Famous athletes have worked hard to become successful, **besides/however**, I do not believe they should earn as much as doctors.
- The runner couldn't take part in the race **because/as a result** she had hurt her ankle in training.
- Teammates work together for the good of the team. **Since/Besides** that, they respect one another both on and off the pitch.

## 6 Read the topic sentences and write suitable supporting sentences using the prompts. Use appropriate linkers.

- *It is not easy being a professional athlete.*
- *People argue that sports should be about having fun.*

*they/have to/eat/special diet*  
*they/say/sports/should be non-competitive*



## Expressing opinion

- 7 Use the phrases to express your opinion on the following:

All school-age children should be in a team.

Professional athletes earn far too much money.

### Expressing opinion

- |                          |                          |
|--------------------------|--------------------------|
| • I don't agree that ... | • In my opinion ...      |
| • I agree that ...       | • I personally think ... |

### Your turn

- 8 a) Read the rubric and match the viewpoints (1-5) to the reasons/examples (a-e) they support.

**People should only take part in sport in order to win.** Write an essay for your teacher giving your opinion on the topic (140-190 words). Write about: 1) social skills 2) health 3) ... (your own idea)



#### Viewpoint

- |   |  |
|---|--|
| 1 | Aiming to win makes a person give their best effort.                       |
| 2 | Aiming to win teaches a person about competitiveness.                      |
| 3 | The main point of playing sport is to develop social skills.               |
| 4 | The whole point of sport is to improve physical fitness and mental health. |
| 5 | The main reason for playing a sport is to make new friends.                |

#### Reason/Example

- |   |   |
|---|---|
| a | People who play team sports meet like-minded people.  |
| b | People who don't exercise have more problems with weight and illness.   |
| c | To be successful in today's world you need to be competitive.   |
| d | Learning to give your best effort helps in all areas of life.   |
| e | Being an effective member of a team requires cooperation and listening skills, and a sense of responsibility. |

b) Use appropriate phrases from the Useful Language box to join the viewpoints to their reasons/examples.

- 9 Use the plan and your answers in Ex. 8 to write your essay.

### Useful Language

**Introduce topic sentences (list viewpoints)**

- To start with, ...
- Firstly, ...
- Moreover/Furthermore it is ...
- In addition, doing ...

**Introduce examples**

- For example/such as/For instance ...

**Introduce topic sentences (opposite viewpoint)**

- On the other hand, some people argue/say that ...

**Conclude**

- All in all, ...
- All things considered, ...
- To sum up, ...

**Express opinion**

- In my opinion, ...
- I feel/believe that ...
- Personally, ...
- As far as I am concerned, ...

### Plan

#### Introduction

(Para 1) state the topic & your opinion

#### Main Body

(Para 2) first viewpoint & examples/reasons

(Para 3) second viewpoint & examples/reasons

(Para 4) opposing viewpoint & reasons/examples

#### Conclusion

(Para 5) restate opinion



### Checklist

When you finish writing your essay check for the following:

- word length
- inclusion of all main points
- appropriate style
- correct grammar, spelling and punctuation
- use of full verb forms
- use of linkers to join ideas
- well structured paragraphs (make sure main body paragraphs start with appropriate topic sentences)



- 1** For questions 1-8, read the text below and decide which answer (A, B, C, D) best fits each gap. There is an example at the beginning (0).

## Laugh to Keep Fit

We all know what an important part exercise **0** **A** in our lives, but more and more of us are getting less of it. People are often advised to take **1** ..... a sport, but it can often be hard to choose one that you enjoy. At our local community centre, this is set to change with the new laughter yoga classes on **2** .....

Laughter yoga is the perfect form of exercise for those who are looking for a fun way to keep fit. You don't need to **3** ..... any special skill. Classes **4** ..... place every Friday afternoon and involve breathing exercises and controlled laughter. A **5** ..... session begins with gentle warm-up techniques followed by a series of laughter exercises in groups to **6** ..... confidence.

Not surprisingly, this method of working out is extremely popular **7** ..... all ages and attracts people from a wide variety of backgrounds. Even relatively shy people really enjoy themselves. So, if you have a sense of humour and are **8** ..... for a fun way to keep fit, this is definitely the right workout for you.

- |             |          |           |               |
|-------------|----------|-----------|---------------|
| 0 A plays   | B does   | C acts    | D means       |
| 1 A on      | B up     | C down    | D after       |
| 2 A offer   | B demand | C display | D request     |
| 3 A possess | B own    | C keep    | D hold        |
| 4 A get     | B fill   | C take    | D have        |
| 5 A typical | B normal | C plain   | D standard    |
| 6 A expand  | B build  | C grow    | D rise        |
| 7 A with    | B to     | C at      | D by          |
| 8 A needing | B asking | C looking | D considering |

- 2** 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 Stuart lives quite close to the gym. **AWAY**  
Stuart does *not live far away* from the gym.
- 1 Hockey was more tiring than I expected. **SUCH**  
I had not expected hockey to ..... tiring game.
- 2 Doctors don't earn nearly as much as professional footballers. **FAR**  
Professional footballers ..... doctors.
- 3 They managed to win the game despite the rain. **SUCCEEDED**  
Despite the rain ..... the game.
- 4 It's a pity we don't have better seats. **WISH**  
I ..... better seats.
- 5 The rules of cricket were not as complicated as I had thought. **SIMPLER**  
The rules of cricket ..... than I had thought.
- 6 Faye continued to run even after she had finished the race. **CARRIED**  
Faye ..... even after she had finished the race.
- 7 I'm not in the habit of exercising. **USED**  
I am ..... exercising.
- 8 We had to put away all the equipment before we could leave. **UNTIL**  
We couldn't leave ..... all the equipment.

- 3** Complete the gaps with the correct form of the words in capitals.

- 1 Pete does yoga to increase his ..... and flexibility. **STRONG**
- 2 John plays a ..... of sports, but rugby is his favourite. **VARY**
- 3 My swimming ..... says I'm ready to start competing again. **INSTRUCT**
- 4 Ryan's football skills have improved ..... this term. **CONSIDER**
- 5 It's expensive to learn to ski because you need a lot of ..... **EQUIP**



## Grammar

## 4 Choose the correct item.

- We'd better tidy up the kitchen ..... Mum will get angry.  
A although                      C instead  
B or else                        D elsewhere
- The new head teacher has ..... a huge difference since she arrived.  
A done                          C taken  
B made                          D marked
- The sales assistant was very ..... and I bought a new laptop, a scanner and a printer!  
A convince                      C convincingly  
B convinced                      D convincing
- "..... I borrow your netbook?" "Sure, go ahead!"  
A Would    B Should    C Will    D May
- There was no mention ..... the burglary on the evening news.  
A for        B to        C with        D of
- "Edward, you ..... have taken the early train because the meeting was cancelled last night."  
"I wish someone had told me about it."  
A can        B might        C could        D may
- Does Mary sing ..... her brother?  
A as good                      C as good as  
B as well as                      D as well is
- "More and more people are becoming involved ..... conservation projects."  
"Yes, and that's very encouraging."  
A about                      C in  
B on                          D of
- Tommy won't go to bed ..... you tell him a story.  
A unless                      C if  
B supposing                      D provided
- "I now regret ..... school so young."  
"Well, it's never too late to carry on with your studies, you know."  
A leave                      C leaving  
B to leave                      D to be leaving
- The shop assistant told me that I ..... produce a receipt to exchange my goods.  
A will        B may        C might        D had to

## Vocabulary

## 5 Choose the correct item.

- The police asked me to describe the robber's physical .....  
A character                      C appearance  
B properties                      D qualities
- My children have ..... the age when they can care for themselves.  
A achieved                      C realised  
B reached                      D arrived
- There was a blank ..... on Hannah's face so I had no way of knowing whether she was upset.  
A expression                      C impression  
B attitude                      D image
- The police officer admitted that the man was arrested by .....  
A fault                      C error  
B mistake                      D defect
- Honey and lemon is a home ..... for sore throats.  
A solution                      C help  
B cure                      D remedy
- The northeast ..... of the country gets a lot of rain in the autumn.  
A district                      C field  
B region                      D land
- Scientists have formulated a new theory to explain the ..... of the universe.  
A seed                      C spring  
B origin                      D root
- The story has ..... a lot of attention in the press.  
A appealed                      C drawn  
B invited                      D attracted
- I can't make our appointment today; we'll have to ..... it off until next week.  
A pull        B get        C put        D set
- Max made ..... progress in his language class.  
A rapid                      C speed  
B active                      D lively
- The young author's first book was a huge success, but the ..... was rather disappointing.  
A sequel                      C continuation  
B series                      D chain
- Some of my college courses are ....., while others are optional.  
A vital                      C essential  
B compulsory                      D forced



## 1 Fill in the words in the correct form.

• vast • colossal • massive • wide

- They say that the cause of his ..... heart attack was stress.
- The race takes place in the ..... open spaces of Northern Canada.
- The river is too ..... for us to cross it here – we need a boat.
- The new stadium is awful. It was a ..... waste of tax payers' money.

• attempt • effort • trial • go

- This is great fun! Here, Julia, you have a(n) ..... !
- The climber failed on his first ..... , but he's determined to try again next year.
- You will never succeed in this sport if you don't make more of a(n) ..... !
- Life is all about ..... and error; you learn from your mistakes.

• rely • depend • turn • trust

- The scheduling of the tournament events will ..... on the weather.
- I'm not sure if I ..... that referee; he's made some very strange calls today.
- When I don't know what to do, I know I can always ..... to my parents for advice.
- Don't worry about a thing, Captain. You know you can ..... on me.

## Word formation

### 2 Complete the sentences with words formed from the words in brackets.

- If they had the money, they'd buy the team some better ..... (EQUIP)
- You shouldn't take that injury so .....; go see a doctor. (LIGHT)
- A weightlifter needs ..... arms and legs to do well in his sport. (POWER)
- I enjoy being out in the ..... , but I wouldn't take part in the Yukon Arctic Ultra! (WILD)
- All ..... must have registered for the competition by Friday. (ENTER)
- He's been bungee jumping, hang gliding and parachuting – he's ..... ! (FEAR)
- Which team has more ..... – Arsenal or Manchester United? (SUPPORT)

## Phrasal verbs & Prepositions

### 3 Choose the correct item.

- Sometimes, it's difficult to put **on/up** with my coach's criticisms.
- I've been putting **aside/off** some money for an adventure trip next year.
- On/in** the whole, it's a pretty good team with lots of potential.
- The boxer put **off/on** his gloves and entered the ring.
- The footballer was disqualified **from/of** playing for three months.
- James really took pleasure **off/in** beating his dad at chess.
- The cricket match was put **off/aside** due to bad weather.
- Good food and sleep is the key **for/to** any training programme.
- Unfortunately, I am a bit afraid **off/for** heights.
- It isn't always easy for famous athletes to deal **in/with** the media.

## Grammar in Focus

Complete the gaps with the correct word. Then, put the words in brackets in the correct form.

- ..... (adopt) a healthier diet and lifestyle is actually
- ..... (easy) than you might think. Many people find
- ..... hard to make major changes in their habits, but it's not that difficult once you set your mind to it. You can start out by 4) ..... (make) small changes to your routine. For example, get 5) ..... the bus a couple of stops earlier and walk the rest of the distance, just to get a little extra exercise. After a while, you 6) ..... (see) that even this little thing can 7) ..... a difference to how fit you feel. There's no need for you to give up your favourite food either. What you can do is cut down 8) ..... things that are too fatty or sugary, and replace them with healthier alternatives. Of course, it's always advisable 9) ..... (get) advice from a doctor who can help you deal 10) ..... any problems you might have along the way. Just remember that the key 11) ..... becoming healthier is 12) ..... (take) things one step at a time and making the right choices.





# Ultraman

The Ultraman World Championship is an exciting annual three-day endurance triathlon race. It is held on the amazingly beautiful Pacific Big Island Hawaii over Thanksgiving weekend. The Ultraman triathlon is not like any other ordinary race and even the thought of competing in it is daunting. The race covers a total of 515 km and offers a variety of terrains, scenery and challenges. It is divided into three parts that have to be completed in no more than 12 hours each. Participants who fail to reach the finish line within the time limits are automatically disqualified. The first stage consists of a 10-km ocean swim, followed by a gruelling 145-km cross-country bike ride involving mountain road climbs up to 1,828 m. For the second stage, on the following day, the participants are pushed to their limits when they have to cycle 276 km of hilly roads from the Volcanoes National Park in the south of the island to Kohala in the northeast. The competitors who survive the first two stages of the race can look forward to a whopping double marathon consisting of running an unbelievable total distance of 84 km instead of the usual 42 km.

Preparation for such a race needs to be serious and potential competitors would usually have to do a lot of training sessions over a long period building up to the triathlon. Some prefer to train moderately while others do more intense training including cycling up to 200 km in one session, doing 40 to 50 km runs, or swimming several kilometres in cold water as well as following a strict diet. Only the truly determined athlete takes on such a task. Perhaps that is why the challenging race is limited to only 35 invited athletes no younger than 20 who wish to explore the extremes of physical and mental abilities. The rules also state that entrants need to have a support team of at least two people throughout the entire course of the race. Since its beginnings in the late 1970s, the Ultraman

Triathlon has attracted athletes from around the world and its popularity has helped establish the triathlon as an Olympic sport. The prize? Well, unlike many races there is no great sum of money to be won, but for the entrants, the real prize is the glory of winning and achieving something truly amazing.



## Reading

- 1 Read the text and choose the best answer A, B, C or D according to the text. Give reasons for your answers.
  - 1 According to the writer, the idea of doing the Ultraman is
    - A exciting.
    - B amazing.
    - C frightening.
    - D extraordinary.
  - 2 The athletes have twelve hours to complete
    - A the whole race.
    - B the 10-km swim.
    - C the 145-km cycle.
    - D each stage of the race.
  - 3 According to the text, the cross-country cycle is difficult because
    - A the course goes through a variety of terrain.
    - B a lot of the course involves ascents.
    - C of the time limit.
    - D participants can easily be disqualified.
  - 4 In preparation for the race, all competitors
    - A must do very tough training.
    - B must follow a strict diet.
    - C must practise swimming in cold water.
    - D choose their own training programme.
  - 5 The maximum age allowed
    - A is not stated in the text.
    - B is twenty.
    - C is thirty-five.
    - D is fifty.
  - 6 According to the text, the race differs from most other races in that
    - A only a few athletes participate.
    - B the athletes don't really win anything.
    - C it is difficult.
    - D the entrants need a support team.



## Speaking

### 2 Choose the correct item.

- 1 A: I feel it is worth the money.  
B: **a** Do you? **b** Sounds interesting.
- 2 A: Exercising helps you keep fit.  
B: **a** You have a point. **b** Why not?
- 3 A: How about joining a gym?  
B: **a** Doesn't that sound good? **b** I don't think so. (3x2=6)

## Listening

### 3 Listen to a radio interview about an extreme sport and complete the sentences with one to three words.

Frank Crane is the **1** of a book about land diving. Land diving is performed by the inhabitants of a small island in the **2**.

The men of the island jump from a(n) **3** tower that is built each year at the beginning of the dry season.

Only the most **4** divers jump from the highest platform of the tower.

If the vines are **5**, the diver risks crashing into the tower. To avoid injury, divers cross their arms in front of their chests and make certain to land on **6** and not on their heads.

While the men are land diving, the women **7** at the bottom of the tower to give the men emotional support.

The main reason the islanders perform land diving is so that they can have **8**.

Men who jump from the highest platform are honoured for their **9** and respected by their fellow islanders.

Tourists are not allowed to use **10** while the ritual is being performed. (10x2=20)

## Vocabulary

### 4 Fill in: checkpoints, heights, injury, place, inaccessible, survival, require, track, blew, beat.

- 1 There are a number of ..... along the route.
- 2 Many plants and animals species are fighting for .....
- 3 He used to compete in ..... events.
- 4 The race route is ..... to cars. You can only walk it.
- 5 Tom is afraid of ..... and wouldn't dream of going bungee jumping.
- 6 The referee ..... his whistle and the match started.
- 7 He managed to ..... his opponent.
- 8 He can't play due to a knee .....
- 9 My sister won first ..... in the talent contest.
- 10 It doesn't ..... any lessons. Everyone can do it. (10x2=20)

## Grammar

### 5 Fill in the gaps with the correct form of the verbs in brackets.

- 1 My brother Jake really enjoys ..... (play) video games.
- 2 How about ..... (go) to see the football match tomorrow?
- 3 You should always ..... (warm up) before doing sport.
- 4 Don't forget ..... (bring) a first-aid kit with you on the trip.
- 5 She looks very slim. She must ..... (lose) a lot of weight.
- 6 Penny is used ..... (run) long distances.
- 7 Did you remember ..... (buy) the tickets for Saturday's match?
- 8 James missed practice. He may ..... (still/feel) ill.
- 9 You're not allowed ..... (use) the gym if you are not a member.
- 10 He doesn't remember ..... (meet) them last year. (10x2=20)

## Writing

### 6 Read the rubric then write your essay.

You have had a class discussion about exercising. Your teacher has asked you to write an essay. Write your essay using all the notes and giving reasons for your point of view. **Gyms help us keep fit. Do you agree?** Notes Write about: 1) equipment 2) experts 3) ... (your own idea). Write your essay.

(22 marks)  
(Total=100)

## Check your progress

- talk about sports and sports venues
- talk about adventure
- use infinitive & -ing forms
- use *would prefer/rather, had better*
- ask for/give directions
- describe pictures
- contrast ideas
- write an opinion essay

GOOD ✓ VERY GOOD // EXCELLENT ///



# Nature Attacks!

## Module 8

### MODULE OBJECTIVES

#### ► Vocabulary

- natural disasters
- the weather
- prepositional phrases
- word formation: verbs from adjectives and nouns
- phrasal verbs: *GIVE*

#### ► Reading

- multiple choice
- true/false statements
- answer comprehension questions

#### ► Grammar

- reported speech
- reported statements
- reported questions/commands/requests
- reporting modal verbs

#### ► Listening

- a radio documentary (true/false statements, multiple choice)
- five short stories (multiple matching)
- pronunciation: homophones

#### ► Speaking

- break news
- express surprise/disbelief
- compare photographs

#### ► Writing

- an interview
- a story

#### ► Language Focus

- phrasal verbs & prepositions
- word formation
- grammar in focus

#### ► Progress-Check

### Natural disasters

#### 1 Listen and say.



Which of these disasters are common in your country?

#### 2 Fill in: *aftershock, cloud of ash, overflowed, mountainside, pulled out, roofs, lava, rubble, under water, eruption, collapsed, banks.* Which of the disasters in Ex. 1 are the texts about?

**A** After two hours of heavy rain, the river 1) ..... its 2) ..... and left a large area of the town 3) ..... Many people are still trapped on the 4) ..... of their homes.

**B** Several buildings 5) ..... but at least 12 people have been 6) ..... from the 7) ..... alive. Rescuers continue working round the clock, amid fears that there will be an 8) .....

**C** Thousands of people were evacuated from their homes before the 9) ..... occurred. They saw a huge 10) ..... rise 100 metres into the air while red-hot 11) ..... streamed down the 12) .....

#### 3 Imagine you experienced one of the disasters in Ex. 2. In three minutes write or say a few sentences describing your feelings.



- 1 a) Check these words in the Word List.

• triggered • massive tsunami  
 • ground started shaking  
 • siren • huge cracks  
 • colossal wave • flooded  
 • evacuated residents  
 • washed away  
 • scale of the devastation  
 • heaps of rubble  
 • ruins and debris

b) The words are from the text. Read the first sentence in each paragraph. What is the text about?

🔊 Listen, read and check.

- 2 Read the text and for questions 1-6 choose the best answer A, B, C or D. Give reasons for your answers. What type of text is it?

- 1 The first sign of the earthquake was
  - A the cold weather.
  - B the earthquake siren.
  - C a ground movement.
  - D cracks in the road.
- 2 It took 30 minutes for
  - A the sea to break the water barrier.
  - B the town to be evacuated.
  - C the entire town to be flooded.
  - D Iris and the camera crew to climb the hill.
- 3 The man who escaped from a building
  - A was one of several who escaped.
  - B couldn't do anything to save his parents.
  - C managed to rescue two others.
  - D couldn't believe how lucky he was.
- 4 By Sunday morning
  - A all food supplies had run out.
  - B the worst of the emergency was over.
  - C a further tsunami warning was expected.
  - D the water level was still rising.

## The day the TSUNAMI STRUCK

In March 2011, Japan suffered the biggest earthquake in its history. The quake triggered an equally massive tsunami with waves reaching up to 15 metres high. Overseas news reporter Iris Morgan was there. This is her story.

**A** Friday, 11th March, 2011 started as an ordinary day. I was with my camera crew covering a story about the scallop fishermen of the Miyagi prefecture. It was a cold afternoon with a dark sky and it looked like it might snow. I was just finishing the interview when, suddenly, around 14:45, the ground started shaking beneath our feet. Even before the siren started to sound over the town, we knew it must be an earthquake! It became impossible to stand. In a moment, enormous cracks appeared in the road.

- 5 When Iris Morgan returned to the town,
  - A the streets were blocked with rubble.
  - B she met many homeless people.
  - C no building was left standing.
  - D she was amazed at what she saw.
- 6 In the last paragraph the local man feels
 

|             |               |
|-------------|---------------|
| A confused. | C surprised.  |
| B angry.    | D determined. |



**B** Local people said a tsunami was approaching and urged us to get away as soon as possible. We climbed to higher ground above the town and waited. A short time later we saw the sea rise up in a colossal wave and completely destroy the breakwater that was protecting the coastline. We watched helplessly as the water flooded into the town streets and washed away everything in its path. It seemed the whole town was afloat. Cars, trees, even rows of houses were swept along in the raging torrent.

**C** The rising sea soon engulfed the whole town. It had taken only 30 minutes. Up on the hill, we huddled together with the evacuated residents and tried to keep warm. We were in a state of shock and couldn't believe how rapidly it had all happened. One man told me he had escaped from a building just before it was washed away. He saw many people washed away with it. Two of them were his parents; he had been unable to reach them and thought they must have drowned.

**D** We spent two nights up there on the hill. On Sunday morning, as the water started to recede, we guessed there would be no further tsunami warnings. We were also extremely hungry, so we decided to venture back down to the town in the unlikely hope of finding some food. We couldn't believe our eyes when we saw the scale of the devastation. Whole streets of houses had been flattened and were now reduced to heaps of rubble. Some very weird sights greeted us: a double-decker bus that had been carried along in the flood was now perched on top of a three-storey building, while somebody's former home stood upon the roof of a primary school.

**E** As we walked on, shocked and silent, I wondered if the town could ever return to normal. A local woman was shaking her head as she wandered down the road. "I don't know if it's good or bad that I survived," she said as we passed by. Hearing her words, another man left with nothing spoke out: "Those of us who are left have a duty to help each other in any way possible. No one is allowed to give up!" Standing together among the ruins and debris, we knew he was right.

### Check these words

• massive • prefecture • urge • colossal wave  
• breakwater • afloat • raging torrent • engulf  
• huddle • drown • recede • venture  
• devastation • heaps of rubble • shake head  
• duty • ruins • debris

**3** Decide if each statement is *True or False*. Explain your answers by quoting the text.

- 1 Iris Morgan went to Japan to report on the tsunami. ....
- 2 Nobody expected the earthquake to be followed by a tsunami. ....
- 3 Food was scarce after the disaster. ....
- 4 In some streets all the houses had been destroyed. ....

**4** In your own words and based on the information in the text, answer the questions.

- 1 Why did the people move to a higher position?
- 2 How did Iris Morgan feel when she saw the damage?
- 3 How did one man show a positive attitude in the face of the disaster?

**5** Find the words in the text which mean:

- usual (para A) • huge (para A)
- to come close (para B)
- to strongly advise (para B)
- to completely cover (para C)
- quickly (para C)
- to go back (para D)
- piles (para D)
- to walk aimlessly (para E)
- obligation (para E)

What part of speech is each word?

**6** Write the nouns derived from the words below. Check in your dictionaries.

- possible • reside
- destroy • think
- devastate • survive

### Speaking

Make notes under the headings: *Type of disaster* - *Place and date/time* - *Events* - *Damage caused*. Use your notes and tell the class a summary of the text.

### Writing



Imagine you are a reporter covering an earthquake. You are interviewing survivors. What would you ask them? In three minutes write a few questions. Then write an interview. Tell the class.



## Vocabulary from the text

- 1 Fill in: *trigger, huddle, evacuate, recede, flatten* in their correct form.

- In cold weather, flocks of sheep ..... together out in the fields to keep warm.
- The authorities managed to ..... the inhabitants of the town before the volcano erupted.
- Pollen in the air in spring can ..... allergic symptoms in some people.
- As soon as the flood waters ....., volunteers began to clean up the mud and debris in the streets.
- The hailstorm ..... the farmer's vegetable crops.

- 2 Fill in the words in their correct form.

• *strike* • *hit* • *beat*

- She felt so scared that her heart ..... fast.
- A bolt of lightning ..... the old oak tree in the garden.
- When the tsunami ..... the village most families lost their homes.

• *rise* • *raise* • *arise*

- We got up early and watched the sun ..... over the mountain.
- Please ..... your hand if you have any questions.
- Health problems can ..... from eating too much red meat.

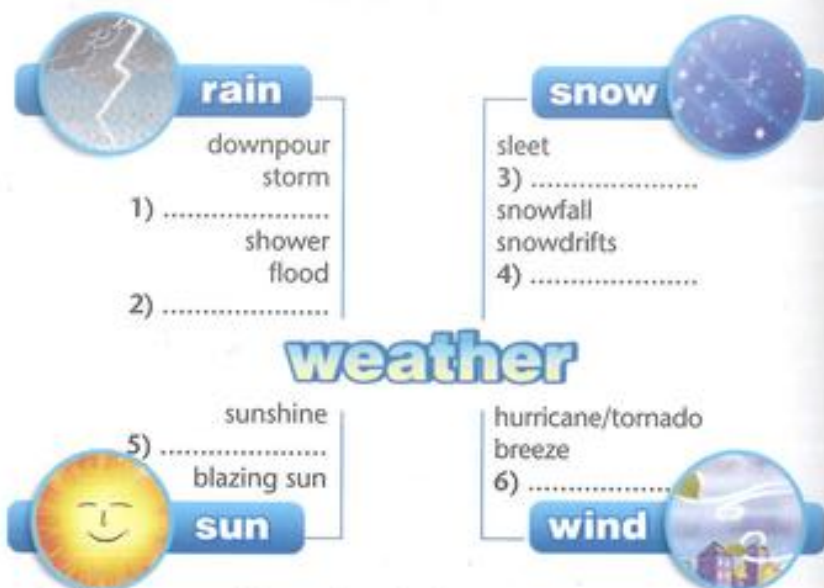
• *reach* • *arrive* • *get*

- Let me know when you ..... at the evacuation shelter.
- It took us ages to ..... to the hotel because of the icy roads.
- When it snows here, it can sometimes ..... a height of 2 metres.

Topic vocabulary  
The weather

- 3 a) Copy and complete the mind map using the words in the list. Check any unknown words in the Word List.

• blizzard • gale • hail • drizzle • torrential rain • heat wave



- b) Use words from the mind map to complete the gaps.

I'm touring Canada and the USA and the weather is very varied. The day we got to Toronto, there was 1) t..... r..... and we got soaked. Then, the week after, we had light 2) d..... every day which was a bit depressing. One day in Alberta there was 3) h..... the size of golf balls and following that we experienced a 4) b..... but Canadians love snow so they just keep going! Then we flew down to Florida where they had a 5) h..... w..... with temperatures reaching 40°C, so we swam a lot. Now we're in Chicago and there is a strong 6) g..... blowing. They call this city the Windy City and I can see why!

- 4 a) Use the verbs in their correct form to complete the sentences.

• blow • drizzle • howl • freeze • pour • shine

- In England it ..... a lot, which makes everything damp and miserable.
- It's ..... with rain, so wear your wellington boots.
- If you go out without your jacket, you will ..... because the temperature outside is -2°C.
- When the sun ..... it makes everyone happier.
- The strong wind ..... a tree down last night and it blocked the road.
- I could hear the wind ..... all night.

- b) Now listen to the sounds and the music. What is the weather like? Draw a picture of the scene. Describe your picture to the class.



- 5** a) Fill in: *ray, stone, clap, flash, gust, flake, sheet, drop*.

1) a ..... of thunder; 2) a ..... of sunshine;  
3) a ..... of lightning; 4) a ..... of ice; 5) a  
rain .....; 6) a snow .....; 7) a ..... of  
wind; 8) a hail .....

- b) Use words from Ex. 5a to complete the gaps.

- 1 There was ..... and the noise made me jump.
- 2 ..... shone through the window.
- 3 A ..... lit up the dark stormy sky.
- 4 There was ..... over the road that made driving very dangerous.
- 5 I felt ..... on my face and I was glad I had brought my umbrella.
- 6 ..... is formed from a crystal of ice.
- 7 ..... blew the leaves around her feet.
- 8 A large ..... fell on the car and damaged the bonnet.

- 6** Choose the correct word.

- 1 The **chilly/cool** air from the fan felt refreshing after their long walk.
- 2 Temperatures in the interior of Antarctica remain **under/below** zero all year.
- 3 Drink lots of water during a **strong/heat** wave.
- 4 The weather **forecast/prediction** said it would be cold today.
- 5 Don't sit in the **heating/blazing** sun all day or you'll get sunstroke.
- 6 The match was cancelled due to the **heavy/violent** rain.
- 7 Ferries were delayed due to the **strong/tough** winds.

- 7** Match the conditions: *blizzard, hailstorm, heat wave, thunderstorm, tornado, torrential rain* to the sentences. What do you think happened afterwards?

- 1 All we wanted to do was find some shade and drink some cold water.
- 2 I was soaking wet when I arrived at work.
- 3 We were woken up by the noise; the whole sky lit up.
- 4 When we came up from the basement we saw all the damage it had done.
- 5 Everything was white; I could barely see the road I was driving in.
- 6 We could hear the small white balls beating continuously against the windows.

## Prepositional phrases

- 8** Underline the correct item. Check in the Word List.

- 1 Following the storm, drivers should beware **of/in** fallen trees.
- 2 The explorers had to cope **with/at** heavy blizzards and the extreme cold.
- 3 Flooding caused damage **at/to** all buildings along the road.
- 4 I was frightened **about/of** thunderstorms when I was little.
- 5 The tornado swept up everything **in/on** its path.
- 6 He never complains **of/about** the weather no matter how bad it is.

## Word formation (verbs from adjectives and nouns)

- 9** Read the rule, then form verbs from the adjectives/nouns to complete the sentences.

We use these suffixes to form verbs from adjectives or nouns: **-en** (*bright-brighten*), **-ise** (*mobile-mobilise*)

- 1 During the cold winter months, travel agents ..... holidays in warm exotic places. (**ADVERT**)
- 2 The sky gradually ..... and then it began to rain. (**DARK**)
- 3 The weather in my country is ..... by long hot summers and short mild winters. (**CHARACTER**)
- 4 As the fog continued to ....., it became too dangerous to drive, so we got out of the car and walked. (**THICK**)

## Phrasal verbs: GIVE

- 10** Choose the correct particle. Check in the Word List.

- 1 I won't give ..... what happened in the end. (**reveal**)
- 2 Some people were giving ..... free suntan lotions. (**distribute**)
- 3 Janice gave ..... sunbathing because it was damaging her skin. (**stop doing**)
- 4 James finally gave ..... to his wife's suggestion and went on a winter skiing holiday. (**agree to do sth you don't want to**)
- 5 The plants in the garden gave ..... a fresh sweet smell after the heavy rain. (**emit**)





## Reported speech

Direct speech is a person's actual words. Reported speech is the exact meaning of what someone said.



see p. 161

- 1 a) Read the joke. Which speaker uses *reported speech*?  
b) Read the table and answer the questions.

## Reported statements

| Direct Speech                                  | Reported Speech                                      |
|--|--|
| "I'm tired," said Ann.                         | Ann said (that) she was tired.                       |
| "It's raining," Kim said to Pete.              | Kim told Pete (that) it was raining.                 |
| "I've shovelled the snow," said Ben.           | Ben said (that) he had shovelled the snow.           |
| "It snowed yesterday," said Rose.              | Rose said (that) it had snowed the previous day.     |
| "It was pouring with rain," Sean said to Bill. | Sean told Bill (that) it had been pouring with rain. |
| "I'll lend you my umbrella," said Jim.         | Jim said (that) he would lend me his umbrella.       |

see p. 161

- Which verbs do we use to report someone's words? Which verb do we use, in both direct and reported speech, when the person spoken to is not mentioned?
- How do tenses change from direct to reported speech?
- How do pronouns / possessives change?
- In picture 2 of the joke what had the father actually said to his son?

- 2 Choose what the speaker actually said.

- John told Simon it was still raining.
  - "It is still raining."
  - "It was still raining."
- He said he had seen John at the pool.
  - "I'll see John at the pool."
  - "I saw John at the pool."
- Ian said they would meet me after lunch.
  - "I'll meet you after lunch."
  - "We will meet you after lunch."
- Pam said that she had been swimming in the pool the previous afternoon.
  - "I was swimming in the pool yesterday afternoon."
  - "I have been swimming in the pool this afternoon."

- 3 Report Nick and Linda's sentences. Use *said* or *told*.





#### 4 Rewrite the statements in *reported speech*.

- "I don't want to go to the beach today," said Jimmy.
- "When it stops raining, you can play outside," Kate said to her son.
- "They haven't cleared the roads," said Jane.
- "Tom went to Hawaii last month and he's looking for a job," Paul said to Lisa.
- "The rescue team was searching the rubble yesterday afternoon at 4:00," Andy told Fran.
- "I will give you a lift to the airport tomorrow if it rains," Jack said to me.

#### Reported questions/commands/requests

Will you come to the pool with me later?

What time are you going?



Frank asked me if/whether I would go to the pool with him later. I asked him what time he was going.

He asked/told me to meet him at 8:00.

He asked/told me not to be late.



see pp. 161-162

#### 5 Dan met Frank earlier. Read how he reports the conversation and answer the questions (1-3).

- Which verb is used to report questions?
- Which words are used to introduce a reported question when there is no question word?
- How do we report a positive/negative command/request? Which verbs can we use to report a command/request?

#### 6 Report the sentences.

- "What is the weather like?" Tom asked Jane.
- "Can you lend me your raincoat?" Bob asked Linda.
- "How did he manage to survive?" Julia asked Sam.
- "Can we leave a bit earlier?" he asked me.
- "When did it start raining?" she asked me.
- "Give me a towel, please," she said.
- "Don't go near there," the teacher said.
- "Put some sunscreen on," she told Ann.

#### 7 Look at the Grammar Reference section (p. GR14). Choose a verb from the list to report the statements.

- promised* • *offer* • *suggested*
- explained* • *denied*

- "Let's go on holiday," Philip said.
- "I didn't take your umbrella!" Kathy shouted.
- "I'll bring it back tomorrow. Really!" Alex said.
- "We can't play today; it's snowing," Sam said.
- "I'll help you pack your suitcases," he said.

#### 8 Look at the table. Then turn the following sentences into *reported speech*.

##### 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 p. 162

- "You must lock all the windows," she said.
- "David can help you build a snowman later," she said to me.
- "We'll go to the park," he said.
- "We can leave tomorrow," Ann said.
- "You shouldn't go in without permission," he said to Bill.
- "It may snow tonight," she said.

#### Key word transformations

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

- "I can't stand this bad weather," she said.  
**COMPLAINED**  
She ..... weather.
- "You should take an umbrella with you," he said.  
**ADVISED**  
He ..... an umbrella.
- "Let's find somewhere to hide," John said.  
**FINDING**  
John ..... to hide.
- "Call an ambulance," Jill said to Peter.  
**TO**  
Jill ..... an ambulance.
- "No, I won't leave my house," the old lady said.  
**REFUSED**  
The old lady ..... house.



# 8d Listening skills

- 1** a) You will hear a radio documentary about a country's climate. Before you listen, check these words in the Word List.

• unpredictable variations • depressions  
• anticyclones • spinning clockwise  
• ocean current • high/low pressure  
• subtropical climate • vessels

- b) Listen to the radio documentary and decide if these sentences are *True* or *False*.

- 1 Japanese weather can always be easily forecast. ....
- 2 Palm trees need help to grow in southern Japan. ....
- 3 The very cold and strong winds in Japan come from Russia and the Arctic. ....
- 4 No ships can move in the frozen seas of northern Japan. ....

- 2** Listen again and choose the correct answers A, B or C for questions 1-6.

- 1 Subtropical climates are characterised by ...  
A different seasons.  
B warm weather with some extended periods of heavy rainfall.  
C heavy showers of rain daily.
- 2 Heavy rain in southern Japan is caused by ...  
A its proximity to Russia. B anticyclones.  
C depressions.
- 3 The climate in northern Japan is ...  
A very wet. B the same as China.  
C colder than southern Japan.
- 4 What are ice-breakers?  
A A type of sea ice.  
B Ships which push other boats through the ice.  
C Ships which make a passage for other boats through the sea ice.
- 5 The Gulf Stream is ...  
A another name for the Black Stream Current.  
B a warm ocean current which flows to the UK.  
C a warm ocean current which flows around southern Japan.
- 6 Why do coral reefs exist in Japanese waters?  
A The Black Stream Current brings warm water from Taiwan.  
B The Black Stream Current cools the sea temperature so coral can grow.  
C Because of the subtropical climate of southern Japan.

- 3** Compare weather conditions in Japan to your country's.



- 4** You will hear five short stories about natural disasters. Before you listen, check these words in the Word List.

• surrounded • erupt • lava  
• ash • unsettling • stinging  
• regenerate • captivated  
• dazzling

- 5** Listen and match the speakers (1-5) to the sentences (A-H). There are three extra sentences you do not need.

- |  | Speaker 1 | Speaker 2 | Speaker 3 | Speaker 4 | Speaker 5 |
|--|-----------|-----------|-----------|-----------|-----------|
| A We knew how to protect ourselves.              |           |           |           |           |           |
| B It made me think how I could help.             |           |           |           |           |           |
| C We were cut off for a couple of days.          |           |           |           |           |           |
| D It was very scary to see it coming towards me. |           |           |           |           |           |
| E He was determined to save his town.            |           |           |           |           |           |
| F He was very lucky to survive.                  |           |           |           |           |           |
| G I had to spend some time in hospital.          |           |           |           |           |           |
| H There was no one close by to help him.         |           |           |           |           |           |

## Pronunciation - Homophones

- 6** Homophones are words which sound the same but they have different meanings and spelling. Match the homophones.

Listen and repeat.

- |                                  |          |
|----------------------------------|----------|
| 1 <input type="checkbox"/> raise | a knight |
| 2 <input type="checkbox"/> dear  | b whole  |
| 3 <input type="checkbox"/> night | c know   |
| 4 <input type="checkbox"/> no    | d deer   |
| 5 <input type="checkbox"/> hole  | e rays   |



# Speaking skills 8e

## Break news – Express surprise/disbelief

- 1 Read the news headline. What do you think it's about?

### WRECKED SHIP'S CREW SWIM TO SAFETY

- 2 a) The dialogue is related to the news headline. What do you think the people are discussing?

Listen, read and check.

Suzie: Hey, Mark. Listen to this story for a minute.

Mark: Sorry, what's that?

Suzie: I've just read an interesting story in today's newspaper. Have you read it yet?

Mark: No, not yet.

Suzie: OK. Listen to this! It says here a cargo vessel sank near Croyve.

Mark: No, really? That's only twenty minutes away from here.

Suzie: Yes, exactly. And supposedly the ship's cargo has washed up on the beach.

Mark: Never! I don't believe it! What happened exactly?

Suzie: Well, you heard the storm last night, didn't you?

Mark: Yes, of course. It kept me awake half the night.

Suzie: The ship got caught in the wind and the waves. The crew must have lost their bearings and then the ship hit the rocks. The rocks tore a hole in the side of the ship and it started sinking. The crew felt terrified, but thankfully everyone managed to swim to safety. It says here that all the cargo floated to the surface and that it had all washed up on the shore by the morning. However, the crew was just happy to have survived.

Mark: What a nightmare! At least no one got hurt.

- b) Take roles and read the dialogue aloud.

- 3 Work in pairs. Use the phrases in the language box, the headline and the notes to act out a similar dialogue to the one in Ex. 2a.

### EARTH SHAKES IN NORTHERN TOWNS

early yesterday morning – towns in the north of the country – felt the ground shaking – houses & offices shook – lasted for about thirty seconds – everyone relieved when it stopped – no damage done

#### Breaking news

- You'll never guess / believe what / who ...
- Guess what! ...
- I've just heard / read the ... news!
- Have you heard ...?
- Listen to this!
- Wait till you hear ...
- Do you know ...?

#### Expressing surprise/disbelief

- Really?
- I don't believe it!
- You're joking / kidding!
- Never! / Wow!
- That's unbelievable!
- You're not serious, are you?
- How awful / terrible!
- You've got to be joking!
- You can't be serious!
- That's dreadful / terrible news!
- What a nightmare!

## Compare photographs

- 4 a) Compare the photographs and say how the weather affects how we feel and what we do. Use the phrases from the language box and the ideas to help you.



#### Useful language

- In the summer/winter, people usually feel ...
- You can ... in the summer/winter.
- However, the summer/winter is better/worse for ...
- When it's hot/cold, ...
- The weather can affect ...

#### Ideas

**winter activities:**  
make a snowman, slide down snow, ski/snowboard, stay indoors, etc.

**summer activities:**  
play sports, go to the beach, spend time outdoors, go camping, etc.

**feelings:**  
excited, energetic, depressed, relaxed, optimistic, etc.

- b) Which season do you prefer? How does it make you feel and what activities do you like to do then? Tell the class.



▶ Writing Bank 8 p. 149

### Rubric analysis

- 1 Read the rubric and answer the questions.

Your favourite magazine is having a short story competition. The story should start with: *When I entered the gym that evening, I had no idea what was going to happen.* (140-190 words). Write your story. Your story should include: • an earthquake • rescuers.

- 1 What are you going to write?
- 2 Who is going to read it?
- 3 What should your story be about?
- 4 What person, first or third, will it be written in?
- 5 What tenses will you mainly use?

### Model analysis

- 2 a) Read the story and choose the correct word.

**A** When I entered the gym that evening, I had no idea what was going to happen. As usual, I went up to the first floor and started working out.

**B** 1) After/Next I finished, two hours later, I realised the place was empty. 2) Then/As I was walking slowly downstairs, I heard a terrible rumble, like thunder. Within seconds the walls collapsed around me. I fell and was lying in total darkness.

**C** I was trapped. I screamed hysterically 3) but/so I realised it was useless. Those hours were the longest of my life. It seemed like an eternity 4) after/before I heard loud voices coming towards me. I shouted frantically for help. A man shouted back, "Don't panic. We'll get you out of there."

**D** 5) As soon as/Finally they removed the debris and I saw the rescuers' faces, I knew I would be safe. My leg was hurting terribly but I felt relieved just to be alive!

### b) Which paragraph includes

- 1 ☐ the climax event?
- 2 ☐ how the story ended and the writer's feelings?
- 3 ☐ setting the scene?
- 4 ☐ events leading to the climax event?

- 3 List the events in the story in the order they happened. Use *first*, *then*, *next*, *after that*, *finally* to retell the story.

- 4 Find an example of *direct speech* in the story. Rewrite it as reported speech.

- 5 a) Find the adjectives the writer uses to describe the following nouns.

• rumble • darkness • hours • voices

- b) Find the adverbs the writer uses to describe the following verbs.

• was walking • screamed • shouted  
• was hurting

- 6 Link the sentences. Use the words in brackets.

- 1 I got to my room. I started to unpack. (as soon as)
- 2 I changed my clothes. I went for a night out. (and then)
- 3 I was excited. It was my first visit to Rome. (because)
- 4 I packed my suitcase. I called a taxi. (before)
- 5 I realised I didn't have my passport. I started to panic. (when)

### STUDY SKILLS

#### Setting the scene

To set the scene close your eyes and imagine that you are looking at a picture. Try to describe the place (*where*), the time (*when*), the weather, the people involved (*who*) and their feelings.

summer morning

• my brother

#### Setting the scene

- 7 Look at the picture and write a short paragraph to set the scene.





## Adjectives/Adverbs

- 8 Replace the adjectives in bold with: *terrifying, deafening, pleased, relieved, comfortable*.

As soon as I got onto the plane, I sank into my 1) **nice** seat, 2) **glad** to be on my way. A short while after we had taken off, there was a 3) **big** clap of thunder. Then the plane started rocking from side to side and we all gasped in horror. "We're losing altitude!" a passenger cried. After a few minutes, the plane stopped shaking and everyone was 4) **OK!** It was a 5) **bad** experience.

- 9 Fill in: *anxiously, slowly, loudly, patiently, hungrily*.

- 1 There was a long queue for tickets at the train station, but Nathan waited ..... for his turn.
- 2 Paddy was listening to his car radio as the traffic was moving ..... along the motorway.
- 3 Having spent the day trekking in the mountains, Clare ate ..... in the village's only restaurant.
- 4 "There's too much snow for us to climb it today," John thought ..... as he looked at the mountain.
- 5 Nora screamed ..... at the sight of the huge lion.

## Your turn

- 10 Read the rubric, then plan your story. Use the questions in the Brainstorming box.

The school magazine is having a short-story competition. The story should be entitled: **A holiday where everything went wrong** (140-190 words). Your story should include:  
• a pool • insects

### Brainstorming

Before you start writing, think about:

**Theme:** What will your story be about?

**Main Character:** Who are you? What are you like?

**Setting:** Where does your story take place? (*in space? in Italy? in your garden? in an imaginary place?*) What is the weather like?

**Problem:** What is the problem you face? Do other characters help you solve it? What do you do to solve the problem?

**Resolution:** What happens in the end? How do you feel?

- 11 Check theory in the Writing Bank p. WB8. Use your answers in Ex. 10 and the plan to write your story. Use language from the Useful Language box.

## Useful Language

### Setting the scene

- It was a ... day/evening last ... summer/weekend etc.
- I was ...

### Events

As I/we were... Suddenly, I/we saw/heard ... Then, ... Finally, ...

### Feelings

- I felt happy/excited because ...
- I couldn't believe my eyes when ...
- To my horror/amazement/surprise etc., ...
- I felt relieved to be safe and sound.

## Plan

### Introduction

(Para 1) *set the scene*

### Main Body

(Paras 2-3) *events in order they happened – climax event*

### Conclusion

(Para 4) *end the story – feelings*



## Checklist

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

### Story organisation

- Has your story got an introduction, main body and conclusion?
- Are the paragraphs clearly laid out?
- Is the sequence of events clear to the reader?

### Structure details

- What tenses have you used?
- Have you used linking words?
- Have you used a variety of adjectives and adverbs?
- Have you used direct speech?
- Are there any spelling or grammar mistakes?
- Have you punctuated your story properly?



- 1** Think of the word which best fits each gap. Use only one word in each gap. There is an example at the beginning (0).



## Hurricane Katrina

Advances in modern technology mean **0** *that* we can now predict weather patterns **1** ..... great accuracy. But every now and then we are reminded of the power of nature and of **2** ..... helpless we really are. Take, for example, Hurricane Katrina.

Hurricane Katrina started out as a low pressure system on 25th August, 2005. This grew into a tropical storm, **3** ..... became a hurricane. It blew across Florida, before moving into the Gulf of Mexico. **4** ..... the time it hit New Orleans on 29th August, Hurricane Katrina had a speed of 200km an hour.

New Orleans is protected from flooding **5** ..... artificially raised river banks. However, Hurricane Katrina breached these banks and the city began to flood. By 31st August, 80% of New Orleans was under water. Thousands of people were **6** ..... homeless. Fires broke out and there were several explosions from a chemical plant. Altogether, nearly 2,000 people died.

Hurricane Katrina was one of the **7** ..... expensive and deadly natural disasters in the history of the United States. The destruction of New Orleans serves **8** ..... a grim reminder that we can watch the weather, but we cannot control it.

- 2** Use the word given in capitals to form a word that fits in the gap. There is an example at the beginning (0).

## Super Volcano

Yellowstone National Park, U.S.A. has awe-  
**0** *inspiring* scenery, over 290 waterfalls and one of the world's **1** ..... petrified forests. But that isn't all. Apart from an enormous **2** ..... of animal and plant life, Yellowstone is also sitting on top of a giant volcano.

640,000 years ago there was a "super eruption". This was an event so huge that it **3** ..... blew away the top of the volcano. The landscape after the eruption was **4** .....

Today it is believed that Yellowstone is quite **5** ..... to erupt again, and if it did, it would probably be a small **6** ..... event. If, however, there is another super eruption, it would alter the global climate, which would in turn cause the **7** ..... of crops. Some experts think it could be 90,000 years before another super eruption at Yellowstone. But the truth is, neither **8** ..... nor anybody else really knows.

INSPIRE  
LARGE

DIVERSE

COMPLETE

RECOGNISE

LIKE  
SIGNIFY

DESTROY

SCIENCE

- 3** Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. You must use **two to five words**, including the word given. Here is an example (0).

**0** All the buildings were destroyed in the earthquake apart from the school. **ONLY**  
The school was the *only building not to be* destroyed in the earthquake.

**1** "We don't think there will be another hailstorm soon," the scientists said. **DOUBTED**  
The scientists said that they ..... another hailstorm soon.

**2** The level of flood water is the same as yesterday. **CHANGED**  
The level of flood water ..... since yesterday.

**3** The villagers had hardly any help after the landslide. **ALMOST**  
The villagers had ..... after the landslide.

**4** The people ran, but they were too slow to escape the tsunami. **FAST**  
The people ran, but they ..... to escape the tsunami.

**5** "We expect another eruption soon," said the spokesman. **NEAR**

"We expect another eruption ..... future," said the spokesman.

**6** On learning about the tornado, the mayor immediately evacuated the town. **SOON**  
The mayor evacuated the town ..... about the tornado.

**7** The residents didn't know that their town was built on the slopes of a volcano. **UNAWARE**  
The residents ..... their town was built on the slopes of a volcano.

**8** Nowadays, snow is rarely seen in the city centre. **RARE**  
Nowadays, ..... snow in the city centre.



## Grammar

## 4 Choose the correct item.

- "Is this castle really haunted?"  
"That's ..... most people say."  
A where B what C how D why
- "This area used to have a lot of wildlife."  
"I know. It's sad that you hardly see ..... animals around here nowadays."  
A many B some C no D any
- It's getting ..... to find employment these days.  
A more hard C more and harder  
B hardest D harder and harder
- I have very little experience ..... using this computer program.  
A on B about C in D over
- Not all students can afford to wear ..... labels.  
A designer C designing  
B design D designed
- "I'm looking for Mr. Patterson."  
"He's the brown-haired gentleman ..... at the reception desk."  
A sitting C who's he sitting  
B who sitting D that sitting
- A flying saucer was ..... seen flying over the city.  
A report C reportedly  
B reported D reporting
- "I'm having trouble with geometry."  
"..... studying together this weekend?"  
A Why not C Why don't we  
B How about D Should we
- Fred can't go to that heavy metal concert because his parents .....  
A not let it C won't let him  
B don't allow D won't allowed him
- All students at our school ..... to wear a school uniform.  
A require C have required  
B are required D they require
- Joe ..... staying in a hotel to staying at a campsite.  
A would rather C had better  
B would prefer D prefers
- ..... scientists predict that the Earth will get warmer.  
A Most of the C The most  
B Most D Most of

## Vocabulary

## 5 Choose the correct item.

- The population of this country is ..... 10 million.  
A closely C approximately  
B generally D clearly
- You are required to have the proper ..... to work as an accountant.  
A qualifications C experiments  
B qualities D experiences
- Have you seen the ..... edition of our school magazine?  
A freshest C latest  
B highest D foremost
- The building was completely ..... in the fire.  
A harmed C destructed  
B crushed D destroyed
- I'm going to ..... a visit to my great-grandmother next week.  
A have C pay  
B do D give
- We aren't allowed to set up camp here unless we get .....  
A licence C pass  
B authority D permission
- You must follow the safety instructions to ..... accidents.  
A decline C refuse  
B avoid D resist
- It's cruel to keep animals in .....  
A slavery C captivity  
B prison D detention
- David was not ..... in the class discussion.  
A inserted C participated  
B involved D taken
- I had ..... feelings about my parents' decision to move to France.  
A mingled C messed  
B merged D mixed
- Our new CD will not be on ..... until the next month.  
A purchase C market  
B sale D retail
- I don't mind going to the post office; it's no ..... at all.  
A matter C concern  
B difference D trouble



- 1 Use the words in their correct form to complete the gaps.

• ordinary • common • frequent  
• customary

- 1 It is ..... in the USA to tip waiters when you eat out.
- 2 We had quite a(n) ..... weekend; we didn't do anything special.
- 3 Thomas is a ..... visitor to this restaurant.
- 4 It is not ..... for temperatures to be so low at this time of year.

• recommend • force • urge • insist

- 5 The mayor ..... the public to not waste water during the drought.
- 6 Rachael ..... on leaving the town before the hurricane arrived.
- 7 The authorities ..... everyone to leave the island immediately.
- 8 I ..... you call social services about the flooding of your house.

• situation • condition • state • frame

- 9 Everyone was in a ..... of shock.
- 10 The reporter was not in the right ..... of mind to appear on TV.
- 11 The man who was pulled from the rubble remains in a critical .....
- 12 The president said the ..... was under control.

• warning • alarm • alert • notification

- 13 John received ..... that all his family had survived the earthquake.
- 14 The volcano erupted with no ..... ; luckily the locals managed to escape.
- 15 A(n) radio ..... was announced when experts said the volcano could erupt at any time.
- 16 The mayor said there was no cause for ..... despite the river breaking its banks.

• shake • wave • tremble • sway

- 17 The building ..... from side to side during the earthquake.
- 18 The old man just ..... his head in disbelief when he saw the destruction.
- 19 The woman ..... with fear as the tsunami got closer and closer.
- 20 The helicopter pilot could see a man on top of the house ..... and shouting for help.

## Phrasal verbs & Prepositions

- 2 Choose the correct item.

- 1 I'm frightened **about/of** earthquakes.
- 2 I can't cope **with/about** humidity which is why I could never live in the tropics.
- 3 We're giving these products **off/away** for free.
- 4 He complains **of/about** headaches.
- 5 They gave **out/up** trying to clear the snow.

- 3 Complete the gaps with the correct form of the words in bold.

- 1 Please ..... yourself with this document. (**FAMILIAR**)
- 2 We need to ..... our holiday plans. (**FINAL**)
- 3 The farmer wants to ..... up his chickens. (**FAT**)
- 4 She felt ..... as she watched the tsunami wash away her car. (**HELP**)
- 5 The ..... of the house climbed onto their roof and waited for help. (**RESIDE**)
- 6 The children were ..... frightened by the sound of the thunder. (**EXTREME**)
- 7 The journalist was shocked by the ..... caused by the earthquake. (**DEVASTATE**)
- 8 There is a strong ..... that survivors will still be found in the rubble. (**POSSIBLE**)
- 9 They could see a ..... wave approaching the coastal town. (**MASS**)

## Grammar in Focus

Complete the gaps with the correct word. Then put the verbs in brackets into the correct form.

19-year-old climber Peter Smithers made the news last week when he miraculously escaped 1) ..... an avalanche in Scotland. He said he 2) ..... (**climb**) up a snow-covered slope in Ben Nevis when he stopped 3) ..... (**get**) some supplies from his backpack. Suddenly, 4) ..... was a loud rumble like a train approaching and the next thing he knew, he 5) ..... (**tumble**) down the slope in a massive wave of snow that was sweeping away everything 6) ..... its path. Smithers 7) ..... the reporters that it had all happened so quickly that he hardly had time to think. Fortunately, after 8) ..... (**fall**) for 500 metres, he was uninjured. But the lucky climber didn't complain 9) ..... his ordeal. Asked 10) ..... he would do a similar climb again, he replied that he 11) ..... already started making plans to return to Scotland the 12) ..... year.



# "THE YEAR WITHOUT A SUMMER"

– the Eruption of Mt Tambora, 1815

In 1816, Europe and North America suffered their worst summer in centuries. Cold temperatures brought heavy rains, frosts and snowfalls. Harvests failed, livestock died, and the famine and disease that resulted led to the deaths of hundreds of thousands of people. The year 1816 came to be known as 'the year without a summer'.

Today, we know the cause of this lethal summer. One year previously, the largest and most deadly volcanic eruption in recorded history took place in Indonesia. The sulphur dioxide and dust that the eruption spewed into the atmosphere blocked sunlight and cooled the Earth, leading to a 'volcanic winter'.

Indonesia has more active volcanoes than any country in the world. On 15th April, 1815, Mt Tambora, a volcano which is situated on the island of Sumbawa, erupted. The event was catastrophic. Toxic gases, rocks, and hot ash spread across the island, killing over 12,000 people instantly. 160 cubic kilometres of ash was thrown into the atmosphere, along with 400 million tons of gas. The eruption column reached an altitude of more than 43 km.

To get some idea of the scale of the event: before the explosion, Mount Tambora was 4,300 metres high. After, it measured just 2,851 metres. The explosion was so huge it was heard 2,600 km away, and the sky remained dark for two days in areas up to 600 km from the volcano.

The Tambora eruption was terrifying not only because it was so destructive, but because it happened so suddenly and with such speed. Unlike other more famous eruptions such as at Mt Vesuvius in 79 AD and on the island of Krakatoa in 1883, which had fairly long eruption sequences, Mt Tambora erupted with almost no warning and was extremely quick in reaching its climax.

The loss of life after the eruption was terrible. Famine of extraordinary and severe intensity immediately broke out, taking the lives of thousands. On 3rd August, 1815, a Lt Phillips arrived on Sumbawa and reported: "The extreme misery to which the inhabitants have been reduced is shocking to behold." More than 71,000 people in Indonesia eventually died. Mt Tambora's 1815 eruption killed more people in total than any other known volcanic eruption in history.

Amazingly, despite the fact the Tambora eruption occurred less than 200 years ago and is the most deadly eruption ever to have been observed by humans, few people today have even heard of it. The eruption of Mt Tambora in 1815 remains one the most overlooked natural disasters in history.

## Reading

- 1 a) Read the text and decide which answer (A, B, C or D) is correct. Justify your answers.
  - 1 Crops didn't grow in Europe and North America in the summer of 1816 because
    - A disease killed them.
    - temperatures were so low.
    - people were too ill to farm.
    - animals ate them from the ground.
  - 2 The term 'volcanic winter' refers to
    - A a period of time when more volcanoes than usual erupt.
    - an unusually large volcanic eruption.
    - a longer than normal winter caused by a volcanic eruption.
    - a decrease in temperatures across the globe caused by a volcanic eruption.
  - 3 The Mt Tambora eruption
    - A occurred during 'the year without a summer'.
    - threw material 43 km up into the sky.
    - increased the height of the volcano.
    - trapped 12,000 people in their homes.
  - 4 In contrast to other eruptions, the Mt Tambora eruption
    - A didn't spread its lava as fast.
    - gave fewer signs it was going to happen.
    - didn't cause as much damage.
    - took longer to come to an end.
  - 5 After the eruption
    - A other volcanoes in the region erupted.
    - there were serious food shortages.
    - many people died of shock.
    - the surviving inhabitants left the island.
  - 6 The author finds the public's lack of knowledge about the Tambora eruption
 

|                  |                   |
|------------------|-------------------|
| A unacceptable.  | C understandable. |
| B disappointing. | D surprising.     |

## b) Answer the questions. Use your own words.

- 1 How did the Mt Tambora eruption cause climate change?
- 2 What were some of the immediate consequences of the eruption of Mt Tambora?

(8x2=16)



## Listening

- 2** Listen to the news report and decide if the statements (1-8) are **True** or **False**.

- 1 Twenty-six centimetres of rain have fallen in the last month. ....
- 2 Several towns were affected by the mudslides. ....
- 3 Some homes were destroyed by the landslide. ....
- 4 It's been confirmed that people have died in the disaster. ....
- 5 Hundreds of search-and-rescue workers have arrived in Rio de Janeiro. ....
- 6 The town is located in a difficult place for rescue teams. ....
- 7 Neighbouring countries have already sent help. ....
- 8 Extremely heavy rain is common in the area during the summer. ....

(8x2=16)

## Vocabulary

- 3** Fill in with: *tornado, pouring, flash, heat wave, forecast, beating, blowing, blazing, triggered, evacuate*.

- 1 The ..... swept through the town, destroying everything in its path.
- 2 It's ..... with rain outside.
- 3 What is the weather ..... for tomorrow?
- 4 As soon as they felt the earthquake, the town's officials ..... the alarm.
- 5 The residents were asked to ..... the town immediately.
- 6 Temperatures during the ..... reached 45°C.
- 7 We were listening to the wind ..... through the trees.
- 8 A ..... of lightning lit up the night sky.
- 9 Her heart was ..... very fast.
- 10 You shouldn't sit in the ..... sun; it will make you sick.

(10x2=20)

## Grammar

- 4** Rewrite the following in reported speech. Use the verbs in brackets.

- 1 "I can see you tomorrow," she said to me. (**told**)
- 2 "I've read that book already," Alex told Nathan. (**explained**)
- 3 "I don't like walking in the rain," he said. (**complained**)
- 4 "Can we have lunch?" she asked. (**suggested**)
- 5 "Did he come with you?" Ann said to Sam. (**asked**)
- 6 "Let's go to the beach," she said to us. (**suggested**)
- 7 "I'm sorry I was late," she said. (**apologised**)
- 8 "I'll help you when I get back," he said. (**promised**)
- 9 "No, I won't do this," said Alexander. (**refused**)
- 10 "Don't be late," he said. (**asked**)

(10x2=20)

## Speaking

- 5** Choose the correct response.

- 1 A: What's the weather like outside?  
B: a It's raining.  
b It didn't stop raining.
- 2 A: An earthquake hit Japan yesterday.  
B: a Really?  
b Is it?
- 3 A: Have you heard about the cruise liner that sank yesterday?  
B: a Listen to this!  
b You can't be serious!
- 4 A: Ten people died in the tsunami.  
B: a That's terrible.  
b They did, didn't they?
- 5 A: Have you read it yet?  
B: a I don't believe it.  
b No, not yet.

(5x2=10)

## Writing

- 6** Read the rubric, then write your story.

Your school newspaper is having a short-story competition. You have decided to enter. The story must start with: **It was 6 pm when I set out with my friends to go trick-or-treating.** (140-190 words). Write your story. Your story should include: • a house • a black cat

(18 marks)

(Total=100)

## Check your progress

- talk about natural disasters & weather conditions
- describe an event, break the news
- express surprise/disbelief
- compare & contrast photographs
- report someone's words
- write a story

GOOD ✓

VERY GOOD ✓✓

EXCELLENT ✓✓✓



- 1 Many of the following traits or characteristics are 'inherited' or passed down to us from our parents. Which of these traits do you think can be inherited from one's parents?

• *straight hair* • *weight*  
 • *gender* • *language*  
 • *strength* • *intelligence*  
 • *eye colour* • *blood type*

Read to see if you were right.

- 2 Read the text again and answer the questions.

- 1 Why do siblings often resemble one another?
- 2 What are some of our inherited traits?
- 3 Why isn't a person's weight an inherited characteristic?
- 4 What percentage of our DNA makes us look different from other people?

- 3 What did you learn from the text?



Would you change anything about your appearance? If so, what? Tell the class.

## Where did you get that from?

Have you ever noticed that some sisters and brothers look alike? Or have you ever had difficulty telling twins apart? Their inherited traits are what make their physical appearance so similar. An inherited trait is a particular characteristic or quality that is genetically passed down from our parents. Inherited traits are what distinguish one person from another. These characteristics depend entirely on genetic factors and include gender, hair colour, skin colour, ear shape, blood group and inherited diseases. Offspring inherit genes from both the mother and father, which results in a combination of the parents' characteristics. This is why we often hear people say, "She has her mother's eyes," or, "He has his father's nose".

Not all traits are inherited, however. Variation is also caused by environmental factors. For instance, your weight depends on your diet and other environmental factors such as gender, calorie intake and lifestyle. Language is also not inherited. Adopted children who move to another country will quickly learn the local language and may even forget their native language. The majority of human characteristics are determined by inherent and environmental factors. Studies have shown that intelligence is partly inherited and partly learnt. Similarly, our genes determine our natural hair colour, but exposure to the sun or hair dye can easily change that colour.

It seems that we are all very different. You just need to look around to see how many different traits people have, but in fact, people are remarkably alike. 99.9 percent of all human DNA is identical. It's those few unique differences in our DNA that create the variety of characteristics we see around us.



### Check these words

• *trait* • *inherited* • *tell apart* • *genetically passed down* • *distinguish* • *factor*  
 • *gender* • *offspring* • *calorie intake* • *native language* • *partly* • *exposure*



## Culture Spot

- 1 What do the Foot Guards do? What is their uniform? Read the text, then say.

One of the most prestigious jobs in the UK is guarding the Queen of England. The Queen's Guard, in particular the Foot Guards that stand outside Buckingham Palace in London, are an iconic English symbol. The Guard consists of three officers and 36 soldiers from five regiments (Grenadier Guards, Scots Guards, Coldstream Guards, Irish Guards, Welsh Guards). When the Queen is home, there are four Foot Guards at the front of the building and only two when she is away. They have the most recognisable uniform in the world. They wear a scarlet tunic, white belt, dark blue trousers with a red stripe down each leg and a huge bearskin hat. The bearskin hats are made of real bearskin from Canadian brown bears. For a long time, the British Army has tried to find a manmade alternative to the fur, but so far nothing acceptable has been found.

- 2 Compare Foot Guards to a similar job in your country.



The Queen's Guard



- 1 Which of these sentences are true about water? Decide in pairs. Read and check.

- 1 Water covers over 90% of the Earth's surface.
- 2 1.7% of water is underground.
- 3 7.1% of water is frozen.
- 4 Only 2.5% of the water on Earth is fresh.
- 5 30% of the people on Earth do not have clean water to drink.
- 6 In the next twelve years the majority of the Earth's population will face water shortages.
- 7 If you leave a hose running it can waste 23 gallons per minute.
- 8 We use over 200 litres of water to take a shower.

- 2 Read the text again, then ask and answer questions based on it.

Q: How much of the Earth's surface does water cover?

A: 70.9%.

- 3 **ICT** In groups collect information about water. Use the Internet or other sources.

Prepare a quiz for your classmates.

## PRECIOUS WATER

As the old saying 'water, water, everywhere' suggests, there is water all over our planet. In fact, water covers a total of 70.9% of the Earth's surface. 95.5% of this is in the form of saltwater in the oceans, 1.7% is groundwater, 1.7% is frozen in glaciers and ice caps, and a mere 0.001% takes the form of clouds and precipitation. Despite the huge volumes of water present, the Earth actually has a limited supply of freshwater. In fact, only 2.5% of the water on the planet is fresh and most of this is frozen in glaciers at the poles or trapped deep underground, leaving less than 1% directly available for human consumption. Even though we only use about 30% of this total global supply, 40% of the planet's inhabitants do not have access to safe drinking water and it is estimated that in the next twenty years 66% of the world's population may face severe water shortage problems. Although it is true that water is everywhere we need to remind ourselves just how precious freshwater is and use it conscientiously and with care.

### Clever Tips for saving water

- Just by turning off the water when you brush your teeth you can save up to 30 litres of water. That's over 750 litres per month which is enough to fill a huge fish tank housing 6 small sharks!
- Washing your bike or car with a bucket and sponge instead of a hose saves water too. Using a hose can waste as much as 23 gallons per minute if you leave it running.
- When you take a shower you use much less water than filling up a bathtub. Taking a shower uses about 40 to 95 litres, while a bath uses up to 265 litres of water.
- The ideal time to water your plants and garden is either in the early morning or late evening. Watering the garden when it's hot is wasteful because water evaporates before the plants have a chance to absorb it.

### Check these words

• saying • saltwater • groundwater • glacier • mere  
• precipitation • volume • pole • human consumption  
• global supply • access to • severe • water shortage  
• hose • bathtub • wasteful • evaporate • absorb



### Culture Spot

- 1 How are these words: *Vancouver, Amsterdam, commercial whaling* related to Greenpeace? Read to find out.

*Greenpeace is an environmental organisation that was founded in 1971 in Vancouver, British Columbia, Canada. It has got offices in 40 countries and a coordinating body in Amsterdam. Its goal is to 'ensure the ability of the Earth to nurture life in all its diversity'. All the members work on environmental issues such as deforestation, global warming, overfishing, commercial whaling and anti-nuclear issues.*

- 2 Are there environmental groups/organisations in your country? What aspects of environmentalism do they deal with?





- 1** Is traffic a problem in your area? If so, what can be done to reduce it? Read to find out what has been done in Midland Town.

Traffic in Midland Town has increased in the last five years so much that the main route through the town has become congested at peak times. The Town Council has proposed a way to reduce traffic by building a new motorway around the outskirts of the town and away from the centre. Local residents have mixed feelings about the proposal.

- 2** Read the residents' views and identify whether they are for or against the proposal.

- 3** Read the texts again and identify which person ...

- ☐ 1 is concerned about the safety of young people?  
☐ 2 is annoyed about the volume of traffic in the town?  
☐ 3 is worried about the effect of the motorway on local trade?  
☐ 4 has environmental concerns?  
☐ 5 finds the proposal upsetting?

- 4** In groups discuss the residents' viewpoints and decide whether the town council should go ahead with the proposal or not.



**A Sandra Pane**

Midland is a beautiful town and as a shop owner I am well aware of the serious problems that a motorway would cause to local businesses. We depend on the traffic that comes through the town to support our businesses. Taking the traffic away from the town would mean much less income for us. Where would that leave us then?"

**B Sam Walker**

As headteacher of the local school, I feel the new motorway is a good idea. At the moment, the zebra crossing the students use to get to the other side of the main road is one of the busiest spots in town. So, if the volume of traffic is reduced, it will be safer for the children."

**C Heather Wilkinson**

I live quite close to the proposed new motorway. My only concern would be the noise pollution and that it would probably destroy the natural beauty of the area. But, if it benefits most of the community, then it should go ahead.

**D Frank Burns**

'I commute to work every day and it doesn't matter whether I take the main route through town or a side street, I always hit traffic. It's a nightmare! The motorway will definitely make the journey easier.'

**Check these words**

• route • congested • peak times • motorway • outskirts  
 • depend • income • zebra crossing • volume • reduce  
 • concern • beauty • nightmare



**Culture Spot**

- 1** Where is the Grand Canyon? How was it formed? Read to find out.

The Grand Canyon is located in Grand Canyon National Park in the state of Arizona, USA. It is 446 km long and 29 km wide. This spectacular Canyon is considered one of the Seven Natural Wonders of the World. No one knows for certain exactly how the Grand Canyon was formed, but geologists agree that over the course of millions of years, the Colorado River, wind, water and ice erosion played a major role in its formation. Native Americans have lived here for thousands of years in settlements and in caves. For them, the Grand Canyon is a sacred place and in their language it is called 'Ongtupqa' which means holy site.



**The Grand Canyon**

- 2** **ICT** Think of a place of natural beauty in your country. Collect information, then write a short text about it. Write: name, location, what is special about it.



**1** WOW is an annual festival in Wellington. Look at the picture. What is special about it? Read to find out.

**2** Read the text again. Decide if the statements are *True* or *False*.

- 1 The WOW Awards Show is restricted to local artists. ....
- 2 The founder combined various art forms to create a new show. ....
- 3 All awards are cash prizes. ....
- 4 The designers have a huge selection of materials to choose from. ....
- 5 Claire Prebble starred in the film *Avatar*. ....

**3** Your class is entering the *World of WearableArt Awards Show* this year. The theme is 'Stories of Light'.

Describe:

- what kind of costume you want to create
- what materials you'll use
- how you are going to make it
- what it represents

Make your costume! Present it to the class.

#### Check these words

- *exquisite* • *spectacular* • *exhibit* • *promote*
- *blend* • *movement* • *drama*
- *receive recognition* • *garment* • *scholarship*
- *academy* • *institution* • *conceivable*
- *film roll* • *individual* • *evolution* • *spirit*
- *represent* • *wire* • *bead* • *props*

## WORLD OF WEARABLE

# ART

Enter a world where music, dance, exquisite costumes and lighting are combined to take art off the wall and bring it to life onstage.

Every year in September, the World of WearableArt (WOW) Awards Show takes place in Wellington, New Zealand. In ten two-hour spectacular shows, artists and designers from around the world gather to exhibit their talent.

In 1987, Suzie Moncrieff, a sculptor from Nelson, New Zealand wanted to promote a local gallery and came up with the idea of exhibiting art in the form of a live theatrical show. She created a blend of art, design, movement and drama and presented the show to 200 people in the community hall. The show was a huge success and since then has received international recognition.

Every year judges select over 150 garments created by designers from all over New Zealand and around the world. They compete for \$150,000 in prize money, a chance to win thirty-five different awards and various scholarships with international art academies and institutions. Their unique creations are made from any conceivable material; books, car parts, recycled plastic bags, human hair, coins, ballet shoes and used film rolls just to mention a few!

Highly talented individuals enter the show. Claire Prebble, who was just 18 years of age at the time, is the youngest winner of the WOW Award so far. She created an artistic costume called 'Evolution of Spirit' which represents the all-seeing Greek Goddess of the Dawn. It is made of copper and silver wire, Swarovski crystals, glass beads and silk. It took her more than two years to design and about 1,000 hours to make. The prize money allowed her to further her education and learn about fashion, art and design in several countries around the world. She returned to New Zealand when she was 20 and was instantly hired to create costumes and props for the popular film *Avatar*.

So, if you want to see creative artists at their best, come and visit the World of WearableArt Awards Show!



## Culture Spot

**1** What do Americans celebrate on 4th July? How do they celebrate it? Read to find out.

An important annual celebration in America is Independence Day on 4th July. It is a national holiday that celebrates the signing of the Declaration of Independence on 4th July, 1776. People celebrate with fireworks, parades, carnivals, fairs, concerts, baseball games and much more. Families get together and have barbecues and picnics. They decorate their houses with balloons and streamers in red white and blue to represent the American flag. Some people also wear red, white and blue clothing. On that day, the American flag is displayed everywhere for all to see.

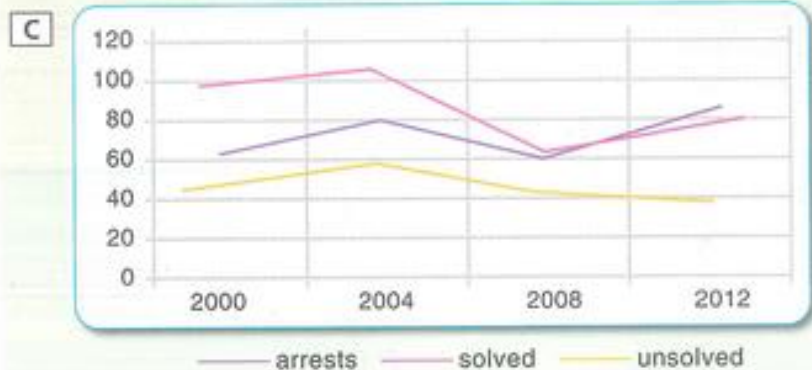
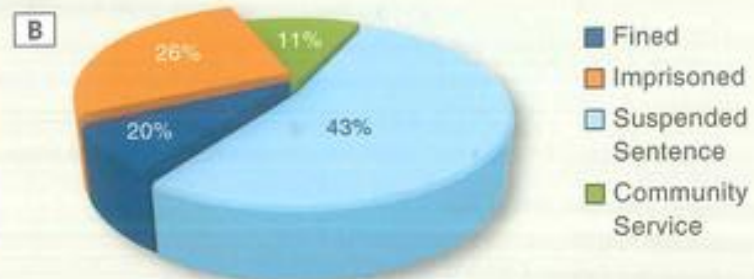
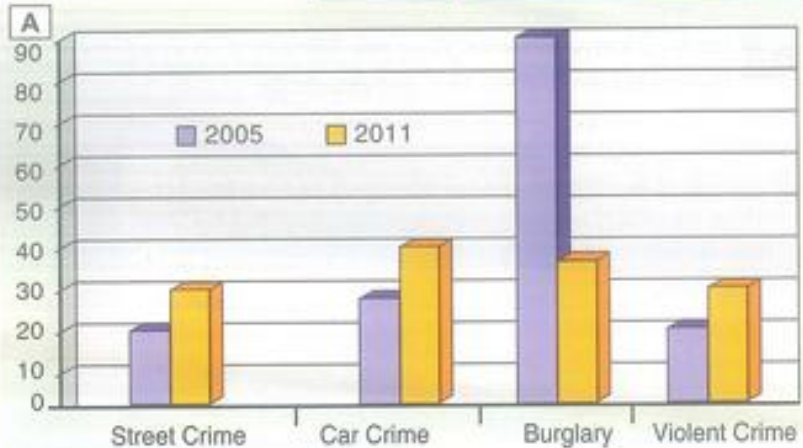
**2** Is there a similar celebration in your country? How do people celebrate it? Compare it to Independence Day in the USA.





## 1 Read the information.

- A pie chart is a mathematical diagram which looks like a circle divided into sections. Each section represents a different proportion of the whole. It is called a pie chart because it looks like a pie that has been cut into different sized slices.
- A line graph is a mathematical diagram which uses a line to show the relationships between different sets of measurements or numbers.
- A bar chart is a mathematical diagram in the form of a graph which uses parallel oblong shapes to represent and compare different amounts of something relating to a number of different groups.



## 2 Look at the charts/graphs on the right and label each one according to what type it is.

## 3 Look again and answer the questions.

- What information does each chart/graph give?
- Which diagram relates to:
  - criminal cases?
  - court judgements?
  - past/present crime rates?
- Think of a title for each diagram.

### Check these words

- pie chart • diagram • proportion • line graph
- measurement • oblong



## Culture Spot

## 1 What are K-9 units? How do they help enforce the law? Read to find out.

Police dog units or K-9 units are dogs that are specially trained to assist police officers in law enforcement work. They can have various duties. Some are trained to chase and hold suspects. German Shepherds are commonly trained for this. Others help police with search and rescue to locate suspects or help find missing people or objects. Bloodhounds are commonly used for this type of work. Other dogs are specially trained to detect drugs or explosives. Beagles are the perfect breed for this task because they have the added bonus of a friendly appearance which is useful at airports because it does not scare passengers. Finally, there are cadaver dogs that are specially trained to detect dead bodies. Police dogs are valuable members of law enforcement organisations and often get a bullet-proof vest to wear and have their own police badge.



K-9 Units

## 2 Are there similar units in your country? What do they do? Compare them to K-9 units.



- 1 Do you know how to save the battery power of your tablet PC? Read the text, then put the instructions (A-G) in the correct order.

### How to save the battery power of your Tablet PC

- Open Start Menu, go to the Control Panel page and select the Tablet and Pen Settings ICON.
- Once you are on that page, open the Display file, scroll down to Screen Brightness and adjust it to medium.
- Then, click on the Apply button at the bottom of the page to set your changes.
- When not using your Tablet PC for a short period of time, it is important to put it in Standby mode.
- Open the Start menu again and click on Control Panel.
- Open the Power Options file and then, choose Advanced settings from the task bar.
- Go to Power Button and adjust it to Standby and click on OK at the bottom of the page.

*Remember for a long-lasting battery, always wait until the battery is completely drained before recharging it.*



- A Click on the Apply button.
- B Adjust Power Button to Standby and click OK.
- C Open Start Menu and click on Control Panel again.
- D Open Power Options and choose Advanced settings.
- E Open Display file and adjust Screen Brightness to medium.
- F Select the Tablet and Pen Settings ICON.
- G Open Start Menu then Control Panel page.

#### Check these words

• button • adjust • power-option  
• settings • long-lasting • drain

- 2 **ICT** Collect information, then write a set of instructions for transferring files from your USB stick to your computer.



### Culture Spot

- 1 Who is Tim Berners-Lee? How is he related to the World Wide Web? Read to find out.

*Tim Berners-Lee was born in London, England in 1955. His father is Conway Berners-Lee, a mathematician and computer scientist and his mother is Mary Lee Woods, a mathematician and computer programmer. They were among the developers of the world's first commercial electronic computer.*

*Tim studied at Queen's College Oxford and earned a First Class Degree in Physics. He became a computer scientist and went to work for CERN, the European Particle Physics Laboratory in Geneva, Switzerland.*

*In 1980, he created a hypertext database called ENQUIRE. Then in 1984 he wrote the computer language HTML (Hypertext Mark-up Language). In 1989 he thought of putting these together with the Internet and came up with the World Wide Web.*



**Sir Tim Berners-Lee:**  
*Inventor of the  
World Wide Web*

- 2 **ICT** Think of an important person in your country related to technology. Collect information, then write a short text about him/her. Write: name, famous for, studies, interesting facts.



1 a) Name some water sports.

b) What sports do you play?

2 Read the text and complete the sentences in your notebook.

- 1 Underwater hockey is played ...
- 2 It was invented by ...
- 3 It is open for both ...
- 4 Each team consists of ...
- 5 You need ... to play it.
- 6 The players mustn't ...
- 7 The team with the most ...
- 8 Each game lasts ...

### Check these words

- fast-moving • attempt
- snorkelling • scuba-diving
- competitor • equal terms • flippers
- snorkel • protective glove • cap
- puck • goalpost • non-contact
- line up • get possession of
- physically • charge into • process
- stick • flick • wrist • score

## Octopush

**U**nderwater hockey, also called Octopush, is a very fast-moving game played on the bottom of a swimming pool. The sport was invented in 1945 by Alan Blake, in England, in an attempt to improve the snorkelling skills of his scuba-diving students. Today, both girls and boys can participate as long as they know how to swim. This sport enables the weaker competitors to participate on equal terms with stronger ones because body size doesn't make a difference in the water.

It is played at the bottom of a swimming pool by two teams of six people. Players wear flippers, a mask, a snorkel, a protective glove and a cap. They also use a 30-centimetre-long stick to hit the puck which weighs nearly one and a half kilos. The goalposts are made of metal and are three metres long.

Underwater hockey is similar to basketball because it is a non-contact sport. The rules are simple. The game starts with the puck in the middle of the pool and the teams lined up at either side. Then, players strive to get possession of the puck, but must not physically push or charge into one another in the process. Nor can they touch the puck with anything but their stick. Passing the puck requires skill and is done by throwing the puck off the stick with a flick of the wrist. The puck can travel more than 3 metres across the bottom of the pool. The aim of the game is to score as many goals as possible. However, since each player is underwater for less than 30 seconds at a time, players need to rely on teamwork in order to score a goal. The game lasts for 30 minutes and is divided into two 15-minute halves.



## Culture Spot

1 What sport can you see in the picture? What do you need to play it? How is it played? In which country is it a national sport? Read to find out.

Since the mid-19th century, baseball has been America's national pastime. The only equipment needed to play the game is a bat, a ball and a glove or mitt. It is played on a field between two teams of nine players and the object of the game is to hit the ball and score runs around a diamond-shaped boundary. A home run is when a player has made it through the three bases and back to home plate. This sport has a culture of its own. Abbott and Costello's famous 'Who's on first?' sketch, the films 'Field of Dreams' and 'Bull Durham' and popular books like 'The Natural' all portrayed the

national emotional ties to this game. Baseball gave birth to baseball cards and baseball statistics. Fans pride themselves on collecting individual players cards and recalling the players' performance statistics. American English is loaded with baseball idioms like 'ballpark (figure)', 'home run', 'play hardball' and 'rain check'. Even though other sports are popular in the USA, baseball is still the favourite and has deep roots in American tradition.



2 What is your country's national sport? What equipment do you need to play it? How is it played? Collect information, then write a few sentences about it. Present it to the class.



1 What do you know about tornadoes? What damage can they cause?

2 How is a tornado formed? Read the text to find out.

3 Read the text again and match the headings to the paragraphs.

- A ☐ Precautions  
 B ☐ How tornadoes form  
 C ☐ Out of danger  
 D ☐ The impact of a tornado  
 E ☐ A tornado strike

4 **ICT** Search the web to find out more about another natural weather phenomenon. Present to the class. Write about:

- What it is • How it is formed
- Safety tips

#### Check these words

- deadly • phenomena • occur
- swirl • destruction • flatten
- uproot • hurl • shatter • severe
- rotate • horizontally • column
- vertically • funnel-shaped cloud
- spin • vacuum • suck into • strike
- emergency kit • supplies
- basement • accompany • tap
- radiator • sink • outrun • lie flat
- torch • inspect • injured • trapped

## TORNADOES

1 Tornadoes are one of the most powerful and deadly weather phenomena on land. They occur just about everywhere in the world, from Europe to Australia, and all over the United States. Inside a tornado, winds may swirl up to 200 miles an hour. If a tornado goes through a town, it is capable of tremendous destruction, flattening houses and buildings, uprooting trees, hurling cars and trucks through the air and shattering mobile homes.

2 A tornado typically begins in a severe thunderstorm. Changes in wind direction and speed cause the air to rotate horizontally. Rising air then pushes the spinning column of air vertically, forming a funnel-shaped cloud. The air in the funnel spins faster and faster and creates a vacuum which sucks more air into it. When this funnel cloud touches the ground, it becomes a tornado.

3 It is sensible to have a disaster plan if you live in a tornado zone. Everyone should know where to go in case a tornado strikes. Prepare an emergency kit for your home and have enough food supplies and water to last for a minimum of three days.

4 The safest place in the house is the basement. If there is no basement in your house then go to a room without windows on the lowest floor such as a bathroom or cupboard. Remember, when there's a tornado it may be accompanied by lightning, so stay away from anything metal, like taps, radiators and metal sinks. Do not stay in your car or try to outrun a tornado. If you are outside, go to a low lying area and lie flat in it.

5 Stay indoors until you know it's safe to come out. Use a torch to inspect your house. Check to see if there are any injured or trapped people but don't place your life in danger.



### Culture Spot

1 What is FESA? Why was it created? Read to find out.

**FESA: Fire and Emergency Services Authority of Western Australia**

Australia has a history of disasters caused by extreme weather conditions and natural phenomena. One of the earliest known threats dealt with by the colonists in Western Australia was fire, caused by dry weather conditions. Back in the mid-1800s, growing communities were constantly threatened by bushfires, common to the area. People risked losing their lives and houses without a proper fire brigade to put fires out. After a devastating fire in Perth in 1866, they realised there was a need to create a brigade made of volunteers. The first volunteers moved into Perth's

first fire station in 1901. As extreme weather conditions, such as dangerous storms, tornadoes and bushfires, are quite common in Australia, a national emergency service was later created, FESA. Through an Annual Awareness Campaign, they prepare and train residents and schoolchildren how to deal with possible calamities as well as scout for volunteers. The spirit of volunteer work is part of the nation's heritage and many are willing to donate their time and sometimes even risk their lives for the sake of others.



2 Are there similar organisations in your country? What do they deal with? Collect information, then present it to the class.



Informal emails/letters are pieces of writing we send to people we know well. We usually start an informal email/letter with *Dear*, and the person's first name. In the first paragraph, we write our opening remarks (*Hi! How are you?*) and the reason for writing.

In the main body we write about specific points the rubric asks for in separate paragraphs.

In the last paragraph, we write our closing remarks (*Must go now.*) and sign off with an informal ending (*Yours,*) and our first name.

We use informal style. This includes:

- everyday language (*I'm having a great time. He's really cool.*)
- colloquial expressions/idioms (*Drop me a line.*)
- informal linkers (*so, and, too, with, etc.*)
- short verb forms (*I can't, I'll be, etc.*)
- omission of pronouns (*Have to go now.*)

## ► Useful Language

### Starting an informal email/letter

- Dear Mum/Dad, Dear Uncle Steve,
- Dear Grandma, Dear Rosa/Fred, etc.

### Opening remarks

- Hope you're OK. • How are you doing?
- Thanks for your email/letter.
- Sorry I didn't write earlier, but I ...
- I'm sorry for not getting back to you sooner. • Hi! How are you?
- It was good to hear from you.
- I haven't heard from you for a while.

### Reason for writing

- I wanted to drop you a line to tell you my news./to tell you about ... • I just wanted to ask/remind/thank you ...
- Just a quick email/letter to tell you ...
- I wondered if you'd like to ... • This is just to let you know ... • I'm sorry to hear about ... • I was a bit worried and wanted to see if you're OK.

### Closing remarks

- I'd better get going./Bye for now.
- I must go now./Got to go now.

### Making reference to future contact

- Drop me a line sometime.
- I hope to hear from you soon.
- Give me a call later. • I'm looking forward to hearing from you.
- Can't wait to hear from/see you.
- Say hello to your parents for me.
- Email me soon./Write soon.

### Ending an informal email/letter

Yours,/Best wishes,/Love,/Take care, etc. + your first name.

## Informal emails/letters

This is part of an email you received from your English friend.

Who's your favourite relative? What does he/she look like? What is he/she like?  
Write back.

Write your email (140-190 words).

Dear Mark, <sup>opening remarks</sup> <sup>colloquial expression</sup>

It was good to hear from you. Just a quick reply to tell you a bit about my favourite cousin, Olly. He's the son of my mum's sister and he's 20 years old. <sup>short verb form</sup>

Olly's tall and well-built with dark brown eyes, black hair and a curly black beard. He's very sporty looking and he likes wearing casual clothes like jeans and tracksuits. You often see him in a leather jacket and leather boots, too, as he rides a motorbike. <sup>informal linker</sup>

Olly is a really cool person. He's kind and thoughtful. He's also very generous and likes surprising me with little presents. What I like best about him is his sense of humour; he always makes me laugh. Sometimes he can be a bit moody, though. <sup>everyday language</sup>

The reason I like Olly is because I can tell him everything. He listens to all my problems and gives me good advice. In fact, he's my best friend, not just my cousin.

Got to go now. Say hello to your parents for me. <sup>closing remarks</sup>

Yours, <sup>omission of pronoun</sup>  
Chris <sup>sign off</sup>

## Plan

- (Para 1) opening remarks & reason for writing
- (Para 2) appearance
- (Para 3) character
- (Para 4) reason you like the person
- (Para 5) closing remarks

## Practice

- 1 Read the email. What is each paragraph about?
- 2 Rewrite the first paragraph. Use phrases/sentences from the Useful Language section.
- 3 Suggest a different ending to the email.
- 4 Join the sentences. Use appropriate linkers.

- 1 Peter is short. He has got short straight fair hair. He has got blue eyes.
- 2 Ann is polite. She is generous. She is caring. She likes helping others. She can be a bit lazy.



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/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 am available for an interview at any time convenient to you.*)
- formal linking words (*However, In addition*).
- full verb forms (*I am writing to ...*).
- use of the passive (*I can be contacted ...*).

## 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.*) • 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 and ...
- I demand an immediate replacement or a full refund.
- I would appreciate it if ... could be replaced.
- I hope you will replace ...
- I hope that this matter will be dealt with promptly.

## Formal emails/letters

You have seen an advert in your college in England for a supervisor in a summer camp. Write a letter of application (140-190 words) applying for the job. State any suitable qualifications and experience you have and why you have a suitable personality for the job.

Dear Sir/Madam,

**A 1)** ..... the position of summer camp supervisor advertised in yesterday's Evening Post. **2)** ..... I would like to do this summer and I feel I am perfectly qualified for it.

**B 3)** ..... a Health and Physical Education course, which I chose with the intention of becoming a PE teacher one day. **4)** ..... I am attending would be invaluable at the camp, including a first aid course and a child psychology class.

**C** I am enthusiastic, fit and I know how to organise children. **5)** ..... camp life, since I attended one as a child and was then a group leader there between fifteen and eighteen years of age. **6)** ..... a school this year as a teacher's assistant and enclose a reference from the teacher I worked with.

**D 7)** ..... an interview after 5 pm during the week or all day at the weekend. Enclosed is a full CV with contact details. **8)** ..... hearing from you.

Yours faithfully,  
Joshua Rigsby

## Plan

Dear Sir/Madam,

(Para 1) formal greeting, reason for writing, where post was advertised

(Para 2) what you are doing now

(Para 3) reference to past work experience/character

(Para 4) when available for interview, contact details; closing details

Yours faithfully, + (your full name)

## Practice

**1** Read the letter and complete the gaps with the sentence openings below.

- a I have a great deal of experience in
- b I am in the first year of
- c It is exactly the kind of job
- d I am available for
- e I look forward to
- f Some of the classes that
- g I am writing to apply for
- h I have also worked in

**2** Match the paragraphs to the headings.

- 1** what you are doing now/qualifications
- 2** experience/character
- 3** when available for interview
- 4** formal greeting; reason for writing; where post was advertised

**3** Suggest a different beginning/ending to the letter.



## Essays suggesting solutions to a problem

Essays suggesting solutions to a problem are formal pieces of writing in which we state a problem and make suggestions on how to deal with it. We also write the expected result of each suggestion. We state our opinion at the end of the essay. These essays include:

- an **introduction** stating the problem and its cause(s).
  - **main body paragraphs** (up to 3) each presenting a separate suggestion and their possible results. We start each main body paragraph with a topic sentence which introduces or summarises the main topic of the paragraph. A topic sentence is followed by supporting sentences which provide results or examples to support the topic sentence.
  - a **conclusion** which restates the problem and/or summarises the writer's opinion.
- They are written in **formal style**, that is:
- **impersonal style, longer sentences and use of the passive** (*If these suggestions are taken into consideration, I am convinced that the problem will be resolved.*)
  - **formal linking words** to join ideas (*Furthermore, Moreover, Nevertheless, etc.*)
  - **full verb forms** (*There is no doubt that ...*)

### > Useful Language

#### Listing points

- Firstly, / In the first place, • Secondly,
- Furthermore, / In addition, / Besides,
- Finally, / Lastly, / Last of all

#### Making suggestions

- One way of solving the problem ...
- Another helpful suggestion would be to ...
- We / People should ...
- It would be a good idea to ...

#### Showing contrast

- However, / Nevertheless,
- On the other hand, • Despite this / that,

#### Presenting results

- As a result, / Consequently, • By doing this,
- In this way, • Therefore, • Then,
- If (people) ... , the (situation) will / would ...

#### Expressing opinion

- In my opinion / view,
- I believe / think / feel (that) ...
- It seems to me / It is obvious (that) ...

#### Concluding

- To conclude, / To sum up, • All in all,
- On balance, I would say (that) ...

You have had a class discussion about rubbish on the streets. Write an essay for your teacher suggesting ways that we can help to fight this problem and mentioning the possible results (140-190 words). Write about: 1) recycling 2) creating a local group 3) ... (your own idea)

Nowadays, rubbish on the streets is a serious problem in many cities and towns. This is because many people are too careless or lazy to dispose of it responsibly. **However**, there are several solutions to the problem.

**Firstly**, we should try to recycle more. This way, we will reduce our rubbish and the streets **will be** much cleaner and tidier.

Moreover, we can pick up rubbish lying on the streets instead of ignoring it. By doing this, we set a good example for others and they will hopefully learn to do the same.

Last of all, we can create a local group for picking up rubbish in our neighbourhood. As a result, neighbourhoods **will be kept** in better condition.

To sum up, it is true that street rubbish is a problem in many areas. Nevertheless, **I believe** that if we all work together responsibly, we can **make** our neighbourhoods cleaner, better places to live in.

### Plan

- (Para 1) state problem & cause(s)
- (Para 2) 1st suggestion & possible result
- (Para 3) 2nd suggestion & possible result
- (Para 4) 3rd suggestion & possible result
- (Para 5) restate problem / give your opinion

### Practice

- 1 Read the model. What is each paragraph about?
- 2 Find and replace all the linking words and phrases in the essay with different ones from the Useful Language section.
- 3 Find the topic sentences in the essay. Replace them with other appropriate ones.
- 4 Write supporting sentences for each of the topic sentences.
  - 1 One way to solve the problem of animals losing their habitats is to donate money to wildlife organisations.
  - 2 It would be a good idea to leave our cars at home and use public transport instead.
  - 3 First, we could reduce waste by not buying products with unnecessary packaging.
  - 4 Moreover, we can help save forests by planting new trees.



## Descriptions of a visit to a place

Descriptions of a visit to a place consist of:

- an introduction in which we give the name and location of the place, the reason for visiting it, where we stayed and what the weather was like.
- a main body in which we describe what we saw and did there in separate paragraphs. We start each paragraph with a topic sentence which is the summary of the paragraph and introduces the main idea of the paragraph.
- a conclusion which includes our impressions/comments about the place.

We use a variety of adjectives and adverbs to make our description more interesting. We normally use past tenses to describe our visit.

### ► Useful Language

#### Location

- ... is situated/located in (the heart of) ...
- ... is a large town/small village on the (south/north) coast of ...
- Only (an hour's drive) from ..., it is a great seaside resort/cultural hotspot etc.

#### Where we stayed/Weather

- I stayed in a five-star hotel/small guesthouse/bed and breakfast etc. in the centre of/on the outskirts of town.
- The weather was marvellous/fantastic/appalling/dreadful etc. (the whole time).

#### What we saw/did

- ... has amazing tourist attractions.
- ... visited local museums/beautiful parks.
- ... got lost in the quiet back streets/lively central shopping area.
- ... had to queue up for hours.
- ... admired magnificent palaces/castles etc.
- ... strolled down cobbled streets.
- ... had dinner at traditional restaurants.
- ... enjoyed coffee at cosy cafés.
- ... couldn't find a place to have a snack.
- ... shopped for souvenirs at flea markets/street markets etc.
- The local dishes tasted delicious/awful.
- The nightlife was exciting/dull/boring.
- There were a lot of clubs which were popular with young people.
- The streets were crowded/empty/quiet.

#### Impressions/Comments

- ... has something to offer everyone./has very little to offer.
- ... the ideal/worst choice for a short break.
- It was too boring and noisy. I'm glad to be back./I had an awful time.
- I had the time of my life.
- We couldn't wait to leave.
- It's really (not) worth visiting.

Your teacher has asked you to write a description of a visit to a place. Write your description, including what you saw and did there (140-190 words).

- A** Last July, it was my 18th birthday. To celebrate, my parents and I visited England's capital, London, for a week. We stayed in a comfortable family-run hotel in the city centre. The weather was marvellous the whole time.
- B** London has amazing tourist attractions. Up in the London Eye, we saw the whole city spread out clearly beneath us. Then we strolled aimlessly around the beautifully-kept gardens of Buckingham Palace. We also visited the National Gallery and admired the stunning collection of world-famous paintings there.
- C** On my birthday itself, we had a special day out. My parents took me to Oxford Street to buy some trendy clothes, followed by lunch at a traditional restaurant by the riverside. In the evening, we watched one of the West End's most amazing musicals, *The Phantom of the Opera*. It was superb.
- D** London has something to offer everyone. We all had the time of our lives and were really sorry to leave!

### Plan

- (Para 1) *name of place/location/reason you went there/who with/where you stayed*
- (Para 2) *what the place is like*
- (Para 3) *what you saw and did there*
- (Para 4) *your comments*

### Practice

**1** Read the model. What is each paragraph about?

**2** a) Find the adjectives used to describe the following: *hotel, weather, tourist attractions, collection, paintings, day out, clothes, restaurant, musicals.*

b) Find the adverbs that are used to modify: *spread out, strolled.*

**3** Replace the adjectives in bold with their opposites.

• dreadful • distant • disgusting • dull • crowded

Last winter, I visited a really **1) interesting** tourist resort. The weather was **2) fantastic** the whole time and the beaches were surprisingly **3) empty**. I'll never forget the **4) delicious** local food and the **5) friendly** people.

**4** Imagine you went to a place you didn't like. Write a description of your stay including your negative comments. Use phrases from the Useful Language section.



A description about a festival/celebration consists of:

- an **introduction** in which we give the name, place and reason(s) for the event or celebration.
- a **main body** which may include two separate paragraphs in which we first describe the preparations and then the actual event.
- a **conclusion** in which we describe our feelings and make comments about the festival.

We normally use present tenses to describe the preparations and past tenses to describe the festival we attended.

We can use a variety of adjectives and adverbs to make our description more vivid and interesting.

## Useful Language

### Place/Date/Reason

- It is held in ... every ... • This (three-day) festival takes place every ... in ...
- It is one of the most important festivals in the (Chinese) calendar.

### Preparations

- Preparations start (two weeks) before the actual event.
- People: • clean their houses • put up decorations • make floats • practise their dance steps • prepare their costumes • carve pumpkins • buy presents etc.

### Activities on the actual day(s)

- People: • line the streets to watch parades • wear fancy-dress costumes • light candles • play games • watch marching bands • set off fireworks • make speeches • have barbecues/parties • visit friends/relatives • sing and dance in the streets • watch floats • take part in contests • eat a traditional meal
- give each other/open presents
- send cards/flowers etc.

### Feelings/Comments

- Everyone feels (*happy/excited/thrilled/joyful* etc.). • It's fun for everyone.
- Everyone has/had a great/wonderful time. • I'm sure everyone will remember it for a long time. • I'll never forget it. It was a day full of surprises.
- I felt sad it was over but now I'm looking forward to next year's festival.

## Descriptions of a festival you attended

Your teacher has asked you to write a composition describing a festival you attended. Write your composition, describing the preparations, the events during the actual festival and your feelings (140-190 words).

- 1 Last year I attended Las Fallas. It is a five-day festival which takes place in Valencia, Spain every March. Originally celebrated in honour of Saint Joseph, the patron saint of carpenters, today it is a brilliant fire festival.
- 2 Preparations start months before the festival. People make the puppets, or *ninots*, which are burnt at the climax of the festival on 19th March. These colourful giant figures, sometimes 20 feet tall, each satirise some well-known personality from politics, the cinema or even sport.
- 3 I joined the people lining the streets to watch the parades. We saw enormous floats carrying puppets and marching bands playing lively music. People were singing and dancing wildly in the streets and firecrackers were going off noisily. After a spectacular fireworks display, they set fire to the puppets and the whole town was lit up!
- 4 It was a thrilling festival and I had a great time! I'm sure everyone will remember it for a long time.

## Plan

(Para 1) *name/place/reason*

(Para 2) *preparations*

(Para 3) *activities at the actual event*

(Para 4) *feelings & comments*

## Practice

- 1 Read the model. What is each paragraph about?
- 2 Find the adjectives/adverbs which the writer uses to describe the following: *festival, figures, personality, floats, music, singing and dancing, fire crackers, fireworks display.*
- 3 What tenses has the writer used to describe the preparations? the actual festival?
- 4 Use the adjectives in the list to replace the adjectives in bold.
  - huge • amazing • elegant • spectacular
  - elaborate • great
  - 1 People were wearing **nice** costumes and **nice** hats.
  - 2 People built a **big** bonfire in the town square. In the evening they set off **nice** fireworks.
  - 3 It was a **nice** day full of surprises. I'm sure everyone had a **nice** time.
- 5 Suggest different opening and closing paragraphs for the composition. Use phrases from the Useful Language section.



Reports are pieces of writing we write for a person in authority (a teacher, a business manager, etc.). They normally contain a description of something (how well a business is performing) and often include our suggestions or recommendations for future action (suggestions on how sales could be improved).

The information in a report is presented in separate sections under appropriate headings. The first paragraph usually states the purpose of the report and what it contains. It is entitled **Purpose** or **Introduction**.

The main body is divided into sections, each with its own heading. Each main body paragraph should present a separate idea. We should use appropriate linking words/phrases to join these ideas and make the information as clear as possible for the reader.

The last paragraph usually summarises the points in the main body, makes a recommendation and/or offers a personal opinion. It is often entitled **Conclusion**.

We normally use a formal style and present tenses when writing reports. However, past tenses can be used for reports related to past events (a report assessing an event that has already been held).

### ► Useful Language

#### To introduce:

- The purpose/aim of this report is to ...
- As requested, this is my report on ...

#### To list points:

- Firstly • In the first place
- To begin with / • Secondly • Also
- Furthermore / • Finally • Lastly etc.

#### To express opinion:

- I feel ... • I believe ...
- I am convinced ... • I am confident ... etc.

#### 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 (solve the problem, etc.) ...
- In this way ... • We could ... • As a result ...
- If we (did this/were to do this) ... etc.

Your English class has attended a lecture on how to help the environment. Now your professor has asked you to write a report giving suggestions about what your college can do to help. Think about: **recycling, saving energy, planting trees**. Write your report (140-190 words).

#### Purpose

The purpose of this report is to suggest ways Bridgend College can help the environment.

#### Recycling

In the first place, the college's staff and students should recycle more. At the present time, the school recycles paper but does not recycle other materials such as plastic and glass. One suggestion would be to install recycling bins for these materials. As a result we would recycle more.

#### Saving Energy

Secondly, too much energy is being wasted in the college. For instance, lights and computers are often left on in classrooms during lunch breaks. In my opinion, it would be a good idea to hang up posters to encourage students to turn off lights and electrical appliances when they are not being used. In this way we could greatly reduce the college's carbon footprint.

#### Planting Trees

Lastly, I strongly recommend that we plant trees around the college building. Recent research has shown that trees can significantly reduce a building's need for heating in the winter and air-conditioning in the summer. Doing this would reduce the waste of oil and electricity.

#### Conclusion

To sum up, by recycling more, paying more attention to energy usage and planting trees, Bridgend College can play its part in helping the environment.

### Practice

#### 1 Read the model. Which paragraph(s) contain(s) ...

- 1 a summary of suggestions?
- 2 the reason why the report is written?
- 3 suggestions and expected results?

#### 2 Replace the underlined words/phrases in the report with other appropriate ones from the Useful Language Box.

#### 3 What phrases does the writer use to introduce each suggestion?

#### 4 Find examples of formal style.



## For-and-against essays

**For-and-against 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 included in the conclusion.

**For-and-against 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.

**For-and-against essays** are characterised by:

- **formal vocabulary**, longer sentences and full verb forms. (*The impact of television on children has been a subject of heated opinion and scientific research for the last decade.*)
- **formal linking words** to join ideas (*Although, Whereas, For this reason, etc.*).
- **use of the passive**. (*Research was carried out throughout the country.*)

### > Useful Language

#### Listing points

- Firstly, / To begin with, • Secondly,
- Furthermore, / Moreover, • Finally,

#### Introducing topic sentences (advantages)

- The main advantage of ... • Another benefit/argument in favour of ...
- Some/Many people are in favour of ...

#### Introducing topic sentences (disadvantages)

- Another argument against ...
- A serious drawback/disadvantage of ...

#### Introducing supporting sentences/ Justifying points and giving examples

- This is because ... • This means that ...
- As a result • For instance, / For example, • such as

#### 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 ...

You have had a class discussion about video games. Now your teacher has asked you to write an essay discussing the pros and cons of children playing video games. Write about: **1)** relieving from stress **2)** addictive **3)** ... your own idea. Write your essay (140-190 words).

At one time people seemed to be against children playing video games. Lately, though, experts have taken a more positive view. So what exactly are the advantages and disadvantages of computer games?

Without a doubt, playing video games offers certain benefits.

**1) To start with**, youngsters develop logic and problem-solving skills. **2) This means that** they learn to overcome real life difficulties better, too. **3) Furthermore**, video games provide relief from stress. For example, if a child is sitting a difficult exam, playing a game afterwards can help them relax.

**4) On the other hand**, there are certain drawbacks to playing video games. **5) First**, video games are extremely addictive and time-consuming. As a result, players may neglect schoolwork, physical exercise or even forget to eat properly. **6) In addition**, some people claim there is too much violence in some video games. This can make players insensitive to the pain and suffering of others.

**7) All in all**, there are both advantages and disadvantages to playing computer games. **8) I believe** that video games can be entertaining and provide stress relief provided children enjoy them in moderation.

### 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** Read the model. What is each paragraph about?

**2** Replace the topic sentences in the main body paragraphs with other appropriate ones.

**3** Replace the linking words in bold in the essay with suitable alternatives.

**4** Write appropriate supporting sentences to these topic sentences. Use the ideas in brackets.

- Without a doubt social networking sites improve people's lives. (easier contact – increase chances of making new friends)
- On the other hand, there are certain drawbacks to using social networking sites. (sharing information can be dangerous – people become addicted)



## Opinion essays

Opinion essays are essays in which we present our personal opinion on a particular topic. Our opinion must be stated clearly and supported by justifications. We should also present the opposing viewpoint(s) in a separate paragraph.

An opinion essay normally consists of:

- an **introduction** in which we introduce the subject and state our opinion clearly.
- a **main body**, consisting of two or more paragraphs (each presenting a separate viewpoint supported by reasons/examples), including a paragraph giving the opposing viewpoint supported by reasons/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 (reasons/examples).
- a **conclusion** in which we restate our opinion using different words.

Opinion essays are normally written in a formal style, therefore we should avoid using colloquial expressions, short forms or personal references.

### Useful Language

#### Giving opinions

- I believe/think/feel (that) ...
- I strongly believe ...
- In my opinion/view, ... • The way I see it, ...
- It seems/appears to me (that) ...
- To my mind, ... • My opinion is that ...
- I (do not) agree that/with ...
- As far as I am concerned, ...
- I (completely) agree (that/with) ...
- I (strongly) disagree (that/with) ...
- I am totally against ...
- I couldn't agree/disagree more (that/with) ...

#### Listing viewpoints

- Firstly, • Moreover, • In addition,
- Furthermore, • Also,

#### Introducing opposing viewpoints

- However, • On the other hand,

#### Concluding

- All in all, All things considered,

#### Introducing examples/reasons

- To conclude, • In conclusion,
- For example, For instance, • such as • This means that • For this reason, • Therefore,

You have had a class discussion about sports. Your teacher has asked you to write an essay giving your opinion on the following: "Is it good that professional sports are so commercial nowadays?" Justify your opinion (140-190 words). Write about: 1) entertainment 2) salaries 3) ... (your own idea).

- A** Although professional sports are a big business these days, some people argue that this is a good thing. I **strongly disagree** with this.
- B** **1** For example, television bombards us with live broadcasts of football matches so as to attract viewers. **For this reason**, people with other preferences, such as films or documentaries, are less well catered for.
- C** **2** For instance, the huge salaries they earn cannot be justified as opposed to teachers or lawyers who have invested a great deal of time and money to get their degree. **Besides**, too much money and fame can make them arrogant and affect their performance.
- D** **3** This is important because we live such hectic, stressful lives and watching sports helps us relax. Also, sports stars can inspire younger people to participate in sports.
- E** **All things considered**, my opinion is that professional sports are far too commercial. Sport is seen mainly as a way of making money and the true spirit of friendly competition is lost.

### Plan

- (Para 1) state topic & your opinion
- (Para 2) first viewpoint & reasons/examples
- (Para 3) second viewpoint & reasons/examples
- (Para 4) opposing viewpoint & reasons/examples
- (Para 5) restate your opinion

### Practice

- 1** a) Complete the model with the topic sentences below.

- A** Furthermore, sports stars are grossly overpaid.
- B** However, it can be claimed that professional sports provide a valuable source of entertainment.
- C** In the first place, sport completely dominates the media.

b) What is each paragraph about?

- 2** Replace the linkers in bold with other synonymous ones from the Useful Language section.

- 3** Replace the topic sentences in the main body paragraphs with other appropriate ones.

- 4** Write supporting sentences for these topic sentences.

- 1 In the first place, engaging in sports has a positive effect on our health.
- 2 Firstly, extreme sports athletes are at an increased risk of serious injuries.



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** (*It was raining when I set out. I put on my raincoat, opened the door and went outside. When I reached the bus stop, I realised I hadn't locked the front door.*)
- **linking words/phrases** that show time and sequence of events (*first/at first, then/next, after/before that, during, while, meanwhile, as soon as, at that moment, by the time, in the end/finally etc.*).
- **descriptive adjectives/adverbs** to make the story more interesting (*elegant, pleasant, breathtaking, fast, etc.*).
- **direct speech** to make the story more dramatic (*"Please help me!" she begged.*)

### > Useful Language

#### Starting a story/Setting the scene

- ... felt (*tired*) as she had been (*working on her computer all morning*).
- It was (*snowing heavily*) when ... (*woke up that day*).

#### Leading up to the main event

- At first, we didn't notice ...
- The (*party*) had only just (*started*) when ...
- The next thing (*Ann*) knew, (*she was ...*).

#### The main event/climax of the story

- They started (*shouting desperately*).
- I felt sure (*the car*) was going to (*crash*).

#### Describing people/places/feelings

- The young man near the door ...
- We walked down ... Street trying to ...
- To their (*surprise/disgust/horror etc.*) ...
- Imagine our (*disappointment*) when ...

#### Ending a story

- I've never felt so (*relieved/scared/embarrassed etc.*) in my whole life.
- We knew they would never ... again.
- It was the most (*embarrassing/exciting/amazing*) moment I've ever experienced.

An English magazine is holding a short story competition and has asked its readers to send in short stories with the title: *A Narrow Escape*. Write your story for the competition (140-190 words). Your story should include: • rain • a rope

### A Narrow Escape

Last July, my cousin Harry and I 1) ..... (go) rock climbing in a famous canyon. The sun 2) ..... (shine) brightly and the sky was clear as we 3) ..... (load) our gear into Harry's car early in the morning.

Inside the canyon the walls were amazingly tall and steep. At first, the path was dry but after a while a tiny stream 4) ..... (trickle) down the middle of it. Harry 5) ..... (explain) that at this time of year there was rarely any danger of flooding.

Just at that moment, thunder 6) ..... (rumble) threateningly. "Don't worry," said Harry, "It's very far away." The next thing we knew, it 7) ..... (pour) with rain. Suddenly, there was a deafening roar; a huge wave of water 8) ..... (come) crashing down the canyon, sweeping away everything in its path.

Immediately, Harry 9) ..... (scramble) up the canyon wall with the rope and 10) ..... (pull) me up, too. Horrified, we watched as the flash flood raged past us below.

Minutes later, Harry and I 11) ..... (climb) to safety. We felt exhausted but lucky to be alive. It was a very narrow escape!

### Practice

1 Put the verbs in brackets into the correct tense, then answer the questions.

- How has the writer set the scene?
- What is the climax event?
- What adjectives/adverbs has the writer used to describe the following? *the canyon, how the sun was shining, the sky, the walls of the canyon, the path, the stream, how the thunder rumbled, the roar, the wave of water*
- What time words/phrases has the writer used to show the sequence of events?
- What were the writer's feelings?

2 List the events of the story in the order they happened.

- |                            |   |   |
|----------------------------|---|---|
| <input type="checkbox"/> A | 1 | They put their climbing gear in the car.      |
| <input type="checkbox"/> B |   | Thunder rumbled.                              |
| <input type="checkbox"/> C |   | A huge wave of water crashed down the canyon. |
| <input type="checkbox"/> D |   | Harry pulled the writer up.                   |
| <input type="checkbox"/> E |   | They set off to the canyon.                   |
| <input type="checkbox"/> F |   | It started raining.                           |
| <input type="checkbox"/> G |   | They entered the canyon.                      |
| <input type="checkbox"/> H |   | Harry scrambled up the canyon.                |

3 Give the story a different ending.



## Module 1

### Present simple

Form: base form of the main verb (+ -s in the third person singular)

|               |  |
|---------------|--|
| AFFIRMATIVE   | I/You/We/They play.<br>He/She/It plays.                              |
| NEGATIVE      | I/You/We/They do not/don't play.<br>He/She/It does not/doesn't play. |
| INTERROGATIVE | Do I/you/we/they play?<br>Does he/she/it play?                       |
| SHORT ANSWERS | Yes, I/you/we/they do.<br>Yes, he/she/it does.                       |
|               | No, I/you/we/they don't.<br>No, he/she/it doesn't.                   |

#### Spelling (3rd-person singular affirmative)

- Most verbs take -s in the third-person singular.  
*I work – She works*
- Verbs ending in -ss, -sh, -ch, -x or -o take -es.  
*I kiss – he kisses, I wash – he washes, I catch – he catches, I fix – he fixes, I go – he goes*
- Verbs ending in a consonant + -y, drop the -y and take -ies.  
*I tidy – he tidies*
- Verbs ending in a vowel + -y take -s.  
*I play – he plays*

#### Use

We use the present simple for:

- daily routines/repeated actions (especially with adverbs of frequency: *often, usually, always*, etc.).  
*They usually go to school by bus.*
- habits. *She always does her shopping on Saturdays.*
- permanent states. *She works as a musician.*
- timetables/schedules (future meaning).  
*The concert begins at 9 pm.*
- general truths and laws of nature.  
*The sun rises in the east.*
- reviews/sports commentaries/narrations.  
*Julia Roberts acts brilliantly in this film.*

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 at school. John is never late for football practice.*

### Present continuous

Form: verb to be (am/is/are) + main verb -ing

| AFFIRMATIVE              | NEGATIVE                     |
|--------------------------|------------------------------|
| I'm sleeping.            | I'm not sleeping.            |
| You're sleeping.         | You aren't sleeping.         |
| He/She/It's sleeping.    | He/She/It isn't sleeping.    |
| We/You/They're sleeping. | We/You/They aren't sleeping. |

| INTERROGATIVE             | SHORT ANSWERS                                     |
|---------------------------|---|
| Am I sleeping?            | Yes, I am./No, I'm not.                           |
| Are you sleeping?         | Yes, you are./No, you aren't.                     |
| Is he/she/it sleeping?    | Yes, he/she/it is./<br>No, he/she/it isn't.       |
| Are we/you/they sleeping? | Yes, we/you/they are./<br>No, we/you/they aren't. |

#### Spelling

- Most verbs take -ing after the base form of the main verb. *talk – talking, fly – flying*
- Verbs ending in -e drop the -e and take -ing.  
*make – making, change – changing*
- Verbs ending in one stressed vowel between two consonants double the last consonant and add -ing. *shop – shopping, begin – beginning*  
**BUT** *cover – covering* (stress on 1st syllable)
- Verbs ending in -ie change the -ie to -y and add -ing.  
*lie – lying*

#### Use

We use the present continuous for:

- actions happening now, at the moment of speaking.  
*Joe is having a shower at the moment.*
- actions happening around the time of speaking.  
*Todd's taking a computer course this week.*
- fixed arrangements in the near future, especially when we know the time and the place.  
*Tim and Alice are getting married next week.*
- temporary situations.  
*She's staying at her grandparent's house tonight.*
- changing or developing situations.  
*More and more people are exercising.*
- frequently repeated actions with *always, constantly, continually* to express annoyance or criticism.  
*They're constantly fighting with each other.*

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 doing chores.*

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<br><i>He designs buildings.</i>       | temporary situations<br><i>She's working hard these days.</i>                              |
| habits/routines<br><i>She goes jogging three times a week.</i> | actions happening now/around the time of speaking<br><i>She's trying on the dress now.</i> |
| timetables<br><i>Lessons start at 8.</i>                       | future arrangements<br><i>They're meeting at 9 am 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.*).  
*Greg appears to be happy in his new job.*
- verbs of perception (*believe, forget, know, understand, etc.*).  
*I understand what you mean.*
- verbs which express feelings and emotions (*desire, enjoy, hate, like, love, prefer, want, etc.*).  
*She enjoys meeting new people.*
- other verbs: *agree, be, belong, contain, cost, fit, have, include, keep, need, owe, own, etc.*  
*That blouse costs £50.*

Some of these verbs can be used in continuous tenses, but with a difference in meaning.

| PRESENT SIMPLE   | PRESENT CONTINUOUS   |
|--|--|
| <i>I think he's new here.</i><br>(= believe)   | <i>I am thinking of studying music.</i> (= am considering)                               |
| <i>He has a brand new iPad.</i><br>(= owns, possesses)   | <i>I am having breakfast.</i> (= am eating)<br><i>He is having a bath.</i> (= is taking) |
| <i>You can see the beach from my room.</i> (= is visible)<br><i>I see your point of view.</i> (= understand) | <i>She's seeing her friend tonight.</i> (= is meeting)                                   |
| <i>The cheesecake tastes very good.</i> (= is/has the flavour of)  | <i>The cook is tasting the sauce to see if it is ready.</i> (= is trying)                |
| <i>The roses smell nice.</i><br>(= have the aroma)   | <i>The cat is smelling its food.</i> (= is sniffing)                                     |
| <i>He appears to be hard-working.</i> (= seems)  | <i>The band is appearing in town this week.</i> (= is performing)                        |
| <i>He is a very kind person.</i><br>(= character – permanent state)  | <i>You are being arrogant.</i> (= behaviour – temporary state)                           |
| <i>This suit fits you perfectly.</i><br>(= is the right size)  | <i>They are fitting new cupboards in the kitchen.</i> (= are putting)                    |
| <i>Jim looks lonely.</i><br>(= appears)  | <i>Sam is looking at my assignment.</i> (= is taking a look at)                          |

**Note:** The verb *enjoy* can be used in continuous tenses to express a specific preference.

*I really enjoy playing outdoor sports.* (general preference)

**BUT** *They're enjoying themselves at the party.* (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.

*Leo feels sick.* = *Leo is feeling sick.*

## Present perfect

Form: *have/has* + past participle

| AFFIRMATIVE  | NEGATIVE   |
|--|--|
| <i>I/You/We/They have/ 've forgotten.</i><br><i>He/She/It has/ 's forgotten.</i> | <i>I/You/We/They have not/ haven't forgotten.</i><br><i>He/She/It has not/ hasn't forgotten.</i>                                     |
| INTERROGATIVE  | SHORT ANSWERS  |
| <i>Have I/you/we/they forgotten?</i><br><i>Has he/she/it forgotten?</i>          | <i>Yes, I/you/we/they have./</i><br><i>No, I/you/we/they haven't.</i><br><i>Yes, he/she/it has./</i><br><i>No, he/she/it hasn't.</i> |

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.*  
*Mr Barnes has been an accountant at this company for two years.* (= He started working at this company two years ago and he's still working here.)
- to talk about a past action which has a visible result in the present. *They've redecorated their house. It looks lovely.*
- for actions which happened at an unstated time in the past. The action is more important than the time it happened. *They have done the washing-up.* (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 taken two exams this week.* (The time period – this week – is not over yet. She may take another exam.)
- for recently completed actions. *They've just finished their meal.* (The action is complete. Dinner is now over.)
- for personal experiences/changes which have happened. *It's the first time they have watched an opera.*

Time expressions used with the present perfect:

- already** (normally in affirmative sentences)  
*You don't need to take the dog out. I have already taken him out for a walk.*
- yet** (normally in interrogative or negative sentences)  
*Have you met our new teacher yet?*  
*Phillip hasn't typed up the report yet.*
- just** (normally in affirmative sentences to show that an action finished a few minutes earlier)  
*I've just sent you the email.*
- ever** (normally in affirmative and interrogative sentences) *This is the best play I've ever seen.*  
*Have you ever been to Iceland?*
- never** (negative meaning) *I have never been to China.*  
*Miranda has never run a marathon.*
- for** (over a period of time)  
*We haven't been camping for months.*
- since** (from a starting point in the past)  
*She has worked as a musician since 1990.*
- recently** (normally in affirmative or interrogative sentences) *She has recently bought a new iPod.*
- so far** (normally in affirmative sentences)  
*She's attended two meetings so far.*



## have gone (to)/have been (to)/have been in

- *Helen has gone to the bazaar.* (She's on her way to the bazaar or she's there now. She hasn't come back yet.)
- *John has been to London.* (He went to London but he isn't there now. He's come back.)
- *They have been in Barcelona for three months.* (They are in Barcelona now.)

## Present perfect continuous

Form: *have/has + been + verb -ing*

| AFFIRMATIVE   | NEGATIVE   |
|---|--|
| I/You/We/They have/ 've been running.<br>He/She/It has/'s been running. | I/You/We/They have not/ haven't been running.<br>He/She/It has not/hasn't been running.                  |
| INTERROGATIVE   | SHORT ANSWERS  |
| Have I/you/we/they been running?<br>Has he/she/it been running?         | Yes, I/you/we/they have./<br>No, I/you/we/they haven't.<br>Yes, he/she/it has./<br>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.  
*I've been designing clothes 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.  
*Jane's confused. She's been trying to solve the Maths problem for hours.*

Time expressions used with the present perfect continuous: since, for, how long (to place emphasis on duration)

## Module 2

### 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). *We should stop wasting natural resources.* When followed by a perfect bare infinitive, they refer to a complete action or state.  
*They should have taken measures against water pollution earlier.*

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 do something to protect endangered species. You must turn off the light when you leave the room.* (It is your duty./You are obliged to do sth.)
- **Have to** expresses strong necessity/obligation. We usually use *have to* when somebody other than the speaker has decided that sth is necessary (i.e. objective). *Mum says that we have to pick up any litter we drop.* (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 do the washing-up tonight.* (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 any special equipment with you. You don't need to water this plant very often. You needn't pay for a ticket to enter the new conservation park.*
- **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 participate in the nature walk.* (We don't know if they participated.)
- **Needn't have + past participle:**  
It wasn't necessary to do sth, but it was done. An action happened in the past, even though it wasn't necessary. *You needn't have bought oranges, there are plenty in the fridge.* (but you did)

### 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 light a campfire in the forest.*

### Advice (should, ought to)

- **Should:** general advice – *You should join our school's eco-club.* (It's my advice./I advise you to ...)
- **Ought to:** general advice – *You ought to use solar power.* (It's a good idea/thing to do.)

## Future simple

Form: subject + *will* + main verb

| AFFIRMATIVE                           | NEGATIVE   |
|---------------------------------------|--|
| I/You/He/She/It/We/ They will/'ll go. | I/You/He/She/It/We/They will not/ won't go.                                |
| INTERROGATIVE                         | SHORT ANSWERS  |
| Will I/you/he/she/it/ we/they go?     | Yes, I/you/he/she/it/we/ they will.<br>No, I/you/he/she/it/we/ they won't. |

### Use

We use the future simple:

- for on-the-spot decisions.  
*It's dark. I'll turn on the lights.*



- 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 hope overfishing will soon become a thing of the past. Perhaps scientists will find a solution to the world's energy problems.*
- for promises. (usually with the verbs *promise, swear*, etc.) *I promise we'll go to the animal park tomorrow., threats Make fun of me again and I'll tell the teacher., warnings We should protect nature or it will turn against us., hopes She hopes they will accept her proposal., offers We'll give you a lift home.*
- for actions/events/situations which will definitely happen in the future and which we cannot control. *The sun will set soon.*

Time expressions used with the **future simple**: tomorrow, the day after tomorrow, next week/month/year, tonight, soon, in a week/month/year, etc.

## be going to

Form: subject + verb *to be (am/is/are)* + *going to* + bare infinitive of the main verb

|               |   |                  |
|---------------|---|------------------|
| AFFIRMATIVE   | I am<br>He/She/It is<br>We/You/They are   | } going to play. |
| NEGATIVE      | I am not<br>He/She/It is not<br>We/You/they are not   | } going to play. |
| INTERROGATIVE | Am I<br>Is he/she/it<br>Are we/you/they   | } going to play? |
| SHORT ANSWERS | Yes, I am./No, I'm not.<br>Yes, he/she/it is./<br><br>Yes, we/you/they are./<br>No, we/you/they aren't. |                  |

### Use

We use **be going to**:

- to talk about future plans and intentions. *James is going to buy a new hybrid car.* (He's planning to ...)
- to make predictions based on what we see or know. *Be careful! You are going to step in that puddle.*
- to talk about things we are sure about or we have already decided to do in the near future. *We are going to join an environmental organisation 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. *The train leaves at 9:00 pm.*
- We use the **present continuous** for fixed arrangements in the near future. *We are going to the concert next week. We've bought tickets.*

- We use the **present continuous** for changing or gradually developing situations. *More and more animal species are becoming extinct.*

## Future continuous

Form: subject + *will + be + verb -ing*

| AFFIRMATIVE                                 | NEGATIVE   |
|---|--|
| I/You/He/She/It/We/They will/'ll be eating. | I/You/He/She/It/We/They will not/won't be eating.                          |
| INTERROGATIVE                               | SHORT ANSWERS  |
| Will I/you/he/she/it/we/they be eating?     | Yes, I/you/he/she/it/we/ they will.<br>No, I/you/he/she/it/we/ they won't. |

We use the **future continuous** for actions which will be in progress at a stated future time. *This time on Monday, we'll be travelling to Milan.*

## Future perfect

Form: *will + have + past participle* of the main verb

| AFFIRMATIVE                                   | NEGATIVE   |
|---|--|
| I/You/He/She/It/We/They will/'ll have stayed. | I/You/He/She/It/We/They will not/won't have stayed.                        |
| INTERROGATIVE                                 | SHORT ANSWERS  |
| Will I/you/he/she/it/we/they have stayed?     | Yes, I/you/he/she/it/we/ they will.<br>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. *He will have finished the report by Friday.*

## 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. *We should do something to help the environment before it is too late.*
- When the verb of the main clause is in a present or future form, the verb of the time clause is in the present form, and when the verb of the main clause is in a past form, the verb of the time clause is in a past form, too. We don't use *will/would* in a clause of time. *We'll leave as soon as our taxi gets here.* (NOT: *as soon as our taxi will get*)
- When the time clause precedes the main clause, a comma is used. When the time clause follows, no comma is used. *Every time it rains, the streets flood.*  
**BUT**  
*The streets flood every time it rains.*



## Logical assumptions/Deductions (must, may/might, can't)

- **Must** = almost certain that this is/was true *Look at their uniforms. They must be medical students. George isn't here; he must have left for swimming practice. (I'm sure/certain that sth is true.)*
- **May/Might/Could** = possible that this is/was true *It's a public holiday, so we might go to the mall. Dave may have sent you the information; you'd better check your email. (It is possible./It is likely./Perhaps.)*
- **Can't/Couldn't** = almost certain that this is/was impossible *This can't be Pam's jacket; it's too small. Jack couldn't have gone to school yesterday. It was Sunday. (I'm sure that sth isn't true, real, etc.)*

## Module 3

### 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 lived/went.   |   |
| NEGATIVE  |   |
| I/You did not/didn't live/go.<br>He/She/It did not/didn't live/go.<br>We/You/They did not/didn't live/go. |   |
| INTERROGATIVE   | SHORT ANSWERS   |
| Did I/you/he/she/it/we/they live/ go?   | Yes, I/you/he/she/it/we/ they did.<br>No, I/you/he/she/it/we/they didn't. |

#### Spelling

- We add **-d** to verbs ending in **-e**. *I prepare – I prepared*
- For verbs ending in consonant + **-y**, we drop the **-y** and add **-ied**. *I try – I tried*
- For verbs ending in vowel + **-y**, we add **-ed**. *I play – I played*
- For verbs ending in one stressed vowel between two consonants, we double the last consonant and add **-ed**. *I stop – I stopped*

#### Use

We use the past simple for:

- actions which happened at a specific time (stated, implied or already known) in the past. *They spent their holiday in Italy last summer. (When? Last summer – time stated)*  
*They had a lovely time. (When? Last summer – time implied/ already known.)*
- past habits. *As a child, she stayed with her grandparents every summer.*
- past actions which happened one immediately after the other. *Janet boarded the plane, sat in her seat and waited for take-off.*
- past actions which won't take place again. *Dr Livingstone explored South and Central Africa between 1842 and 1846.*

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 made a reservation. (We don't know when.)</i>  | an action which happened at a stated time in the past. <i>Dina bought some souvenirs last week. (When? Last week. The time is mentioned.)</i> |
| an action which started in the past and is still continuing in the present. <i>He has worked as a tour guide for five years. (He still works as a tour guide.)</i> | an action which started and finished in the past. <i>They lived in Norway for four years. (They don't live there now.)</i>                    |

### Past continuous

Form: **was/were** + main verb + **-ing**

| AFFIRMATIVE   | NEGATIVE   |
|---|--|
| I/He/She/It was staying.<br>We/You/They were staying. | I/He/She/It wasn't staying.<br>We/You/They weren't staying.  |
| INTERROGATIVE   | SHORT ANSWERS  |
| Was I/he/she/it staying?<br>Were we/you/they staying? | Yes, I/he/she/it was.<br>No, I/he/she/it wasn't.<br>Yes, we/you/they were.<br>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 sunbathing on the beach at noon 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). *He was driving to the airport when his car broke down.*
- two or more actions which were happening at the same time in the past (simultaneous actions). *While I was getting our tickets, Matt was buying some popcorn.*
- to give background information in a story. *It was hot and sunny and a light breeze was blowing. We were looking forward to our boat trip.*

Time expressions used with the past continuous: while, when, as, all day/night/morning, yesterday, etc.

### Past simple vs Past continuous

| PAST SIMPLE   | PAST CONTINUOUS  |
|---|--|
| actions which happened at a stated time in the past. <i>He went to Italy last June.</i> | actions in progress at a stated time in the past. <i>At 9:00 yesterday we were touring the city.</i> |



| PAST SIMPLE   | PAST CONTINUOUS  |
|---|--|
| actions which happened one after the other in the past.<br><i>They checked-in at the hotel and went to their rooms.</i> | two or more actions which were happening at the same time in the past.<br><i>He was reading a magazine while he was waiting for the bus.</i> |

## used to/would/Past simple

- 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 ride/rode a motorbike.* (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 skiing every winter.* **BUT** *She used to have a cottage in the countryside.* (NOT: *She would have a cottage in the countryside.*)
- We use the **past simple** for an action that happened at a definite time in the past. *He flew to Rome yesterday.* (NOT: *He used-to-fly to Rome yesterday.*)

## Past perfect

Form: subject + **had** + past participle

| AFFIRMATIVE                      | NEGATIVE   |
|----------------------------------|--|
| I/You/He, etc. <b>had eaten.</b> | I/You/He, etc. <b>had not/hadn't eaten.</b>                          |
| INTERROGATIVE                    | SHORT ANSWERS  |
| <b>Had I/you/he, etc. eaten?</b> | <b>Yes, I/you/he, etc. had.</b><br><b>No, I/you/he, etc. hadn't.</b> |

We use the **past perfect**:

- for an action which finished before another past action or before a stated time in the past. *She had already left when we arrived.* (past perfect: **had left** before another past action: **arrived**). *The sightseeing tour had finished by 3:00.* (before stated time in the past: **by 3:00**).
- for an action which finished in the past and whose result was visible at a later point in the past. *Tony was upset because he had lost his luggage.*

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   | NEGATIVE   |
|---|--|
| I/You/He/She/It/We/They <b>had been travelling.</b> | I/You/He/She/It/We/They <b>had not/hadn't been travelling.</b>                         |
| INTERROGATIVE                                       | SHORT ANSWERS  |
| <b>Had I/you/he, etc. been travelling?</b>          | <b>Yes, I/you/he/she/it/we/they had.</b><br><b>No, I/you/he/she/it/we/they hadn't.</b> |

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 walking in the forest for hours before they realised they were lost.*
- for an action which lasted for some time in the past and whose result was visible in the past. *Ben had been working on his assignment all afternoon, so he was exhausted.*

Time expressions used with the **past perfect continuous**: for, since, how long, before, until, etc.

## Exclamations

Exclamations are words or sentences used to express admiration, surprise, ... To form exclamatory sentences, we can use **how**, **what (a/an)**, **so**, **such (a/an)**, or a negative question form.

- how + adjective/adverb**  
*How smart he looks in that suit! How fast he runs!*
- what a/an (+ adjective) + singular countable noun**  
*What a brilliant performance! What a party!*
- what (+ adjective) + plural/uncountable noun**  
*What pretty flowers! What interesting news!*

## Module 4

### Relatives/Relative clauses

We use **relative pronouns (who/whose/which/that)** and **relative adverbs (where/when/that/why)** to introduce **relative clauses**. We use relative clauses to identify/describe the person/place/thing in the main clause.

#### Relative Clause

*The man who organised the festival is the mayor.*

### Relative pronouns

- We use **who/that** to refer to people. *The flight attendant who/that showed us to our seats was very kind.*
- We use **which/that** to refer to objects or animals. *The costume which/that you're wearing is very funny.*
- We use **whose** with people, animals and objects to show possession (instead of a possessive adjective). *That's the lady whose son is a magician.*

Notes:

- Who, which** and **that** can be omitted when they are the object of the relative clause; that is when there is a noun or a subject pronoun between the relative pronoun and the verb. *The man (who) Linda introduced is from Italy.*
- Who, which** and **that** are not omitted when they are the subject of a relative clause. *The boy who came in dressed as a pirate is my brother.*
- Whose** is never omitted. *She's the woman whose husband had an accident.*

### Relative adverbs

- We use **where** to refer to places. *That's the shop where you can buy decorations.*
- We use **why** to give a reason. *That's the reason why he was late.*



- We use *when* to refer to a time. *That was the year when she wrote her first poem.*

**Note:** When using *where* or *when* we do not need a preposition. *The village where he went on holiday was on an exotic island.* (NOT: *The village where he went on holiday in was on an exotic island.*)

## Defining & Non-defining relative clauses

- A defining relative clause gives necessary information essential to the meaning of the main sentence. It is not put in commas and is introduced with *who*, *which*, *that*, *whose*, *where*, *when*, or *the reason (why)*. The relative pronoun can be omitted when it is the object of the relative clause. *The woman who is designing our costumes is from Brazil.* *The lantern (which) Bryan made was very beautiful.*
- A non-defining relative clause gives extra information and is not essential to the meaning of the main sentence. It is put in commas and is introduced with *who*, *whom*, *which*, *whose*, *where*, or *when*. The relative pronoun cannot be omitted. *That book, which was written by a Welsh author, was made into a film.*

**Note:** We usually avoid using prepositions before relative pronouns.

*The girl to whom I lent my mobile is my friend.* (formal)

*The girl who/that I lent my mobile to is my friend.* (less usual)

*The girl I lent my mobile to is my friend.* (everyday English)

## Comparatives/Superlatives

- We use the **comparative** to compare one person or thing with another and show whether a person or thing has more or less of a certain quality. We use the **superlative** to compare one person or thing with the others of the same group and show that this person or thing has more of a certain quality than all the other people/things in their group. *This party was better than last year's party.* *This party was the best I've ever been to.*
- We often use *than* after a comparative. *Tracy is more helpful than Zoe.*
- We normally use *the* before a superlative. We can use *in* or *of* after superlatives. We often use *in* with places. *I think Halloween is the most exciting of all festivals.* *This is the most expensive dish in the restaurant.*

### Formation of comparatives and superlatives

#### Adjectives

- With one-syllable adjectives, we add *-(e)r* to form the comparative and *-(e)st* to form the superlative. *old – older – the oldest*

**Note:** For one-syllable adjectives ending in vowel + consonant, we double the consonant. *thin – thinner – the thinnest*

- With two-syllable adjectives, we form the comparative with *more* + adjective and the superlative with *most* + adjective. *cheerful – more cheerful – the most cheerful*

**Note:** For two-syllable adjectives ending in consonant + *-y*, we replace *-y* with *-i* and add *-er/-est*. *funny – funnier – the funniest*

- With adjectives having more than two syllables, comparatives and superlatives are formed with *more/the most*. *interesting – more interesting – the most interesting*

**Note:** *clever, common, cruel, friendly, gentle, narrow, pleasant, polite, quiet, shallow, simple, stupid* form their comparatives and superlatives either with *-er/-est* or with *more/the most*. *simple – simpler/more simple – the simplest/the most simple*

#### Adverbs

- With adverbs that have the same form as their adjectives (*hard, fast, free, late, high, low, deep, long, near, straight*), we add *-er/-est*. *late – later – (the) latest*
- Adverbs formed by adding *-ly* to the adjective take *more* in the comparative and *most* in the superlative form. *slowly – more slowly – (the) most slowly*
- The* is sometimes dropped before the superlative adverbs in an informal style. *Which of the children behaved the best?* OR *Which of the children behaved best?*
- The* is not used with superlatives in predicative position, when we compare the same person or thing in different situations. *Adam works fastest in a quiet environment.* (The way a man works is compared in different situations). *Adam works the fastest in our team.* (The way a man works is compared with the work of his team members.)

| IRREGULAR FORMS  |                 |                   |
|------------------|-----------------|-------------------|
| Adjective/Adverb | Comparative     | Superlative       |
| good/well        | better          | best              |
| bad/badly        | worse           | worst             |
| little           | less            | least             |
| much/many        | more            | most              |
| far              | farther/further | farthest/furthest |

#### Notes:

- We can use *elder/eldest* for people in the same family. *Jill is their eldest daughter.*
- further/farther* (adv) = longer (in distance)  
*further* (adj) = more  
*The travel agent's is further/farther down the street.*  
*I need further assistance.*

#### Study the examples:

- very** + adjective/adverb: *Jane is a very hardworking person.* *She smiled very happily.*
- much** + comparative form of adjective/adverb: *It is much hotter today than it was yesterday.* *He sleeps much better if he has some warm milk before bedtime.*
- a bit/a little/far/slightly** + comparative form of adjective/adverb: *The crowd was far more enthusiastic at this year's parade.* *Ken speaks French a bit more fluently than Adam.*
- by far** + superlative form of adjective/adverb: *This is by far the best performance I've ever seen.* *This is by far the best they can do.*

## Types of comparisons

- as + adjective + as** (to show that two people or things are similar/different in some way). In negative sentences we use *not as/so ... as*. *This costume is as impressive as that one.* *Ken isn't as creative as his sister.*
- less + adjective + than** (expresses the difference between two people or things). The opposite is *more ... than*. *Ian is less serious than Jack.*
- the least + adjective + of/in** (compares one person or thing to two or more people or things in the same group). The opposite is *the most ... of/in*. *He is the least popular person in his class.*
- comparative + and + comparative** (to show that something is increasing or decreasing). *The city centre is becoming more and more crowded.*
- the + comparative ... , the + comparative** (shows that two things change together, or that one thing depends on another thing). *The sooner we leave, the sooner we'll get there.*



## Exclamations

- so + adjective/adverb  
*She is so organised! He behaved so aggressively!*
- such a/an (+ adjective) + singular countable noun  
*Mrs Welsh is such a generous woman!*
- such (+ adjective) + plural/uncountable noun  
*They are such cheerful young girls!*  
*She always wears such fashionable accessories!*
- negative question form  
*Doesn't she look trendy in those jeans?*  
*Isn't that a great idea?*

## Module 5

## 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         | Ben installs burglar alarms.        | Burglar alarms are installed by Ben.        |
| Present Continuous     | Ben is installing a burglar alarm.  | A burglar alarm is being installed by Ben.  |
| Past Simple            | Ben installed a burglar alarm.      | A burglar alarm was installed by Ben.       |
| Past Continuous        | Ben was installing a burglar alarm. | A burglar alarm was being installed by Ben. |
| Present Perfect Simple | Ben has installed a burglar alarm.  | A burglar alarm has been installed by Ben.  |
| Past Perfect Simple    | Ben had installed a burglar alarm.  | A burglar alarm had been installed by Ben.  |
| Future Simple          | Ben will install a burglar alarm.   | A burglar alarm will be installed by Ben.   |
| Infinitive             | Ben has to install a burglar alarm. | A burglar alarm has to be installed by Ben. |
| Modal Verbs            | Ben might install a burglar alarm.  | A burglar alarm might be installed by Ben.  |

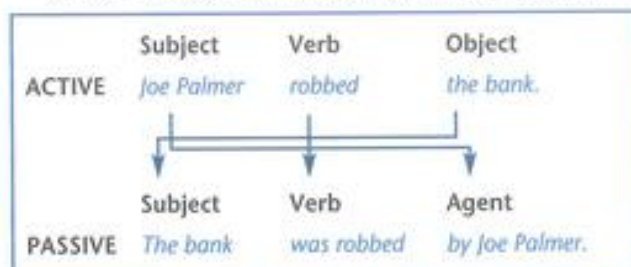
### We use the passive:

- when the person/people doing the action is/are unknown, unimportant or obvious from the context. *The house was burgled.* (We don't know who broke into it).  
*A verdict will be reached this morning.* (Who will reach the verdict is unimportant).  
*The robber was arrested.* (It's obvious that the police arrested him).
- 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.  
*Bags mustn't be left unattended.*

- 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.  
*My computer has been hacked.*
- to emphasise the agent.  
*The announcement was made by the Mayor.*
- to make statements more formal or polite.  
*My wallet has been stolen.* (More polite than saying "You stole my wallet.")

### 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 accident took place on the motorway.* (intransitive verb; no passive form).

**Note:** Some transitive verbs (*have, fit* (= be the right size), *suit, resemble*, etc.) cannot be changed into the passive. *The blue uniform suits you.* (NOT: *You are suited by the blue uniform.*)

- Let* becomes *be allowed to* in the passive. *They let us appear in court.* – *We were allowed to appear in court.*
- We can use the verb *to get* instead of the verb *to be* in everyday speech when we talk about things that happen by accident or unexpectedly. *The windows got smashed in the explosion.*
- 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 safe was broken into by a professional.* *It was opened with explosives.*
- The agent can be omitted when the subject is *they, he, someone/somebody, people, one*, etc. *The building has been vandalised.* (= Someone has vandalised the building.)
- The agent is not omitted when it is a specific or important person, or when it is essential to the meaning of the sentence. *The document was signed by the witness.*
- With verbs which can take two objects, such as *bring, tell, send, show, teach, promise, sell, read, offer, give, lend*, etc., we can form two different passive sentences.  
*She sent me a mysterious parcel.* (active) *I was sent a mysterious parcel.* (passive, more common) *A mysterious parcel was sent to me.* (passive, less common)
- In passive questions with *who, whom*, or *which* we do not omit *by*. *Who wrote this story?* *Who was this story written by?*
- The verbs *hear, help, see*, and *make* are followed by a bare infinitive in the active, but a to-infinitive in the passive. *Mum made me apologise.* (active) *I was made to apologise.* (passive)



## Impersonal/Personal passive constructions

The verbs *believe, consider, expect, know, report, say, think*, etc. have both personal and impersonal constructions in the passive.

active: *People expect that the police will catch the mugger.*

passive: *It is expected that the police will catch the mugger.* (impersonal construction)

*The police are expected to catch the mugger.* (personal construction)

active: *They say that he was a smuggler.*

passive: *It is said that he was a smuggler.* (impersonal construction)

*He is said to have been a smuggler.* (personal construction)

## Causative form

- We use *have + object + past participle* to say that we have arranged for someone to do something for us. *Mr Benson had his house redecorated.* (He didn't redecorate it himself.)

- Questions and negations in the causative are formed with *do/does* (present simple) or *did* (past simple) + *have + object + past participle*.

*When did you have security locks fitted?*

|                        | ACTIVE                           | CAUSATIVE                              |
|------------------------|----------------------------------|--|
| Present Simple         | <i>He paints his rooms.</i>      | <i>He has his rooms painted.</i>       |
| Present Continuous     | <i>He is painting his room.</i>  | <i>He is having his room painted.</i>  |
| Past Simple            | <i>He painted his room.</i>      | <i>He had his room painted.</i>        |
| Past Continuous        | <i>He was painting his room.</i> | <i>He was having his room painted.</i> |
| Present Perfect Simple | <i>He has painted his room.</i>  | <i>He has had his room painted.</i>    |
| Past Perfect           | <i>He had painted his room.</i>  | <i>He had had his room painted.</i>    |
| Future Simple          | <i>He will paint his room.</i>   | <i>He will have his room painted.</i>  |

### Notes:

- We also use the causative form to say that something unpleasant or unexpected happened to somebody. *Steven had his car stolen last week.*
- We can use *get* instead of *have* only in informal conversation. *You should get those reports typed up.*

## Clauses of result

Clauses of result are used to express result. They are introduced with the following words/phrases:

- as a result/therefore/consequently/as a consequence*  
*He acted quickly. As a result/Therefore/Consequently/As a consequence, he managed to catch the pickpocket.*
- such a/an + adjective + singular countable noun ... that*  
*It was such a mysterious crime that nobody could solve it.*
- such + adjective + plural/uncountable noun ... that*  
*They were such hard working employees that they were given a pay rise. We were having such bad weather that we decided to stay indoors.*

- such a lot of + plural/uncountable noun ... that*  
*There were such a lot of people at the concert that we couldn't see the stage. There was such a lot of noise that he couldn't hear the guest speaker.*
- so + adjective/adverb ... that*  
*The plot was so interesting that I couldn't put the book down. The thief was running so fast that the policeman couldn't catch him.*
- so + adjective + a(n) + noun ... that*  
*It was so hard a task that we gave up.*
- so much/little + uncountable noun ... that*  
*There was so little time between the two explosions that people didn't have enough time to escape. We have spent so much money on security cameras that it's a wonder how the thief got into our house.*
- so many/few + plural noun ... that*  
*There have been so many burglaries in the neighbourhood that we've begun to worry. He's committed so many crimes that he will spend a long time in prison.*

## Module 6

### 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 order online, we'll deliver the goods immediately.*

|  | IF-CLAUSE (hypothesis)   | MAIN CLAUSE (result)  |
|--|--|---|
| 0 conditional<br>general truth or scientific fact                                      | <i>if/when + present simple</i><br><i>If you click this button, the computer restarts.</i>   | present simple  |
| 1st conditional<br>real situation, likely to happen in the present/future              | <i>if + present simple</i><br><i>If there's enough time, we will visit the science exhibition.</i>   | simple future, imperative, <i>can/must/may</i> , etc. + bare infinitive |
| 2nd conditional<br>• unreal<br>• imaginary situation in the present/future<br>• advice | <i>if + past simple</i><br><i>If we had a faster computer, we could play this online game. BUT We don't have a faster computer. (untrue in the present). If I were you, I wouldn't touch those wires. (advice)</i> | <i>would/could/might + bare infinitive</i>                              |
| 3rd conditional<br>• imaginary situation in the past<br>• regrets<br>• criticism       | <i>if + past perfect</i><br><i>If you had listened to me, you wouldn't have got into trouble. (but you didn't) If you hadn't forgotten the password, I could have accessed the program.</i>                        | <i>would/could/might have + past participle</i>                         |

- We can use *were* instead of *was* for all persons in the *if*-clause of Type 2 conditionals. *If he weren't/wasn't so tired all the time, he would take up a hobby.*
- With type 1 conditionals we can use *unless* + affirmative verb or *if* + negative verb.  
*They will not be considered for the job unless they have experience. (They will not be considered for the job if they don't have experience.)*



- We use *if* to show that something might happen, whereas we use *when* to show that something will definitely happen.  
*If she comes over tonight, I'll tell her.* (= she might come over.)  
*When she comes over tonight, I'll tell her.* (= she will definitely come over.)

## Question tags

- Question tags are short questions at the end of statements.
- We use them in speech to **confirm something** or to find out if something is true or not.
- We form them with the **auxiliary verb** or **modal verb** from the main sentence and the appropriate subject pronoun.  
*You haven't seen my glasses, have you?*  
*He can fix it, can't he?*

### Use

- A positive statement takes a negative question tag.  
*Ben is your brother, isn't he?*
- A negative statement takes a positive question tag.  
*She didn't lose the tickets, did she?*
- When the verb of the sentence is in the present simple, we use *do (not)/does (not)* in the question tag.  
*Ian owns this shop, doesn't he?*
- When the verb of the sentence is in the past simple, we use *did (not)*.  
*He lied to us, didn't he?*

Some verbs/expressions form question tags differently:

|  |                                      |
|--|--------------------------------------|
| I am → aren't I?                         | I'm late, aren't I?                  |
| imperative → will you/won't you?         | Sit down, will/ won't you?           |
| Don't → will you?                        | Don't laugh, will you?               |
| Let's → shall we?                        | Let's go outside, shall we?          |
| You have (got) → haven't you?            | You have got a cat, haven't you?     |
| They have (other meanings) → don't they? | They have lunch at noon, don't they? |
| This/That is → isn't it?                 | That's her book, isn't it?           |

### Intonation

- When we are sure of the answer, the voice goes down in the question tag. *He'll come with us, won't he?* (↘)
- When we are not sure of the answer and want to check information, the voice goes up in the question tag. *She didn't pay for this, did she?* (↗)

## Clauses of purpose

Clauses of purpose are used to explain why somebody does something.

We can express positive purpose using:

- to + infinitive** *He's training to be a graphic artist.*
- in order to/so as to + infinitive** (formal)  
*He had a part-time job so as to pay for college.*
- so that/in order that + can/will** (present/future reference)  
*I'll write down my password so that/in order that I will not forget it.*
- so that/in order that + could/would** (past reference)  
*She read the instructions so that/in order that she could operate the e-reader.*
- in case + present tense** (present/future reference)  
*Take a credit card with you in case you need some more cash.*

- in case + past tense** (past reference) *She saved the document on a CD in case her computer crashed.*

**Note:** *in case* is never used with *will* or *would*. *I'll take a map, in case we get lost.* (NOT: ... ~~we will get~~)

- for + noun** (expresses the purpose of an action) *I've bought a set of brushes for my art course.*
- for + -ing form** (expresses the purpose of something or its function) *This device is used for chatting online.*
- with a view to + -ing form** *Tony went to university with a view to becoming a technician.*

We can express negative purpose using:

- in order not to/so as not to + infinitive** *He listened carefully in order not to/so as not to make a mistake.*

**Note:** We never use *not to* to express negative purpose.

- prevent + noun/pronoun (+ from) + -ing form** *They blocked certain sites to prevent children (from) accessing them.*
- avoid + -ing form** *You should avoid sharing personal information online.*
- so that + can't/won't** (present/future reference) *I'll call him so that he won't forget the meeting.*
- so that + couldn't/wouldn't** (past reference) *He practised his speech so that he wouldn't be nervous the next day.*

### Notes:

- Clauses of purpose should not be confused with clauses of result. Clauses of purpose are introduced with *so that/in order that* ...  
*She saved up money so that she could travel abroad.* (this shows purpose)  
Clauses of result are introduced with *so/such ... that*.  
*Some computers are now so small that you can hold them in one hand.* (result)
- Clauses of purpose follow the rule of the sequence of tenses the same way that clauses of time do.  
*I'll turn on the printer so that I can print two copies of the document. I took a digital camera with me so that I could take some pictures.*

## Wishes

We can use *wish/if only* to express a wish.

| WISH/IF ONLY                        |   | USE  |
|-------------------------------------|---|--|
| + past simple/<br>past continuous   | <i>I wish I was/were better with computers. (but I'm not) If only we weren't working till late. (but we are)</i>        | to say that we would like something to be different about a present situation                      |
| + could + bare infinitive           | <i>I wish I could design a website.</i>   | to express wish/regret in the present concerning lack of ability                                   |
| + past perfect                      | <i>I wish I had taken a computer course at college. (but I didn't) If only I hadn't lent Tim my iPhone. (but I did)</i> | to express regret about something which happened or didn't happen in the past                      |
| + subject + would + bare infinitive | <i>I wish Sue would reply to my emails! If only you wouldn't borrow my CDs without asking me.</i>                       | to express:<br>• a polite imperative<br>• 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 weren't so tired all the time.*
- We can use *were* instead of *was* after *wish* and *if only*. *I wish I weren't/wasn't so busy.*

## Module 7

### -ing form

| Tenses of the -ing form |               |                    |
|-------------------------|---------------|--------------------|
|                         | Active voice  | Passive voice      |
| Present                 | playing       | being played       |
| Perfect                 | having played | having been played |

The -ing form is used:

- as a noun. *Skydiving is a thrilling sport.*
- after certain verbs: *admit, appreciate, avoid, consider, continue, deny, go (for activities), imagine, mind, miss, quit, save, suggest, practise, prevent.*  
*Have you considered taking part in a triathlon?*
- after *love, like, enjoy, prefer, dislike, hate* to express general preference. *She prefers doing outdoor sports.* BUT for a specific preference (*would like/would prefer/would love*) we use *to*-infinitive. *She would prefer to join an aerobics class.*
- 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.*  
*John can't help stressing about the race.*
- after *spend, waste, or lose (time, money, etc.).*  
*He spends two hours training at the gym.*
- after the preposition to with verbs and expressions such as: *look forward to, be used to, in addition to, object to, prefer (doing sth to doing sth else).*  
*She's used to waking up at dawn.*
- after other prepositions.  
*He was thinking of getting a personal trainer.*

### Infinitive

| Tenses of the infinitive |                        |                        |
|--------------------------|------------------------|------------------------|
|                          | Active voice           | Passive voice          |
| Present                  | (to) write             | (to) be written        |
| Present Continuous       | (to) be writing        | —                      |
| Perfect                  | (to) have written      | (to) have been written |
| Perfect Continuous       | (to) have been writing | —                      |

| Forms of the infinitive corresponding to verb tenses                     |                               |
|--|-------------------------------|
| present simple/will →  | present infinitive            |
| present continuous/future continuous →                                   | present continuous infinitive |
| past simple/present perfect/past perfect/future perfect →                | perfect infinitive            |
| past continuous / present perfect continuous / past perfect continuous → | present perfect continuous    |

The *to*-infinitive is used:

- to express purpose. *He's joined a gym to build muscle.*
- after certain verbs that refer to the future (*agree, appear, decide, expect, hope, plan, promise, refuse, etc.*).  
*She hoped to qualify for the Olympic Games.*
- after *would like, would prefer, would love, etc.* to express a specific preference. *We would love to watch the football match with you tonight.*
- 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*. *I'm glad to see you are well again.*
- after *too/enough*. *It wasn't cold enough to go skiing.*
- in the expressions *to tell you the truth, to be honest, to sum up, to begin with, etc.*  
*To be honest, I forgot to pick up the tickets for the match.*

The infinitive without *to* (bare infinitive) is used:

- after modal verbs. *They might win the relay race.*
- after the verbs *let, make, see, hear, and feel*.  
*The coach made him run around the track.* BUT we use the *to*-infinitive after *be made, be heard, be seen, etc.* (passive form). *He was made to run around the track.*
- after *had better* and *would rather*.  
*I would rather take up scuba-diving lessons.*
- *help* can be followed by the *to*-infinitive, but in American English it is normally followed by the infinitive without *to*. *She helped me (to) put on my gear.*

### 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 bring her tennis racket.*
- *forget + -ing* form = not recall  
*I'll never forget winning a silver medal.*
- *remember + to*-infinitive = not forget  
*Did you remember to take your vitamin pills?*
- *remember + -ing* form = recall  
*I remember telling you about the basketball match yesterday.*
- *mean + to*-infinitive = intend to  
*He didn't mean to hit you.*
- *mean + -ing* form = involve  
*Playing sport professionally means training very hard.*
- *regret + to*-infinitive = be sorry to (normally used in the present simple with verbs such as *say, tell, inform*)  
*I regret to inform you that your request has been denied.*
- *regret + -ing* form = feel sorry about  
*He regrets not accepting the promotion.*
- *try + to*-infinitive = attempt, do one's best  
*He tried to jump over the hurdle, but he couldn't.*
- *try + -ing* form = do something as an experiment  
*Try following a balanced diet. You'll feel fitter.*
- *stop + to*-infinitive = stop temporarily in order to do something else  
*The marathon runner stopped to have a drink.*
- *stop + -ing* form = finish doing something  
*Ian stopped eating sugary snacks.*
- *would prefer + to*-infinitive (specific preference) *I'd prefer to go bowling tonight. It's quieter on weekdays.*
- *prefer + -ing* form (general preference)  
*I prefer swimming in the sea to swimming in a pool.*



## had better

had better = should

- **I had better + present bare infinitive** (for present/future reference) *You'd better do warm-up exercises.* (= You should do warm-up exercises.)
- **It would have been better if + past perfect** (for past reference) *It would have been better if you had rested your sprained ankle.* (= You should have rested your sprained ankle.)

## would rather

I would rather = I'd prefer

- When the subject of **would rather** is also the subject of the following verb, we use:  
**I'd rather + present bare infinitive** (for present/future reference) – *I'd rather have my own equipment.*  
**I'd rather + perfect bare infinitive** (for past reference) – *I'd rather have watched the game on TV.*
- When the subject of **would rather** is different from the subject of the following verb, we use:  
**I'd rather sb + past simple** (for present/future reference) *I'd rather you didn't play computer games all day.*  
**I'd rather sb + past perfect** (for past reference) – *I'd rather you had taken up a team sport.*
- **prefer + gerund/noun + to + gerund/noun** (general preference)  
*I prefer playing football to doing a martial art.*
- **prefer + full infinitive + rather than + bare infinitive** (general preference)  
*I prefer to ski rather than snowboard.*
- **would prefer + full infinitive + rather than + bare infinitive** (specific preference) – *I'd prefer to celebrate at home rather than go to a restaurant.*
- **would rather + bare infinitive + than + bare infinitive**  
*I'd rather jog in the park than join a gym.*

## Module 8

### 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**  
*Henry said (that) he was scared.*
- **say + to + personal object**  
*Henry said to me (that) he was scared.*
- **tell + personal object**  
*Henry told me (that) he was scared.*
- We use **say + to-infinitive** but never **say about**. We use **tell sb, speak/talk about**.  
*The authorities said to evacuate the area.*  
*She told us/spoke/talked about her ambitions.*

|             |  |
|-------------|--|
| <b>SAY</b>  | hello, good morning/afternoon, etc.<br>something/nothing, so, a few words, no more, for certain/sure, sorry, etc.  |
| <b>TELL</b> | 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. |
| <b>ASK</b>  | a question, a favour, the price, about somebody, the time, around, for something/somebody, etc.  |

### Reported statements

- In reported speech, personal/possessive pronouns and possessive adjectives change according to the meaning of the sentence. *Sarah said, "I've lost all my belongings."* (direct statement)  
*Sarah said (that) she had lost all her belongings.* (reported statement)
- We can report someone's words either a long time after they were said (out-of-date reporting) or a short time after they were said (up-to-date reporting).

#### Up-to-date reporting

The tenses can either change or remain the same in reported speech.

**Direct speech:** *Tony said, "I was in the flood."*

**Reported speech:** *Tony said that he was/had been in the flood.*

#### Out-of-date reporting

The introductory verb is in the past simple and the tenses change as follows:

| DIRECT SPEECH   | REPORTED SPEECH  |
|---|--|
| <b>Present simple → Past simple</b>                                 |  |
| <i>"I like cold weather."</i>                                       | <i>She said (that) she liked cold weather.</i>                             |
| <b>Present continuous → Past continuous</b>                         |  |
| <i>"It's snowing."</i>  | <i>He said (that) it was snowing.</i>                                      |
| <b>Present perfect → Past perfect</b>                               |  |
| <i>"They have set up camp."</i>                                     | <i>She said (that) they had set up camp.</i>                               |
| <b>Past simple → Past simple or Past perfect</b>                    |  |
| <i>"We survived the avalanche."</i>                                 | <i>They said (that) they survived/had survived the avalanche.</i>          |
| <b>Past continuous → Past continuous or Past Perfect continuous</b> |  |
| <i>"I was helping the flood victims."</i>                           | <i>She said (that) she was helping/had been helping the flood victims.</i> |
| <b>Will → Would</b>   |  |
| <i>"I will watch the weather forecast."</i>                         | <i>He said (that) he would watch the weather forecast.</i>                 |



- Certain words and time expressions change according to the meaning as follows:

|           |                                      |
|-----------|--------------------------------------|
| now       | → then, immediately                  |
| today     | → that day                           |
| yesterday | → the day before, the previous day   |
| tomorrow  | → the next/following day             |
| this week | → that week                          |
| last week | → the week before, the previous week |
| next week | → the week after, the following week |
| ago       | → before                             |
| here      | → there                              |

## Reported questions

- Reported questions are usually introduced with the verbs *ask, inquire, wonder*, or the expression *want to know*.
- When the direct question begins with a question word (*who, where, how, when, what, etc.*), the reported question is introduced with the same question word.  
*"When did it start snowing?" he asked. (direct question) He asked when it had started snowing. (reported question)*
- When the direct question begins with an auxiliary (*be, do, have*) or a modal verb (*can, may, etc.*), then the reported question is introduced with *if* or *whether*.  
*"Do you like ice-hockey?" he asked her. (direct question) He asked her if/whether she liked ice-hockey. (reported question)*
- In reported questions, the verb is in the affirmative. The question mark and words/expressions such as *please, well, oh, etc.* are omitted. The verb tenses, pronouns and time expressions change as in statements.  
*"Can you lend me your umbrella, please?" he asked her. (direct question) He asked her if she could lend him her umbrella. (reported question)*

## Indirect questions

Indirect questions are used to ask for advice or information. They are introduced with: *Could you tell me ...?, Do you know ...?, I wonder ..., I want to know ..., I doubt ..., etc.* and the verb is in the affirmative. If the indirect question starts with *I want to know ..., I wonder ...* or *I doubt ...*, the question mark is omitted.

Direct question *"What's the weather like?"*

Indirect question *Do you know what the weather is like?*

## 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.  
*"Take your coat with you," he told us. → He told us to take our coats with us. (command)*  
*"Remain calm, please," she said. → She asked us to remain calm. (request)*  
*"Let's help out at the shelter," he said. → He suggested helping out at the shelter. (suggestion)*  
*"You'd better drive carefully in the snow," she said. → She suggested that I (should) drive carefully in the snow. (suggestion)*

- To report orders or instructions, we use the verbs *order* or *tell + sb + (not) to*-infinitive.

*"Stop running," she told them. (direct order)*

*She told them to stop running. (reported order)*

*"Don't enter the building," the policeman told the man. (direct order)*

*The policeman ordered the man not to enter 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. *will/shall* → *would, can* → *could* (present reference)/*would be able to* (future reference), *may* → *might/could*, *shall* → *should* (asking for advice/asking for information)/offer (expressing offers), *must* → *must/had to* (obligation) (\**must* remains the same when it expresses possibility or deduction), *needn't* → *didn't need to/didn't have to* (present reference)/*wouldn't have to* (future reference). *Would, could, used to, mustn't, should, might, ought to* or *had better* remain unchanged in reported speech.

| DIRECT SPEECH   | REPORTED SPEECH  |
|---|--|
| He said, "I'll pick you up later."                            | → He said (that) he would pick me up later.  |
| He said, "I can't help you now."                              | → He said (that) he couldn't help me then. (present)   |
| He said, "I can send the parcel next week."                   | → He said (that) he would be able to send the parcel the following week. (future)                    |
| He said, "It may snow tonight."                               | → He said (that) it might snow that night.   |
| He said, "Where shall we stay the night?"                     | → He asked me where they should stay the night. (information)  |
| He said, "Shall I apply for the job?"                         | → He asked (me) if he should apply for the job. (advice)   |
| He said, "Shall I help you pack your suitcase?"               | → He offered to help me pack my suitcase. (offer)  |
| He said, "You must fill in the form."                         | → He said (that) we had to fill in the form. (obligation)  |
| He said, "They must be the rescue team."                      | → He said (that) they must be the rescue team. (deduction)   |
| He said, "We had better prepare for the hurricane."           | → He said (that) they had better prepare for the hurricane.  |
| He said, "You needn't mow the lawn today."                    | → He said (that) I didn't need to/didn't have to mow the lawn that day.                              |
| He said, "They needn't worry about the weather for tomorrow." | → He said (that) they wouldn't have to worry about the weather for the next/ following day. (future) |
| He said, "You should keep warm."                              | → He said (that) I should keep warm.   |



## SPECIAL INTRODUCTORY VERBS

| Introductory Verb   | Direct Speech   | Reported Speech  |
|---|---|--|
| + to-inf<br>agree<br>demand<br>offer<br>promise<br>refuse<br>threaten<br><br>claim  | "Yes, I'll meet you after dinner."<br>"I want to speak to you now!"<br>"Would you like me to shovel the snow?"<br>"I'll help at the shelter."<br>"No, I won't leave my house."<br>"Stop screaming or I'll punish you."<br><br>"I saw the tornado rip through the city."   | → He agreed to meet me after dinner.<br>→ He demanded to speak to me immediately.<br>→ He offered to shovel the snow.<br>→ He promised to help at the shelter.<br>→ He refused to leave his house.<br>→ He threatened to punish him, if he didn't stop screaming.<br>→ He claimed to have seen the tornado rip through the city.   |
| + sb + to-inf<br>advise<br>allow<br>ask<br>beg<br>command<br>encourage<br>forbid<br>instruct<br>invite sb<br>order<br>permit/allow<br>remind<br>urge<br>warn<br>want          | "You should put on some sunscreen."<br>"You can go to the park."<br>"Please, turn off all electrical appliances."<br>"Please, give me some water."<br>"Crawl under your desks!"<br>"Go on, try it."<br>"You mustn't drive in a blizzard."<br>"Remove your shoes."<br>"Would you like to go on a tour with us?"<br>"Be quiet!"<br>"You may leave early."<br>"Don't forget to turn off the heater."<br>"Drive carefully."<br>"Don't sit in the sun too long."<br>"I'd like you to take a first-aid course." | → He advised me to put on some sunscreen.<br>→ He allowed me to go to the park.<br>→ He asked us to turn off all electrical appliances.<br>→ He begged me to give him some water.<br>→ He commanded us to crawl under our desks.<br>→ He encouraged me to try it.<br>→ He forbade me to drive in a blizzard.<br>→ He instructed me to remove my shoes.<br>→ He invited me to go on a tour with them.<br>→ He ordered me to be quiet.<br>→ He permitted/allowed me to leave early.<br>→ He reminded me to turn off the heater.<br>→ He urged me to drive carefully.<br>→ He warned me not to sit in the sun too long.<br>→ He wanted me to take a first aid-course. |
| + -ing form<br>accuse sb of<br>apologise for<br>admit (to)<br>boast about<br>complain to sb about<br>deny<br>insist on<br><br>suggest + -ing form                             | "You lied to me!"<br>"I'm sorry I lost my temper."<br>"Yes, I lost the keys."<br>"I'm more popular than you."<br>"You never help out."<br>"No, I didn't meet Ann that night."<br>"You must evacuate the building now."<br><br>"Let's take a break."   | → He accused me of lying/having lied to him.<br>→ He apologised for losing/having lost his temper.<br>→ He admitted (to) losing/having lost the keys.<br>→ He boasted about being more popular than us.<br>→ He complained to me about my never helping out.<br>→ He denied meeting/having met Ann that night.<br>→ He insisted on us/our evacuating the building immediately.<br>→ He suggested taking a break.   |
| + that-clause<br>agree<br>boast<br>claim<br>complain<br>deny<br>exclaim<br>explain<br>inform sb<br><br>promise<br><br>suggest   | "Yes, it is an original idea."<br>"I'm an expert journalist."<br>"I survived a lightning strike."<br>"You never ask for my opinion."<br>"I never used your iPhone."<br>"It's brilliant!"<br>"It is a very rewarding job."<br>"Your home loan has been approved."<br><br>"I'll stay indoors during the storm."<br>"You should wear an anorak."   | → He agreed that it was an original idea.<br>→ He boasted that he was an expert journalist.<br>→ He claimed that he had survived a lightning strike.<br>→ He complained that I never asked for his opinion.<br>→ He denied that he had ever used my iPhone.<br>→ He exclaimed that it was brilliant.<br>→ He explained that it was a very rewarding job.<br>→ He informed me that my home loan had been approved.<br>→ He promised that he would stay indoors during the storm.<br>→ He suggested that I wear an anorak.   |
| explain to sb + how   | "This is how you turn off the alarm system."  | → He explained to me how to turn off the alarm system.   |
| wonder where/what/why/how + clause (when the subject of the introductory verb is not the same as the subject in the reported question)<br>wonder + whether + to-inf or clause | He asked himself, "Where is Alice?"<br>He asked himself, "What is she saying?"<br>He asked himself, "Why is the area deserted?"<br>He asked himself, "How did they survive?"<br><br>He asked himself, "Should I ask her out?"   | → He wondered where Alice was.<br>→ He wondered what she was saying.<br>→ He wondered why the area was deserted.<br>→ He wondered how they had survived.<br><br>→ He wondered whether to ask her out.  |
| wonder where/what/how + to-inf (when the subject of the infinitive is the same as the subject of the introductory verb)   | He asked himself, "Where should I stay?"<br>He asked himself, "What can I do?"<br>He asked himself, "How can I repair this?"  | → He wondered where to stay.<br>→ He wondered what to do.<br>→ He wondered how to repair that.   |



## Rules of punctuation

### Capital letters

A capital letter is used:

- to begin a sentence.  
*Here we are.*
  - for days of the week, months and public holidays.  
*Friday, August, New Year's Day*
  - for names of people and places.  
*My teacher's name is Sally and she's from Chester, Vermont.*
  - for people's titles.  
*Mr and Mrs Parker; Dr Mortimer; Professor Riggs etc.*
  - for nationalities and languages.  
*They are Chilean.*  
*He's fluent in German and Russian.*
- Note:** The personal pronoun *I* is always a capital letter.  
*Gus and I are going on holiday together.*

### Full stop (.)

A full stop is used to end a sentence that is not a question or an exclamation.

*We're having a great time. You can never get bored here in Rio.*

### Comma (,)

A comma is used:

- to separate words in a list.  
*We need sugar, milk, tomatoes and apple juice.*
  - 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.  
*Tony, who is a doctor, lives in Africa.*
  - after certain joining words/transitional phrases (e.g. *in addition to this, moreover, for example, however, in conclusion, etc.*).  
*Moreover, Jenny is very patient with children.*
  - when *if*-clauses or other dependent clauses begin with compound or complex sentences.  
*If you have any questions, don't hesitate to ask.*
- Note:** No comma is used, however, when they follow the main clause.
- to separate tag questions from the rest of the sentence.  
*Mr Stevens is your Maths teacher, isn't he?*
  - before the words *asked, said, etc.* when followed by direct speech.  
*"Turn down the music," said Sarah.*

### Question mark (?)

A question mark is used to end a direct question.  
*Where are the children?*

### Exclamation mark (!)

An exclamation mark is used to end an exclamatory sentence (i.e. a sentence showing admiration, surprise, joy, anger, etc.).

*That's a lie!*  
*What awful weather!*

### Quotation marks (' ' " ")

- Single quotes are used when you are quoting someone in direct speech (nested quotes).  
*"Then Helen said, 'Are you sure this is the right address?'"*
- Double quotes are used in direct speech to report the exact words someone said.  
*"What's your name?" she asked him.*

### Colon (:

A colon is used to introduce a list.

*There were three of us on the boat: my brother, my cousin Lyn and me.*

### Brackets ( )

Brackets are used to separate extra information from the rest of the sentence.

*The most popular newspapers (i.e. The New York Times, The Observer, etc.) can be found almost anywhere in the world.*

### 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) writing to complain about ...*  
*She left for Italy in the winter of '98. (= 1998)*
- before or after the possessive -s to show ownership or the relationship between people.  
*Tom's car, my friend's husband* (singular noun + 's)  
*my parents' friends* (plural noun + 's)  
*women's dresses* (irregular plural + 's)



## Informal vs Formal speech

### Informal speech

Informal speech is used when the speaker is speaking in an intimate, personal way, without preparation; for example, in an everyday conversation in real life (in the canteen, in the street, etc.) or over the phone. The speaker sounds friendly and casual.

Informal speech is characterised by:

- everyday phrases or slang vocabulary.  
*Here you are, I did my best, Thanks!, Sorry?*
- short verb forms.  
*I'm from York.*
- short simple sentences with simple grammatical structures.  
*I really love pizza.*
- delaying expressions.  
*Well, Oh!*
- informal phrasal verbs.  
*What's up?*
- omission of words.  
*Seen John?* instead of *Have you seen John?*

### Formal speech

Formal speech is used when the speaker has prepared beforehand what he or she is saying; for example, when making a presentation or delivering an official speech. The speaker sounds polite and official.

Formal speech is characterised by:

- more advanced vocabulary.  
*Therefore, it is our responsibility to ...*
- full verb forms.  
*We are considering ...*
- longer sentences  
*I would like to thank you for inviting me tonight to ...*
- no use of phrasal verbs.  
*The meeting was cancelled* instead of *The meeting was called off.*
- the passive voice.  
*It has been reported ...*

### Informal vs Formal writing

Informal writing takes a personal emotional tone. Authors often use the first person point of view (*I, we*), or they can address the reader using the second person (*you, your*). This style is mainly used in postcards, notes, emails/letters to a friend, stories, blogs, forums, text messages, jokes and diary entries.

Informal style is characterised by:

- everyday language with figures of speech (metaphors, similes, etc.) and omitted words. Informal writing takes a personal tone, as if speaking directly to an audience (the reader)
- short sentences.  
*I can't wait to go.*

- contractions (*I'm*) and abbreviations (*TV, photos*) whenever possible.
- imperatives.  
*Remember to call Joan.*
- the active voice.  
*They report that ...*
- extra punctuation.  
*It is!!!!!!!*

Formal writing takes an impersonal objective tone. Authors often use the third person point of view (*They, It*). This style is mainly used in business letters, professional emails, reports, memos, essays, news articles, official speeches, biographies, job adverts, brochures, scientific books and in letters to an editor or person in authority.

Formal style is characterised by:

- longer, more complex sentences without using emotive punctuation, e.g. exclamation marks. Each main point needs to be introduced, elaborated and concluded.
- full words.  
*It is possible* rather than *It's possible.*  
Acronyms e.g. EU, NATO can be used.
- no imperatives.  
*Please refer to ...*
- the passive voice.  
*It is reported ...*

### Types of texts

**Descriptive texts** deal with factual information about people, places or scenes. Technical descriptions are impersonal and contain specific information, without mentioning the writer's feelings or moods.

**Narrative texts** tell a story. They are characterised by time sequence signals e.g. *first, after that, then, a few minutes later* etc. Narrative texts deal mainly with changes in time, i.e. with actions and events. They are found in short stories, novels, biographies, anecdotes, diaries, news, stories and reports.

**Expository texts** explain facts and information. They are characterised by headings, words in bold, charts, graphs and captions.

**Argumentative texts** present arguments for or against a problem. Arguments need to be objective and linked with appropriate linkers.

**Instructive texts** tell readers what to do. They are characterised by the use of the imperative and a sequence of actions. They can be directions, regulations, rules, etc.

**Persuasive texts** try to convince readers to take a certain opinion or perform a certain action. They will use emotive words in order to have an effect on the reader.



# Word List

## Abbreviations

|        |             |         |              |            |               |        |           |
|--------|-------------|---------|--------------|------------|---------------|--------|-----------|
| (adj)  | adjective   | (phr)   | phrase       | (prep phr) | prepositional | (pron) | pronoun   |
| (adv)  | adverb      | (phr v) | phrasal verb |            | phrase        | (v)    | verb      |
| (conj) | conjunction | (pl n)  | plural noun  | (pp)       | past          | (sb)   | somebody  |
| (n)    | noun        | (prep)  | preposition  |            | participle    | (sth)  | something |

## Module 1 People

**beard** /biəd/ (n) = hair growing on a man's chin and cheeks  
**curly** /kɜ:li/ (adj) = (of hair) in the form of tight curves and spirals  
**dark complexion** (phr) = not fair skin  
**fair complexion** (phr) = light skin  
**go bald** (phr) = gradual hair loss  
**moustache** /mə'stɑ:ʃ/ (n) = hair that grows on a man's upper lip  
**of medium height** (phr) = neither tall nor short but average  
**overweight** /əʊvə'weɪt/ (adj) = having excess weight  
**pale complexion** (phr) = having lighter than normal skin  
**pointed nose** (phr) = long sharp nose  
**shoulder-length** /ʃəʊldə leŋθ/ (adj) = long enough to reach your shoulders  
**skinny** /skɪni/ (adj) = extremely thin  
**spiky** /spaɪki/ (adj) = having one or more sharp points  
**wrinkles** /rɪŋkəlz/ (n) = lines formed on your face when you grow old

### 1a

**ancestor** /ˈænsəstə/ (n) = a member of family who lived a long time ago  
**brave** /breɪv/ (adj) = bold, courageous  
**carving** /kɑ:vɪŋ/ (n) = object or design that has been cut out of stone or wood  
**ceremony** /serə'məni/ (n) = a formal event  
**cheerful** /tʃɪəfəl/ (adj) = happy, joyful  
**code of behaviour** (phr) = set of rules to be followed  
**colourfully embroidered** (phr) = colourful patterns made with needle and thread  
**craftsman** /krɑ:ftsmən/ (n) = a man who makes things with his hands  
**crop** /krɒp/ (n) = a plant such as grain, fruit or vegetable grown by farmers and used as food  
**crossbow** /krɒsbəʊ/ (n) = a weapon used to shoot arrows  
**dark in complexion** (phr) = having skin which is not light  
**distinctive** /dɪ'stɪŋktɪv/ (adj) = to stand out, easily recognisable

**do spinning** (phr) = the action of making thread  
**do weaving** (phr) = making material/carpet out of threads  
**entrance** /ˈentrəns/ (n) = the action of going into an area  
**exit** /egzɪt/ (n) = a place where you can leave (the motorway)  
**fairly short** (phr) = rather short  
**fortune** /fɔ:tʃən/ (n) = very large amount of money  
**frame** /freɪm/ (n) = a structure that surrounds a picture  
**gather** /gæðə/ (v) = (to cause) to come together  
**generation** /dʒenə'reɪʃən/ (C n) = a period of about 30 years in which children become adults and have their own family  
**good spirit** (phr) = good soul or ghost  
**growing** /grəʊɪŋ/ (adj) = increasing  
**harsh** /hɑ:ʃ/ (adj) = (of conditions) difficult or uncomfortable to live in  
**headman** /hedmən/ (n) = leader/chief of a tribe  
**honour** /ˈɒnə/ (v) = to show great respect for sb/sth  
**introduce** /ˌɪntrə'dju:s/ (v) = to put into use for the first time  
**land** /lənd/ (n) = a piece of countryside  
**leader** /li:də/ (n) = a person who directs others  
**leather** /leðə/ (n) = type of material made of animal skin  
**leggings** /legɪŋz/ (n) = close-fitting trousers made from stretchy fabric  
**maintain** /meɪntɪn/ (v) = to continue to have  
**memorise** /meməraɪz/ (v) = to learn sth and remember it exactly  
**mountainous** /maʊntɪnəs/ (adj) = area with many mountains  
**oral** /ɔ:əl/ (adj) = spoken  
**originally** /ə'ɒrɪdʒɪnəli/ (adv) = from or in the beginning  
**provide** /prə'vaɪd/ (v) = to give sb sth that they need  
**region** /rɪ:dʒən/ (n) = an area, usually without fixed limits  
**remain** /rɪ'meɪn/ (v) = to continue to exist  
**remarkably tough** (phr) = very strong and resilient

**rich in culture** (phr) = having developed civilization  
**rule** /ru:l/ (n) = an instruction about what you must or must not do  
**seek** /sɜ:k/ (v) = to look for (sth)  
**significance** /sɪɡnɪfɪkəns/ (n) = importance  
**society** /sə'saɪəti/ (n) = organisation of people formed for a particular reason  
**spin** /spɪn/ (v) = to twist fibres into thread  
**spirited** /spɪrɪtɪd/ (adj) = full of energy  
**spiritual** /spɪrɪtʃuəl/ (adj) = of the spirit and mind; not physical  
**stilt** /stɪlt/ (n) = a long pole used to support a building  
**swing** /swɪŋ/ (n) = a big and sudden change  
**take things a step further** (phr) = progress even more  
**taste** /teɪst/ (n) = preference for sth  
**thatched roof** (phr) = the top of a building made of straw  
**tradition** /trə'dɪʃən/ (n) = a behaviour or belief followed for a long time by people of a specific society  
**tribe** /traɪb/ (n) = a group of people of the same race, language and customs  
**yearly** /jɪəli/ (adj) = annual  
**weave** /wi:v/ (v) = to make clothes by crossing threads under and over each other

### 1b

**accountant** /ə'kaʊntənt/ (n) = sb who keeps or checks financial accounts  
**achievement** /ə'tʃi:vmənt/ (n) = accomplishment  
**actor** /æktə/ (n) = performer of a film or play  
**aggressive** /ə'ɡresɪv/ (adj) = behaving in an angry, threatening manner  
**ambitious** /æm'bɪʃəs/ (adj) = aspiring  
**annoyed** /ə'nɔɪd/ (adj) = angry, irritated  
**arrogant** /ə'reɡənt/ (adj) = behaving in a proud, unpleasant way because you believe that you are more important than others  
**artistic** /ɑ:tɪstɪk/ (adj) = creative  
**attached to** /ə'tætʃtə/ (adj) = emotionally close to



**baggy** /bægi/ (adj) = loose fitting, not tight  
**baker** /beika/ (n) = a person who makes and sells bread  
**beautician** /bju:ʃiən/ (n) = a professional who improves peoples appearance  
**belt** /bel/ (n) = a long band worn around the waist  
**boots** /bu:ts/ (n) = footgear covering the foot and part of leg  
**care about** /keə əbaʊt/ (v) = be interested in  
**caring** /keəriŋ/ (adj) = affectionate  
**casual clothes** (phr) = informal, everyday clothes  
**cheerful** /tʃiəfəl/ (adj) = happy, joyful  
**cleaner** /kli:nə/ (n) = a professional who cleans clothes  
**coal** /kəʊl/ (n) = a black or dark-brown substance that is taken from the ground and is used as fuel  
**coat** /kəʊt/ (n) = the hair covering an animal  
**conservative** /kən'sɜ:vətɪv/ (adj) = cautious and careful  
**cotton** /kɒtən/ (adj) = type of material made of soft fibre  
**creative** /kri'eɪtɪv/ (adj) = able to bring sth into existence, inventive  
**deceitful** /di'si:tʃəl/ (adj) = deliberately cheating  
**designer clothes** (phr) = with the signature of a well-known designer  
**dishonest** /dis'ɒnəst/ (adj) = inclined to lie, cheat or deceive  
**disorganised** /dis'ɔ:gənəaɪzd/ (adj) = not planned or organised well  
**do up** /du: ʌp/ (phr v) = button up  
**dull** /dʌl/ (adj) = boring, uninteresting  
**electrical wires** (phr) = flexible threads used to carry electricity  
**electrician** /i'lektrɪʃən/ (n) = sb whose job is to put in, check or repair electrical equipment  
**farmer** /fɑ:mə/ (n) = a person who owns or manages a farm  
**fashionable** /fæʃənəbəl/ (adj) = popular, stylish  
**financial records** (phr) = an account of profits and expenses  
**fit** /fɪt/ (v) = to be of the right size, shape, etc.  
**floral** /flɔ:rl/ (adj) = having a pattern of flowers on it  
**forgetful** /fə'getfəl/ (adj) = absent-minded

**formal clothes** (phr) = clothes worn on special occasions  
**generous** /dʒenərəs/ (adj) = willing to give more of sth than is usual or expected  
**gentle** /dʒəntəl/ (adj) = calm and peaceful  
**hardworking** /hɑ:d 'wɜ:kɪŋ/ (adj) = a person who puts a lot of energy into his/her work  
**high-heeled** /haɪ 'hi:ld/ (adj) = describing tall outer, back part of shoe  
**honest** /ɒnəst/ (adj) = frank, sincere  
**impatient** /ɪm'peɪənt/ (adj) = annoyed because of waiting too long for sth to happen  
**indifferent** /ɪn'dɪfərənt/ (adj) = not interested in  
**interested in** /ɪntrə'stɪd ɪn/ (adj) = wanting to know about a subject or take part in sth  
**jacket** /dʒækɪt/ (n) = hip-length coat  
**jealous of** /dʒələs əv/ (adj) = feeling resentment because of sb's success  
**jumper** /dʒʌmpə/ (n) = pullover  
**lazy** /leɪzi/ (adj) = resistant to work  
**leather** /leðə/ (adj) = type of material made of animal skin  
**look after** /lʊk ɑ:ftə/ (phr v) = take care of  
**look down on** /lʊk 'daʊn ɒn/ (phr v) = to think that sb has a lower status than me  
**look for** /lʊk fə/ (phr v) = search for  
**look forward** /lʊk 'fɔ:wəd/ (phr v) = eagerly anticipate  
**look up** /lʊk ʌp/ (phr v) = find in a book/list  
**look up to** /lʊk ʌp tə/ (phr v) = to admire and respect sb  
**match** /mætʃ/ (v) = (of two items of clothing or accessories) to look attractive together because of being a similar colour or pattern  
**miner** /maɪnə/ (n) = a person who works underground in a mine  
**modest** /mɒdəst/ (adj) = fairly small in amount  
**moody** /mu:di/ (adj) = frequently changing feelings and behaviour  
**musician** /mju:ʃɪən/ (n) = sb who plays a musical instrument as a job  
**optimistic** /ɒptɪmɪstɪk/ (adj) = always looking at the positive side of people and situations  
**organised** /ɔ:gənəaɪzd/ (adj) = arranged, put in order

**patient** /peɪənt/ (adj) = not getting angry, annoyed, etc. easily  
**pessimistic** /pesɪ'mɪstɪk/ (adj) = always believing that bad things will happen  
**plastic** /plæstɪk/ (adj) = material made of rubber-like substance  
**platform** /plætfɔ:m/ (adj) = describing the thick raised sole of high-heeled shoes  
**polite** /pə'laɪt/ (adj) = kind  
**polka dot** /pɒlkə dɒt/ (adj) = a pattern with small or large dots  
**positive** /pɒzɪtɪv/ (adj) = being hopeful and confident  
**remove** /rɪ'mu:v/ (v) = to get rid of sth; make sth disappear  
**rude to** /ru:d tə/ (adj) = being impolite towards  
**scarf** /skɑ:f/ (n) = a piece of cloth that you wear around your neck or head, usually to keep yourself warm  
**selfish** /selfɪʃ/ (adj) = caring only about themselves  
**sloppy** /slopi/ (adj) = careless  
**stripes** /straɪps/ (n) = patterned lines on an animal's skin  
**suit** /su:t/ (v) = (of clothes) to look good on sb  
**sympathetic** /sɪmpə'θetɪk/ (adj) = kind to sb and showing that you understand their feelings  
**tactless** /tæktləs/ (adj) = being inconsiderate  
**tracksuit bottoms** /træksuɪt 'bɒtəmz/ (n) = the trousers of a suit worn by an athlete to exercise  
**trainers** /treɪnəz/ (n) = shoes that people wear, esp. for running and other sports  
**translator** /træns'leɪtə/ (n) = person whose job it is to change sth (usu sth written) from one language into another  
**trendy** /trendi/ (adj) = fashionable, modern  
**truthful** /tru:θfəl/ (adj) = being honest and not telling lies  
**try on** /traɪ 'ɒn/ (phr v) = to put on a garment in order to see whether it fits and looks nice  
**underground** /ʌndə'graʊnd/ (adv) = below the surface of the ground  
**waistcoat** /weɪskəʊt/ (n) = sleeveless piece of clothing with buttons  
**woollen** /wʊlən/ (adj) = made from the hair of a sheep



# Word List

## 1d

- afford** /ə'fɔ:d/ (v) = to have enough money for sth
- bright** /braɪt/ (adj) = (of colour) strong in colour
- chat-show host** (phr) = the presenter of a talk show
- confident** /kən'fɪdənt/ (adj) = assured
- degree** /dɪ'ɡri:/ (n) = a course of study at a college or university, certificate
- delighted** /dɪ'laɪtɪd/ (adj) = extremely pleased and excited about sth
- demanding** /dɪ'mɑ:ndɪŋ/ (adj) = difficult; challenging
- extended family** /ɪk'stendɪd 'fæməli/ (n) = a family which includes aunts, uncles and grandparents who live altogether
- hometown** /'həʊm'taʊn/ (n) = the place someone was born and raised
- incredible** /ɪn'kredɪbəl/ (adj) = amazing
- inspiration** /ɪn'spɪ'reɪʃən/ (n) = a feeling from sb or sth that gives new ideas
- lead role** /li:d 'rəʊl/ (n) = the major part in a theatrical play
- resign** /rɪ'zaɪn/ (v) = to formally tell an employer that one is leaving a position
- support** /sə'pɔ:t/ (v) = to agree with and give encouragement to sb
- treasure the time** (phr) = appreciate time spent
- venue** /venju:/ (n) = a place where a special event happens

## 1e

- come on** /kʌm 'ɒn/ (phr v) = hurry up
- never mind** (phr) = it does not matter
- take care** (phr) = to look after yourself (used when saying "goodbye" to sb)

## 1f

- at times** /ət 'taɪmz/ (prep phr) = occasionally
- bossy** /'bɒsi/ (adj) = (of sb) who likes to give people orders
- drop a line** (phr) = to write a letter to sb
- hot-tempered** /hɒt 'tempəd/ (adj) = having sudden outbursts of anger
- stubborn** /'stʌbən/ (adj) = determined not to change your ideas

## Language Focus 1

- assemble** /ə'sembəl/ (v) = to come together in a group
- collect** /kə'lekt/ (v) = to bring together from different places
- continue** /kən'tɪnju:/ (v) = to carry on
- gather** /'ɡæðə/ (v) = to bring together
- honour** /'ɒnə/ (v) = to respect
- maintain** /meɪn'teɪn/ (v) = to continue to have
- preserve** /prɪ'zɜ:v/ (v) = to keep sth as it is
- respect** /rɪ'spekt/ (v) = to show admiration
- value** /vælju:/ (v) = to consider sth important

## Module 2 The environment

- land surface** (phr) = the area of the Earth not covered by water
- mammal** /mæməl/ (n) = an animal that gives birth to babies and feeds them on milk
- occupy** /'ɒkjupaɪ/ (v) = to fill an amount of space

## 2a

- anatomy** /ə'na:təmi/ (n) = the structure of an animal's body
- attached (to)** /ə'tætʃtɪ tə/ (adj) = connected (to)
- body structure** /'bɒdi 'strʌktʃə/ (n) = the different parts of a body and how they are connected
- bony plates** (phr) = flat pieces of bone
- capture the imagination** (phr) = cause sb to feel interested in sth
- chameleon** /kə'mɪliən/ (n) = a type of lizard whose skin can change colour
- conserve** /kən'sɜ:v/ (v) = to protect
- current** /kʌrənt/ (n) = a steady and continuous flow of water in a river, etc.
- distribution range** (phr) = the area in which an animal lives
- endangered** /ɪn'deɪndʒəd/ (adj) = (of a species) being in danger of becoming extinct
- estuary** /es'tjuəri/ (n) = the place where a river joins the sea
- evolve** /ɪ'vɒlv/ (v) = to develop over a period of time
- exceptionally limited** (phr) = very small amount in range, etc.
- feature** /fi:tʃə/ (v) = to appear

- fertilise** /fɜ:'taɪlaɪz/ (v) = to cause a baby animal to start forming
- fin** /fɪn/ (n) = the thin part on the side or top of a fish
- folklore** /'fɔ:klɔ:/ (n) = the traditional stories of a community, country, etc.
- for good** /fɔ 'ɡʊd/ (prep phr) = forever
- function** /fʌŋkʃən/ (n) = what sth does
- gills** /ɡɪlz/ (n) = the parts on the sides of fish which allow it to breathe
- grave danger** (phr) = serious threat
- habitat** /'hæbɪtæt/ (n) = an animal's natural home
- horse-like head** (phr) = a head that looks like a horse's
- limbs** /lɪmz/ (n) = arms and legs
- long curved tail** (phr) = a long tail that bends
- long pointed nose** (phr) = a long nose with a point at the end
- mate** /meɪt/ (v) = to produce young
- millennium** /mɪ'lenɪəm/ (n) = one thousand years
- peculiar** /prɪ'kjʊ:liə/ (adj) = unusual
- pipefish** /'paɪpfɪʃ/ (n) = a small fish in the same family as the seahorse
- pouch** /paʊtʃ/ (n) = a pocket of skin on an animal
- pregnant** /'pregnənt/ (adj) = having a baby developing in your body
- resemble** /rɪ'zembəl/ (v) = to be or look similar to sth
- scales** /skeɪlz/ (n) = small flat pieces of skin that cover a fish
- seaweed** /si:'wi:d/ (n) = a plant that grows in the sea
- shallow waters** (phr) = areas of water that are not deep
- sharp spikes** (phr) = pointy pieces coming out from the body
- shellfish** /ʃel'fɪʃ/ (n) = small creatures with shells that live in the sea
- stem** /stem/ (n) = the long, thin part of a plant on which the flowers and leaves grow
- suck (up)** /sʌk 'ʌp/ (v) = to bring sth into the mouth by inhaling
- survive** /sə'vaɪv/ (v) = to continue to exist
- sweep (away)** /swi:p ə'weɪ/ (v) = to move sth along quickly
- swim bladder** /swɪm 'blædə/ (n) = an organ inside a fish that helps it to swim
- tiny eyes** (phr) = small eyes
- without a doubt** /wɪðaʊt ə 'daʊt/ (prep phr) = certainly; definitely
- wrap** /ræp/ (v) = to put your arms, legs, etc. around sth tightly



## 2b

**amphibian** /æm'fɪbiən/ (n) = an animal that can live both in water or on land

**at risk** /ət 'rɪsk/ (prep phr) = in danger

**beetle** /bi:təl/ (n) = a small black insect with a hard covering

**bring about** /brɪŋ ə'baʊt/ (phr v) = to cause sth to happen

**bring out** /brɪŋ 'aʊt/ (phr v) = to release a book, album, etc. and put it on sale

**bring round** /brɪŋ 'raʊnd/ (phr v) = to help sb gain consciousness

**bring up** /brɪŋ 'ʌp/ (phr v) = to raise a child

**by law** /baɪ 'lɔ:/ (prep phr) = legally

**deforestation** /di:fo'reɪstəʃən/ (n) = the act of cutting down or destroying all the trees in an area

**due to** /dju: tə/ (prep) = because of

**energy waste** /enədʒi 'weɪst/ (n) = the act of using more energy than is needed

**extinction** /ɪk'stɪŋkʃən/ (n) = the death of all the members of a species

**face** /feɪs/ (v) = to have to deal with danger

**feather** /feðə/ (n) = a collection of soft hairs on a bird's body

**fishing net** /fɪʃɪŋ net/ (n) = a piece of material used to catch fish

**forest fire** /fo'reɪst 'faɪə/ (n) = a fire in a wooded area

**global** /gləʊbəl/ (adj) = happening in or affecting all parts of the world

**grab** /græb/ (v) = to take or pick up sth quickly and roughly

**hide (from)** /haɪd (frəm)/ (v) = to stop sth from being seen

**in danger** /ɪn 'deɪndʒə/ (prep phr) = at risk

**in the wild** /ɪn ðə 'waɪld/ (prep phr) = in nature; in land not inhabited by people

**in trouble** /ɪn 'trʌbəl/ (prep phr) = at risk

**insect** /ɪnsekt/ (n) = a small animal that has six legs and a body divided in three parts

**landfill** /lændfɪl/ (n) = a hole where large amounts of rubbish are put

**legally** /li:gəli/ (adv) = according to the law

**loss** /lɒs/ (n) = the state of sth no longer existing

**melting ice caps** (phr) = large pieces of ice which are changing into liquid

**oil spill** /ɔɪl 'spɪl/ (n) = a layer of oil floating on the sea after an accident

**preserve** /prɪ'zɜ:v/ (v) = to maintain

**protect (from)** /prə'tekt (frəm)/ (v) = to keep sth safe from sth else

**reduction** /rɪ'dʌkʃən/ (n) = decrease

**rely on** /rɪ'laɪ ɒn/ (v) = depend on

**reptile** /rep'taɪl/ (n) = a cold-blooded animal with scaly skin that lays eggs

**rodent** /rəʊdənt/ (n) = a small mammal with sharp front teeth (e.g. rats, mice, squirrels)

**salmon** /sæmən/ (n) = a large, silver-coloured fish with pink flesh

**save (from)** /seɪv (frəm)/ (v) = to stop sb or sth from being destroyed or killed

**scaly** /skeɪli/ (adj) = having scales, small flat pieces of skin that cover a fish

**shortage** /ʃɔ:tɪdʒ/ (n) = a lack of

**spotted pelt** (phr) = the skin of an animal with coloured dots

**support** /sə'pɔ:t/ (v) = to encourage sb to succeed

**threatened** /θretənd/ (adj) = at risk of suffering harm

**toad** /təʊd/ (n) = a frog-like animal with warty skin

**warm-blooded** /wɔ:m 'blʌdɪd/ (adj) = with a body temperature not affected by the surrounding temperature

**waste** /weɪst/ (n) = the act of using too much of sth than is needed

**water pollution** /wɔ:tə pə'lju:ʃən/ (n) = the contamination of rivers, seas, etc.

## 2d

**accidental poisoning** (phr) = the act of causing sb/sth to take poison without meaning to

**breed** /bri:d/ (v) = to have babies

**critically endangered species list** (phr) = a collection of names of animals which are in danger of becoming extinct

**cure** /kjʊə/ (n) = medicine or treatment that causes an illness to end

**game reserve** /geɪm rɪ'zɜ:v/ (n) = a large area of land, where animals live safely

**habitat loss** /hæbɪtæt 'lɒs/ (n) = the state of an animal's natural surroundings no longer existing

**hunting** /hʌntɪŋ/ (n) = chasing and killing animals for food or as a sport

**land surface** (phr) = the outside layer of the Earth

**life-threatening disease** (phr) = an illness that could kill a person or animal

**medicinal use** (phr) = the function of sth as a medicine

**oxygen supply** /ɒksɪdʒən sə'plaɪ/ (n) = the amount of breathing air available

**poacher** /pəʊtʃə/ (n) = an illegal hunter of wild animals

**raise awareness** (phr) = to make people notice sth

**urban areas** (phr) = places occupied by towns or cities

**vanish** /vænɪʃ/ (v) = to disappear

## 2f

**absorb** /əb'sɔ:b/ (v) = to take sth in

**adopt** /ə'dɒpt/ (v) = to regularly pay a certain amount of money to a zoo, charity, etc. to take care of an animal

**carbon monoxide** /kɑ:bən mən'ɒksaɪd/ (n) = a poisonous gas produced by car fumes, etc.

**contribute to** /kən'trɪbjʊt tə/ (v) = to add to

**coral** /kɒrəl/ (n) = a hard substance formed from the bones of a type of sea creature

**effective** /ɪfektɪv/ (adj) = producing the desired results

**exhaust fumes** /ɪg'zɔ:st fju:mz/ (n) = gases released by a vehicle when the engine is running

**frightening proportions** (phr) = of a size that is very serious

**growth** /grəʊθ/ (n) = development

**ivory** /aɪvəri/ (n) = a hard cream-coloured substance which forms an elephant's tusks

**loose** /lu:s/ (adj) = (of fruit, vegetables, etc.) not in packaging

**urban areas** (phr) = places occupied by towns or cities

## Language Focus 2

**at risk** (phr) = in a dangerous situation

**continue** /kən'tɪnju:/ (v) = to keep happening

**develop** /dɪ'veləp/ (v) = to become more advanced



# Word List

evolve /ɪvəlv/ (v) = to develop gradually  
 expand /ɪk'spænd/ (v) = to increase in size  
 grow /grəʊ/ (v) = to get bigger  
 in danger of (phr) = the possibility that sth bad will happen  
 last /lɑːst/ (v) = to continue  
 remain /rɪ'meɪn/ (v) = to continue to exist when others do not  
 survive /sə'vaɪv/ (v) = to continue to live after being in a difficult situation  
 threat /θret/ (n) = suggestion of violence/danger  
 trouble /trʌbl/ (n) = difficulties

## Module 3 Travel

cosy /kəʊzi/ (adj) = comfortable  
 crystal clear (phr) = clean and transparent  
 deserted /dɪ'zɜːtɪd/ (adj) = abandoned, empty  
 experience /ɪk'spɪəriəns/ (v) = be in a particular situation or have sth happen to you  
 freezing cold (phr) = extremely cold  
 scorching hot (phr) = extremely hot  
 secluded /sɪ'kluːdɪd/ (adj) = (of place) quiet and private

### 3a

add to /æd tə/ (v) = to increase  
 be located /bi ləʊ'keɪtɪd/ (v) = to be situated  
 circulate /sɜːkjuleɪt/ (v) = to move within a closed place  
 dare /deə/ (v) = to be brave enough to do sth  
 eager to /iːgə tə/ (adj) = showing keen interest  
 entire /ɪntaɪə/ (adj) = the whole of sth  
 exploration /ɪk'splɔːreɪʃən/ (n) = the act of travelling through a place to discover it  
 gaze (upon) /geɪz ə'pɒn/ (v) = to look long and fixedly at sth  
 gorge /gɔːdʒ/ (n) = deep passage with steep rocky sides  
 magnificence /mæɡ'nɪfɪsəns/ (n) = splendor, lavishness  
 marvel /mɑːvəl/ (n) = sth worth admiring  
 medical missionary /medɪkəl 'mɪʃənəri/ (n) = person sent on a mission to do medical work  
 name after /neɪm ɑːftə/ (phr v) = to give a child the name of someone

natural wonder (phr) = a place of natural beauty that causes surprise and admiration  
 passionate about /pæ'ʃənət əbaʊt/ (adj) = having powerful emotions for  
 plunge /plʌndʒ/ (n) = a rapid decrease in value or amount  
 plunge into /plʌndʒ ɪntə/ (v) = dive into water  
 rainbow /reɪnbəʊ/ (n) = a band of colours appearing in the sky  
 rise /raɪz/ (v) = to become higher, to increase  
 sheet /ʃiːt/ (n) = a large flat area of ice or water spread over a surface  
 spectacular /spek'tækjʊlə/ (adj) = impressive  
 stumble upon /stʌmbəl ə'pɒn/ (v) = to come across by chance  
 thunder /θʌndə/ (n) = a loud sound created by lightning  
 tourist attraction /tuərɪst ət'rækʃən/ (n) = sth tourists can go to for interest or enjoyment  
 undoubtedly /ʌn'daʊnbldi/ (adv) = with complete certainty  
 unique experience (phr) = one and only event  
 vast mass (phr) = large area  
 venture /ventʃə/ (v) = to risk going somewhere risky  
 witness /wɪtnəs/ (v) = to see, observe an incident  
 wonders /'wʌndəz/ (n) = monumental human or natural creations  
 World Heritage site (phr) = place listed by UNESCO as one of cultural significance

### 3b

all /ɔːl/ (pron) = everyone  
 area /eəɪə/ (n) = a particular part of somewhere  
 boarding pass /bɔːdɪŋ paːs/ (n) = a card which a passenger must have when boarding a plane or a boat  
 boot /buːt/ (n) = a type of shoe that covers your foot and part of your leg  
 brake /breɪk/ (n) = a device in a vehicle that makes it stop or go slower  
 break /breɪk/ (n) = a rest from working  
 buffet /bʊfeɪ/ (n) = a type of meal where guests serve themselves food from various dishes displayed on a table or sideboard

carriage /kærɪdʒ/ (n) = one of the separate sections of a train that carries passengers  
 circle /sɜːkl/ (n) = a continuous curved line  
 city break /sɪti 'breɪk/ (n) = a short period away in a city  
 come across /kʌm ə'krɒs/ (phr v) = to discover or to notice  
 come down with /kʌm 'daʊn wɪð/ (phr v) = to get an illness  
 come into /kʌm ɪntə/ (phr v) = to inherit  
 come round /kʌm raʊnd/ (phr v) = to visit sb  
 come up with /kʌm 'ʌp wɪð/ (phr v) = to think of something, an idea  
 compartment /kəm'pɑːtmənt/ (n) = one of the sections into which a railway carriage is divided  
 conference facilities (phr) = furniture and objects found in a conference room  
 deck /dek/ (n) = a flat, open surface on a ship  
 disabled facilities (phr) = amenities that help the disabled  
 dry cleaning service (phr) = a professional service that cleans clothes  
 equipment /ɪk'wɪpmənt/ (n) = tools needed for a particular activity  
 facility /fə'sɪləti/ (n) = a service provided for a particular purpose  
 free /friː/ (adj) = no charge  
 free of charge (phr) = not having to pay money  
 handlebar /hændəlbɑː/ (n) = metal part used to steer and control a bicycle  
 in advance /ɪn əd'vɑːns/ (prep phr) = beforehand  
 indicated /ɪndɪkeɪtɪd/ (pp) = shown  
 landing /lændɪŋ/ (n) = bringing an aircraft down to the ground  
 locate /ləʊ'keɪt/ (v) = to find the position of sth  
 none /nʌn/ (pron) = not one  
 on request /ɒn rɪ'kwest/ (prep phr) = when asked for  
 open /əʊpən/ (adj) = not closed  
 position /pə'zɪʃən/ (v) = to place sth or sb somewhere  
 pride on /praɪd ɒn/ (v) = to be proud of  
 rearview mirror /rɪə vjuː 'mɪrə/ (n) = the mirror inside a car that helps drivers to see the traffic behind



**room service** /ru:m ˈsɜ:vɪs/ (n) = meals or drinks provided to hotel guests in their rooms

**round-the-clock** (phr) = happening 24 hrs

**rural** /ruərəl/ (adj) = being far away from a city

**servant** /sɜ:vənt/ (n) = person employed to work at someone's home

**space** /speɪs/ (n) = an area that is available for a particular purpose

**staff** /stɑ:f/ (n) = all the employees of an organisation

**stay** /steɪ/ (n) = the period of time spent in a place

**stop** /stɒp/ (n) = a place where buses or trains regularly stop for people to get on and off

**takeoff** /teɪkɒf/ (n) = the beginning of a flight, when a plane leaves the ground

**urban** /ˈɜ:bən/ (adj) = characteristics like a town or city

## 3d

**car breaks down** (phr) = car malfunctions

**check-in** /tʃek ɪn/ (n) = the counter or desk where passports are checked before boarding

**cramped hotel room** (phr) = a room lacking in space

**dirty beach/sea** (phr) = polluted beach/sea

**disastrous** /dɪzəˈstrəs/ (adj) = an event that is very unsuccessful

**exhilarating** /ɪgˈzɪləreɪtɪŋ/ (adj) = making one feel very happy and excited

**get food poisoning** (phr) = become ill after eating bad food

**get sunburnt** (phr) = get red, sore skin after sitting under the sun

**have credit card stolen** (phr) = be robbed of your credit card

**have terrible weather** (phr) = have bad weather conditions

**lose luggage** (phr) = lose suitcases

**miss a flight** (phr) = arrive late and not board the plane

**not speak the language** (phr) = not know a language

**passport is out of date** (phr) = passport has expired

**resort** /rɪzɔ:t/ (n) = a place many people go to rest, play sport etc.

**rude hotel staff** (phr) = impolite hotel employee

**thrill-seeker** /ˈθrɪl ˌsi:kə/ (n) = a person in search of adventure

## 3f

**aimlessly** /eɪmləsli/ (adv) = without clear purpose

**cobbled** /kɒbəld/ (adj) = (of street) with surface made up of small smooth round stones

**creepy** /kri:pi/ (adj) = scary

**gracefully** /ɡreɪsfəli/ (adv) = in a smooth and controlled way

**holiday destination** (phr) = popular tourist place

**increasingly** /ɪnˈkri:snɪli/ (adv) = continuously, more and more

**mist** /mɪst/ (n) = a very light fog

**picturesque** /ˈpɪktʃəresk/ (adj) = a place that is attractive and natural in appearance

**quaint** /kweɪnt/ (adj) = attractive because it is unusual and rather old-fashioned

**stunning** /stʌnɪŋ/ (adj) = amazing, beautiful, very attractive

**weird** /wɪəd/ (adj) = strange

## Language Focus 3

**beat** /bi:t/ (v) = to defeat

**challenge** /tʃælɪndʒ/ (v) = to invite sb to take part in a game/competition

**characteristic** /kærəkteˈrɪstɪk/ (n) = a noticeable quality of sth

**dare** /deə/ (v) = to be brave enough to do sth

**examine** /ɪgˈzæmɪn/ (v) = to look closely at sth

**explore** /ɪkˈsplɔ:/ (v) = to search a place

**feature** /fi:tʃə/ (n) = an important part of sth

**gaze** /geɪz/ (v) = to look at sth for a long time in admiration

**hit** /hɪt/ (v) = to reach a target

**investigate** /ɪnˈvestɪɡeɪt/ (v) = to examine a crime/problem to find the truth

**knock down** /nɒk ˈdaʊn/ (phr v) = to reduce

**observe** /əbˈzɜ:v/ (v) = to watch sth carefully to learn about it

**risk** /rɪsk/ (v) = to do sth that may have bad consequences

**sights** /saɪts/ (n) = places of interest

**sites** /saɪts/ (n) = a place where sth is/was/happened

**stare** /steə/ (v) = to look at sth with eyes wide open

**strike** /straɪk/ (v) = to chime (of a clock)

**venture** /ventʃə/ (v) = to risk doing sth which might be unpleasant

**witness** /ˈwɪtnəs/ (v) = to see a crime/accident happen

## Module 4 Social life

**altar** /ˈɔ:lta/ (n) = holy table in a church

**carpenter** /kɑ:pəntə/ (n) = a person who makes and/or fixes wooden things

**dress up** /dres ˈʌp/ (phr v) = to wear special clothes or costume

**evil spirits** (phr) = powerful forces that cause bad things

**fireworks** /ˈfaɪəwɜ:ks/ (n) = small containers filled with explosive substances which produce loud noise and brightly coloured patterns in the sky

**honour** /ˈɒnə/ (v) = to show great respect for sb/sth

**lantern** /ˈlæntən/ (n) = a lamp in a metal frame with glass sides and a handle on top

**longship** /lɒŋʃɪp/ (n) = a narrow open vessel with oars used by the Vikings

**patron saint** /ˈpeɪtrən ˈseɪnt/ (n) = a saint who gives protection

**put up** /pʊt ˈʌp/ (phr v) = stick or fasten sth

**replica** /ˈreplɪkə/ (n) = a copy of sth

**scare away** /skeə əˈweɪ/ (phr v) = to frighten someone so that they go away

**set off** /set ˈɒf/ (phr v) = to start

## 4a

**ancient ritual** (phr) = a ceremony of the past

**applaud** /əˈplɔ:d/ (v) = to clap in order to show approval of sb/sth

**bonfire** /ˈbɒnfɑɪə/ (n) = a fire made outdoors as part of a celebration

**brass band** /ˈbrɑ:s ˈbænd/ (n) = a group of musicians who play musical instruments such as trumpets and horns

**burning tar** (phr) = thick black sticky substance in flames

**cheer** /tʃɪə/ (v) = to shout loudly to encourage sb or to show approval

**complete a circuit** (phr) = go round an entire set route



# Word List

**court jester** /kɔ:t dʒestə/ (n) = a person who made kings laugh  
**eye-catching costumes** (phr) = outfits for dressing up that draw attention  
**fancy dress** (phr) = funny clothing worn to a party  
**gather** /gæðə/ (v) = (to cause) to come together  
**gladiator** /glædiətə/ (n) = a man who fought to entertain an audience in ancient Rome  
**hurl** /hɜ:l/ (v) = to throw with a lot of force  
**in anticipation of** /ɪn æntɪsɪpeɪʃən əv/ (prep phr) = looking forward to  
**invasion** /ɪn'veɪʒən/ (n) = intrusion  
**lift** /lɪft/ (v) = to move sb or sth upwards  
**nestle** /nesəl/ (v) = to be in a comfortable or sheltered area  
**outstanding** /aʊt'stændɪŋ/ (adj) = excellent  
**parade** /pə'reɪd/ (n) = a group of people going in the same direction, celebrating sth  
**procession** /prə'seɪʃən/ (n) = a group of people walking in a line as part of an event  
**shallow wooden barrels** (phr) = a wooden container with a short distance from top to bottom  
**sleepy** /sli:pi/ (adj) = drowsy  
**spectacle** /spektəkl/ (n) = a sight, a scene  
**stand in the streets** (phr) = be outside in one position  
**swarm** /swɔ:m/ (v) = (of a group of people) to have somewhere in large numbers

## 4b

**burst into applause** (phr) = suddenly start clapping  
**excited about** /ɪk'saɪtɪd əbaʊt/ (adj) = looking forward to sth  
**full of** /fʊl əv/ (adj) = have a lot of sth  
**funeral** /fju:nərəl/ (n) = a ceremony in connection with a burial  
**generosity** /dʒenərəsɪti/ (n) = willingness to give  
**give out** /gɪv 'aʊt/ (phr v) = to distribute  
**(in) honour** /ɒnə/ (v) = to show great respect for sb/sth  
**in advance** /ɪn əd'vɑ:ns/ (prep phr) = before sth  
**in charge** /ɪn 'tʃɑ:dʒ/ (prep phr) = have the control

**logo** /ləʊgəʊ/ (n) = a small design used by an organisation to identify itself  
**make it up** (phr) = to invent sth, usually a story or lie  
**make out** /meɪk 'aʊt/ (phr v) = to manage to see or hear sth with difficulty  
**make up** /meɪk 'ʌp/ (phr v) = to become friends again  
**make up for** /meɪk 'ʌp fɔ:/ (phr v) = compensate  
**march** /mɑ:tʃ/ (v/n) = walk in a group in a regular step  
**on display** /ɒn dɪ'spleɪ/ (prep phr) = arranging goods/objects for people to look at  
**pace** /peɪs/ (v) = walk at a specific speed  
**praise** /preɪz/ (v) = admire, honour, compliment  
**retirement** /rɪ'taɪəmənt/ (n) = the time when a worker leaves his job and stops working completely  
**roast** /rəʊst/ (adj) = cooked food in an oven or over a fire  
**route** /ru:t/ (n) = a way from one place to another  
**senseless** /sensləs/ (adj) = happening for no good reason, foolish  
**shamrock** /ʃæmrək/ (n) = plant with three leaves on each stem  
**sign** /saɪn/ (n) = a mark or shape that always has a particular meaning  
**speechless** /spi:tʃləs/ (adj) = temporarily unable to speak because of shock, surprise, etc.  
**symbol** /sɪmbəl/ (n) = sth that is used to indicate sth else  
**take place on** (phr) = happen at a certain time  
**thanks to** (phr) = because of

## 4d

**altar** /ɔ:lta/ (n) = a type of table used in a church  
**consume** /kən'sju:m/ (v) = buy things or use facilities and services  
**decline** /dɪklaɪn/ (n) = becoming less important or worse  
**departed** /dɪpɑ:tɪd/ (adj) = someone who left/is dead  
**distinctive** /dɪstɪŋktɪv/ (adj) = characteristic, easily recognisable  
**early civilisation** (phr) = ancient developed culture  
**festivity** /fe'stɪvɪti/ (n) = celebration  
**festoon** /fe'stu:n/ (v) = to decorate with flowers/chains of paper

**gloomy** /glu:mi/ (adj) = dark or poorly lit, especially to appear frightening  
**grave** /greɪv/ (n) = a place where a dead person lies  
**heyday** /heɪdeɪ/ (n) = a time in sb's life when they are most powerful, successful or popular  
**lavish** /lævɪʃ/ (adj) = more than needed, rich  
**Lent** /lent/ (n) = period of 40 days before Easter when Christians do not eat meat, cheese, etc.  
**misty** /mɪsti/ (adj) = slightly foggy  
**nutrition** /nju:trɪʃən/ (n) = all the vitamins, minerals, etc. necessary for a body to be healthy  
**origins** /ɒrɪdʒɪnz/ (pl n) = where sth comes from or it began  
**outrageous** /aʊ'reɪdʒəs/ (adj) = shockingly bad  
**revive** /rɪ'vaɪv/ (v) = help sb become conscious again  
**sinister** /sɪnɪstə/ (adj) = sth that is evil or harmful  
**slap-up** /slæp ʌp/ (adj) = large and good (meal)

## 4f

**awesome** /ə'sə:m/ (adj) = very impressive  
**barbecue pit** /bæbɪkju: pɪt/ (n) = a hole in the ground where you light a fire  
**carve** /kɑ:v/ (v) = make objects by cutting them out of wood or stone  
**mouth-watering** /maʊθ wɔ:təɪnɪŋ/ (adj) = (of food) delicious  
**resident** /rezɪdənt/ (n) = a person who lives in a house, area or country

## Language Focus 4

**anticipation** /æntɪsɪpeɪʃən/ (n) = a feeling of excitement about sth that is going to happen  
**attach** /ə'tætʃ/ (v) = to add sth to sth else  
**(be) crowded** /kraʊdɪd/ (adj) = full of people  
**(be) full of** /fʊl əv/ (adj) = containing a lot  
**(be) packed (with)** /pækt wɪð/ (adj) = full of people/things  
**(be) stuffed (with)** /stʌft wɪð/ (adj) = full/filled  
**cease** /si:s/ (v) = to stop  
**complete** /kəm'pli:t/ (v) = to make sth whole



**conclude** /kən'klu:d/ (v) = to end a speech or piece of writing  
**connect** /kə'nekt/ (v) = to join things  
**expectation** /ekspek'teɪʃən/ (n) = a feeling that sth is going to happen  
**fasten** /fə'sen/ (v) = to fix things firmly together  
**finalise** /faɪnəlaɪz/ (v) = to make a final decision about sth  
**hope** /haʊp/ (n) = when you want sth to happen  
**link** /lɪŋk/ (v) = to join two things  
**suspense** /sə'spens/ (n) = a feeling of not knowing what will happen

## Module 5 Crime

**break the law** (phr) = to disobey a rule or law  
**burglary** /'bɜ:gləri/ (n) = break-in, robbery  
**flee** /fli:/ (v) = to leave a place quickly  
**hostage** /'hɒstɪdʒ/ (n) = someone held in capture  
**kidnapping** /'kɪdnæpɪŋ/ (n) = taking sb by force and holding them prisoner  
**mugging** /'mʌɡɪŋ/ (n) = a physical attack by sb to steal money  
**pensioner** /penʃənə/ (n) = elderly person who has stopped working and receives money from the government  
**robbery** /'rɒbəri/ (n) = the crime of stealing  
**steal** /sti:l/ (v) = to take without permission  
**surveillance cameras** /sə'veɪləns 'kæmərəz/ (n) = cameras used to watch over buildings or areas  
**theft** /θeft/ (n) = the crime of stealing  
**vandalism** /'vændəlɪzəm/ (n) = the act of damaging other people's property

## Sa

**accurate** /ækjʊrət/ (adj) = correct and detailed  
**aid investigations** (phr) = help a search to find the truth  
**brief on the crime** (phr) = give instructions and information about a crime  
**clear eye** (phr) = not confused  
**clearly visible** (phr) = easily seen  
**close-up images** (phr) = photograph taken from a short distance  
**clue** /klu:/ (n) = a piece of information that helps find the answer to a mystery or problem

**course of a day** (phr) = over a 24hr period  
**crucial** /kru:ʃəl/ (adj) = critical, extremely important  
**deal with** /di:l wɪð/ (phr v) = to handle or cope with a situation  
**detached** /dɪ'tætʃt/ (adj) = (of a house) not joined to another building  
**discarded** /dɪs'kɑ:dɪd/ (adj) = thrown away  
**document a crime scene** (phr) = record the details of a place where a crime happened  
**emotional** /ɪ'məʊʃənəl/ (adj) = having or causing strong feelings  
**encourage** /ɪn'kʌrɪdʒ/ (v) = to positively advise sb to do sth  
**essential** /ɪ'senʃəl/ (adj) = extremely important, absolutely necessary  
**evidence** /eɪdɪns/ (n) = information which proves sth  
**fatal** /fə'tæl/ (adj) = causing death  
**fatal road accident** (phr) = road accident that resulted in death  
**focus on** /fəʊkəs ɒn/ (v) = to concentrate on sth  
**focus on individual details** (phr) = concentrate on personal information  
**forensics drama** (phr) = a TV series about scientific crime investigations  
**gather** /gæðə/ (v) = (to cause) to come together  
**get listed** (phr) = be recorded  
**hold a fascination** (phr) = to strongly interest sb  
**illuminate** /ɪ'lumɪneɪt/ (v) = to light up  
**impact** /ɪmpækt/ (n) = a powerful effect  
**in court** /ɪn 'kɔ:t/ (prep phr) = inside a place where legal decisions are made  
**inspire** /ɪn'spaɪə/ (v) = to be the source of an idea or a motivation  
**murder case** /mɜ:də keɪs/ (n) = investigation into a crime of killing someone on purpose  
**murder investigation** /mɜ:də ɪn'vestrɪgeɪʃən/ (n) = trying to solve a crime involving a death  
**no room for experimentation** (phr) = not allowed to experiment  
**officer-in-charge** /'ɒfɪsər ɪn 'tʃɑ:dʒ/ (n) = policeman in authority  
**on a personal level** /ɒn ə pɜ:snəl 'leɪvl/ (prep phr) = to oneself  
**on call** /ɒn 'kɔ:l/ (prep phr) = whenever needed

**overall** /əʊvə'ɔ:l/ (adj) = general  
**overhead** /əʊvə'hed/ (adv) = above sb's head  
**peace of mind** (phr) = sanity  
**photo log** /fəʊtəʊ lɒɡ/ (n) = an album where photos are recorded  
**photograph the victim** (phr) = take a picture of a person killed in a crime  
**public** /pʌblɪk/ (adj) = relating to all people in a country or community  
**require** /rɪ'kwaɪə/ (v) = to need  
**scene of a crime** (phr) = the place a crime happens  
**take an overall view** (phr) = photograph the whole scene  
**tough** /tʌf/ (adj) = difficult, hard  
**unpredictable** /ʌnpri'dɪktəbəl/ (adj) = constantly changing  
**used as evidence** (phr) = information useful to an investigation  
**victim** /vɪktɪm/ (n) = sb who has suffered as a result of the actions of sb else  
**wide angle lens** /waɪd æŋɡəl 'lenz/ (n) = a camera lens that provides a bigger view than usual  
**zoom lens** /zu:m 'lenz/ (n) = a camera lens that makes sth look closer

## Sb

**accuse** /ə'kju:z/ (v) = to blame  
**appear in court** (phr) = be seen by a judge about a crime  
**armed** /ɑ:md/ (adj) = carrying a weapon  
**attempt** /ə'tempt/ (v) = to try to do sth  
**bill** /bɪl/ (n) = a formal statement of a new law that is discussed and then voted for by the government  
**break down** /breɪk 'daʊn/ (phr v) = (of a person) lose control and be very upset  
**break in** /breɪk 'ɪn/ (phr v) = enter somewhere by force  
**break into** /breɪk ɪntə/ (phr v) = enter a building by force  
**break out** /breɪk 'aʊt/ (phr v) = start suddenly  
**break up** /breɪk 'ʌp/ (phr v) = (of a relationship, etc.) end  
**bring sb before a judge** (phr) = to make sb appear in court to answer a criminal charge  
**burgle** /'bɜ:ɡəl/ (v) = break into and steal  
**charge with** /tʃɑ:dʒ wɪð/ (v) = accuse formally



# Word List

**convicted** /kən'vɪktɪd/ (adj) = be found guilty  
**deter** /dɪ'tɜː/ (v) = discourage sb from sth  
**escape** /ɪ'skeɪp/ (v) = to get away  
**found guilty** (phr) = be legally responsible for committing a crime  
**handcuffs** /hændkʌfs/ (n) = metal rings which are fastened round a prisoner's wrists  
**inquire** /ɪn'kwaɪə/ (v) = to ask for more information about sth  
**install** /ɪn'stɔːl/ (v) = (of a piece of equipment) to put it somewhere and connect it  
**kidnapper** /kɪdnæpə/ (n) = sb who takes sb captive to get money from their family  
**minor offence** (phr) = a small crime  
**notice** /nəʊtɪs/ (n) = a written announcement placed where it can be seen  
**pickpocketing** /pɪk'pɒkɪtɪŋ/ (n) = act of secretly taking sth (usu a wallet or money) out of sb's pocket  
**postpone** /pəʊs'pəʊn/ (v) = to delay, put off  
**precautions** /prɪ'kɔːʃənz/ (n) = measures to minimise risk taken beforehand  
**press charges** (phr) = to make an official accusation against sb  
**put barriers** (phr) = place limits  
**reach a verdict** (phr) = arrive at a conclusion in court  
**sentence** /'sentəns tə/ (v) = be punished by a law court  
**shoplift** /ʃɒp'lɪft/ (v) = to steal goods from a shop while pretending to shop  
**suspected** /sə'spektɪd/ (pp) = be thought guilty of  
**take the blame for** (phr) = accept responsibility for a crime sb did not do  
**tear** /teə/ (v) = pull sth to pieces  
**under arrest** /ʌndə ə'rest/ (prep phr) = be put in prison  
**verdict** /və'dɪkt/ (n) = a decision in a court of law saying if sb is guilty or not  
**violate** /vaɪəleɪt/ (v) = to disturb, force  
**warn** /wɔːn/ (v) = to inform someone of possible danger  
**warning** /'wɔːnɪŋ/ (n) = a statement that informs someone that something unpleasant or dangerous is likely to happen

## 5d

**allegedly** /ə'ledʒɪdli/ (adv) = supposedly  
**blaze** /bleɪz/ (n) = strong fire or flame, usually difficult to control  
**docklands** /dɒkləndz/ (n) = an area that was a port and now has flats and offices  
**extinguish** /ɪk'stɪŋɡwɪʃ/ (v) = to put out, stop a fire from burning or a light from shining  
**financial difficulty** (phr) = economic problems  
**flammable material** (phr) = a material that burns easily  
**formal statement** (phr) = something said/written by an official authority  
**insurance consultant** (phr) = someone offering advice on insurance matters  
**motive** /məʊtɪv/ (n) = the reason for doing sth  
**police custody** /pə'liːs 'kʌstədi/ (n) = being kept by police  
**prior conviction** (phr) = previous time that someone was found guilty

## Language Focus 5

**aim to** /eɪm tə/ (v) = to have intentions to achieve sth  
**clue** /kluː/ (n) = a piece of information which helps you find the answer to a problem  
**concentrate on** /kənsəntreɪt ɒn/ (v) = to give a lot of attention to sth  
**confiscate** /kən'fɪskət/ (v) = to take sth away from sb for a short time as punishment  
**delete** /dɪ'liːt/ (v) = to remove/erase a written record  
**direct** /dɪ'rekt/ (v) = aim in a particular direction  
**dismiss** /dɪ'smɪs/ (v) = stop a trial because of insufficient evidence  
**evidence** /'evɪdəns/ (n) = reasons to believe sth is true  
**focus on** /'fəʊkəs ɒn/ (v) = concentrate on  
**hint** /hɪnt/ (n) = sth you say that shows indirectly what you think  
**remove** /rɪ'muːv/ (v) = to take sth away from somewhere  
**trace** /treɪs/ (n) = a sign that sth happened

## Module 6 Technology

**charger** /tʃɑːdʒə/ (n) = a device used for passing an electrical current through a battery to make it more powerful or last longer  
**communicate** /kə'mjuːnɪkeɪt/ (v) = to be in contact with  
**control** /kən'trəʊl/ (v) = to have complete power over sb or sth  
**convert** /kən'vɜːt/ (v) = to change in order to use for a different purpose  
**display** /dɪ'spleɪ/ (v) = to put objects in a place where they can be seen easily  
**download** /daʊn'ləʊd/ (v) = to copy or move programs or information into a computer's memory, especially from a website  
**plug in** /plʌg ɪn/ (phr v) = to connect a cord to the electricity supply  
**record** /rɪ'kɔːd/ (v) = to put sth on tape or film  
**scroll** /skrɔːl/ (v) = to move up and down on a screen  
**store files** (phr) = save data on a computer  
**surf online** (phr) = browse the Internet  
**upload** /ʌp'ləʊd/ (v) = to transfer data onto a computer  
**voice command** /vɔɪs kə'mə:nd/ (n) = verbal instruction

## 6a

**apply principles** (phr) = put theories to use  
**artificial intelligence** /ɑːtɪfɪʃəl ɪntelɪdʒəns/ (n) = a type of computer technology which is concerned with making machines work in an intelligent way  
**assist** /ə'sɪst/ (v) = to aid, support  
**camera** /kæməərə/ (n) = a device for taking photographs or recording moving pictures  
**crawl** /krɔːl/ (v) = to move around on your hands and knees  
**demonstrate** /dɪ'mɒnstreɪt/ (v) = to prove, show  
**equipped** /ɪ'kwɪpt/ (pp) = having the objects needed for a purpose  
**experiment** /ɪk'sperɪmənt/ (n) = scientific test done to see what will happen to sth under particular conditions  
**external** /ɪk'stɜːnəl/ (adj) = outside  
**flesh and blood** (phr) = a real person



**generate** /dʒenəreɪt/ (v) = to create, produce  
**humanoid** /hjuːmənɔɪd/ (adj) = having the shape and qualities of a human  
**interact with** /ˌɪntərækt wɪθ/ (v) = to communicate, react to  
**investigate** /ɪnˈvestɪɡeɪt/ (v) = to examine an event or situation and try to find out what happened  
**learning abilities** (phr) = the skill one has to gain knowledge  
**metal and circuits** (phr) = chemical element and a closed wired system  
**microphone** /maɪkrəfəʊn/ (n) = device used to make sounds louder or to record them  
**motor** /məʊtə/ (n) = mechanism  
**patient care** /peɪʃənt keə/ (n) = looking after the sick  
**patiently** /peɪʃəntli/ (adv) = calmly  
**physically** /fɪzɪkli/ (adv) = in a way that relates to the body  
**physically interact** (phr) = communicate with your body  
**physique** /fɪzɪk/ (n) = the shape and size of sb's body  
**pick up** /pɪk ʌp/ (phr v) = to collect  
**react** /rɪˈækt/ (v) = to behave in a certain way as a result of sth  
**record sounds** (phr) = store sounds/voices  
**research team** /riːsɜːtʃ ˈtiːm/ (n) = scientists searching for information  
**residential care homes** (phr) = a place where someone old/ill lives to be looked after  
**stimulus** /ˈstɪmjʊləs/ (n) = sth that causes sb or sth to move or react  
**surroundings** /səˈraʊndɪŋz/ (n) = everything around or in a place  
**toddler** /tɒdlə/ (n) = a young child  
**workload** /wɜːkləʊd/ (n) = the amount of work sb has to do  
**workplace** /wɜːkpleɪs/ (n) = the place where people do their jobs

## 6b

**appear** /əˈpiə/ (v) = to become noticeable  
**be after** /biː ɑːftə/ (phr v) = want  
**be away** /biː əˈweɪ/ (phr v) = be absent  
**be in for** /biː ɪn fɔː/ (phr v) = expect sth bad  
**be off** /biː ɒf/ (phr v) = leave  
**be on** /biː ɒn/ (phr v) = be shown on TV  
**be out of** /biː aʊt əv/ (phr v) = have no more

**browser** /braʊzə/ (n) = the software on a computer that enables you to search the Internet  
**chat online** (phr) = talk on the Internet  
**connect** /kəˈnekt/ (v) = to join sth to sth else  
**copy** /kɒpi/ (v) = to produce sth that looks like the original thing, to imitate  
**design** /dɪzain/ (v) = to create the plan or drawing for sth  
**disconnect** /dɪskəˈnekt/ (v) = to cut off, stop the supply of sth (water, electricity, telephone, etc.)  
**format** /fɔːmət/ (n) = any general arrangement of sth  
**install** /ɪnˈstɔːl/ (v) = (of a piece of equipment) to put it somewhere and connect it  
**keep in touch with** (phr) = remain in contact with sb  
**networking** /netwɜːkɪŋ/ (n) = interaction with other people to exchange information and develop contacts, especially to further one's career  
**plug into** /plʌg ɪntə/ (phr v) = become connected  
**print** /prɪnt/ (v) = to put sth in ink or dye using a machine  
**processing** /prəˈsesɪŋ/ (n) = a series of actions carried out in a computer to deal with information  
**remove** /rɪˈmuːv/ (v) = to take sth away  
**transfer** /trænsˈfɜː/ (v) = to move from one place to another

## 6d

**acceptable** /əkˈseptəbəl/ (adj) = good enough, suitable  
**assignment** /əˈsaɪnmənt/ (n) = a piece of usually written work, such as an essay, given to students at school or university  
**concern** /kənˈsɜːn/ (n) = a feeling of worry about a situation  
**educational tool** (phr) = an object/device that helps with learning  
**eventful** /ɪˈventfəl/ (adj) = full of interesting happenings  
**experience** /ɪkˈspɪəriəns/ (n) = gained knowledge or skill  
**fake names** (phr) = not real names  
**hack** /hæk/ (v) = to break into a computer system  
**identity theft** /aɪˈdɛntəti ˌθeft/ (n) = use someone else's personal data

**lecture** /lektʃə/ (n) = a formal talk on a specific subject given to a group of people  
**plagiarism** /pleɪdʒərɪzəm/ (n) = the act of taking sb's ideas and using them as if they were yours  
**pseudonym** /ˈsjuːdənɪm/ (n) = a name other than your own  
**research** /riːsɜːtʃ/ (n) = a serious study of sth  
**search word** /sɜːtʃ ˈwɜːd/ (n) = the word used to target items on the Internet  
**section** /sekʃən/ (n) = a separate part of a book, newspaper, magazine, etc.  
**software** /ˈsɒftweə/ (n) = computer program  
**survey** /səˈveɪ/ (n) = a study, research  
**update** /ʌpdeɪt/ (v) = to make more modern by adding new parts or giving new information  
**usage** /ˈjuːsɪdʒ/ (n) = the way in which sth is used

## Language Focus 6

**apply** /əˈplai/ (v) = to make use of sth  
**broaden** /brɔːdn/ (n) = to make sth wider  
**demonstrate** /deməˈstreɪt/ (v) = to show how sth is done  
**develop** /dɪˈveləp/ (v) = to cause sth to become more advanced  
**display** /dɪˈspleɪ/ (v) = to put on show  
**employ** /ɪmˈplɔɪ/ (v) = to have sb do a job  
**exercise** /eksəˈsaɪz/ (v) = to use  
**exhibit** /ɪɡˈzɪbɪt/ (v) = to show to the public  
**expand** /ɪkˈspænd/ (v) = to make sth bigger  
**practise** /præktɪs/ (v) = to do sth repeatedly to improve at it  
**prove** /pruːv/ (v) = to show that sth is true  
**unfold** /ʌnˈfəʊld/ (v) = to develop

## Module 7 Sports & Fitness

**aerobics** /eəˈrɒbɪks/ (n) = a type of exercise  
**archery** /ɑːtʃəri/ (n) = sport in which the player shoots arrows at a target using a bow  
**baseball** /beɪsbɔːl/ (n) = game played by two teams using a ball and bat



# Word List

**bowling** /bəʊlɪŋ/ (n) = game in which a heavy ball is rolled from one end of a wooden alley towards wooden pins set up at the opposite end

**boxing** /bɒksɪŋ/ (n) = sport that involves fighting with fists

**bungee jumping** /bʌndʒiːˌdʒʌmpɪŋ/ (n) = activity done by jumping off sth high above the ground whilst attached to a long elastic rope

**challenge** /tʃælɪndʒ/ (n) = a difficult situation that demands effort

**competitive** /kəmˈpetɪtɪv/ (adj) = eager to be more successful than other people

**conveyor** /kənˈveɪə/ (n) = a moving device used for moving on a surface

**extreme** /ɪkˈstriːm/ (adj) = great in amount

**float** /fləʊt/ (v) = lie on or just below the surface of a liquid

**freedom** /ˈfriːdəm/ (n) = the state of not being controlled

**gaze** /geɪz/ (v) = look steadily at sb or sth for a long time

**grab** /græb/ (v) = take sth or pick it up suddenly and roughly, snatch

**gymnastics** /dʒɪmˈnæstɪks/ (n) = physical exercises performed indoors, often using bars, rings and ropes

**hang gliding** /hæŋ ɡlaɪdɪŋ/ (n) = to fly with a kite like aircraft

**height** /haɪt/ (n) = measurement from the bottom to the top of sth

**ice skating** /aɪs skeɪtɪŋ/ (n) = sport in which you move across ice using special boots

**individual** /ˌɪndɪˈvɪdʒuəl/ (adj) = of only one person or thing

**indoor** /ɪnˈdɔː/ (adj) = inside a building

**injury** /ɪnˈdʒəri/ (n) = physical harm

**lane** /leɪn/ (n) = narrow path on an athletics track which is marked by lines

**lead to** /liːd tə/ (v) = to result in

**martial arts** /ˈmɑːʃəl ˈɑːts/ (n) = methods of fighting that come from the Far East, like kung fu and karate

**outdoor** /aʊtˈdɔː/ (adj) = sth done in the open air, outside

**paintball** /ˈpeɪntbɔːl/ (n) = a game with guns that fire paint

**paragliding** /ˈpærəɡlaɪdɪŋ/ (n) = jumping off a hill or tall building while wearing a special parachute, which allows you to control the way you land

**require** /rɪˈkwaɪə/ (v) = to need

**skydiving** /ˈskaɪdaɪvɪŋ/ (n) = activity where people jump out of an aeroplane and float through the sky, sometimes joining with others before pulling their parachutes open

**snow tubing** /ˈsnəʊ tjuːbɪŋ/ (n) = sport of moving across the snow in an inflated tube

**squash** /skɒʃ/ (n) = game for two or four people played in a marked, indoors area by hitting a small ball against a wall

**team** /tiːm/ (adj) = describing something a group of people do

**training** /ˈtreɪnɪŋ/ (n) = preparation or education for a sport, an academic subject or a job

**zip lining** /zɪp laɪnɪŋ/ (n) = activity where people travel down a cable suspended above a slope in a harness

## 7a

**addictive** /əˈdɪktɪv/ (adj) = sth that you cannot stop doing

**anti-snake venom** (phr) = remedy for a snake bite

**asphalt** /ˈæsfælt/ (n) = a black sticky substance that becomes hard and is used to make roads

**battle** /bætl/ (n) = a fight

**battle** /bætl/ (v) = to try hard to achieve sth difficult

**beat** /biːt/ (v) = to be better than another activity or person

**bitterly cold** (phr) = extremely cold

**blister** /ˈblɪstə/ (n) = a painful red swelling on the skin

**blizzard** /ˈblɪzəd/ (n) = severe snow storm

**boundary** /ˈbaʊndəri/ (n) = the limit of a person

**challenging** /tʃælɪndʒɪŋ/ (adj) = very difficult and tests your abilities

**checkpoint** /tʃekˈpɔɪnt/ (n) = a place on a route where people are stopped and checked

**compass** /ˈkæmpəs/ (n) = a device that points north

**competitor** /kəmˈpetɪtə/ (n) = a person in a competition

**considerable** /kənˈsɪdərəbəl/ (adj) = large/important

**deepen** /ˈdiːpən/ (v) = to make or become deeper

**deepen understanding** (phr) = help sb understand sth better

**deprivation** /ˌdeprɪˈveɪʃən/ (n) = without the things necessary for a nice life

**endurance event** (phr) = an activity that tests sb's stamina

**entire** /ɪnˈtaɪə/ (adj) = whole

**exposed** /ɪkˈspəʊzd/ (adj) = having no protection from the weather

**finishing line** (phr) = the end of a race

**gravels** /ˈgrævəlz/ (n) = small stones used to make road surfaces

**hardship** /ˈhɑːdʃɪp/ (n) = difficult and unpleasant conditions

**hostile** /ˈhɒstaɪl/ (adj) = unfriendly

**limit** /lɪmɪt/ (n) = the greatest level of sth possible

**look forward to** /lʊk ˈfɔːwəd tə/ (phr v) = anticipate sth with happiness

**mentally strong** (phr) = strong-willed

**plunge** /plʌndʒ/ (v) = drop quickly

**push your boundaries** (phr) = test your limits

**range** /reɪndʒ/ (v) = to have an upper and a lower limit

**ration** /ˈreɪʃən/ (v) = to restrict the amount of sth sb can have

**requirement** /rɪˈkwaɪəmənt/ (n) = a need/necessity

**sand dune** (phr) = a large mound of sand

**shade** /ʃeɪd/ (n) = slight darkness caused by sth blocking the sun

**sled** /sled/ (n) = a wooden vehicle for travelling across snow/ice

**soar** /sɔː/ (v) = to rise quickly

**strictly** /ˈstriktli/ (adv) = in a very limited way

**terrain** /ˈteəriən/ (n) = area of land

**territory** /ˈterɪtəri/ (n) = an area of land belonging to sb

**torture** /ˈtɔːtʃə/ (n) = a very unpleasant experience

**tough** /tʌf/ (adj) = difficult

**ultimate thrill** (phr) = the most exciting experience

**uneven** /ʌnˈiːvən/ (adj) = not smooth/bumpy

**unpredictable** /ˌʌnpriˈdɪktəbəl/ (adj) = likely to change suddenly without reason

**wilderness** /ˈwɪldənəs/ (n) = an area of land unsuitable for growing crops because of bad land or weather conditions

**willpower** /ˈwɪlpaʊə/ (n) = determination



## 7b

**afraid of** /ə'freɪd əv/ (adj) = scared; feeling fear  
**athlete** /æθli:t/ (n) = a person who is skilled in a sport  
**at risk** /æt 'rɪsk/ (prep phr) = in a dangerous situation  
**audience** /ɔ:diəns/ (n) = a group of people gathered to watch sth  
**bat** /bæt/ (n) = a broad piece of wood with a long handle used to play cricket and baseball  
**blow my whistle** (phr) = make a loud sound blowing a small metal/object  
**boxer** /'bɒksə/ (n) = a person skilled in the sport of boxing  
**build up muscles** (phr) = exercise the mass of tissue in one's body  
**catch** /kætʃ/ (v) = to take hold of sth  
**champion** /tʃæmpiən/ (n) = person or team who has won a competition  
**coach** /kəʊtʃ/ (n) = instructor, tutor  
**contest** /kɒntest/ (n) = a competition  
**court** /kɔ:t/ (n) = an area for playing a game like tennis or basketball  
**cyclist** /saɪklɪst/ (n) = a person who rides a bicycle  
**damage** /'dæmɪdʒ/ (v) = to harm, to destroy  
**deal with** /di:l wɪð/ (phr v) = to be about sth  
**defender** /drɪfendə/ (n) = a player whose main task is to try and stop the other side from scoring  
**discus** /dɪskəs/ (n) = a round, plate-like object used in a sport  
**essential** /ɪsenʃəl/ (adj) = extremely important, absolutely necessary  
**event** /ɪvent/ (n) = an organised competition  
**group** /gru:p/ (n) = a number of people or things that are put together or considered as a unit  
**headgear** /hedʒə/ (n) = any type of protection for the head  
**high jump** /haɪ dʒʌmp/ (n) = a sport in which athletes try to jump over a bar  
**hurdles** /hɜ:dlz/ (n) = frames for jumping over in a race  
**hurt** /hɜ:t/ (v) = to feel pain after injuring oneself  
**javelin** /dʒævəlɪn/ (n) = a long spear used in sports competitions  
**key** /ki:/ (adj) = very important  
**long jump** /lɒŋ dʒʌmp/ (n) = a sport in which a person jumps as far forward as they can

**main** /meɪn/ (adj) = leading or central  
**miss** /mɪs/ (v) = to not go somewhere or do sth because of being unable  
**on the whole** (phr) = generally  
**personal trainer** (phr) = a person who teaches someone how to exercise individually, not in a group  
**physical strength** (phr) = body power  
**pitch** /pɪtʃ/ (n) = an area of ground that is marked and used for playing a game such as baseball, soccer, etc.  
**place** /pleɪs/ (n) = a particular spot or area  
**pleasure** /pleʒə/ (n) = a feeling of happiness  
**point** /pɔɪnt/ (n) = individual mark which is added up to make a total score  
**pole vault** /pəʊl vɔ:lt/ (n) = a sport in which you use a long stick to jump over a high bar  
**pool** /pu:l/ (n) = small area of still water  
**position** /pə'zɪʃən/ (n) = the place where sth is, in relation to sth else  
**puck** /pʌk/ (n) = the small rubber disc in a game of ice hockey  
**put aside** /pʊt ə'saɪd/ (phr v) = keep sth to be used at a later time, save  
**put off** /pʊt ɒf/ (phr v) = to delay doing sth until later  
**put on** /pʊt 'ɒn/ (phr v) = to get dressed in sth  
**put up with** /pʊt 'ʌp wɪð/ (phr v) = to tolerate  
**referee** /refə'reɪ/ (n) = an official who controls a sports event and ensures rules are followed  
**relay** /rɪleɪ/ (n) = a type of race where you pass sth from one person to another  
**remove** /rɪ'mu:v/ (v) = to take sth away  
**ring** /rɪŋ/ (n) = a place where boxing or wrestling takes place  
**rink** /rɪŋk/ (n) = a large area covered with ice for ice skating, or concrete for roller skating  
**score** /skɔ:/ (v) = to achieve a number or an amount of points  
**serve** /sɜ:v/ (v) = to throw a ball or shuttlecock up and hit it to start the game  
**shuttlecock** /ʃʌtlɪkɒk/ (n) = a small object used in the game of badminton, which is rounded at one end and has real or artificial feathers fixed to the other end

**society** /sə'saɪəti/ (n) = a large group of people sharing laws, traditions etc.  
**spectator** /spekteɪtə/ (n) = sb who watches a sporting event  
**team** /ti:m/ (n) = a group of people who do sth together, especially a sport  
**throw** /θrəʊ/ (v) = to move the hand quickly and let the object you are holding go so that it flies through the air  
**tournament** /tuənmənt/ (n) = a sports competition  
**track** /træk/ (n) = a narrow road or path  
**umpire** /ʌmpaɪə/ (n) = a person whose job is to make sure that a sports match (e.g. of baseball, tennis or cricket) is played fairly and that rules are not broken  
**viewer** /vju:ə/ (n) = a person who watches television  
**win** /wɪn/ (v) = to achieve a prize for coming first in a competition or race  
**winner** /wɪnə/ (n) = someone who is successful in a competition

## 7d

**agility** /ə'dʒɪlɪti/ (n) = the ability to move quickly and easily  
**arena** /ə'reɪnə/ (n) = level area with seating where sports or other events take place  
**beneficial** /benə'fɪʃəl/ (adj) = helpful and good  
**brochure** /brəʊʃə/ (n) = booklet containing pictures and information about sth, often holiday places  
**combatant** /kɒmbə'tənt/ (n) = a person who fights  
**discipline** /dɪ'səplɪn/ (n) = self control  
**evolve** /ɪ'vɒlv/ (v) = gradually develop  
**hazardous** /hæzədəs/ (adj) = dangerous  
**hire** /haɪə/ (v) = use sb's services or sth in return for payment  
**lane swimming** (phr) = swimming in designated rows in a pool  
**membership** /membəʃɪp/ (n) = state of belonging to a private group, club, etc.  
**multi-purpose hall** (phr) = an area inside a building with many uses  
**relatively** /relatɪvli/ (adv) = to a certain degree



# Word List

**steam room** /sti:m ru:m/ (n) = a steam-filled and heated room to cause sweating  
**unlimited access** (phr) = use with no restrictions

## 7f

**cooperation skills** (phr) = the ability to work well with others  
**dedicate** /dediket/ (v) = to devote  
**discipline** /disiplin/ (n) = a particular area of study, especially a subject studied at a college or university  
**like-minded** /laik 'maindid/ (adj) = compatible, agreeing  
**mental health** (phr) = state of psychological well-being  
**peers** /piəz/ (n) = people who belong to the same age or social group  
**physical fitness** (phr) = healthy and strong body  
**responsibility** /risponsəbiliti/ (n) = duty which one must do and must make decisions about  
**sense of responsibility** (phr) = the quality of a person to be trusted to do what is expected

## Language Focus 7

**attempt** /ətempt/ (n) = to try  
**colossal** /kə'losəl/ (adj) = very big  
**depend on** /drɪpend ɒn/ (v) = to trust sb to do what you asked/to help  
**effort** /efət/ (n) = physical/ mental activity to try to do sth  
**have a go** (phr) = attempt sth  
**massive** /mæsiv/ (adj) = very big  
**rely on** /ri'laɪ ɒn/ (v) = to trust sb and expect them to do sth  
**trial and error** (phr) = experimentation  
**trust** /trast/ (v) = to have confidence in sb/sth  
**turn to** /tɜ:n tə/ (phr v) = to ask sb for help  
**vast** /vəst/ (adj) = huge  
**wide** /waɪd/ (adj) = having great width

## Module 8 Nature Attacks

**aftershock** /ɑ:ftəʃɒk/ (n) = a smaller earthquake that occurs after a large one  
**avalanche** /ævələntʃ/ (n) = a large amount of ice and rock falling down a mountainside  
**bank** /bæŋk/ (n) = a piece of land along the side of a river or lake  
**cloud of ash** (phr) = cloud of soft grey powder from a volcano

**collapse** /kə'leɪps/ (v) = to fall down  
**drought** /draʊt/ (n) = a long period of time in which no rain falls  
**eruption** /ɪrəpʃən/ (n) = event when hot rocks and ash explode out of the top of a volcano  
**landslide** /lændslaɪd/ (n) = sliding mass of earth or rock from a cliff or mountain  
**lava** /lɑ:və/ (n) = very hot liquid rock which comes out of a volcano when it erupts  
**mountainside** /maʊntɪnsaɪd/ (n) = one of the steep slopes of a mountain  
**overflow** /əʊvə'fləʊ/ (v) = when sth gets too full and spills over  
**pull out** /pul 'aʊt/ (phr v) = to take sth out  
**rubble** /rʌbəl/ (n) = bricks, glass and other material that remain after a building is destroyed

## 8a

**afloat** /ə'fləʊt/ (adj) = being on the surface of water  
**approach** /ə'prəʊtʃ/ (v) = get closer to sb or sth  
**breakwater** /breɪkwɔ:tə/ (n) = barrier to protect the land from the force of the sea  
**coastline** /kəʊstlaɪn/ (n) = the outline of a country's coast  
**colossal wave** (phr) = huge wave  
**devastation** /devə'steɪʃən/ (n) = serious damage or destruction  
**drown** /draʊn/ (v) = to die because one has gone or been pushed under water and cannot breathe  
**engulf** /ɪn'gʌlf/ (v) = flow over and cover  
**duty** /dju:ti/ (n) = responsibility  
**enormous** /ɪnə'mɔ:s/ (adj) = extremely large  
**evacuate residents** (phr) = move people out of an area  
**flatten** /flætn/ (v) = make into a level surface  
**flooded** /flʌdɪd/ (pp) = covered with water  
**give up** /gɪv 'ʌp/ (phr v) = to stop trying  
**greet** /gri:t/ (v) = to welcome or say hello to sb  
**ground started shaking** (phr) = earth started moving  
**heaps of rubble** (phr) = piles of broken pieces of stone/bricks/wood  
**helplessly** /helpləsli/ (adv) = without the ability to do anything  
**huddle (together)** /hʌdəl tə'geðə/ (v) = to sit closely hugging each other  
**huge cracks** (phr) = big openings in a surface  
**in its path** /ɪn ɪts 'pɑ:θ/ (prep phr) = the area sth has passed  
**massive** /mæsiv/ (adj) = huge  
**massive tsunami** (phr) = a huge wave after an earthquake  
**perch** /pɜ:tʃ/ (v) = to sit at the edge of or on top of sth  
**prefecture** /prɪfektʃʊə/ (n) = the areas into which a country is divided for local governing  
**raging torrent** (phr) = a large amount of water that moves quickly and dangerously  
**rapidly** /ræpɪdli/ (adv) = very quickly  
**recede** /ri:si:d/ (v) = to go back  
**reduce** /rɪdju:s/ (v) = to become smaller or less in price, number, etc.  
**ruins and debris** (phr) = pieces that are left after something has been destroyed  
**scale** /skeɪl/ (n) = the size or level of something  
**scale of the devastation** (phr) = the amount of destruction  
**scallop** /skə'lɒp/ (n) = a shell fish  
**shake head** (phr) = move one's head from one side to the other  
**siren** /saɪərən/ (n) = sth that makes a loud noise, usually found on ambulances, police cars and fire engines  
**state of shock** (phr) = an unpleasant feeling caused by something unexpected  
**trigger** /trɪgə/ (v) = to make sth work, activate  
**tsunami warning** (phr) = action/ statement informing about a dangerous wave  
**urge** /ɜ:dʒ/ (v) = to strongly advise  
**venture** /ventʃə/ (v) = to go somewhere risky or unpleasant  
**wander** /wɒndə/ (v) = to move around without a purpose  
**wash away** /wɒʃ ə'weɪ/ (phr v) = (of water) to carry something away and make it disappear  
**weird sights** (phr) = strange/unusual visions  
**wonder** /wʌndə/ (v) = to think about sth because you are worried or suspicious about it



## 8b

a **clap of thunder** (phr) = a sudden, loud noise of thunder  
 a **flash of lightning** (phr) = a very bright light in the sky during thunderstorms  
 a **gust of wind** (phr) = a short, strong, sudden rush of wind  
 a **ray of sunshine** (phr) = a narrow beam of light  
 a **sheet of ice** (phr) = a wide area covered in frozen water  
**below zero** /bɪləʊ ˈzɪərəʊ/ (prep phr) = weather temperatures that are minus zero  
**beware** /brɪweə/ (v) = be careful  
**blazing sun** (phr) = very hot/burning sun  
**blizzard** /ˈblɪzəd/ (n) = a very bad snowstorm  
**blow** /bləʊ/ (v) = (of wind) to move  
**breeze** /briːz/ (n) = a gentle wind  
**chilly** /tʃɪli/ (adj) = rather cold  
**complain** /kəmˈpleɪn/ (v) = to say sth is wrong  
**cope** /kəʊp/ (v) = to deal with sth  
**damage** /ˈdæmɪdʒ/ (v) = to harm sth  
**downpour** /ˈdaʊnpɔː/ (n) = a sudden and unexpected heavy fall of rain  
**drizzle** /ˈdrɪzəl/ (v/n) = light rain falling in fine drops  
**flood** /flʌd/ (n) = a large amount of overflowing water  
**freeze** /friːz/ (v) = (of liquids) to become solid because of the low temperature  
**frightened** /ˈfraɪtənd/ (adj) = afraid; feeling fear  
**gale** /geɪl/ (n) = a very strong wind  
**give away** /ˈɡɪv əˈweɪ/ (phr v) = to give sth to sb because you don't want it anymore  
**give in** /ˈɡɪv ɪn/ (phr v) = to acknowledge defeat in an argument or debate  
**give off** /ˈɡɪv ɒf/ (phr v) = release sth  
**give out** /ˈɡɪv aʊt/ (phr v) = to distribute  
**give up** /ˈɡɪv ʌp/ (phr v) = to stop doing sth  
**hail** /heɪl/ (n) = small balls of ice that fall like rain  
**hailstone** /ˈheɪlstəʊn/ (n) = a small ball of ice that falls like rain from the sky  
**heatwave** /hiːtwɛv/ (n) = a period of time when the weather is much hotter than usual

**howl** /haʊl/ (v) = (of the wind) blow hard and make a loud noise  
**hurricane** /ˈhʌrɪkən/ (n) = a powerful storm with strong winds  
**pour** /pɔː/ (v) = (of rain) to fall heavily  
**raindrop** /ˈreɪndrɒp/ (n) = a single drop of rain  
**shine** /ʃaɪn/ (v) = to give out or reflect light, to be bright  
**shower** /ˈʃaʊə/ (n) = a short period of rain  
**sleet** /sliːt/ (n) = partly frozen rain  
**snowdrift** /ˈsnəʊdrɪft/ (n) = a deep pile of snow blown together by the wind  
**snowfall** /ˈsnəʊfɔːl/ (n) = the amount of snow that falls in a period of time in a particular place  
**snowflake** /ˈsnəʊfleɪk/ (n) = a soft white bit of frozen water that falls as snow  
**storm** /stɔːm/ (n) = bad weather with heavy rain, wind, thunder and lightning  
**sunshine** /ˈsʌnʃaɪn/ (n) = the light and heat that comes from the sun  
**sweep up** /ˈswiːp ʌp/ (phr v) = to clean and remove  
**tornado** /ˈtɔːnəɪdəʊ/ (n) = a violent wind storm  
**torrential rain** (phr) = very heavy rainfall  
**weather forecast** /ˈweðə ˈfɔːkæst/ (n) = a report of what the weather is going to be like in the next few days

## 8d

**anticyclone** /æntɪˈsaɪklən/ (n) = winds that turn around an area of high pressure  
**ash** /æʃ/ (n) = the greyish-white or black powder left when sth is burnt  
**captivated** /ˈkæptɪveɪtɪd/ (pp) = attract and hold the interest of someone  
**dazzling** /ˈdæzəlɪŋ/ (adj) = very impressive and beautiful  
**depression** /ˈdɪpreʃən/ (n) = (of air pressure) mass of air that has low pressure  
**erupt** /ɪˈrʌpt/ (v) = (of a volcano) to throw out burning rocks, lava, etc. suddenly and with great force  
**high/low pressure** (phr) = the amount of force in the air in the atmosphere  
**lava** /ˈlɑːvə/ (n) = very hot liquid rock which comes out of a volcano when it erupts

**ocean current** (phr) = a continuous movement of water in the sea  
**regenerate** /ˈrɪdʒənəreɪt/ (v) = to give new life to sth  
**spin clockwise** (phr) = move in the direction that the hands of a clock do  
**sting** /stɪŋ/ (v) = (of an animal, plant or insect) to make a small hole in sb's skin in which poison is released  
**subtropical climate** (phr) = weather conditions with heavy rainfall and high winds  
**surrounded** /səˈraʊndɪd/ (pp) = to be on every side of sb/sth  
**unpredictable variations** (phr) = change in the condition or amount of sth one cannot predict  
**unsettling** /ʌnˈsetlɪŋ/ (adj) = making one feel worried or uncertain  
**vessel** /ˈvesəl/ (n) = boat

## Language Focus 8

**alarm** /əˈlɑːm/ (n) = feelings of panic  
**alert** /əˈlɜːt/ (n) = official warning announcement  
**common** /ˈkɒmən/ (adj) = usual  
**critical condition** (phr) = very dangerous situation  
**customary** /ˈkʌstəməri/ (adj) = usually happens  
**force** /fɔːs/ (v) = to make sb do sth against their will  
**frequent** /ˈfriːkwənt/ (adj) = often  
**in a state of shock** (phr) = very shocked  
**in the right frame of mind** (phr) = have a balanced mental state  
**insist** /ɪnˈsɪst/ (v) = to demand sth despite opposition  
**notification** /ˌnəʊtɪfɪkəʃən/ (n) = a written warning  
**ordinary** /ɔːdənəri/ (adj) = average  
**recommend** /ˌrekəˈmend/ (v) = to give a favourable opinion of sth  
**shake** /ʃeɪk/ (v) = move from side to side  
**situation** /ˌsɪtʃuˈeɪʃən/ (n) = a set of particular circumstances  
**sway** /sweɪ/ (v) = to move slowly from side to side in large movements  
**tremble** /ˈtrembl/ (v) = to shake very quickly and subtly  
**urge** /ɜːdʒ/ (v) = to encourage sb to do sth



# Word List

**warning** /wɔːnɪŋ/ (n) = a sign of danger  
**wave** /weɪv/ (v) = move your arms from side to side

## Curriculum/Culture 1

**calorie intake** (phr) = the amount of energy value of food someone consumes  
**distinguish** /dɪstɪŋɡwɪʃ/ (v) = to recognise the difference between two things  
**exposure** /ɪk'spəʊʒə/ (n) = being in a situation where sth dangerous might affect you  
**factor** /fæktə/ (n) = one of the things that affects an event, decision or situation  
**gender** /dʒendə/ (n) = being male or female  
**genetically passed down** (phr) = inherited from one generation to another  
**inherited** /ɪn'hertɪd/ (adj) = given at birth  
**native language** (phr) = sb's first language, mother tongue  
**offspring** /ɒf'sprɪŋ/ (n) = a descendant of a person/animal/plant  
**partly** /pɔːtli/ (adv) = not completely, to some degree  
**tell apart** /tel ə'pɑːt/ (phr v) = distinguished between  
**trait** /treɪt/ (n) = a certain quality, characteristic or tendency sb or sth has

## Curriculum/Culture 2

**absorb** /əb'sɔːb/ (v) = to take sth in  
**access to** /ækses tə/ (n) = with the opportunity to use sth  
**bathtub** /bæθtʌb/ (n) = the container in a bathroom in which you take a bath  
**evaporate** /ɪvæpə'reɪt/ (v) = (of liquid) to change into gas  
**glacier** /glæsiə/ (n) = a large mass of ice that moves very slowly  
**global supply** (phr) = the amount of sth that exists in the world  
**groundwater** /graʊnd,wɔːtə/ (n) = water that is found under the ground  
**hose** /həʊz/ (n) = a long pipe from which water comes out, to put out fires, water plants, etc.  
**human consumption** (phr) = use by people  
**mere** /mɪə/ (adj) = nothing more than

**pole** /pəʊl/ (n) = one of the two opposite ends of the Earth, the North Pole and the South Pole  
**precipitation** /prə'sɪpɪtɪʃən/ (n) = rain, hail or snow  
**saltwater** /sɔːlt,wɔːtə/ (n) = water from the sea with salt in it  
**saying** /seɪɪŋ/ (n) = a popular phrase  
**severe** /sɪ'vɪə/ (adj) = (of sth bad) very great or intense  
**volume** /vɒljʊm/ (n) = (of water) amount  
**wasteful** /weɪstfəl/ (adj) = using more of sth than is needed  
**water shortage** /wɔːtə ʃɔːtɪdʒ/ (n) = the state of there not being enough water

## Curriculum/Culture 3

**beauty** /bjʊti/ (n) = attractiveness, loveliness  
**concern** /kən'sɜːn/ (n) = worry or anxiety about sth  
**congested** /kən'dʒestɪd/ (adj) = extremely crowded and blocked  
**depend** /dɪpend/ (v) = to need sb  
**income** /ɪn'kʌm/ (n) = the amount of money earned over a given period of time  
**motorway** /məʊtəweɪ/ (n) = a major road that has been built for fast moving traffic travelling long distances  
**nightmare** /naɪtmeə/ (n) = a bad dream  
**outskirts** /aʊtskaɪts/ (pl n) = parts of a town or city furthest from the centre  
**peak times** (phr) = periods of heavy traffic  
**reduce** /rɪ'djuːs/ (v) = to become smaller or less in price, number, etc.  
**route** /ruːt/ (n) = a way from one place to another  
**volume** /vɒljʊm/ (n) = amount  
**zebra crossing** /zebrə 'krɒsɪŋ/ (n) = a place on the road marked with black and white stripes where people can safely walk across

## Curriculum/Culture 4

**academy** /ə'kædəmi/ (n) = a higher education institution  
**bead** /biːd/ (n) = a small piece of coloured glass, wood or plastic, with a hole in the middle  
**blend** /blend/ (n) = a mixture of things  
**conceivable** /kən'siːvəbəl/ (adj) = possible

**drama** /drəmə/ (n) = a situation which is exciting or distressing  
**evolution** /ɪvə'ljuːʃən/ (n) = a process whereby the characteristics of plant and animal species gradually change over a long period of time  
**exhibit** /ɪg'zɪbɪt/ (v) = to show or to display  
**exquisite** /ɪk'skwɪzɪt/ (adj) = very beautiful  
**film roll** /fɪlm ,rɒl/ (n) = spool-wound photographic film  
**garment** /gɑːmənt/ (n) = item of clothing  
**individual** /ɪndɪ'vɪdʒʊəl/ (n) = person  
**institution** /ɪn'stɪtjuːʃən/ (n) = a custom or system that is important in society, especially because it has existed for a long time  
**movement** /muːvmənt/ (n) = a group of people who share the same beliefs, ideas or aims  
**promote** /prə'məʊt/ (v) = to advertise sth in order to sell it  
**props** /prɒps/ (pl n) = theatrical supports  
**receive recognition** (phr) = be acknowledged and appreciated  
**represent** /reprɪ'zent/ (v) = to act for sb  
**scholarship** /skə'ləʃɪp/ (n) = an award of money given to a very good student for further study  
**spectacular** /spek'tækjʊlə/ (adj) = impressive  
**spirit** /spɪrɪt/ (n) = a ghost or a supernatural being  
**wire** /waɪə/ (n) = a metallic or plastic strand made in many lengths

## Curriculum/Culture 5

**bar chart** (phr) = a graph using parallel bars to show comparative sizes, costs, etc.  
**breed** /brɪd/ (n) = animals or plants within a species having been developed by deliberate selection  
**bullet-proof** /bʊlɪt ,pruːf/ (adj) = material that cannot be penetrated by a bullet  
**chase** /tʃeɪs/ (v) = to go after  
**detect** /dɪ'tekt/ (v) = to search and find  
**diagram** /daɪəgræm/ (n) = a simple drawing or plan  
**law enforcement** (phr) = the action of applying legal rules  
**line graph** (phr) = a line that is used in a mathematical graph



**measurement** /meʒəmənt/ (n) = the size or dimension of sth  
**oblong** /'ɒblɒŋ/ (adj) = in the form of a rectangle with one dimension longer than the other  
**pie chart** (phr) = a round mathematical diagram  
**police badge** (phr) = an emblem worn by a police officer as identification  
**proportion** /prə'pɔːʃən/ (n) = a portion or part of the whole  
**section** /sekʃən/ (n) = a part of sth  
**vest** /vest/ (n) = a waist-length piece of clothing without sleeves

## Curriculum/Culture 6

**adjust** /ə'dʒʌst/ (v) = change so as to match or fit  
**bar** /bɑː/ (n) = a row of buttons on a computer screen that represent programs (taskbar)  
**button** /bʌtn/ (n) = part of a machine that you press to make sth happen  
**come up with** /kʌm 'ʌp wɪð/ (phr v) = think of an idea, invent  
**developer** /dɪ'veləpə/ (n) = a person who helps invent or improve sth  
**drain** /dreɪn/ (v) = cause the water or liquid in sth to run out  
**earn** /ɜːn/ (v) = obtain sth (a college degree)  
**long-lasting** /lɒŋ 'lɔːstɪŋ/ (adj) = existing in the same state for a long time  
**mode** /mɔːd/ (n) = an option leading to a change in the operation of a device (standby mode)  
**power option** (phr) = a list of available settings  
**recharge** /riːtʃɑːdʒ/ (v) = store electrical power in a device again  
**settings** /setɪŋz/ (n) = the way in which a device is set to operate

## Curriculum/Culture 7

**attempt** /ə'tempt/ (n) = effort  
**cap** /kæp/ (n) = plastic cover used to protect the lens of a camera  
**charge into** /tʃɑːdʒɪntə/ (v) = rush towards, bump into  
**competitor** /kəm'petɪtə/ (n) = person who takes part in a competition  
**equal terms** (phr) = under the same conditions  
**fast-moving** /fɔːst muːvɪŋ/ (adj) = quickly-changing

**flick** /flɪk/ (n) = sudden upward movement  
**flipper** /flɪpə/ (n) = a large rubber shoe that helps you swim faster  
**get possession of** (phr) = gain control of  
**goalpost** /gəʊl'pəʊst/ (n) = one of two vertical timber bars which are joined by a horizontal crossbar  
**line up** /laɪn 'ʌp/ (phr v) = put in a (straight) line  
**non-contact** /nɒn 'kɒntækt/ (adj) = without touching  
**physically** /fɪzɪkli/ (adv) = in a way that relates to the body  
**process** /prəʊses/ (n) = a series of actions done to achieve a particular result  
**protective glove** (phr) = glove worn to keep ones hand safe from harm  
**puck** /pʌk/ (n) = the small rubber disc in a game of ice hockey  
**score** /skɔː/ (v) = achieve a number or an amount of points  
**scuba-diving** /skʊbə daɪvɪŋ/ (n) = underwater swimming with a breathing equipment  
**snorkel** /snɔːkəl/ (n) = tube through which a person swimming just under the surface of the sea can breathe  
**snorkelling** /snɔːkəlɪŋ/ (n) = swimming with the use of a snorkel  
**stick** /stɪk/ (n) = a piece of wood used for playing games  
**wrist** /rɪst/ (n) = the joint in the body that connects the hand to the arm

## Curriculum/Culture 8

**accompany** /ə'kʌmpəni/ (v) = to go somewhere with sb  
**basement** /beɪsmənt/ (n) = a floor built below ground level  
**column** /kʌləm/ (n) = a tall, solid post which is used to support a roof or as decoration in a building  
**deadly** /dedli/ (adj) = lethal  
**destruction** /dɪ'strʌkʃən/ (n) = the act of destroying sth  
**emergency kit** /ɪ'mɜːdʒənsi kit/ (n) = a set of supplies in a container to use in case of emergencies  
**flatten** /flætən/ (v) = to make into a level surface  
**funnel-shaped cloud** (phr) = a cloud that looks like a cone  
**horizontally** /hɒrɪzɒntli/ (adv) = parallel to the horizon

**hurl** /hɜːl/ (v) = to throw with great force  
**injured** /ɪndʒəd/ (adj) = hurt or wounded  
**inspect** /ɪn'spekt/ (v) = to examine or review  
**lie flat** (phr) = be in a level position  
**occur** /ə'kɜː/ (v) = to happen, take place  
**outrun** /aʊ'trʌn/ (v) = to go beyond, exceed  
**phenomena** /fɪ'nɒmənə/ (pl n) = unusual occurrences (of nature)  
**radiator** /reɪdɪeɪtə/ (n) = a metal device with pipes used to heat a room  
**rotate** /rəʊ'teɪt/ (v) = to move in a circular motion  
**severe** /sɪ'vɪə/ (adj) = (of sth bad), very great or intense  
**shatter** /ʃætə/ (v) = (to cause) to break or smash suddenly into many small pieces  
**sink** /sɪŋk/ (n) = a water basin fixed to the wall/floor  
**spin** /spɪn/ (v) = to turn around quickly  
**strike** /straɪk/ (v) = to hit  
**suck into** /sʌkɪntə/ (v) = to pull into  
**supplies** /sə'plaɪz/ (pl n) = stored provisions  
**swirl** /swɜːl/ (v) = to move round and round quickly  
**tap** /tæp/ (n) = a device that controls the flow of liquid from a pipe or container  
**torch** /tɔːtʃ/ (n) = a small electric light held in the hand  
**trapped** /træpt/ (adj) = being in an unpleasant situation which you feel you cannot get out of  
**uproot** /ʌ'pruːt/ (v) = to pull out of the earth  
**vacuum** /vækjuəm/ (n) = a place or position that needs to be filled by sb or with sth  
**vertically** /vɜːtɪkli/ (adv) = at an angle of 90° to a surface



## Verbs, adjectives, phrases with prepositions

absent from (adj)  
accuse of (v)  
afraid of (adj)  
attached to (adj)  
beware of (adj)  
bring sb before a person (v)  
burst into applause (phr)  
charge with (v)  
connect to (v)  
complain about (v)  
cope with (v)  
damage to (n)  
deal with (v)  
disqualified from (adj)

excited about (adj)  
frightened of (adj)  
focus on (v)  
full of (adj)  
give birth to (phr)  
hide from (v)  
interested in (adj)  
jealous about (adj)  
keep in touch with (phr)  
key to (n)  
major in (v)  
place under arrest (v)  
plug into (v)  
protect from (v)

rely on (v)  
remove from (v)  
rude to (adj)  
save from (v)  
sentence to (v)  
study for (an exam) (v)  
take advantage of (phr)  
take pleasure in (phr)  
thanks to (n)

## Prepositional phrases

at least  
at risk  
by train/car/plane  
in advance  
in captivity  
in control  
in court  
in custody

in danger of  
in handcuffs  
in honour of  
in the kingdom  
in its path  
in the wild  
on display  
on foot

on screen  
on time  
on the whole  
under arrest  
without a doubt



## Vowels

|           |      |  |
|-----------|------|--|
| <b>a</b>  | /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                            |
| <b>e</b>  | /e/  | egg, end, hen, men, ten, bed, leg, tell, penny, pet, bell, pen, tent                     |
| <b>i</b>  | /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  |
| <b>o</b>  | /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   |
| <b>oo</b> | /u/  | book, look, foot   |
|           | /u:/ | room, spoon, too, tooth, food, moon, boot  |
|           | /ʌ/  | blood, flood   |
|           | /ɔ:/ | floor, door  |
| <b>u</b>  | /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  |
| <b>y</b>  | /aɪ/ | sky, fly, fry, try, shy, cry, by   |

## Consonants

|          |      |  |
|----------|------|--|
| <b>b</b> | /b/  | box, butter, baby, bell, bank, black                                 |
| <b>c</b> | /k/  | cat, coal, call, calm, cold  |
|          | /s/  | cell, city, pencil, circle   |
| <b>d</b> | /d/  | down, duck, dim, double, dream, drive, drink                         |
| <b>f</b> | /f/  | fat, fan, first, food, lift, fifth                                   |
| <b>g</b> | /g/  | grass, goat, go, gold, big, dog, glue, get, give                     |
|          | /dʒ/ | gem, gin, giant  |
| <b>h</b> | /h/  | heat, hit, hen, hand, perhaps<br>BUT hour, honest, dishonest, heir   |
| <b>j</b> | /dʒ/ | jam, just, job, joke, jump   |
| <b>k</b> | /k/  | keep, king, kick   |
| <b>l</b> | /l/  | lift, let, look, lid, clever, please, plot, black, blue, slim, silly |
| <b>m</b> | /m/  | map, man, meat, move, mouse, market, some, small, smell, smile       |
| <b>n</b> | /n/  | next, not, tenth, month, kind, snake, snip, noon, run                |

|          |      |  |
|----------|------|--|
| <b>p</b> | /p/  | pay, pea, pen, poor, pink, pencil, plane, please                       |
| <b>q</b> | /kw/ | quack, quarter, queen, question, quiet                                 |
| <b>r</b> | /r/  | rat, rich, roof, road, ready, cry, grass, bring, fry, carry, red, read |
| <b>s</b> | /s/  | sit, set, seat, soup, snow, smell, glass, dress, goose                 |
|          | /z/  | houses, cousin, husband  |
| <b>t</b> | /t/  | two, ten, tooth, team, turn, tent, tool, trip, train, tree             |
| <b>v</b> | /v/  | veal, vet, vacuum, vote, arrive, live, leave, view                     |
| <b>w</b> | /w/  | water, war, wish, word, world  |
| <b>y</b> | /j/  | youth, young, yes, yacht, year   |
| <b>z</b> | /z/  | zoo, zebra, buzz, crazy  |

## Diphthongs

|               |      |  |
|---------------|------|--|
| <b>ea, ee</b> | /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 |
| <b>ei</b>     | /ei/ | eight, freight, weight, vein   |
|               | /aɪ/ | height   |
| <b>ai</b>     | /ei/ | pain, sail, tail, main, bait, fail, mail   |
| <b>ea</b>     | /eə/ | pear, wear, bear   |
|               | /ɜ:/ | earth, pearl, learn, search  |
| <b>ie</b>     | /aɪ/ | die, tie, lie  |
| <b>ou</b>     | /ʌ/  | tough, touch, enough, couple, cousin, trouble                                      |
|               | /aʊ/ | mouse, house, round, trout, shout, doubt   |
| <b>oi</b>     | /ɔɪ/ | oil, boil, toil, soil, coin, choice, voice, join                                   |
| <b>oy</b>     | /ɔɪ/ | boy, joy, toy, annoy, employ   |
| <b>ou</b>     | /ɔ:/ | court, bought, brought   |
| <b>au</b>     | /ɔ:/ | naughty, caught, taught  |

## Double letters

|           |      |   |
|-----------|------|---|
| <b>sh</b> | /ʃ/  | shell, ship, shark, sheep, shrimp, shower       |
| <b>ch</b> | /tʃ/ | cheese, chicken, cherry, chips, chocolate       |
| <b>ph</b> | /f/  | photo, dolphin, phone, elephant                 |
| <b>th</b> | /θ/  | thief, throne, three, bath, cloth, earth, tooth |
|           | /ð/  | the, this, father, mother, brother, feather     |
| <b>ng</b> | /ŋ/  | thing, king, song, sing                         |
| <b>nk</b> | /ŋk/ | think, tank, bank                               |



## American English – British English Guide

### American English

### British English

#### A

account  
airplane  
anyplace/anywhere  
apartment

#### B

bathrobe  
bathtub  
bill  
billion=thousand million  
busy (phone)

#### C

cab  
call/phone  
can  
candy  
check  
closet  
connect (telephone)  
cookie  
corn  
crazy

#### D

desk clerk  
dessert  
downtown  
drapes  
drugstore/pharmacy  
duplex

#### E

eggplant  
elevator

#### F

fall  
faucet  
first floor, second floor, etc  
flashlight  
French fries  
front desk (hotel)

#### G

garbage/trash  
garbage can  
gas  
gas station  
grade

#### I

intermission  
intersection

#### J

janitor

#### K

kerosene

#### L

lawyer/attorney  
line  
lost and found

#### M

mail  
make a reservation  
motorcycle  
movie  
movie house/theater

#### N

news-stand

#### O

office (doctor's/dentist's)  
one-way (ticket)  
overalls

bill/account  
aeroplane  
anywhere  
flat

dressing gown  
bath  
banknote  
billion=million million  
engaged (phone)

#### T

taxi  
ring up/phone  
tin  
sweets  
bill (restaurant)  
wardrobe  
put through  
biscuit  
sweetcorn, maize  
mad

#### R

receptionist  
pudding/dessert/sweet  
(city) centre  
curtains  
chemist's (shop)  
semi-detached

aubergine  
lift

#### A

autumn  
tap  
ground floor, first floor, etc  
torch  
chips  
reception

#### R

rubbish  
dustbin/bin  
petrol  
petrol station/garage  
class/year

#### I

interval  
crossroads

caretaker/porter

#### P

paraffin  
solicitor  
queue  
lost property

#### P

post  
book  
motorbike/motorcycle  
film  
cinema

newsagent

surgery  
single (ticket)  
dungarees

### American English

### British English

#### P

pants/trousers  
panty hose/nylons  
parking lot  
pavement  
pedestrian crossing  
(potato) chips  
public school  
purse

#### R

railroad  
rest room

#### S

sales clerk/sales girl  
schedule  
shorts (underwear)  
sidewalk  
stand in line  
store, shop  
subway

#### T

truck  
two weeks

#### V

vacation  
vacuum (v.)  
vacuum cleaner  
vest

#### W

with or without (milk/cream in  
coffee)

#### Y

yard

#### Z

(pronounced, "zee")  
zero  
zip code

trousers  
tights  
car park  
road surface  
zebra crossing  
crisps  
state school  
handbag

railway  
toilet/cloakroom

shop assistant  
timetable  
pants  
pavement  
queue  
shop  
underground

lorry, van  
fortnight/two weeks

holiday(s)  
hoover  
hoover  
waistcoat

black or white

garden

(pronounced, "zed")  
nought  
postcode

### Grammar

He just went out.  
He has just gone out.

He has just gone out.

Hello, is this Steve?

Hello, is that Steve?

Do you have a car?  
Have you got a car?

Have you got a car?

### Spelling

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

program  
realize  
tire  
travel(l)er

### Expressions with prepositions and particles

different from/than  
live on X street  
on a team  
on the weekend  
Monday through Friday

different from/to  
live in X street  
in a team  
at the weekend  
Monday to Friday



# Irregular Verbs

| Infinitive       | Past                              | Past Participle                   | Infinitive              | Past                            | Past Participle                 |
|------------------|-----------------------------------|-----------------------------------|-------------------------|---------------------------------|---------------------------------|
| be /bi:/         | was /wɒz/ were /wəz/              | 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 /bɪkəm/   | became /bɪkeɪm/                   | become /bɪkəm/                    | lie /laɪ/               | lay /leɪ/                       | lain /leɪn/                     |
| begin /bɪɡɪn/    | began /bɪɡən/                     | begun /bɪɡən/                     | light /laɪt/            | lit /lɪt/                       | lit /lɪt/                       |
| bite /baɪt/      | bit /bɪt/                         | bitten /bɪtən/                    | lose /lu:z/             | lost /lost/                     | lost /lost/                     |
| blow /bləʊ/      | blew /bleɪ/                       | blown /bləʊn/                     | make /meɪk/             | made /meɪd/                     | made /meɪd/                     |
| break /breɪk/    | broke /brəʊk/                     | broken /brəʊkən/                  | mean /mi:n/             | meant /meɪnt/                   | meant /meɪnt/                   |
| 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 /rɪdn/                   |
| can /kæn/        | could /kʊd/                       | (been able to /bɪn 'eɪbl tə/)     | ring /rɪŋ/              | rang /ræŋ/                      | rung /rʌŋ/                      |
| catch /kætʃ/     | caught /kɔ:t/                     | caught /kɔ:t/                     | rise /raɪz/             | rose /rəʊz/                     | risen /ri:zn/                   |
| choose /tʃu:z/   | chose /tʃəʊz/                     | chosen /tʃəʊzn/                   | run /rʌn/               | ran /ræn/                       | run /rʌn/                       |
| come /kʌm/       | came /keɪm/                       | come /kʌm/                        | say /seɪ/               | said /seɪd/                     | said /seɪd/                     |
| 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 /deɪlt/                     | dealt /deɪlt/                     | send /send/             | sent /sent/                     | sent /sent/                     |
| dig /dɪɡ/        | dug /dʌɡ/                         | dug /dʌɡ/                         | set /set/               | set /set/                       | set /set/                       |
| do /du:/         | did /dɪd/                         | done /dʌn/                        | sew /səʊ/               | sewed /səʊd/                    | sewn /səʊn/                     |
| draw /drou/      | drew /dru:/                       | drawn /droun/                     | 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 /driŋk/    | drank /draŋk/                     | drunk /draŋk/                     | shoot /ʃu:t/            | shot /ʃɒt/                      | shot /ʃɒt/                      |
| drive /draɪv/    | drove /draʊv/                     | driven /draɪvn/                   | show /ʃəʊ/              | showed /ʃəʊd/                   | shown /ʃəʊn/                    |
| eat /i:t/        | ate /eɪt/                         | eaten /i:ten/                     | shut /ʃʌt/              | shut /ʃʌt/                      | shut /ʃʌt/                      |
| fall /fɔ:l/      | fell /fel/                        | fallen /fɛlən/                    | 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)/ |
| find /faɪnd/     | found /faʊnd/                     | found /faʊnd/                     | speak /spi:k/           | spoke /spəʊk/                   | spoken /spəʊkən/                |
| fly /flaɪ/       | flew /flu:/                       | flown /fləʊn/                     | spell /spel/            | spelt (spelled) /spelt (speld)/ | spelt (spelled) /spelt (speld)/ |
| forbid /fə'bɪd/  | forbade /fə'beɪd/                 | forbidden /fə'bɪdn/               | spend /spend/           | spent /spent/                   | spent /spent/                   |
| forget /fə'ɡet/  | forgot /fə'ɡɒt/                   | forgotten /fə'ɡɒtn/               | stand /sta:nd/          | stood /stʊd/                    | stood /stʊd/                    |
| forgive /fə'ɡɪv/ | forgave /fə'ɡeɪv/                 | forgiven /fə'ɡɪvn/                | steal /steɪl/           | stole /stəʊl/                   | stolen /stəʊlən/                |
| freeze /fri:z/   | froze /froz/                      | frozen /frozən/                   | stick /stɪk/            | stuck /stʌk/                    | stuck /stʌk/                    |
| get /get/        | got /ɡɒt/                         | got /ɡɒt/                         | sting /staɪŋ/           | stung /stʌŋ/                    | stung /stʌŋ/                    |
| give /ɡɪv/       | gave /ɡeɪv/                       | given /ɡɪvn/                      | swear /swəə/            | swore /swɔ:/                    | sworn /swɔ:n/                   |
| go /ɡəʊ/         | went /went/                       | gone /ɡɒn/                        | sweep /swi:p/           | swept /swept/                   | swept /swept/                   |
| grow /ɡrəʊ/      | grew /ɡru:/                       | grown /ɡrəʊn/                     | 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 /hæd/                         | had /hæd/                         | teach /ti:tʃ/           | taught /tɔ:t/                   | taught /tɔ:t/                   |
| hear /hɪə/       | heard /hɜ:d/                      | heard /hɜ:d/                      | tear /tɜ:/              | tore /tɔ:/                      | torn /tɔ:n/                     |
| hide /haɪd/      | hid /hɪd/                         | hidden /hɪdn/                     | 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 /rɪtn/                  |
| learn /lɜ:n/     | learnt (learned) /lɜ:nt (lɜ:nd)/  | learnt (learned) /lɜ:nt (lɜ:nd)/  |                         |                                 |                                 |