

On Screen

Student's Book

B1+



Virginia Evans - Jenny Dooley



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Contents

	Vocabulary	Grammar	Reading
Module 1 Living together (pp. 5-20) Language Knowledge 1 (pp. 16-17) Language Focus 1 (p. 18) Progress Check 1 (pp. 19-20)	• people • stages of life • appearance • character • relationships • free time/daily activities • phrasal verbs: break • -ing/-ed participles	• present tenses • time adverbs • comparatives & superlatives • exclamations	<i>The Hadza</i> (multiple choice; answer questions – how to deal with multiple choice)
Module 2 Survival (pp. 21-36) Language Knowledge 2 (pp. 32-33) Language Focus 2 (p. 34) Progress Check 2 (pp. 35-36)	• accidents & disasters • natural phenomena • weather – clothes • space exploration • phrasal verbs: put • forming nouns from verbs	• past tenses • past simple vs present perfect • <i>used to/would</i> • <i>be/get used to</i> • time adverbs • adjectives/adverbs	<i>Houston, we've had a problem here!</i> (missing sentences – answer questions)
Module 3 Work (pp. 37-52) Language Knowledge 3 (pp. 48-49) Language Focus 3 (p. 50) Progress Check 3 (pp. 51-52)	• jobs of the future • work & education • job qualities & requirements • phrasal verbs: give • forming nouns from verbs/ nouns	• future tenses • time clauses	<i>The Robot Professionals</i> (multiple matching – answer questions)
Module 4 Entertainment (pp. 53-68) Language Knowledge 4 (pp. 64-65) Language Focus 4 (p. 66) Progress Check 4 (pp. 67-68)	• the arts • art & crafts • theatre & performances • TV shows; professions related to the arts • phrasal verbs: get • compound nouns	• passive voice • reflexive/emphatic pronouns • the causative • <i>so/neither</i>	<i>Hand-imal Art</i> (missing sentences; answer questions)
Module 5 Can you help? (pp. 69-84) Language Knowledge 5 (pp. 80-81) Language Focus 5 (p. 82) Progress Check 5 (pp. 83-84)	• global issues • the environment • international organisations • phrasal verbs: turn • forming adjectives from nouns or verbs	• reported speech (statements; questions; commands) • reporting verbs	<i>Electric light Overload</i> (matching headings to paragraphs – answer questions)
Module 6 Don't be afraid! (pp. 85-100) Language Knowledge 6 (pp. 96-97) Language Focus 6 (p. 98) Progress Check 6 (pp. 99-100)	• fears & phobias • feelings • idioms related to fear • body language • phrasal verbs: keep • forming negative adjectives	• modals • deductions • <i>a/an – the</i> • <i>some/any/no/ every & compounds</i>	<i>Arachnophobia</i> (matching headings to paragraphs – answer questions)
Module 7 Health & Food (pp. 101-116) Language Knowledge 7 (pp. 112-113) Language Focus 7 (p. 114) Progress Check 7 (pp. 115-116)	• health & fitness • food & drinks • illnesses; symptoms & treatments • sports • phrasal verbs: cut • forming abstract nouns from adjectives	• conditionals • wishes • (to) infinitive/-ing form • question tags • concession • determiners/quantifiers	<i>Ways to live to 100</i> (multiple choice; complete sentences)
Module 8 Amazing Journeys (pp. 117-132) Language Knowledge 8 (pp. 128-129) Language Focus 8 (p. 130) Progress Check 8 (pp. 131-132)	• travel • holiday activities • accommodation • transport • city life; country life • phrasal verbs: check • verbs from adjectives & nouns	• relative clauses • clauses of purpose • clauses of result • subject/object questions	<i>Simply Unforgettable</i> (multiple matching)

CLIL/Culture (pp. CC1-CC8)
 Writing Bank (pp. WB1-WB8)
 Grammar Reference (pp. GR1-GR25)

Style (p. ST1)
 Speaking Bank (p. SB1)
 Word List (pp. WL1-WL29)

Listening	Speaking	Writing	CLIL/Culture
a radio interview (multiple choice)	- ask for & express opinion - express (dis)agreement - compare pictures - describe people's appearance & character - intonation in exclamations	- an opinion essay (topic/ supporting sentences/formal style; linking words; expressing opinion) - a paragraph comparing people - an informal email describing family members	- CLIL (Citizenship) <i>Globalisation</i> (T/F statements) - Culture spot: <i>British Ethnicity</i>
- monologues (multiple matching) - a narration (T/F statements)	- describe an accident/disaster - narrate an event - ask about an experience/express interest/shock/disbelief - describe a picture - word stress & weak vowels	- an informal email narrating an experience - a news article - a story (sequence of events setting the scene; adjectives/ adverbs)	- CLIL (Science): <i>The Phases of the Moon</i> (T/F statements) - Culture spot: <i>Stonehenge & the Summer Solstice</i>
- a dialogue (Yes/No statements) - a monologue: advert (note taking)	- describe work routine - have a job interview - intonation: echo questions	- a CV - a letter/email applying for a part-time job (beginnings/ endings; informal/formal style; opening/closing remarks)	- CLIL (History): <i>Child Labour in Victorian Times</i> (headings) - Culture spot: <i>A Traditional Job</i>
- monologues (multiple matching) - a radio talk (multiple choice) - monologues about reading preferences (multiple matching)	- describe your favourite TV show - describe a performance you attended - recommend a performance - compare pictures - pronunciation: /aɪ/ /ɔɪ/	- a biography - a quiz - a book review (adjectives; recommending; brainstorming)	- CLIL (Art & Design): <i>Sculpture</i> (complete sentences) - Culture spot: <i>Tate Modern</i>
- monologues (matching) - a radio interview (multiple choice) - a dialogue (listen for specific information)	- make a presentation - make suggestions – agree/disagree - describe pictures - pronunciation: homophones	- a summary - an essay providing solutions to problems (linkers; paragraph structure)	- CLIL (Science): <i>Energy Resources</i> (answer questions) - Culture spot: <i>The First Wind Turbine</i>
- a radio interview (T/F statements; multiple choice) - monologues (multiple matching)	- describe stressful situations - express concern/show sympathy; give advice - describe a picture - pronunciation: elision	- a paragraph giving advice - an informal email of advice (opening/closing remarks; give advice; error correction)	- CLIL (PSHE): <i>Anxiety</i> (answer questions) - Culture spot: <i>Keep a Stiff Upper Lip!</i>
- monologues (multiple matching) - an interview (multiple choice) - a conversation (Yes/No statements)	- express likes/dislikes - ask for/give advice - make decisions - intonation: question tags	- an informal email - a-for-and-against essay (topic/ supporting sentences; linkers; concession)	- CLIL (Science): <i>The Digestive System</i> (T/F statements) - Culture spot: <i>Traditionally Unhealthy?</i>
- an advert (multiple matching) - dialogues (multiple choice) - an advert (note taking)	- discuss your holiday plans - describe your holiday last year - ask for/give information - ask about/express preference - compare pictures - intonation: subject/object questions	- an informal email about a place you have visited - an informal letter giving information (opening/closing remarks; informal style)	- CLIL (Geography): <i>Dartmoor: A Granite Landscape</i> (answer questions) - Culture spot: <i>London</i>

Appendices I & II (p. APP1)
How to use a dictionary/thesaurus (DT1)
Pronunciation (p. PR1)

American English-British English Guide (p. AE-BEG1)
Irregular Verbs

Living together

Module 1

MODULE OBJECTIVES

- **Vocabulary**
 - people around the world
 - stages of life
 - physical characteristics
 - character
 - families
 - phrasal verbs: *BREAK*
 - word formation: *-ing/-ed* participles
 - prepositions
- **Reading**
 - an article about the Hadza (multiple choice, answer questions)
- **Grammar**
 - present tenses
 - time adverbs
 - comparative & superlative
 - exclamations
 - plurals
- **Listening**
 - a radio interview (multiple choice, note taking)
- **Speaking**
 - asking for & expressing opinion/(dis)agreement
 - comparing pictures
- **Writing**
 - a paragraph comparing people
 - an opinion essay
- **Language Focus**
 - words often confused
 - grammar in focus
 - sentence transformations;
 - cloze text
- **Progress Check**

Words of wisdom

"The happiest people don't have the best of everything; they just make the best of everything."

(Anonymous)

Discuss

People around the world

1 Complete the descriptions.

A • happy • rosy • dark • friendly

I'm Odval and I'm from Mongolia, a country between Russia and China. I often wear a scarf over my 1) hair and I have 2) cheeks from the cold. Mongolia is very cold, but Mongolians are warm, 3) people. We are always 4) to have guests. Why don't you visit us in Mongolia?

B • slim • polite • colourful • nomadic

I'm Koyati and I'm from the Maasai, a 5) tribe in Eastern Africa. Our clothes are very 6) and we like to wear bracelets and necklaces. As a people we are tall and 7) We are also hardworking and 8)

C • peaceful • courageous • pale • facial

Hi, my name's Pui-Litan. My people, the Atayal, live in villages in the mountains of Northern Taiwan. Our name means 'True People'. We have 9) skin. Our men are great hunters and our women are excellent weavers. In the old days, the Atayal people wore 10) tattoos. We are brave and 11) people. We are also 12) and don't like fighting.



2 Listen and match the descriptions (A-C) to the pictures (1-3).

3 a) Find the words in the texts that describe: appearance; character.

b) Use these words to describe the people in the photos.

- 1 a) Check these words in the Word List at the back of the book. Use them to fill in the sentences.

• bows • lean • curly • attached
• native • gather • crops
• generous • wander

- 1 The Hadza people aren't plump; they are
- 2 They have black hair.
- 3 The Hadza the valley hunting with and arrows.
- 4 They don't grow for food.
- 5 Hadzane is their language.
- 6 They are people and share everything.
- 7 They around the fire to eat.
- 8 They don't become to people and things.

b) What do the sentences in Ex. 1a tell us about the Hadza?

c) Why are they the last of the first? Read through to find out.

STUDY SKILLS

Multiple choice

Read the text quickly to get the general idea and the writer's purpose. Read the questions and underline the key words. Read the text carefully to answer the questions. Note that the first question focuses on writer purpose and the last on overall meaning. The other three follow the order of information in the text and one of them focuses on attitude or opinion.

- 2 Read the text. For each question, choose the correct answer A, B, C or D.
- 1 What is the writer doing in the text?
 - A describing the way the Hadza live
 - B promoting the hunter-gatherer lifestyle
 - C helping protect the Hadza tribe
 - D recommending a holiday experience
 - 2 What does the writer say about himself?
 - A He isn't enjoying his visit.
 - B He is happy to learn Hadzane.
 - C He is disappointed when nobody says goodbye.
 - D He is excited about meeting them.

The Hadza

the last of the first

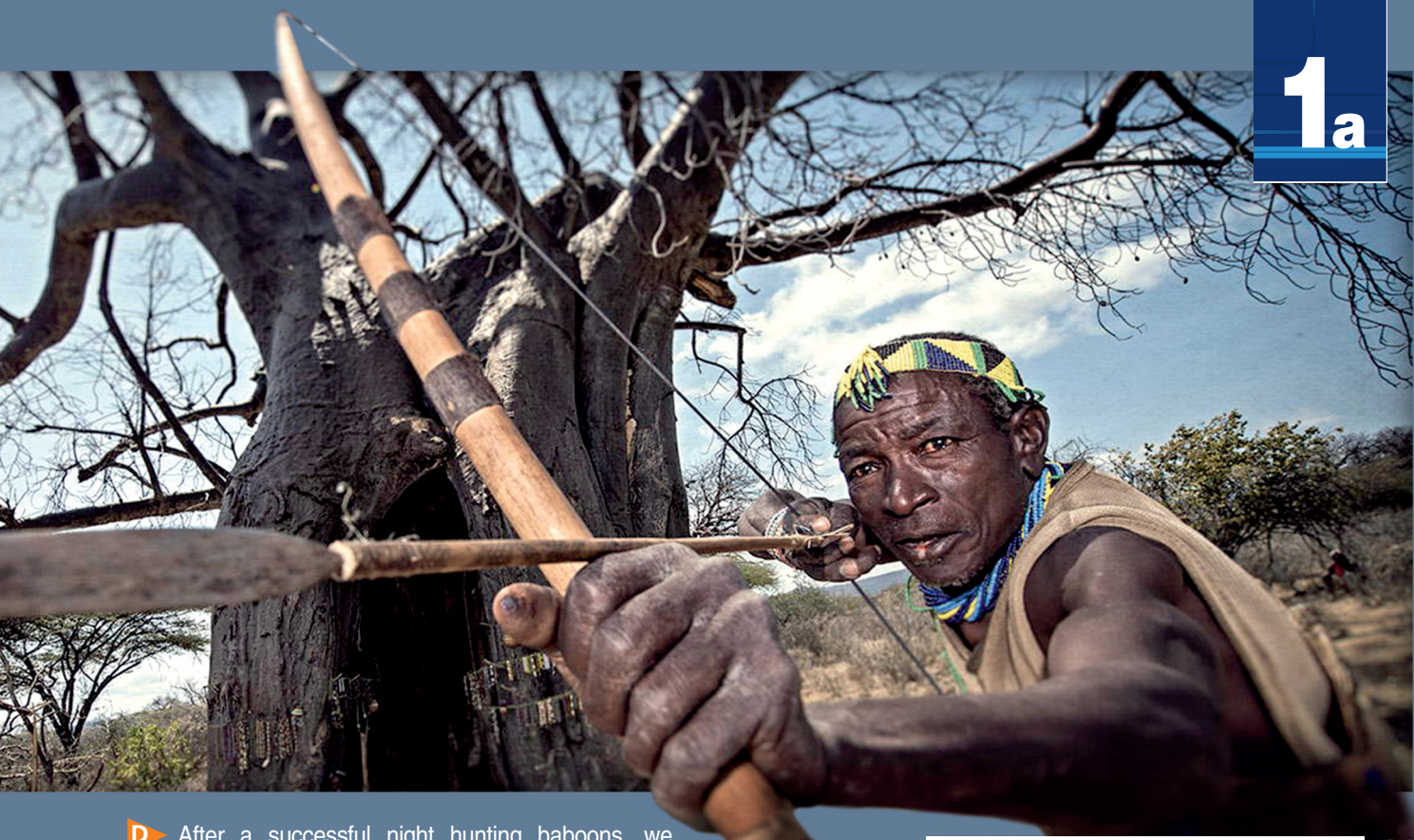
They don't grow crops, they don't
raise animals and they don't count
the days or months – the Hadza
tribe of East Africa is probably the
last hunter-gatherer tribe on Earth.

A The tribesmen are sitting by the fire. They are feeling hungry. A camp elder, Onwas, tells the others of a tree he saw filled with baboons. They all pick up their bows and **set off** to go hunting.

B Onwas is around 60 years old and **quite** short at 1.5 metres, but he is **lean** and **fit**. The rest of the men are also slim with short curly black hair. Their hunting knives hang from animal skin belts. Onwas invites me on the hunt in his native language, Hadzane.

C I have come to the Hadza **homeland** of Tanzania for a few days with an interpreter: Onwas' niece. I am thrilled to get close to the Hadza people. They live in the extreme heat of the Yaeda Valley where the soil is poor, water is in **short** supply and the bugs are terrible. They don't keep track of time: hours, weeks, months and years have no meaning to them. They have no crops, no animals and no houses. They live completely off what nature **provides**. That's why I am here. I have come to meet these hunter-gatherers **in person**.

- 3 What does the reader learn about the Hadza from the text?
 - A They are concerned about time.
 - B They move from place to place.
 - C They worry about their food.
 - D They have a fixed daily routine.
- 4 How does the writer describe the Hadza in paragraph D?
 - A They are responsible.
 - B They are worried about their future.
 - C They respect nature.
 - D They don't get upset easily.
- 5 What might the writer say about the Hadza?
 - A They seem happy with the way they live.
 - B Their way of life is not good for them and they need our help.
 - C Their lifestyle is better than the way we live today.
 - D They should have their own land and learn to farm.



D After a successful night hunting baboons, we **return** to the camp. The women have **gathered** berries and fruit. The tribe shares everything. They are generous and easy-going people with lots of free time. They come and go from the camp as they please and sleep whenever they want. When it's time to eat, we gather around the fire. Once the meat is ready, everyone just dives in. Nobody knows when the next meal is as the Hadza don't plan for the future. They wander the land taking food from it whenever they need, carrying their few **possessions** with them.

E Free from belongings, jobs, money and responsibilities, I can't help thinking, as I prepare to leave, that perhaps the Hadza are better off this way. They don't seem to have any **worries**. Hadza do not become **attached to** people or things, so my arrival and now my departure have had little effect on them. Smiling and walking away, I **wonder** about their future: is it only a matter of time before the days of wandering the valley **are over** for the Hadza? I hope not.

Check these words

• elder • filled with • baboon • pick up • bow • set off
 • lean • fit • curly • hang • skin belt • hunt
 • native language • homeland • interpreter • niece • extreme
 • heat • soil • poor • short supply • bug • keep track of time
 • meaning • live off • nature • provide • hunter-gatherer
 • in person • gather • berry • generous • easy-going • dive in
 • possession • free from belongings • responsibilities
 • be better off • worry • attached to • arrival • departure
 • effect • wonder • matter of time • be over

3 Read the text again and answer the questions.

- 1 What problems do the Hadza face where they live?
- 2 Why do you think they don't become attached to people or things?
- 3 Why is the writer worried about their future?

4 a) Match the words in bold to their synonyms:

• healthy • ask myself • fairly
 • little • leave • gives • fond of
 • collected • go back • things
 • face-to-face • troubles • thin
 • native land • finish

b) What part of speech is each word: *noun? verb? adjective? adverb?*

5 a) **SPEAKING** Describe the picture in the text.

b) **THINK!** Compare the Hadza people to the people in your country.

Listening & Speaking

Listen and read the text. Say four things you have learnt about the Hadza from the text.

ICT What else would you like to know about the Hadza? Collect information about their religion, celebrations, houses and family life. Present it to the class.

Writing

THINK! Imagine you are staying with the Hadza tribe for a week. In three minutes write a few sentences describing your experience. Tell your partner or the class.

Vocabulary



Vocabulary from the text

1 Choose the correct word.

- The village **elder/native** plans the day's hunt.
- He wants to get **thrilled/close** to the tribe.
- Some people find it difficult to **keep/hang** track of time.
- He likes **providing/sharing** things with his friends.
- It seems that time has no **supply/meaning** to Onwas.
- Other tribes raise sheep and grow **crops/animals**.
- They never **plan/invite** for the future.
- I want to see the tribe in **person/people**.
- The man **gathers/picks up** his bow and sets off to hunt.
- The children don't go to school and do as they **please/feel**.

2 Fill in: *matter, grow, native, feel, free, raise*.

- language
- time
- of time
- hungry
- crops
- animals

3 Choose the correct preposition.

- The streets are filled **of/with** people.
- Coffee is **in/at** short supply as demand rises.
- In the evenings they often sit **in/by** the fire.
- They always carry their bows **on/with** them.
- We need to keep children free **of/from** violence.
- The news has little effect **on/for** Kate.

Topic vocabulary Stages of life

4 a) Look at the stages of life. Which one are you in?



b) In pairs match the activities to the stages of life above.

- *start a family* • *crawl* • *retire* • *go to school*
- *graduate* • *learn to read and write* • *get a part-time job*
- *get married* • *get a promotion* • *get a job*

A person normally starts a family in adulthood.

Physical characteristics

5 Complete the table. Use:

- *hair* • *lips* • *age* • *build* • *eyes* • *face* • *height*
- *nose* • *complexion*

	child, young man or woman, middle-aged, old, in his/her late/early twenties
	tanned, dark, pale
	tall, short, of average height
	skinny, plump, overweight, thin, slim, athletic, well-built
	oval, round, long
	full, thin
	brown, big, small, hazel
	big, flat, hooked
	curly, short, straight, long, wavy, bald, frizzy, fair, dark, shoulder-length
special features	wrinkles, freckles, glasses, beard, moustache

6 **SPEAKING** Use words from Ex. 5 to describe the people in the pictures.



7 **SPEAKING** Choose a person in the class and describe him/her to your partner. Your partner guesses who the person is.

... is tall and slim with short curly hair, blue eyes and thin lips.

Character

8 Choose the correct adjective. Check in the Word List at the back of the book.

- Tom behaves properly and sensibly. **easy-going/arrogant/responsible**
- Paul doesn't keep things clean and organised. **forgetful/annoying/messy**
- Jane feels uncomfortable with other people. **ambitious/sensitive/shy**
- Pam never lies. **truthful/open-minded/bold**
- Ann uses her common sense to solve problems. **grumpy/sensible/self-confident**
- John likes being with people. **impatient/generous/sociable**
- Bob always embarrasses people with what he says. **carefree/rude/brave**
- Mary thinks she is the best. **arrogant/frank/honest**
- Pat takes pride in her looks. **bossy/vain/stingy**
- Mark has very good manners. **mean/polite/outgoing**
- John enjoys telling people what to do. **helpful/bossy/nosey**
- Peter is always nervous or worried. **anxious/noisy/sad**

9 Match the adjectives to their opposites. Which adjectives best describe you?

1 ☐	quiet	a noisy
2 ☐	polite	b dishonest
3 ☐	generous	c insecure
4 ☐	hardworking	d lazy
5 ☐	honest	e stingy
6 ☐	self-confident	f rude

I'm quiet and polite. I can be lazy at times.

10 **SPEAKING** Listen to two people talking about their friends. Match the people to the character adjectives. Two adjectives do not match.

People	Character
0 ☐ g Peter	a outgoing
1 ☐ Sam	b anxious
2 ☐ Lily	c rude
3 ☐ Paul	d polite
4 ☐ Emma	e responsible
5 ☐ Mark	f messy
	g shy
	h bossy

Families

11 a) Form pairs.

mum aunt
sister daughter
grandma niece
mother-in-law

father-in-law
brother son
uncle dad
grandpa nephew

b) What do your family members look like? What are they like? Tell the class.

*My mum's tall and ... with ... eyes and ... hair.
She's very hardworking and ...*

c) What is a nuclear family? an extended family? a single-parent family?

Phrasal verbs: BREAK

12 Choose the correct particle. Check in Appendix I.

- They broke **up/into** last week. (**separated**)
- Mike's car often breaks **off/down**. (**stops working**)
- Arguments often break **out/off** between them. (**begin suddenly**)
- Helen broke **down/out** when she heard the news. (**started crying**)

Word formation (-ing/-ed participles)

13 Read the theory, then choose the correct adjectives.

- We use **-ing** adjectives to describe what sb/sth is like. *He's an **interesting** person.* (What is he like?)
- We use **-ed** adjectives to describe feelings. *He feels **frightened**.* (How does he feel?)

- Amy gets easily **annoyed/annoying**.
- He's **confused/confusing** about her behaviour.
- She's an **amused/amusing** person.
- Sue is very **interesting/interested** in Maths.
- The news is **shocking/shocked**!
- He's such a **boring/bored** person.

Prepositions

14 Choose the correct item. Check in Appendix II.

- You can always count **to/on** me.
- Sam disagrees **to/with** Ben's opinions.
- Katy really cares **over/about** other people.
- John hardly ever pays attention **at/to** what I say.
- He is indifferent **in/to** other people's needs.

Present simple/Present continuous/Present perfect/Present perfect continuous

To: Katie
From: Laura
Subject: News!

Hi Katie,
Thanks for your email. Sorry I haven't written back sooner but **1) I'm having** a tough time. My cousin, Jane, **2) has just moved into** my flat. She's really annoying because **3) she's always borrowing** my things without asking. Today **4) I've been cleaning** my room all morning and half my things are missing!
Anyway, what are your plans for the weekend? I usually **5) go** to the cinema on Saturdays with my flatmate Sue. This Saturday **6) we're seeing** the new Bond movie. I love Bond movies – **7) I've seen** all of them! Why don't you come with us? I can get cheap tickets from a friend of mine who **8) works** there. It **9) starts** at 7 o'clock at The Roxy in the town centre.
Well, I've got to go now. Sue **10) is calling** me for dinner.
Let me know if you're coming,
Laura

▶ see pp. GR1-GR3

1 a) Read the email. Is it formal or informal? Give reasons.

b) Identify the verb forms (1-10) in bold. Match them to the uses (A-J).

- | | |
|---|---|
| A ☐ a habit/routine | H ☐ an action happening now |
| B ☐ a permanent state | I ☐ an emphasis on the duration of an action that started in the past and continues up to the present |
| C ☐ a timetable | J ☐ an action that happened at an unstated time in the past |
| D ☐ a fixed future arrangement | |
| E ☐ a temporary situation | |
| F ☐ a recently completed action | |
| G ☐ a complaint | |

2 Choose the correct tenses. Justify your choices.

- A: Chloe **is graduating/has graduated** next month.
B: I know. I **have just received/have just been receiving** an invitation for the ceremony.
- A: **Have you been seeing/Have you seen** Dan anywhere?
B: No, I **'ve been looking/'ve looked** for him myself for the last hour.
- A: **Does Sally live/Is Sally living** in the town centre?
B: Yes, but she **looks/is looking** for a new place at the moment.
- A: Hurry up! The bus **leaves/is leaving** in an hour.
B: You **have always rushed/are always rushing** me!
- A: What **has Amy done/is Amy doing** this morning?
B: She usually **walks/is walking** the dog in the park, but this morning she **goes/is going** shopping.
- A: What time **are you meeting/have you met** Alex?
B: We **are always meeting/always meet** at 6:30 on Wednesdays.

3 Put the verbs in brackets into the *present simple* or the *present continuous*. Give reasons for your answers.

- a Most people **(enjoy)** going to the cinema.
b I **(enjoy)** this book. It's really good!
- a Gary **(appear)** in a play this weekend.
b He **(appear)** to be feeling better today.
- a Yes, I **(see)** what you mean.
b Leo **(see)** Peter tomorrow morning.
- a Sally **(think)** of going to Russia.
b I **(not/think)** she's telling the truth.
- a This lasagna **(taste)** fantastic. Try some!
b She **(taste)** the soup to see if it needs more pepper.

- 4** What do you do over a typical weekend in your free time? What are you doing this weekend? Use phrases from the box to discuss with your partner.

always
sometimes
often
usually

clean room, Hoover carpets, study, go to school/college, water flowers, walk the dog, play tennis, go to the cinema, watch TV, play computer games, go to the gym, surf the Net, listen to music, visit your grandparents, hang out with friends, eat out

A: *What do you usually do in your free time?*

B: *Well, I usually... Sometimes, ... What about you? etc*

- 5** Choose the correct adverb. see p. GR3

- Have you met David **yet/ever**?
- Tom's **so far/never** seen his cousins.
- Mark's **since/just** finished eating dinner.
- I'm watching TV **still/right now**.
- Luke has **ever/already** phoned Liam.
- Ann's been in Dubai **for/since** two years.

- 6** In pairs act out dialogues as in the example.

- tired** – clean room/dust the furniture (✓), Hoover the carpets (✓), make my bed (X)
A: *You look tired. What have you been doing?*
B: *I've been cleaning my room.*
A: *What have you done so far?*
B: *I've dusted the furniture and hoovered the carpets, but I haven't made my bed yet.*
- excited** – prepare for the event/order food (✓), send the invitations (✓), decorate the house (X)
- exhausted** – do my chores/water flowers (✓), mop the floor (✓), walk the dog (X)

Comparatives & Superlatives



Peter is **tall**, but John is a bit **taller** than Peter. Steve is **the tallest** of all. Steve is **more patient** than Peter. Peter isn't **as patient** as Steve. John is **the least patient** of all, but he is **the most hardworking** of all.

see pp. GR3-GR4

- 7** Underline the comparative forms and circle the superlative forms in the text below Ex. 6. How do we: *compare two people or things? compare more than two people or things? show that two things are the same or not the same?*

- 8** Fill in the **comparative** or **superlative** forms. Include *of*, *than* or *as*.

- A: Thanks for helping with the project.
B: It was (**little**) I could do.
- A: Darren is by far (**intelligent**) person I know.
B: That's true. There's no one (**good**) him at Maths!
- A: Fran is a bit (**patient**) Sue.
B: Yes, but Sue is much (**kind**).
- A: The (**slow**) we walk, the (**late**) we get there.
B: I can't walk much (**fast**) this!
- A: Ann is (**outgoing**) Pat.
B: Yes, but Stella is (**easy-going**) all.

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.

- Peter is funnier than any other person I've ever met. **THE**
Peter is I've ever met.
- The last time I saw Alice was two weeks ago. **FOR**
I two weeks.
- Molly is less patient than Kate. **AS**
Molly Kate.
- I've never been to China before. **FIRST**
It's the to China.
- She started learning Russian two months ago. **BEEN**
She two months.

- 10** SPEAKING Use the following adjectives/adverbs to compare people in your family: *noisy, outgoing, quickly, helpful, serious, slowly, generous, confident, lazy, impatient, polite*. Tell your partner.

My sister is the noisiest person in my family!

- 11** WRITING Use your answers in Ex. 10 to write an email to your English-speaking friend about your family.

Multiple choice

Preparing for the task

- 1** Read the questions (1-2) below and then answer the questions a and b.

1 Where is the interview taking place?
 A in a radio station B in a hospital
 C in the street

2 Dr Lee thinks everyone
 A should have lots of friends.
 B can easily find a best friend.
 C should have a trustworthy friend.

- a How many people will be talking?
 b What is the subject of the discussion?

- 2** Read the dialogue and answer the questions in Ex. 1. Use the underlined phrases to help you.

Presenter: Thank you for giving up a busy morning at the hospital to come to the studio and talk to me, Doctor Lee.

Dr Lee: It's my pleasure. The hospital is just up the street, actually, so it's easy to get here.

Presenter: OK. Now the first question sent in by Jane from Halifax is this: what value do you put on friendship for someone's psychological well-being?

Dr Lee: I think it has a great deal of importance. You may have lots of friends but not all friends are good friends. It is very important for everyone to have someone in their life who they can trust and who they know truly has their best interests at heart – someone who accepts them for who they are and likes everything about them – even their faults. This is not easily achieved.

- 3** a) You will hear part of an interview with a girl called Lucy Baker who has written a book. Before you listen, check these words/phrases in the Word List. What do you think the book is about?

- nuclear family • extended family
- live long lives • have company
- younger generation • chores to do
- cooperation • peace and quiet • complain
- close relationships • hurt feelings

STUDY SKILLS

Read through the questions and underline the key words. They contain information about the situation and what to listen for. Remember that you will hear the answers in the same order as the questions are.

- b) Listen to the interview. For questions 1-5, choose the correct answer A, B or C.

- 1 How does Lucy describe her family?
 A noisy B large C funny
- 2 Lucy says her grandparents
 A give her lots of advice.
 B are very old.
 C make mistakes.
- 3 What does Lucy like about family occasions?
 A doing chores together
 B getting together
 C having lots to do
- 4 Lucy doesn't like the fact that
 A no one ever listens to her.
 B the house is never quiet.
 C her family talks too much.
- 5 Lucy found it difficult to
 A listen to her family's complaints.
 B get her family to read the book.
 C tell the truth about her family.

- 4** What are the advantages of living in an extended family? What are the disadvantages?

Listen again and make notes. Tell the class.

- 5** Would you like to be part of an extended family? Why (not)? Tell your partner.

Intonation: Exclamations > see p. GR4

- 6** a) Fill in *How* or *What*.

How + adjective/adverb. *How noisy he is!*
How quickly he walks!

What + (a/an) adjective + countable noun.
What a nice family! What polite children!

What + adjective + uncountable noun.
What bad weather!

- 1 annoying!
- 2 a rude person Ann is!
- 3 friendly people!
- 4 fast he talks!
- 5 great news!

- b) Listen and check then repeat. Mind the intonation.

Speaking skills

1e

Asking for & Expressing opinion/(dis)agreement

- 1** Read the first and the last exchanges. What do you think the dialogue is about? Read through and check.

Ann: Remember Laura and Paul?
They are having a new baby boy.

Sally: Really? Their daughter must **1)** excited.

Ann: Actually she's a bit upset
2) it. She likes
3) an only child
because she gets **4)**
the attention.

Sally: Err, in my opinion it's
5) to have siblings.
It can be lonely **6)**
you've got no one of a similar
age to talk **7)** or
hang out with.

Ann: That's correct. On the other
hand, when you're an only
child, you never have to
share your room **8)**
your things.

Sally: Certainly, but the way I see it,
that could **9)** you
spoilt. If you don't learn to
share, you can become
selfish. Don't you agree?

Ann: Not really. I think that being
an only child makes you
independent because you get
used to doing things by
10)

Sally: Still, it's nice to have a
brother or sister to share your
secrets. Isn't that right?

Ann: That's true. Anyway, I'm sure
Becky will love her new
brother.

- 2** Read again and complete the gaps with these words: *when, feel, be, to, all, about, or, being, make, yourself, better, you*. Two words are extra.

- 3** a) Listen and check. Is it a *formal* or *informal* dialogue? Give reasons.

b) Take roles and read the dialogue aloud. Mind the intonation.

- 4** Which underlined phrases in the dialogue ask for/express opinions and agree/disagree? Replace them with phrases from the Useful Language box.

Expressing opinion	Asking for opinion
- In my opinion, ... - If you ask me, ... - I (don't/strongly) believe/think (that) ... - The way I see it, ... - It seems to me (that) ...	- What's your opinion? - Don't you agree? - Isn't that right? - What do you think? - How do you feel about ...?
Expressing agreement	Expressing disagreement
- I (quite) agree./ That's right. - That's correct./True. - Of course./ Certainly. - I couldn't agree more.	- I don't agree./That's not right. - You are wrong there. - Not, so./Certainly not./I don't think so./That isn't true. - Of course not./Certainly not. - No, I don't think so. - I believe not.

- 5** Should grandparents look after their grandchildren? Use phrases from the language box and the ideas below to act out a dialogue similar to the one in Ex. 1.

- More trustworthy than other caretakers
- Help the parents financially.
- May spoil grandchildren.
- May lack strength to take care of active children.
- Can offer advice to younger generation.



Comparing pictures

- 6** Compare the pictures. Use ideas from the dialogue in Ex. 1. While speaking link your ideas. Use: *and, too, as well, whereas, but, on the other hand, etc.*



The photographs show Photograph A shows ... whereas photograph B shows Being an only child On the other hand, having brothers and sisters

Writing

An opinion essay



Writing Bank 1 p. WB1

Rubric analysis

- 1** Read the rubric, look at the underlined words and answer the questions.

You have had a class discussion about working mothers. Now your teacher has asked you to write an essay expressing your opinion on the following: **Should mothers go to work?** Write your **essay** giving reasons to support your opinion (120-160 words).

- 1 What do you have to write?
- 2 a) What style will you write in: *formal* or *informal*?
b) What characterises this style? Tick (✓)
☐ colloquial language and idioms
☐ short verb forms
☐ longer sentences
☐ formal linking words/phrases

Model analysis

- 2** Read the model essay. Which paragraph contains:

- 1 ☐ writer's first viewpoint with examples/reasons/results
- 2 ☐ introduction with the writer's opinion
- 3 ☐ writer's second viewpoint with examples/reasons/results
- 4 ☐ writer's closing remarks with a restatement of his/her opinion
- 5 ☐ opposing viewpoint with examples/reasons/results

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 and justifications to support the topic sentence.

A The number of mothers who work full time is increasing every year. Some people think that women should stay at home with their children, but I strongly feel that being a working mother is beneficial.

B To begin with, going to work means that mothers can provide more income for the family. For example, they can buy better food and clothing for their children. As a result, they can ensure the children have what they need.

C Secondly, working mothers are excellent role models for children. For instance, they demonstrate how to take care of children, the house and pursue a career. This sets a good example of how a modern person makes their own choices about their life.

D On the other hand, working long hours means that mothers spend a lot of time away from home. Therefore, they may miss out on quality time with their children.

E In conclusion, I believe that although it may be difficult to be a working mother, there are ways to balance work and family. Working mothers can help their family financially and become great role models for their children while getting recognition for their work.

- 3** a) Find the topic sentences in the main body paragraphs. Does each introduce a new topic? Which sentences support the topic sentences by giving examples, results, reasons? Which linking words influence the supporting sentences?

b) Replace the topic sentences with other appropriate ones.

c) Find examples of formal language.

Linking words/phrases

- 4** Replace the underlined words/phrases in the model with alternatives from the Useful Language box.

- 5** Read the paragraphs and choose the correct linking words/phrases.

1) **First of all/To sum up**, face-to-face communication is more effective than electronic communication. 2) **However/For example**, when we talk to someone in person, we see their facial expressions and read their body language. 3) **Since/As a result**, we can understand their thoughts and feelings better.

4) **Alternatively/However**, other ways of communicating can be more convenient than letters. Electronic communication 5) **such as/because** emails, tweets and text messages can be sent to anyone at any time. 6) **To my mind/In this way**, we can get in touch with people almost immediately.

Expressing opinion

6 Find the phrases the writer uses to express his opinion in the model in Ex. 2. Replace them with other appropriate ones from the Useful Language box.

7 Use expressions from the Useful Language box to expand the prompts to express an opinion.

- 1 parents/be/best friends with their children – *In my opinion, parents should be best friends with their children.*
- 2 better/children/grow up/countryside
- 3 eye contact/very important/in a conversation
- 4 everyone/need/a close friend

Writing

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

Your teacher has asked you to write an essay on the following statement:
It is good to be part of an extended family.
Write your **essay**, giving your opinion with reasons to support your point of view (120-160 words).



b) Match the viewpoints (1-3) to the supporting sentences (a-c).

- | | |
|---|--|
| <p>1 ☐ You rarely feel lonely.</p> <p>2 ☐ Members can provide support.</p> <p>3 ☐ You may need to share a room.</p> | <p>a You can help each other with your problems.</p> <p>b You may lack privacy.</p> <p>c You can spend your free time together.</p> |
|---|--|

c) Use appropriate words/phrases from the Useful Language box to introduce the viewpoints and join them to their supporting sentences.

9 Use the plan and your answers from Ex. 8b as well as your own ideas to write your essay.

Useful Language

Listing & adding points

- Firstly,/First of all ... • To start/begin with, ... • Secondly, ... • Moreover, ...
- In addition/Also, ... • Furthermore, ...

Introducing examples/reasons/results

- ... such as/like ... • For example/For instance, ... • Therefore, ...
- because/as/since ..., As a result, ...
- By doing this,/In this way, ...

Giving opposing viewpoints

- On the other hand, ... • Alternatively, ...
- However, (it can be argued that) ...
- In contrast, ... • In spite of

Expressing opinion

- I strongly feel/believe that ...
- In my opinion, ... • To my mind, ...
- The way I see it, ... • It seems to me that ...
- I agree/I don't agree that ...
- As far as I am concerned, ...

Concluding

- In conclusion, ... • All in all, ...
- To sum up, ... • In summary, ...

Plan

Introduction

(Para 1) *state topic & give your opinion*

Main Body

(Para 2) *present first viewpoint with examples/reasons/results*

(Para 3) *present second viewpoint with examples/reasons/results*

(Para 4) *present opposing viewpoint with examples/reasons/results*

Conclusion

(Para 5) *restate your opinion using different words*



Checklist

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

- Have you used correct grammar, punctuation & spelling?
- Have you used formal style?
- Have you stated your opinion in the introduction & conclusion?
- Does each main body paragraph start with a topic sentence?
- Have you used appropriate linking words?
- Is your essay the correct length?

Sentence transformations

Preparing for the task

- 1** a) Read the complete sentence, then the gapped one. What grammar structure does the second sentence test?

Travelling by train is cheaper than travelling by plane.

Travelling by train costs than travelling by plane.

- b) Choose the answer that best completes the gapped sentence.

A little B more C less D most

STUDY SKILLS

Read the complete sentence, then the gapped one. Identify the grammar structure the second sentence asks for. This will help you complete the gapped sentence so that it means the same as the first one.

- 2** For each question, complete the second sentence so that it means the same as the first. Use no more than three words.

- 1 Each room has about twenty people.
In each room about twenty people.
- 2 This camera isn't expensive to buy.
This camera doesn't cost to buy.
- 3 Peter is taller than James.
James isn't as Peter.
- 4 Everyone in our family has got blue eyes.
In our family, all of us blue eyes.
- 5 He likes doing things by himself.
He likes doing things own.
- 6 She likes travelling, and her friend likes it, too.
She likes travelling and so her friend.
- 7 She has visited more places than her cousin.
Her cousin hasn't visited as she has.
- 8 They like berries better than bananas.
They berries to bananas.
- 9 The village is near the river.
The village is to the river.
- 10 Paul has never seen a baboon before.
This is the Paul has seen a baboon.

- 3** Here are some sentences about John. For each question, complete the second sentence so that it means the same as the first. Use no more than three words.

- 1 My friend John has got an expensive camera.
My is very expensive.
- 2 Everyone in his family likes his photos.
In his family, all of them his photos.
- 3 His studio isn't far from his house.
His house is to his studio.
- 4 There are two windows in the room.
The room two windows.
- 5 He makes more money than me.
I make money than him.

- 4** Here are some sentences about Sandra. For each question, complete the second sentence so that it means the same as the first. Use no more than three words.

- 1 Sandra likes working with others more than on her own.
Sandra working with others to working on her own.
- 2 She is the most polite person in the office.
No one in the office is as she is.
- 3 Sandra hasn't got any brothers or sisters in her family.
In her family any brothers or sisters.
- 4 Tennis is her favourite sport.
She likes tennis any other sport.
- 5 Sandra's favourite person is her aunt.
Sandra likes her aunt any other person.

Word formation

- 5** Complete each sentence with a word derived from the words in bold. Check in your dictionary.

- 1 You can always depend on Sue. She's (RELY)
- 2 He's always telling others what to do; he's (BOSS)
- 3 Young children tend to be (NOISE)
- 4 She never remembers where her things are; she's so (FORGET)
- 5 He's got short hair. (WAVE)
- 6 He can get easily (BORE)

Grammar

6 Choose the item that best completes each sentence.

- 1 Every week, the men leave the village for food.
A have hunted C hunt
B to hunt D hunting
- 2 This land is wild; no farmer has ever crops on it.
A growing B grow C grows D grown
- 3 The photographer spent a week the forest.
A to wander C wandering
B to wandering D wander
- 4 It's only the first time I him behave like this.
A sees C see
B have seen D am seeing
- 5 They wood for the fire since morning.
A have gathered C have been gathering
B gather D are gathering
- 6 The train for the airport at six o'clock in the morning.
A has left C has been leaving
B is leaving D leaves
- 7 They to the meeting tomorrow.
A have been coming C come
B have come D are coming
- 8 John is tall and slim.
A much C quite
B far D enough
- 9 I have Canada and Mexico, but this is my first time in the United States.
A gone in B gone to C been to D been in
- 10 She on that project for the last two days.
A has working C is working
B has been working D works
- 11 What to wear to dinner is of my worries.
A little B less C the least D lesser
- 12 These things take time; you must learn to be patient.
A more B most C much D many
- 13 Many tribes are better things than so-called civilized people.
A in sharing C to have shared
B that are sharing D at sharing

Vocabulary

7 Choose the item that best completes each sentence.

- 1 To run a mile in under four minutes, you have to be very indeed.
A fit B lean C strong D right
- 2 Polish is his native
A mouth B speech C language D talk
- 3 He's been losing weight this year. He's in much better
A form B size C dimension D shape
- 4 He's afraid of his friends when he moves to his new house.
A forgetting C missing
B leaving D losing
- 5 The man the police are looking for is in his thirties.
A recent B late C last D past
- 6 Doing the housework and looking after four children leaves her with very little time.
A empty B loose C open D free
- 7 Janet feels about going to college.
A nervous C disappointed
B angry D bored
- 8 Don't let your build up. Talk to someone about them.
A trouble B worries C pains D fears
- 9 He is very calm. He shows very little, even when people are rude to him.
A reaction B answer C response D reply
- 10 Looking up at the night sky, I often if there's any intelligent life out there.
A wonder B worry C question D think
- 11 He likes to his free time exercising, reading, or playing the piano.
A pass B waste C spend D fill
- 12 Being an orphan, Anna has a relationship with her grandmother.
A close B near C dear D next
- 13 We shouldn't hide what we really think. We must ourselves freely.
A state C express
B communicate D show
- 14 They aren't twins, but they very similar!
A look B see C grow D view
- 15 My brother and I always on well.
A come B hold C keep D get

- 1** Complete the sentences with the words in the lists. Check in the Word List at the back of the book.

• **thin** • **slender** • **slim**

- Thanks to a good diet and lots of exercise, athletes are normally and muscular.
- People who come from cold lands are normally short and stocky, while people from deserts are tall and
- Female ballet dancers usually have long legs and necks.

• **well-built** • **plump** • **overweight**

- Georgia is slightly so she is going on a diet.
- She's got arms so she avoids wearing sleeveless tops.
- John is tall and

- 2** Match the opposites.

1	beautiful	a	careless
2	calm	b	rude
3	brave	c	sad
4	careful	d	strong
5	cheerful	e	arrogant
6	noisy	f	dull
7	polite	g	cowardly
8	feeble	h	anxious
9	modest	i	quiet
10	interesting	j	ugly

- 3** For each question, complete the second sentence so that it means the same as the first. Use no more than three words.

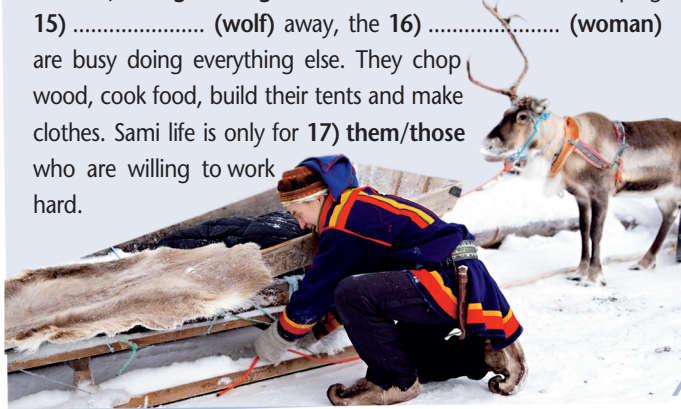
- This bracelet is cheaper than that one.
This bracelet costs than that one.
- There are five floors in this building.
This building five floors.
- Mark has never had his own house before.
This is the that Mark has had his own house.
- Mary uses her camera for taking photos of her friends.
Mary uses her camera take photos of her friends.
- Ann's necklace is very similar to Helen's.
Ann's necklace is almost the same Helen's.

- 4** Choose the correct words. Then put the words in brackets into the plural form. Which nouns are irregular?

see pp. GR4-GR5

The Sami of Lapland

The Sami 1) **people/persons** of northern Finland and Norway 2) **manage/succeed** to survive in 3) **some/any** of the coldest environments in the 4) **planet/world**. 5) (Temperature) can be as 6) **low/small** as -30°C! They move many 7) (kilometre) every year 8) **across/above** the frozen land, to find food for their reindeer 9) (herd). 10) **Living/Staying** in a frozen land they rely on reindeer for food, clothing and houses. They 11) **make/do** their own tents and clothes from reindeer skin and use reindeers or dogs to 12) **pull/push** their sleds. While the 13) (man) are out 14) **taking/looking** care of the reindeer and keeping 15) (wolf) away, the 16) (woman) are busy doing everything else. They chop wood, cook food, build their tents and make clothes. Sami life is only for 17) **them/those** who are willing to work hard.



Grammar in Focus

Complete the gaps with the correct words. Then put the verbs in brackets into the correct tense.

Women in Charge

The men of the Mosuo tribe in China may have the physical strength, but it's the Mosuo women 1) have all the power. That's because the Mosuo is one 2) the last societies in which everything is run 3) the women. While the men farm the land, the women, in their role 4) head of the house, make 5) of the decisions for the extended family. The children take 6) mother's surname and the eldest female of the house 7) (**supervise**) the money and everyone's jobs. After years of 8) (**live**) in a remote village 9) away from the modern world, though, the Mosuo 10) (**experience**) massive changes. Their lifestyle 11) (**attract**) a lot of attention recently and they 12) (**become**) a popular tourist attraction.

Reading

- 1** Read the text and choose the correct answer A, B, C or D for questions 1-5.

- 1 What is the writer doing in this text?
 - A describing a tribe's habitat
 - B explaining a tribe's traditions
 - C giving information about a tribe
 - D detailing why the Inuit have survived
- 2 What do we learn about the Inuit from the text?
 - A their lifestyle and customs
 - B how they spend their free time
 - C how they build their houses
 - D what makes them special
- 3 How does the writer describe the Inuit?
 - A They are good fighters.
 - B They are peaceful.
 - C They are artistic.
 - D They often argue.
- 4 What is NOT true about the Inuit?
 - A They are happy people.
 - B They respect their traditions.
 - C They live together peacefully.
 - D They cannot survive in the cold.
- 5 Which title best summarises the text?

A **Hunting for seals and polar bears**

B **The people of the North**

C **The history of a people**

D **Living in the wild**

(5x4=20)

Listening

- 2** Listen to a discussion about what makes a good friend. For questions 1-5 decide if the sentences are *T* (true) or *F* (false).

- 1 Dr Porrit says friendships are strongest at school.
- 2 Jane thinks that good friends listen without criticising.
- 3 Dr Porrit thinks disagreeing can be useful in a friendship.
- 4 Abbie says that friends with a sense of humour never argue.
- 5 Dr Porrit prefers friends that do not laugh very often.

(5x2=10)

The Inuit

Do you think you could live in a world with cold weather, dangerous animals and little daylight? Well, the Inuit have done so for thousands of years. Let's take a look at how they live their lives.

Where do they live?

The Inuit live in the frozen north of Canada, Russia and Alaska. In winter, temperatures can be as low as -50°C so it's very difficult for plants to grow. Even in summer it rarely gets above zero. The Inuit people have been living in extreme conditions for centuries, spending their entire lives on the snow that blankets the Arctic.

What do they look like?

The Inuit are short and well-built with almond-shaped eyes and straight black hair. They wear large, thick coats with big, fur-lined hoods called 'parkas' to keep warm during the cold winters. They also wear big boots and furry gloves to protect their hands and feet. The Inuit are a cheerful and friendly people who believe in sharing everything they have with others. Because they live in small groups they value harmony and frown on arguments and fighting.

How do they live?

Inuit men are hunters and they spend their days out on the ice looking for whales, seals and even polar bears to catch and bring back home. In winter they cut holes in the ice and go ice fishing. On winter hunting trips they live in temporary, dome-shaped houses called 'igloos' made from blocks of snow. They use dogsleds and snowmobiles to travel the frozen Arctic. Women can also go hunting, but most choose to stay at home and sew, cook, build tents and bring up the children. In order to make the most of the sunlight and warmth the Inuit go to bed very early and get up at 5 am to start their working day.

What are their traditions?

The Inuits keep their history alive through a tradition of storytelling. The elders teach their children about their history with mythical stories and legends. A popular tradition is the 'drum dance' held at births, weddings and funerals. The whole community gets together and performs songs and dances to the beat of a massive drum.



Speaking

3 Choose the correct response.

- 1 A: Don't you agree?
B: **a** Sometimes I have.
b Yes, that's a good point.
- 2 A: She never puts her things away.
B: **a** How annoying! **b** I strongly believe that!
- 3 A: What's your opinion?
B: **a** If you think so. **b** I couldn't agree more.
- 4 A: What do you think?
B: **a** About all sorts of things.
b That's not right. (4x2=8)

Vocabulary

4 Fill in: wrinkles, early, reliable, sensitive, curly, track, grumpy, elder, bossy, impatient.

- 1 Don't count on Jack; he isn't
- 2 Sue's got short hair.
- 3 Old people often have on their faces.
- 4 Harry gets upset very easily; he's
- 5 My sister has got blue eyes.
- 6 He likes telling people what to do; he's
- 7 Jenny's really when she hasn't slept well.
- 8 Tom's in his thirties.
- 9 Jack's so; he can't even wait for a bus!
- 10 Jane can't keep of time.

Grammar

5 Choose the correct item.

- 1 Anthony **works/is working** in a local café every weekend.
- 2 Tammy has **yet/already** left.
- 3 The fashion show **is starting/starts** at 8 o'clock tonight.
- 4 He's more patient **than/from** his brother.
- 5 **Is Sarah coming/Does Sarah come** tonight?
- 6 John **appears/is appearing** to be a really kind person.
- 7 What's wrong with Brian? He **is looking/looks** upset!
- 8 He's the **funnier/funniest** person in my family.
- 9 Mark **is thinking/thinks** of buying a new suit.
- 10 He **has worked/has been working** all morning and feels tired now. (10x2=20)

6 For each question, complete the second sentence so that it means the same as the first. Use no more than three words.

- 1 Ted is much shorter than John.
John isn't as Ted.
- 2 Ann's favourite possession is her camera.
Ann likes her camera any of her possessions.
- 3 No one else in our class is as noisy as John.
John is in our class.
- 4 Georgia's scarf is very similar to Sue's.
Georgia's scarf is almost the same Sue's.
- 5 Her house is close to work.
Her house isn't too work. (5x2=10)

7 Choose the correct item.

- 1 Jane is a bit jealous **with/of** Josie's clothes!
- 2 Sam's car has broken **down/up**!
- 3 I get on well with my sister because we have a lot **with/in** common.
- 4 Sadly, some married couples break **up/down**.
- 5 Harry is very patient **with/of** his little brother, Alex. (5x1=5)

Writing

8 Read the rubric, then write your essay.

Your teacher has asked you to write an essay giving your opinion on the following statement: **Good friends are important.** Write your **essay**, giving examples/reasons for your viewpoints (120-160 words).

(17 marks)
(Total=100)

Check your progress

- describe people's appearance and character
- express opinion, agreement & disagreement politely
- compare people
- write a personal letter
- write an opinion essay

GOOD ✓

VERY GOOD ✓✓

EXCELLENT ✓✓✓

Survival

MODULE OBJECTIVES

► Vocabulary

- accidents & disasters
- natural phenomena
- weather/clothes
- space exploration
- phrasal verbs: *PUT*
- prepositions
- word formation: forming nouns from verbs

► Reading

an article about space
(multiple choice/answer questions)

► Grammar

- past tenses
- past simple vs present perfect
- *used to/would – be/get used to*

► Listening

- monologues (multiple matching)
- a dialogue (T/F statements)
- word stress & weak vowels

► Speaking

- narrate an experience
- express interest/shock/disbelief
- describe a picture

► Writing

- an informal email
- a news article
- a story

► Language Focus

- collocations
- phrasal verbs & prepositions
- sentence transformations
- grammar in focus

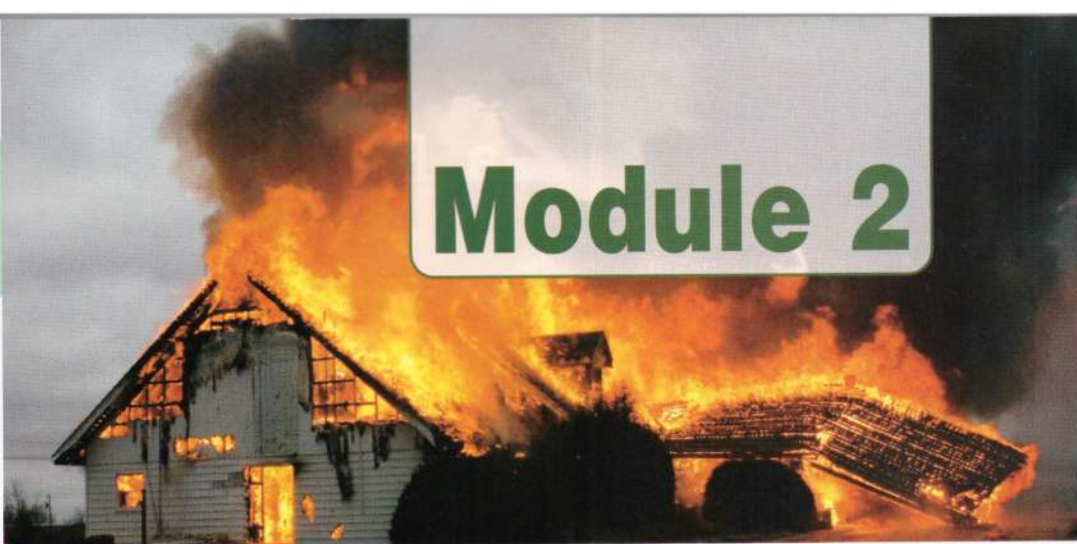
► Progress Check

Words of wisdom

"Man can live 40 days without food, 3 days without water, 8 minutes without air, but only one second without hope."
(C. Darwin)

Discuss

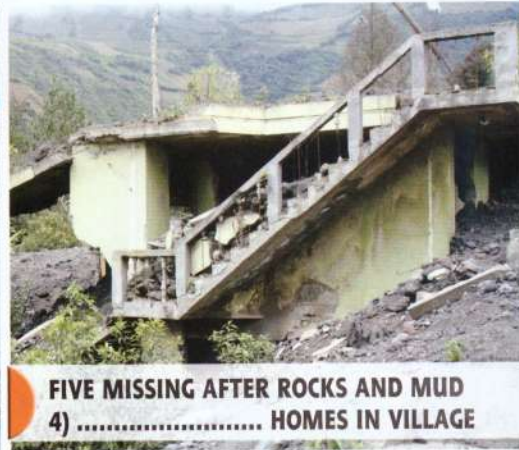
Module 2



HOUSE 1) AFTER FIRE 2) IN THE BASEMENT



PEOPLE EVACUATED FROM HOMES AFTER RIVER 3) ITS BANKS



FIVE MISSING AFTER ROCKS AND MUD 4) HOMES IN VILLAGE



TANKER 5) SPILLING TONNES OF OIL INTO SEA

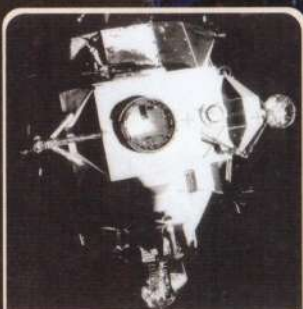
Accidents & Disasters

- 1 Complete the news headlines with: *collapses, bury, bursts, sinks, breaks out.*
- 2 Listen to three people describing events in Ex. 1. Which event is each one talking about?
- 3 **THINK!** Imagine you witnessed one of the accidents/disasters in Ex. 1. What did you see and hear? How did you feel? Tell the class.

2a Reading

- 1 Look at the pictures and the title of the text. What do you think the text is about?

Houston, we've had a problem here!



lunar module (LM): a separate spaceship designed to land on the Moon



command module (CM): control centre & living quarters for crew

200,000 miles from Earth, the crew of the third manned mission to the Moon faced an astronaut's worst nightmare: an explosion on the spacecraft. It's the plot of the Oscar-winning film *Apollo 13*, but it's also a true story of survival against the odds.

A Was it doomed from the beginning? The scientists at Houston were in **charge of** getting the spacecraft to the Moon and back. They had **scheduled** the April 1970 lift-off for thirteen minutes after the thirteenth hour. They had also planned the moon landing itself for the thirteenth day of the month. For those who believe in bad luck, perhaps the only thing missing was a Friday. Scientists aren't supposed to be **superstitious**, though, and **despite** minor problems on lift-off, Apollo 13 started its journey.

B Two days into the mission, the three-man crew faced **catastrophe**. They had been **carrying out** routine checks when there was a loud bang. Warning lights were starting to flash furiously. Looking out into space, they could see a trail of gas – the spacecraft was leaking oxygen. They sent out a short message to the scientists back on Earth: "Houston, we've had a problem here." At first, they thought that a meteor had hit them, but they later found out that a short circuit had caused an oxygen tank to **explode**. Whatever the cause, they knew there was no time to lose. Their electricity supply in the command module **depended** on that oxygen and pretty soon they would run out of both.

- 2 a) Check these words/phrases in the Word List at the back of the book. Use them to complete the sentences.

• **meteor** • **lift-off** • **re-enter** • **manned** • **leaking**
• **landing** • **carbon dioxide**

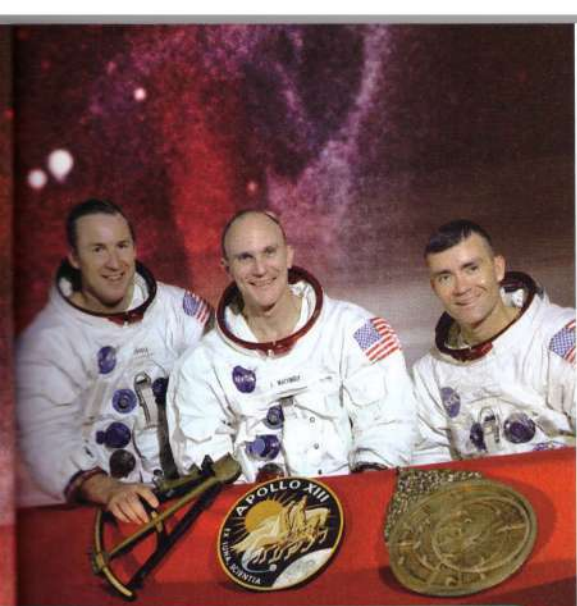
- 1 Apollo 13, with a crew of three people, was the third mission to the Moon.
- 2 There were some problems during the even before the spacecraft got into space.
- 3 They noticed the spacecraft was gas into space.
- 4 They thought a had hit the spacecraft.
- 5 The air in the lunar module contained
- 6 The lunar module managed to Earth's atmosphere without on the Moon.

b) What do you know about Apollo 13? What do the sentences in Ex. 2a tell us about it?

👂 Listen, read and check.

Check these words

• **crew** • **manned mission** • **explosion**
• **plot** • **survival** • **doomed** • **landing**
• **lift-off** • **bang** • **flash** • **trail**
• **leaking** • **oxygen tank** • **meteor**
• **no time to lose** • **command module**
• **lunar module** • **lifeboat** • **enclosed**
• **cope with** • **adapter** • **carbon dioxide**
• **re-enter** • **splash down**
• **go down in history**



▶ The only solution was to **conserve** oxygen by moving from the command module into the lunar module – the section of the spacecraft that would have landed on the Moon. Now though, they were using it as a kind of lifeboat. With its own power supply, oxygen and water, the three men could survive in the lunar module and return to Earth. There was another problem though. In an enclosed space like a lunar module, the carbon dioxide the crew was breathing out was dangerous. The equipment to clear the air of carbon dioxide was only **built** for two people. Now it had to cope with three. Amazingly, the crew managed to put together an adapter that **reduced** the carbon dioxide to a safe level.

▶ There was one final **obstacle**. The lunar module wasn't strong enough to re-enter Earth's atmosphere so the crew had to transfer back into the damaged command module. To everyone's relief, the crew of Apollo 13 splashed down safely in the South Pacific Ocean on April 17th. It was a space flight that would **go down in history**. Although the crew didn't land on the Moon, NASA* still **considers** the mission a success. The Apollo 13 disaster was proof that their highly-trained astronauts could **deal with** anything that could go wrong.

* National Aeronautics and Space Administration – the organisation responsible for the US space programme

3 Read the text and the questions below. For each question, choose the correct letter A, B, C or D.

- What is the writer's purpose?
 - to give advice to astronauts
 - to describe a mission to the Moon
 - to persuade people to travel in space
 - to explain how to travel to the Moon
- What does the writer say about the mission?
 - There were some problems at the start
 - They had planned the lift-off for a Friday.
 - Scientists should believe in bad luck.
 - The lift-off had been delayed.
- What was the astronauts' attitude towards the explosion?
 - They didn't think it was a problem.
 - They thought they would die.
 - They realised they had to do something.
 - They believed there was nothing they could do.
- How did the astronauts survive?
 - They used the lunar module as a lifeboat.
 - They created a new oxygen supply.
 - They repaired the command module.
 - They adapted to less oxygen.
- Which would be the most appropriate headline?
 - APOLLO 13 CREW LOST IN SPACE
 - LIFE AND DEATH DRAMA IN SPACE
 - METEOR STOPS MOON LANDING
 - ASTRONAUTS WALK ON MOON

4 Answer the questions in your own words.

- How did the astronauts get back to Earth?
- What does NASA believe about the mission?
-  Were the astronauts lucky or unlucky? Why?

5 Match the words/phrases in bold in the text to their synonyms:

- **Para A:** responsible for, believing in good/bad luck, although, arranged
- **Para B:** disaster, relied, doing, blow up
- **Para C:** save, lowered, made
- **Para D:** difficulty, manage, regards, be remembered in the future

Speaking

Imagine you were one of the scientists at Houston. Narrate the event from your point of view. Think about: *the superstition, the problem, the success story.*

Writing & Speaking



Imagine you are one of the crew of Apollo 13 safely back on Earth. Describe how you felt when the accident happened. What did you think and how did you react? In three minutes write a few sentences. Tell the class.

Vocabulary from the text

- 1 Fill in: *minor, face, oxygen, manned, power, relief, odds, routine, carbon, highly-trained.*

- 1 mission
- 2 against (all) the
- 3 problems
- 4 to catastrophe
- 5 checks
- 6 tank
- 7 supply
- 8 dioxide
- 9 to everyone's
- 10 astronauts

- 2 Choose the correct word.

- 1 The film is based on a **real/true** story.
- 2 Jim Lovell was in **charge/section** of the mission.
- 3 They tried to deal with the catastrophe they **faced/hit**.
- 4 He noticed a problem during his **safe/routine** checks.
- 5 The oxygen tank **exploded/leaked** because of a short circuit.
- 6 There was no time to **depend/lose**.

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

- **against all the odds**
- **has gone down in history**
- **go wrong**
- **much to everyone's relief**

- 1 No one thought they could survive but, **despite all the problems**, they managed to land safely on Earth.
- 2 **Everyone was pleased that** the plane took off without any problems.
- 3 The Apollo 13 mission is **remembered by everyone**.
- 4 No one expected that it would **be unsuccessful**.

Topic vocabulary
Natural phenomena

- 4 a) Complete the mindmap. Use these words:

- sandals • tsunami • sunny • frosty
- tornado • snowy • mild • gloves • cap

CLOTHES/FOOTWEAR/
ACCESSORIES

- 1)
- 2)
- 3)



DISASTERS

- flood
hurricane
6)
7)
earthquake



GOOD

- hot
4)
warm
5)
dry



BAD

- foggy
cloudy
8)
stormy
rainy
windy
cold
9)
chilly
thunder



- b) **SPEAKING** What's the weather like in your country in the: *winter? spring? summer? autumn?* Tell the class.

In my country, it's cold and snowy in winter.

- 5 Close your eyes and listen to the music. What season is it? What can you hear and see? What's the weather like? Open your eyes and tell your partner.

- 6 Choose the correct words. Check in the Word List at the back of the book.

- 1 Take your umbrella – it's **pouring/dripping** with rain!
- 2 Mrs Butler could hardly see where she was driving in the **deep/thick** fog.
- 3 Look at the **rays/bolts** of light shining through the clouds!
- 4 It's **freezing cold/boiling hot** today. Put on your coat.
- 5 Sam got **soaking/freezing** wet in a **heavy/strong** shower on his way home.
- 6 Is it snowing **strongly/heavily** outside? You've got **snowflakes/snowdrops** all over you!

Accidents & Disasters

- 7 Complete the table in your notebooks. Use these words: *train crash, car crash, earthquake, factory fire, tornado, volcanic eruption, oil spill, flood, drought, tsunami, building collapse, drowning, plane crash, gas leak, food poisoning, shipwreck.*

Natural disasters	Accidents

8 Complete the sentences. Use: *bumped, survived, injured, scratched, broke, twisted, rescued, escaped*.

- Only two people the plane crash.
- The tree crashed to the ground and a man walking his dog.
- The man jumped into the pool and the drowning boy.
- Luckily, the family from the fire before the house collapsed.
- Tim his leg on some rose bushes.
- Sue her ankle and now it's very swollen.
- Ben's got his arm in a cast because he fell out of a tree and it.
- Ken his head on a branch and now he's got a big bruise there.

9  **LISTENING** Listen to three news reports. What is each about?

NEWS REPORT 1
 NEWS REPORT 2
 NEWS REPORT 3

Space exploration

10 a) Choose the correct word.

Mars



Mars is the fourth

1) planet/star from the Sun. The 'Red Planet' (as people call it) is the second smallest planet in our solar **2) circle/system**. It's got a thin **3) atmosphere/air** and its days and seasons are similar to the Earth. There are huge canyons, volcanoes and ice caps at its poles. It has got two **4) moons/asteroids**, Phobos and Deimos. Mars can be seen from Earth without a **5) telescope/satellite**. In 2012, the Mars 'Rover Curiosity' **6) spacecraft/robot** discovered water on Mars, but found no **7) evidence/site** of life.

b) **ICT** Collect information about another planet. Present it to the class.

Phrasal verbs: PUT

11 Fill in: *through, out, on, off, up with*. Check in Appendix I.

- They decided to put their trip because of the cold weather. (**decide to go later**)
- The firefighters managed to put the forest fire. (**stop it burning**)
- Could you put me to the police, please? (**connect me**)
- We can't put this heat anymore! (**tolerate**)
- Put your thick coat; it's freezing outside. (**wear**)

Prepositions

12 Choose the correct item. Check in Appendix II.

- Henry suffered **of/from** shock after falling off his motorbike.
- They were very lucky to escape **from/of** the burning building.
- He was shaking **of/with** fear when the rescuers found him.
- Have you heard **about/of** the earthquake in China?
- Have you heard **of/from** Patrick Moore and his novel *Mission to Mars*?
- People depend **in/on** police officers to protect them.

Word formation (forming nouns from verbs)

13 Read the theory, then form nouns from the verbs in brackets to complete the sentences.

We use **-ion** (*discuss – discussion*), **-ment** (*agree – agreement*), **-ation** (*organise – organisation*), **-y** (*deliver – delivery*) to form abstract nouns from verbs.

- Scientists are very excited about the of an ancient stream on Mars. (**DISCOVER**)
- Harry needed hospital after his accident. (**TREAT**)
- If you have any about the robbery, call this number. (**INFORM**)
- The lasted for nine hours and caused a lot of earthquakes. (**ERUPT**)

Past simple/Past continuous/Past perfect/Past perfect continuous

Electric train derails

Four people were injured when an electric train 1) **derailed** last Friday evening. The train 2) **was travelling** near Gdynia and **was carrying** 100 passengers at the time of the accident. At around 7:15 local time, while the train 3) **was coming** around a sharp curve, three carriages came off the tracks. According to eyewitness reports, passengers 4) **had heard** a violent explosion just before the train derailed. Teams of emergency workers 5) **arrived** at the scene and **began** to pull out passengers trapped inside the carriages. The cause of the derailment is under investigation. Authorities confirmed that a railway crew 6) **had been working** on the tracks for several hours before the accident happened.



see pp. GR6-GR8

- 1 Read the news article. Is it *formal* or *informal*? Identify the tenses in bold (1-6) and match them to their uses (A-F).

- A an action that happened at a certain time in the past (there is a direct/indirect reference to the time)
- B actions which happen one after another in the past
- C an action which had been in progress before another action in the past
- D simultaneous actions in the past
- E an action which was in progress in the past and another action interrupted it
- F an action which happened before another action in the past

- 2 Put the verbs in bold into the *past simple* or the *past continuous*.

- 1 A: What (cause) the accident?
B: The driver (lose) control of the car and then it (crash) into another vehicle.
- 2 A: (you/hear) the thunder?
B: Yes. I (walk) back home at the time.
- 3 A: While the plane (land), an engine (catch) fire.
B: That's terrible.
(everyone/get) out alive?
- 4 A: What (you/do) when the earthquake started?
B: I (read) a magazine while Laura (cook).

- 3 Choose the best verb forms.

- 1 He **had spent/had been spending** 16 days at sea before they found him.
- 2 He **was waiting/had waited** for the bus when the accident happened.
- 3 It **was snowing/snowed** and the wind **had howled/was howling** as I closed the door.
- 4 Rescue teams **looked/were looking** for people trapped in the building while the firefighters **had tried/were trying** to put out the fire.
- 5 The accident happened because the driver **had been talking/was talking** on his mobile and **hadn't seen/didn't see** the car in front of him.
- 6 Ben **was walking/walked** on the beach, when he **had noticed/noticed** the shipwreck.
- 7 Rescue teams **had been trying/were trying** to locate the 14-year-old boy for 10 hours before they **had managed/managed** to find him.

- 4 Use the phrases in brackets to make sentences using the *past perfect* or the *past perfect continuous*, as in the example.

- 1 They were afraid. (see a bear)
They had seen a bear.
- 2 He was tired. (sweep water from his house)
- 3 Mary was worried. (Tom leave the map at home)
- 4 He felt angry. (wait for the police for an hour)
- 5 The roads were flooded. (rain all week)
- 6 Harry's head was sore. (a tree fall on him)

Past simple vs Present perfect

- 1 She **called** an hour ago.
- 2 She **hasn't called** since last Monday.
- 3 Bob **has worked** as a firefighter for 10 years.
- 4 Tom **worked** as a firefighter for 20 years before he retired.

➤ see p. GR6

5 a) Read the examples in the table. When do we use the past simple/present perfect?

b) Put the verbs in brackets into the *past simple* or the *present perfect*.

- 1 It (not/rain) for a month.
- 2 The earthquake (happen) in 1997.
- 3 (you/hear) about the tsunami?
- 4 They (not/fly) in a plane since the crash.
- 5 When (the fire/start) last night?

6 Read the story and put the verbs in brackets into the correct past tense.

Jean and I 1) (go) hiking yesterday. By midday, we 2) (walk) for hours and my feet hurt, so we stopped for lunch. While we 3) (eat) our sandwiches, we 4) (smell) something burning. Jean quickly 5) (climb) to the top of the next hill and 6) (see) there was a forest fire in the valley – and it 7) (come) our way! She remembered we 8) (cross) a river earlier and we headed back towards it. I wasn't sure we could make it, though. I 9) (see) a documentary about forest fires the week before, so I 10) (know) that fire could travel very fast. We 11) (be) terrified. Suddenly, I 12) (feel) a raindrop fall on my head. Soon, it was pouring with rain. It 13) (rain) hard for two hours, before it stopped. Relieved, we walked back home. The rain 14) (save) us and the forest.

used to/would/be used to

- We can use **would** and **used to** to talk about past habits. *As a child, I used to/would spend my holiday by the sea. What did you use to do?*
- We use **used to** to talk about past states. *I used to live by the sea, but now I live in a city.* (NOT: *I would live ...*)

Note: **be/get used to** + noun/-ing form = be/get accustomed to
We weren't used to such harsh weather conditions.

➤ see p. GR7

7 a) Read the theory. Choose the correct option.

- 1 Ann used to **go/going** skiing before her accident.
- 2 Before the tsunami hit the area, locals **would spend/are used to spending** their evenings at the beach.
- 3 They **are getting used to/used to** the heat in India.
- 4 The Smiths **lived/would live** in a block of flats before it collapsed in the earthquake.

b) What did/didn't you use to do when you were seven years old? Use these phrases.

- play in the snow • play video games
- go swimming • read books
- watch documentaries • go out with friends
- share my room with my brother/sister

Key word transformations

8 Complete the second sentence so that it has the same meaning as the first sentence, using the word given. You must use between two and five words.

- 1 The ship sank within an hour. **TOOK**
It to sink.
- 2 It last snowed two years ago. **FOR**
It two years.
- 3 An hour after John had set off, heavy fog covered the area. **DRIVING**
John an hour when heavy fog covered the area.
- 4 It rained hard all day long. **STOP**
It all day long.
- 5 Oliver had never seen a forest fire before. **FIRST**
It Oliver had seen a forest fire.

9 **SPEAKING** Use these adverbs in sentences of your own: *ago, before, never, already, yet, last year, ever, just.*

10 a) **LISTENING** Listen to Amy telling Mia about an experience she had and make notes.

b) **WRITING** Now imagine you're Amy. Write your English pen-friend an email about your experience.

Multiple matching

Preparing for the task

- 1 Read the text and answer the questions. Justify your answers.

One of my favourite things to do on holiday is try the local cuisine. I was really excited about the top restaurant we had booked near our hotel. It had a great view of the sea and the service was good. The food was not as great as I had expected though. Later that evening, my stomach started to hurt and I ended up sick in my room for a whole day. Fortunately, the rest of the food on the holiday was just fine.

- 1 What is the text about?
 A an awful restaurant
 B a bad meal
 C a terrible holiday
- 2 Which sentence best describes the main idea of the text?
 A A holiday meal was a bad experience.
 B Food poisoning ruined my holiday.
 C I didn't like the food on my holiday.

- 2 a) You will hear five people talking about bad experiences they had while on a trip. Before you listen, check the phrases in the Word List.

- *get stung by a bee*
- *get bitten by mosquitoes*
- *get caught in a terrible storm*
- *see a dangerous animal*
- *have a bad accident*
- *get food poisoning*
- *get caught in a natural disaster (tsunami, hurricane etc)*
- *get badly sunburnt*

STUDY SKILLS

Read the statements and underline the key words. Listen for words and phrases that mean the same. This will help you to match each speaker to what they said. Be careful because you may hear information that could distract you.

- b) Listen and match the people (1-5) with what each says about their experience (A-H). There are three extra sentences that you don't need.

- A My friends had to call someone to find me.
 B The local people helped us get home.
 C I regularly take trips of this kind.
 D Many others on the trip had the same problem.
 E The weather changed halfway through the trip.
 F The problem started on the way home.
 G I ignored some good advice on the trip.
 H This was my first time on such a trip.

Speaker 1	
Speaker 2	
Speaker 3	
Speaker 4	
Speaker 5	

- 3 Narrate a travel experience of yours to the class.

T/F statements

- 4 a) You will hear a man telling the story of how he got caught in a tsunami. Before you listen, check the words/phrases below in the Word List. What do you think happened to Toby?

- *tsunami struck* • *loud roar* • *froze in fear* • *terrifying*
- *huge wall of black water* • *pushed underwater*
- *floating inside hotel lobby* • *grabbed onto a staircase*
- *standing on rooftops* • *debris* • *upside down cars*
- *broken wrist*

- b) Listen and for statements 1-10, write T (true) or F (false). Is it formal or informal?

- 1 Toby went to Thailand with his family.
 2 The tsunami happened at the beginning of Toby's holiday.
 3 Toby got separated from his brother.
 4 The wave took Toby outside the hotel.
 5 The brothers floated in the water for hours.
 6 They reached a tree and held onto it.
 7 They stayed there the whole day.
 8 A policeman told Toby where his parents were.
 9 Toby's parents were in a hospital.
 10 Toby's dad had broken his wrist.

- 5 Give the class a summary of Toby's experience. Rewrite it as a news article.

Intonation: Word stress & Weak vowels

- 6 a) Listen and say.

- sunburnt • weather • advice • return

- b) Listen and identify the stressed syllable (•) and the weak vowel (◦) in each word, then repeat.

- about • rainy • attack • perhaps • rescue

Speaking skills 2e

Ask about an experience – Express interest/shock/disbelief

1 a) Listen and say. Which of these phrases express: *interest? shock/disbelief?*

- A You're kidding!
- B Well, better luck on your next camping trip!
- C Oh my goodness, that's terrible!
- D No way! So what did you do?
- E Not so good, I'm afraid.
- F How come?
- G But that's not the worst of it.

b) Complete the gaps (1-7) in the dialogue with the phrases (A-G).

Harry: How was your camping trip with Joe?
 Mark: **1**
 Harry: Oh, really? **2**
 Mark: Well, on the first morning we set out on a long hike, but I had forgotten to take the map and compass with me, so we got lost.
 Harry: **3**
 Mark: Well, finally, another hiker passed us and pointed us in the right direction. **4**
 On the way back to our tent, I fell over and disturbed a wasp nest. Both Joe and I got stung all over our arms and legs.
 Harry: **5**
 Mark: No, I'm not. Fortunately, I had a first aid kit with me so we put some cream on the stings, but they were so painful!
 Harry: **6**
 Mark: I know. We didn't sleep much that night. To make matters worse, by the morning it was pouring with rain, so we came home early.
 Harry: Oh dear! **7**

Listen and check. What went wrong on Mark's camping trip? Is the dialogue *formal* or *informal*? Give reasons.

2 Take roles and act out the dialogue.

3 Work in pairs. Imagine you went on a trip with a friend and some things went wrong. Use the prompts below and/or your own ideas and the language in the box to act out a dialogue similar to the one in Ex. 1b.

- twisted ankle • limped back to campsite
- bear stole food from outside tent during the night • rained and tent got flooded

Asking about a bad experience	Narrating a bad experience
- How was your trip? - Did you have a nice time on your trip?	- Not so good, I'm afraid. - It was awful. - It didn't go well at all. - That's not the worst of it. - To make matters worse ...
Expressing interest	Expressing shock/disbelief
- How come? - What went wrong? - Oh no! What happened? - Oh, really? Why's that then? - Really? Tell me all about it!	- Oh dear! That's awful! - Oh my goodness, that's terrible! - That's too bad! - You're joking/kidding! - Seriously? - Oh, come on! - You're pulling my leg! - No way! - Unbelievable!

While speaking use facial expressions and gestures to express your feelings.

Describing a picture

4 a) Look at the picture and in pairs make notes under the headings: *time* – *place* – *people* – *clothes* – *actions* – *feelings*.



b) Use your notes to describe the photograph.

5 Listen to someone describing the photo. Compare his description to yours.



▶ Writing Bank 2 p. WB2

Rubric analysis

- 1** Read the rubric and look at the underlined words. Then answer the questions.

Stories wanted

We are looking for stories for our new English-language magazine for young people. Your story must begin with this sentence: Tom felt strangely afraid as he got into the canoe. Write your story (120-160 words). Your story must include:

- an alligator.
- a mobile phone.

- 1 Who is going to read your story?
- 2 Who is it going to be about?
- 3 What tenses should you use?
- 4 What must you include in your story?
- 5 What could your story be about?
 - A your favourite place to go canoeing
 - B a canoe trip where something went wrong

Model analysis

- 2** a) Read the story and choose the correct tenses (1-6). Is it a first- or third-person narrative?

b) Match the paragraphs (A-D) to the descriptions (1-4).

- 1 ☐ the main event
- 2 ☐ setting the scene (main characters, place, event, weather, feelings etc)
- 3 ☐ incidents leading up to the main event
- 4 ☐ what happened in the end, feelings of the main character(s)

- 3** a) List the events (A-H) in the order they happened. Which is the climax event?

A Tom felt strangely afraid as he got into the canoe. There was no reason for his fear. The sun **1) shone/was shining** and a cool wind was blowing as he set off on an amazing canoeing trip in the Florida Everglades with his friend, Matthew.

B The first part of the trip was fun and relaxing, but suddenly, the water **2) had started/started** flowing unbelievably fast. Suddenly, to their horror, the canoe capsized and they fell in the river! They **3) were grabbing/grabbed** the canoe while the rushing water swept them along faster and faster.

C After a short while, the water became calm again. But just as they climbed back into the canoe, Tom froze in fear. A huge alligator **4) stared/was staring** at them! They **5) didn't know/weren't knowing** what to do, but then Tom remembered his mobile phone in his raincoat pocket. He called the canoe hire shop and half an hour later a helicopter came to rescue them.

D "You were very lucky the alligator didn't attack you in the water!" a rescue worker said calmly to them. They **6) had never felt/never felt** so relieved before!

- A** ☐ The canoe capsized.
- B** ☐ Tom phoned the canoe hire shop.
- C** ☐ They got back into the canoe.
- D** ☒ Tom and Matthew set out on a canoeing trip.
- E** ☐ Tom saw an alligator staring at them.
- F** ☐ The water swept them down the river.
- G** ☐ They fell into the river.
- H** ☐ A helicopter came to rescue them.

b) Use the linking words *first, then, next, after that, suddenly, after a short while, finally* to give your partner a short summary of the story.

Setting the scene

When we write a story, we begin by setting the scene. To do this, we imagine we are looking at a picture and try to describe the place (where), the time (when), the weather, the people involved and their feelings.

- 4** Read the tip. How does the writer set the scene in Ex. 2?

- 5** a) Read the paragraph and answer the questions.

One Tuesday morning last spring, John was standing at the train station in the pouring rain. He had already been waiting for the train for an hour and he was feeling really annoyed.

- 1 Where and when did the story take place?
- 2 What was the weather like?
- 3 Who was the main character?
- 4 How did he feel?

b) Look at the picture and use the words below to write a beginning that sets the scene.



- cool windy day • last summer • Andy and Mary
- on a sailing boat • feel happy and relaxed

Adjectives/Adverbs > see pp. GR8-GR9

Use a variety of adjectives and adverbs. This makes your story more interesting to the reader.

6 a) Fill in: *huge, sharp, terrified, venomous, loud, dark.*

As James walked through the **1) nice** cave, he suddenly heard a **2) bad** hissing noise. A moment later, he felt a **3) bad** pain in his ankle. James switched on his torch just in time to see a **4) big** snake sliding away. He was **5) bad!** "What if it's a **6) bad** snake?" he thought.

b) Which adjectives are used to describe the following in the model in Ex. 2: *the canoeing trip? the water? the alligator?*

7 Find the adverbs the writer used in the story in Ex. 2 to describe these verbs: *flowing; said.*

8 Fill the: *luckily, carefully, angrily, quietly, heavily.*

- The man began shouting at Daniel.
-, the bear didn't see Mark and Mary.
- It was raining last night.
- Simon crept over the bridge.
- "Leave now!" Ann whispered to Sue.

Writing

9 a) Read the rubric, underline the key words, then answer the questions.

You have decided to enter a short story competition in your college. The story must begin with the following sentence:
As Jack and Tom put up their tent, they didn't notice the big sign. Write your **story** (120-160 words). Your story must include: • a bear. • fire.

- What will you write and who will read it?
- How must you begin your story?
- Will you write in the 1st or 3rd-person? What tenses will you use?

• Listening for ideas

b) Listen and make notes under the headings: **time** – **place** – **people** – **events** – **climax event** – **ending** – **feelings**.

c) Write your story. Follow the plan.

Useful Language

Setting the scene

- One day last ..., ... went/decided, etc ...
- It was a ... (cold, windy, beautiful, etc) day and I/we/they felt ...

Describing the events

- After I/we/they had ...
- I/We/They were ... when suddenly ...
- After that/After a short while/Then/As soon as ...
- I/We/They couldn't believe my/our/their eyes when ...

Feelings

- I/We/They had never felt so ... in my/our/ their life/lives!
- I/We/They felt ... (relieved/angry/tired etc) but/and ... (happy to be safe, etc).

Plan

Introduction

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

Main Body

(Paras 2 & 3) *events in order they happened; climax event*

Conclusion

(Para 4) *what happened in the end, characters' feelings*



Checklist

When you have finished your story, check the following:

- Have you written the correct number of paragraphs?
- Have you used the right tenses?
- Have you written the events in the order they happened?
- Have you set the scene in the first paragraph?
- Have you included a variety of adjectives, adverbs and linking words?
- Have you written the correct number of words?
- Are there any spelling, grammar or punctuation mistakes?

Open cloze

Preparing for the task

- 1** a) Read the sentences. What word is each gap asking for: *preposition, pronoun, verb, conjunction*?

- 1 They managed to escape the burning building.
- 2 They put off their trip it was raining heavily.
- 3 He forgot to take a map with
- 4 They managed to out the fire.

- b) Which of these words could you use to complete the gaps in sentences 1-4 in

Ex. 1a: *after, of, take, his, from, put, him, because?*

STUDY SKILLS

Read the text to get an idea what it is about. Read again and pay special attention to the words before and after each gap. They will help you think of the word that fits each gap. Read the completed text to see if it makes sense.

- 2** Read the story. For gaps 1-8 think of the word that best fits each gap.

A Morning to Remember

One day last autumn I had a terrible experience on my 1) to work. It was raining very heavily. I put 2) my rubber boots and took my umbrella. I was walking to my car 3) all of a sudden there was a very bright light all around me. At the 4) time, I heard a loud bang. It was a bolt of lightning! It 5) hit the top of my umbrella and gone into me. I was able to get back into the house. I felt ill 6) I decided to go to hospital. The doctor said that I was lucky because if I had not been wearing rubber boots, the lightning could have hurt me very 7) I remembered that our teacher was always telling us 8) to go out in a thunderstorm with an umbrella. I wish I had listened to him!

Sentence transformations

- 3** Here are some sentences about Christine's accident. For each question, complete the second sentence so that it means the same as the first. Use no more than three words.

- 1 Christine's favourite sport is sky-diving.
Christine likes sky-diving more any other sport.
- 2 She jumps out of an airplane wearing special goggles.
When she jumps out of an airplane, she special goggles.
- 3 One day, her parachute had a serious problem!
One day, a serious problem with her parachute!
- 4 She landed on power lines after falling thousands of metres.
She for thousands of metres before landing on power lines.
- 5 She survived with just a broken bone.
A broken bone was the injury she suffered.

Key word transformations

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

- 1 Last month, a train crashed near Tom's hometown. **THERE**
Last month, near Tom's hometown.
- 2 The news was a shock to us. **WERE**
We news.
- 3 Luckily, no one died in the accident. **PEOPLE**
It was died in the accident.
- 4 He joined the rescue team two years ago. **MEMBER**
He the rescue team for two years.
- 5 The brakes on the car didn't work properly. **PROBLEM**
There the car's brakes.

Grammar

5 Choose the item that best completes each sentence.

- 1 the firefighters arrived, the building was already in flames.
A By when C As soon as
B Until the time D By the time
- 2 I enjoyed the film *Apollo 13* I saw it twice.
A very C enough
B too much D so much
- 3 Tony his injured friend later tonight.
A visits C is visiting
B visited D was visiting
- 4 the hurricane destroyed many houses, no one was killed.
A In fact C Even though
B Besides D Despite
- 5 Before his accident, Sam ride his motorbike very fast.
A used C was used
B used to D use to
- 6 Rescuers survivors of the landslide since they arrived last night.
A find C have been finding
B were finding D had found
- 7 I hate when we see a disaster on TV, and there is nothing we can do.
A it C those
B these D if
- 8 A tsunami is more just a big wave.
A from C of
B but D than
- 9 He was walking home when the ground shaking.
A was starting C has started
B started D had started
- 10 The fire safety officer is giving a presentation week.
A present C next
B before D previous
- 11 "Were there any injuries?"
"As far as I know, everyone alright."
A be C were
B are D is
- 12 They were lucky the factory fire.
A to escape C escaped
B escaping D have escaped

Vocabulary

6 Choose the item that best completes each sentence.

- 1 They to evacuate the town if the hurricane heads this way.
A intend C design
B decide D organise
- 2 Firefighters six people from the burning building.
A protected C rescued
B released D recovered
- 3 The truck skidded on some ice and into a wall.
A crashed C damaged
B dropped D destroyed
- 4 The rescuers three survivors under the rubble.
A came C found
B met D discovered
- 5 They more bad weather over the weekend.
A look C expect
B think D wait
- 6 The police didn't time in getting the rescue operation underway.
A lose C miss
B pass D fail
- 7 They opened all the windows to the air after the gas leak.
A tidy C clear
B clean D freshen
- 8 The space shuttle lost with mission control for a few minutes when communications went out.
A contact C control
B touch D power
- 9 Luckily, the phone was still
A using C playing
B going D working
- 10 The astronauts managed to bring the carbon dioxide down to a level.
A steady C secure
B safe D sure
- 11 The police the operation a success despite the losses.
A thought C considered
B felt D regarded
- 12 Lisa got in the storm.
A held C stuck
B caught D fixed

1 Fill in the correct words. Check in the Word List.

• true • real • right • exact

- He knew it was the thing to do so he volunteered to lead the rescue mission.
- Jane had never seen a bear before.
- It was too soon to calculate the number of casualties in the disaster.
- The film tells the story of the people who survived a plane crash in the Andes.

Collocations

2 Fill in go or get. Check in your dictionary.

- | | |
|---------------------|------------------------|
| 1 wrong | 7 lost |
| 2 married | 8 to any trouble |
| 3 bad | 9 to pieces |
| 4 into detail | 10 better |
| 5 angry | |
| 6 tired | |

3 Fill in: lose or miss. Check in your dictionary.

- | | |
|------------------------|--------------------|
| 1 time | 5 the target |
| 2 an opportunity | 6 the point |
| 3 control | 7 the train |
| 4 contact with | 8 your job |
| | 9 weight |
| | 10 a class |

Sentence transformations

4 For each question, complete the second sentence so that it means the same as the first. Use no more than three words.

- There's never been a disaster as bad as this. This is the disaster ever.
- Both earthquakes and volcanoes can be dangerous. Earthquakes can be as volcanoes.
- The ambulance didn't arrive for an hour. It was an hour the ambulance arrived.
- The rescuers worked through the night, saving people. All through the night, the rescuers worked people.
- Thankfully, there were no serious casualties. There weren't serious casualties, thankfully.

Phrasal verbs & Prepositions

5 Choose the correct item.

- It was a huge achievement when man landed **at/on** the moon.
- Captain James Bexley was **on/in** charge of the rescue mission.
- The success of the mission depended **with/on** the crew.
- Even though she was scared, Jane stayed calm and was able to cope **in/with** the situation.
- The officer whispered a message **at/to** the police chief.
- For/To** everyone's relief, no one was killed in the earthquake.
- The engineers have to carry **off/out** checks on the bridge before they will allow any cars to use it.
- It turned **on/out** that the fire was started by an electrical fault.
- The survivors ran **off with/out of** food and fresh water.
- When they realised no rescue was coming, they set **up/off** on foot across the desert.

Grammar in Focus

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

I was flying to New York City 1) (see) my friend Mark and I 2) thrilled. On the plane, I 3) (hear) about a hurricane 4) Jamaica. That was 24th October. By 26th October, everyone was talking 5) it. Sandy, which was the hurricane's name, was moving north and 6) (get) stronger.

Three days later I was sitting in Mark's flat 7) the sky went dark. Soon, it was pouring 8) rain and the wind was blowing things up and 9) the streets outside. Suddenly, water started coming up the road from the river. The 10) area was flooding, and Mark's flat was only 11) the first floor.

A week later, parts of New York were 12) under water, and many New Yorkers were without electricity. The emergency services were working 13) the clock. Sandy caused damage worth \$50 billion 14) the USA alone. 15) least 199 people lost 16) lives. Nobody who 17) met Sandy was likely to forget her.

MY STORM-CHASING ADVENTURE!

2

Progress Check

When I first agreed to go on a tornado-chasing tour in Tornado Alley* with my friend Jonas, I wasn't sure what to expect. I wondered if it would be like the thrilling film I had seen, *Twister*, and, in a way, it was!

After we got on board the tour leaders' state-of-the-art storm-chasing van, they showed us the radar, radios, satellite images and GPS systems they had to help them find the best storms. Eric and Larry told us that the weather was looking good for some storms that day, so we set out excitedly, each of us with a screen in front of our seat so that we could see the radar and maps. A couple of hours into our drive, on the horizon we saw a column of rain in the centre of thick swirling clouds. Larry explained that it was a super-cell storm, a type of storm that often produces tornadoes. On that occasion, we were disappointed, but as dusk fell, we witnessed the most incredible lightning storm! Late into the evening, bolt after bolt of lightning lit up the sky over the landscape. It was magical.

The real excitement, however, began on the second afternoon of the tour. After analysing forecast models and other data and driving for hours, Larry and Eric caught up with a huge storm. As

we got closer, the sky darkened, wind whipped around the van and hail the size of golf balls pounded on the top. Then, at the base of the clouds, the funnel of a tornado began to form. That day we saw three tornadoes!

As we travelled to our hotel that evening, Eric explained how a tornado forms when two different kinds of air meet, such as dry and moist or cold and warm. Winds come from different directions and rotate to form a funnel. As it spins faster and faster, the funnel often stretches towards the ground to become a tornado. I had never been particularly interested in the weather before, but Eric's face lit up when he talked about tornadoes and he just made it all so fascinating and easy to understand.

It's obvious that Larry and Eric love what they do and really want others to enjoy their tours. Despite the fact that we got incredibly close to the storms, I never felt in danger. Nothing beat the thrill of the chase and I can't wait to do another tour next year!

* Tornado Alley: The states in central US that have the most violent tornadoes e.g. Kansas, Oklahoma, Texas

Reading

1 Read the text and choose the correct answer A, B, C or D for questions 1-5.

- In the first paragraph, the writer tells us that
 - his friend expected it to be thrilling.
 - he hadn't been on such a tour before.
 - Tornado Alley was featured in a film.
 - the tour was nothing like the film, *Twister*.
- The writer says that in the storm-chasing van, he could
 - follow the route it was taking.
 - help to forecast the weather.
 - watch a film about tornadoes.
 - listen to stories about storms.
- On the first day, what sight seemed to impress the writer the most?
 - a super-cell storm
 - the scenery
 - a tornado
 - a lightning storm

- The writer enjoyed Eric's description of how tornadoes form because
 - they had just seen some tornadoes.
 - he had always been interested in tornadoes.
 - Eric explained it all so well.
 - he liked Eric's sense of humour.
- Overall, what was the writer's impression of the tour leaders?
 - They were fantastic entertainers.
 - They were highly energetic risk-takers.
 - They were enthusiastic and skilled.
 - They were great businessmen.

(5x2=10)

2 Answer the questions in your own words.

- What different kinds of weather did the writer see on the tour and how did he feel about them?
- What special conditions are needed for a tornado to form?

(2x4=8)

Listening

- 3** You will hear four people talking about experiences they had in extreme weather.

Listen and match the people (1-4) with what they said (A-E). There is one extra sentence that you don't need.

- A I had to change my travel plans.
B I had a lucky escape.
C The weather changed unexpectedly.
D I was surprised by some damage caused.
E The weather made an experience better.

Speaker 1	
Speaker 2	
Speaker 3	
Speaker 4	

(4x3=12)

Vocabulary

- 4** Fill in: *collapsed, boiling, twisted, survived, evacuate, nightmare, pouring, rescued, heat, put off*.

- Sally was terrified when her car broke down in deep snow – it was her worst
- The lifeboat two fishermen who got into trouble in a storm last night.
- The villagers had to their homes after the flood.
- It was with rain all day yesterday.
- It's hot today. It's 45°C.
- He his ankle while skating.
- Ten people were injured after the old building
- Thankfully, the crew the Apollo 13 disaster.
- They had to the football match because the pitch was flooded.
- The from the fire soon warmed them up.

(10x2=20)

Grammar

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

- Brian got sunburnt because he (forget) to put sunscreen on.
- Janet (drive) through town when an old car crashed into her.
- The Smiths (just/move) into their new house when the hurricane hit.
- (it/rain) heavily while you were shopping this morning?
- Several cars had broken down as it (snow) all day the day before.
- Andy felt very hot because he (jog) in the midday sun.
- Matt (never/see) a tornado before he went on his storm-chasing tour.
- Alexandra (fall off) her horse and (break) her wrist yesterday.
- By the time the firefighters arrived, Jane and Steven (put out) the fire.

(10x2=20)

- 6** For each question, complete the second sentence so that it means the same as the first. Use no more than three words.

- Scientists once believed that Mars had canals.
Scientists once believed that there canals on Mars.
- Before his accident Vincent was a careless driver.
Vincent was a careless driver before he accident.
- It was the first time she'd seen a tsunami.
She a tsunami before.
- The spaceship had no power for two hours.
The spaceship without power for two hours.
- I haven't had an accident for two years.
The last time an accident was two years ago.

(5x2=10)

Writing

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

You've decided to enter a short story competition in your college English magazine. The story must begin with the following sentence: **Huge storm clouds started to appear in the sky as we set out.** Write your story (120-160 words). Your story must include:

- a mobile phone.
- a car.

(20 marks)

(Total=100)

Check your progress

- talk about accidents & disasters
- talk about natural phenomena
- narrate an experience & express interest/shock/disbelief
- write a story

GOOD ✓ VERY GOOD ✓✓ EXCELLENT ✓✓✓

MODULE OBJECTIVES

Vocabulary

- jobs of the future
- work
- education
- job qualities & requirements
- prepositions
- word formation: forming nouns from verbs/nouns
- phrasal verbs: *GIVE*

Reading

an article about robots (multiple matching, answer questions)

Grammar

- *will – going to* – present simple – present continuous
- future continuous/future perfect
- time clauses

Listening

- a dialogue (*yes/no* statements)
- an advert (note taking)
- intonation: echo questions

Speaking

- discuss your future plans
- a job interview

Writing

- a CV
- a letter/email applying for a part-time job

Language Focus

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

Progress Check

Words of wisdom

"There is no future in any job. The future lies in the person who holds the job."

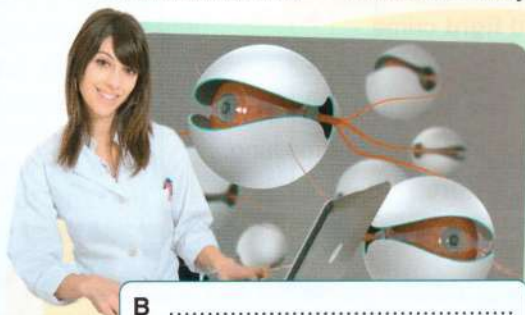
(George W. Crane)

Discuss

Jobs of the future

1 a) Match the jobs to the pictures (A-D).

- nanotech-nurse • cyber manager
- vertical farmer • virtual security guard



B



C



A



D

b) Say what these people will do at work.

2 Complete the job adverts. Use: *CV, salary, 9-5, staff, training, applicant, full-time, shift*. Are they formal or informal? Give reasons.

Firewall requires a virtual security guard to work the evening 1) at the weekend. The successful 2) will join a team of professionals to protect online identities from social media hackers. Send an email for further information to Mr Harris.

City Solutions need a cyber manager to supervise teams of robot street sweepers and window cleaners. Experience is not necessary as we provide all 5) Starting 6) \$1800 a month.

Health Inc.

We are looking for a 3) nanotech-nurse. As a member of our team you will:
• assist robot surgeons • look after patients
• be responsible for equipment.
Send your 4) and covering letter to Dr J. Potts.

Like farming, but hate getting up at dawn? Prefer a 7) job? Then why not work for **Urban Rural**? We are going to open another skyscraper farm soon and we need day 8) Interested? Arrange an interview now!

3 Write *T* (true) or *F* (false). Tell your partner giving reasons.
In the future:

- 1 people won't work in offices any longer.
- 2 a lot of today's jobs will disappear.
- 3 robots will replace humans in most jobs.
- 4 people won't have as much free time.
- 5 everyone will enjoy their work more.

3a Reading

1 Check the words in bold in the Word List. What job does each sentence refer to? Choose from the list.

• **firefighters** • **surgeons** • **nurses** • **police officers**
• **lifeguards** • **waiters** • **bomb disposal experts**

- 1 They **operate** on patients.
- 2 They **take** customers' **orders**.
- 3 They **patrol** the streets and **fight** crime.
- 4 They **defuse** bombs.
- 5 They battle through smoke and flames to **put out** fires.
- 6 They **rescue** people who are in danger of drowning.
- 7 They **take** a patient's **temperature**.

2 What do you know about robots? What kind of jobs could they do? Look at the pictures and guess.

🔊 Listen, read and check.

STUDY SKILLS

Multiple matching

Read the questions carefully 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.

The Robot Professionals

The robot revolution isn't a thing of the future – robots are taking over right now and the world of work is never going to be the same again.

A



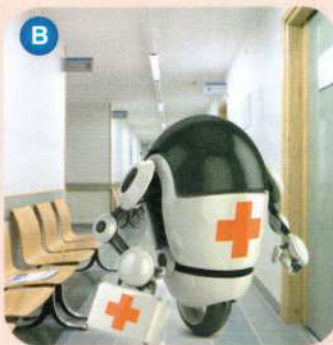
THE EMERGENCY SERVICES

The next time you get into trouble when you're swimming in the sea, you will be glad that Emily is there to rescue you. Emily's not a lifeguard though. Emily is a remote-controlled robot that races through the water ten times faster than any human swimmer. She may not drag you back to shore, but she will keep you afloat until a lifeboat **picks you up**. Elsewhere, the US Navy is working on Octavia, a robot firefighter that never **gives up**. It battles through the smoke and flames to **put out** fires that would be far too dangerous for human firefighters.

HEALTHCARE

Even the best surgeon's hand sometimes shakes while operating on a patient. Soon though, patients will **wake up** after surgery knowing that the **steadiest** of robotic arms will have been operating on them. Meanwhile, in another part of the hospital, a robot nurse, the RP7, will be taking a patient's pulse and temperature then emailing their medical history to a specialist in another country. In the corridor, a fleet of robots will be **hard at work** day and night collecting dirty sheets, delivering clean ones and **handing out** food. These robots won't replace humans, but they will allow the human staff to **get on with** saving people's lives.

B



C



WAITERS

A robot waiter shows you to your table, takes your order and **heads for** the kitchen where the chef – another robot – cooks your steak. After a delicious main course, another robot provides entertainment until the dessert comes. It may sound like a sci-fi film, but actually this is the Haohai Robot Restaurant in China where all 18 members of staff are robots. **Amazingly**, this is the fourth robot restaurant in China. The good news for customers is that you don't need to give them a tip; the bad news for the restaurant manager is that they only work a five-hour shift before taking a two-hour break to recharge their batteries.

3 Read again and for questions 1-10, choose from the texts (A-D). The texts may be chosen more than once.

Which text mentions:

a robot you will see on the streets?

1 ☐

a person not doing their job well?

2 ☐

a robot that will amuse you?

3 ☐

robots that need to stop working for a while?

4 ☐

a robot that tidies up?

5 ☐

a robot that you will be happy to see?

6 ☐

a very small robot?

7 ☐

a robot sending some information?

8 ☐

a robot that is quicker than a person?

9 ☐

a robot that does not stop?

10 ☐

ROBOCOPS

Robocop will soon be patrolling your neighbourhood as police forces around the world take advantage of technological advances to fight crime. US police departments are getting their very own ex-army robots for situations that are too risky for a human being.

The 'Throwbot' is a pocket-sized robot that police will throw around corners to **check out** who or what is waiting for them; the 'Packbot' and the 'Talon' can **defuse** a bomb just as well as any bomb disposal expert. The only thing the forces of law and order don't have is a robot judge ... yet!



Check these words

• revolution • take over • get into trouble
• rescue • remote-controlled • race • human
• drag • shore • keep afloat • navy • battle
• flame • shake • operate on • patient
• surgery • steady • pulse • temperature
• medical history • specialist • corridor • fleet
• hard at work • replace • staff • save
• take an order • steak • main course • provide
• entertainment • dessert • sci-fi film • tip
• recharge batteries • fight crime • ex-army
• pocket-sized • defuse • bomb disposal expert

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

- 1 How will robots help the human staff in a hospital?
- 2 What will robots do to fight crime?
- 3 How will robots save lives in emergencies?

5 a) Match the phrasal verbs in bold in the text to their meanings.

- stop sth burning • giving
- goes and gets you
- stops trying • see
- stop sleeping
- continue • goes to

b) Match the highlighted words to their antonyms below.

- explode • unsurprisingly
- shakiest • push
- disgusting • sinking
- safe • relaxing

6 Fill in: *take (x3), police, recharge, get, give, defuse, technological, main.*

- 1 sb's pulse/temperature
- 2 a bomb
- 3 course
- 4 force/department
- 5 advances
- 6 sb a tip
- 7 batteries
- 8 a break
- 9 into trouble
- 10 advantage of

Speaking

Tell the class two things that each robot in the texts will do.

ICT What other jobs will robots do in the future? Collect information. Tell the class.

Writing & Speaking

THINK! How do you think the robots mentioned in the texts will change our lives? In three minutes write a few sentences. Tell your partner.

Vocabulary from the text

1 Fill in: *take (x2), patrol, defuse, rescue, drag, put out, race*.

- 1 They need to be very careful when they bombs!
- 2 The waiter will your order immediately, sir.
- 3 Can you the table towards you so I can clean underneath?
- 4 The new robocops are going to the area on foot.
- 5 The lifeguard managed to Max from drowning.
- 6 Do you think robots will over the world one day?
- 7 He is so busy that he has to around the office all day.
- 8 Robot firefighters will fires instead of human beings.

2 Complete the sentences.

• **surgery** • **operation**

- 1 Robot doctors will perform on human patients.
- 2 He's going into hospital for a(n) on his knee.

• **problem** • **trouble**

- 3 Phone the emergency services if you get into
- 4 I'm having a trying to send this email.

• **pick** • **pick up**

- 5 We'll soon have robot taxi drivers to customers.
- 6 They will only one person from all the interviewees.

• **shore** • **seaside**

- 7 Every summer, we go to the on holiday.
- 8 Don't swim too far from the if you are not a strong swimmer.

Topic vocabulary

Work

3 Fill in: *involves, check, stressful, well-paid, hours, job, responsibility, up-to-date, creative, concentration*.

- A** Before we go on air, I **1** all the cameras and sound equipment are working. It's a really exciting **2**
- B** I make sure that everyone can hear the band well. My job **3** a lot of travelling and we often have to work long **4**, but I don't mind.
- C** It's my **5** to make sure every plane lands safely. I like my job, but to be honest it's very **6** sometimes.
- D** I can be really **7** at work, but it's not always easy to come up with new ideas to make things look great online. It's a **8** job, though. I make \$50,000 a year.
- E** It takes a lot of **9** to write programs, but I find it very interesting. I also have to keep **10** with all the latest computer systems.

4 Choose the correct words. Check in the Word List at the back of the book.

- 1 James works hard and **earns/wins/gains** a lot.
- 2 Anna wants a part-time **job/work/profession**.
- 3 Mark had a long **occupation/profession/career** in the police force before he retired.
- 4 Becky **lost/missed/dropped** her job and now she's **looking/ appealing/applying** for a new one.
- 5 Jack is going to **quit/apply/fire** his job.
- 6 Olivia has a high **rank/position/class** in the company.

Education

5 In a minute, write down as many school/college subjects as possible. Compare with your partner. Which is your most/least favourite?

Home Economics, Psychology, Business Studies

6 Fill in: *holds, failed, graduated, educated, enrol, requires, resit, compulsory, tuition*.

- 1 He from university in 2013.
- 2 She's a Harvard-..... lawyer.
- 3 He a professional degree in social work.
- 4 The post a good command of English and Spanish.
- 5 Although he had revised, he the test and had to it.
- 6 In many countries, education is up to the age of 16.
- 7 fees for this course are £9,000 per year.
- 8 You can for some courses online.

Job qualities & requirements

7 a) Match the job qualities to the statements.

- | | | | |
|---|-------------------|---|---|
| 1 | punctual | a | "Give all the work to me; I'll do it." |
| 2 | hardworking | b | "I love working with other people." |
| 3 | (a) quick learner | c | "I try to be nice to everyone." |
| 4 | polite | d | "I don't mind if it takes a long time." |
| 5 | efficient | e | "Just tell me once and I can do it." |
| 6 | cooperative | f | "I can't wait to get started!" |
| 7 | patient | g | "Don't worry! I'm always on time." |
| 8 | enthusiastic | h | "Everything will be done by 5 o'clock." |

b) **SPEAKING** Which two of the above qualities best describe you? Give reasons.

8 a) **LISTENING** Listen to three people talking about their jobs. Match them to their jobs.

Tom

Ann

Bill

- waiter • doctor • teacher
- personal assistant • hairdresser
- taxi driver • police officer • secretary

b) **LISTENING** Listen again. Who's efficient, hardworking, patient?

9 Complete the advertisement with the words below.

- deadlines • experience • fluency • team
- knowledge • qualifications • degree
- communication

Banville International

requires a Marketing Manager for its Madrid office. The ideal candidate will have the following 1)

- a(n) 2) in Marketing (2:1 or higher)
- 3) of computing
- 4) in Spanish

The successful applicant will also

- have an ability to meet 5)
- have excellent 6) skills
- be able to work as part of a(n) 7)
- have at least five years' 8) in marketing

Email CV and letter of application to John Stevens, Head of Human Resources.

Phrasal verbs: GIVE

10 Choose the correct particle. Check in Appendix I.

- Andy is giving **up/down** his 9-5 job to start his own business. (**quitting**)
- Will you give **off/out** the application forms for me, Tom? (**distribute**)
- The company is giving **away/across** free samples at the moment. (**issuing**)
- Don't give **over/up**! You'll find a better job soon. (**stop**)
- Can you give me **back/on** the file when you finish with it? (**return**)

Word formation (forming nouns from verbs/nouns)

11 Read the theory, then use the word given in capitals to form a word that fits in the gap.

We use **-er** (paint - painter), **-ist** (art - artist), **-or** (invent - inventor), **-ian** (music - musician) to form people nouns from verbs and nouns. Verbs ending in **-r**, **-l** or **-t** double the last letter when the final letter is preceded by a single vowel e.g. travel - traveller.

- A(n) installs and repairs electrical systems. (**ELECTRIC**)
- A(n) works for a newspaper or a magazine. (**EDIT**)
- A(n) studies the way people think, feel and learn. (**PSYCHOLOGY**)
- A(n) makes and sells bread for a living. (**BAKE**)
- A(n) listens to people's problems and gives advice. (**COUNSEL**)

Prepositions

12 Fill in: on (x2), for (x2), with, in, at. Check in Appendix II.

- Our robot surgeon will operate him.
- Tony's waiting you in the office.
- Gary has achieved a lot of success his career.
- The boss is very satisfied Fran's work on the project.
- There are lots of applicants who are suitable the job.
- The robot cleaner is hard work in the kitchen.
- We can count Ryan to do a good job.

will/going to/Present simple/Present continuous



JACK: Hi. 1) I'm **meeting** John at 4 pm for coffee. Do you want to come?

MIKE: Sorry, I can't. I'm starting a new job today as a supermarket assistant at Melrose.



JACK: Wow! That's great. I'm sure 2) you'll do well.

MIKE: Thanks.



JACK: 3) I'm **going to look** for a part-time job soon, too. I never have any money. It's hard being a student.

MIKE: Tell me about it! 4) It's **not going to be** easy, though. There aren't many vacancies.



JACK: I know.

MIKE: 5) I'll **ask** my new boss if they need anyone else if you like.



JACK: Thanks a lot. That's really nice of you.

MIKE: No problem.



JACK: Good luck in your new job.



see pp. GR9-GR10

1 Read the instant message. Identify the tenses in bold. Which tense expresses:

- A ☐ an on-the-spot decision?
 B ☐ a prediction based on what we think/believe?
 C ☐ a fixed arrangement in the near future?
 D ☐ a future plan/intention?
 E ☐ a prediction based on evidence we have/see?

2 Choose the correct verb forms. Justify your answers. Check in the Grammar Reference section.

- Ann can't come out with us tonight. She's **working/will work** late.
- Fiona is always late for work. She's **going to lose/is lose** her job.
- My desk is messy, but I'm **going to tidy/'ll tidy** it up later.
- We're **meeting/'ll meet** Mr Harris at 6:00.
- I think the company **will open/is opening** a new branch soon.
- "Oh no, it's 5 o'clock and I haven't finished the report yet." "No problem – I'll **help/'m going to help** you."
- Look out! you're **going to drop/'ll drop** the folders.
- Do you think we **are going to have/'ll have** robot surgeons in the future?

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

- We can't join you tonight. We meet a client for dinner.
- I think I buy a new computer. This one is too slow.
- It is believed that in 2020 people work from home.
- I feel tired. I think I go home.
- "Do you need help with this?" "No, thanks. Mary help me."
- She has already decided. She apply for the post of web designer with Smart Solutions Co.
- He has bought a new suit because he start work at the local library this Monday.
- Now that I've got a job I do my best to keep it.

4 Read the sentences on p. 43. Which describes: an action which will be in progress at a stated future time? an action which will have finished before another action at a stated future time? How are these tenses formed?

Future continuous/Future perfect

- This time next week, I'll **be working** at the holiday camp.
- By the time we get to the office, Tom **will have left**.

▶ see p. GR10

5 Put the verbs in brackets into the future continuous or the future perfect.

- 1 This time tomorrow, we
(**fly**) to Australia.
- 2 Tracey (**move**)
to Toronto by June.
- 3 At 1 o'clock tomorrow afternoon, Tim
..... (**have**) lunch with a client.
- 4 By next May, Sam
..... (**work**) at the factory for 10 years.
- 5 The meeting
(**not/finish**) by 3 o'clock.

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

- 1 A: Are you still working on your CV, Mandy?
B: Yes, but I
(**finish**) it by the end of today.
- 2 A: There is a lot of work to do.
B: We know, we
(**stay**) late to finish it. Don't worry.
- 3 A: I think Grace
(**get**) promoted.
B: I agree. She's so hardworking.
- 4 A: (**you/come**)
with me tomorrow, Wendy? At about 10?
B: I can't! I (**present**)
the new project to Mr Harris at that time.
- 5 A: I'm thinking of starting a recycling scheme
at work.
B: Great! I (**join**) it!

Time clauses

- Sam wants to be a pilot **when he grows up**.
- He will buy a car **as soon as he passes** his driving test.

Compare: He'll come straight home **when he finishes** work. (time adverb) **When will he come?** (question word)

▶ see pp. GR10-GR11

7 Read the examples. What tense follows a time adverb: present simple or future? When can a future tense follow when?**8 Complete the dialogue.**

- Jo: Could you help me fill in this application form for a camp counsellor, Sue? You're good at that kind of thing.
- Sue: Sure. I'll help you as soon as I
1) (**type**) my assignment.
- Jo: OK, no problem. When 2)
(**you/finish**)?
- Sue: I don't know. It's so difficult. I think I
3) (**ask**) Sam to help me.
- Jo: He's downstairs. Talk to him before he
4) (**go**) to work.
- Sue: Oh OK. Then after I 5)
(**email**) it to my professor, we 6)
..... (**work**) on your application together.
- Jo: Thanks!

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, including the word in bold.**

- 1 I'm planning to get a job straight after finishing my exams. **SOON**
I'll get a job as
my exams.
- 2 At 10 o'clock this evening, Tom will be here. **ARRIVED**
Tom
by 10 o'clock this evening.
- 3 Amy can't come tonight because she has to work. **BE**
Amy tonight
so she won't be able to come.
- 4 Mike doesn't have any plans to get a job as a waiter again this year. **GOING**
Mike
as a waiter again this year.
- 5 I'll wait for Brian to come back and then I'll leave. **UNTIL**
I won't back.

10 SPEAKING In pairs, answer the questions.

- 1 What are you going to do this summer?
- 2 What do you think you will do next weekend?
- 3 What will you be doing at 5 pm tomorrow?
- 4 What are you doing later today?
- 5 What will you have achieved by the time you are 21?
- 6 What will the world be like in 50 years?

3d Listening skills

Yes/No statements

Preparing for the task

- 1 Read the first sentence. Look at the underlined key words. Which statement, a or b, best paraphrases the first sentence?

- 0 She is guaranteed to get the job.
 a She will definitely get the job.
 b She might get the job.
- 1 He has experience of working in foreign countries.
 a He would like to work abroad.
 b He has worked abroad before.
- 2 She has the skills to be a professional writer.
 a Writing is her favourite pastime.
 b She is very good at writing.
- 3 He helps out on a local farm at the weekend.
 a He visits the farm at the weekend.
 b He works on the farm at the weekend.

STUDY SKILLS

Yes/No statements

Read the rubric, then underline the key words in the sentences. This will give you an idea what the recording is about. While you are listening, keep in mind that the information can be paraphrased.

- 2 a) You are going to listen to a recruitment consultant helping a person get a job. Before you listen check these words in the Word List.

• CV • *guarantee* • *banking* • *experience*
 • *computing* • *finance* • *skills* • *IT*
 • *computer repair shop* • *right grades*
 • *department* • *full training* • *interview*

- b) Listen and complete the sentences with a word/phrase. Compare with your partner.

- 1 John gives Andy his
 2 John thinks he has the right skills in
 3 John has previously worked in a

- c) Listen again and mark the sentences Yes or No.

- 1 Andy is sure he can find John a job.
 2 John believes he would be good at banking.
 3 Andy suggests applying to a bank.
 4 John has some computing experience.
 5 John is good with computers.
 6 Andy starts his new job tomorrow.

YES	NO

- d) Why does the recruitment consultant suggest a computing job to John?

Note taking

- 3 a) You are going to listen to a job advertisement on the radio. Before you listen, check these words/phrases in the Word List.

• *fill* • *key positions* • *train* • *applicants*
 • *good attitude* • *personality* • *willingness*
 • *pick up* • *bear in mind* • *wages*
 • *working environment* • *tip* • *treat customers*
 • *application form* • *hold interviews*

STUDY SKILLS

Before you listen, read the notes and try to decide what kind of word (noun, number, name etc.) is missing in each gap. This will help you to do the task.

- b) Now read the advert below. What kind of word is missing in each gap (1-6)? Decide in pairs.

- Listen and fill in the gaps. What is the speaker's intention?

Jobs are available at the new Family Pizza restaurant in Springfield 1 Centre.

- Waiters/Waitresses don't need 2 as they will get training.
 • Kitchen staff need to be 3 since the work is tiring.
 • Chefs will work three 4 or more every week.

Waiters/Waitresses get wages plus 5.

Fill in the application form online at: familypizza.co.uk

Interviews will be on Saturday 6 May.

- 4 **THINK!** Which of the jobs advertised would you like to do? Why/Why not? Tell the class.

Intonation: Echo questions

- 5 a) Listen and say.

A: He earns over £40,000 a year.

B: He earns **how much**?

- b) React to the comments using: *what, how much, where, what time.*

- 1 He's a race car driver.
 2 She's teaching English in Tahiti.
 3 He works until 10 o'clock at night.
 4 They only earn £5 an hour.

Speaking skills

3e

A job interview

- 1 Read the advert. What kind of job is it for? What qualities do candidates need?

Kids 'r' Cool Summer Fun Club

Have you got experience working with children?



We are looking for cheerful and energetic coordinators for our summer holiday children's clubs.

Call Chris on: 0181 937 6465

- 2 a) Read the dialogue and complete each gap with a suitable word.

- A: Good morning, Miss Higgins. Please take a seat.
 B: Thank you.
 A: Now, let's start. Could you please tell me why you are interested 1) this job?
 B: Well, I am starting a degree in Education in September. I would 2) to get some relevant experience and save some money over the summer.
 A: Do you 3) any previous experience of working 4) children?
 B: Yes, I do. I did some voluntary work at an after-school club last year. I really enjoyed 5)
 A: What were 6) responsibilities?
 B: I mainly organised games and craft activities 7) young children.
 A: Good. And what qualities do you have that make you suitable 8) this position?
 B: Well, I am very cheerful and patient. I am also creative and I like children.
 A: I see. Do you have 9) questions?
 B: Yes, just one. If I get the job, 10) hours will I be working?
 A: The hours are 9 am to 3 pm Monday 11) Thursday.
 B: That is fine.
 A: Well, I will call you to let you know 12) next Friday. Thank you for coming, Miss Higgins.
 B: Thank you. I am looking forward to hearing from you soon.



- b)  Listen and check. Is the dialogue formal or informal? Give reasons.

- 3 Work in pairs. Take roles and read out the dialogue.

Interviewing

- Good afternoon, Ms Please, take a seat.
- Why are you interested in this job?
- Do you have any previous experience (of) ...? What were your responsibilities?
- What qualities do you have that make you suitable for this position?
- Do you have any questions?
- I'll let you know by Thank you for coming.

Responding

- Thank you.
- I'd like to get some relevant experience/save some money etc.
- I did some voluntary work in/at (a school/a radio station/a hospital etc. ...).
- I worked as a(n) (waiter/waitress/shop assistant etc) last year etc./ I was responsible for .../I organised
- I'm cheerful/hardworking/patient/energetic/friendly etc.
- What hours will I be working?
- Thank you for your time. I am looking forward to hearing from you soon.

- 4 You are applying for the job below. Your partner is the interviewer. Act out a similar interview to the one in Ex. 2. Use the language in the box.



Is it you?

Kettering Kids Zoo is looking for an assistant tour guide to help with kids' tours around the zoo.

Experience working with animals is not necessary, but experience working with children is.

Phone Tom McKennett on:
0142 886 2934

Writing Bank 3 p. WB3

Rubric analysis

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

You have seen the following job advertisement in your local newspaper, *The Bridgetown Herald*.

WANTED

Summer waiting staff for busy beach-side café
June/July

Must be hardworking & friendly
Foreign languages an advantage.
Apply to Mr S. Smithers by email:
s_smithers@seaviewcafe.com

Write an **email** applying for the job (120-160 words).

- Who is going to read your letter?
- What style are you going to write in? Which of the following will you include? Tick (✓).
 - a short forms ☐
 - b formal linking words/phrases ☐
 - c polite, impersonal tone ☐
 - d friendly tone ☐
- How could you begin/end the email?

A Dear Sir/Madam,
...
Yours faithfully,
(your full name)

B Dear Mr Smithers,
...
Yours sincerely,
(your full name)

Model analysis

- 2 Read the model and match the descriptions (A-E) to the paragraphs (1-5).

- A ☐ previous experience
- B ☐ closing comments
- C ☐ reason for writing
- D ☐ relevant qualities/skills
- E ☐ age/current job or studies/qualifications



Dear Mr Smithers,

1 I am writing with regards to the advertisement for summer waiting staff which appeared in *The Bridgetown Herald* on Thursday. I would like to apply for this position.

2 I am 18 years old and have just taken 3 A levels* in English, Maths and ICT. I expect to get high grades and will be starting a degree in Business Studies in September at Leicester University.

3 Over the past two summers, I have worked as a cashier and a waiter in a Tex-Mex restaurant. I found it enjoyable and my employer was impressed by my ability to communicate well with customers.

4 I consider myself to be hardworking, reliable and cheerful. I am also fluent in Spanish and German.

5 I would be very grateful if you would consider my application. I have attached a copy of my CV and a reference from my previous employer. I look forward to hearing from you.

Yours sincerely,
Peter Bradley

*A levels: exams which students aged 16-18 take in the UK

- 3 Read the model again and find formal sentences to match the informal ones (1-10).

	Informal	Formal
1	This is about the advert for waiters that I saw in Thursday's newspaper.	
2	I want to do this job.	
3	It was great ...	
4	My boss liked ...	
5	I could chat well with ...	
6	I can speak French and German, too.	
7	It would be great of you to give me the job.	
8	I've sent you a copy of	
9	I can't wait for you to write back!	
10	Best wishes,	

- 4 Replace the opening and closing remarks in Peter's letter with other appropriate ones from the Useful Language box.

5 Fill in: *completed, attending, available, passed, consider.*

- 1 I have my Level 6 exams with a Grade A.
- 2 At the moment, I am a Graphic Design course at Grange Road College.
- 3 I have recently a typing course.
- 4 I myself to be friendly and polite.
- 5 I am for interview at any time.

6 Fill in: *popular, quick, hardworking, cooperative, efficient, patient.*

- 1 I consider myself to be and enjoy working with others.
- 2 I am and able to remain calm in difficult situations.
- 3 I am to learn new skills.
- 4 As my references show, I have been very with clients.
- 5 I consider myself to be and don't mind working long hours.
- 6 I am and able to do tasks successfully always meeting deadlines.

Writing

7 Underline the key words in the rubric. Answer the questions.

You have seen this advertisement on a website and would like to apply.

CATERING STAFF WANTED

Are you free weekends from 20th June to 5th September? We need staff to serve food at events including family celebrations & business dinners. Previous experience desirable but not essential. Apply at: staff@yourevent.com

Write an **email** applying for the job (120-160 words).

- 1 Who is going to read your email?
- 2 What style are you going to write it in?
- 3 What greeting/ending should you use?
- 4 What information are you going to include in each paragraph?

8 Complete your CV in your notebooks.

Contact Information: (name, address, telephone, email)

Personal Information: (date/place of birth, marital status)

Academic Qualifications:

Work Experience:

Personal Skills:

Interests:

References:

9 Use your answers from Exs. 7 and 8 to write your email. Follow the plan. Use phrases from the Useful Language box. Use the email in Ex. 2 as a model.

Useful Language

Opening remarks

- I am writing to apply for the job/position of ... which was advertised in ... on ...
- With reference to your advertisement in the ... on the ..., I am interested in applying for the position of ...

Qualifications/Experience/Skills

- I am ... years old and I am currently/ have just begun/finished studying for ...
- I completed a degree in ...
- I have been working as a (part-time) ... since ...
- My responsibilities include/ included ...
- I consider myself to be ... (hard-working etc.).
- Please find attached/enclosed ... (a copy of my CV/a reference from my previous employer).
- I am available for interview on weekday mornings/at any time.

Closing remarks

- I would appreciate a reply.
- My thanks for giving this your attention.
- Please do not hesitate to contact me if you have any questions.

Plan

Dear Sir/Madam,

Introduction

(Para 1) *where/when post appeared, reason for writing*

Main Body

(Para 2) *age, studies/qualifications*

(Para 3) *work experience*

(Para 4) *personal characteristics*

Conclusion

(Para 5) *CV attached, when available for interview, closing remarks*

Yours faithfully, + (your full name)



Checklist

When you have finished your email, exchange it with your partner and check for ...

- appropriate style, opening & closing remarks
- correct grammar, punctuation & spelling
- an appropriate greeting/ending
- well-structured paragraphs & appropriate content

Word formation

Preparing for the task

- 1** a) Read the sentences 1-10. Decide what part of speech each gap asks for: *adjective?* *noun?*

- b) Which of these suffixes can be used to make: *adjectives?* *nouns?*

•-ment •-ly •-or •-ing •-able
•-ed •-sion •-er •-y •-ive

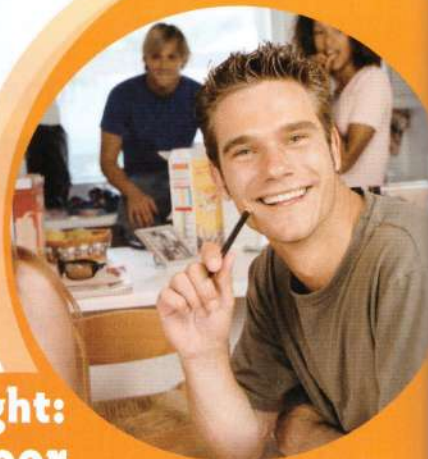
Use the suffixes above to complete the gaps in the sentences.

- 1 Babysitting can be quite at times. (**DEMAND**)
- 2 He has in dealing with customers. (**DIFFICULT**)
- 3 He asked for to leave early. (**PERMIT**)
- 4 My boss is very with my work. (**PLEASE**)
- 5 One of the most careers to succeed in is professional sports. (**COMPETITION**)
- 6 Without basic computer skills, it can be difficult to find (**EMPLOY**)
- 7 John studied finance and he is now a (**BANK**)
- 8 Knowledge of Spanish is (**DESIRE**)
- 9 A office environment helps to motivate employees. (**FRIEND**)
- 10 He works as an (**ACT**)

STUDY SKILLS

Read the text to get the general idea. Read again and decide what part of speech each gap is asking for. Think of appropriate suffixes/prefixes. When you finish, read the whole text to see if it makes sense.

- 2** a) Read the text and for each gap 1-8 decide which word best fits each gap. What style is the text written in?



Getting it right: choosing a career

Deciding what to do for a living is an important

1) Here are a few tips to put you on the right career path. Evaluating your skills can help you decide what you might like to do. Do you enjoy fixing or making things? Then a career in carpentry, car repair or 2) may be your thing. Are you good at drawing? How about becoming a graphic 3)? Some career paths might require special courses that can be quite 4) Don't let that discourage you. Find out what 5) programmes are available to help you pay for the course, such as scholarships and grants. You can talk to your school's career guidance 6) to help you pinpoint which jobs are 7) for you. Don't rush into making up your mind right away. Be open to careers that you may not have thought about and don't rule out ones that might not sound 8) to you at first.

DECIDE

CONSTRUCT

DESIGN

EXPENSE

GOVERN

COUNSEL
SUIT

APPEAL

- b) Use the information in the text to write an email to your English friend who can't decide what career to follow.

Sentence transformations

- 3** Complete the second sentence so that it means the same as the first. Use up to three words.

- 1 Janet likes drawing.
Janet is keen drawing.
- 2 She joined an advertising company two years ago.
She has been working in an advertising company years.
- 3 Her work isn't far from her house.
Her house is her work.
- 4 She expects to get a promotion soon.
She is a promotion soon.
- 5 She is planning to learn Spanish.
She is thinking Spanish.

Grammar

4 Choose the item that best completes each sentence.

- 1 As soon as I ready, I'll tell you.
A will be C am
B will have been D have been
- 2 She's been much happier she moved to our department.
A than B since C when D that
- 3 Have you seen the report I on your desk earlier?
A left C am leaving
B leave D will have left
- 4 As as we work as a team, we'll succeed.
A much C far
B long D since
- 5 He's the efficient employee in the company.
A much C more
B many D most
- 6 By 2025, the company a multi-national.
A will be becoming C will become
B is becoming D will have become
- 7 Every time I work with Alexei, his attitude me.
A has impressed C impresses
B is impressing D will impress
- 8 In my twenty years as the manager of this factory, I such a well-motivated workforce.
A have never had C have not
B am not having D didn't have
- 9 Hundreds of thousands of jobs will disappear as technology over our lives.
A will have taken C has taken
B takes D is taking
- 10 He retired two years
A before B after C ago D since
- 11 I'm sure the director to her proposal.
A agree C will have agreed
B will agree D is agreeing
- 12 They Peter last month because he was constantly late.
A sacked C were sacking
B sack D had sacked
- 13 She worked day and cooked at night.
A at C in
B at the D during the

Vocabulary

5 Choose the item that best completes each sentence.

- 1 Look at those robots, rushing around the shopfloor. Twenty-four hours a day, they're at work.
A hard B full C fast D strong
- 2 I'm trying to Mr Smith to ask if he's still available.
A speak B connect C contact D talk
- 3 I was planning to work from home today, but I forgot to the papers from the office.
A save B collect C keep D hold
- 4 As part of her job, Liz travels from one country to
A else B different C another D other
- 5 I don't think that robots will humans in every position.
A change B replace C remove D take
- 6 It's a gap in the market, and one I am determined to advantage of.
A take B hold C carry D keep
- 7 We have to for Mr Jones before we start the meeting.
A hold B wait C take D have
- 8 If he keeps talking to the boss like that, he's going to get himself into
A pain B difficulty C problem D trouble
- 9 Good evening, sir - please, let me you to your table.
A show B lead C point D walk
- 10 For the course, may I recommend the roast chicken?
A central B middle C main D chief
- 11 I don't why she left such a well-paid job.
A feel C realise
B find D understand
- 12 In most restaurants and cafés, it's polite to leave a small for your waiter or waitress.
A tip B note C coin D cash
- 13 Let's take an hour's for lunch, and start again at two o'clock.
A rest B stop C pause D break
- 14 Personally, I don't think this post is for someone with her qualifications.
A correct B suitable C proper D good

1 Complete with: *clean* or *clear*.

- | | |
|------------------------|------------------------|
| 1 sheets | 7 crystal waters |
| 2 fuel | 8 and tidy |
| 3 picture | 9 make yourself |
| 4 voice | 10 sky |
| 5 keep sth | |
| 6 send a message | |

2 Fill in: *work, job, duty, task*.

- I will be on at the hospital this weekend.
- Dan's new is in Germany.
- How much do you have to do?
- I had the unpleasant of telling the staff about the job losses.

Sentence Transformations

3 Complete the second sentence so that it means the same as the first. Use no more than three words.

- David has never had a job before.
This is the that David has had a job.
- Anna joined the company a year ago.
Anna in the company for a year.
- Working abroad can teach you a lot.
You can working abroad.
- You can do this without my help.
You can do this on own.
- The company is close to Main Square.
The company is not Main Square.

Phrasal verbs & Prepositions

4 Choose the correct item.

- How many jobs have you applied **on/for**?
- I'm not interested **in/by** working part-time.
- The head surgeon will operate **off/on** Olivia.
- Robots will soon take **from/over** all dangerous jobs.
- Quick! Put **out/off** the fire before it spreads!
- His department is responsible **for/to** all the staff.
- Can you give **over/out** the new phone number to all staff?
- I need to get **out of/on with** my work or I won't finish by 5.

Word formation

5 Complete the gaps with the correct form of the words in bold.

MEMO

To: all restaurant staff
From: Kate Matthews, secretary
Date: 5th February ...
Subject: Customer service

The 1) (**MANAGE**) has asked me to remind everyone that it is essential to be 2) (**FRIEND**) to all customers. We are 3) (**PROFESSION**) in the service industry, so it is our 4) (**RESPONSIBLE**) to be polite at all times. Remember, the customer is always right, so be 5) (**CHEER**) and greet everyone with a big smile. These days, it's too 6) (**RISK**) for us to be anything but the best restaurant in town!

Grammar in Focus

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

Brooke Daley > latest post
14th November – getting my dream job

"Choose a job you love and you 1) (**never/have to**) work a day in your life," 2) (**write**) the Chinese philosopher Confucius over 2,000 years 3) Wise words, but it 4) (**not/be**) always that easy to get your dream job 5) today's job market. Trust 6) I know. Since I graduated, I 7) (**send**) out over fifty job applications 8) positions in the fashion industry. Last month, I 9) (**go**) to ten interviews, I got through to a second interview twice and a shortlist once, but 10) the end I had no luck. Can anyone give me 11) advice about how 12) (**get**) my dream job?

Posted by: Brooke_D, 14/11, 17.52

Reading

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

THE BOOK CARETAKER

Hernando Guanlao loves books, but unlike most bookworms, Hernando has so many that they spill out into the street, where his bookcases and shelves line the road. The reason is that Hernando Guanlao has turned his home in Manila, the Philippines, into his very own public library. In this library for the poor, the only rule is that there are no rules!

The library is open all day and all night, seven days a week. Any passer-by who wants a book just walks up and takes whatever he or she wants. It's all free, they don't need a library card and there are no late fees if they don't return the books within two weeks. In fact, there is no pressure to return them at all! You might think that there would be fewer and fewer books each day, but, amazingly, after starting with around a hundred books, Hernando now has a collection of between two and three thousand - his readers are actually adding their own books to his library!

Hernando launched his *Reading Club 2000* over a decade ago to honour his parents, who had recently died. His idea was to encourage reading and create a love of learning. So one day, he placed a small collection of battered books at the side of the road. Passers-by didn't know what to make of it in the beginning. What were all these books doing there? Were they for sale? They soon got the idea, though, and the library now has a steady stream of booklovers, watched over by a proud Hernando.

Hernando is so dedicated to the idea of books for everyone that you can order one and when he gets it, he'll even bring it to your house on his 'book bike'. In the future, he's going to take his collection out on the book bike to the poor villages that either haven't heard of him or can't reach him. In a country where there aren't that many libraries, and you might have to pay to borrow a book, Hernando is a true hero. As Hernando himself says, "You are wasting these books if you put them in a cupboard or a box. A book should be used and reused. It has a life, it has a message."

- Hernando has books outside his house because
 - he doesn't have enough space inside.
 - he has thrown them out.
 - he is proud of his collection.
 - it used to be a public library.
- What is true about the books in Hernando's library?
 - The borrowers usually keep them.
 - They are mainly from his own collection.
 - Borrowers must return them after two weeks.
 - They are mostly from other readers.
- How did the public react to his *Reading Club 2000* at first?
 - They were afraid to borrow the books.
 - They were confused.
 - They were against the idea.
 - They were very excited.
- What is Hernando's attitude towards books?
 - They should be passed on from one reader to another.
 - They should be recycled.
 - People shouldn't pay for them.
 - People should keep them.
- What is the purpose of the text?
 - to tell the story of one man's idea to help the poor to read books
 - to explain how books can help the poor
 - to encourage people to use libraries more
 - to persuade people to use bicycles to get to libraries

(5x2=10)

- 2 Answer the questions in your own words. Justify your answers.

- What inspired Hernando to begin his library?
- What makes it different to most libraries?

(2x6=12)



Progress Check 3

Speaking

3 Choose the correct response.

- 1 A: Come in and please take a seat.
B: **a** Thank you very much.
b You're welcome.
- 2 A: Why are you interested in this job?
B: **a** I'm starting a degree soon.
b I'd like to get some experience.
- 3 A: Do you have any previous experience?
B: **a** I'll let you know soon.
b I worked as a shop assistant for 2 years.
- 4 A: What were your responsibilities?
B: **a** I took orders and waited on tables.
b I'm very hard-working and trustworthy.

(4x3=12)

Vocabulary

4 Fill in: *promotion, applicant, reliable, salary, retires, experience, challenging, qualifications.*

- 1 Brian is on a low but he really enjoys his job.
- 2 Jake was the only for the job without a degree, but he was successful.
- 3 Mike worked hard and earned his to shop manager.
- 4 Anna will become the office manager when Sue
- 5 Jack's job is quite because he often has to solve complex problems.
- 6 Sarah's of working with children helped her get the job.
- 7 Sam goes to evening classes to obtain more
- 8 Holly is a very person; she always does what she says she's going to do.

(8x2=16)

Grammar

5 Put the verbs in brackets into the correct present or future tense.

- 1 I'm afraid I can't attend the event. I (**meet**) a new client at 7.00.
- 2 Now that she has got her degree she (**look**) for a full-time job in finance.
- 3 By the end of June, he (**work**) here for ten years.
- 4 Luke (**complete**) his training by next month.
- 5 I don't think Ann (**find**) a job easily.
- 6 Now that he's got a job, he (**move**) to a bigger house.
- 7 This time next year, I (**study**) at university.
- 8 After Duncan (**finish**) his studies, he'll start his own business.
- 9 I (**call**) you as soon as I'm back in the office.
- 10 This time next month he (**fly**) to Madrid.

(10x2=20)

Listening

6 You are going to listen to an interview for a summer music course. Listen and mark the sentences Yes or No.

- 1 Kelly got lost on the way to her interview.
- 2 Kelly plays the piano and the guitar.
- 3 If she does the course, she'll take part in a concert.
- 4 The school takes students on weekends away.
- 5 The interviewer tells Kelly that she has a place on the course.

(5x2=10)

Writing

7 Read the rubric and write your letter.

You have seen an advert for a part-time job as a sales assistant in a clothes shop. Write a **letter** applying for the position (120-160 words).

(20 marks)

(Total=100)

Check your progress

- talk about jobs & job qualities
- discuss school/college subjects
- discuss your future plans & intentions
- have a job interview
- write a CV
- write a letter of application

GOOD ✓

VERY GOOD ✓✓

EXCELLENT ✓✓✓

MODULE OBJECTIVES

Vocabulary

- the arts
- art & crafts
- TV shows, books, films
- theatre & performances
- professions related to the arts
- prepositions
- word formation: compound nouns
- phrasal verbs: *GET*

Reading

an article about hand painting (missing sentences, answer questions)

Grammar

- passive voice
- the causative
- reflexive/emphatic pronouns

Listening

- a dialogue (multiple choice)
- monologues (multiple matching)
- pronunciation (/aɪ/, /ɔɪ/)

Speaking

- describing/recommending a performance
- comparing pictures

Writing

- a biography
- a quiz
- a book review

Language Focus

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

Progress Check

Words of wisdom

"The purpose of art is washing the dust of daily life off our souls."
(Pablo Picasso)

Discuss

The arts

- 1 Complete the sentences 1-5. Use: *directed, painted, written, sculpted, designed*.



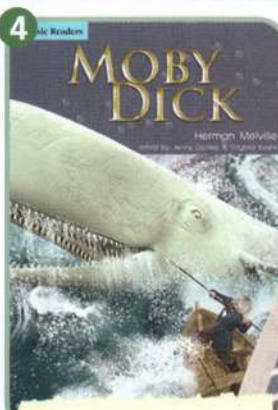
'David' was by Michelangelo between 1501 and 1504.



'Avatar' was by James Cameron in 2009.



'Café Terrace At Night' was by Vincent Van Gogh in 1888.



'Moby Dick' was by Herman Melville in 1851.

5

- 2 Which art form does each picture (1-5) show: *oil painting? famous building? science-fiction film? classic novel? sculpture?*

'David' is a sculpture.

- 3 Which are your favourite books, films? Who wrote/directed them? Tell your partner.

The Burj Al Arab hotel in Dubai was by architect Tom Wright.

1 What do the pictures show:
paintings? drawings?
photographs? sculptures?

2 a) Check the words in bold in
 the Word List.

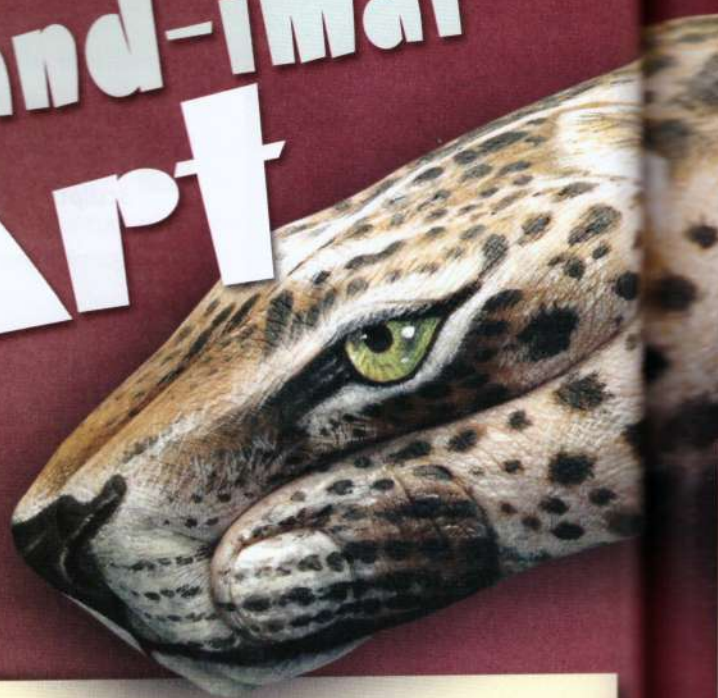
- 1 Guido is a **Hyperrealist** artist.
- 2 Guido Daniele paints **portraits** of animals.
- 3 Guido started his **career** as a photographer.
- 4 His works raise **public awareness** for WWF, helping to save **endangered species**.
- 5 His models have to stay **still** for a long time.
- 6 His work is **exhibited** worldwide.

b) What is Hand-imal Art? How are the sentences in Ex. 2a related to it? Read through to find out.

Check these words

- fur • stroke • portrait • outline
- advertising agency • promote
- research • transfer • bring to life
- carry on • creation • advertising campaign • public awareness
- environmental organisation
- endangered species
- Hyperrealist movement • realistic
- surprisingly • stay still • exhibit
- masterpiece • shower away
- bother • canvas • handheld gadget
- design • true-to-life • scales

Hand-imal Art



A The fur seems so real you want to stroke it. The eye shines like it's alive. **1** Guido Daniele's portraits of animals look exactly like photographs and it's true, they are. But look closer and you can see the outline of a thumb and maybe even a fingernail or two. Guido's 'hand-imals' are not photographs of eagles, birds, fish, and snakes, but photos of models' hands that have been painted to look exactly like different creatures!

B Guido became famous in the early seventies for his body-painting and photography. Then one advertising agency saw his work and had the hand-imals painted by Guido to promote their phones.

2 Guido remembers: "I researched each animal to see how I could transfer it to a hand, and then began bringing it to life." Guido is still very fond of the very first hand-imal he painted - a cheetah.

He was so pleased with it that he was encouraged to carry on with his creations.





Since then, he's worked on many other advertising campaigns and also helped raise public awareness for the World Wildlife Fund, the world's most famous environmental organisation working to save endangered species. **3** His paintings are part of the Hyperrealist movement: paintings that are so realistic that they look more like photographs than paintings. Surprisingly, each one is painted in just three or four hours! The only problem is, it's difficult to get models to stay still that long. **4** He says, "If you're spending hours holding someone's hand, I'd rather it's the hand of someone I love!"

Guido's work has been exhibited around the world and he's now considered one of the world's best Hyperrealist artists. **5** At the end of a day, Guido's models wash themselves. His masterpieces are showered away, but this doesn't bother Guido too much. "At least I start each day with a fresh canvas," he says.

3 Read the text and fill in the gaps (1-5) with the correct sentence (A-F). One sentence is extra. Which words helped you decide?

- A The combination of hand-imals and handheld gadgets worked like a dream.
- B To begin with, he needs a design to work from.
- C His work has been successful mainly because it looks so true-to-life.
- D The scales look cold and wet, as if fresh from the sea.
- E There is another problem with Guido's hand-imals, though.
- F That's why Guido mostly uses his son and daughter.

Speaking

Imagine you are a radio presenter interviewing Guido Daniele. Your partner is Guido. Prepare questions and answers based on the text, then present your interview to the class.

ICT Collect information about Guido Daniele. Think about: *time/place of birth, early years, achievements*. Write a short biography. Present him to the class.

4 a) Listen and read the text. What is the author's intention?

b) In your own words and based on the information in the text, answer the questions.

- 1 Why do people mistake Guido's images for real animals at first?
- 2 What does Guido do before he creates a hand-imal?
- 3 What does Guido find difficult? What does he do about it?
- 4 How does Guido feel when his art is destroyed every day? Why?

5 Choose the correct words.

- 1 Guido wants to **shine/raise/bring** awareness about animals in danger.
- 2 You can see the **model/samples/outline** of people's fingers in Guido's photos.
- 3 Guido uses a **design/pattern/combination** of art types to create his hand-imals.
- 4 Guido's images have been used to **promote/encourage/help** a company's products.
- 5 The animals in the portraits look like they're **true/alive/live**.
- 6 Cats love their heads to be **stroked/encouraged/transferred**.

6 Find words or phrases in the text that mean:

- Para A: same as
- Para B: well-known, studied, persuaded
- Para C: motionless
- Para D: displayed, thought of as, worry, new

Writing



What impresses you most about Guido's work? Write a few sentences on the topic, then read them to the class.

Vocabulary

Vocabulary from the text

- 1 Fill in: *design, outline, still, stroking, movement, masterpieces, researching, promote.*
- Impressionism is an art that started in Paris in the 19th century.
 - Please paint an object as a whole instead of drawing a(n) of it.
 - The Starry Night* is one of Van Gogh's
 - The architect drew up a(n) for the building.
 - Models should stay which is very tiring.
 - He sat on the sofa and started his cat.
 - He spent two months in the jungle the subject before he started filming.
 - The artist is trying to his works online.

- 2 Fill in: *endangered, awareness, still, life, closer, bring, gadgets, advertising.*

- look
- campaign
- public
- -like
- stay
- species
- handheld
- to life

- 3 Real or true? Fill in.

- time
- world
- estate
- name
- look
- feelings
- come
- reason

Art & Crafts

- 4 a) Match the words (A-H) with the pictures (1-8).



- | | |
|---|-----------------------|
| A | digital photography |
| B | pottery |
| C | painting watercolours |
| D | drawing |
| E | wood carving |
| F | ice sculpting |
| G | knitting |
| H | jewellery-making |



- b) Which are art? crafts?

TV shows

- 5 Fill in: *awards, characters, cast, set, hits, season, critics, series, episode, plotlines.*



What do you get if you cross a weekly comedy-drama 1) with a musical? The popular TV show *Glee*, that's what! *Glee* is 2) in a high school in Ohio, USA and it's about a high school teacher who is determined to make the once-successful school choir great again. In each 40-minute-long 3), *Glee*'s fans are entertained by the show's young, energetic 4) singing and dancing along to both chart 5) and well-known songs from musicals. The 6) are original and moving and the 7) are sweet and humorous. *Glee*'s first 8) got great reviews from 9) and was nominated for nearly 100 10) It deserved every one!

Theatre & Performances

- 6 Fill in: *stage, rehearsals, costumes, interval, act, audience.*

- All the actors came onto the at the end of the performance.
- The clapped loudly at the end of the first
- Lizzie has for the school play on Mondays and Thursdays.
- The for the play were designed by a famous designer.
- After the, we went back to our seats for the second half of the play.

Professions related to the arts

- 7 Match the types of performers to what they do. Tell your partner.

1 ☐	juggler	a	only uses movement & facial expressions to perform
2 ☐	living statue	b	throws objects in the air & catches them
3 ☐	trapeze artist	c	performs magic tricks in the open air
4 ☐	opera singer	d	tells jokes on stage
5 ☐	mime artist	e	performs stunts on a swing in a circus
6 ☐	stand-up comedian	f	dresses up and keeps still in the street
7 ☐	street magician	g	performs in a drama set to classical music

A juggler throws objects in the air and catches them.

- 8 a)  **LISTENING** Listen to three performers describing their jobs. What does each one do?

Peter

Sandra

Mike

- b)  **SPEAKING** Which job do you think is more exciting? Why? Tell your partner.

Events

- 9 Complete the adverts. Use: *must-see, effects, edge, performance, worth, regret, talented, box office*. What is each advert about?

A The Grand Theatre

presents a spectacular

1) of the classic ballet Swan Lake. Updated with amazing special

2) For two nights only on 15th & 16th December.

Don't miss it!

Call 01253 290190 to book your tickets. It's a
3)

B Comic Art CONVENTION

An event 4) seeing for all Marvel and DC comic book fans! If these characters keep you on the 5) of your seat, here you can see the 6) artists who bring them to life.

Book your ticket today!
You won't 7) it!
Call the 8) on 01772 265789.

Prepositions

- 10 Choose the correct prepositions. Check in Appendix II.

- 1 Is there anything good **on/at** TV tonight?
- 2 We booked our tickets **at/for** the concert online.
- 3 The film is based **to/on** a novel by Suzanne Collins.
- 4 Mary has the lead role **in/with** the school play!
- 5 She's fond **in/of** ballet performances.

Word formation (compound nouns)

- 11 Read the theory, then form compound nouns using the words in the boxes. Use them to complete the sentences (1-5).

Compound nouns are nouns formed of two or more words. The two parts can be joined together (paint + brush = paintbrush), joined with a hyphen (passer + by = passer-by) or be two separate words (art + gallery = art gallery).

box, soap, make, head, best

office, opera, -up, seller, phones

- 1 Emma Thompson's in *Nanny McPhee* made her look like an ugly old woman!
- 2 Her new book has become a
- 3 Call the now to book your tickets.
- 4 Put on your and listen to this.
- 5 *Eastenders* is a popular TV

Phrasal verbs: GET

- 12 Choose the correct particle. Check in Appendix I.

- 1 Get **down/off/out/by** the bus outside the cinema.
- 2 We only got **up/over/back/on** from the theatre an hour ago.
- 3 Andy was upset when he didn't get the part in the play, but he soon got **over/under/off/in** it.
- 4 Liz finally got her favourite book **back/away/into/down** from Jenny.
- 5 Unfortunately, Suzy doesn't get **by/on/away/back** very well with the other actors.

- 13 **WRITING** Which is your favourite TV show? What is it about? Write a short text about it. Think about: *name, type, plot, characters*. Use the text in Ex. 5 as a model. Tell the class.

Passive voice

Are you a Culture Vulture?

- The series of paintings *Sunflowers* **was painted** by
A Vincent Van Gogh. B Leonardo da Vinci. C Claude Monet.
- Who **has been awarded** the most Oscars?
A Walt Disney B Jack Nicholson C Steven Spielberg
- The Mona Lisa* **is exhibited** in
A Rome. B London. C Paris.
- What **should be said** to an actor for good luck before he goes on stage?
A Best foot forward. B Break a leg. C Twist your arm.

Answers: 1=A, 2=A, 3=A, 4=B

see pp. GR11-GR12



- Do the quiz. Check your answers. What tense is each of the passive forms in bold in the quiz?

- 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
	Picasso	Painted	Guernica.
PASSIVE	Subject	Verb	Agent
	Guernica	was painted	by Picasso.

We use the passive when the action itself is more important than the person who does it.

see p. GR11

- Fill in: *was, being, be (x2), is*.

	Active	Passive
Present Simple	They hold the competition every year.	The competition 1) held every year.
Past Simple	Monet developed the Impressionist art style.	The Impressionist art style 2) developed by Monet.
Present Continuous	Our teacher is organising an art exhibition.	An art exhibition is 3) organised by our teacher.
Future	They will open the new gallery tomorrow.	The new gallery will 4) opened tomorrow.
Modals	You can see <i>The Thinker</i> in Paris.	<i>The Thinker</i> can 5) seen in Paris.

see p. GR11

- Use *with* or *by* to complete the following sentences.

with/by

with + instrument/material/ingredient – The portrait was painted *with* oils.

by + agent – The portrait was painted *by* a professional.

see p. GR11

- The handbag was made leather.
- The new gallery will be opened the Mayor.
- The sculpture was made fresh fruit.
- The hall is decorated paintings.
- The Statue of Liberty was sculpted Bartholdi.

- Rewrite the sentences in the passive, as in the example.

- Ann Roth designed the costumes for *Mamma Mia!*
The costumes for Mamma Mia! were designed by Ann Roth.
- Harry will write the music for the school play.
- The director offered Tom the lead role in the film.
- The box office is selling tickets for the concert now.
- Our school puts on a play at the end of term.
- Charlotte Brontë wrote *Jane Eyre*.
- People will always remember Walt Disney for his amazing creativity.
- More than 50 million people around the world have seen the musical *Cats*.
- Tourists can see sculptures by Antoni Gaudí in Barcelona.

- 6 Rewrite the headlines as complete sentences. Use the passive.

1 NEW MUSEUM TO BE OPENED BY MAYOR TOMORROW

2 EXHIBITION CALLED OFF YESTERDAY DUE TO RAIN

3 GALLERY ROBBERDERS STILL NOT CAUGHT

4 BOY BURNT BY FIREWORKS

5 SCULPTURE REMOVED FROM LEEDS ART GALLERY YESTERDAY

1 The new museum will be opened by the Mayor tomorrow.

- 7 **ICT** Collect information about how glass is made. Present the process to the class. Use the passive.

The causative



Mike is painting his portrait. Paul is having his portrait painted.

▶ see p. GR12

- 8 Read the sentences above. Which suggests that the action is done by another person? How do we form the causative?

- 9 Write sentences using the causative, as in the example.

- They've published Joe's novel. Joe *has had his novel published*.
- He is going to style Jenny's hair for the event. Jenny
- Mrs Jones is making Sam's dress for the end-of-term performance. Sam
- Someone has stolen Matt's guitar. Matt
- Someone took Jane's photo. Jane
- They are sending the invitations today. They

Reflexive/Emphatic pronouns

Are you talking to yourself?

Why are you groaning then?

Because I don't like this joke.

No, I'm telling myself jokes to pass the time.

<u>myself</u>	<u>yourself</u>	<u>himself</u>	<u>herself</u>	<u>itself</u>
ourselves	yourselves	themselves		

We use reflexive/emphatic pronouns:

- to talk about actions when the subject and the object are the same. *I burnt **myself**.* (reflexive)
- with verbs such as **behave**, **burn**, **cut**, etc, when the subject and the object of the verb are the same. *He cut **himself** on the page of a book.*
- to emphasise the nouns/pronouns of a sentence. *They wrote the play **themselves**.* (on their own – emphatic)

▶ see p. GR12

- 10 Read the joke and the theory. What are the pronouns in the joke: reflexive? emphatic? Give reasons.

- 11 Fill in the correct reflexive/emphatic pronouns.

- A: This photograph is lovely.
B: Thank you. I took it
- A: Did you put up these decorations ?
B: No, John did it by
- A: What happened to your hand, Sophie?
B: I burnt while making cakes for the charity event.
- A: Did you and Tony enjoy at the theatre, John?
B: Yes, it was a fantastic play.
- A: Tom won the first prize.
B: I'm sure he's pleased with

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.

- A travel agent is organising their trip. **BEING**
Their trip a travel agent.
- He is cutting Sally's hair. **HER**
Sally hair cut.
- They have sold all the tickets in a week. **BEEN**
All the tickets in a week.
- She will book our tickets tomorrow. **BE**
Our tickets tomorrow.
- You can't take cameras into the museum. **ALLOWED**
Cameras in the museum.

- 13 **ICT** **WRITING** Make up your own quiz about culture (*art, theatre, film, books*, etc) similar to the quiz in Ex. 1. Use the passive. Exchange your quiz with your partner.

- 1 a) In two minutes, complete the spidergram with as many types of films as possible. Compare with your partner.



- b) Which types do you: *enjoy?* *not enjoy?* Discuss in pairs using the adjectives.

- boring • gripping
- predictable • moving
- interesting • educational
- exciting • scary • funny
- relaxing

A: *I really enjoy adventure films.*

B: *So do I. They're very gripping and exciting.*

A: *I don't enjoy thrillers.*

B: *Neither do I. They're scary.*

- c) Which was the last film you saw at the cinema? What type of film was it? Did you enjoy it? Why/Why not?

Multiple choice

- 2 a) You will hear a girl called Kirsty talking on the radio about a film she has recently seen. Before you listen, check these words/phrases in the Word List. What do you think the film is about?

- adapted from • based on
- impressed • imaginary
- set out on a journey
- dwarves • dragon
- adventures • spoil
- battle scenes
- edge of my seat
- make up their mind

- b) Listen to the dialogue and for questions 1-5, choose the correct answers A, B or C. Is it *formal* or *informal*?

- Why was Kirsty looking forward to seeing *The Hobbit*?
A She loves fantasy films. B She enjoyed a similar film.
C She liked the book.
- What does Kirsty describe about the film?
A the general outline B how the story ends
C where it was filmed
- According to the presenter, some viewers
A were disappointed with the film.
B liked *The Lord of the Rings* more.
C thought the film was amusing.
- Overall, Kirsty thought the story was
A adventurous. B exciting. C amusing.
- What does Kirsty criticise about the film?
A the characters B the way it starts
C the battle scenes

- 3 Would you like to go and see this film? Why/Why not? Tell the class, giving reasons. While speaking use pauses or pause fillers (uh ..., er ...) for taking time to think.

Multiple matching

- 4 a) You will hear five people talking about their reading preferences. Before you listen, check these phrases/words in the Word List.

- stressed out • calm me down • take my mind off
- get on with • can't stand • get into • get lost in
- pass the time • pick out

- b) Listen and match the people (1-5) with what they said (A-H). There are three extra sentences that you don't need.

- A My favourite pastime is reading.
- B I only read one type of book.
- C I would like to read more.
- D Reading helps me to relax.
- E I read while travelling.
- F Biographies are my least favourite.
- G E-books are the only books I read.
- H I sometimes read books on my tablet.

Speaker 1	
Speaker 2	
Speaker 3	
Speaker 4	
Speaker 5	

- 5 Which speaker 1-5 are you most like? Why? Tell the class.

Pronunciation /aɪ/, /ɔɪ/

- 6 Listen and say which word does not contain the same sound.

- /aɪ/ like, I, say, guide, five
- /ɔɪ/ join, boy, coin, enjoy, buy

Speaking skills

4e

Describing a performance

- 1 Read the poster. Would you like to go to this performance? Why/Why not?

CIRQUE DU SOLEIL

4th April – 15th May

- circus acts and street entertainment in one spectacular performance
- talented acrobats
- breathtaking stunts

One of the greatest shows on Earth – don't miss it!

Call the box office on 09876546373

- 2 a) Richard has just been to the *Cirque du Soleil*. Complete the dialogue. What did he think of the performance?

David: Hi, Richard. Did you have a nice weekend?
 Richard: Great, thank 1) I went to see *Cirque du Soleil*.
 David: Oh, wow! I've heard they're brilliant. 2) was it?
 Richard: It was absolutely fantastic! It was by far the best acrobatic show I've 3) seen.
 David: Oh, really? What 4) so special about it?
 Richard: Well, the stunts were breathtaking and the costumes and special effects were incredible. There was also a clown 5) was really fun and entertaining.
 David: So you'd recommend it?
 Richard: Oh, yes! It was a bit expensive, 6) it was worth every penny. The audience was gasping 7) amazement all the way through!
 David: It sounds excellent, Richard. Maybe I'll go and see it.
 Richard: You should. It's on until the 15th of May. You won't regret 8)

Listen and check if your answers were correct. Is the dialogue *formal* or *informal*?

b) Take roles and read the dialogue aloud.

- 3 Use the poster below and phrases from the language box to act out a dialogue similar to the one in Ex. 2a.

STOMP "Better than ever!"

Until **22nd DECEMBER**

- fantastic combination of music, tap dance and percussion
- uses everyday objects as instruments – new act with rubber tyres, paint cans & recycled packaging!

Call the box office now on 047364758473

Asking about a performance

- I've heard it's ... • How was it?
- Did you enjoy it? • Was it good?
- What was so special about it?

Describing a performance

- It was ... (absolutely fantastic/brilliant/etc).
- It was the best/worst ... I've ever seen.
- The stunts/music/special effects/lighting/costumes/actors/dancers/etc was/were amazing/incredible/average etc.
- It was a bit/rather ... (expensive/slow/etc), but it was worth seeing.

Recommending

- It's a must-see.
- You won't regret it!
- It's well worth seeing.
- Don't miss it.
- You should definitely go and see it.

Comparing pictures

- 4 The pictures show different forms of entertainment. Describe them, then answer the question.

What are the people enjoying about visiting each place?



- 5 Listen to someone doing the task in Ex. 4. Compare their performance to yours.

Writing Bank 4 p. WB4

Rubric analysis

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

An English learners' website is asking for reviews of people's favourite books. Write your **review** saying what the book is about, making general comments about the plot, characters, etc and saying why you recommend it (120-160 words).

- 1 What do you have to write? Who for?
- 2 What tenses will you mainly use?
- 3 Which of the following should you include? Tick (✓)
 - a who wrote it & what type of book it is ☐
 - b how the book ends ☐
 - c which of your friends have read the book ☐
 - d main points of the plot ☐
 - e reason(s) for recommending the book ☐
 - f your opinion about the plot, characters, etc ☐
 - g the name of the book ☐
 - h what other books you've read recently ☐

Model analysis

- 2 a) Read the model review. What type of book is it about: crime? mystery? fantasy? adventure? science fiction? horror? spy novel? biography? historical drama? romance? non-fiction? thriller?
- b) Match the paragraphs (A-D) to the headings (1-4).

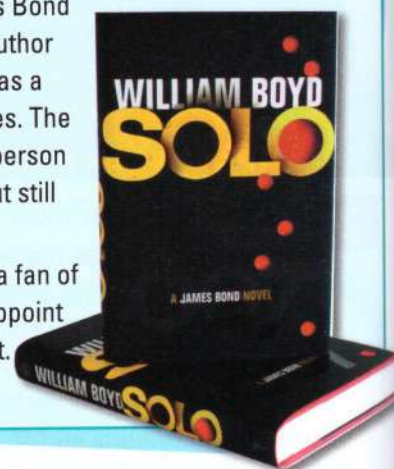
- 1 ☐ main points of the plot
- 2 ☐ closing comments & recommendation
- 3 ☐ comments about plot, characters, etc
- 4 ☐ background information about the book

A *Solo* is the latest James Bond novel written by William Boyd. The novel continues the intriguing adventures of James Bond – British secret service agent 007.

B The story begins when Bond is sent to West Africa to stop a civil war in the small nation of Zanzarim. Soon he discovers that his allies are not on his side and vows revenge. During his mission, Bond has many adventures, coming face to face with dangerous villains and an evil soldier named Kobus Breed.

C Although the plot is gripping, it can be predictable at times. What makes the character of James Bond interesting in this novel is that the author presents him not just as a hero, but as a sensitive person that makes mistakes. The book is inspiring as it shows that a person can have flaws and weaknesses, but still be brave.

D *Solo* is a great read. If you are a fan of James Bond, this book will not disappoint you. I would definitely recommend it.



- 3 Fill in: *bestseller, set, directed, special effects, well-developed, tells, twist, put, based, main, gripping*. Which sentences relate to: books? films? both?

- 1 *The Hunger Games* was on the list for many weeks.
- 2 This novel was so that I couldn't it down.
- 3 The biography the story of one of the greatest inventors of all time.
- 4 This exciting adventure is on a true story of a man shipwrecked on an island.
- 5 The characters are likeable and
- 6 There was a at the end that I really didn't expect.
- 7 The were very expensive, but quite impressive.
- 8 *The Chronicles of Narnia* series is in a fictional land called Narnia.
- 9 *The Avengers* was by Josh Whedon.

Adjectives

- 4 a) Fill in: *plot/storyline, ending, characters*.
- 1 interesting, well-developed, main, boring
 - 2 tragic, predictable, unexpected, thrilling
 - 3 gripping, clever, fast-paced, dull

b) Which adjectives are used in the model in Ex. 2 to describe the: *adventures? agent? war? villains? soldier? plot? character? person? book? read?*

Recommending

5 a) Complete the gaps with the phrases in the list.

- well worth reading • thoroughly recommend
- make sure • won't disappoint • you are looking for
- this book's for you • couldn't put it down • In my opinion

A If 1) a fast-paced and gripping read, I 2) this novel. It 3) you!

B If you read one book this year, 4) it's this one! It's cleverly written and I 5) from the very first page.

C 6) , this novel is the author's best so far and 7) If you enjoy fantasy novels, 8)

b) Use phrases from Ex. 5a and phrases from the Useful Language box to write your recommendation for a book you have read.

Writing

6 Read the rubric and underline the key words. Then answer the questions.

Your school English magazine is asking for book reviews. Write your **review**, describing the plot, giving general comments about the book and saying why you recommend it (120-160 words).

- 1 What do you have to write? Who will read it?
- 2 What tense(s) will you use?
- 3 What book can you write about? What will you write in each paragraph?
- 4 **BRAINSTORMING** Make notes on the book to complete the mindmap.



7 Write your review. Use your notes in Ex. 6, the Useful Language and the plan. Use the review in Ex. 2 as a model.

Useful Language

Background information

- ..., by..., is the ... (first, second, etc) novel in the ... series.
- It's a(n) gripping/exciting/funny, etc ... (adventure/fantasy/romance, etc) novel about/which tells the story of ...
- The story is set in/based on ...

Main points of the plot

- The story begins/is about ...
- It is based on a true story/real events that happened ...
- Soon after/After that/Before long ...

General comments

- The storyline/plot is dull/exciting/thrilling/slow-moving, etc.
- The (main) characters are well-developed interesting/boring, etc.
- It has a(n) unexpected/predictable/tragic, etc ending. • The book is full of thrilling/funny, etc moments.

Recommendation

- I would thoroughly recommend this book (to anyone who enjoys ...).
- This book is well worth/not worth reading because ...
- This is a book that can be read over and over again.
- If you like ... (thrillers/adventure/fantasy, etc) stories, this book will not disappoint you.

Plan

Introduction

(Para 1) *background info about book (title, author, type, what it's about, etc)*

Main Body

(Para 2) *main points of the plot*

(Para 3) *comments about plot/storyline, characters, ending, etc*

Conclusion

(Para 4) *recommendation with reasons*



Checklist

When you have finished your piece of writing, check that you have included:

- correct grammar, spelling, punctuation
- the correct tense(s) & style
- structured paragraphs
- a variety of adjectives
- all the points mentioned in the rubric
- the correct number of words

Multiple choice cloze

Preparing for the task

- 1** a) Read the gapped sentence. What part of speech is the missing word: verb? noun? adjective?

Around half a million people gather to the performance.

A see B look C notice D watch

- b) Look at the options and the dictionary entries. Which is the correct option?

see (v) to notice with your eyes

look at (v) to see what there is or what sth is like

notice (v) to become aware of sth

watch (v) (of events) to spend time looking at it usually from beginning to end

- 2** a) Now read this gapped sentence. Does it test vocabulary or grammar?

The celebrations end with a fireworks display over the river the two bridges.

- b) Look at the options. Which is the correct answer? Why?

A next B between C among D outside

STUDY SKILLS

Read the text quickly to get the gist. Read again paying attention to the words before and after each gap. They will help you do the task. When you finish, read the completed text to see if it makes sense.

- 3** Read the text and choose the correct word (A, B, C or D) for each gap (1-8).

- | | | | |
|------------|----------|----------|---------|
| 1 A little | B few | C many | D some |
| 2 A when | B which | C where | D that |
| 3 A pay | B make | C have | D put |
| 4 A stared | B viewed | C looked | D taken |
| 5 A for | B to | C of | D by |
| 6 A with | B for | C as | D of |
| 7 A they | B then | C there | D we |
| 8 A finish | B halt | C stop | D end |

- 4** a) **ICT** Is there a similar art festival in your country? Collect information under the headings: **name** - **place** - **reason** - **activities**. Write a short article about it.

- b) **THINK!** Compare the festival to the Sarasota Chalk Festival.



The Sarasota Chalk Festival

For a **1** days every year, visitors to Sarasota have to watch **2** they are walking after talented pavement artists have turned the streets into an open air art gallery.

As the festival begins, each artist's creation slowly comes to life while the public look on. But visitors have to **3** attention; the 3D chalk drawings are only seen properly when they are **4** from the right angle. After the drawings are finished, they can step right into them and pose with elephants, balance along an imaginary circus wire or jump into a huge hole!

The art at the festival is created **5** the best street artists from around the world.

As well **6** the 3D art, there are other 2D creations on pavements and walls. Musicians, dancers, acrobats and other street performers add to the lively atmosphere in the streets. The best thing is that everything is free to participate in!

This is a fantastic festival, but **7** are two problems. When it rains, the artists have to rush to cover up their artwork. Also, after the many hours of work, what happens to the artworks at the **8** of the festival? They are simply hosed off the pavement!



Grammar

5 Choose the item that best completes each sentence.

- "Have you seen Tom today?"
"No, I haven't seen him last Monday."
A for B before C after D since
- The exhibition was cancelled it was raining heavily.
A until B due C because D when
- "Was it expensive?"
"Yes, but it was worth penny."
A each B all C any D every
- 'Guernica' by Pablo Picasso.
A paints C has painted
B painted D was painted
- "Have you booked the tickets?"
"Yes, I did it this morning."
A yet B still C just D then
- He made this desk
A for his B himself C his D by him
- "Can I finish what I'm doing?"
"Sure. Take time."
A a B the C your D all
- "When is the exhibition?"
"I haven't got the idea."
A faintest B least C smallest D best
- "Do you mind if I go now?"
"Not at"
A once B last C times D all
- John his portrait painted tomorrow.
A will have C going to have
B has D has had
- Have we got money to go to the cinema?
A a lot B enough C many D too
- There were quite people at the gallery.
A some B a few C many D much
- The statue was made white marble.
A in B of C with D by
- 'Mona Lisa' in the Louvre, in Paris.
A keeps C kept
B is kept D has been keeping
- They made this collage
A theirs C themselves
B them D by them

Vocabulary

6 Choose the item that best completes each sentence.

- They decided to for Mary to finish her rehearsal.
A stand B keep C wait D stay
- Superman in the first issue of Action Comics in 1938.
A came C showed
B appeared D entered
- The artist's identity was secret.
A made C kept
B remained D held
- His paintings more like photos than paintings.
A look B seem C show D appear
- He is one of the world's best actors.
A held C thought
B considered D recognised
- Picasso is best as a cofounder of the Cubist movement.
A understood C famous
B recognised D known
- When models pose for an artist, they have to stay
A frozen C standing
B still D fixed
- The exhibition of about 100 works.
A consists C includes
B contains D involves
- 'The Treasures of Tutankhamen' was so popular that it for eight months at the Dallas Museum of Art.
A kept C waited
B stayed D lasted
- The event has up many opportunities for the artists.
A brought C created
B given D opened
- Entry to the museum is on Sundays.
A open C unpaid
B free D available
- The Museum of London is with historic objects.
A crowded C busy
B full D packed

1 Fill in the words in the correct form.

• paint • draw • sketch

- It won't be a detailed picture; I've only got time to it.
- Mark sharpened his pencils and sat down to the plan of the house.
- I with a wide brush and very strong colours.

Phrasal verbs & Prepositions

2 Choose the correct item.

- This exhibition is perfect **from/for** people who like Impressionist paintings.
- The author dedicated his first novel **to/at** his father.
- These photos really bring the subjects **with/to** life.
- They are fond **of/with** visiting art galleries.
- The sculptor was very pleased **by/with** his finished statue.
- There seems to be a problem **in/with** my camera; it won't take photographs.
- Get **off/by** the bus outside the theatre.

Sentence transformations

3 Complete the second sentence so that it means the same as the first. Use up to three words.

- Tickets must be bought by all visitors.
All visitors tickets.
- Sue gave Tony a book as a present.
Tony a book as a present by Sue.
- She's too old to start to learn the piano.
She isn't to start to learn the piano.
- Everyone in my family loves science-fiction films.
In my family, all of us science-fiction films.
- We'll probably visit the gallery while we're in London.
We'll probably visit the gallery our stay in London.
- Museum trips can teach you a lot.
You can a lot on a museum trip.

Word formation

4 Complete the gaps with the correct form of the words in bold.

A local exhibition at Layton Town Hall is proving to be both popular and 1) With a display of 2) styles of painting by local artists, from very 3) still-lives to abstract portraits, it is attracting visitors from far and wide. Run by a local artists' 4), it aims to increase 5) of art in the community and to inspire people in the 6) of their own artwork. My 7) piece was a watercolour of the harbour. It runs until the end of the month, so don't miss the chance to see this 8) selection of home-grown talent!

**SUCCESS
DIFFER**

REAL

**ORGANISE
AWARE**

**CREATE
FAVOUR**

WONDER

Grammar in Focus

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

'Gravity' is a science-fiction film directed

- 1) Alfonso Cuarón. It's a dramatic thriller
- 2) takes you into the infinite realm of space. Sandra Bullock
- 3) (play) Dr Ryan Stone, a medical engineer on
- 4) first shuttle mission, while George Clooney stars
- 5) Matt

Kowalsky, a veteran astronaut. On a seemingly routine spacewalk, disaster strikes and the shuttle 6) (destroy), leaving Stone and Kowalsky completely alone. 7) is a very moving film that 8) (keep) your eyes glued 9) the screen throughout. Don't 10) it!



Reading

- 1 Read the text and decide if each statement (1-8) is T (true), F (false) or DS (doesn't say). Give reasons for your answers.

Masks on Stage

Masks have been used for centuries all across the world in many theatrical performances. Masks help the audience to focus on the action and the characters' emotions rather than the performers. Behind a mask, an actor can truly become a character! Let's look at some traditional forms of theatre that used masks.

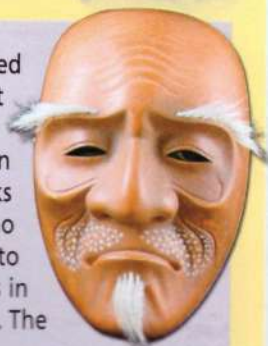
The ancient Greeks were well known for their love of theatre. Actors would wear masks on stage with exaggerated expressions which clearly showed the fear, anger or sadness of the characters. Only men were allowed to act at that time, so a quick change of mask allowed them to play the roles of both men and women in the same play.



Masks were also featured in Italian Commedia dell'Arte of the 16th century. This theatre was performed by travelling comedy troupes of actors and actresses. There were no scripts and performers improvised their lines. Each performance featured the same characters with their own particular mask. The masks had bold features, such as bushy eyebrows and long noses, which along with the characters' exaggerated movements created the comedic performance for which the Commedia dell'Arte was famous.



Japanese Noh plays from medieval times also used masks so the actor had to use gestures and movement to bring the character to life. Masks were mostly used to portray female roles and non-human characters such as animals and monsters. The masks were made with a neutral expression so that no emotion could be seen. The performer then had to slightly tilt their head up or down at different angles in the stage lights to express emotions of fear or sadness. The resulting effect was truly theatrical.



- 1 A mask can help the audience understand the character's feelings.
- 2 Ancient Greek actors made their own masks.
- 3 There were no female characters in Greek drama.
- 4 In Italian Commedia dell'Arte, actors wrote the script.
- 5 Commedia dell'Arte didn't allow women to act.
- 6 Commedia dell'Arte actors always wore the same masks.
- 7 Japanese Noh performers did not move on stage.
- 8 Only specially trained actors took part in Japanese Noh plays.

(8x2=16)

Speaking

- 2 Choose the correct response.

- 1 A: I'm going to see that film you recommended.
B: a Don't miss it.
b You won't regret it.
- 2 A: What was so special about the play?
B: a It was rather expensive.
b The costumes were incredible.
- 3 A: How was the show?
B: a It's well worth seeing.
b It was a musical.
- 4 A: Maybe I'll go and see it.
B: a You should.
b You may.
- 5 A: So you'd recommend it?
B: a That sounds excellent!
b It's a must-see!

(5x2=10)

Vocabulary

- 3** Fill in: *masterpiece, predictable, awards, plotline, audience, novel, still, episode, horror, bestseller.*

- I don't like plots at all; I prefer to be surprised.
- How many did *The Hobbit: An Unexpected Journey* win?
- Tracey doesn't enjoy films as they give her nightmares.
- The rose to their feet and applauded loudly.
- The film is based on the classic by Charles Dickens.
- Many critics say that Picasso's is the painting *Guernica*.
- I mustn't miss *Glee* tonight; it's the last of the series.
- Models should not move; they should stay
- Suzanne Collins' *The Hunger Games* was a(n) in lots of countries.
- The story has got an interesting

(10x2=20)

Grammar

- 4** Put the verbs into the correct passive tense.

- Shakespeare's plays (write) centuries ago.
- Our local arts festival (hold) every October.
- The new concert hall (open) next Saturday by Adele.
- Tickets (can/buy) online or at the box office.
- A new film (direct) by Steven Spielberg at the moment.

(5x2=10)

- 5** Rewrite the sentences using the causative.

- Stephen King's new novel has just been published.
Stephen King
- The gallery will exhibit local artists' work.
Local artists
- A famous photographer will take our photograph.
We
- Arcimboldo painted Rudolf II's portrait.
Rudolf II
- Van Gogh arranged for his brother to sell two of his paintings.
Van Gogh

(5x2=10)

Listening

- 6** Listen to part of a radio show and fill in the missing information.

Thor: The Dark World is the latest film based on a Marvel **1** It is an action **2** film. The **3** are amazing. Its **4** plot and funny moments make it interesting. Starring Chris Hemsworth, Tom Hiddleston and Natalie Portman. In cinemas from 21st **5** The running time is **6** minutes and tickets at Odeon **7** are only £ **8** Don't miss it!



(8x2=16)

Writing

- 7** Write a review of your favourite film for an English magazine (120-160 words).

(18 marks)

(Total=100)

Check your progress

- talk about art & crafts
- talk about TV shows, theatre and performances
- talk about films & books
- describe a performance/recommend it
- compare pictures
- write a biography
- write a quiz
- write a review

GOOD ✓

VERY GOOD ✓✓

EXCELLENT ✓✓✓

Can you help?

Module 5

MODULE OBJECTIVES

► Vocabulary

- global issues
- the environment
- international organisations
- prepositions
- word formation: forming adjectives from nouns or verbs
- phrasal verbs: *TURN*

► Reading

an article about light pollution (matching headings to paragraphs, answer questions)

► Grammar

- reported speech
- reported statements, questions/commands
- reporting verbs

► Listening

- a radio show (multiple choice)
- monologues (multiple matching)
- pronunciation: homophones

► Speaking

- making suggestions – agreeing/disagreeing
- describing pictures

► Writing

- a summary
- an essay providing solutions

► Language Focus

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

► Progress Check

Words of wisdom

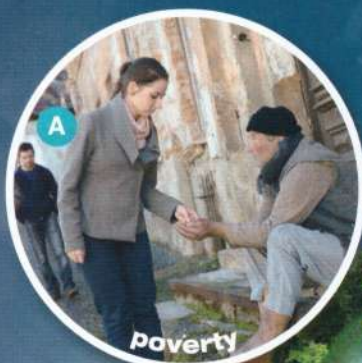
"When we heal the Earth, we heal ourselves."

(David Orr)

Discuss

Global issues

- 1 Listen and say. Which are: *social problems?*
environmental problems?



- 2 Complete the newspaper extracts (A, B) with the words below. Which of the problems in Ex. 1 is each about?

- packaging
- household waste
- volunteers
- accommodation

A At a recent charity ball, the Mayor announced that the council would build more sheltered 1) for people on the streets. He added that he was delighted to see a huge rise in the number of 2) helping out at local shelters.

B The Prime Minister said that his government was producing a series of advertisements about recycling 3) He also explained that everyone needed to choose supermarket products that had less 4)

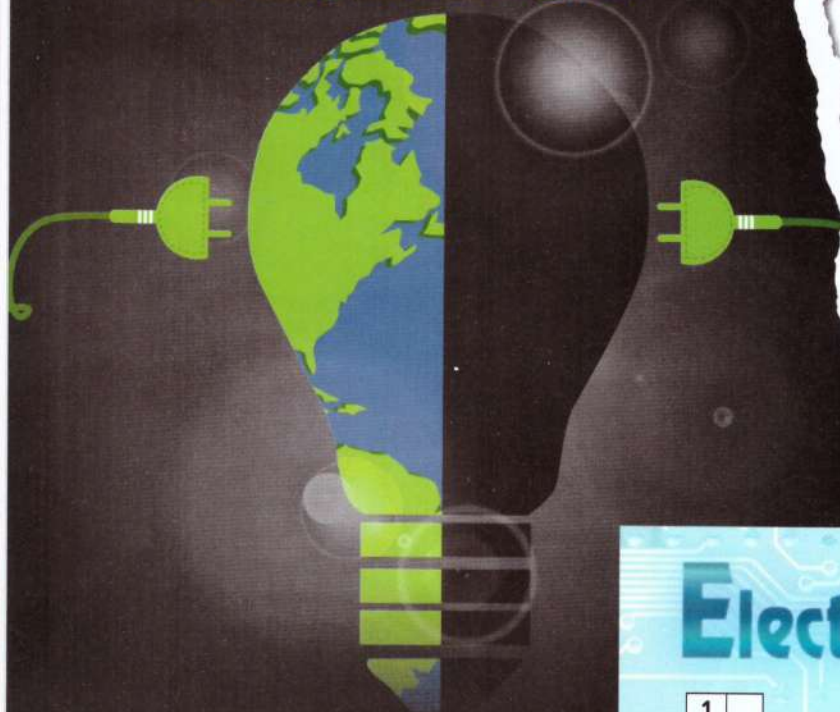
- 3 Which of the problems in Ex. 1 is the most serious in your country?

5a Reading

- 1 Read the advert and the extract from the song. What do you think Earth Hour is?

EARTH HOUR

Tonight at 8:30 we are all turning off our lights.



*When the lights are off
In darkness we will build one light
The Earth our home is crying out
Where will we be in the future?
Where will our daughters and sons be?
Where will it be?
Earth is only one, there's no other one
There's only one, only one.*

? Did you Know?

Some cities, such as Chicago, dim the lights in tall buildings while birds are migrating. This saves the lives of more than 10,000 birds every year.

STUDY SKILLS

Predicting content

The key words/phrases in a text help you predict what it is about.

- 2 a) Check the meaning of these phrases in the Word List.

- power cut • complete darkness
- light pollution • streetlights shine
- security lights flash on and off
- wasting energy • affects wildlife
- get confused • sleep patterns get disrupted
- dim their streetlights
- switch off unnecessary lighting
- low-energy bulbs

- b) The phrases in Ex. 2a appear in the text. What do you think the text is about?

🔊 Listen and read to find out.

Electric Light Overload

1

In 1994, Los Angeles had an earthquake that caused a power cut; suddenly the city was in **complete** darkness. Some **residents** phoned the emergency services in a panic and said that they had seen a **giant** silvery cloud in the sky. The authorities explained that they were looking at the Milky Way galaxy – it was usually hidden because of the city's lights!

2

Next time you get the chance, look up into the night sky. What do you see? **Probably** not much. Even in the countryside, the stars are harder to spot now. It's all because of light pollution from our towns and cities. Streetlights shine onto empty roads and car parks; shop fronts and office blocks are lit up after everyone has gone home, and security lights flash on and off as **stray** cats wander through gardens. Most cities and towns are so bright at night that they can be seen from space!

3

This is not only wasting energy, but it seriously affects wildlife and the ecosystem. After hatching on the beach, for instance, baby turtles use the sun going down on the horizon to get back to the sea. But they get confused by the bright lights of seafront hotels and can't find their way. Flying insects also swarm around streetlights and birds sing at midnight, becoming too **exhausted** to feed and reproduce. This causes their numbers to **decline**.

STUDY SKILLS

Matching headings to paragraphs

Underline the key words in the headings. Try to find synonymous ones in the text. This will help you to do the task.

3 Read again and match the headings (A-F) to the paragraphs (1-5). There is one extra heading. Which words helped you decide?

- A Finding Solutions
- B Brightness We Don't Need
- C Keeping Us Awake
- D Getting Worse and Worse
- E Seeing the Stars Again
- F Tragic Effects on Nature

Check these words

• overload • power cut • resident • emergency services • in a panic • giant • silvery
 • authorities • spot • shop front • office block
 • security lights • flash on and off • stray
 • wander • waste • affect • wildlife • ecosystem
 • hatch • baby turtle • horizon • seafront • insect
 • swarm • feed • reproduce • decline • creep in
 • sleep patterns • disrupt • lack • depression
 • heart disease • cancer • dim • lighting
 • switch off • low-energy bulbs • marvel • starry

4

Light pollution is affecting us, too. When street light **creeps in** through the curtains, our sleep patterns get **disrupted**. This isn't just making us tired; lack of sleep can lead to serious illnesses such as depression, heart disease and even cancer.

5

Fortunately, many towns and cities are starting to **dim** their streetlights and switch off unnecessary lighting. Also, once a year during 'Earth Hour', people in more than 7,000 cities and towns in over 150 countries **switch off** their lights for an hour. Why not take part next year? You can also use low-energy bulbs and switch off lights when you aren't using them. All of this will help! From the beginning of time, man has **marvelled** at the night sky. Let's work together to reduce light pollution and protect our beautiful starry skies!

4 In your own words answer the questions.

- 1 What is light pollution?
- 2 How does it affect people and animals?
- 3 What can we do to solve the problem?

5 Fill in: *in, to, through, on, of, at (x2), by*.

- 1 Bats and birds easily get confused artificial light.
- 2 It's going to rain; I can see storm clouds the horizon.
- 3 Her lack sleep makes her very tense.
- 4 There are a lot of stars the sky tonight.
- 5 Tiredness can lead health problems.
- 6 Lots of stray cats and dogs wander the streets.
- 7 Did you see the moon midnight? It was really bright.
- 8 We marvelled the beauty of the night sky.

6 Match the words in bold to their synonyms. What part of speech is each word?

- possibly • huge • absolute • drop • locals
- tired • turn off • enters • admired • disturbed
- make less bright • abandoned

7 Match the opposites. Check in the Word List at the back of the book.

- | | |
|--------------------------------------|-------------|
| 1 ☐ darkness | a ugly |
| 2 ☐ harder | b energised |
| 3 ☐ low | c tiny |
| 4 ☐ empty | d daylight |
| 5 ☐ exhausted | e softer |
| 6 ☐ giant | f dark |
| 7 ☐ bright | g high |
| 8 ☐ beautiful | h full |

8



What is the author's purpose in writing this article? How successful do you think he/she has been?

Speaking & Writing

Make notes under the headings: *Problem – Effects on Wildlife – Effects on People – Solutions*. Use your notes to present the issue to the class. Then write a short summary of the text.

Speaking



ICT Find another song about Mother Earth. Present it to the class. What is the main idea?

Vocabulary from the text

- 1** Choose the correct words. Check in the Word List at the back of the book.
- 1 Wasting energy **seriously/probably** affects our natural world.
 - 2 A **stray/confused** dog set off the security lights when it **crept/wandered** into the garden.
 - 3 Some wildlife species are **declining/reducing** because of light pollution.
 - 4 Can you **switch off/hide** the bathroom light? There's no one in there.
 - 5 Why is that light **shining/flashing** on and off?
 - 6 Look at those insects **swarming/hatching** around the light.
 - 7 It's not easy to **disrupt/spot** stars in the sky on a cloudy night!
 - 8 Too much light **wastes/affects** wildlife.

- 2** a) Fill in: *car, sleep, starry, emergency, light, office, seafront, heart, complete, security.*

- 1 services
- 2 darkness
- 3 pollution
- 4 parks
- 5 lights
- 6 blocks
- 7 hotels
- 8 patterns
- 9 disease
- 10 skies

b) Use the phrases in sentences of your own.

Topic vocabulary
The environment

- 3** a) Fill in the headlines with: *fuels, smog, spill, gases, warming, layer, conservation.* Check in the Word List at the back of the book.

HOLE IN THE OZONE

- 1)
ABOVE ANTARCTICA
SUDDENLY EXPANDS

ARCTIC SEA ICE COULD SOON
DISAPPEAR AS GLOBAL

- 2) **INCREASES**
SPEED OF MELTING

TIME RUNNING OUT FOR
OIL & OTHER FOSSIL

- 3)

THICK 4) **HANGING**
OVER CITY
CAUSES
BREATHING
PROBLEMSOIL 5)
KILLS HUNDREDS
OF SEA BIRDS
AFTER TANKER
CAPSIZES**GREENHOUSE 6)**
CONTINUING TO CAUSE EARTH'S
TEMPERATURE TO RISE7)
PROJECTS SUCCESSFULLY
STOP DECLINE IN PANDA
NUMBERS

- b) Complete the sentences. Use: *prevent, save, raise, reduce, ban, fine, invest.*

- 1 The best way to stop the polar ice caps shrinking is to energy.
- 2 We should factories that don't use alternative methods of disposing waste.
- 3 To fight climate change, we can the amount of electricity we use.
- 4 We can the hole from getting bigger by not buying aerosol sprays that use CFCs.
- 5 The government should cars from the city centre.
- 6 Governments need to in wind power and solar energy projects.
- 7 We ought to money for charities that run conservation projects.

- c) Match the solutions in Ex. 3b to the problems in Ex. 3a.

- 4** **LISTENING** Listen to four speakers talking about ways to help solve environmental problems. Match the solutions (A-F) to what they have done. There are two extra solutions.

- A using public transport
B volunteering to help wildlife
C taking advantage of technology
D recycling paper and plastic
E organising a campaign
F reusing products

Speaker 1	
Speaker 2	
Speaker 3	
Speaker 4	

- 5** Choose the correct words. Which tips help save: *water? energy? other natural resources?*

Easy Ways to be Environmentally Friendly!

- 1) **Collect/Gather/Pick** rainwater and use it to water your plants
- For cold drinks, keep a jug of cold water in the fridge instead of 2) **dripping/running/dropping** the tap.
- Use low energy 3) **globes/bulbs/balls** and install 4) **solar/sun/warm** panels.
- 5) **Switch off/Put off/click off** household 6) **equipment/appliances/devices** and lights when not using them.
- Don't eat fast food, which uses a lot of 7) **cover/packaging/packet**.
- Buy 8) **reduced/reused/recycled** paper, use both sides & only print documents you really need.
- Don't buy new clothes – 9) **Renew/Mend/Revise** your old clothes or hold a clothes 10) **giving/swapping/changing** event with friends instead.

International organisations

- 6** a) Complete the sentences. Use these words: *peace, communities, destruction, healthcare, risk.*

- 1 WWF fights against the of the natural world.
- 2 Save the Children protects children at around the world.
- 3 Oxfam works with local worldwide to fight poverty and injustice.
- 4 The World Health Organisation works to give the poor affordable
- 5 The United Nations promotes and security throughout the world.

- b) Which of these organisations work on *social issues? environmental issues?*

- c) **SPEAKING** Which organisations exist in your country? What do they do?

In my country there's ...

Prepositions

- 7** Fill in: *at, in (x2), on, from*. Check in Appendix II.

- 1 Many people disagree with experimenting animals to test new products.
- 2 How does the Earth look space?
- 3 They were all a panic.
- 4 There are less than 100 Javan Rhinos left the wild.
- 5 Many species are risk of becoming extinct.

Word formation (forming adjectives from nouns or verbs)

- 8** Read the theory, then form adjectives from the words in bold to complete the gaps.

We use the suffixes **-al** (*fiction - fictional*), **-y** (*fun - funny*), **-ous** (*continue - continuous*), **-ful** (*beauty - beautiful*), & **-able** (*afford - affordable*) to form adjectives from nouns or verbs.

Bryce Canyon in Utah is one of the USA's most picturesque 1) parks. It might not be the nation's most 2) park, but it's certainly one of its favourites. This is 3) when you see its 4) rock spires in all shapes and sizes called 'hoodoos'. The hoodoos are set in a series of 5) amphitheatres. They shine brilliantly under 6) skies.

NATION

FAME

UNDERSTAND

COLOUR

NATURE

SUN

Phrasal verbs: TURN

- 9** Choose the correct particles. Check in Appendix I.

- 1 The pollution in the river turned **up/out** to be from a local factory. (**was discovered to be**)
- 2 Our safari holiday turned **over/into** a nightmare. (**became**)
- 3 Could you turn **down/up** your music, please? It's a little loud. (**decrease the volume of**)
- 4 Katy turned **down/over** her invitation to the event. (**rejected**)
- 5 Could you turn **on/off** the TV, please? No one's watching it. (**cut off the power to**)

Reported Speech



Direct speech is the exact words someone said.

Reported speech is the exact meaning of what someone said but not the exact words.

▶ see p. GR13

Reported statements

Direct Speech	Reported Speech
"I recycle all my rubbish," said Jake. (present simple)	Jake told me (that) he recycled all his rubbish.
"I'm volunteering at a charity," said Fran. (present continuous)	Fran said (that) she was volunteering at a charity.
"I've given money to the homeless," said Clare. (present perfect)	Clare said (that) she had given money to the homeless.
"They planted new trees yesterday," Ben said to me. (past simple)	Ben told me (that) they had planted new trees the day before.
"We were swimming with dolphins," said Ann. (past continuous)	Ann said (that) they had been swimming with dolphins.
"I'll join an animal shelter project next week," said Harry. (future simple)	Harry said (that) he would join an animal shelter project the week after.

▶ see p. GR13

1 a) Read the table and answer the questions.

- How do we introduce reported statements?
- How do the tenses change?
- What other changes are there in reported statements?
- When do we use quotation marks?
- How do we use *said*, *told*?

b) Read the joke and find examples of reported speech. Write what the salesman said in direct speech.

2 Fill in: *said* or *told*.

- "You can come with us," Bob.
- "We'll go to the zoo," Mary to us.
- Peter us he was going to the animal shelter.
- Sue that everyone could join in.
- "You need to take shorter showers," Mum

3 Rewrite the sentences from direct into reported speech.

- "I work at a homeless shelter every weekend," said Jamie.
- "My class was planting trees all morning yesterday," Lucy said.
- "I took my old laptop to the recycling centre," said John.
- "They are picking up litter today," Gary said to me.
- "The company will reduce its pollution by the end of next year," our boss said to us.
- "Paula joined WWF last month," said Alec.
- "They cut down 30 million trees every day," our teacher said to us.
- "I've never seen a sea turtle," Harry said to us.

Reported questions/commands

Direct Speech	Reported Speech
"Where's the homeless shelter?" she asked.	She asked where the homeless shelter was .
"Can you pick up the litter?" he asked me.	He asked if/whether I could pick up the litter.
"Do you save water?" she asked me.	She asked me if/whether I saved water.
"Recycle all your bottles," Mr Jones said to us.	Mr Jones told us to recycle all our bottles.
"Don't throw away old newspapers," she said to me.	She told me not to throw away old newspapers.

see p. GR14

4 a) Look at the table and answer the questions.

- How do we report a question that starts with a question word?
- How do we report a yes/no question?
- How do tenses change in reported questions?
- How do we report a positive/negative command?

b) Report the questions and commands.

- "Can we swim in the river?" Pat asked Sam.
- "Turn off the light," Mum said to me.
- "Are you going to the zoo?" asked Jack.
- "What time does it start?" she asked me.
- "Don't use your car," he said to me.
- "Why did you throw it away?" John asked.

Reporting verbs

As well as **say/tell** we can use a variety of reporting verbs in reported speech.

- agree, demand, offer, promise, refuse, etc + to infinitive – *We **agreed to help** clean up the park.*
- advise, allow, ask, invite, remind, warn, etc + somebody + to infinitive – *Kate **reminded me to phone** the homeless shelter.*
- admit (to), apologise for, complain (to sb) of/about, suggest, etc + -ing form – *He **suggested organising** a campaign.*
- explain, inform sb, complain, etc + that clause – *She **explained that** the sea turtles were in danger.*

see pp. GR14-GR16

5 Report the sentences. Use the verbs in brackets.

- "Why don't you come to the meeting?" asked Gary. (**invite**)
- "Be careful when getting rid of used batteries," Fran said to me. (**warn**)
- "I'm sorry I shouted at you," said Carrie. (**apologise**)
- "People still hunt endangered species," said Liam. (**complain**)
- "Yes, you can do a project on air pollution," said our teacher. (**allow**)

6 Oliver is phoning Ann about a clean-up day at the beach. Report their dialogue using these verbs: *suggest, offer, remind, say, explain, agree.*

Oliver reminded Ann about the clean-up day ...

Key word transformations

7 For each question, complete the second sentence using the word in bold so that it means the same as the first. Do not change the word in bold.

- "Is Tom coming with us?" asked Marie. **IF** Marie going with them.
- "Don't leave the kitchen light on," Dan said to me. **TOLD** Dan the kitchen light on.
- "Can we take part in Earth Day?" Paul asked. **WHETHER** Paul asked take part in Earth Day.
- "When are you visiting the Great Barrier Reef?" Tanya asked Ryan. **WAS** Tanya asked Ryan the Great Barrier Reef.

8 **SPEAKING** Work in groups of three. Two of you act out a short dialogue. The third reports the dialogue to another group.

Multiple choice

- 1 Look at the photograph. What do you think it shows?



- 2 a) You will hear a discussion on a radio show. Before you listen, check these words/phrases in the Word List.

• heavy traffic • cycle lanes
• exhaust fumes • traffic jams
• public transport • narrow streets
• illegal parking • dangerous drivers
• traffic warden • patrol • fine
• enforce the law • pedestrians • swerve

- b) Listen to the discussion and for questions 1-5, choose the correct answer A, B or C. Is it formal or informal?

- 1 What does Sarah suggest to reduce town centre traffic?
A ban cars and lorries
B increase public transport
C get people to use bicycles
- 2 What does Sarah say about the streets in the town centre?
A They are not in good condition.
B It is illegal to drive down them.
C They are wide enough for cycle lanes.
- 3 What is Sarah worried about when she is cycling?
A other cyclists B bad drivers
C heavy traffic
- 4 How can cyclists cause problems?
A They can surprise car drivers.
B They don't have enough space on the road.
C They are cycling too near to the side of the road.
- 5 What does the presenter say about cycling?
A He does not like it any more.
B He enjoyed it a lot.
C He wants to learn to ride a bike.

- 3 **THINK!** What does Sarah suggest? Do you think her suggestions will help reduce town centre traffic? Tell your partner.

Multiple matching

- 4 a) You will hear five people talking about how they reduce waste. Before you listen, check these words in the Word List. How do you think the words/phrases relate to reducing waste?

• wheelie bins • compost • coffee shop
• reusable mugs • packaging • disposable
• charity shops • bargains

- b) Listen and choose from the list (A-E) what each speaker (1-4) says about their way of reducing waste. There is one letter you do not need.

- A It can be quite difficult at times.
B I feel bad about something I used to do.
C It started because I didn't have much money.
D It's helped me with something I like to do.
E I hadn't done this for a long time.

Speaker 1	
Speaker 2	
Speaker 3	
Speaker 4	

- c) What does each speaker do to reduce waste?

- 5 **ICT** What else can we do to reduce waste?
In groups, collect information. Prepare a presentation.



Pronunciation: Homophones

Homophones are words that are spelt differently but pronounced the same.

- 6 Match the homophones.

Listen and say.

1 C	no	a	too
2	two	b	there
3	tail	c	know
4	their	d	road
5	rode	e	tale

Speaking skills 5e

Making suggestions – agreeing/disagreeing

- 1** a) The words/phrases below have been taken out of a dialogue. What do you think the dialogue is about?

- nature reserves • population
- local campaign • high fines
- conservation organisation
- natural habitat

b) Complete the dialogue with the words/phrases above.

🔊 Listen and check.

Andy: Have you read this article?
It says that the African lion
1) has declined
by 68% in the last 50 years.
Ben: Yes, I know. It's awful, isn't it?
Andy: It's so depressing. Can't we do
anything to save them?
Ben: Of course. At the moment the
lions are losing their
2)
because of deforestation. One
solution is to set up
3) that
protect the animals living
there.
Andy: But that won't help with
poaching.
Ben: You're right. That's why
governments should impose
really 4)
for anyone caught hunting an
endangered species.
Andy: I totally agree with you, but I
don't think we can help wildlife
very much.
Ben: Well, the way I see it, there
are lots of things we can do.
For example, we can join a
5) like
WWF. It would be a good idea
to start a 6)
..... and get everyone
from school involved.
Andy: You're totally right.

c) Read out the dialogue in pairs.

- 2** Replace the underlined phrases in the dialogue with other appropriate ones in the Useful Language box.

Making suggestions	Introducing examples/results
• One/Another solution is to ... • It would be a good idea to ... • We can/could ...	• For example/instance, ... • As a result, ... / Then ... / This way ...
Agreeing	Disagreeing
• I (totally/completely) agree with you. • You're (totally/completely) right. • I agree (with you) to a certain extent, but ... • I suppose you're right.	• I (totally/completely) disagree with you. • You're (totally/ completely) wrong. • But don't you think... • Well, the way I see it, ...

- 3** You read a report about heavy traffic. Use phrases from the language box and some of the prompts to discuss in pairs how to reduce heavy traffic.

- improve public transport system • less traffic on roads
- start cycling • cleaner air

Describing pictures

- 4** a) Look at the picture and complete the gaps with the words/phrases: *taking photographs, amazed, wetsuit, a diver, is looking*.

🔊 Listen and check.



The picture shows

- 1)
around a colourful coral reef. He is wearing a 2)
and using breathing equipment. He 3) at a giant
sea turtle. He is 4) with an
underwater camera. He must be feeling really
5) to see such a beautiful creature.



b) Now describe this picture to your partner. Use the phrases below.

- The picture shows ...
- The man is wearing ...
- He is touching ...
- The sea is ...
- There's a(n) ... in the background.
- The man seems to be ...

Writing Bank 5 p. WB5

Rubric analysis

1 Underline the key words in the rubric and answer the questions.

You have had a class discussion about what can be done to stop the illegal hunting of endangered species. Your teacher has asked you to write an **essay** providing solutions to the problem. Write your essay (120-160 words). Think about:

- heavy fines.
- products that come from endangered species.

- 1 What type of essay do you have to write? Who will read it?
- 2 What style will you write it in?
- 3 Which of the following solutions could go in your essay? With a partner, try to think of more solutions.

- A employ rangers to protect the wildlife
- B persuade people to volunteer at local animal shelters
- C encourage people to see wild animals in their natural habitats
- D make sure people do not buy products that come from endangered species

Model analysis

2 Read the model and match the paragraphs (A-D) to their descriptions (1-4).

- 1 ☐ first solution with example and expected result
- 2 ☐ second solution with example and expected result
- 3 ☐ state the problem
- 4 ☐ summarise the solutions

3 Read again and complete the table with ideas from the essay.

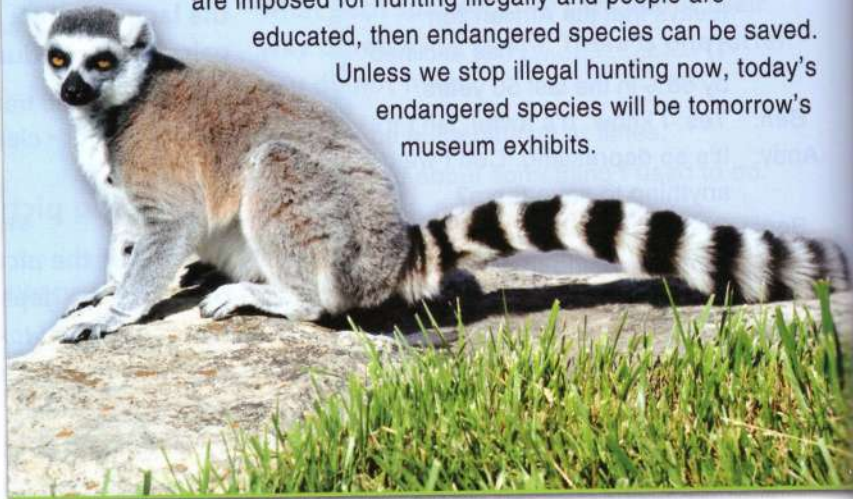
Solution	Example	Result

A According to World Wildlife Fund, nearly 25% of all mammal species are under threat of extinction. Despite that, there are still people who illegally hunt endangered species. So what can we do to solve this problem?

B One solution is to employ park rangers to protect the wildlife. For instance, they can patrol the nature reserves and catch anyone hunting illegally and impose heavy fines on them. If we do this, hunters may stop killing endangered species.

C Another solution is to stop people buying products that come from endangered species. For example, advertising campaigns can raise awareness of what people should not buy. As a result, people will not buy products from endangered species so there will be no demand for them and no need to hunt them.

D To sum up, there are ways to stop illegal hunting. If heavy fines are imposed for hunting illegally and people are educated, then endangered species can be saved. Unless we stop illegal hunting now, today's endangered species will be tomorrow's museum exhibits.



Linkers

4 Replace the underlined phrases in the model with other phrases from the Useful Language box.

5 Choose the correct words/phrases.

- 1) **As a result**/To begin with, we need to take better care of the local environment. 2) **For example**/To sum up, we can plant more trees. 3) **In particular**/By doing this, there will be less carbon dioxide in the air we breathe.
- 4) **One way to**/It would be a good idea to reduce homelessness is for local councils to provide sheltered accommodation 5) **all in all**/such as hostels or bed & breakfasts.
- 6) **All things considered**/For instance, there are a lot of solutions to the problem of litter. We can provide more bins and make people who litter the streets pay heavy fines.

Paragraph structure

- 6** a) Put the sentences in the main body paragraphs A & B in the correct order (1-3).

- A**
- ☐ By doing this, rivers and seas will be less polluted.
 - ☐ In particular, we can use environmentally-friendly products.
 - ☐ One solution is to reduce the amount of chemicals we put down the sink.
- B**
- ☐ If we do this, we can reduce the amount of dirty water that ends up in the seas and rivers.
 - ☐ Another solution is to save and reuse water at home and at work.
 - ☐ For instance, we can turn off taps when we are not using them and reuse bathwater in the garden.

b) The main body paragraphs A & B are solutions to:

- 1 factories polluting the environment
- 2 landfills full of rubbish
- 3 water pollution

c) Write a suitable introduction and conclusion for the main body paragraphs in Ex. 6a.

Writing

- 7** a) Read the rubric, underline the key words and answer the questions.

You have had a class discussion about heavy traffic in the city centre. Your teacher has asked you to write an **essay** providing solutions to the problem. Write your essay (120-160 words). Think about: • car-pooling • public transport system

- 1 What kind of essay do you have to write and in what style?
- 2 What will you include in each paragraph?
- 3 How could you begin/end your essay?
- 4 Look at the notes. Which are solutions to the problem? What examples/results can you think of for each?

reduce the cost of public transport

encourage people to carpool

build more car parks in the city centre

improve the public transport system

encourage people to cycle into work

• Listening for ideas

b) Listen to Lynne and Tom discussing the issue. What examples/results are given to support the solutions?

- 8** Write your essay, using the ideas from Ex. 7 and/or your own ideas. Use phrases from the Useful Language box. Follow the plan.

Useful Language

Introducing solutions

- To begin with, .../To start with, .../ Firstly, ... / Secondly, ...
- One/Another solution/way (to ...) would be ...
- We can .../ could .../should .../ought to ..., etc
- It would be a good/great idea to ...

Introducing examples/results

- For example, ... / For instance, ... / ... such as .../... like .../ In particular, ...
- As a result, ... /By doing this, .../ In this way, .../If we do this, ...

Concluding

- To sum up, ... /All in all, .../All things considered, ..., etc

Plan

Introduction

(Para 1) *state the problem*

Main Body

(Para 2) *first solution to the problem with example & expected result*

(Para 3) *second solution to the problem with example & expected result*

Conclusion

(Para 4) *summarise the solutions*



Checklist

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

- Is your essay set out clearly in paragraphs?
- Have you presented the problem in the first paragraph?
- Does each of your main body paragraphs have a clear solution?
- Does each solution in your main body paragraphs have an example & expected result to support it?
- Have you used linkers to link your ideas?
- Have you summarised the solutions in the conclusion?
- Are there any grammar/spelling/punctuation mistakes?

Multiple choice

- 1 Read the text and choose the correct word (A, B, C or D) to fill in the gaps. What is the author's intention?

The three Rs



Rubbish, and how we choose to 1) it, affects the environment and everything 2) us including the air, water, land, plants, and man-made things. We need a healthy environment for our health, so we can 3) why effective management of rubbish is important. 4) needs to learn about and practise the three Rs – reduce, reuse, and recycle – to make our world a safe and healthy place. First, we must buy and use less and we should 5) items with minimal packaging. Second, we should reuse things as much as possible and 6) items on to others who can use them when they are no longer of 7) to us. Finally, we should recycle everything once its usefulness is over so they can be made into new items. 8) new items from recycled ones takes less energy and fewer resources than making products from brand-new materials. Just about anything that cannot be reused can be recycled into something 9) You'd be amazed what can be done with a recycled product! A recycled plastic bottle can be made into hundreds of other plastic goods that can be used for 10) years.

- | | | | |
|------------|--------------|------------|------------|
| 1 A deal | B cope | C handle | D accept |
| 2 A about | B around | C with | D from |
| 3 A know | B understand | C say | D think |
| 4 A No one | B Everything | C Everyone | D Someone |
| 5 A decide | B choose | C adopt | D prefer |
| 6 A give | B pass | C deliver | D send |
| 7 A need | B help | C value | D use |
| 8 A Using | B Getting | C Making | D Building |
| 9 A other | B else | C another | D more |
| 10 A many | B much | C lots | D plenty |

Word formation

- 2 Read the text and for each gap 1-8 decide which word fits best.

Homeless

Being homeless means more than not having a place to sleep. It also means losing

1) contact with friends and family and depending on 2) organisations for survival. There are 3) reasons why people end up living on the streets, but the 4) reason is poverty. Some have been long-term 5) of hospitals or prisons and on release find they have nowhere to go. Others are people who have lost their homes because of a 6) disaster. All these people need help from their 7) governments and their community. Housing assistance, 8) support and outreach programmes can help many people to get a fresh start.

MEANING
CHARITY

VARY
USE

RESIDE

NATURE

NATION
FINANCE

Key word transformations

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

- "Would you like to come to the town meeting?" Kevin said to me. **INVITED**
Kevin the town meeting.
- "What can I do to help the charity?" he asked. **COULD**
He asked to help the charity.
- "Will you help me collect donations?" Paul asked me. **WHETHER**
Paul asked me collect donations.
- "Don't forget to take the recycling to the centre," Sue said to me. **REMINDED**
Sue the recycling to the centre.
- "Are you going to the clean-up on Saturday?" Lisa asked me. **IF**
Lisa asked me to the clean-up on Saturday.

Grammar

4 Choose the item that best completes each sentence.

- Did he say for missing the meeting?
A what was the reason
B reason what it was
C what the reason was
D what the reasoning was
- "Have you seen Lyn lately?"
"I saw her along the road on my way home."
A cycling
B to cycle
C to cycling
D being cycling
- The beach next week.
A will be cleaned
B being cleaned
C is cleaned
D will cleaning
- They only two weeks to complete the project.
A have been giving
B have been given
C given
D have given
- We solar panels fitted on our house yesterday.
A have
B have had
C had
D had had
- Ian admitted the vase.
A to break
B to have broken
C to breaking
D to break
- "Have they taken the recycling yet?"
"Yes, the recycling yesterday."
A took
B has been taken
C was taken
D is taken
- I hope he by Princeton university.
A to accept
B will be accepted
C will accept
D was accepting
- "Where have you been today?"
"I my car repaired."
A have
B will have
C have had
D was having
- "They are building a new sports centre in town."
"I know. It by the mayor next month."
A will be opened
B is being open
C is opened
D was opened
- We are having natural gas at home next week.
A be installed
B installing
C installed
D to be installed
- John is very practical. He does all his house repairs
A his self
B himself
C his
D by him
- After the house, she started on the garden.
A cleaned
B she had cleaned
C she was cleaning
D she cleans

Vocabulary

5 Choose the item that best completes each sentence.

- We have to our bad habits and develop better new ones.
A vary
B change
C revise
D replace
- Fiona called me last night in a
A stress
B fear
C panic
D terror
- It's a waste of energy for streetlights to shine on roads.
A dead
B empty
C clear
D blank
- Light pollution can seriously wildlife.
A upset
B change
C touch
D affect
- Nesting turtles on beaches can get by the bright lights of seafront hotels.
A disorganised
B lost
C confused
D mixed
- Everyone gets tired after a of sleep.
A need
B little
C short
D lack
- Illegal hunting can to a species becoming endangered.
A lead
B result
C take
D end
- This weekend we're taking in a clean-up campaign.
A place
B part
C role
D position
- We should all try to the environment of our city.
A prepare
B produce
C attend
D improve
- It is our duty to wildlife and reduce our impact on the natural world.
A keep
B guard
C support
D protect
- If we don't a solution soon, the problem will affect everyone.
A meet
B note
C find
D come up
- Light pollution at night can us awake and disrupt our sleep patterns.
A hold
B keep
C stay
D maintain
- Pollution has a serious on everyone in one way or another.
A effect
B end
C result
D conclusion
- We must awareness of the importance of energy conservation to slow down global warming.
A advance
B grow
C increase
D develop

- 1** Complete the sentences with the words given in the correct form.

• **cause** • **affect** • **result** • **lead**

- Thousands of people have been by the drought.
- The flooding was by the river bursting its banks.
- Overfishing will in certain species of fish dying out.
- Having too many cars on the roads to increased air pollution.

• **lack** • **shortage** • **need**

- There was a of clean drinking water in the village until a charity organisation helped build a second well.
- I believe there is a for a new law concerning the number of cars one household can own.
- The region has a complete of recycling centres.

Sentence transformations

- 2** Complete the second sentence so that it means the same as the first. Use up to three words.

- He lives close to the park.
He doesn't live the park.
- "Why don't you join the clean-up day?" Paul said to Kate.
Paul invited Kate to day.
- We can participate in the projects.
We are participate in the projects.
- We all should help conserve the environment.
Each should help conserve the environment.
- "I'll join you in the environmental group," he said.
He said he in the environmental group.

Phrasal verbs & Prepositions

- 3** Choose the correct item.

- A lot of people live **in/on** the streets.
- The area was **at/in** complete darkness.
- Lack **of/from** sleep can cause heart disease.
- Turn **away/off** the lights before you go.
- He marvelled **with/at** the beauty of the area.
- Please turn **down/after** the music. It's too loud.

Word formation

- 4** Fill the gaps with a word formed from the word in bold.



Save the Children

Save the Children is an international organisation that is not tied to any 1) It takes children's rights very 2) and helps children in developing countries. It offers better 3) and health care and provides emergency aid in 4) disasters and wars. After events involving large-scale 5) such as the Haitian earthquake and Japanese tsunami, they help 6) children and their families rebuild their lives by doing whatever is 7) It also works alongside the United Nations 8) Council to help children in warzones.

**GOVERN
SERIOUS**

**EDUCATE
NATURE**

DESTROY

RESIDE

**NECESSITY
SECURE**

Grammar in Focus

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

In 1889, the total American bison (buffalo) population 1) (**estimate**) to be 1,091. At this time, the US government 2) (**take**) steps to protect and increase the remaining herds. Today, 3) are currently around half a million, over 90 percent of 4) are in commercial herds. Wild buffalo populations, though, only 5) (**occupy**) around 1 percent of their former range. But the IUCN (International Union Conservation of Nature) hopes to increase the number of wild bison and expand their range. They 6) (**recently/publish**) a detailed plan 7) restoring bison to the plains of America. The plan said 8) opportunities can 9) (**create**) to restore wild bison in effective herds across state, private and Native American lands in their original range. They 10) (**take**) every opportunity to create these buffalo ranges over the next 10 to 20 years.

Saving the Sea Turtles

5

Progress
Check



It wasn't my usual holiday experience: standing on the beach, getting ready to release a baby sea turtle no bigger than my hand. But that was how I spent my final night in Puerto Vallarta, Mexico. During my week there, I had seen other tourists releasing the turtles in the early evening, and as my stay came to an end, I decided to join in. I asked the hotel receptionist who the organiser was and she told me that his name was Oscar Aranda.



Oscar runs Sociedad Ecológica de Occidente – a conservation project that brings tourists and residents together to save the sea turtles of Puerto Vallarta. These turtles are under threat from poachers who want their meat and eggs. But Oscar and his volunteers collect the eggs and

take them to protected areas where they are allowed to hatch in safety. Then, within 24 hours, they are taken back to the beach where tourists like me join in the conservation effort.

We listened to Oscar's instructions. He told us that the turtles were released as the sun goes down so the bright lights of the hotels and nightclubs don't stop them finding their way back to the sea. We stood a few metres from the sea's edge holding our one-day-old turtles carefully in both hands. At a signal from Oscar, we gently placed them on the sand, stepped back and watched as they crawled slowly into the sea. I watched until my baby turtle vanished beneath the waves.

Back home, I still think of the tiny baby turtle and wonder where it is now. Did it make it to the open sea? Is it safe? Oscar Aranda has dedicated his life to saving the sea turtles; I only gave a few minutes of my time, but those minutes will stay with me for a lifetime.

Reading

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

- What does the writer say about his holiday in the first paragraph?
 - He went there to help sea turtles.
 - He stayed there for a week.
 - He went there with a group of tourists.
 - He stayed at a seafront hotel.
- What does the writer say about the residents of Puerto Vallarta?
 - They do not want the sea turtles on the beach.
 - They see the sea turtles as a tourist attraction.
 - They join in and help Oscar.
 - They are a threat to the sea turtles.
- The turtles are released at a particular time in order to
 - make their journey shorter.
 - stop them getting lost.
 - keep them away from careless tourists.
 - protect them from rough seas.

- What does the writer conclude about his experience?
 - He will never forget it.
 - He would like to repeat it.
 - It changed his opinion about sea turtles.
 - He is more interested in wildlife now.
- What is the writer doing in the text?
 - trying to raise awareness about an issue
 - explaining why he did something
 - describing a memorable experience
 - persuading others to do something

(5x2=10)

2 Answer the questions in your own words.

- Why did the writer decide to help with the project?
- Why are the sea turtles in danger?
- How does the project help the baby turtles?

(3x2=6)

Speaking

- 3** Complete the dialogue with: *it would be a good idea, we could, one solution is to, I suppose you're right, By doing this.*
- A: So what can we do about the problem of light pollution?
 B: Well I think that **1)** dim streetlights. Some of them are far too bright.
 A: **2)**, but we can't switch them off entirely.
 B: True, but **3)** to switch off all the lights in shop fronts and office blocks at night.
 A: What other things can we do?
 B: Well **4)** switch off lights at home when we aren't using them. **5)**, we'll reduce light pollution and save money! (5x2=10)

Vocabulary

- 4** Fill in: *species, power, campaign, fossil, habitats, packaging, smog, solar, energy, volunteers.*
- A lot of natural are at risk from deforestation.
 - We lit candles during the cut.
 - A lot of cars still use fuels that are harmful to the environment.
 - The local animal shelter needs more to help out.
 - I'll try to recycle as much as possible.
 - There's a documentary about endangered on TV tonight.
 - We've changed to low-..... bulbs that use less electricity.
 - Tom's panels provide enough electricity for his entire house.
 - Ann had trouble breathing because of the
 - My youth club has started a(n) to get people cycling more. (10x2=20)

Grammar

- 5** Read the short dialogue and then report the direct speech in bold.

Emily: I'm volunteering at the homeless shelter tonight.
 Oliver: Really? I'll be there too.
 Emily: I didn't know you worked there.
 Oliver: Oh yes. I started last month and I go every Saturday.
 Emily: Great. We can go together.

- Emily said
 - Oliver told
 - Emily said
 - Oliver said
 - Emily told
- (5x3=15)

Listening

- 6** Listen to four speakers talking about ways to save water. Match the solutions (A-F) to what they have done. There are two extra solutions.
- A Maintaining the plumbing solved the problem.
 B A friend of mine showed me how to control the water I used.
 C Turning the tap off when water is not needed makes a difference.
 D Changing my evening habit helped a lot.
 E A gift made me realise I wasted water.
 F I stopped using hot water.

Speaker 1	
Speaker 2	
Speaker 3	
Speaker 4	

(4x5=20)

Writing

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

You have had a class discussion about reducing water use and pollution. Your teacher has asked you to write an essay providing solutions to the problem. Write your **essay** (120-160 words). Think about:

- reducing chemicals.
- reusing water.

(19 marks)

(Total=100)

Check your progress

- talk about global issues
- talk about the environment
- talk about endangered species
- make suggestions/agree and disagree
- write an essay providing solutions to problems

GOOD ✓

VERY GOOD ✓✓

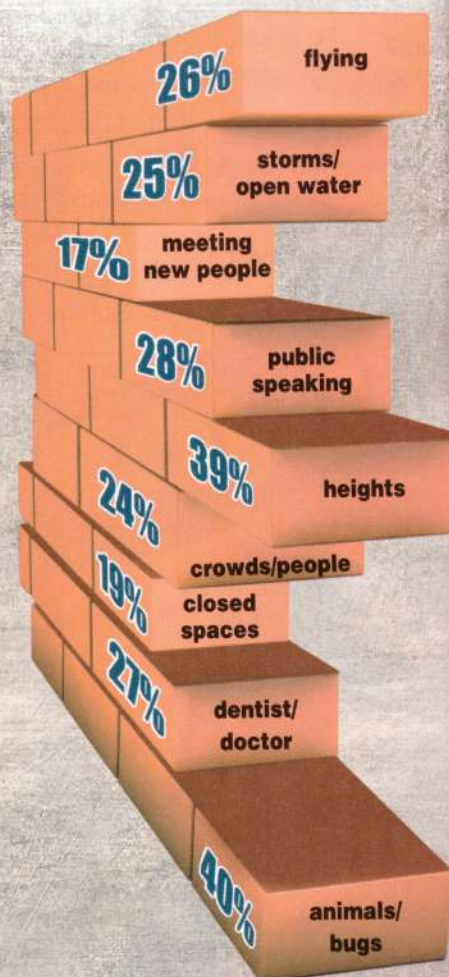
EXCELLENT ✓✓✓

Don't be afraid!

Module 6

Fears

- 1 Look at the bar graph. Which of these fears can you see in the pictures A-E?



45 people questioned



- 2 a) Choose the correct word. Check in the Word List at the back of the book.

- When I'm in a lift, I feel dizzy and **unhealthy/sick** and I start to **shake/move**.
- I know they rarely **sting/bite** people, but I just **stop/freeze** every time I see one around.
- Whenever I go on a plane my hands **sweat/wet** and I feel terrified.
- Some people love to watch it, but not me. I always **hide/disappear** under the covers or go to the basement.
- I have panic **attacks/blows** when I'm near it. I just sit and watch the others swim.

b) Match the sentences (1-5) to the pictures (A-E).

- 3 Which two of the situations make you feel the most uncomfortable? Tell your partner.

MODULE OBJECTIVES

Vocabulary

- fears and phobias
- fear idioms
- feelings
- prepositional phrases
- word formation: forming negative adjectives
- phrasal verbs: **KEEP**

Reading

an article about Arachnophobia (matching headings to paragraphs, answer questions)

Grammar

- modals (*must, have to, may/might, should/ought to, can/could*)
- deductions (*must, can't, may/might*)
- a/an - the*
- some/any/no/every & compounds*

Listening

- radio interview (T/F statements, multiple choice)
- monologues (multiple matching)
- pronunciation: elision

Speaking

- expressing concern – showing sympathy – giving advice
- describing pictures

Writing

an informal email of advice

Language Focus

- phrasal verbs & prepositions
- collocations
- grammar in focus

Progress Check

Words of wisdom

"Nothing in life is to be feared. It is only to be understood."
(Marie Curie)

Discuss

- 1 Read the dictionary entry and look at the title of the text.

phobia /fəʊbiə/ (n) = an unreasonable fear of something

What is arachnophobia?
fear of insects? fear of spiders?

- 2 a) Check the words/phrases below in the Word List at the back of the book. Use them to fill in the sentences.

• **creepy** • **arachnid** • **venom** • **harm** • **treatment**
• **nutritious** • **suffer** • **sweat**

- 1 A spider is a(n), not an insect.
- 2 A lot of people from arachnophobia. They each time they see a spider.
- 3 Most spiders produce but only 1% can people.
- 4 Some people eat spiders because they consider them a meal.
- 5 Spiders are useful; they trap and eat crawlies.
- 6 Sufferers of arachnophobia can follow a specific called exposure therapy.

ARACHNOPHOBIA



1

What happens when you see a spider? Does your hair stand on end? Do you **scream** and run away? If so, you're not alone. Fear of spiders, or arachnophobia (from the Greek words *arachne* – spider – and *phobos* – fear), is one of the most common **phobias** that people suffer from, with about 50% of females and up to 25% of males feeling afraid of our 'eight-legged friends'. About 3% of people avoid spiders **at all costs**, refusing to enter a room until it has been checked for arachnids and **blocking** plugholes so that they can't crawl up them!

2

Spiders have been **hated** for thousands of years, but like most phobias, arachnophobia is **irrational**. Although most spiders produce venom, fewer than 1% can harm humans. That's only 200 species out of about 42,000. Maybe it's a spider's ugly appearance that causes the fear, or because they often appear suddenly and **startle** people. Culture plays a part, too. The Piaroa Indians in the Amazon rainforest aren't afraid of spiders at all. For them, grilled tarantula is a tasty and nutritious treat! Also, in Cambodia, deep-fried spider is a popular street snack.

Check these words

• **scream** • **run away** • **fear** • **common**
• **suffer from** • **eight-legged** • **at all costs** • **block**
• **plughole** • **crawl** • **irrational** • **venom** • **harm**
• **startle** • **play a part** • **rainforest** • **tarantula**
• **nutritious treat** • **deep-fried** • **reduce**
• **pest controller** • **mosquito** • **cockroach** • **fly**
• **moth** • **exposure therapy** • **confident**
• **treatment** • **shake** • **sweat** • **scuttle**



Did you Know?

- Spiders have been on Earth for 300 million years.
- They 'taste' with the hairs on their legs.
- Scientists want to use spider silk to make building materials and even armour.

b) What do you think the author's purpose in writing the text is: a) to describe spiders? b) to explain how to deal with a phobia? c) to narrate a person's experience?

 Listen and read to find out. Is the text formal or informal? Give reasons.

3 Read again and match the headings (A-E) to the paragraphs (1-4). There is one extra heading. Give reasons.

- A Hope for Some
- B Why so Afraid?
- C Extreme Solution
- D A Very Common Fear
- E Great Around the House

3

Trying to see spiders like **snacks** such as chocolate bars or doughnuts (whatever they enjoy the most!) might help a person with arachnophobia. Remembering how helpful spiders are could **reduce** their fear, too. They are perfect pest controllers, **trapping** and eating many creepy-crawlies that we don't want in our homes and gardens – creatures like mosquitoes, cockroaches, flies and moths.

4

If fear of spiders badly affects someone's life, they should try 'exposure therapy'. Sufferers might start by looking at photographs of spiders. As they get more **confident**, they watch a video of a spider, and then meet the real thing. By the end of the treatment, they should even be able to **hold** a large tarantula in their hand! The aim is for people to get used to spiders and see that there is nothing to **fear**. So you see, there is hope if you are **terrified** of spiders. You don't have to shake and sweat the next time something scuttles under the sofa!

4 Based on information in the text answer the questions in your own words.

- 1 How do some people react when they see spiders?
- 2 Why is this phobia unreasonable?
- 3 What do people in different cultures think of spiders?
- 4 Why might someone try 'exposure therapy'?

5 Match the words in bold in the text to their synonyms.

- **Para 1:** fears, under any circumstances, closing, shout
- **Para 2:** unreasonable, scare, disliked
- **Para 3:** lower, treats, catching
- **Para 4:** carry, fearless, very scared, be afraid of

6 Fill in: *pest, common, therapy, snack, treat, creepy, ugly, bar, Rainforest, deep-fried*. Use the phrases to make sentences based on the text.

- 1 phobia
- 2 appearance
- 3 Amazon
- 4 spider
- 5 - crawlies
- 6 street
- 7 controllers
- 8 nutritious
- 9 chocolate
- 10 exposure

STUDY SKILLS

Finding the main idea

The main idea of a paragraph or a text is the point of it. Usually the main idea is the first sentence in a paragraph. The rest of the sentences support the main idea.

7



Find the main idea in each paragraph. Compare with your partner.

Speaking

Tell the class three things you've learnt about arachnophobia from the text.

ICT Collect more information about arachnids. Tell the class.

Writing



How can the text help someone who suffers from this phobia? In a few minutes write a few sentences, then read them to the class.

Vocabulary from the text

- 1 Fill in: *scuttle, runs away, suffers, crawling, startle, fear, lessen, produce.*

- Some spiders venom.
- Paul from a terrible fear of heights.
- If you see a spider moving fast, don't let that you.
- Look, there's a little spider up the side of the sink.
- You should learn more about spiders; this will your fear of these creatures.
- I just saw something under the kitchen cupboard!
- Jackie always screams and when she sees a spider.
- The more you learn about spiders, the more you'll realise there's nothing to

2 Choose the correct word.

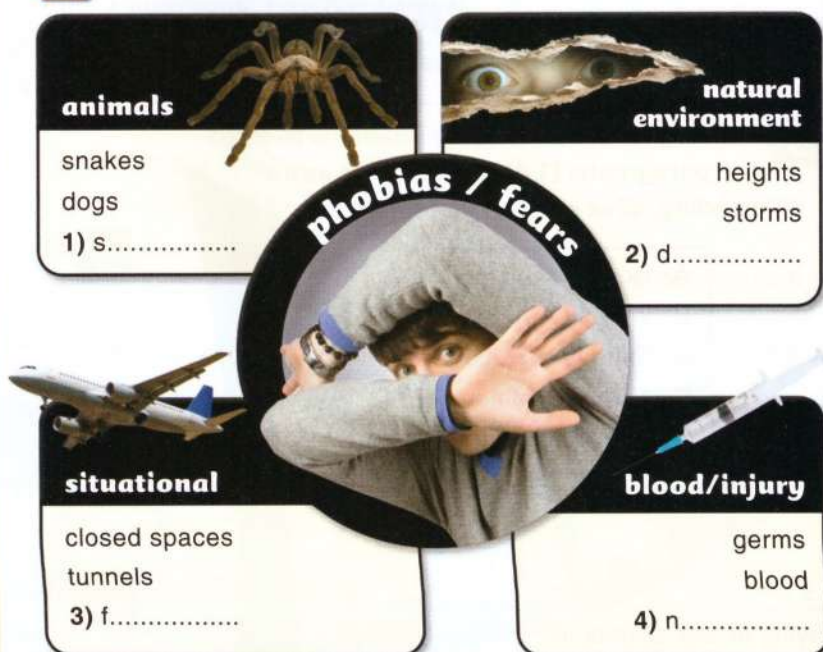
- He was so scared, his hair **stood/kept/held** on end.
- She will avoid cockroaches and spiders at all **price/costs/charges**.
- Arachnophobia is the **panic/horror/fear** of spiders.
- There are some effective **healings/treatments/medicines** for arachnophobia.
- Each time he sees a spider, he runs away **shaking/moving/scuttling**.
- Sweat/Worry/Panic** breaks out on her face and she starts screaming!

3 Real or True? Complete the phrases.

- too good to be
- story; 3 diamond; 4 the thing;
- feelings; 6 dream comes; 7 reason; 8 to life;
- name; 10 problem

Topic vocabulary
Fears & Phobias

- 4 Look at the mind map. Can you add one more?



- 5 Fill in the correct word: *face, beat, shakes, faints, control, froze, dry, avoids.*

- My heart starts to very fast when I hear the sound of thunder and see flashes of lightning.
- It's very difficult to your reactions when presented with your worst fear.
- When she sees a snake, she like a leaf.
- On seeing the nurse approaching with the injection, she with fear.
- His mouth was completely as the plane prepared to take off.
- He crowded places such as malls and cinemas.
- When she sees blood, she
- You should your fear instead of avoiding it

- 6 **LISTENING** Listen to four people talking about their fears. Match them to the fears. One is extra. Which words helped you decide?

People	Fears
1 ☐ Kate	a insects
2 ☐ Laura	b blood
3 ☐ Mark	c crowds
4 ☐ Bob	d heights
	e storms

Feelings

- 7 Choose the correct word. Check in the Word List at the back of the book.

• *anxious* • *nervous* • *embarrassed* • *dizzy*
• *scared*

1 I thought I saw an old friend in the supermarket last week and I waved madly and shouted her name. Only when I got closer, I realised it wasn't her at all. My cheeks went bright red.

2 Yesterday morning, I got to the bus stop a few minutes later than usual and no one was waiting. I didn't know if I had missed my bus or not. I was worried that I would be late for work until the bus showed up.

3 Last weekend I watched a horror film with some friends, but I covered my eyes for most of it because I couldn't watch it. I didn't sleep well that night.

4 At the end of last term, I walked onto the stage in front of the whole school to give a speech. My palms were sweating and I felt like I had a tight knot in my stomach.

5 I went up to the top of Blackpool Tower when I was 15, but I couldn't enjoy the view at all. I felt like everything was spinning and I had to go back down and wait for my friends at the bottom.

- 8 **SPEAKING** When did you last feel *anxious*, *nervous*, *embarrassed*, *dizzy*, *scared*? Tell your partner.

I last felt *anxious* when I 

Idioms (fear)

- 9 a) Fill in: *stood*, *skin*, *stiff*, *butterflies*, *sheet*.
Which idiom can you see in the picture? Have you got similar idioms in your language?

- Mark went **as white as a** when the wasp landed on his hand.
- I'm so nervous about the exam; I've got **in my stomach**!
- Janet is **scared** of spiders.
- Brian nearly **jumped out of his** when he saw the mouse.
- Harry's hair **on end** when he saw the bear standing in front of him.

b) Make your own sentences using these idioms. Tell your partner.

Prepositions

- 10 Choose the correct preposition. Check in Appendix II.

- He's afraid **at/of** moths.
- Xenophobia is the word for the fear **of/for** strangers.
- An effective psychologist must be sensitive **to/in** the needs of the patient.
- It's natural to worry **about/at** dangers that are realistic, but a phobia goes far beyond this.
- Treatment of a phobia can often lead **to/about** a permanent cure.

Word formation (forming negative adjectives)

- 11 Read the theory, then form negative adjectives from the words in brackets.

We use the prefixes *un-* (*happy* – *unhappy*), *in-* (*correct* – *incorrect*), *dis-* (*honest* – *dishonest*), *il-* (*logical* – *illogical*), *im-* (*patient* – *impatient*), *in-* (*active* – *inactive*) & *ir-* (*responsible* – *irresponsible*) to form negative adjectives.

- I found the people I spoke to at the phobia clinic rather (FRIENDLY)
- It is to collect moths in a national park without a permit. (LEGAL)
- Mike was rather with the treatment. (SATISFIED)
- It's almost to imagine how scared I used to be of germs! (POSSIBLE)
- Spiders are relatively pets, compared to dogs and cats. (POPULAR)
- There's no point in continuing these sessions if you are going to be so in your attendance. (REGULAR)
- Her therapy is; she still needs to have a light on in the bedroom all the time. (COMPLETE)

Phrasal verbs: KEEP

- 12 Fill in: *on*, *away*, *out*, *up* with. Check in Appendix I.

- Keep the dog of the garden; he keeps digging up the flowers!
- Keep from the tall grass; there might be venomous snakes there.
- Mrs Jones told the boys to be quiet, but Simon kept talking.
- Alan couldn't keep the others in the group.

Modals

www.ihaveaphobiaforum.org

User: jan76 – Posted: 12:08 pm

1) **Could** anyone give me the name of a therapist in the Glasgow area that treats agoraphobia? I'm asking on behalf of my sister. At the moment, she 2) **can** spend five minutes outdoors at the most. Thanks in advance!

User: sonic – Posted: 13:20 pm

Sorry to hear about your sister's problem, jan76. Your sister 3) **mustn't** be put under such pressure. You 4) **should** give Dr Gupta a call. He 5) **might** be of help. My brother had a fear of heights and Dr Gupta 6) **was able to** cure it.

User: curryfan – Posted: 13:34 pm

Hey, jan76. Another one you 7) **ought to** try is Dr Svanberg. I was really scared of insects and she was great. I now have a pet centipede!

User: jan76 – Posted: 13:47 pm

8) **May** I have their phone numbers? Also, they 9) **will have to** visit my sister in her home.

User: curryfan – Posted: 14:01 pm

I know Dr Svanberg can make house-calls. Her number is ...

User: sonic – Posted: 14:06 pm

Dr Gupta is based at Meryl Jones hospital. His patients 10) **must** see him there. You 11) **don't have to** make an appointment, though. He works 9-5 every weekday.

User: jan76 – Posted: 14:09 pm

Thanks curryfan and sonic!

▶ see pp. GR16-GR17

- 1 Read the forum. Is it *formal* or *informal*? Give reasons. Then, match the modal verbs in bold to their meanings.

It's a good idea.	A	☐
It's the rule/law; they are obliged to	B	☐
Is it possible?	C	☐
It isn't necessary.	D	☐
had the ability; could	E	☐
is able to	F	☐
it isn't allowed to; it's against the law	G	☐
it is possible that	H	☐
it'll be necessary	I	☐

- 2 Choose the correct item.

- A: Can I use my mobile phone on the plane?
B: No, you **don't have to/mustn't** do that.
- A: Annie's really afraid of having injections.
B: She **must/ought to** talk to her doctor about it.
- A: Why are you in such a hurry?
B: I **have to/may** be on time for my snowboarding lesson.
- A: **Could/Must** I use the car tonight, Dad?
B: OK, but drive carefully.
- A: You're very good at public speaking.
B: Thanks, but when I was young, I **mustn't/couldn't** face a crowd.
- A: Why is Oliver so nervous?
B: I'm not sure. He **can/might** be afraid of the dog.

- 3 Write the correct modal verb to complete the signs. Where could you see each sign?

- 1 Walking on the grass is not allowed.



- 2 Is it possible that you're the person we're looking for?

..... you be the person we're looking for?

- 3 I am making a request to find out if you want help.



- 4 It's a good idea that parents accompany their children.



- 5 Caution. It is possible that rocks will fall on the road.



- 6 It is the law that passengers have their tickets with them at all times.



- 4 Rewrite the sentences using modal verbs.

- It is possible that Jack's afraid of the dark. *Jack ...*
- It's a good idea to seek professional help. *You ...*
- Paul is able to hold a spider in his hand. *Paul ...*
- You are obliged to provide a medical certificate. *You ...*
- Visitors are not allowed to touch the snakes. *Visitors ...*
- It is not necessary for us to join the therapy group. *We ...*
- It is necessary for you to wear a helmet. *You ...*
- If you feel ready, you are allowed to touch it. *You ...*

a/an – the > see pp. GR17-GR18

- 5** Read the text. Which article (*a/an, the* or *–*) do we use for: *jobs? proper nouns? something mentioned for the first time? something mentioned before? nouns that are unique? names of continents? countries? cities? mountain ranges? rivers? meals? sports? musical instruments?* **Decide in pairs. Check in the Grammar Reference section. Is it the same in your language?**

Working with Snakes

Jake Newton is a zoologist. He lives in Chester, England and works at Chester Zoo where he is in charge of the snakes. His job sometimes takes him to different parts of the world like South America and Australia. Jake has an apartment near the River Dee. The apartment has a great view of the river. In his free time, Jake plays the guitar. He also loves extreme sports and has been snowboarding in the Alps as well as scuba diving near the Great Barrier Reef. When he is at home, he likes having dinner with his parents and his sister, Jenny, who works with him at the zoo.

- 6** Fill in: *a/an, the* or *–*.

- I've been invited to John's house for dinner.
- Sally is careers adviser in London.
- Mississippi River is in North America.
- Eiffel Tower is in Paris, France.
- They were having a great time trekking in Amazon jungle until Mr Smith was bitten by venomous spider.
- She is playing piano at Albert Hall tonight.
- We played football in park.
- dog was walking into the road. dog was almost hit by car.

Deductions > see p. GR17

- 7** Read the examples. Which modal verb do we use to express: *possibility? positive assumption? negative assumption?*

- I'm sure he works at the zoo.
He must work at the zoo.
- I'm sure he isn't scared of snakes. *He can't be scared of snakes.*
- Perhaps she is afraid of reptiles.

She may/might be afraid of reptiles.



- 8** Rewrite the sentences using *must, can't* or *may/might*.

- Perhaps Paul has a fear of heights.
- I'm sure that Sally isn't scared of mice.
- Perhaps Chris is tired.
- I'm sure that James is worried about flying.
- I'm sure Anna isn't afraid of meeting new people.

Key word transformations

- 9** Complete the second sentence using the word in capitals so that it means the same as the first. Use two to five words.

- It's possible that Kate has a fear of open spaces. **AFRAID**
Kate of open spaces.
- It isn't necessary for you to see the doctor. **HAVE**
You the doctor.
- I am sure she is nervous about flying in a helicopter. **BE**
She flying in a helicopter.
- You are not allowed to participate without a doctor's certificate. **HAVE**
You a doctor's certificate to participate.
- It's forbidden to swim in the lake. **SWIM**
You in the lake.

10 **SPEAKING**

Look at the picture and make deductions using the prompts.



- be in an office • be on holiday
- be at a zoo • be nervous
- be happy • be on her own

She can't be in an office.

6d Listening skills

Multiple choice

- 1** a) You will hear a radio interview about a phobia. Before you listen, check these words in the Word List at the back of the book. What kind of phobia do you think it is?

• *social phobia* • *anxious* • *panic attack*
 • *tremble* • *faint* • *painfully shy*
 • *make judgments* • *low self-esteem*
 • *the centre of attention* • *affect*
 • *halls of residence* • *student counsellor*
 • *focus on* • *concentrate on* • *in public*
 • *beat my phobia* • *hypnotherapy*

- b)  Listen and decide if each sentence is T (true) or F (false).

- 1 According to Abby most people get social anxiety sometimes.
- 2 People with social phobia don't want to draw attention.
- 3 Abby avoided social situations throughout her university days.
- 4 Abby overcame her phobia while at university.

- 2**  Listen again and choose the correct answer A, B or C.

- 1 In the past, social phobia was
 A not believed to be important.
 B supposed to cause panic attacks.
 C a major problem among young people.
- 2 People with social phobia believe that others
 A find them boring.
 B are not friendly enough.
 C are looking at them judgementally.
- 3 As a teenager, Abby
 A didn't socialise a lot.
 B was at the front of the class.
 C forgot to meet new people.
- 4 The counsellor advised Abby to
 A focus on her friends during events.
 B stop concentrating so much on herself.
 C socialise in large groups.
- 5 Abby realised she had recovered after she
 A presented her book in public.
 B completed some hypnotherapy sessions.
 C made a presentation to a group of people.



- 3** What did you learn about social anxiety? How can someone beat this phobia? Tell you partner.

Multiple matching

- 4** You will hear five people talking about some experiences. Before you listen, check these words in the Word List at the back of the book.

• *trekking* • *hot and humid* • *alligator*
 • *go through with it* • *bungee jump*
 • *persuade* • *special occasion* • *poison*
 • *live to tell the tale* • *give up*
 • *proud of myself* • *come down with*

- 5** a)  Now listen and match the speakers (1-5) to the statements (A-F). There is one extra statement you do not need to use.

- A I wasn't as afraid as I expected.
 B I wasn't brave enough to try it.
 C I tried it despite my nerves.
 D It was the best experience of my life.
 E I'm glad I didn't give up.
 F I didn't enjoy anything about my experience.

Speaker 1	
Speaker 2	
Speaker 3	
Speaker 4	
Speaker 5	

- b) What did each person do? Which one do you find the most exciting? Why?

- 6** Narrate a scary experience of yours to the class. Say: *when/where it took place, who else was with you, what exactly happened, how you felt.*

Pronunciation: Elision

Some sounds aren't pronounced in everyday speech to make words easier and faster to say. This is called elision e.g. family /fæmɪli/ before elision, /fæmli/ after elision.

- 7** Underline the sound that is not pronounced.  Listen and check, then repeat.

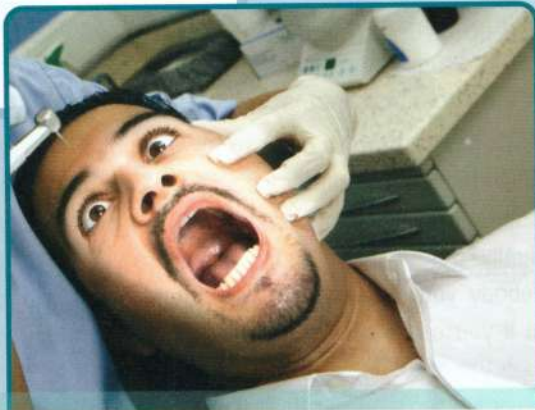
- | | |
|---------------|---------------|
| 1 counselling | 4 temperature |
| 2 library | 5 environment |
| 3 comfortable | 6 laboratory |

Speaking skills

6e

Express concern/Show sympathy/ Give advice

- 1** Complete the dialogue.
Listen, read and check.



Bob: What's up, Tom? You look miserable.
Tom: I have to go for a filling later today, but I've got a phobia **1)** dentists.
Bob: Oh no, I'm sorry to **2)** that. You must be really nervous.
Tom: I am. I feel terrified just thinking **3)** sitting in the waiting room. My heart starts beating fast, my hands sweat **4)** I can't breathe.
Bob: That's awful. Why don't you try deep breathing exercises? That might **5)** you to relax.
Tom: I've tried that before. It didn't really help.
Bob: What about hypnotherapy? My brother had a phobia of dogs and this worked well **6)** him.
Tom: That's not a bad idea. But I won't have time before this afternoon.
Bob: That's true. Well, I've heard that squeezing a small rubber ball in **7)** hand is very good for relieving stress. You could take one to the dentist's and try that.
Tom: Great suggestion. I'll **8)** it a try.
Bob: Call me later and tell me how it went.

- 2** Take roles and read the dialogue aloud.

- 3** Replace the underlined phrases in the dialogue with other synonymous ones from the language box.

Expressing concern	Showing sympathy
• What's up? • What's wrong? • You don't look very happy. Are you OK? • Is something the matter?	• That's awful/terrible etc. • That must be (really) difficult/ horrible etc. • That can't be easy. • Oh no, I'm sorry to hear that. • You must be ...
Giving advice	Responding
• Why don't you ...? • What about ...? • I can recommend ... • (Perhaps/Maybe/I think) you could/ should (try) ...	• That's not a bad idea. • I've tried that before. It didn't really help. • Great suggestion. I'll give it a try. • Good/Great idea!

- 4** Work in pairs. Imagine you have to give a presentation tomorrow in class and you're terrified. Use the phrases in the language box and the suggestions below to act out a dialogue similar to the one in Ex. 1.

- imagine yourself giving a great speech • take deep breaths
- don't worry about getting it perfect – just relax and be yourself
- go over your notes, then get an early night

Describing a picture

- 5** Look at the photograph and complete the sentences.



- 1 The picture shows
- 2 The woman is alone
- 3 She is looking
- 4 She must be feeling
- 5 She might

Use your sentences to describe the picture to your partner.

▶ Writing Bank 6 p. WB6

Rubric analysis

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

This is an extract from an email you received from your English-speaking friend Jake:

I'm so afraid of dogs! I can't go to friends' homes that have dogs, and I feel terrified every time I see one in the street. What can I do?

Write Jake an **email** giving him advice about what to do (120-160 words).

- What do you have to write and who to?
- What style will you write in? Why?
- Which of the following greetings/endings could you use?
 - Dear Jake, / Yours sincerely, Dan
 - Hi Jake, / Best wishes, Dan
 - Jake, / Regards, Dan
- Which of the following pieces of advice could you give to Jake? Can you think of any more advice?
 - watching dogs from a distance
 - take a friend's dog for a walk
 - stay away from dogs
 - talk to a professional

Model analysis

- 2 Read the model and match the descriptions (A-C) with the paragraphs (1-3).

- A ☐ advice with possible results
 B ☐ expression of hope that things will get better
 C ☐ expression of sympathy and reason for writing

- 3 What is Dan's advice? What possible results does he mention for each piece of advice?

- 4 a) Which of the phrases/sentences in bold in the email: *expresses a result?* *gives advice?*

b) Replace each with an alternative from the Useful Language box.

Opening/Closing remarks

- 5 Find and replace the opening and closing remarks in Dan's email with other appropriate ones from the Useful Language box.

← → C

To: Jake
 From: Dan
 Subject: Please help!



Hi Jake,

1 It must be awful to be afraid of dogs, but I think I can help you get over it. Just remember that it's a very common phobia, so you're not alone!

2 **The best thing to do is to** try to conquer your fear by going to sit in a park, for instance, and watching dogs with their owners from a distance. **This way** you will gradually get used to dogs. **If I were you**, I'd find somebody you know with a very friendly dog and ask them if you can take it for a walk. **Then**, once you are holding the dog's leash and are leading the way, you'll gain confidence and see that there's nothing to fear. If this doesn't work, **you could** go and talk to a counsellor. A professional will know exactly how to help you.

3 I really hope these ideas are useful. Let me know how you get on.

Best wishes,
 Dan

Giving advice

- 6 a) Match the problems (1-4) to the advice (a-d).

- 1 ☐ I'm so afraid of spiders. I can't stay in a room if I know one is there.
 2 ☐ I have a difficult exam next week. I'm afraid I'll fail.
 3 ☐ I'm terrified of travelling by plane. I can't go on holiday with my friends.
 4 ☐ I have to give a presentation in class soon. I'm worried I'll make a fool of myself.

- a Do some Internet research about flying. You will discover how safe it is.
 b Try meditating or doing yoga. This will help you to study and relax.
 c Speak to a psychologist. They will help you get over your fear of these creatures.
 d Try to breathe deeply and look your audience in the eye. Their approving nods will give you the encouragement you need from them.

b) Make sentences using language from the Useful Language box, as in the example.

Why don't you do some Internet research about flying? If you do this, you will see how safe flying is.

Error correction

- 7** Read the extracts. Find four grammar mistakes and five spelling mistakes.

- 1** I'm sory to hear your problem. I think I can give you an advice and things will to get better soon.
- 2** If I am you, I'd buy my litle brother a bug for a pet. This way, he can see they are harmles. It would also be a good idea to buying him a book about bugs. Then he could sea how usefull they are.

Writing

- 8** Read the rubric, underline the key words and answer the questions.

This is part of an email your English-speaking friend, Angie, has written to you:

I'm going to my cousin's barbecue next week, but I don't know any of his friends. I get very nervous and afraid when I have to meet new people. Please help!

Write an **email** to Angie giving her some advice (120-160 words).

- 1 What do you have to write? Who to?
 - 2 What is your reason for writing?
 - 3 How many words should you write?
 - 4 How many paragraphs will you write and what will you include in each?
 - 5 What opening and closing remarks could you include?
- 9** a) Match the advice in column A to the results in column B.

A

- 1** ☐ Imagine yourself at the barbecue feeling relaxed and confident.
- 2** ☐ Ask a friend to go with you.
- 3** ☐ Focus on other people instead of your feelings.

B

- a** You won't have to face your fear alone.
- b** You'll enjoy the barbecue as you're already expecting to.
- c** You will hopefully forget your anxiety and start enjoying yourself.

- b)** Use expressions from the Useful Language box to make sentences, as in the example.

If I were you, I'd imagine myself at the barbecue ... This way, you'll enjoy ...

- 10** Use your answers in Ex. 9 to write your email. Follow the plan and use phrases from the Useful Language box.

Useful Language

Expressing sympathy/opening remarks

- I'm so sorry to hear that ... but I think I can help.
- It must be awful to ... I'm only too glad to help.

Giving advice

- Why don't you ...? • If I were you, I'd ...
- You should ...
- It would be a good idea to ...
- One/Another/The best thing you can do is ...

Expressing results

- By doing this, ... • If you do this, ...
- Then, ... • This way, ...
- If you follow this advice, ...

Closing remarks

- I hope I've helped./I hope I've been of some help.
- Let me know what happens.
- Write and tell me how you get on.

Plan

Hi Angie,

Introduction

(Para 1) *express sympathy; state reason for writing*

Main Body

(Para 2) *give your advice and the possible results*

Conclusion

(Para 3) *express hope that things will get better; closing comments*
Best wishes, (your first name)



Checklist

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

- appropriate style
- correct grammar, spelling & punctuation
- appropriate greeting/ending & opening/closing comments
- well-structured paragraphs
- correct number of words

Multiple matching

Preparing for the task

- 1** Read the sentence and look at the underlined words. What does the sentence mean? Choose A or B.

You mustn't use your phone on the plane.

- A Using a phone isn't allowed.
B It's a good idea not to use a phone.

- 2** a) Read the notices. How are they related?

A WORK IN PROGRESS
PLEASE HAVE YOUR
CELLPHONE IN
SILENT MODE

B BE SURE
YOUR
MOBILE
IS OFF

- b) Look at the underlined words in the notices. Which notice A or B best matches the sentence in Ex. 1? Which words helped you decide?

STUDY SKILLS

Read the sentences and underline the key words. Then, read the notices carefully and identify the main message. Match each sentence to the right notice. Try not to be distracted by words which appear both in the sentence and the notice.

- 3** Which notice (A-H) says this (1-5)? For questions 1-5, choose the correct letter A-H.

- 1 ☐ You mustn't feed the animals.
2 ☐ You can eat there.
3 ☐ Children must be accompanied by adults.
4 ☐ You cannot photograph the animals.
5 ☐ You should not make loud sounds there.

A Giving food to penguins isn't allowed

B NO ENTRANCE TO THIS SECTION

C PICNIC AREA 50 m

D PHOTOS OF THESE ANIMALS ARE AVAILABLE IN THE GIFT SHOP

E VISITORS MAY NOT USE CAMERAS IN THIS PART OF THE ZOO

F NO KIDS WITHOUT PARENTS

G QUIET ZONE - ANIMALS ARE SENSITIVE TO NOISE

H FEED GOATS HERE ONLY

Multiple choice cloze

- 4** Read the text. For gaps 1-8 decide which option A, B, C or D best completes each gap (1-8). There is an example at the beginning.

Eating Stinging Nettles

In picturesque Marshwood in the south-east of the UK, stinging nettles are the most **0** C plant in the garden. Almost everyone else in the UK, though, tries to **1** the stinging nettle as much as possible. That's **2** its leaves are covered with hairs that inject a type of acid into anything that **3** into contact with them. Touch one with your bare arm or leg and it will hurt a lot. But that doesn't bother the residents of Marshwood and their visitors from all over the world, because their village is **4** to the annual World Stinging Nettle Eating Championship.

This strange competition began in 1986 when two farmers **5** about who had the longest stinging nettles in his field. One of them, Alex Williams, promised that he would eat any nettle that was longer than his – and a competition was **6** The rules are simple. Competitors strip the leaves off a two-foot stalk and eat as many as they can within one hour. The winner is the one with the most bare stalks. To make sure that all nettles are the **7** strength, they all come from the competition organiser's own garden. As a **8** precaution against cheating, competitors are not allowed to leave the table for the sixty minutes of the championship.



- 0 A known B natural C popular D famous
1 A keep B miss C drop D avoid
2 A because B why C for D how
3 A turns B comes C takes D breaks
4 A dwelling B house C home D place
5 A argued B claimed C fought D fell
6 A begun B fixed C decided D appeared
7 A equal B same C similar D alike
8 A latest B closing C final D terminal

Grammar

5 Choose the item that best completes each sentence.

- Some kids of clowns.
A terrify C terrified
B are terrifying D are terrified
- If he's in the same room with a dog, he
A is screaming C will scream
B did scream D had screamed
- She told she suffered from a rare phobia with a long name.
A me B to me C my D that me
- She to repeat the word a few times before I understood her.
A could B must C had D should
- Look at him, along the edge of that cliff!
A walks C is walking
B walking D was walking
- A traumatic childhood experience cause a lifelong fear connected with the event.
A can B should C ought D must
- The psychologist the patient sit nearer and nearer to the kitten.
A made B got C asked D wanted
- He underground for two days, but developed no signs of claustrophobia.
A trapped C had trapped
B was trapped D was trapping
- I didn't believe him when he said that he no fear of snakes.
A has had C had
B was having D hadn't
- She never again get in a lift.
A will B is C was D have
- Sam by his fear of flying for ages.
A has trouble C have been troubled
B was in trouble D troubled
- You to take back control of your life.
A must B got C have D might
- Phobias are nothing to be ashamed
A in B of C from D by
- He was so afraid of the dark, he with the lights on in his bedroom.
A had slept C has been sleeping
B were sleeping D slept

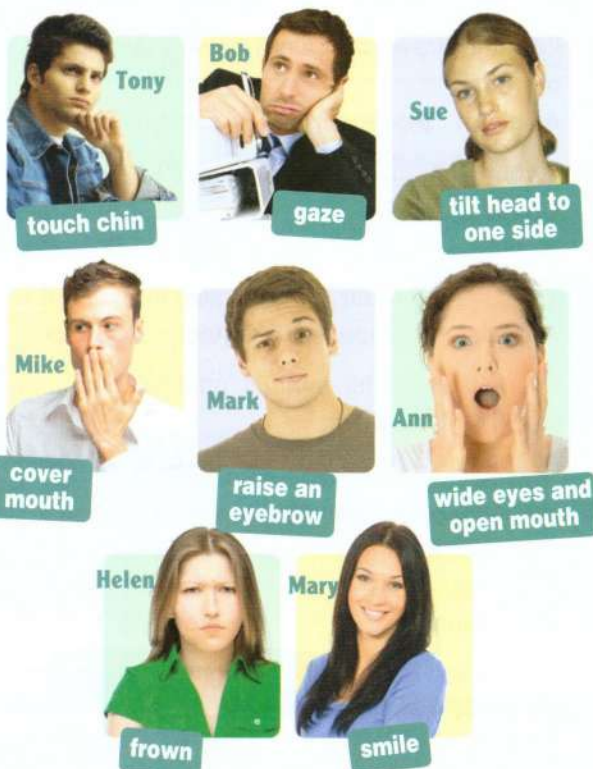
Vocabulary

6 Choose the item that best completes each sentence.

- Lifts her anxious, so she takes the stairs.
A make B do C feel D lead
- I'd rather travel by train; I have a terrible of flying.
A alarm B danger C panic D fear
- If you don't this problem, it's going to ruin your life.
A get B overcome C win D defeat
- To your fear is easier said than done!
A feel B experience C taste D face
- Even people with serious phobias can quickly to treatment.
A reply B respond C react D answer
- Her ridiculous neatness comes from a fear of control.
A losing C avoiding
B missing D dropping
- He couldn't breathe, he thought he was going to faint – he was having a panic!
A hit B attack C strike D fit
- With this new therapeutic technique, we hope to see quickly.
A effects C results
B answers D cures
- Easy, now: just sit down and take breaths.
A rich B deep C strong D full
- He avoids risks.
A catching C getting
B standing D taking
- If you can't conquer this fear of crowds, you will never control of your life.
A win B beat C obtain D regain
- Try to your breath for three minutes.
A hold B keep C store D control
- His career as a businessman was made difficult by a long-standing fear of speaking.
A local B open C social D public
- Phobias shouldn't be confused with a reaction to a dangerous situation.
A regular C daily
B natural D ordinary

Body language

- 1** The pictures show people expressing their feelings in body language. Who feels: *bored? happy? surprised? uncertain? angry? interested? confused? embarrassed?* Decide in pairs.



Tony is touching his chin. He seems/looks uncertain.

Phrasal verbs & Prepositions

- 2** Choose the correct item.
- The plane is ready to take **off/up**.
 - If you keep **in/on** avoiding doctors and hospitals, you risk becoming seriously ill.
 - Compared **to/by** Lucy, she's fearless.
 - He suffers **from/at** a fear of heights.
 - He runs **away/from** every time he sees a bug.
 - There's no point **for/in** complaining.

some, any, no, every & compounds

➤ see p. GR18

- 3** Choose the correct word.
- There's **somebody/everybody** in the garden.
 - Would you like to go **anywhere/somewhere** quiet?
 - Someone/Everyone** is welcome to join in.
 - He left without **anyone/someone** seeing him.
 - She has **anything/nothing** in her bag.
 - There were spiders **everywhere/anywhere**.

Word formation

- 4** Complete the gaps with a word formed from the words in bold.

MOSQUITOS

One insect we really should be more 1) of is the mosquito. This tiny creature is 2) the most dangerous animal on Earth. 3), it is not the animal itself that kills its victim, but while they're sucking your blood, mosquitoes can pass on a lot of 4) diseases. Every year, over a million people die as a result of a simple mosquito bite. Now, due to 5) warming, tropical mosquitoes are spreading to new countries and bringing 6) diseases such as yellow fever, West Nile virus and malaria with them. In comparison, 7) snakes, giant sharks and tarantulas are pretty 8)!

FEAR
POSSIBLE
OBSVIOUS
DEAD
GLOBE
VARY
VENOM
HARM

Grammar in Focus

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

Many 1) us eat crab, prawns and lobster without too 2) thought. These animals 3) arthropods: another way of describing them 4) be 'insects of the sea'. So why aren't locusts, grubs and beetles 5) (serve) in restaurants? Soon they could be! 6) 2013 United Nations project 7) (find) that insects were not only safe and nutritious, but 8) (good) for the environment than any other sort of meat. Some experts predict that in years to come, insects 9) (make up) a large part of our diet. 10) (get) people to accept insects as a delicacy remains a challenge - although if you can convince 11) to try one, you'll be glad you 12) (do).

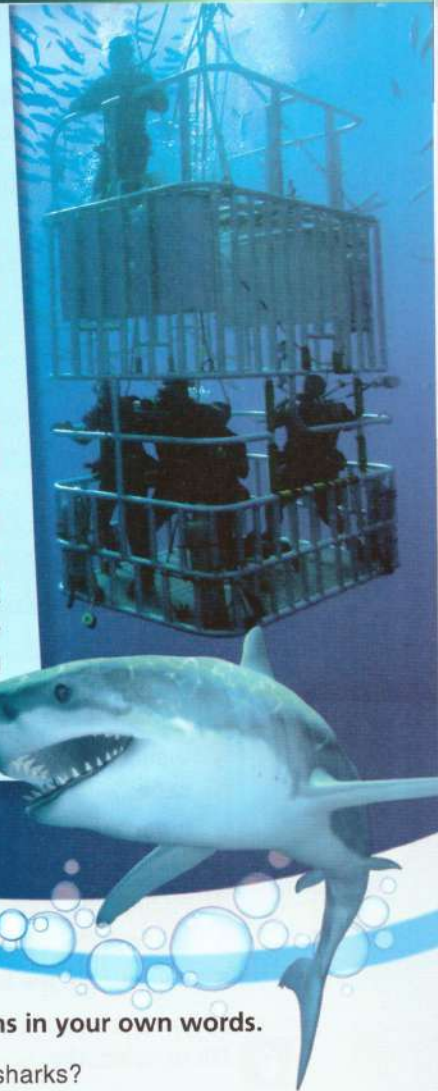
1 I stared into the cloudy water from the side of the boat. I couldn't see anything, but I knew there were great white sharks somewhere down there. I also knew that in a few minutes, our guide would pour shark bait – a mixture of liver and tuna – into the water. Sharks can pick up the scent of blood and meat from a mile away. In the meantime, my friends and I climbed into a steel cage, got into the water and waited for the sharks to come and feed. I just hoped we wouldn't be on the menu!

2 We were in Mexico, and my friends had convinced me that seeing these endangered creatures would be the experience of a lifetime. I realised I was shaking just before the dive, but the guide tried to calm me down by promising that there was no way the sharks could reach us through the bars.

3 As the cage began its slow journey down, I couldn't see clearly through the

water, but after a few minutes I made out the shape of a great white shark moving slowly towards us. This species can be very aggressive, but instead of fear, I felt the thrill of seeing this marvellous creature face to face. Suddenly, it glided by, right next to the cage, and I glimpsed rows of razor-sharp teeth in its blood-red mouth. Our guide said that human beings aren't usually part of a shark's diet, but I kept away from the bars just in case!

4 The Great White soon vanished and there were no more sharks that day, but I was glad I went cage diving – it was an experience like no other. I've been told that cage diving could lead to more shark attacks because they associate humans with feeding time. It would be a great shame if our own curiosity was the reason more of us end up as the main course on a starving Great White's menu!



Reading

1 Read the text and for questions 1-5 decide which answer (A, B, C or D) is correct.

1 Which of the following does the writer say in the first paragraph?

- A Sharks mostly ignore human beings.
- B Sharks prefer shark bait to fish.
- C Shark bait is sent down in a steel cage.
- D Sharks have a very good sense of smell.

2 How did the writer feel before the experience?

- A lucky
- B confused
- C excited
- D afraid

3 How did the writer react when he saw the shark?

- A He was more excited than he expected.
- B The sight of it made him feel calm.
- C He moved closer for a better look.
- D His fear rose again.

4 Cage diving could ...

- A put humans in danger.
- B encourage sharks to hunt less.
- C make sharks less aggressive.
- D make sharks friendlier towards humans.

5 What is the writer doing in the text?

- A explaining why he wants to be a diver
- B describing an unusual experience
- C warning readers about an adventure sport
- D giving information about an endangered species

(5x3=15)

2 Answer the questions in your own words.

- 1 What attracts the sharks?
- 2 How did the writer's feelings change throughout his experience?

(2x3=6)

Speaking

3 Choose the correct responses.

- 1 A: Is something the matter, Dave?
B: a I have to give a presentation and I'm terrified.
b My heart starts beating and my hands sweat.
- 2 A: What about trying breathing exercises?
B: a That's not a bad idea.
b I'm sorry to hear that.
- 3 A: I've got a phobia of crowds.
B: a I hope I've helped.
b That must be horrible.
- 4 A: Why don't you squeeze a rubber ball?
B: a I think you're right.
b I've tried that before and it didn't really help.

(4x3=12)

Vocabulary

- 4** Fill in: *attacks, costs, beating, shake, sheet, sting, stood, sweating, froze, dizzy*.
- Sue avoids spiders at all
 - Dan's hair on end when he saw the mouse.
 - As he got nearer the dentist's, Tom started to like a leaf.
 - Luke when he saw the snake.
 - I often feel when I look down from a great height.
 - Amy went as white as a(n) when she heard the strange noise.
 - Hugo was as if he had run a marathon!
 - Jack suffers from panic
 - His heart started fast when he saw the plane.
 - Bees don't usually (10x1=10)

Grammar

- 5** Choose the correct items.
- Visitors **mustn't/needn't** get too close to the bars of the cage.
 - It **can't be/might be** a spider - it's only got six legs.
 - Max **couldn't/needn't** even look at snakes when he was a child.
 - You **may/should** try skydiving - it's fantastic!
 - You **don't have to/mustn't** kill the spider, Dan; put it outside. (5x1=5)

- 6** Fill in: *a/an, the, -*.

- Jack visited Egypt and saw Sphinx.
- There's spider in the kitchen. spider is on the fridge.
- River Thames flows through the centre of London, England.
- Jones family flew to Europe through a terrible thunderstorm.
- Competitors in Marathon de Sables run through desert. (5x2=10)

- 7** Complete the second sentence so that it means the same as the first. Use no more than three words.

- I'm sure he's Spanish.
He Spanish.
- It's the rule to wear evening dress.
You wear evening dress.
- Each session costs £20.
You have £20 for each session.
- Cameras aren't allowed in here.
You take photographs in here.
- It's possible they won't come to the meeting.
They to the meeting. (5x2=10)

Listening

- 8** Listen to someone talking about how to overcome a fear of flying and mark the sentences 1-6 as *T (true)*, *F (false)* or *DS (doesn't say)*.

- Fear of flying is the most common phobia in the world.
- You can't overcome a fear unless you face it.
- It is safer to fly than to drive.
- It is reasonable to be afraid of flying.
- People are afraid of things they don't understand.
- Meditation doesn't help to reduce fear. (6x2=12)

Writing

- 9** This is part of an email you received from your English friend, Jane. Write her an email giving your advice (120-160 words).

From: Jane

Thanks for the invitation. I'd really love to visit you in your country, but I have a problem - I'm terrified of flying! Have you got any advice about how to overcome my fear?

(20 marks)

(Total=100)

Check your progress

- talk about uncomfortable situations
- talk about fears and phobias
- talk about extreme experiences
- express concern/sympathy/make suggestions
- write an email giving advice

GOOD ✓

VERY GOOD ✓✓

EXCELLENT ✓✓✓

Health & Food

Module 7

MODULE OBJECTIVES

- **Vocabulary**
 - health & fitness
 - food & drinks
 - symptoms & treatments – illnesses
 - prepositions
 - word formation: forming abstract nouns from adjectives
 - phrasal verbs: *CUT*
- **Reading**
 - an article about living longer (multiple choice; complete sentences)
- **Grammar**
 - conditionals (types 0, 1, 2, 3)
 - wishes
 - infinitive/-ing form
 - question tags
 - quantifiers/determiners
- **Listening**
 - an interview (multiple choice)
 - a dialogue (Yes/No sentences)
- **Speaking**
 - ask for/give advice
- **Writing**
 - a for-and-against essay
- **Language Focus**
 - phrasal verbs & prepositions
 - word formation
 - grammar in focus
- **Progress Check**

Words of wisdom

"The greatest wealth is health." (Virgil)

Discuss

Health & Fitness

- 1** a) Complete the texts. Use: *digestion, symptoms, immune, diet, vitamin, calories.*
- b) Where could you see these texts?

B



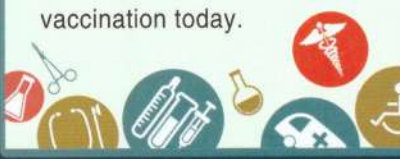
Natural Mineral Water

8 glasses a day for good **2)** and healthy-looking skin

Medical

INFLUENZA WARNING

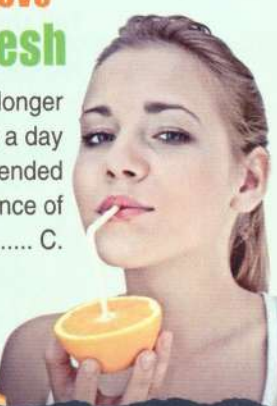
It's that time of year again, so avoid **5)** like high temperatures and headaches with a free vaccination today.



A

Orange Grove 100% Fresh

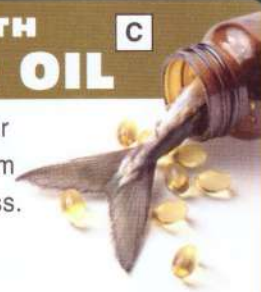
Look younger for longer with just one glass a day – your recommended daily allowance of **1)** **C.**



ACTIVE HEALTH

COD LIVER OIL

Omega-3 fish oil boosts your **3)** system to help protect against illness. Take as part of a balanced **4)**



ANNUAL FUN RUN

Everyone is invited to burn some **6)** and raise money for charity on Sunday morning at Woodbank Park. The 6 km run starts at 9:30.



- 2** a) Fill in: *break down, lose, reduce, fight off, catch.*

- 1** ☐ If you drink fruit juice regularly, you will some of the effects of ageing.
- 2** ☐ If you do more physical exercise and eat less, you will weight.
- 3** ☐ If you take fish oil supplements, your body will infections more effectively.
- 4** ☐ If you drink plenty of liquids, your stomach can food more easily.
- 5** ☐ If you have an injection, you will be less likely to the flu.

- b) Match the sentences (1-5) above to the texts (A-E).

- 3** What should you do to: *digest food easily? look younger? protect yourself against illness/the flu?*

- 1 What could help us to live longer? Think about: *diet, lifestyle, exercise.*

Tell the class your ideas.

We should eat fruit and vegetables.

- 2 a) Check the words in bold in the Word List at the back of the book.

- 1 ☐ It **reduces** the risk of **heart disease**.
 2 ☐ It **lowers** your **blood pressure**.
 3 ☐ It boosts the **immune system**.
 4 ☐ It **promotes** weight loss.
 5 ☐ It makes your **muscles tense**.

Ways to live to 100

According to new studies, a third of babies born last year will live to be 100. Do you wish you could live to 100? Health experts say that if you follow some of their top tips, you'll add years to your life!

Eat red foods

1

When you eat red foods, you are healthier, doctors say. Red foods look **striking**, taste good and have many health benefits. For example, a red pepper contains more vitamin C than an orange, and a beetroot is full of nitrates which relax blood vessels. Juicy tomatoes are **bursting with** an antioxidant which reduces the risk of cancer and heart disease. So if you're going shopping today, **stock up on** red goodies!

2

Breathe ... through a straw!

Do you ever wish you were under less stress? If you can find just a few moments to take 3 or 4 deep breaths, you'll feel calmer **in an instant**. Surprisingly, this is even better when you breathe through a straw! If you practise this simple exercise every day, you'll really expand your lung capacity. You'll also slow down your heart rate and lower your blood pressure.

3

Say cheese!

Smiling is something we do naturally to share our happiness with others, but it turns out that it's really good for you! Just the act of smiling sends a message to your brain that you're happy and the body then releases **beneficial** endorphins. These help to reduce stress, boost the immune system and even slow down the ageing process! The wider the smile, the better. So keep smiling!

Check these words

• study • tip • striking • health benefit • beetroot • nitrates
 • blood vessel • juicy • burst with • antioxidant • risk
 • cancer • stock up on • goodies • in an instant • expand
 • lung capacity • heart rate • turn out • endorphins • boost
 • ageing • indigestion • gobble down • chew • enzyme
 • saliva • digestion • process • absorb • nutrients • diabetes
 • tell a lie • tension • muscle • nerve • volunteer • stick to

b) Match the sentences (1-5) to the phrases (a-e).

- a telling a lie
- b eating tomatoes
- c smiling
- d taking deep breaths
- e chewing food slowly

c)  Listen, read and check if your answers were correct. Is the text *formal* or *informal*? Give reasons.

Chew food 20 times

Have you ever had awful indigestion? Well, maybe if you hadn't gobbled down your food so quickly, you wouldn't have! Chewing your food properly is important because enzymes in saliva begin the digestion process in your mouth. This makes it easier for your body to absorb nutrients from the food. It can even **promote** weight loss because people who chew for longer usually eat less. Keeping a healthy weight can help you to avoid serious diseases such as heart disease and diabetes. So, next time you eat ... slow down!

Tell the truth

Have you ever told a lie and felt really **stressed out** afterwards? You immediately wish that you had told the truth, right? Telling a lie can increase your heart rate, slow down your digestion and cause tension in your muscles and nerves. In a recent health study, Australian researchers found that when volunteers stopped telling lies, their health improved in just ten weeks. So if I were you, I'd **stick to** telling the truth for a happier, healthier and longer life!

3 Read the text. For questions 1-5 choose the correct answer A, B or C. Justify your answers.

- 1 Tomatoes are recommended because they
 - A are a good source of nitrates which relax blood vessels.
 - B contain a chemical that means you are less likely to develop heart disease.
 - C have antioxidants that might increase the chance of cancer.
- 2 According to Text 2, a person's lungs
 - A get bigger as their heart rate increases.
 - B aren't stressed when breathing through a straw.
 - C expand if the person does breathing exercises.
- 3 We should smile more often because it
 - A shows others how healthy we are.
 - B can improve our resistance to illness.
 - C helps our brains age more naturally.
- 4 Diabetes can be avoided by
 - A eating our food quickly.
 - B maintaining a healthy weight.
 - C having longer meals.
- 5 Telling a lie
 - A makes the heart beat faster.
 - B improves digestion.
 - C reduces tension.

4 a) Read again and complete the sentences. Use two to three words. Compare with your partner.

- 1 Eating beetroots helps
- 2 You can calm yourself down by taking
- 3 We smile to show we are
- 4 Eating your food too quickly can give you
- 5 Our heart can start beating faster when we

b) What do the underlined words refer to?

5 Match the words in bold in the text to their meanings in the list.

- helpful • full of • anxious • continue • immediately
- attractive • buy a lot of • encourage

6 Find 4 foods, 5 diseases/conditions, 5 parts of the body in the text.

7 Which of the tips in the text do you follow? Tell your partner.

Speaking

What did you know about the topic?
What did you learn from the text?
Make notes, then tell your partner.

Writing



ICT What else would you like to know about the topic? How can we protect our health and lengthen our lives? Collect information and write a few sentences. Tell the class.

Vocabulary from the text

1 Choose the correct word.

- The health **improvements/rates/benefits** of smiling include stress relief and a better immune **system/capacity/process**.
- Gobbling down/Chewing/Bustling** food properly helps you to **share/digest/release** it.
- Enzymes in saliva help to **absorb/burst/relax** nutrients from food.
- Breathing **strongly/deeply/widely** helps you **expand/reduce/lower** stress.
- When you're calm, your heart rate **slows down/lowers/reduces**.
- Avoiding/Telling/Saying** lies can **expand/increase/improve** stress levels.

2 Fill in: *loss, juicy, lung, diseases, heart, pressure, process, blood.*

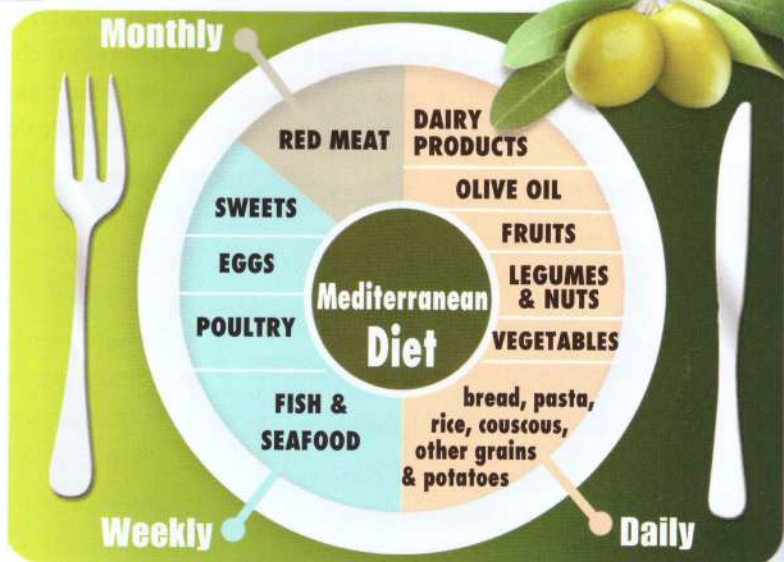
- vessels
- tomatoes
- disease
- serious
- blood
- capacity
- ageing
- weight

3 Fill in: *nutrients, antioxidants, vitamins, digestion, endorphin.*

- are usually known by their letters. For instance, A is in carrots, B is in eggs, and C is in citrus fruit.
- Vegetables and fruit are a rich source of, which are substances that may prevent or delay some types of cell damage.
- Physical exercise stimulates release and makes us feel good.
- are chemicals that organisms need to live and grow.
- Eat your food too fast and your will suffer.

Topic Vocabulary
Food & Drinks

4 a) Look at the Mediterranean diet food plate.



Which category does each food/drink belong to?

- broccoli • tuna • lamb • ice cream • eggs • chicken
- grapes • butter • lobster • cheese • olives • beetroot
- apple pie • salmon • bread • prawns • yoghurt
- watermelon • cabbage • potatoes • spaghetti • turkey
- almonds • trout • tomatoes • cucumber • lettuce
- cherries • onions • cake • beef • peas

b) Use the plate to make sentences using the words in Ex. 4a.

According to the Mediterranean diet, we can eat vegetables like broccoli, beetroot, cabbage, cucumber, lettuce, onions and peas daily.

5 LISTENING Listen to three people talking about their eating habits. Match the phrases to the people. Two phrases are extra.

- I refuse to eat meat or fish.
- We have fish on the menu twice a week.
- I always keep some almonds on hand for a snack.
- I never use butter or margarine when cooking.
- My favourite dish is roast chicken.

Speaker 1	
Speaker 2	
Speaker 3	

6 SPEAKING Use the foods in Ex. 4a and phrases in the Language box to discuss your eating habits.

- | | |
|---|--|
| <ul style="list-style-type: none"> • I absolutely love ... • It's delicious/tasty. • I can't get enough of ... | <ul style="list-style-type: none"> • I can't stand/hate ... • ... is/are disgusting. • I (really) don't like the taste of ... |
|---|--|

A: Do you enjoy seafood?

B: No, not really. I don't like the taste of it. What about you?

A: Oh, I absolutely love prawns. I ... etc.

7 a) Fill in: vegetables, eggs, chicken, potatoes, fish.

- 1 baked, fried, mashed
- 2 scrambled, fried, boiled
- 3 fried, grilled, roast
- 4 grilled, fried, battered
- 5 roast, boiled, steamed

b) SPEAKING Discuss, as in the example.

A: *I like scrambled eggs better/more than boiled eggs.*

B: *Really? I prefer fried eggs.*



Symptoms & Treatments

8 a) Check the words/phrases in bold in the Word List at the back of the book.

- 1 "I've got a **sore throat** and a **high temperature** and my **muscles ache**." (Anna)
- 2 "I've got a **bad cough** and it **hurts** to **breathe**." (Josh)
- 3 "After dinner, I got **stomach ache** and then I **vomited**." (Meg)
- 4 "In spring, I have **itchy** eyes and I **sneeze** a lot." (Phil)
- 5 "I'm **exhausted** because I'm finding it difficult to sleep." (Mary)
- 6 "If I eat tomatoes, my mouth **swells** and **itches** and I get a **rash**." (Brian)
- 7 "I **tripped over** and now my ankle is **swollen** and **bruised**." (Harry)

b) What's wrong with each person in Ex. 8a?

- a cold/the flu • hay fever • food poisoning • insomnia
- a chest infection • a food allergy • a twisted ankle

Anna has got a cold/the flu.

9 Choose the correct word. Check in the Word List at the back of the book.

- 1 Sally went to the doctor to have her twisted ankle **treated/** cured/healed.
- 2 Mike got a **recipe/prescription/receipt** for some antibiotics.
- 3 Scientists have found **cures/diagnoses/check-ups** for many diseases in the last 100 years.
- 4 You should make a(n) **surgery/operation/appointment** at the doctor's.
- 5 Aerobic exercise **improves/recovers/fastens** the body's metabolism.
- 6 Active people **keep/maintain/hold** a healthy weight.
- 7 Milk **keeps/holds/fixes** bones strong and **prevents/avoids/** protects high blood pressure.
- 8 Her diet **consists/includes/varies** fruit, vegetables, pasta and rice.
- 9 Exercise helps you **miss/lose/get rid weight and builds/** makes/forms self-esteem.
- 10 The more you exercise, the more calories you **fire/burn/** throw.

Prepositions

Choose the correct preposition. Check in Appendix II.

- 1 Jane has just recovered **with/from** a bad cold.
- 2 He's addicted **of/to** chocolate.
- 3 Eat food **with/of** less salt and fat.
- 4 Rice is rich **with/in** vitamins.
- 5 Fish provides nutrients vital **for/in** health.

**Word formation
(forming abstract nouns
from adjectives)**

11 Read the theory, then form nouns from the adjectives in brackets to complete the sentences.

We use these suffixes to form abstract nouns from adjectives:

- ness (*weak* – *weakness*),
- ity (*possible* – *possibility*),
- length (*long* – *length*), -y (*honest* – *honesty*), -ence (*absent* – *absence*),
- dom (*free* – *freedom*)

- 1 Exercising daily increases your (STRONG)
- 2 is a common medical symptom. (TIRED)
- 3 Thank you for your, Mr Henley. (PATIENT)
- 4 A poor diet can lead to (ILL)
- 5 With age comes experience and (WISE)
- 6 is a growing problem among teens. (OBESE)

Phrasal verbs: CUT

12 Choose the correct particle. Check in Appendix I.

- 1 Dan should cut **off on/down** junk food to lose weight.
- 2 Pam cut **over/out** her ginger cake recipe from a magazine.
- 3 Phil always cuts **up/in** his 2-year-old son's meat for him.
- 4 We need to cut **down on/off** sweets.

Conditionals



Ask Abby

advice for everyone

Angie (20): I wish I were thinner. I hardly eat anything, but still I can't lose weight.

Abby says: If you have time to watch TV or go shopping with your friends, then you have time to exercise. Why not join a gym today?

Pedro (22): I love exercising, but I want to be more muscular. What can I eat to make this happen?

Abby says: If you eat plenty of protein and work out regularly, you will soon become stronger and fitter.

Simon (25): I have terrible indigestion all the time. I chew my food well, but my stomach still grumbles and it's very painful!

Abby says: If I had your symptoms, I would make an appointment with a doctor.

Laura (15): I wish I didn't have so many spots. Could they be connected to my diet?

Abby says: At your age, it's more likely to be the changes you're going through. I remember when I had spots: if I'd had the chance, I would have done anything to get rid of them! Why don't you see a dermatologist?

Type	Conditional clause	Main Clause	Use
0	If/When + present simple	present simple/imperative	general truth or scientific fact
1	If + present simple	1) + infinitive without to	real, likely to happen in present/future
2	If + past simple	2) + infinitive without to	unreal in the present/future
3	If + past perfect	would 3) + past participle	imaginary in the past

Note: unless = if not *Unless you exercise, you'll put on weight. (If you don't exercise, ...)*

➤ see pp. GR18-GR19

- 1** Read the extract from a magazine. Find all examples of conditional clauses and complete the table. Are there similar structures in your language?

- 2** Put the verbs in brackets into the correct tense. Identify the type of conditional.

- When you (have) toothache, you go to the dentist's.
- I (buy) some fresh fruit if I'd gone to the street market.
- If I were you, I (not/eat) ready meals.
- If you join the gym, I (go) with you.
- Mia (not/be) in pain if she had followed the doctor's advice.
- If I (not/pull) a muscle, I would have been able to play in the basketball match.
- It's easier to digest your food if you (chew) it well.
- If Tom (give up) smoking, he would feel a lot healthier.

- 3** Match the columns to make conditional sentences. Put the verbs in brackets into the correct tense. What type is each sentence?

- | | |
|---|--|
| 1 ☐ You won't feel hungry | a you (not/be) ready for the race. |
| 2 ☐ Unless you start training now, | b I (not/have) indigestion. |
| 3 ☐ If I'd taken a bottle of water, | c if I (be) you. |
| 4 ☐ If you do sit-ups, | d if you (eat) breakfast every morning. |
| 5 ☐ If I hadn't eaten so much, | e I (not/need) to buy one. |
| 6 ☐ I'd cut out red meat | f you (tone) your stomach muscles. |

- 4** Complete the sentences.

- If I had enough time,
- If you eat more fruit,
- Unless you start exercising,
- If I were you,
- If I had joined a gym,

- 5** a) Read the table. What words are used to introduce wishes? What tenses are used after these words? Find examples in the magazine extract on p. 106.

Wishes

- I wish/If only I had a bottle of water. (but I haven't – wish about the present/future)
- I wish/If only I hadn't eaten all the pizza last night. (but I did – regret about the past)
- I wish I could lose weight. (but I can't – regret in the present)

Note: If only is much stronger than I wish.

▶ see p. GR19

b) What does each person wish for? Write sentences, as in the example.

- 1 Max worked late so he didn't go to the gym.
I wish/If only I had gone to the gym.
I wish/If only I didn't have to work late.
- 2 Sam can't cook and eats ready-made meals.
- 3 Jane didn't eat breakfast and is starving now.
- 4 Lucy didn't train enough and lost the race.
- 5 Amy drank coffee after dinner and didn't sleep well.
- 6 Danny is on a diet and can't have desserts.

- 6** **SPEAKING** Say two things that you wish you did/had and two things you wish you had (not) done.

I wish I didn't have a sore throat.
If only I hadn't twisted my ankle!

- 7** Look at the Grammar Reference section and complete the rules for the infinitive (with/without to) or -ing form. Find examples in the extract on p. 106.

infinitive/-ing form

- 1 like/love/enjoy/hate/don't mind +
- 2 deny/avoid/miss/fancy/imagine +
- 3 would like/would love/would prefer +
- 4 go +
- 5 too + adjective/adverb +
adjective/adverb + enough +
enough + noun +
- 6 can/should/must/may +
- 7 make/let +
- 8 look forward to, be used to, can't help +
- 9 preposition +
- 10 want, decide, ask, expect +

▶ see pp. GR19-GR20

- 8** Put the verbs in brackets into the correct form. Check in the Grammar Reference section.

- 1 A: I really want (**have**) more energy.
B: (**do**) more exercise will help.
- 2 A: How about (**play**) tennis later?
B: I'd prefer (**go**) ice skating.
- 3 A: I need (**lose**) some weight.
B: You should (**see**) a dietician.
- 4 A: I can't get used to (**cook**) for myself at university.
B: Me too. I miss (**sit**) down to a home-cooked Sunday lunch.
- 5 A: Let's (**eat**) out tonight.
B: Do you fancy (**go**) to the new Chinese restaurant?

- 9** Put the verbs in brackets into the correct form. How do they differ in meaning? Check in the Grammar Reference section.

- 1 a Remember (**buy**) some milk.
b I remember (**buy**) milk, but I think I left it on the bus.
- 2 a Jill stopped (**run**) when she hurt her leg.
b While running, Jill stopped (**drink**) some water.
- 3 a We regret (**tell**) you that you failed the test.
b He regretted (**ask**) Dave to go with them.

Key word transformations

- 10** Complete the sentences using the word in bold. Use between two and five words.

- 1 You can get fit no matter how old you are. **TOO**
You're never fit.
- 2 To lose weight eat less junk food. **UNLESS**
You won't lose any weight less junk food.
- 3 You shouldn't go out today. **WERE**
If, I wouldn't go out today.
- 4 Jane slipped because it was icy. **BEEN**
If, Jane wouldn't have slipped.
- 5 I don't have money so I can't join a gym. **MORE**
If money, I'd join a gym.

- 11** **WRITING** Think of a problem you have. Write what you wish for instead. Swap papers. Your partner advises you what to do. Use the texts in Ex. 1 as a model.

Multiple choice

- 1** a) You are going to listen to part of an interview with a woman called Eileen Lynch, who is talking about group exercise. Before you listen, check these words in the Word List at the back of the book.

• *fitness* • *motivate* • *attend* • *let down*
 • *one-to-one attention* • *work out*
 • *personal trainer* • *class level* • *overdo*
 • *pull a muscle* • *push themselves*
 • *aerobics session* • *convince*

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

- 1 According to Eileen, why do people not want to miss their aerobics class?
 A They don't want to disappoint the group.
 B They feel they do something special.
 C They don't like staying at home.
- 2 The interviewer says that personal trainers
 A make you work out differently.
 B are cheaper than attending a class.
 C pick up on your mistakes more easily.
- 3 Why are there no experienced class members at the front of Eileen's classes?
 A They might distract the beginners.
 B They don't need as much help as the beginners.
 C They prefer being on their own at the back.
- 4 When an exercise is difficult, beginners
 A may risk injuring themselves.
 B are asked not to participate.
 C are pushed to try harder.
- 5 What second benefit of group exercise does Eileen mention?
 A It brings friends closer.
 B People can make new friends.
 C People can learn how to dance.
- 6 How does the interviewer feel at the end of the interview?
 A willing to join a group exercise class
 B uncertain about group exercise
 C persuaded group exercise is effective

- 2** a) Listen again. What are the pros of exercising in a group, according to Eileen? Tell your partner.

- b) Would you join such a class? Why?

Yes/No statements

- 3** a) You will hear a conversation about organic food. Before you listen, check these words and phrases in the Word List at the back of the book.

• *hormones* • *fed naturally* • *nutritious*
 • *chemicals* • *pesticides* • *artificial fertiliser*
 • *demand* • *price comes down* • *bacteria*
 • *go off* • *expertise*

- b) Listen and mark the sentences Yes or No. Is the conversation *formal* or *informal*? Give reasons.

- | | YES | NO |
|---|-----|----|
| 1 Anna believes organic food costs too much. | | |
| 2 Mark thinks organic meat is healthier. | | |
| 3 Organic fruit grows fast because of pesticides. | | |
| 4 Anna says that organic farming is good for the environment. | | |
| 5 Mark believes organic food will become cheaper. | | |
| 6 Mark insists organic food lasts longer than non-organic. | | |

- 4** Listen again. What are the pros and cons of organic food? Tell the class.

Intonation: question tags ➤ see p. GR21

- 5** a) Read the examples. How do we form question tags?

He went to the gym, **didn't he?** (ask for information)

She hasn't joined a gym, **has she?** (ask for confirmation)

- b) Complete the question tags.

- Listen and tick. Listen again and repeat.

- | 1 He can run very fast, ? | | |
|----------------------------------|--|--|
| 2 She's sick, ? | | |
| 3 He hates salmon, ? | | |
| 4 They went to the farm, ? | | |
| 5 He's burnt the food, ? | | |
| 6 She didn't cook, ? | | |
| 7 He'll go on a diet ? | | |
| 8 They love fish, ? | | |

Asking for/Giving advice

- 1** Complete the mind map with as many sports as you can think of.



- 2** a) Complete the dialogue with the correct words.

Listen and check. Is the dialogue *formal* or *informal*? Give reasons.

Mark: Hi Steve. Don't you usually go to the gym
1) Saturday mornings?
 Steve: I used **2)**, but I can't afford it right
3) I don't know what to **4)**
 to keep fit. Do you have any ideas?
 Mark: Umm, well, have you thought **5)**
 exercising at home? You wouldn't have to
 spend **6)** money, plus you'd save
 a **7)** of time by not having to
 travel to and from the gym.
 Steve: Err, I'm not sure that's such a good idea.
 When you exercise at home, you don't get
 a chance to use a variety of equipment.
 Plus, you're more **8)** to get an
 injury when you exercise without a trainer.
 Mark: I agree **9)** are disadvantages, but
 you don't need any equipment to
10) aerobics or yoga... Why don't
 you buy a book about how to exercise
 safely by **11)**?
 Steve: I suppose you're right. Thanks
12) the advice!

- b)** Find the pause fillers in the dialogue.



- 3** a) Take roles and read the dialogue aloud with your partner.

- b)** What pros and cons about exercising at home do the speakers mention?

- 4** Find phrases that ask for/give advice and respond to advice in the dialogue. Replace them with phrases from the language box.

Asking for advice	Giving advice
- What do you think I should do? - What would you do if you were me? - Could you help me out here? - Do you have any ideas?	- Have you thought about ...? - Why don't you ...? - How about ...? - It think it would be best if you ... - It might be a good idea to ... - In my opinion, you'd better ... - If I were in your shoes, I would ...
Responding to advice	
- Do you really think that would work? - I'm not sure that's such a good idea. - I suppose you're right. - Great idea!	

- 5** Work in pairs. Your friend wants to lose some weight and asks you for advice. You think he/she should join a gym. Act out a similar dialogue to the one in Ex. 3. Use the phrases in the box above and the ideas below.

Exercising in a gym

Benefits

- access to fitness equipment
- exercise advice from trainers

Drawbacks

- can be expensive
- can get overcrowded at peak times

Making decisions

- 6** Read the situation. In pairs discuss.

Your friend, Anna, who has moved to a village by a lake, wants to take up a sport. In pairs, discuss the sports below, then decide which would be best for Anna.



- 7** Listen to two people doing the task. What do they decide on? Why?

▶ Writing Bank 7 p. WB7

Rubric analysis

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

Your teacher has asked you to write an essay presenting the pros and cons of energy drinks. Write your **essay** (120-160 words).

- 1 What should you write?
- 2 What style should your essay be written in: *informal* or *formal*?
- 3 Should advantages and disadvantages of the topic be discussed in the same paragraph?
- 4 What should each main body paragraph start with?

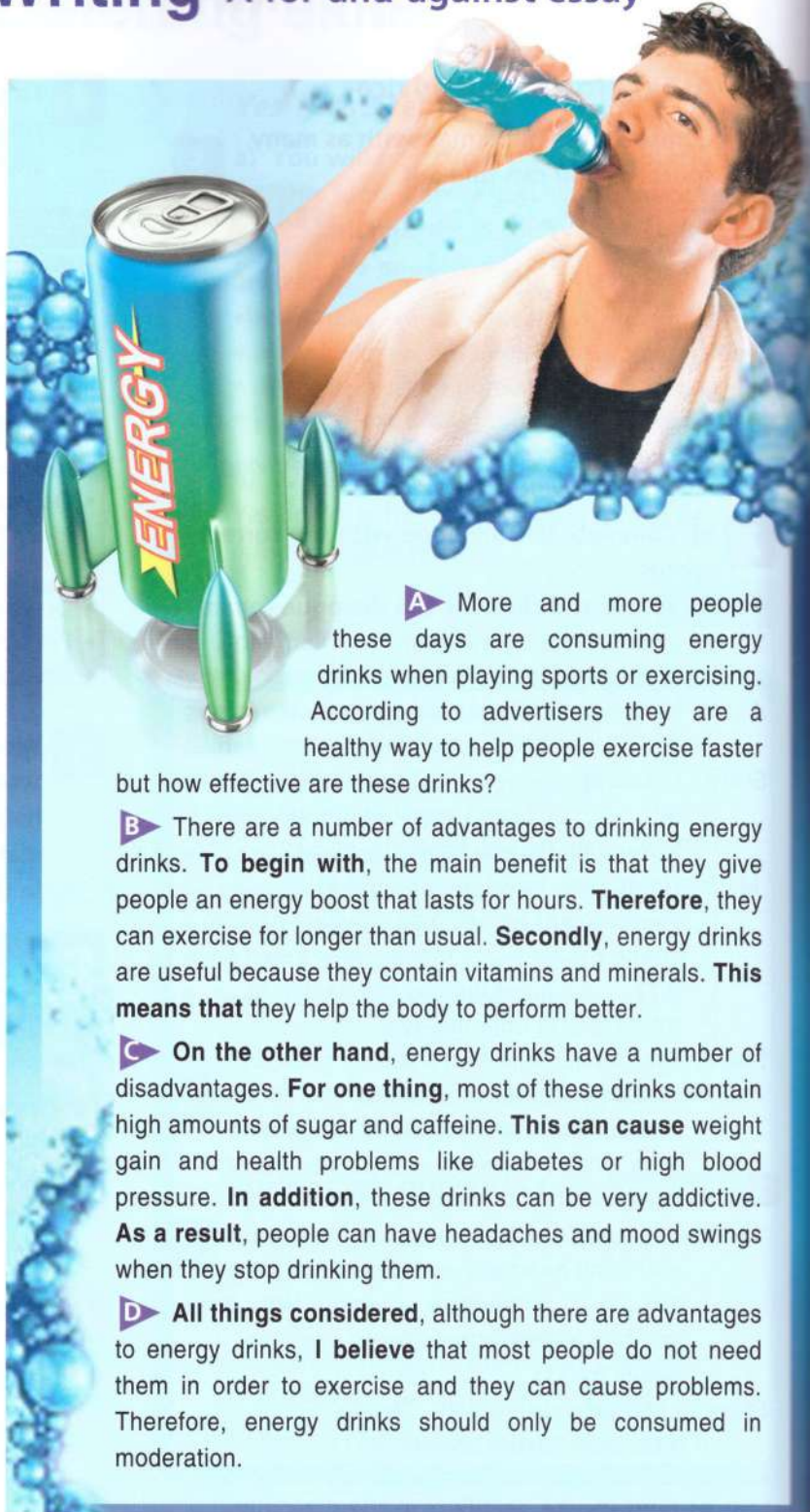
Model analysis

- 2** Read the model and match the paragraphs (A-D) to the headings (1-4).

- | | |
|----------------------------|---|
| ☐ 1 | arguments against & examples/justifications |
| ☐ 2 | summarise points & state your opinion |
| ☐ 3 | introduce the topic |
| ☐ 4 | arguments for & examples/justifications |

- 3** Read the essay again and complete the table in your notebooks.

Arguments for	Justifications/Examples
1	
2	
Arguments against	Justifications/Examples
1	
2	



A More and more people these days are consuming energy drinks when playing sports or exercising. According to advertisers they are a healthy way to help people exercise faster but how effective are these drinks?

B There are a number of advantages to drinking energy drinks. **To begin with**, the main benefit is that they give people an energy boost that lasts for hours. **Therefore**, they can exercise for longer than usual. **Secondly**, energy drinks are useful because they contain vitamins and minerals. **This means that** they help the body to perform better.

C **On the other hand**, energy drinks have a number of disadvantages. **For one thing**, most of these drinks contain high amounts of sugar and caffeine. **This can cause** weight gain and health problems like diabetes or high blood pressure. **In addition**, these drinks can be very addictive. **As a result**, people can have headaches and mood swings when they stop drinking them.

D **All things considered**, although there are advantages to energy drinks, **I believe** that most people do not need them in order to exercise and they can cause problems. Therefore, energy drinks should only be consumed in moderation.

Topic sentences

- 4** Find and replace the topic sentences in the main body paragraphs with other appropriate ones. Use ideas from the Useful Language box.

Linkers

- 5** Which of the words/phrases in bold in the text: *list points? show contrast? express an opinion? conclude? introduce examples/justifications?* Replace them with ones from the Useful Language box.

Concession > see p. GR21

6 Read the examples. How do we use *although*, *despite* and *in spite of*?

- Advertisers show energy drinks as healthy **although** some may contain high amounts of artificial sweeteners.
- Energy drinks are becoming more and more popular **despite** the high amounts of caffeine they contain.
- Sugar-free energy drinks can be unhealthy **in spite of** the fact that they do not contain sugar.

7 Join the sentences using the linkers in brackets and any necessary extra words.

- 1 Energy drinks are a good source of caffeine.
Too many can cause an addiction. (**although**)
- 2 Students are consuming energy drinks to try to concentrate.
They can cause headaches. (**in spite of**)
- 3 Some people are consuming energy drinks.
They are linked to an increased risk of diabetes. (**despite**)
- 4 Energy drinks contain many vitamins.
They are very high in sugar. (**although**)

Supporting sentences

8 a) Expand the prompts into full supporting sentences.

- 1 To begin with/vitamins/help/boost/immune system. For example/you have a cold/vitamin C/help/recover/quicker.
- 2 Firstly/yearly gym subscriptions/be expensive. This is because/ people/pay/fees/even if/not/attend.
- 3 In the first place/losing weight/easier/you combine/diet with exercise. This means/lose weight quicker/in a healthier way.

b) Write appropriate topic sentences for each set of the supporting sentences in Ex. 8a.

Writing

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

Your teacher has asked you to write an essay presenting the pros and cons of exercising in groups. Write your **essay** (120-160 words).

b) Match the arguments (1-4) to the justifications/ examples (a-d). Which are *for*? *against*?

ARGUMENTS

- 1 ☐ motivates people to attend
- 2 ☐ less individual attention
- 3 ☐ can meet new people
- 4 ☐ people at different fitness levels

JUSTIFICATIONS/EXAMPLES

- a ☐ less excuse to stay home
- b ☐ not everyone can follow class pace
- c ☐ chat and dance with others
- d ☐ instructor might miss mistakes

10 Use your answers from Ex. 9a to write your essay. Use the plan and phrases from the Useful Language box.

Useful Language

Introducing topic sentences to express advantages

- There are a number of benefits to ...
- There are arguments in favour of ...

Introducing topic sentences to express disadvantages

- On the other hand, there are a number of disadvantages/arguments against ...
- A serious drawback/disadvantage (of) ...

Listing points

- In the first place,/Firstly, ...
- To begin/start with, ...
- Secondly,/Furthermore, In addition,/ What is more,

Introducing examples/justifications

- For example/instance. • This is because of/due to ... • This means that ...
- This way,/Consequently,
- This is due to the fact that • This may lead to • As a result,/Therefore,

Show Contrast

- However, • Although,
- On the other hand,

Conclusion

- All in all,/To sum up,/In conclusion,/ All things considered

Express an opinion

- I think • I believe • In my opinion

Plan

- | | |
|----------|--|
| (Para 1) | <i>present topic</i> |
| (Para 2) | <i>arguments for & reasons/ justifications</i> |
| (Para 3) | <i>arguments against & reasons/ justifications</i> |
| (Para 4) | <i>summarise arguments and state your opinion</i> |



Checklist

When you finish writing your essay, check for the following:

- spelling/grammar/punctuation mistakes
- appropriate linking words/phrases
- appropriate formal style
- arguments for and against in separate paragraphs
- topic sentences to introduce each main body paragraph
- examples/justifications for each of your arguments
- your opinion in the conclusion

Multiple choice cloze

- 1 Read the text below and decide which word (A, B, C or D) best fits each gap. There is an example at the beginning (0).

Gamification

It can be difficult to motivate yourself to 0) **A** fit. It's all too tempting to play a computer game, rather 1) go for a run in the park, 2) you can combine both, which now you can! Programmers call this 'gamification': the process of 3) daily tasks into games, normally with the help of a gadget 4) a smartphone. Typically, the games take the form of an adventure. Runners are given a 'mission' to complete, during which they must 5) from an enemy by running away – in real life! Behind the storyline is a genuine fitness schedule monitored by sensors in the phone. 6) such game, written by British writer Naomi Alderman, has been downloaded by 7) half a million people, who have run 11 million real miles while playing it.

Some people insist that such games 8) adults like children. If you don't have the willpower to motivate yourself, then it's unlikely you will 9) exercising, once the excitement of the game has 10) off.

- | | | | | |
|----|---------------|------------|-------------|------------|
| 0 | A keep | B continue | C hold | D make |
| 1 | A for | B in | C from | D than |
| 2 | A if | B unless | C but | D when |
| 3 | A turning | B making | C replacing | D changing |
| 4 | A as | B similar | C like | D same |
| 5 | A break | B escape | C leave | D go |
| 6 | A That | B One | C Each | D Single |
| 7 | A nearly | B all | C close | D as |
| 8 | A use | B treat | C make | D deal |
| 9 | A take | B get | C carry | D continue |
| 10 | A put | B worn | C finished | D broken |

Open cloze

- 2 Read the text and choose the word that best completes each gap. There is an example at the beginning (0). What is the author's intention?



For as long as we have had concerns about our health, 0) **there** have been dietary solutions that promised to help us 1) weight, gain more energy and even raise our intelligence! Such diets are often very popular for a 2) years, but soon lose their popularity. We call these diets 'fads'.

One fad diet permits only foods that cavemen ate a million years 3): meat, berries and fish. Another allows only raw vegetables. Others are based around one type of food, 4) as grapefruit, bananas or cabbage soup. Many do not allow eating certain foods like bread. One fad diet recommends not eating at 5) on one or even two days a week.

The ideas behind these diets are sensible. Grapefruit and bananas are healthy as part 6) a balanced diet. Raw vegetables are better 7) cooked vegetables, which have less nutrients. But fad diets can be dangerous. They are hard to follow and rarely achieve the results they promise. Any weight loss tends to be temporary. Eating correctly and exercising properly is the 8) way to keep fit and healthy.

Sentence transformations

- 3 Here are some sentences about Mark's eating habits. For each question, complete the second sentence so that it means the same as the first. Use no more than three words.

- There aren't many good restaurants in Mark's neighbourhood.
There are only good restaurants in Mark's neighbourhood.
- Mark can cook well.
Mark is cooking.
- Mark's favourite food is fish.
Mark fish a lot.
- Mark thinks fish is better than meat.
Mark thinks meat isn't as fish.
- Fish can be bought at the local market.
Mark fish at the local market.

Grammar

4 Choose the item that best completes each sentence.

- If I'd had a healthier lifestyle, I much fitter.
A was C would have been
B will be D had been
- I think that swimming is the form of exercise.
A most effective C much effective
B effective D more effective
- workplaces offer healthy snacks to their employees.
A Lots C Every
B Any D Some
- a heart-rate monitor can help improve your results when training.
A Wear C To wearing
B To wear D Wearing
- The word 'chocolate' from the Aztec language.
A comes C had come
B is coming D has been coming
- The doctor made Katie down on junk food.
A to cutting C cut
B cutting D to cut
- Once John to cook, he started to take more of an interest in nutrition.
A having been learning C would learn
B had learnt D was learning
- If a game results in a draw, neither player
A wins C win
B has been winning D won't win
- The dietician not to eat junk food.
A said her C told to her
B said to her D told her
- All exercise plans to include a rest day to let the body recover.
A should C can
B ought D must
- Jane how to relax by her yoga teacher.
A was shown C shows
B showed D had shown
- The rules of tennis have changed since the 1880s.
A little B few C least D lot
- Do a favour and go on holiday this year.
A yourself C you
B your D yours

Vocabulary

5 Choose the item that best completes each sentence.

- Establish a routine and exercise to get the best results.
A normally C commonly
B regularly D typically
- In some countries, fatty foods must carry warnings about their health on the packaging.
A risks C dangers
B chances D threats
- If Kevin keeps eating and drinking like that, he'll develop heart
A disorder C illness
B sickness D disease
- Others can benefit when we our happiness.
A split C part
B share D divide
- to studies, this diet does not work.
A According C Keeping
B Stated D Based
- A full stomach a message to the brain to stop us feeling hungry.
A sends C directs
B brings D forwards
- I I could fit into my jeans!
A want B wish C hope D long
- Relax and a deep breath.
A catch B hold C get D take
- A morning jog around the block is an effective yet form of exercise.
A simple C main
B typical D routine
- Sailors would disease by drinking lime juice, which is full of vitamin C.
A miss C avoid
B lose D keep
- You must weight if you want to live longer.
A lose C drop
B miss D reduce
- After all that training, he's now enough to enter the triathlon.
A proper C fit
B healthy D correct
- Keep in good by cycling to work.
A figure B shape C form D build

Quantifiers/ Determiners

see pp. GR21-GR22

1 Choose the correct word. Check in the Grammar Reference section.

- Who **else/other** is coming to the match?
- In basketball **every/each** period lasts 10 minutes.
- He was playing very well **plenty/all** week.
- Stop drinking too **many/much** coffee.
- You need **much/plenty** of time to rest.
- Whole/All** the players were great.
- Both/None** teams played well.
- The team was winless the **whole/all** season.
- Neither/None** of the three teams made it to the finals.
- Cafu and Ronaldo have **both/all** won two World Cup medals.
- A football match cannot start if **none/either** team has less than seven players.
- A lot of/Too much** people were in the stadium.

Phrasal verbs & Prepositions

2 Choose the correct item.

- Doughnuts are high **in/on** fats and sugars.
- Raw vegetables are full **to/of** vitamins.
- People who are **under/below** stress often eat unhealthily.
- Getting fitter can be a slow process – don't expect it to happen **on/in** an instant.
- It turns **out/in** that it's not indigestion; actually, he has a food allergy.
- Our intestines contain 'friendly' bacteria to absorb nutrients **from/out** food.

Sentence transformations

3 For each question, complete the second sentence so that it means the same as the first. Use no more than three words.

- You can't play chess unless there are two players.
You can play chess are two players.
- Chess is played by millions of people.
Millions of people chess.
- I like chess and my friend likes it too.
I like chess and so my friend.
- There are sixteen pieces for each player.
Each player sixteen pieces.
- What about playing chess now?
Shall chess now?

Word formation

4 Complete the text using a word derived from the words in the brackets.



LESS MEAT More HEALTH

Beatles 1) Paul McCartney may be 2) for promoting the idea of a 'Meat-Free Monday', but the phrase has been around for a lot longer. WWI and II were periods of food 3) Sugar and animal fats were needed for the armies and were not always available to most 4) The USA government popularised the phrase 'Meatless Monday' to get Americans to restrict their 5) of meat. In Britain, the 'Dig for Victory' campaign gave 6) on how gardens and waste ground could be used for growing fresh vegetables.

The benefits were not only physical. Gardening brought the country together, and the 7) of things growing lifted everyone's mood during a time of 8) So despite living through a war, some people actually saw an improvement in their health!

MUSIC
FAME

SHORT

CIVIL

CONSUME

INSTRUCT

SEE

DIFFICULT

Grammar in Focus

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

MasterChef

If you're serious 1) cooking, then perhaps you can become a professional chef one day. This is exactly 2) contestants on the reality show *MasterChef* dream 3) *MasterChef* is for those 4) see cooking as much 5) (**much**) than a hobby. Indeed, 6) you can survive *MasterChef's* cooking challenges, you 7) (**survive**) anything! The chefs even prepare food 8) an expensive London restaurant. While some contestants might regret 9) (**apply**), most viewers only wish they 10) (**have**) the chance 11) (**try**) the delicious food! The prize is certainly mouth-watering – each year, the winner 12) (**hire**) by one of Britain's top restaurants.

Reading

1 Read the text and choose the best heading (A-D) for each paragraph (1-4). There is one extra heading.

- A Keep Things under Control
- B Losing Track of Time
- C Feeling the Effects
- D Not Such a Big Problem
- E Getting Away from it All

(5x2=10)

2 Answer the questions. Use your own words.

- 1 In what ways can being online for too long affect us?
- 2 How do the special camps in South Korea help Internet addicts?
- 3 What does Google tell its employees about too much technology?

(3x2=6)

Speaking

3 Complete the dialogue with:

- It's well worth it
- OK, I think I will
- I'm not too sure about that
- You don't have to be
- If I were you, I'd

A: I really need to lose some weight before the summer.

B: 1)
try water aerobics. It's a great way of burning calories and toning your body and it's offered at the local swimming pool.

A: 2)
I'm not that good at swimming.

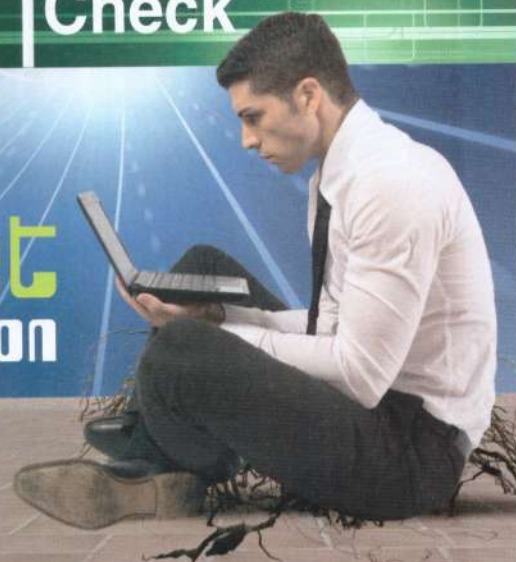
B: 3)
It's like normal aerobics, but in water. I've been doing the class for two months and I already feel a lot fitter. You should definitely try it.

4)

A: 5)

(5x2=10)

Internet Addiction



1

The curtains are closed. The light comes from the screen that John is staring at. He's checked his Hotmail, watched some videos on YouTube, updated his Facebook status and now he's playing a game. If you ask him how long he's been online, he'll probably say about half an hour. In fact, it's been 9 hours. John, like millions of other teens worldwide, is addicted to the Internet.

2

Now that we spend almost one third of our leisure time online, some health experts are worried that this is affecting our health. Apart from physical problems like bad backs, eye strain and weight gain, some addicts stop socialising and exercising to spend more time online. When they can't access the Internet, they feel anxious, impatient and depressed.

3

Internet addiction is now considered a real illness. In South Korea, almost 90% of homes have Internet access and experts believe that up to 30% of teens use the Net too much. Special Internet-free camps have been set up there for addicts that include physical activity, counselling sessions and workshops for hobbies. Even Google, the Internet's number one search engine, advises its employees against letting technology take over their lives and recommends switching off for a part of every day.

4

So how can you cut down on the Internet? Well the first step is to write down how long you're online. Take regular breaks of five minutes and slowly increase them until you can leave the Internet alone for a day or two. Take up a sport or a hobby and go out to the park, the cinema or the mall with friends who don't care about the Internet. Remember that the Internet is useful and fun, but don't let it take over your life!

Vocabulary

- 4** Fill in: *digest, deep, poisoning, scrambled, protect, twisted, dairy, itchy, allergy, prevents.*
- If you start to panic, take four or five breaths.
 - Water helps you to food more easily.
 - Fish oil supplements help against illness.
 - Erin has a food and can't eat strawberries.
 - Do you want eggs for breakfast?
 - I've my ankle so I have to rest it all week.
 - eyes are a symptom of hay fever.
 - You should eat more products.
 - Drinking milk high blood pressure.
 - Chris got food from some seafood.
- (10x1=10)

Grammar

- 5** Put the verb in brackets into the correct tense.
- A: I'm really stressed out.
B: If I were you, I (**drink**) less coffee.
 - A: Will you be at the gym tonight?
B: I'm not sure. If I'm tired, I probably (**not/go**).
 - A: If only I (**have**) a gym nearby.
B: Why don't you go running instead?
 - A: Well done for finishing in second place!
B: Thanks, but if I (**train**) harder, I would have won!
 - A: Are you feeling OK?
B: No! I wish I (**not/eat**) that third pie.
- (5x2=10)

- 6** Complete the sentences with: *infinitive without to, to-infinitive or -ing form.*
- I expect (**lose**) a kilo a month on this new diet.
 - (**find**) the time to exercise can be difficult.
 - Is it too late (**change**) my order?
 - I really fancy (**order**) a pizza!
 - Dan is used to (**get**) up early to go running.
- (5x1=5)

- 7** Complete second sentence so that it means the same as the first sentence. Use up to three words.
- He likes playing basketball more than playing football.
He prefers playing basketball football.
 - Skiing is not as dangerous as skydiving.
Skiing is than skydiving.
 - Table tennis is an easy game to learn.
It's not learn to play table tennis.
 - Paragliding is Tony's favourite sport.
Tony likes paragliding any other sport.
 - What about eating out tomorrow?
We can tomorrow.
- (5x2=10)

Listening

- 8** Listen to a conversation between two friends about fast food. Decide if each sentence (1-6) is correct or incorrect. If it is correct, tick YES. If it is not correct, tick NO.

- Jack wants Ron to help him with his homework.
- Jack says that young people need to exercise more often.
- Ron likes to meet his friends in fast food restaurants.
- Jack knows where fast food restaurants buy their ingredients.
- Ron believes that lots of families still eat together.
- Ron and Jack agree about not eating too much fast food.

	YES	NO
1		
2		
3		
4		
5		
6		

(6x3=18)

Writing

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

Your English teacher has asked you to write an essay discussing the pros and cons of eating fast food. Write your **essay** (120-160 words).

(21 marks)

(Total=100)

Check your progress

- talk about food & health
- talk about eating habits & preferences
- recommend an activity to a friend
- ask for/give advice
- write a for-and-against essay

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

Amazing Journeys **Module 8**

MODULE OBJECTIVES

► Vocabulary

- travel
- holiday activities
- accommodation
- getting around
- holiday situations
- phrasal verbs: *CHECK*
- word formation: verbs from adjectives & nouns
- prepositions

► Reading

an article about travel destinations (multiple matching)

► Grammar

- clauses of purpose & result
- relative clauses
- subject/object questions

► Listening

- monologues/dialogues (multiple choice; matching)
- an advertisement (note taking)

► Speaking

- discuss holiday plans
- describe your last holiday
- asking for/giving information; asking about/expressing preference
- compare pictures

► Writing

an informal email/letter

► Language Focus

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

► Progress Check

Words of wisdom

"There are no foreign lands. It is the traveller only who is foreign."
(Robert Louis Stevenson)

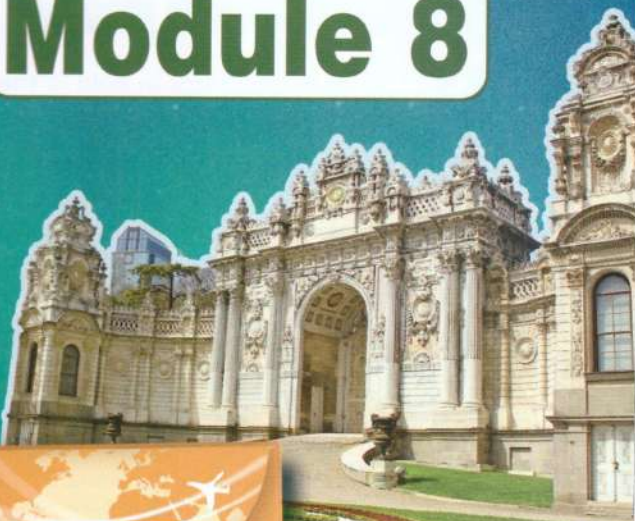
Discuss

Travel

1 Complete the adverts. Use the words in the lists.

2 Which place would you like to visit most? Why? Tell your partner.

I'd like to... because I'd ...



• meets • stay • local

A Kauai, Hawaii: 'The Greenest Island on the Planet'

- 1) at the Aloha Beachhouse, where the Pacific Ocean
- 2) jungle-covered mountains.
- breakfast on 3) fresh fruit
- daily kite-surfing lessons

• join • experience • sleep

C Nowhere in the world is more relaxing than the Sweden's 'Treehotel' resort

- 7) in a luxurious treehouse in the middle of a forest, five metres above the ground!
- 8) one of our guided tours and 9) the magic of the Northern Lights.

• accommodation
• sandy • home

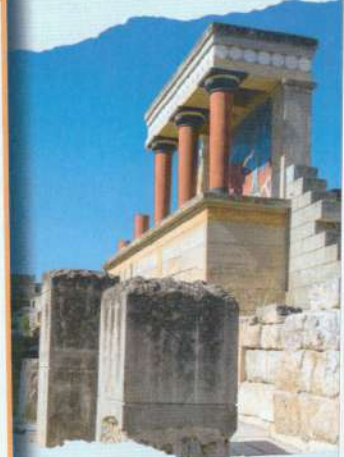
D Crete - one of Europe's most popular holiday destinations

- soft 10) beaches along the blue Mediterranean Sea
- 11) of the Minoan civilisation with archaeological finds at Knossos and Phaistos
- clean, hostel-type 12)

B Pension Hotel Ibrahim-Pasha

- 4) Istanbul's historic palaces and towers from our clean and simple rooms in the city centre. Just a few minutes' walk from the old marketplace, where you can
- 5) for traditional goods and 6) a warm welcome from the mix of cultures.

3 Write an advert about a place in your country



1 a) Explain the words in bold in the sentences below. Check in the Word List.

- 1 It's like a **maze** full of **pavilions**, ponds and bridges. You can **wander** around and it's perfect for those who love **peaceful** gardens.
- 2 You can go on an **overnight** trip down the river. **Board** a sailing boat and **float** past places of natural beauty.
- 3 Try snowmobiling, cross country skiing and husky **sledging**. See a light show in the sky! It's an amazing **natural phenomenon**.
- 4 It's in the middle of the **desert**. You can see the **ruins** of an ancient city there. The city was **carved** out of pink **rock**.

b) Match the texts 1-4 to the pictures A-D.

2 Look at the photos and the key sentences in Ex. 1a. What do they tell you about the places? What can someone see and do there?

🔊 Listen, read and check if your guesses were correct.

STUDY SKILLS

Multiple matching

Read the questions and underline the key words. Think of alternative ways to say the same information. Read the texts carefully, underlining any matches to the key words in the descriptions. Do not look for the same words as the information is usually paraphrased.

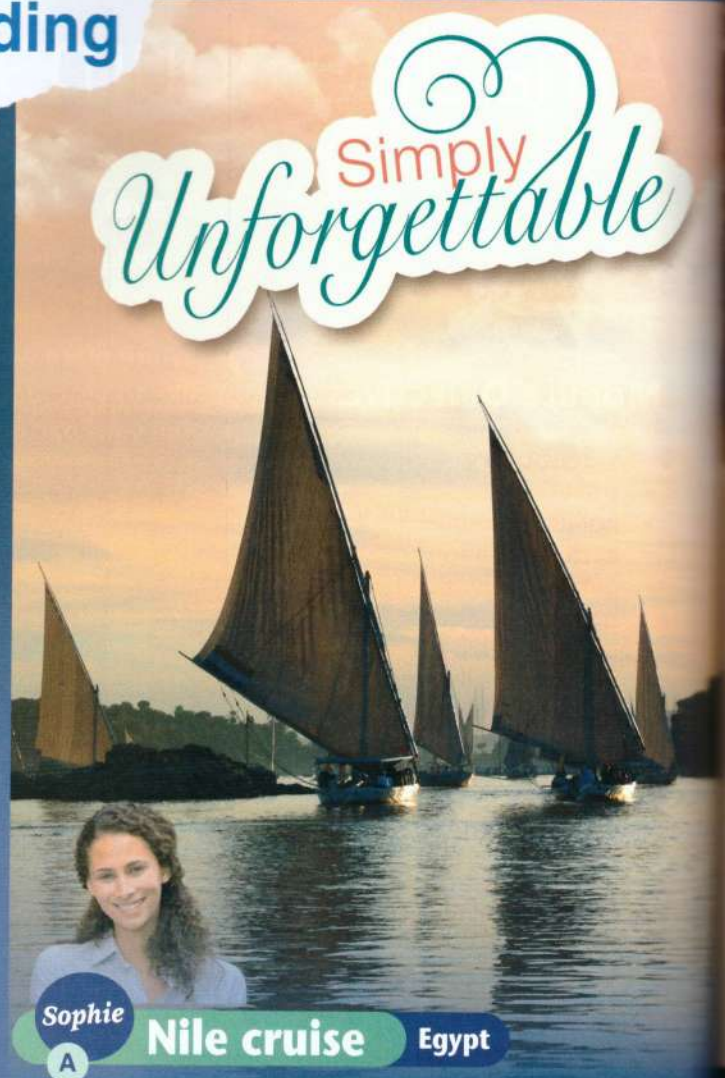
3 a) Read questions 1-6 and underline the key words. Think of synonymous words.

Which person:

- | | |
|---------------------------------------|-----------------------------------|
| got very tired during the day? | 1 ☐ |
| was far away from villages and towns? | 2 ☐ |
| could take all the time they wanted? | 3 ☐ |
| was visiting somewhere for work? | 4 ☐ |
| changed their mind about something? | 5 ☐ |
| took something home with them? | 6 ☐ |

b) Now read texts A-D. Which text best matches each question (1-6)? Give reasons.

4 Match the words in bold to their synonyms in the list: *very, tired, get on, impressive, discover, amused, stylish, delicious, call to mind, divided, certainly, quiet, not known to many people.*



Sophie

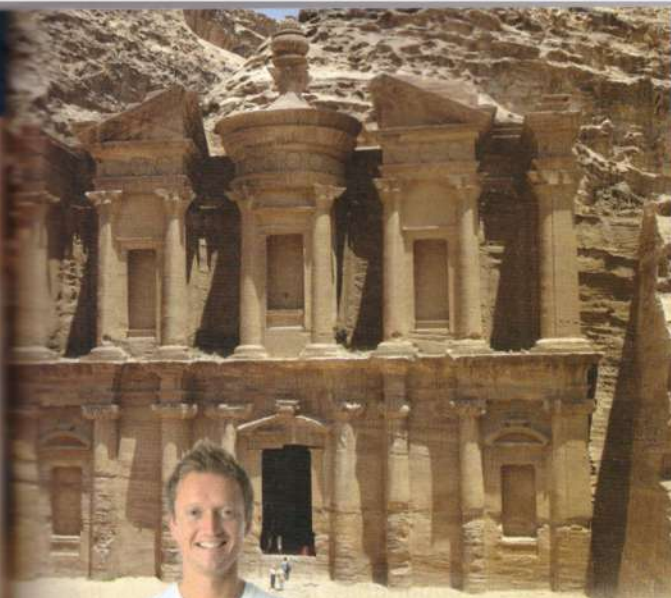
A

Nile cruise Egypt

I'd gone to Cairo, the capital city of Egypt, for a business meeting, but I had some free time so I decided to go on an overnight boat trip down the Nile. The other passengers and I **boarded** the felucca, which is a wooden sailing boat, to find a simple but **mouth-watering** meal waiting for us. It was great to relax on deck and dine in style as we floated past the natural beauty of Egypt. Afterwards, the crew **entertained** us with traditional dances. Some of the other passengers even joined in! It wasn't the nightlife I'm used to at home, but it was **definitely** a night to remember.

Check these words

- overnight boat trip • passenger • board
- mouth-watering meal • on deck • dine in style
- float • crew • entertain • desert • ruins • carve out of • off the beaten track • site • stall • remind
- unique • passionate about • take my breath away
- maze • pavilion • elegant • pond • bridge • guide
- wander around • take things at my own pace
- peaceful • physically active • cross-country skiing
- husky sledging • stay awake • Aurora Borealis
- light pollution • make noises • bang • clap
- in the distance • create



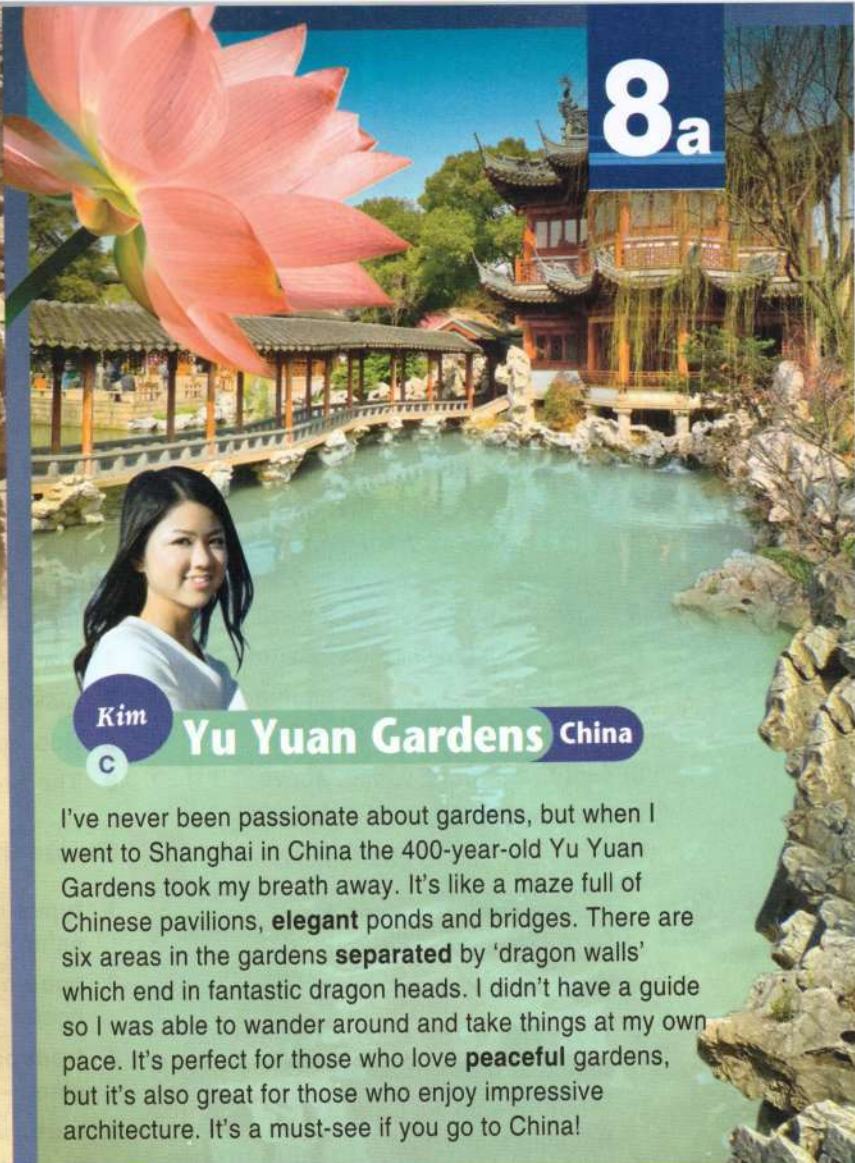
Jesse

B

Petra

Jordan

In the middle of the desert, hidden away from the rest of the world, are the **magnificent** ruins of the ancient city of Petra in Jordan. The whole city was carved out of the pink rock almost 2,000 years ago. I'd always wanted to go somewhere **off the beaten track**, and this archaeological site was a dream come true. The time flew by, but I had just enough time to buy some hand-made souvenirs from the stalls around the site. There was no way I was going back without something to **remind** me of this unique tourist attraction.



Kim

C

Yu Yuan Gardens

China

I've never been passionate about gardens, but when I went to Shanghai in China the 400-year-old Yu Yuan Gardens took my breath away. It's like a maze full of Chinese pavilions, **elegant** ponds and bridges. There are six areas in the gardens **separated** by 'dragon walls' which end in fantastic dragon heads. I didn't have a guide so I was able to wander around and take things at my own pace. It's perfect for those who love **peaceful** gardens, but it's also great for those who enjoy impressive architecture. It's a must-see if you go to China!



Connor

D

Aurora Borealis

Finland

I like to be physically active so I went to a village in Finland for an adventure holiday. There was so much to try like snowmobiling, cross-country skiing and husky sledging that I was **exhausted** by night-time. But I had to stay awake to see the Aurora Borealis – an amazing light show in the sky! There's almost no light pollution here so I could see this natural phenomenon **really** clearly. I was amazed to **find out** that the lights make noises like bangs and claps in the distance. It was the most wonderful experience I've ever had. I now realise that any tourist attraction we can create, Mother Nature can do so much better!



Speaking

ICT Collect information about a holiday destination in your country. Prepare a 5-minute presentation for the class.

Speaking & Writing



Compare one of the tourist attractions in the text to one tourist attraction in your country. Write a short paragraph. Tell the class.

Vocabulary from the text

- 1 Complete the phrases. Use:
mouth-watering, tourist, physically, capital, adventure, archaeological, business, boat, natural, hand-made.

- 1 city
- 2 meeting
- 3 trip
- 4 meal
- 5 site
- 6 souvenirs
- 7 attraction
- 8 active
- 9 holiday
- 10 phenomenon

- 2 Complete the sentences. Use:
come, took, take, board, remind, dine, wander, unwind.

- 1 Mary prefers to things at her own pace.
- 2 What time do we the ship tomorrow?
- 3 in spacious beachfront apartments and clear your mind.
- 4 Visiting Jordan was a dream true.
- 5 These photos me of our last holiday in India.
- 6 The view from the top my breath away.
- 7 around the market and discover the perfect souvenir.
- 8 Tonight, we will on a local delicacy: roast camel.

- 3 Choose the correct word.

- 1 Poland's Crooked Forest is off the **luxury/crowded/beaten** track.
- 2 I am **passionate/interested/fond** about African wildlife.
- 3 Our **leader/guide/head** showed us around Amsterdam.
- 4 The view is very **elegant/fresh/impressive**.
- 5 Boats were **driving/floating/riding** down the river.

Topic vocabulary
Holiday activities

- 4 Complete the sentences with: *prefer, take, try, lie, go, shop, write, enjoy, practise* in the correct form.

- 1 All Sam wants to do on holiday is on the beach.
- 2 Sally likes going for souvenirs.
- 3 He always postcards to us when he's on holiday.
- 4 I love holiday snaps.
- 5 You should take every opportunity to the language when you visit another country.
- 6 Tom can sit for hours and the scenery.
- 7 Make sure you the local food.
- 8 Bob likes to on guided tours on holiday.
- 9 The Smiths all-inclusive holidays.

- 5 Choose the odd word out. Check in the Word List.

- 1 **types of holiday:** skiing – plane – cruise – sightseeing – safari – beach
- 2 **accommodation:** self-catering apartment – B&B – hostel – limo – campsite
- 3 **transport:** trolley – subway – villa – taxi – train – ferry – plane – moped
- 4 **cultural places:** café – art gallery – museum – theatre – ancient site
- 5 **eating out:** pizzeria – fast food restaurant – steakhouse – fishmonger's – fish restaurant

- 6 **SPEAKING** Use the adjectives and the prompts to act out dialogues, as in the example.

- 1 go/holiday/tomorrow
- 2 someone/steal/wallet
- 3 flight/delayed by 2 hours
- 4 hotel room/dirty
- 5 travel/all day
- 6 airline/find my lost luggage
- 7 rain/all week at the holiday resort
- 8 forget/put sun cream on/get sunburnt

upset
 angry
 relieved
 annoyed
 fed up
 exhausted
 disappointed
 pleased
 excited

- 1 A: You look excited.
 B: I am. I'm going on holiday tomorrow!
 A: Lucky you!
- 2 A: What's wrong? You look a bit upset.
 B: I am. Someone has just stolen my wallet.
 A: Oh dear! I'm sorry.

- 7 a) **LISTENING** Listen to two people talking about their last holiday and make notes under the headings: **stay in – transport – activities – eat out**. Who didn't enjoy their holiday as much?

Ann

Peter

b) **SPEAKING** Work in pairs. Ask and answer questions about your last holiday, as in the example.

A: *Where did you go on holiday last year?*

B: *I went to ...*

A: *How did you get there?*

B: *I went by ...*

A: *Where did you stay?*

B: *I stayed in ...*

A: *What did you see/do?*

B: *I visited ...*

A: *Where did you eat?*

B: *I ate at ...*

Remember: by train/car/plane/coach/ferry/bike/taxi/boat/subway etc. **BUT** on foot

City life/Country life

10 Fill in: *polluted, crowded, late, traffic, heavy, unspoilt, close, peaceful, job.*



- 1 People in villages develop a relationship with each other.
- 2 There are quite a lot of opportunities in big cities.
- 3 You can take a(n) walk in the countryside.
- 4 The streets are with people.
- 5 We often get stuck in a jam.
- 6 Shops and cafés keep hours.
- 7 There is usually traffic at noon.
- 8 Sometimes it's difficult to see through the air.
- 9 The area has plenty of nature.

Word formation (verbs from adjectives and nouns)

11 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 Travel agents holidays in exotic places. (**ADVERT**)
- 2 The sky gradually and then it began to rain. (**DARK**)
- 3 The weather here is by long hot summers and short mild winters. (**CHARACTER**)
- 4 As the fog continued to, it became too dangerous to drive. (**THICK**)

Prepositions

12 Choose the correct prepositions. Check in Appendix II.

- 1 Jill waited **on/at/in** the platform for half an hour before the train arrived.
- 2 Harry stayed **at/to/on** an amazing hotel in Dubai.
- 3 Kate always stays **at/in/on** a campsite.
- 4 We arrived **in/at/to** London late that evening.
- 5 There's a lack **in/of/for** privacy in big cities.
- 6 What gate is our flight boarding **in/to/at**?

8 Choose the correct word.

- 1 Lisa **books/closes/holds** her flight tickets online.
- 2 While in London, we went on a day **tour/trip/journey** to Bath.
- 3 Where's the **travel/tourist/visitor** information centre?
- 4 Would you like an aisle or a window **place/post/seat**?
- 5 Before you get on the plane, you have to show your boarding **pass/passport/ticket**.
- 6 Would you like a single or a **double/return/round** ticket?
- 7 Passengers must **embark/get/step** on the ship before 10:30 am.
- 8 It took him half an hour just to get through passport **check/control/exam**.
- 9 Call me when you get to the train **station/platform/stop** and I'll come and pick you up.
- 10 There's a huge queue at the airport check-in **desk/table/office**.

Phrasal verbs: CHECK

9 Fill in: *out, on, in, over, off*. Check in Appendix I.

- 1 We checked and were shown to our rooms. (**enter a hotel**)
- 2 They checked their children before they left. (**made sure they were OK**)
- 3 Make a list of all the items you need to pack for your trip and check them as you pack them. (**tick off**)
- 4 We have to check of the hotel before 12 noon. (**pay & leave**)
- 5 He checked the papers before he signed them. (**closely examined**)

Clauses

Kathy,
There's a concert tonight in the National Stadium. I've gone to buy us tickets before they sell out. Be ready by six so that we can be there by seven. Isabel, **who** we met on the beach yesterday, is meeting us there.
Beth

Hi Matt,
I'm having a great time here in Barcelona! It's such a beautiful city, I can't believe it. Your friend Jorge, **whose** flat I'm staying in, asked me to give you his best wishes. I'll finish now to get this in the post. Don't forget – Monday 12th is the day **when** I'll be flying back.
Yours,
Darren

From: judy@quickmail.com
Subject: Disabled facilities?
Time: 17:21 pm

Dear Sir or Madam,
I am writing to you in order to find out if your hotel might be suitable for my disabled father. The hotel **where** we stayed last year had no wheelchair ramp to the beach, which made things very difficult.
Yours faithfully,
Judy Forester

▶ see p. GR23

- 1 a) Look at texts A-C. Which is: *an email*? *a note*? *a postcard*? Which is: *formal*? *informal*? Give reasons.

b) Look at the words in bold in the texts. Which refer to: *people*? *objects*? *places*? *time*? Which show possession?

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

- My cousin, is a journalist, has been all over the world.
- This monument marks the spot the two explorers met.
- This is the only island remains uninhabited.
- The ticket inspector, did not speak English, could not understand our problem.
- Brian, tent Sid borrowed to go on holiday, was angry about the hole.
- Judith wanted to go to a place she could relax in natural surroundings.
- I waited until summer to travel to Aspen, I knew it would be less expensive.
- This document, was given to me by the embassy, proves that I have lost my passport.
- The person name the room was booked under cancelled the reservation.
- 2013 was the year they visited Malta.

- 3 Read the examples. Mark the sentences T (true) or F (false).

A Defining relative clauses

- are put in commas
- give necessary information
- cannot be omitted

B Non-defining relative clauses

- are not put in commas
- give extra information
- can be omitted

- 4 a) Fill in: *who*, *whose*, *which*, *where*, *when*.

- We are on the train platform your friend said we would meet.
- The Louvre is a museum in Paris is visited by many tourists every year.
- June is the month we usually go on holiday.
- Simon booked our tickets works in Dubai International Airport.
- Ann cottage is in Cornwall is now in Los Angeles.
- Tina father is a travel agent has brought us the tickets.
- 2012 was the year they moved abroad.
- Peter has been a tour guide here for many years will show you around.

b) Mark the sentences D (defining) or ND (non-defining). Put commas where necessary.

Defining/Non-defining relative clauses

People **who/that** have children prefer an all-inclusive holiday. (defining)

Sam, **who's** a pilot, loves to travel.

(non-defining) (NOT: ~~Sam, that's a pilot,~~ ...)

▶ see p. GR23

5 Join the sentences. Use the words in brackets.

- Gertrude doesn't like travelling by train. She is my sister's friend. (who)
Gertrude, who is my sister's friend, doesn't like travelling by train.
- Andrew lives in London. There are a lot of parks there. (where)
- John lives in Moscow. Moscow is the capital city of Russia. (which)
- Alexander travels a lot. He is a photographer. (who)
- We stayed in a hotel. The hotel was 200 years old. (which)
- Julia contacted the embassy. She had lost her passport. (who)
- This is the travel agency. You can book your holiday there. (where)
- The man has gone to the police. His camera was stolen. (whose)

Clauses of purpose

to-infinitive: *He went online to book his ticket.*

in order to/so as to (more formal): *Get as much information as you can about your travel destination so as to make the experience enjoyable.*

so that + will/can (present) - would/could (past):
He booked a first-class ticket so that he could travel in comfort.

in case + present simple (present/future) or past tense (past): *Take a coat in case it gets cold.*

▶ see pp. GR23-GR24

Clauses of result

- such + a/an adjective + singular countable noun + that ...** *It was such a beautiful day that we decided to have a picnic.*
- such + adjective + plural/uncountable noun + that ...** *The restaurant served such terrible food that we refused to pay.*
- such + a lot of + plural/uncountable noun + that ...** *There were such a lot of tourists that the hotel didn't have any free rooms.*
- so** *It was crowded so I left.*
- so + adjective/adverb + that ...**
The traffic was so busy that we had to walk. It rained so heavily that the trip was cancelled.
- so + few/many + plural noun + that ...** *There are so many good restaurants that it's difficult to choose.*
- so + little/much + uncountable noun ... that**
There was so much noise that I couldn't sleep.

▶ see p. GR24

8 Read the examples in the table. Find an example in the texts on p. 122.

9 Choose the correct item.

- The bus had **such a lot of/so much** passengers that we couldn't sit down.
- Lucy had **so few/little** time in Paris that she didn't visit the Louvre.
- It was **such a/such** nice weather that we went to the beach.
- There are **such/so many** museums in Athens that I couldn't visit them all.
- We had **such a/so much** good time in Madrid that we're going again soon.
- It was **so/such a** cold day that we stayed in.

10 Join the sentences using the words in brackets.

- Jane got up early.
She wanted to catch the first ferry. (so that)
- There is little water in the desert.
Few animals live there. (so)
- Ann is going to Egypt.
She wants to see the Pyramids. (in order to)
- It was an interesting tour.
I went back the next day. (such an)
- We took sea sickness tablets.
We wouldn't get ill on the cruise. (so)

11 SPEAKING & WRITING Write sentences about you and your friends. Tell your partner. Use: who, whose, which, where, when, so/such ... that, so that.

Mary, who's my best friend, loves to travel abroad.

6 Read the examples in the table. Find similar structures in the texts on p. 122.

7 Join the sentences using the words in brackets.

- We must take our hiking boots. We can climb the mountain. (so that)
- Ben is looking for an Internet café. He will write a quick email to his friend. (to)
- I am writing to you. I inform you that my stay in your hotel was not enjoyable. (in order to)
- Carry this bag carefully. You won't break the vase. (so as not to)
- Sarah joined the guided tour. She wanted to find out more about the place. (to)
- Leave the number of the hotel with me. I may need you. (in case)

Multiple choice

Preparing for the task

- 1 Read the question and look at the pictures. What does each show? Think of words related to each.

Which place will they go to first?



Now read the script. Which is the correct answer?

Ann: I was thinking of going to the museum. We can find nice souvenirs there; statues or coins.

Sally: Aren't we going there tomorrow?

Ann: You're right. Okay, we can go to the mall.

Sally: I want to get my friend something special like a hand-made bracelet or earrings... I'm not sure we can find such things there.

Ann: Let's go to the old market, then. It says here we can find lots of unusual things, even jewellery.

STUDY SKILLS

Look at the questions and the photographs. Think of words related to each picture. Try to understand the key information in the script in order to make your choice.

- 2 Listen to the dialogues. For each question, choose the correct picture.

1 How does the woman prefer to travel?



2 Where is the man going to stay?



3 What will the weather be like where the woman is going?



4 Where is the man's suitcase?



5 What will the woman buy for the journey?



Note taking

- 3 You are going to listen to an advert. Before you listen, check these words in the Word List. What kind of holiday do you think the advert is about?

• winter break • lifetime • overnight stay
• dog sledding • snowmobiling
• chairlift ride • direct flight
• complimentary • in-flight meal • transfer
• luxury accommodation • 3-course meal
• airport taxes • hire • thermal clothes

- 4 a) Look at the advert. What type of word does each gap ask for: noun? number? etc

b) Listen to the advert. For each gap, fill in the missing information.

Arctic Travel

How about a winter break in Lapland this year?

Destination: Abisko, 0 Sweden

Accommodation: 1 nights at the Ice Hotel and one night at the Abisko Mountain Station.

Activities: dog sledding, 2 snowmobiling, see the Northern Lights

Price: £ 3

Includes: flights, accommodation, 4 & evening meals, transfers, airport 5, clothing hire.

- 5 Using the information in the advert try to persuade your friend to go on this holiday.

Subject/Object questions

➤ see p. GR24

- 6 Read the examples. How do subject/object questions differ?

Ann called Jenny.

Who called Jenny? (subject question)

Jenny met **Sue**.

Who did Sue meet? (object question)

- 7 a) Form subject/object questions to which the underlined words are the answers.

- Chris booked the tickets.
- Ann likes skiing.
- Paul sent Tom a postcard.
- Ryan went to Paris.

b) Listen and check, then repeat. Use rising intonation.

Asking for/Giving information/ Expressing preference

1 Read the first exchange. What is the dialogue about? Read through to find out.

Travel Agent: Hello. How can I help you?
George: Hi. I'm thinking of booking a Mediterranean holiday and I'd like some more information.
Travel Agent: Certainly. Do you have a destination **1)** mind?
George: No, but I'd **2)** to go to an island.
Travel Agent: Right. Would you prefer Spain **3)** Greece?
George: I don't know. **4)** can you tell me about them?
Travel Agent: Well, Greece has more islands to choose **5)** and the weather is usually hotter, but Spain has some popular island destinations, **6)** Would you prefer somewhere quiet or busy?
George: Well, I don't mind if it's quiet **7)** long as there is some sort of nightlife to enjoy.
Travel Agent: I see. Have you **8)** about a cruise?
George: No, I haven't. Could you tell **9)** more?
Travel Agent: Let me give you **10)** travel brochures to look at.
George: That would be great. Thanks.

2 a) Complete the gaps (1-10) with these words: *or, from, as, in, me, what, some, like, too, thought*.

b) Listen and check.

3 Take roles and read the dialogue aloud.

4 Find the phrases asking for information and expressing preferences in the dialogue, and replace them with phrases from the Useful Language box.

Asking for information

- I'm interested in finding out about ...
- I'd like to know ...
- Do you know ...?
- I'm looking for ...
- I was wondering if you could give me some information about ...
- (Please) can/could you tell me ...?
- I was wondering if you could tell me.....
- What can you tell me about ...?

Giving information

- It's ...
- There is/are ...

Asking about preference

- Do you prefer ...?
- Would you prefer ...?
- Do you fancy ...?
- What kind of ... would you like/prefer?
- Which do you prefer?
- Would you rather ...?

Expressing preference

- I'd prefer ...
- I'd rather ... than
- I don't mind if ...
- I quite like ..., but I prefer ...

5 You want to go on a weekend break somewhere in your country. Your partner suggests two possible destinations. Use the phrases in the Useful Language box to act out your dialogue. You can use the dialogue in Ex. 1 as a model.

Comparing pictures

6 Compare the pictures. Use the ideas given. Which place would you like to visit?

- quiet place
- peaceful
- clean air
- friendly people
- long walks
- not much to do
- boring nightlife



- busy city
- exciting nightlife
- crowded streets
- luxury accommodation
- interesting sights

Writing Bank 8 p. WB8

Rubric analysis

- 1 Underline the key words in the rubric and answer the questions.

You have received this letter from your English-speaking pen-friend:

I'm doing a project on special places in your country. Which place is special to you? What does it look like? It doesn't have to be a famous place. Why is it special to you?

Write back,
Mario

Write your **letter** in 120-160 words.

- 1 Who are you writing to?
- 2 What do you have to write?
- 3 What style will you write in: formal or informal? Why?
- 4 What is the purpose of your letter?
 - a to describe a place special to you
 - b to explain why a place in your country is important
 - c to invite your friend to visit
- 5 How should you begin/end your letter?
 - a Dear Mr Smith / Yours sincerely (+ your full name)
 - b Hi Mario / Best wishes (+ your first name)
 - c Mario / Yours faithfully (+ your full name)
 - d Dear Sir / All the best (+ your first name)

Model analysis

- 2 Read the model and match the paragraphs A-D to the descriptions 1-4.

- | | | |
|---|--------------------------|--------------------------------------|
| 1 | ☐ | closing remarks |
| 2 | ☐ | opening remarks & reason for writing |
| 3 | ☐ | description of place |
| 4 | ☐ | reasons why it is important to you |

Hi Mario,

A It's great to hear from you. I'd be glad to help you with your project. There are a lot of special places to visit in England and I think it is difficult to suggest only one.

B If I had to recommend one place in my country, I'd suggest the Royal Botanic Gardens in Kew, London. It's quite well-known although it isn't as famous as some other tourist locations. The variety of trees and plants is fascinating. There are always exhibitions and new things to do. It's never too busy or crowded, and it's easy to get to on public transport.

C This place is very special to me as it brings back childhood memories. My parents used to take me there when I was younger, so it'll always remind me of the nice times we spent there. It's very peaceful to walk around and beautiful at all times of the year.

D I have to go now. I hope that this will help you with your project. I can send you photos if you like. Let me know how it goes!

Best wishes,

Alex

STUDY SKILLS

Adjectives

We can use adjectives to describe nouns. They normally go before the noun or after the verb 'to be'. *The hotel has got splendid views over the river. The view from the hotel roof garden is amazing.*

- 3 a) Complete the gaps using the adjectives in the list:

• relaxing • busy • beautiful • peaceful • crowded • boring
• safe • exciting

- 1 The members of staff are very; please don't bother them unnecessarily.
- 2 Crime is rare and the city is to walk around.
- 3 It's up in the mountains; the only sound comes from the river and birds.
- 4 You'll never find it, with such a wide variety of things to do.
- 5 In autumn the forest takes on many colours.
- 6 You can enjoy your picnic under the trees in a atmosphere.
- 7 Don't go on a Sunday; with all the families it can get quite
- 8 The most thing to do while you are there is certainly the bungee-jump!

b) Underline the adjectives in the model letter. Replace five of them with other synonymous ones.

Opening/Closing remarks

- 4** Find and replace the opening and closing remarks in the letter with other appropriate ones from the Useful Language box.

STUDY SKILLS

Informal style

When writing friendly emails/letters, we should use informal style:

- everyday vocabulary & omission of pronouns. *Hope you had a great holiday.*
- colloquial expressions. *I just thought I'd drop you a line to ask you ...*
- phrasal verbs. *We're setting out at 9 am / Hope you're settling in.*
- short forms. *I'm, can't won't, don't*

Informal/Formal style

- 5** Replace the words/phrases in bold in the extracts with the ones in the lists.

- had a super time • It's great • It's good to hear from you
- owe you one • you're going to come

- A** Hi Tony,
1) I'm **very pleased to have received your letter.** 2) It is **excellent news** that 3) **you intend to travel** to England! I 4) **enjoyed myself greatly** in Ireland, and I 5) **am still grateful** for all the advice you gave me on where to visit.

- Say hi to your brother, mum and dad from me • just ask!
- That's it for now • Let me know when you'll be here
- All the best

- B** 1) I **must now conclude this letter.** 2) **Inform me about the details of your arrival** as soon as you know. If you would like any more help, 3) **do not hesitate to contact me again.** 4) **Please pass my regards on to your family,** 5) **Yours faithfully,**
Jill

Writing

- 6** a) **BRAINSTORMING** Read the rubric in Ex. 1 again. Answer the questions below about a special place in your country.

- **Description:** Does it have quiet streets? tall buildings? natural beauty?
- **Why is it important to you?** Are the people friendly? Do you live near there? Have you been on holiday there with someone special, such as your parents/friends?
- **How can you get to it?** Can it be reached by bus, or can you walk/cycle/drive there?

b) Use your answers in Ex. 6a to write your own letter to Mario about the place. Follow the plan. Use phrases from the Useful Language box.

Useful Language

Opening remarks

- How are you doing?
- Thanks for the letter; it was great to hear from you.
- How are things?
- Hope you are doing well, etc

Describing the place

- It is located ...
- It's a nice (park, square, etc) near...
- It's quiet and peaceful.
- It's safe to walk around. It's always crowded with people. You can see ancient statues, etc

Reason it is special

- I used to spend my weekends there.
- It brings back memories of...
- I spend most of my afternoons there.

Closing remarks

- I'd better go now. • I have to go now
- Say hi to your family from me.
- Hope to talk to you soon.
- Well, that's all for now, etc

Plan

Hi (your friend's first name),

Introduction

(Para 1) opening remarks, reason for writing

Main Body

(Para 2) description of place

(Para 3) what makes it special to you

Conclusion

(Para 4) closing remarks

Best wishes, (your first name)



Checklist

When you have finished your letter, check the following:

- Have you included the correct number of paragraphs with the right information in each?
- Have you written the letter in the correct style?
- Has the letter got any grammar, spelling or punctuation mistakes?
- Have you included appropriate opening/closing remarks and a greeting/ending phrase?

Multiple choice cloze

- 1** Read the text and decide which word (A, B, C or D) best fits each gap. There is an example at the beginning (0).



Many people repaint the walls of their houses, to **0** **A** up minor damage and signs of weathering, but most don't do it with huge, colourful **1** of flowers! In Poland, there is a village where every house has had this treatment, and for this reason, Zalipie can **2** to be the most beautiful village in the country - and perhaps the world.

No one is sure when or how this **3** originated. Local people say that it was when **4** from cooking-fires made white walls look dirty, and the women of Zalipie began to **5** them with strong colours to brighten them up.

Zalipie even has one day each year **6** aside for the artwork to be done, when new designs can be added and old ones renewed. It has become a sort of competition. Felicja Curylowa **7** it further than any, and covered almost every **8** of her cottage with painted flowers - inside and out! Her house is now a museum.

- | | | | |
|----------------------|--------------------|------------------|-------------------|
| 0 A cover | B disappear | C protect | D hide |
| 1 A plans | B patterns | C signs | D diagrams |
| 2 A demand | B ask | C claim | D require |
| 3 A tradition | B habit | C fashion | D belief |
| 4 A smoke | B fog | C mist | D cloud |
| 5 A repair | B decorate | C design | D create |
| 6 A put | B selected | C decided | D set |
| 7 A made | B brought | C took | D led |
| 8 A surface | B outside | C top | D face |

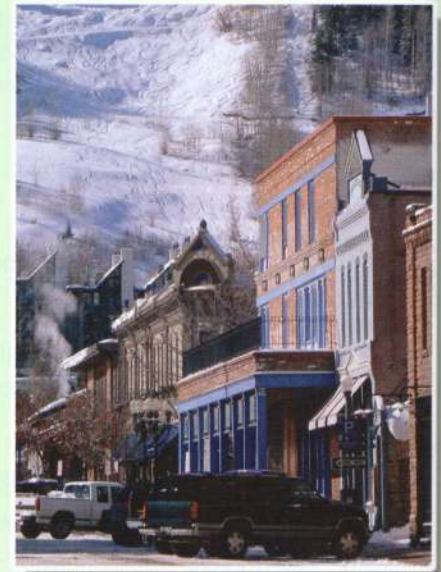
Sentence transformations

- 2** Complete the second sentence so that it means the same as the first sentence. Use no more than three words.

- I haven't been on holiday for three years.
It's been three years since on holiday.
- Why don't you go away for the weekend?
If I were you, go away for the weekend.
- If you don't travel abroad, you'll never see the world.
You'll never see the world travel abroad.
- I only have a few days' holiday left this year.
I haven't got days' holiday left this year.
- This holiday is too expensive for us to afford.
This holiday isn't for us to afford.
- I prefer going on holiday in the summer to going in the winter.
I like going on holiday in the summer going in the winter.

Open cloze

- 3** Read the text and choose the word that best completes each gap. There is an example at the beginning (0).



The town of Aspen, Colorado, takes its **0** **name** from the pretty aspen trees **1** grow on the nearby Aspen Mountain. It's **2** of the mountain - or rather, the snow that falls on it - that skiers and snowboarders from **3** over the world travel there. Since the resort opened in 1946, they've been coming not **4** to learn, but also to compete at an international level. In particular, Aspen is also **5** for 'extreme' winter sports, a spectacular combination of acrobatics with skiing and snowboarding.

You don't have to ski to enjoy Aspen, though. As **6** as hiking and cycling, snowmobile tours, sleigh rides, snowshoeing and cross-country skiing, you **7** go shopping in local boutiques and visit art galleries, too. There are also many cultural events **8** the year such as the Aspen Ideas Fest, Jazz Aspen Snowmass and the Aspen Film Festival.

Grammar

- 4** Choose the item that best completes each sentence.
- I wonder if they their destination by now.
A had reached C will have reached
B reached D will be reaching
 - If I'd known the hotel was going to be like this, I somewhere else.
A might book C had booked
B should have booked D would have booked
 - We stayed in a house was 300 years old.
A which B whose C where D who
 - It was cold weather that we couldn't go to the beach.
A such C too
B such a D so
 - The guide spoke quickly that we couldn't understand her.
A such C such as
B so D so as
 - Next year, Edward to Antarctica on a scientific expedition!
A goes C is going
B would go D will have gone
 - After moving to the countryside, she is more relaxed.
A very C many
B enough D much
 - We around the medieval castle by the guide.
A showed C were shown
B shown D had shown
 - He earns little that he can't afford a holiday.
A that C so
B such a D such
 - You have your passports ready for inspection.
A need B make C must D ought
 - Jane prefers to go on holiday by
A her own B alone C herself D self
 - Lisa always unpacks her suitcase as soon as she at the hotel.
A is arriving C will be arriving
B arrives D will arrive
 - Take an umbrella in case it
A rains C raining
B will rain D will be rainy

Vocabulary

- 5** Choose the item that best completes each sentence.
- Tom chooses to his money on holidays rather than his house.
A pay B give C spend D hand
 - Business or economy sir?
A class B seat C ticket D travel
 - From the rooftop, there's a great of the valley.
A view B sight C scene D picture
 - Tina goes on holiday in March because it is not such a(n) time of year.
A energetic C full
B active D busy
 - I'd like to take two weeks to visit my sister in California.
A out B off C away D apart
 - The Parthenon is an important archaeological
A sight B site C location D place
 - We're not here for long; we should take every ...
... to get out and see things.
A opportunity C occasion
B moment D minute
 - We'd like to a double cabin on the overnight ferry.
A save C book
B keep D register
 - The hotel only snacks – we'd better go out for dinner.
A provides C supplies
B serves D delivers
 - Arthur checked around to get the best for a hotel room in the area.
A rent B cost C fee D price
 - They like to to places that are slightly unusual.
A travel B tour C wander D move
 - tours leave from the entrance on the hour.
A Guided C Controlled
B Conducted D Directed
 - The hostel is conveniently right next to the train station.
A located B placed C put D seated
 - The GPS is telling us to go back to the road.
A chief B primary C head D main

- 1** Complete the sentences using the words in the lists. Check in the Word List at the back of the book.

• **historic** • **historical** • **ancient**

- 1 The Coliseum gives visitors an idea of what life was like in Rome.
- 2 The town of Bath is a popular tourist destination.
- 3 Nottingham is linked to the figure, Robin Hood.

• **economic** • **economical** • **cheap**

- 4 The holiday in the Caribbean wasn't, but it was worth every penny!
- 5 Tourism has contributed a lot to the country's growth.
- 6 I'm looking for a(n) package holiday to Spain.

Sports

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

- | | |
|------------------|-------------------|
| 1 skiing | 4 athletics |
| 2 football | 5 running |
| 3 yoga | 6 cricket |

- b) Which sports do you like the most?

Sentence transformations

- 3** Complete the second sentence so that it means the same as the first sentence. Use no more than three words.

- 1 A free meal is included in the package.
The package a free meal.
- 2 There are only a few hotels in the area.
There aren't in the area.
- 3 We asked John if he wanted to come with us.
We asked John, " to come with us?"
- 4 It costs nothing to visit the museum.
It doesn't cost to visit the museum.
- 5 Why don't you book the ticket online?
If I were you, I the ticket online.

Phrasal verbs & Prepositions

- 4** Choose the correct item.

- 1 The hotel is **in/at** the town centre.
- 2 We can relax **above/on** deck.
- 3 She likes to take things **at/with** her own pace.
- 4 They like places **over/off** the beaten track.
- 5 Call the hotel please and tell them Mr Smith will check **in/over** tomorrow at 12:00.

Word formation

- 5** Fill in the gaps with a word derived from the words in bold.

"Voluntourism"

Voluntourism is a growing sector with a lot of options for people with 1) skills. Volunteers not only help physically, but also 2) For example, when building homes after a disaster, part of the cost of the holiday would go towards 3) materials for the house. Finding the right project is very important. If you don't know which project to join, then look at ones that have won 4) awards, as they have usually overcome most of the common 5) While volunteering is very 6), you should have 7) expectations and not expect to understand the culture of a place you visit overnight, or 8) earn the trust of all the villagers you meet.

DIFFER

FINANCE

CONSTRUCT

NATION

DIFFICULT

REWARD

REAL

FULL

Grammar in Focus

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

The Hub of the World

There are many ways 1) measure how busy an airport is. We could count the number of passengers, or how 2) aeroplanes land and take off, or the amount of cargo it handles – but by any standard, Dubai International Airport will be somewhere near the top of the list. According 3) some figures, it is already there. The airport serves 4) (**much**) than 145 airlines flying to over 260 destinations across six continents. It 5) (**use**) by over 50 million international passengers 6) 2012. Part of the reason for these incredible figures is Dubai's ideal location midway between Asia and Europe, 7) makes it a good place to refuel or stop and 8) planes. As such, it should be 9) surprise that Dubai has the 10) (**big**) passenger terminal of 11) airport – a building which is itself one of the 12) (**large**) in the world.

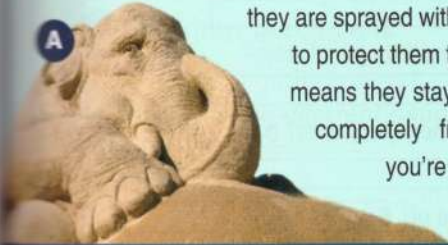
Let's Celebrate!

8

Progress Check

OLGA Sand Festival, Finland

I loved making sandcastles when I was younger, so I couldn't wait to see the sculptures at Lappeenranta in Finland. Every year, local sculptors and artists choose a theme and create a huge sand sculpture, using about 3 million kg of sand. It was an enormous elephant the year I visited. They also have smaller sculptures around the main attraction. I asked how the sculptures lasted so long, and I was told that they are sprayed with water and wood glue to protect them from the weather. That means they stay there all summer. It's completely free of charge so if you're in Finland next year, I highly recommend it.



LOGAN Traditional Dhow Festival, Qatar

It has only been running for a few years, but the five-day Traditional Dhow Festival is already a must-see attraction in Qatar. This year over 100 of these traditional sailing boats were on display at Katara Beach. I didn't know anything about dhows so I had a great time finding out how these boats have been used by traders, fishermen and pearl-divers. There was so much to see and do. I particularly liked the light and fireworks display that lit up the night sky. Everyone really enjoyed themselves and, personally speaking, I'd love to go back next year.



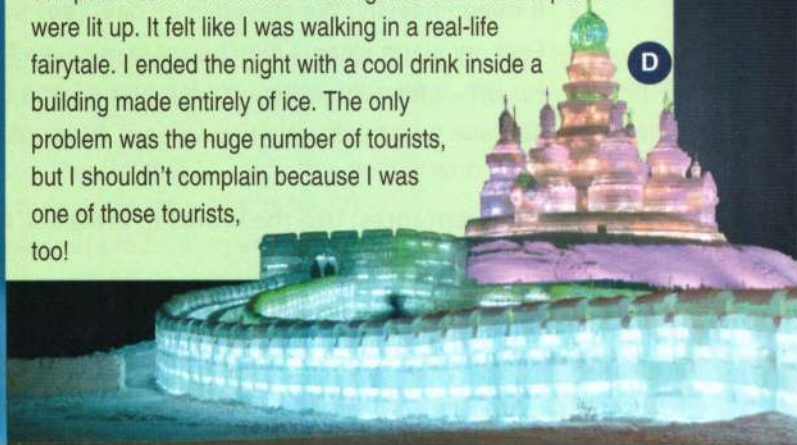
ALEX Lopburi Monkey Banquet, Thailand

The long-tailed macaque monkeys in Lopburi steal from tourists and cause a lot of destruction in locals' houses. Despite that, they are still considered lucky, and locals hold a special meal for them every November. I was travelling around Thailand when I heard about this festival. I couldn't wait to get some photographs. It started quietly as the monkeys climbed onto tables covered with fruit, nuts and rice, but it soon became the wildest dinner party I've ever seen! I got some great photographs, but I felt sorry for the poor person who had to tidy it all up!



VICKY Harbin Ice and Snow Sculpture Festival, China

When I go on holiday, I like to take spectacular photographs so this winter celebration of all things chilly was perfect for me. It's a two-month festival of ice and snow sculptures, ice-carving contests and a huge number of winter sports competitions. I went in the evening when all the sculptures were lit up. It felt like I was walking in a real-life fairytale. I ended the night with a cool drink inside a building made entirely of ice. The only problem was the huge number of tourists, but I shouldn't complain because I was one of those tourists, too!



Reading

- 1 Read the article about four teenagers who went to festivals around the world. For questions 1-6, choose from the teenagers (A-D). The teenagers may be chosen more than once.

Which teenager:

- did not like the crowds? ☐ 1 ☐
- wants to see the festival again? ☐ 2 ☐
- suggests readers go somewhere? ☐ 3 ☐
- enjoyed learning about something? ☐ 4 ☐
- thinks about what happens after a festival? ☐ 5 ☐
- remembers something they did as a child? ☐ 6 ☐

(6x3=18)

Speaking

- 2 Choose the correct response.

- 1 A: I'm going on holiday tomorrow.
B: a Lucky you! b I'm sorry.
- 2 A: Would you prefer somewhere quiet or busy?
B: a Well, I don't mind. b That would be great.
- 3 A: Someone has stolen my wallet.
B: a What's wrong? b That's awful.
- 4 A: I'd like some information about the cruise.
B: a That would be great. b Certainly.
- 5 A: You look a bit upset.
B: a Oh dear! b I am.

(5x2=10)

Vocabulary

- 3** Fill in: *rent, pace, check-in, sandy, youth, track, return, ruins, book, crowded.*
- 1 She likes taking things at her own
 - 2 Holly stayed at the hostel because it was cheap.
 - 3 He bought a ticket to York.
 - 4 Crete is famous for its beaches.
 - 5 Lots of tourists visit the in this historic city.
 - 6 My parents love skiing and often a chalet in the French Alps.
 - 7 He often travels to off-the-beaten destinations.
 - 8 The streets were with shoppers.
 - 9 It didn't take long at the desk.
 - 10 If you your holiday online, you can save a lot of money. (10x1=10)

Grammar

- 4** Join the sentences. Use the words in brackets.
- 1 We changed rooms in the hotel. We wanted to get a better view. (so that)
 - 2 It rained heavily. We stayed in all day. (so)
 - 3 I set my alarm clock. I didn't want to miss my flight. (so as)
 - 4 He was a friendly waiter. We left him a large tip. (such)
 - 5 The sun was bright. We had to wear sunglasses. (so) (5x2=10)
- 5** Join the sentences. Use the words in brackets. Put commas where necessary.
- 1 Have you seen the postcard? I received it yesterday. (which)
 - 2 The hotel was excellent. John stayed there. (where)
 - 3 That's the woman. Her luggage was stolen. (whose)
 - 4 We met a man. He was a tour guide. (who)
 - 5 Ann will always remember the time. She lived in Moscow. (when) (5x2=10)
- 6** Complete the second sentence so that it means the same as the first sentence. Use no more than three words.
- 1 It's important to be on time.
It's important late.
 - 2 He asked Tony when he was flying to Egypt.
He asked Tony, "When to Egypt?"
 - 3 A trip down the river is included in the price.
The price a trip down the river.
 - 4 Why don't you go to Delhi this summer?
If I were you, I Delhi this summer.
 - 5 She only has a few days off this year.
She hasn't got off this year. (5x2=10)

Listening

- 7** You will hear some information about a safety course. For each question, fill in the missing information in the numbered space (1-6).



Where: lots of different locations in Britain's

1

Maximum length of stay:

2 days

Beginners jump with 3

4 is free of charge

Range of 5

available for all budgets

Go to the Freefall International website:

freefallint.co.uk for 6

(6x2=12)

Writing

- 8** Read the rubric, then write your email.

You have received this email from your English-speaking pen-friend:

I'm doing a project on special places around the world. Which place in your country do most people visit? What does it look like? What can people do and see there?

Write back,
Monica

Write your email in 120-160 words.

(20 marks)

(Total=100)

Check your progress

- talk about travel & holidays
- talk about city life/country life
- ask for/give information
- ask about/express preference
- write an informal letter/email

GOOD ✓

VERY GOOD ✓✓

EXCELLENT ✓✓✓

Appendix I

Phrasal verbs

BREAK

break down = 1) (of machines) stop working; 2) (of people) start crying
break into = enter by force
break off = (of schools etc) stop for holidays
break out = (of war, arguments etc) begin suddenly
break up = separate

CARRY

carry off = do sth successfully
carry out = perform

CHECK

check in = register at a hotel/clinic
check off = tick off (items in a list)
check on = make sure sb is OK
check out = pay the bill & leave
check over = closely examine

CUT

cut back on = reduce
cut down on = reduce the amount taken or used
cut in = interrupt
cut off = stop
cut over = to move information or users of a computer system to a new place/equipment at the same time or in a way that causes very few problems
cut out = 1) remove by cutting; 2) suit by nature
cut up = cut in small pieces

GET

get away = escape
get back = return

get by = survive
get down = sth makes one unhappy
get into = become involved in sth
get on (a bus) = ascend, board
Opp.: get off
get on with = continue
get on/along = have a friendly relationship
get out of = avoid
get over = (of problems, etc) overcome sth
get (sth) down = write sth down
get sth in = manage to do sth at a time when you are busy doing other things as well
get to = begin
get up = 1) stand up; 2) get out of bed

GIVE

give away = distribute
give down = (of a cow) let (milk) flow
give off = emit
give on = attack
give out = hand out
give over = tell sb to stop doing sth
give sth back = return
give up = 1) stop; 2) quit
give up on = abandon

KEEP

keep up with = move at the same speed
keep away from = keep of, avoid
keep on = continue
keep out of = remain outside

PUT

put off = decide to go later
put on = wear
put out = (of fire) stop it burning
put sb through to = connect by phone
put up with = tolerate
run away = flee, leave
run off with = secretly go away with sb
run out of = have no more

SET

set off = start a journey
set up = create

TAKE

take after = resemble
take off = (of planes) leave the ground
take on = employ
take out = remove
take over = replace
take up = 1) (of a hobby) start; 2) fill space
take sb in = 1) allow sb to stay in your house; 2) (passive) be deceived

TURN

turn down = 1) decrease the volume; 2) reject
turn on = switch on
turn out = discover; prove to be
turn over = produce
turn up = appear
turn into = become
turn off = switch off, cut off the power to

Appendix II

Prepositions & Prepositional phrases

absorb from	care about	have the lead role in	look from space	sensitive to
addicted to	compared to	a play	off the beaten track	shake with fear
afraid of	cope with	hear about	on deck	stay at a hotel
against all odds	count on sb	hear from (have news)	on TV	suffer from
apply for (a post)	count on sth	hear of (know about)	operate on sb	suitable for
arrive at (a small place)	dedicate sth to sb	in the wild	pay attention to	there's no point in
arrive in (a big city)	depend on	in an instant	perfect for	to everyone's relief
at one's own pace	disagree with	in charge of	pleased with	under stress
at risk of	escape from	indifferent to	problem with	vital for
at the gate	experiment on	in sb's career	recover from	wait for
at the town centre	fear of	interested in	responsible for	(wait) on a platform
based on	fond of	lack of	rich in	whisper sth at sb
book tickets for sth	full of	land on	satisfied with	without a licence
bring sth to life	hard at	lead to	scare sb to death	worry about

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/results), including a paragraph giving the opposing viewpoint supported by reasons/examples/results. Each main body paragraph begins with a topic sentence which is the summary (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/results).
- a **conclusion** in which we restate our opinion using different words.

Register:

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 could not agree/disagree more (that/with) ...

Listing viewpoints

- Firstly, • Moreover, • In addition, • Furthermore, • Also,

Introducing opposing viewpoints

- However, • On the other hand,

Introducing examples/reasons/results

- For example,/For instance, • such as
- In this way, • because/as/since
- Therefore, • As a result,

Concluding

- All in all, All things considered,
- To conclude, • In conclusion,

Your teacher has asked you to write an essay giving your opinion on the following statement: **Are the teenage years the best years in a person's life?** Give your opinion. Write your essay (120-160 words).

Adults often tell teenagers to make the most of being a teenager, because these are their best years. In my opinion, it is good advice.

1 For example, they do not have to worry about getting and keeping a job, or earning enough money to pay the bills.

2 This is because, once they have finished their chores and homework, their time is completely their own. As a result, they are able to pursue a variety of activities, sports and hobbies.

3 Many teenagers experience emotional issues during this time, since both their body and character go through great changes.

All in all, although a teenager does face difficulties, I believe it is the best time they ever have. In addition to avoiding the everyday anxieties of an adult, they enjoy more freedom to discover where their interests lie.

Practice

1 a) Complete the model with the topic sentences.

A Moreover, teenagers have a great deal of freedom.

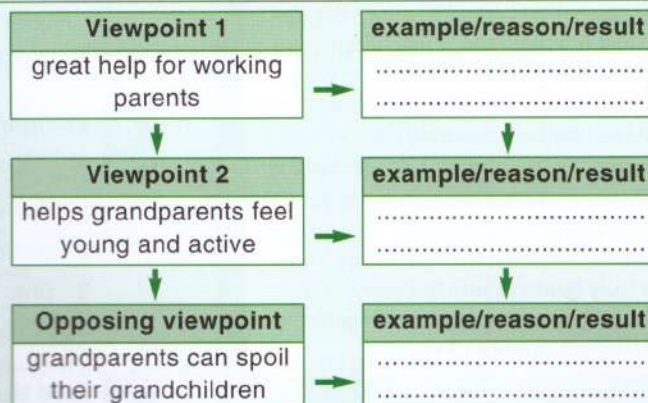
B However, the teenage years can also be difficult.

C To begin with, teenagers have few responsibilities.

b) Think of your own topic sentences to replace them.

2 **BRAINSTORMING** Read the rubric, and complete the diagram with your own ideas. Then write your essay.

Your teacher has asked you to write an essay giving your opinion on the following statement: **Should grandparents help raise their grandchildren?** Write your essay (120-160 words).



Stories can be written either in the first or the third person and present a series of events, real or imaginary. The events in the story should be written in the order in which they happen. Stories include:

- an **introduction** which sets the scene (describes the time, place, people, activity, weather, etc).
- **main body paragraphs** (describing events leading up to the main event, the main event itself and its climax).
- a **conclusion** (describing what happens in the end, people's reactions/feelings, etc).

Stories are characterised by:

- **the use of past tenses.** (*The sun was shining when I set out. I got my sunglasses and hat, opened the door and went outside. When I reached the beach, I realised I hadn't brought my swimsuit.*)
- **linking words/phrases that show time and sequence of events.** (*first/at first, before that, that/the following/the previous morning, later that evening, while, meanwhile, as soon as, at that moment, by the time, in the end, finally, etc*)
- **descriptive adjectives/adverbs** to make the story more interesting (*scenic, breathtaking, fortunately, quickly, etc*).
- **direct speech** to make the story dramatic. (*"What a fantastic view!" she exclaimed.*)

Useful Language

Starting a story/Setting the scene

- ... felt (*exhausted*) as she had been (*shopping in town all day*). • It was (*raining hard*) when ... (*woke up that morning*).

Describing people/places/feelings

- The young man at reception ... • We walked (*through the busy streets*) trying to (*follow the map*). • To our (*amazement/surprise/relief, etc*), ... • Imagine my (*embarrassment/annoyance, etc*) when ...

Leading up to the main event

- At first, nobody realised ... • We had only just (*boarded the plane*) when ...
- The next thing (*Mary*) knew, (*she was*) ...

The main event/climax of the story

- Everyone started (*shouting frantically*).
- Then just at that moment, (*the telephone rang*).

Ending a story

- I've never been so (*terrified*) in my life.
- I felt truly (*grateful/satisfied/sorry, etc*) that ... • It was the most (*unforgettable/amazing*) experience of my life.

Stories wanted

We are looking for stories for our new English-language magazine for young people. Your story must begin with this sentence: ***It was a freezing night and I was walking down a dark street.*** Your story must include:

- an accident. • a firefighter.

Write your **story** (120-160 words).

A An hour later I woke up. There was a strange smell! I realised that the room was on fire! There was smoke everywhere. I couldn't get to the door because huge flames blocked my way. Suddenly, I heard a shout from the window. It was a firefighter!

B I entered my flat and tried to turn on the lights, but nothing happened. I remembered that the streetlights had not been on, either. It was a power cut! I quickly grabbed some candles, lit them and sat down on the sofa. Soon, I was sleeping deeply.

C The firefighter carefully helped me down the ladder. I was so grateful that he had rescued me! I felt very embarrassed that I had set fire to my flat.

D It was a freezing night and I was walking home down a dark street. I was exhausted and desperately wanted to be back in my cosy flat.

Practice

1 Put the paragraphs in the correct order.

2 a) Which adjectives has the writer used to describe: *flames, night, street, flat*?

b) Which adverbs has the writer used to describe: *grabbed, sleeping, helped, wanted*?

3 Replace the adjectives in bold with the adjectives: *calm, warm, huge, cold, scared*.

- 1 It was the middle of winter and the weather was **bad**.
- 2 I felt **bad** when the dog started to growl.
- 3 The open fire made the room very **nice**.
- 4 I opened the door and walked into a **nice** room.
- 5 The waters were **nice**.

4 Complete the sentences with the adverbs: *desperately, quickly, deeply, frantically*.

- 1 The woman next to me started to scream
- 2 James ran down the stairs.
- 3 She wanted to reach home.
- 4 I was asleep and didn't hear the thunder.

5 Give the story a different ending.

Plan

Introduction

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

Main Body

(Paras 2 & 3) *events in the order they happened; climax event*

Conclusion

(Para 4) *what happened in the end, characters' feelings*

A letter/email applying for a part-time job

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 + our 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.*)
- I enclose a reference from my previous employer.
- I would be grateful if you would consider my application.
- Can you tell me the duration of the course?
- Please send me a prospectus giving the course details.
- Is it possible to enrol online?
- I look forward to hearing from you.

You have seen an advert for a part-time sales assistant in the Gazette newspaper. Write a letter of application. Include your qualifications and experience and say why you are suitable for the job. Write your **letter of application** (120-160 words).

Dear Sir/Madam,

A 1) I wanted to ask about the position of part-time sales assistant which I saw advertised in Tuesday's edition of the Gazette.

B I am 18 years old and I am a student at Hawthorne College. I am currently studying for my A levels in English, Maths and ICT.

C 2) I have done this kind of work for the last two summers at a local supermarket. I found it very enjoyable and I especially liked meeting people.

D 3) I think I am hardworking, reliable and trustworthy. I am also friendly and cheerful and 4) I think I would be OK at this job.

E I have attached a letter of reference from my previous employer. 5) I am free to chat any weekday evening and 6) I can't wait for you to get in touch.

Yours faithfully,
Paul Thornton

Practice

1 Read the letter and replace the informal expressions in bold (1-6) with the more appropriate formal ones (a-f).

- a I feel I would be well-suited for this position.
- b I consider myself to be
- c I look forward to hearing from you
- d I have worked as a sales assistant
- e I am writing to apply for
- f I am available for an interview

2 Rewrite the following in an appropriate formal style. Use phrases from the Useful Language box.

I'm sending this letter because I saw your advert in yesterday's Morning Post and I like the job.
I don't know much about this kind of job but I'm sure I can do it.
I'm hardworking and friendly. Please call me so that we can meet.

3 Rewrite paragraphs B, C and D so they are true for you.

Plan

Dear Sir/Madam,

(Para 1) reason for writing, where/when post was advertised

(Para 2) age, studies/qualifications

(Para 3) work experience

(Para 4) personal characteristics

(Para 5) reference, when available for interview, closing remarks

Yours faithfully,
(your full name)

Reviews are short descriptions of books, films, plays, TV programmes, concerts, etc. They are written to inform readers and to give them our opinion/recommendation about whether (or not) they should read the book, see the film, etc.

A **review** consists of:

- an **introduction** in which we summarise all the background information (e.g. title of book/film, genre, author/director, type of concert, date & venue, etc).
- a **main body** consisting of two paragraphs: one containing the main points of the plot/main features of the concert, etc and another including general comments on plot, characters, acting, music, special effects, etc.
- a **conclusion** in which we give our opinion/recommendation.

Reviews are normally found in newspapers, magazines or as part of a letter. The style varies depending on the intended reader. Reviews are usually written using **present tenses**. **Past tenses** can be used when describing an event, e.g. a concert, that we have attended. A variety of adjectives/adverbs should be used to make our review more informative and interesting.

► Useful Language

Background

- The film/book tells the story of ...
- The film/story is set in ... was written by ...
- The band were playing live at/in ...

Main points/features

- The story concerns/is about/begins ...
- The plot is *boring/thrilling*, etc.
- The programme regularly features ...
- The plot has an unexpected twist.
- All the songs were *fantastic/superb*, etc.

General comments (Positive/Negative)

- The cast is *excellent/awful/unconvincing*.
- The script is *dull/exciting/fast-moving*, etc.
- The special effects were (*absolutely*) *stunning/sensational*, etc.
- It is *beautifully/poorly/badly* written.
- The costumes and set were magnificent.

Recommendations

Positive

- Don't miss them. They're well worth seeing.
- It's bound to be a box-office hit.
- It's a highly entertaining read.
- They're a must-see.
- I wouldn't have missed it for the world.

Negative

- I wouldn't recommend it because ...
- It's a dreadfully boring read.

A review

Reviews wanted

What's your favourite film? Write a review explaining what type it is and who stars in it, giving a brief summary of the plot and saying why you would recommend it to other people of your age. Write your **review** (120-160 words).

A *The Hunger Games: Catching Fire* is a science fiction adventure film directed by Francis Lawrence. It stars Jennifer Lawrence and Josh Hutcherson as the two 16-year-old heroes from the first film, as well as a **1) good** supporting cast.

B The story continues where the first film left off. Katniss and Peeta, after their **2) great** victory in the 74th Hunger Games must take part in a special Hunger Game. This one is between past champions, but the heroes want to use it to start a rebellion in Panem.

C It is a **3) good** film filled with **4) nice** characters and **5) good** special effects. It is even **6) nicer** than the first film because of the **7) good** pace of the story and the **8) good** plot with lots of twists and turns.

D This is a highly **9) good** film that is well worth seeing. Whether you have read the books or not, this film will keep you on the edge of your seat. I highly recommend it.

Practice

- 1** Read the model. What is each paragraph about? What tenses does the writer use?

Plan

- (Para 1) *background info about film, name, type, director, stars*
- (Para 2) *brief summary of the plot*
- (Para 3) *comments on plot, acting, special effects, etc*
- (Para 4) *your opinion/recommendation*

- 2** Read the model and replace the adjectives in bold with ones from the list.

- well-developed • gripping • brave • fast • entertaining
- star-studded • stunning • fantastic • more enjoyable

- 3** a) Choose the odd word out.

- 1 boring – exciting – dull – sad **plot**
- 2 original – well-developed – slow – flat **characters**
- 3 talented – simplistic – famous – skilful **director**
- 4 smart – amusing – cute – fast-paced **dialogue**

b) Use phrases from Ex. 3a to describe films that you have seen.

- 4** How does the writer recommend the film? Think of other appropriate phrases to recommend a film.

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** 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. The topic sentence is followed by supporting sentences which provide results or examples to support the topic sentence.
- a **conclusion** which summarises the suggestions and states the writer's opinion.

Register:

These essays 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

- Finally,/Lastly,/Last of all

Introducing suggestions

- To start with, ...
- One way of solving the problem ...
- Secondly, ...
- Another helpful suggestion would be to ...
- We/People should ...
- It would be a good idea to ...

Giving examples

- For example,/For instance, • In particular, • like/such as

Presenting results

- As a result,/Consequently, • By doing this, • In this way, • Therefore, • Then,
- If (people) ..., the (situation) will/would ...

Concluding

- To conclude,/To sum up, • All in all, • On balance, I would say (that) ...

Expressing opinion

- In my opinion/view,
- I believe/think/feel (that) ...
- It seems to me/It is obvious (that) ...

An essay providing solutions to a problem

You have had a class discussion about the environment. Now your teacher has asked you to write an essay providing solutions to the problem of air pollution. Write your **essay** (120-160 words).

A Air pollution is a problem in many towns and cities. It is caused by exhaust fumes from cars and smoke and fumes from factories. What can we do to solve this problem?

B 1) **One solution is to** stop using cars so much. We can use public transport such as buses and trains instead. 2) **By doing this**, the air will be less polluted.

C 3) **Another solution is to** reduce the amount of smoke and fumes released into the air by factories. 4) **For example**, governments can make it the law to install filters on factory chimneys and check them regularly. 5) **If they do this**, there will be less chemicals in the air.

D 6) **All in all**, there are steps that can be taken to reduce air pollution, such as using cars less and installing filters on factory chimneys. In my view, these simple changes would improve the air quality in our towns and cities dramatically.

Practice

1 Read the model.

What is each paragraph about?

2 Find and replace the topic sentences in the model with other appropriate ones.

3 Think of suitable

alternatives for the linking words/phrases in **bold**.

4

BRAINSTORMING Read the rubric. Complete the diagram with your own ideas. Then write your essay.

Plan

Introduction

(Para 1) *state the problem*

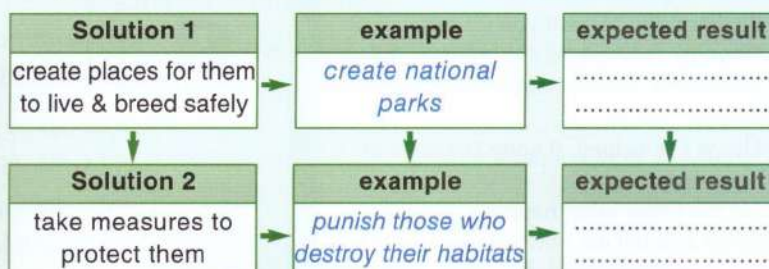
Main Body

(Para 2) *1st solution to the problem with example & expected result*

(Para 3) *2nd solution to the problem with example & expected result*

Conclusion

(Para 4) *summarise the solutions and state your opinion*



An email of advice

Emails of advice are generally sent to people you know well (*friends, relatives, etc*) in response to a request from them for advice about a problem they have. In the email, you make suggestions about how to deal with the problem, as well as writing the expected result of each suggestion.

An email of advice should consist of:

- an informal **greeting** (*Dear Laura/Uncle Peter, etc*).
- an **introduction** in which you write your opening remarks (e.g. *Hi! How are you?*), restate the problem that your friend or relative has written to you about and express sympathy.
- a **main body** in which you give your pieces of advice and the possible result of each one.
- a **conclusion** in which you express your hope that your advice will make things better and give your closing remarks.
- an informal **ending** (e.g. *Lots of love/Best wishes, etc + your first name*).

Register:

You should use an **informal style**. This includes:

- **everyday language**. (e.g. *I'm having a great time! He's really cool.*)
- **colloquial expressions/idioms**. (e.g. *drop me a line, I've got butterflies in my stomach.*)
- **informal linkers** (*so, and, too, with, etc*).
- **short verb forms** (*I'm, can't, don't, etc*).
- **omission of pronouns**. (e.g. *Have to go now.*)

► Useful Language

Expressing sympathy/opening remarks

- I'm so sorry to hear that ... but I think I can help.
- It must be awful to ... I'm only too glad to help.

Giving advice

- Why don't you ...? • If I were you, I'd ...
- You should ... • It would be a good idea to ... • One/Another/The best thing you can do is ...

Expressing results

- By doing this, ... • If you do this, ...
- Then, ... • This way, ... • If you follow this advice, ... • What this will do is...

Closing remarks

- I hope I've helped. /I hope I've been of some help.
- Let me know what happens.
- Write and tell me how you get on.

This is part of an email you received from your English-speaking friend, Peter: ***I have to give a speech at school next week and I'm terrified. What can I do?***

Write your **email** to Peter (120-160 words).

Dear Peter,

A Thanks for your email with all your news. I'm so sorry to hear that you're worried about your speech. I had exactly the same phobia last year. Here's some advice that might help.

B **1) It would be a good idea** to organise your speech. Write out the important points of what you want to say on numbered pieces of card. **2) By doing this**, you are less likely to make any mistakes. **3) If I were you, I would** also get plenty of practice in the days before the speech. **4) Then** you'll know exactly what you have to say and when you have to say it. **5) Perhaps the best thing you can do is** to practise some deep breathing. **6) If you do this**, it will calm you down and you won't panic in front of your audience.

C Hope I've been of some help. I'm sure you'll be fine on the day. Drop me a line after your speech and let me know what happened.

All the best,

Ben

Practice

1 What is each paragraph about?

2 a) Look at the expressions in bold in the email. Which are giving advice?

Which are expressing results?

b) Replace each expression with a different one from the Useful Language box.

3 Write sentences expressing the results of the following pieces of advice.

- 1 It would be a good idea to cut down on sweets.
- 2 If I were you, I'd see a dietician.
- 3 Why don't you draw up a study plan?
- 4 Another thing you can do to get fit is join a sports team.

Plan

Dear (+ friend's first name)

Introduction

(Para 1) *express sympathy & give reason for writing*

Main body

(Para 2) *give advice with possible results*

Conclusion

(Para 3) *express hope that things will get better & give your closing remarks*

*Best wishes,
(+ your first name)*

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.

Register:

For-and-against essays are formal pieces of writing. They are characterised by:

- **formal vocabulary, longer sentences and full verb forms.** (*It is not advisable to take diet pills if the doctor has prescribed you other medication, as they could react with each other.*)
- **formal linking words** to join ideas (*Although, Whereas, For this reason, etc.*)
- **use of the passive.** (*A survey was recently conducted on teenage attitudes to exercise.*)

► Useful Language

Topic sentences to introduce advantages

- There are a number of benefits to ...
- There are arguments in favour of ...

Listing points

- In the first place,/Firstly, ... • To begin/start with, ... • Secondly,/Furthermore, In addition,/What is more,

Introducing examples/justifications

- For example/instance. • This is because of/due to ... • This means that ...
- This way,/Consequently,
- This is due to the fact that • This may lead to/mean that • As a result,/Therefore,

Topic sentences to introduce disadvantages

- On the other hand, there are a number of disadvantages/arguments against ...
- A serious drawback/disadvantage (of) ...

Show Contrast

- However, • Although,
- On the other hand,

Conclusion

- All in all,/To sum up,/In conclusion,/ All things considered

Express an opinion

- I think • I believe • In my opinion

A for-and-against essay

You have had a class discussion about exercise and fitness. Now your teacher has asked you to write an essay discussing the pros and cons of joining a gym.

Write your **essay** (120-160 words).

A Many people nowadays are joining gyms. Obviously, exercising is good, but is joining a gym the right choice?

B There are a number of advantages to joining a gym.

1) Firstly, it provides a wide range of equipment and activities to improve your fitness and strength. **2) This way**, you can exercise in a way that suits you. **3) Secondly**, professional trainers are available to offer advice. **4) For example**, they can help you make an exercise programme.

C **5) On the other hand**, there are disadvantages to joining a gym. To start with, the fees can be quite high. **6) As a result**, you pay a lot for membership even if you cannot attend every week. **7) In addition**, a gym can be crowded. **8) Consequently**, the equipment you want to use may not always be available.

D **9) All in all**, although gyms offer advantages like equipment and professional help, I do not think they suit most people. They are too crowded and expensive, which is why it is better to exercise at home.

Plan

(Para 1) *present topic*

(Para 2) *arguments for & reasons/justifications*

(Para 3) *arguments against & reasons/justifications*

(Para 4) *summarise arguments and state your 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 from the Useful Language box.

4 Write supporting sentences for these topic sentences. Use the ideas in brackets.

- 1 There are some obvious advantages to dieting. (reaching and maintaining healthy weight – many health benefits)
- 2 However, there are many arguments against becoming a vegetarian. (diet – not contain vitamins and minerals – only in meat)
- 3 There are many advantages to playing a team sport. (motivates you – don't want to let the team down)

Informal letters/emails are sent to people you know well (e.g. *friends, relatives, etc*) about your recent news, personal problems, information you need, etc. They are written in an informal style with a chatty, personal tone.

An informal letter/email should consist of:

- an informal **greeting** (*Dear Ken/Aunt Joan/etc.*)
- an **introduction** in which you write your opening remarks (i.e. asking about your friend's health, etc) and mention your reason for writing. (*Hi! How are you? I thought I'd write and let you know that ...*)
- a **main body** in which you write the main subject(s) of the letter/email in detail, starting a new paragraph for each topic.
- a **conclusion** in which you write your closing remarks. (*That's all my news for now. Write back soon ...*)
- an informal **ending** (*Lots of love/Best wishes/etc + your first name*).

► Useful Language

Opening remarks

- Thank you for your last email/letter
- Sorry for not writing earlier, but ...
- How are you?
- It was great to hear from you.
- I'm sorry for not getting in touch ...

Closing remarks

- Well, that's all for now.
- I hope to hear from you soon.
- Well, that's all my news.
- That's all for now.

This is part of a letter from your English-speaking friend:

I'm doing a project on what makes holidays memorable. Can you tell me about the most unforgettable holiday you've ever been on? Was it the place that made it special, or the people you were with?

Write soon and let me know,

Elizabeth

Write your **letter** (120-160 words).

Dear Elizabeth,

A Thanks for your letter. **It's** good to hear from you. Your project sounds **really** interesting and I'm happy to **help** you **out** with it.

B The most unforgettable holiday I've ever had was the week I spent in Wales with my best friend Jimmy last summer. We stayed with his aunt and uncle in a massive guest house they run. It was a **stone's throw from** the sea and we went swimming nearly every day. We also went fishing with his uncle on his boat and I caught two fish!

C It was my first holiday without my mum and dad, so it was a completely new experience for me. I also **hung out** with my best friend, which was pretty **cool**. We explored the countryside, climbed the nearby mountain and **had the time of our lives**. I remember wishing that the week would never end.

D Well, that's all for now. I hope I've helped you with your project. Let me know how it goes!

Best wishes,

Dave

Plan

Dear (+ friend's first name)

(Para 1) opening remarks & reason for writing

(Paras 2 & 3) give news/information, etc

(Para 4) your closing remarks

Best wishes, etc
(+ your first name)

Practice

1 Read the letter.
What is each paragraph about?

2 Use the words and phrases in bold in the letter to complete the table.

everyday vocabulary	colloquial expressions	phrasal verbs	short forms

3 Find the informal sentences in the model that match the formal ones below.

- I do not have anything else to say at this time.
- I am very grateful to have received your letter.
- Please inform me about the results of your project.
- I was very pleased to hear your news.

- 1 What is globalisation? How does it affect our lives?
Read through to find out.

- 2 Read again and complete the gaps 1-10 with the correct word.
Listen and check.

Speaking

- 3 Read the text again, then ask and answer questions based on it.

Q: What is globalisation?

A: It is when different nations do things together ...

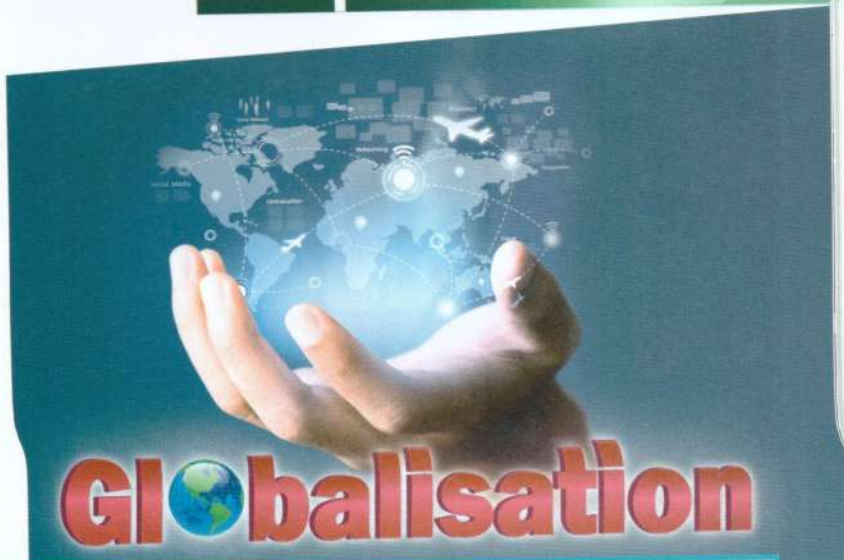
Writing & Speaking

- 4 **ICT** In groups, collect more information about globalisation. Write a paragraph. Tell the class.

- 5 How has globalisation changed people's lifestyles? Write a few sentences. Tell the class.

Check these words

• trade • global • marketplace • flow
• culture • spread • link • affect
• inner-city factory • rural • assemble
• gadget • citizen • member • local
• national • community • responsibility
• consider • connect • obligation • realise
• global solution



Globalisation is when people 0) *from* different nations do things together. It 1) trade easier and creates a global marketplace, so we can have cheese from Holland, chocolate from South America and clothes from Asia. The Internet allows information to flow and cultures to spread. People's lives all around the world are more closely linked 2) ever before. Travel is quick and easy, and people can communicate from opposite sides of the world 3) seconds on mobile phones.

Globalisation affects the jobs we 4) , the food we eat, the clothes we wear, the music we listen 5) and the environment we live in. However, there are huge differences around the world 6) the people who make the products and the people who buy them. 7) example, people in Bangladesh produce expensive clothes in inner-city factories, and workers in rural China assemble high-tech gadgets.

Today, everyone 8) a citizen of the world, not simply a member of a local 9) national community. This brings new responsibilities. We have to consider how we connect 10) people from other parts of the world, and what our obligations are to them. We also have to realise that many problems are global problems and they need global solutions.



Culture Spot

- 1 Which ethnic groups do you think make up the population of the UK?
Listen and read to find out.

- 2 **ICT** What ethnic groups exist in your country? Collect information. Compare with the ethnic groups in Great Britain. Tell the class.

British Ethnicity

Since the 1950s, Great Britain has become more and more diverse as large numbers of migrants have moved there, especially from its former colonies such as India, Pakistan and the West Indies. Today, Great Britain has a mixture of ethnic groups and cultures. The population is made up of 87% white, 7% Asian, 3% black, 2% mixed, 0.1% Irish Traveller, and 0.9 other ethnicities.



The Phases of the Moon



In space there are sources of light, such as the stars, and objects that reflect that light, such as the planets. The Sun is a light source because it is a star. The Earth is a planet that reflects light.

The Moon is the only satellite of Earth. It revolves on its axis as it orbits the Earth, so that the same side of the Moon always faces the Earth. The Moon takes approximately 28 days to orbit the Earth. It changes its appearance over this period. This is because we can see different amounts of reflected light from the Sun on the surface of the Moon.

The phases of the Moon change in a progressive sequence (new moon, crescent moon, half moon, gibbous moon, full moon, gibbous moon, half moon, crescent moon.) The new moon is the phase when the Moon is closest to the Sun. During this phase we cannot see the Moon from Earth. This happens because the Sun does not light up the side that is facing us. The full moon is the phase when the Earth is between the Sun and the Moon on the opposite side of the Earth. During this phase we can see the whole of the side that is facing us because the Sun lights it up.

A waxing moon is moving towards a full moon and getting bigger. A waning moon is moving towards a new moon and getting smaller.

Check these words

- light source • star • planet
- reflect • satellite • revolve • axis
- orbit • face • approximately
- amount • surface • phase
- progressive sequence • new moon
- crescent moon • half moon
- gibbous moon • full moon
- light up • waxing moon
- waning moon

- 1** How are these words related to the Moon: *crescent moon, full moon, gibbous moon, waxing moon, waning moon*?
 Listen and read to find out.

- 2** Read again and complete the sentences.

- 1 A star is a bright
- 2 A planet is an object in the sky that
- 3 The Moon goes round both
- 4 While the Moon orbits the Earth, it
- 5 When the Moon is nearest to the Sun we cannot
- 6 When we can see the whole side of the Moon from Earth, we have a

- 3** In pairs ask and answer questions based on the text.

S1: How many days does it take for the moon to orbit the Earth?

S2: 28 days. What is the Sun? etc

- 4** In groups collect information and prepare a presentation on how the Earth orbits the Sun. Tell the class.



Culture Spot

- 1** What is the summer solstice? How is it related to Stonehenge?

Listen and read to find out.

- 2** Are there any celebrations in your country connected to the summer/winter solstice? Collect information. Tell the class.

Stonehenge & the summer solstice

Stonehenge is one of Great Britain's most famous landmarks. It consists of 100 huge stones placed in a circular layout. It is 5,000 years old and has been a UNESCO World Heritage Site since 1986. People believe it was built to celebrate the summer solstice.

The summer solstice, around 21st June, is the day of the year with the most daylight. It is also the first day of summer. When the sun rises on the summer solstice, it lines up with one of the stones in Stonehenge, called the heel stone, and its first rays shine through a stone archway in the centre circle. Today, as in the past, lots of British people celebrate the summer solstice at Stonehenge every year.



1 Look at the pictures. Where do you think these children are? What are they doing?

2 What sort of jobs did children do in the past?
 Listen and read to find out.

3 Read the text again and match the paragraphs to the headings.

- | | |
|---|-----------------------|
| A | A New System of Rules |
| B | Working Families |
| C | Working in Coal Mines |
| D | Factory Workers |

4  Compare children's lives in Victorian times to children's lives nowadays.

5  In groups, collect information about what it was like for children living in Victorian times. Present it to the class. Talk about:

- clothes • food • work
- holidays • housing • school

Check these words

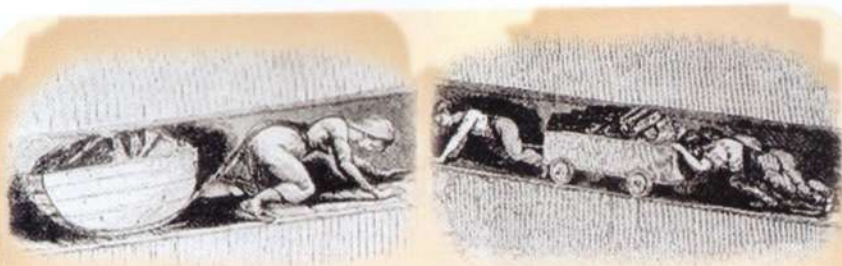
- labour • Victorian times • poor
- survive • servant • road sweeper
- coal mine • truck • tunnel • candle
- underground • sort • employ
- factory • crawl • weaving machine
- thread • pick up • scrap • protect
- industry • working hours



Culture Spot

1 Look at the man in the picture. What do you think his job is?
 Listen and read to find out.

2 Is there a similar traditional job in your country? Describe it to the class.



Child Labour in Victorian Times

1 ☐

In Victorian times, poor families could not survive unless everyone worked – including the children. These children didn't go to school. They worked on farms, as servants in houses, and on the streets as road sweepers or selling things. They also worked in factories and in coal mines.

2 ☐

Children as young as five worked in the mines. 'Putters' pushed heavy trucks of coal along mine tunnels. 'Trappers' sat in the dark, with just a small candle, opening and shutting wooden doors to let air through the tunnels. Often they would start work at 2 am and stay underground for 16 hours or more. The luckier ones worked above ground sorting coal - at least they could see daylight.

3 ☐

Children were cheap to employ in factories. They were small and could crawl under weaving machines. 'Piecers' tied off broken threads. They were usually girls. 'Scavengers' picked up scraps of cotton from under the machines.

4 ☐

Before 1841 there were no laws to protect children. It took around 30 years for children in all industries to become protected. In 1841, no child under 10 could work in the mines. In 1847, working hours were cut to 10 hours a day, and in 1874 no child under 10 could work in a factory. By 1880, all children aged 5-10 had to go to primary school.

A Traditional Job

In some places in the UK and the USA, people still have their milk delivered to their door by a 'milkman'. This is an old tradition. A man in a truck or on a milk float from a local dairy delivered fresh bottled milk and other dairy products to people's doorsteps. Usually this was in the early hours of the morning, in time for their breakfast. However, as more and more people started shopping at supermarkets, milkmen began to disappear. Nowadays, though, they are becoming popular again. This is partly because more people are turning to organic products, and partly because they feel nostalgic for the past in our ultra-modern age.



Sculpture

Sculpture can be large or very small. It often depicts the human body, but it can be of anything at all.

Sculpture is often made of stone, metal or wood, but it can also be of chocolate, butter, ice or flowers. Different materials have different qualities. Some are long-lasting, others are temporary. Some materials need to resist the weather and others simply convey an idea.

Sculpture can be realistic or abstract. It is normally found in museums and art galleries, but it can be on the streets, in parks, on a hillside or elsewhere.

There are four basic sculpture techniques:

- **Carving:** cutting or chipping away a shape from a piece of stone, wood, or other hard material.
- **Casting:** melting down material like metal and then pouring it into a mould to cool and harden.
- **Modelling:** building up a soft material like clay and shaping it to create a form.
- **Assembling:** gathering and joining various materials to create an assembled sculpture.



- 1** Sculpture comes from the Latin word *sculpere* which means *carve*. What materials can be used in sculpture?

🔊 Listen and read to find out.

- 2** Read again and complete the sentences.

- 1 To make sculpture we often use
- 2 Not all materials have
- 3 You can see sculpture
- 4 The four sculpture techniques are
- 5 A mould is where the melted material
- 6 You can use clay to

Check these words

• depict • stone • metal • wood • butter • ice
 • material • quality • long-lasting • temporary
 • resist • convey • realistic • abstract • hillside
 • carving • chip away • casting • melt down
 • pour • mould • cool • harden • modelling
 • clay • assembling • gather

- 3** Tell the class four things you have learnt about sculpture.

- 4** **ICT** Collect photos of sculptures in your country. Present them to the class. Talk about: the sculptor, the sculpture, the material used and where each sculpture can be seen.



Culture Spot

- 1** What do you know about Tate Modern? Where is it? What can you see there?

🔊 Listen and read to find out.

- 2** **ICT** What sort of art galleries are there in your country? Collect information about one of them and write a short text about it. Write: name, location, exhibits. Present it to the class. Compare it to Tate Modern.

Tate Modern

Tate Modern is a modern art gallery in London. It is Britain's national gallery of international modern art and also the most visited modern art gallery in the world. It is housed in an old power station which was converted. There are seven floors of modern art from all around the world, from 1900 to today, including paintings, sculptures, installations, performance art and much more. Tate Modern offers exhibitions, films, conferences and regular talks. There are free daily guided tours. It is open every day except 24-26th December. Entrance is free.



- 1 Look at the pictures. Which energy resources can you see: coal? oil? natural gas? petrol? wind power? solar power? hydro-electric power? Which are renewable? non-renewable? Read through and check.

- 2 a) Read the text again and complete the gaps.

b) Listen and check.

- 3 Tell the class four things you have learnt from the text.

- 4 In pairs discuss what you can do to save energy. Think about: home appliances, home heating and cooling, water. Use your answers to prepare a leaflet. Add pictures.

Check these words

• energy • resources • coal • oil
• natural gas • fossil fuels
• organic material • non-renewable
• use up • chemical • generate
• power station • steam • turbine
• spin • generator • renewable
• wind • waves • geothermal
• run out • solar energy • solar cells
• convert • heat up • reduce • rate

Energy Resources

Coal, oil and natural gas are fossil fuels. They were formed 1) organic materials over millions of years. Fossil fuels are non-renewable. They cannot 2) replaced once they have been used up. When we burn fossil fuels, the chemical energy stored inside 3) becomes heat and light.

In most countries electricity is generated 4) power stations that burn fossil fuels. The heat from burning the fossil fuels creates steam which makes a turbine spin. The turbine turns a generator which produces electricity. Burning fossil fuels produces pollution.

Renewable energy resources include wind, waves, sunlight 5) geothermal sources. Renewable energy resources will not run out because they can 6) replaced and they do not produce pollution.

Solar energy comes from sunlight. Nowadays solar cells 7) used to convert sunlight into electricity and solar panels are used to heat up water. We also use moving water such 8) waves to turn underwater generators, and turbines to generate electricity from the wind.

If we produce more of our electricity using renewable energy resources, this 9) reduce the rate that fossil fuels are used up. We can also reduce this rate by saving energy. We can walk to school, wear warmer clothes, turn down the heating and turn 10) lights and appliances when we aren't using them.



Culture Spot

- 1 Do you know who invented the first wind turbine?
 Listen and read to find out.

- 2 **ICT** Collect information about an inventor from your country and their invention. Write a few sentences. Tell the class.

The First Wind Turbine

Windmills have been around for centuries, but in the USA, in Cleveland, Ohio, a man came up with the idea of using one to generate electricity. Charles F Brush was an inventor and an entrepreneur. He built his wind-powered turbine during the winter of 1887-88 behind his house. It was 18 metres high and weighed 3.6 tons. It was made of wrought iron and the wheel was 17 metres wide and had 144 blades. The turbine turned a dynamo at 500 revolutions per minute. The dynamo was connected to a 12 kW generator that powered all the lights and a number of motors in his home. The windmill worked for 20 years, until 1908.



Dealing with

ANXIETY

- 1 Look at the picture. How do you think the person feels? What can make a person feel like this? How can they deal with it?

🔊 Listen and read to find out.

- 2 Read again and match the paragraphs to the headings.

- A Start Laughing.
- B Stop Thinking.
- C Get Moving.
- D Start Eating Better.

- 3 In pairs discuss what you can do to reduce anxiety. Use your answers to write a few sentences. Read them to the class.

- 4 Use the information in the text to write your English friend an email giving him/her advice how to deal with anxiety.

Check these words

- deal with • anxiety • worry
- nervousness • unease • tip • cope with • distract • puzzle • troubles
- light • lift • mood • longer-lasting
- chemical • brain • serotonin
- dopamine • pumping • energised
- caffeine • processed • affect
- whole grains • relieve • fight
- virus • heal • wound • lose its hold

Anxiety is a feeling of worry, nervousness and unease. It can make you feel very unhappy and stop you from enjoying your life. People have a lot of things in their lives that can make them feel anxious. Here are some helpful tips to help you cope with anxiety and feel better.

1 ☐

The best way to stop worrying about something is to distract yourself by doing something else, so you don't have time to think about your worries for a while. You could do a puzzle, watch a film, or just hang out with your friends so that you can forget your troubles for a short while.

2 ☐

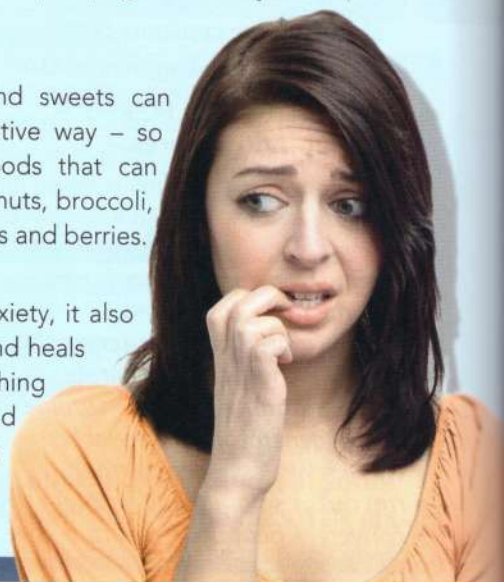
Even light exercise can lift your mood, but the harder you work the better and longer-lasting the effect will be. Exercise increases the production of 'feel-good' chemicals in the brain like serotonin and dopamine, and getting the heart pumping can make you feel energised.

3 ☐

Caffeine, processed flour and sweets can affect your mood in a negative way – so avoid them. Instead, eat foods that can improve your mood, such as nuts, broccoli, yoghurt, oranges, whole grains and berries.

4 ☐

Laughter not only relieves anxiety, it also reduces pain, fights viruses and heals wounds. If you can find something that makes you laugh out loud then anxiety will lose its hold over you.



Culture Spot

- 1 What do you think the title means?

🔊 Listen and read to find out.

- 2 Is there a typical character trait of people in your country? Write a few sentences. Think about: appearance, clothes, behaviour. Tell the class. Compare and contrast people's traits in your country to an English person's.

Keep a Stiff Upper Lip!

A typical character trait of the English is the way they do not show they are upset in bad situations. Add to this a cool disregard for danger and you have what is known as 'the stiff upper lip' of the English. The typical Englishman copes well with difficult, stressful and dangerous situations, and no matter what the problem is, he always stays calm. The expression dates back to the 1800s when most men of the time had a moustache, and so if the top lip was trembling with fear, it would have been quite noticeable. The expression is still used today along with 'keep your chin up'. This has a similar meaning as a chin held high shows confidence and happiness.



- 1 Try to label the parts in the picture with these words: *stomach, pancreas, liver, small intestine, large intestine, oesophagus.*

Listen, read and check if your answers were correct.

- 2 Read again and replace the words in bold in sentences 1-8 with words from the text.

- 1 Food is broken down into small **ones**.
- 2 Food passes down **it** after going through the mouth.
- 3 Food is broken down again in **there**.
- 4 Digested food is absorbed into **it** from the small intestine.
- 5 **It** is contained in undigested food.
- 6 **This** breaks down fat.
- 7 **They** are produced in the pancreas.
- 8 **They** can be absorbed by the body as they are.

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

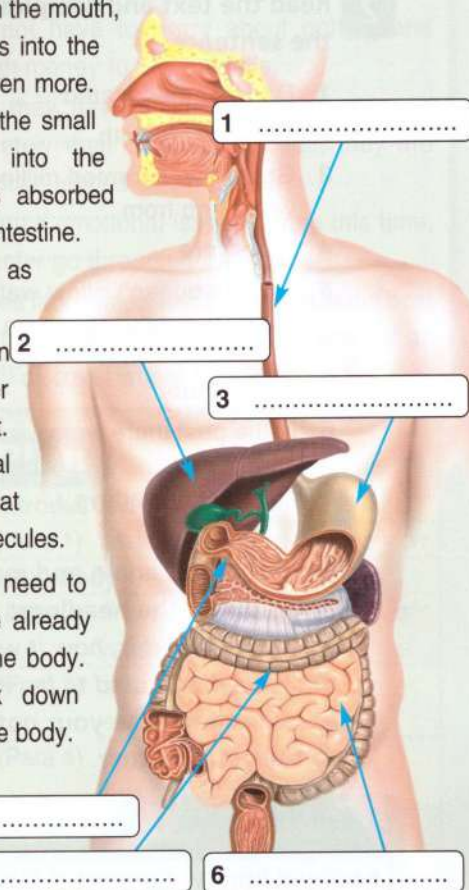
- 4 Use the picture to explain how we digest food to the class.

The Digestive System

When we digest food, the body breaks it down into small molecules so it can absorb them. When we swallow food, it passes through the oesophagus, the stomach, the small intestine and then the large intestine. First, food is broken down in the mouth, then it passes down the oesophagus into the stomach where it is broken down even more. Then the digested food moves into the small intestine where it is absorbed into the bloodstream. Any excess water is absorbed back into the body in the large intestine. Finally, any undigested food such as fibre passes out of the body.

The liver and the pancreas play an important part in digestion. The liver makes bile which breaks down fat. The pancreas produces special proteins called digestive enzymes that break large molecules into small molecules.

Minerals, vitamins and water don't need to be broken down because they are already small enough to be absorbed by the body. Digestive enzymes cannot break down fibre, and so it is not absorbed by the body.



Check these words

• digest food • break sth down • molecule • absorb • swallow
• oesophagus • stomach • small intestine • large intestine
• bloodstream • excess • undigested • fibre • liver • pancreas
• bile • fat • protein • digestive enzyme • minerals • vitamins



Culture Spot

- 1 What do you know about traditional British dishes? Are they healthy?
Listen and read to find out.

- 2 **ICT** How healthy are traditional dishes from your country? Collect information and prepare a presentation for the class. Compare them to traditional British dishes.

Traditionally Unhealthy?

There are a number of traditional dishes in the UK, but how many of them are healthy? Take, for example, the full English breakfast. With egg, sausage, black pudding, baked beans, bread and a tomato – all of which are fried and washed down with a cup of sugary tea – it sounds like a recipe for a heart attack! Then there's the UK's famous fish-and-chips, which is more fried food: deep-fried battered fish and fried potatoes. The traditional dinner of roast beef and Yorkshire pudding doesn't rate very highly as a healthy option, either. It consists of red meat, a sort of pancake batter cooked in hot oil, potatoes roasted in the fat from the meat, salty gravy, and vegetables which have been boiled so most of the nutrients have gone.

Thankfully, there is one traditional British dish that is a very healthy option indeed, and that's soup. There are many varieties and all of them contain fresh vegetables. Soup is also cheap and easy to make.



- 1 Look at the picture. Where do you think this place is? What type of rock can be found there?
 Listen and read to find out.

- 2 Read the text and complete the sentences.

- 1 Dartmoor is located
- 2 Dartmoor is both
- 3 Granite was formed millions of years ago from
- 4 "Tors" are
- 5 Granite doesn't allow water to pass through so there are and in Dartmoor.
- 6 In the past there were and which are not open nowadays.

- 3 Read the text again and make notes under the headings: *location, what it is, how it was formed, what it used to be, what it is nowadays. Use your notes to tell your partner.*

Check these words

• natural beauty • granite • surface
 • magma • cool • flat-topped moorland
 • outcrops • V-shaped river valley
 • streams • soil • sheep farming
 • mining • quarrying • main industries
 • copper • tin • vein • mine • industry

DARTMOOR

A Granite Landscape

Dartmoor is an area of natural beauty in southwest England. It is a national park and a popular tourist location. It includes the largest area of granite in Britain, with over 625 square kilometres at the surface. Granite is igneous¹ rock formed around 300 million years ago from magma slowly cooling below the surface of the Earth.

The area consists of flat-topped moorland. It is higher than the surrounding land, with over 150 outcrops of rock called 'tors'. Granite is impermeable², and so Dartmoor has peat³ bogs⁴ and V-shaped river valleys formed by surface streams.

The soil in the area is poor and the land is suitable only for sheep farming. In the past, mining and quarrying were the main industries. Copper and tin were found in thin veins in the granite and there were many mines. Granite blocks were also used as building material, but today the mines and quarries are closed and tourism is the main industry in the area.

¹ rock that was once so hot it was liquid

² does not allow water to pass through

³ decaying plants

⁴ an area of land that is very wet and muddy



Culture Spot

- 1 What can visitors see and do in London?

 Listen and read to find out.

- 2 **ICT** What places can tourists visit in the capital city of your country? Think about: galleries, museums, parks etc. Collect information then write a short text. Present it to the class.

- 3 Compare and contrast London to the capital city of your country. Tell the class.

London

Perhaps not surprisingly, London is the most popular tourist destination in the UK. Over half of all the visitors to the UK from overseas come to London. That's about 15 million people a year. London definitely has a lot to offer, especially when it comes to tourist attractions. There's the London Eye, Buckingham Palace and the Tower of London, of course, but there is also the National Gallery, the British Museum, Tate Modern, the Natural History Museum, the Victoria & Albert Museum and Madame Tussauds! Add to all this the beautiful architecture of St Paul's Cathedral and Westminster Abbey – plus the famous shopping streets of Oxford Street, the King's Road, and the West End nightlife – and it's easy to see why people come from all over the world to visit this amazing city.



Module 1

Present simple

AFFIRMATIVE	I/You/We/They talk . He/She/It talks .
NEGATIVE	I/You/We/They do not/don't talk . He/She/It does not/doesn't talk .
INTERROGATIVE	Do I/you/we/they talk ? Does he/she/it talk ?
SHORT ANSWERS	Yes, I/you/we/they do . Yes, he/she/it does .
	No, I/you/we/they don't . No, he/she/it doesn't .

Spelling (3rd-person singular affirmative)

- Most verbs take **-s** in the third-person singular.
I sleep – he sleeps
- Verbs ending in **-ss, -sh, -ch, -x** or **-o** take **-es**.
I miss – he misses, I wash – he washes, I teach – he teaches, I relax – he relaxes, I go – he goes
- Verbs ending in **consonant + y** drop the **-y** and take **-ies**. *I try – he tries*
- Verbs ending in **vowel + y** take **-s**. *I say – he says*

Use

We use the **present simple** for:

- daily routines/repeated actions** (especially with adverbs of frequency: *often, usually, always*, etc).
Nomads often move around the land throughout the year.
- habits**. *He finishes his lessons at 2:00.*
- permanent states**. *He owns a sports car.*
- timetables/schedules** (future meaning).
The concert finishes at midnight.
- general truths and laws of nature**.
It gets very cold in Mongolia.
- reviews/sports commentaries/narrations**.
Benson scores the winning goal.

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. *Maasai people often wear bracelets and necklaces. She is always polite to others.*

Present continuous

Form: verb **to be** (am/is/are) + main verb **-ing**

AFFIRMATIVE	NEGATIVE
I'm eating. You're eating. He/She/It's eating. We/You/They're eating.	I'm not eating. You aren't eating. He/She/It isn't eating. We/You/They aren't eating.
INTERROGATIVE	SHORT ANSWERS
Am I eating? Are you eating? Is he/she/it eating? Are we/you/they eating?	Yes, I am./No, I'm not. Yes, you are./No, you aren't. Yes, he/she/it is./ No, he/she/it isn't. Yes, we/you/they are./ No, we/you/they aren't.

Spelling of the present participle

- Most verbs take **-ing** after the base form of the main verb. *listen – listening, cook – cooking*
- Verbs ending in **-e** drop the **-e** and take **-ing**.
make – making, come – coming
- Verbs ending in **vowel + consonant** and which are stressed on the last syllable, **double the consonant** and take **-ing**. *sit – sitting, begin – beginning* BUT *whisper – whispering* (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.
He is watching TV now.
- actions happening **around the time of speaking**.
She is working from home this week.
- fixed arrangements** in the **near future**, especially when we know the time and the place.
Ben is driving us to school tomorrow.
- temporary situations**.
Lisa is working part time before college starts again.
- changing or developing situations**.
Tom is getting better and better at French.
- frequently **repeated actions** with *always, constantly, continually* to express annoyance or criticism.
Liam is always making noise late at night.

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. *This dress costs too much.*

Time expressions used with the present continuous:
now, at the moment, at present, nowadays, these days, today, tomorrow, next month, etc.

Grammar Reference

Present simple vs Present continuous

PRESENT SIMPLE	PRESENT CONTINUOUS
permanent states & facts <i>The Hadza live in Africa.</i>	temporary situations <i>They're doing a project on Asian tribes.</i>
habits/routines <i>Jen walks the dog twice a day.</i>	actions happening now/ around the time of speaking <i>She's sleeping now.</i>
timetables <i>The last bus leaves at 10:00.</i>	future arrangements <i>He's hanging out with his friends later.</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).
I feel cold. You sound upset.
- verbs of **perception** (*believe, forget, know, understand*, etc).
I believe she's very clever.
- verbs which express **feelings and emotions** (*desire, enjoy, hate, like, love, prefer, want*, etc).
David wants to get a promotion.
- other verbs: *agree, be, belong, contain, cost, fit, have, include, keep, need, owe, own*, etc.
Hadza people don't own personal belongings.

Some of these verbs can be used in continuous tenses, but with a difference in meaning.

PRESENT SIMPLE	PRESENT CONTINUOUS
<i>He thinks you're wrong.</i> (= believes)	<i>He is thinking of getting a new job.</i> (= is considering)
<i>They have an amazing house.</i> (= own, possess)	<i>Nick is having lunch with Tim.</i> (= is eating) <i>Lyn is having a party for her birthday.</i> (= is hosting)
<i>We can see the sea from our hotel room.</i> (= is visible) <i>I see what you mean.</i> (= understand)	<i>Jane is seeing some friends later.</i> (= is meeting)
<i>This cake tastes good.</i> (= is/has the flavour of)	<i>Linda is tasting the soup to check if it needs more salt.</i> (= is trying)
<i>Your perfume smells like roses.</i> (= has the aroma)	<i>The cat is smelling its food.</i> (= is sniffing)

<i>Nora appears to be angry about something.</i> (= seems)	<i>My sister is appearing in the school's play.</i> (= is performing)
<i>The baby's hair feels like silk.</i> (= has the texture of)	<i>She's feeling his forehead to see if he has a fever.</i> (= is touching)
<i>Pam is very funny.</i> (= character – permanent state)	<i>You are being unreasonable.</i> (= behaviour – temporary state)
<i>This dress fits you well.</i> (= is the right size)	<i>They are fitting air conditioners in the school.</i> (= are putting)
<i>Sarah looks like she's about to cry.</i> (= appears)	<i>He is looking at my photos from Africa.</i> (= is taking a look at)

Note: The verb *enjoy* can be used in continuous tenses to express a **specific preference**. *She enjoys jogging in the park.* (general preference) **BUT** *The children are enjoying themselves at the water park.* (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.

I feel ill. = *I'm feeling ill.*

Present perfect

Form: *have/has* + past participle

AFFIRMATIVE	NEGATIVE
<i>I/You/We/They have/ 've arrived.</i> <i>He/She/It has/ 's arrived.</i>	<i>I/You/We/They have not/ haven't arrived.</i> <i>He/She/It has not/ hasn't arrived.</i>
INTERROGATIVE	SHORT ANSWERS
<i>Have I/you/we/they arrived?</i> <i>Has he/she/it arrived?</i>	<i>Yes, I/you/we/they have./</i> <i>No, I/you/we/they haven't.</i> <i>Yes, he/she/it has./</i> <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.
Alex has been friends with Ben for ten years. (= He met Ben ten years ago and they're still friends.)
- to talk about a **past action** which has a **visible result** in the **present**. *Gary has shaved his beard. He looks younger.*

- for actions which happened at an **unstated time** in the **past**. The action is more important than the time it happened. *She **has cleaned** her room.* (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. *He **has called** you three times today.* (The time period – today – is not over yet. He may call again.)
- for **recently completed actions**. *Lenny **has just hoovered** the carpets.* (The action is complete. The carpets are now clean.)
- for **personal experiences/changes** which have happened. *It's the first time we **have travelled** to Asia.*

Time expressions used with the **present perfect**:

- already** (normally in affirmative sentences)
*You don't need to call the waiter. I **have already** ordered.*
- yet** (normally in interrogative or negative sentences)
*Have you watered the flowers **yet**?
He **hasn't** returned from work **yet**.*
- just** (normally in affirmative sentences to show that an action finished a few minutes earlier)
*Emma **has just** left for the gym.*
- ever** (normally in affirmative and interrogative sentences)
*Mr Smith is the funniest teacher we've **ever** had.
Have you **ever** tried Mexican food?*
- never** (negative meaning)
*They **have never** argued with each other.
Donna **has never** missed a day's work.*
- for** (over a period of time)
*He **hasn't** visited his grandparents **for** days.*
- since** (from a starting point in the past)
*Kate **has changed** her mind many times **since** yesterday.*
- recently** (normally in affirmative or interrogative sentences) *They **have recently** promoted him to manager. Have you seen a good film **recently**?*
- so far** (normally in affirmative sentences)
*She **has emailed** me three times **so far**.*

have gone (to)/have been (to)/have been in

- Anna **has gone to** the cinema.* (She's on her way to the cinema or she's there now. She hasn't come back yet.)
- Vicky **has been to** Nepal.* (She went to Nepal but she isn't there now. She's come back.)
- They **have been in** this shop for an hour.* (They're in the shop now.)

Present perfect continuous

Form: *have/has + been + verb -ing*

AFFIRMATIVE	NEGATIVE
I/You/We/They have/ 've been working. He/She/It has/'s been working.	I/You/We/They have not/ haven't been working. He/She/It has not/hasn't been working.
INTERROGATIVE	SHORT ANSWERS
Have I/you/we/they been working? Has he/she/it been working?	Yes, I/you/we/they have./ No, I/you/we/they haven't. Yes, he/she/it has./ No, he/she/it hasn't.

Use

We use the **present perfect continuous**:

- to place **emphasis** on the **duration of an action** which started in the past and continues up to the present.
*Ian **has been surfing** the Net all day.*
- 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**.
*Ruth is tired. She's **been working** nonstop for ten hours.*
- to express **anger, irritation, annoyance or criticism**.
*Who **has been making** all this noise? (annoyance)*

Time expressions used with the **present perfect continuous**: since, for, how long (to place emphasis on duration)

Comparatives/Superlatives

- We use the **comparative** to compare one person or thing with another. We use the **superlative** to compare one person or thing with others of the same group. *Our new coach is **younger than** our previous one. He's **the youngest** coach our team has ever had.*
- We often use **than** after a comparative.
*Her hair is **darker than** mine.*
- We normally use **the** before a superlative. We can use **in** or **of** after superlatives. We often use **in** with places.
*He is **the best of** all the hunters in the village.
The chief is **the most important** person in the tribe.*

Formation of comparatives and superlatives

Adjectives of **one-syllable** add **-(e)r/-(e)st** to form their comparative and superlative forms

	COMPARATIVE	SUPERLATIVE
<i>clean</i>	<i>cleaner (than)</i>	<i>the cleanest (of/in)</i>
<i>safe</i>	<i>safer (than)</i>	<i>the safest (of/in)</i>
<i>thin</i>	<i>thinner (than)</i>	<i>the thinnest (of/in)</i>

Grammar Reference

Adjectives of two-syllables ending in *-ly*, *-y*, *-w* also add *-er/-est* or *-ier/-iest*

	COMPARATIVE	SUPERLATIVE
<i>ugly</i> <i>messy</i>	<i>uglier (than)</i> <i>messier (than)</i>	<i>the ugliest (of/in)</i> <i>the messiest (of/in)</i>

Adjectives of two or more syllables take *more/most*

	COMPARATIVE	SUPERLATIVE
<i>active</i> <i>capable</i>	<i>more active (than)</i> <i>more capable (than)</i>	<i>the most active (of/in)</i> <i>the most capable (of/in)</i>

Note: *clever, common, cruel, friendly, gentle, narrow, pleasant, polite, quiet, shallow, simple, stupid* form their comparatives and superlatives either with *-er/-est* or with *more/the most*. *friendly* – *friendlier/more friendly* – *the friendliest/the most friendly*

Adverbs

- With adverbs that have **the same form** as their adjectives (*hard, fast, free, late, high, early, low, deep, long, near, straight*), we add *-er/-est*. *low* – *lower* – *the lowest*
- Adverbs formed by adding *-ly* to the adjective take *more* in the comparative and *most* in the superlative form. *angrily* – *more angrily* – *the most angrily*

IRREGULAR FORMS		
Adjective/Adverb	Comparative	Superlative
<i>good/well</i>	<i>better</i>	<i>best</i>
<i>bad/badly</i>	<i>worse</i>	<i>worst</i>
<i>little</i>	<i>less</i>	<i>least</i>
<i>much/many</i>	<i>more</i>	<i>most</i>
<i>far</i>	<i>farther/further</i>	<i>farthest/furthest</i>

Notes:

- We can use *elder/eldest* for people in the same family. *Chris is my eldest brother.*
- further/farther* (adv) = longer (in distance)
further (adj) = more
The train station is further/farther down the street.
Let me know if you require further assistance.

Study the examples:

- very* + adjective/adverb: *Harry is a very athletic person.*
- much* + comparative form of adjective/adverb: *Kate's eyes are much bigger than her sister's.*
- a bit/a little/far/slightly* + comparative form of adjective/adverb: *Her marks are far better now that she's studying more.*
- by far* + superlative form of adjective/adverb: *Jason is by far the most generous person I know.*

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*.

Ben is as hard-working as Demi. His cooking isn't as good as his mother's.

- less* + adjective + *than* (expresses the difference between two people or things). The opposite is *more ... than*. *John is less busy than usual.*
- the least* + adjective + *of/in* (compares one person or thing to two or more people or things in the same group). The opposite is *the most ... of/in*.
She's the least patient person in the family.
- comparative* + *and* + *comparative* (to show that something is increasing or decreasing). *The weather is getting warmer and warmer.*
- the* + *comparative ...*, *the* + *comparative* (shows that two things change together, or that one thing depends on another thing)
The more you practise, the sooner you'll improve.
- the same as* *His speech was the same as last year's.*
- twice/three times etc/half as* + adjective + *as*
I paid twice as much as Jack did for the same mobile.
The article wasn't half as informative as he'd hoped.

Exclamations

Exclamations are words or sentences used to express admiration, surprise, etc. To form **exclamatory sentences**, we can use *how*, *what (a/an)*, *so*, *such (a/an)*, or a **negative question form**.

- how* + adjective/adverb
How clever that little boy is! How well she sings!
- what a/an* (+ adjective) + singular countable noun
What a silly mistake! What a film!
- what* (+ adjective) + plural/uncountable noun
What kind neighbours! What heavy luggage!

Plurals/Irregular plurals

Nouns are made **plural** by adding:

<i>-s</i>	to the noun <i>pot – pots, table – tables, etc</i>
<i>-es</i>	to nouns ending in <i>-s, -ss, -sh, -ch, -x, -o</i> <i>gas – gases, glass – glasses, bush – bushes, bench – benches, fox – foxes, hero – heroes</i>
<i>-ies</i>	to nouns ending in a consonant + y <i>baby – babies, fly – flies</i>
<i>-ves</i>	to nouns ending in <i>-f/-fe</i> <i>wolf – wolves, loaf – loaves BUT roof – roofs</i>

Note:

- Nouns ending in a **vowel + o** (*studio*) or **double o** (*kangaroo*) take *-s* *studio – studios, kangaroo – kangaroos*
- Some nouns ending in *-o* can take either *-es* or *-s*.
buffalo – buffaloes/buffalos, tornado – tornadoes/tornados
- Nouns ending in a **vowel + y** take *-s* in the plural.
ashtray – ashtrays, toy – toys

Irregular plurals: *man – men, woman – women, foot – feet, tooth – teeth, goose – geese, louse – lice, mouse – mice, child – children, person – people, sheep – sheep, deer – deer, fish – fish, salmon – salmon, ox – oxen, aircraft – aircraft*

Countable/Uncountable/Plural nouns

Countable nouns are nouns which we **can count**. They have a **singular** and **plural** form.

one tree, two trees, three trees

- We put **a/an** before countable nouns in the singular.
a + consonant sound *a bag, a door*
an + vowel sound *an honour, an undercoat*
- We put **some** before countable nouns in the plural.
She gave me some books for my birthday.
- Uncountable nouns** are followed by a verb in the singular. We do not use **a/an** with uncountable nouns. We can use **some**.

food	yoghurt, flour, rice, salt, butter, bread, etc
liquids	coffee, oil, tea, milk, lemonade, etc
materials	plastic, iron, wood, glass, crystal, gold, etc
subjects	geography, science, etc
sports	rugby, volleyball, etc
languages	French, Italian, etc
abstract nouns	information, knowledge, love, education, freedom, advice, etc
other	hair, money, equipment, luggage, fun, news, furniture, weather, rubbish, etc

- We can use uncountable nouns with the following phrases of quantity when we want to say how much of something there is.

a can – **a can** of beans; a bottle – **a bottle** of juice; a glass – **a glass** of water; a carton – **a carton** of milk; a cup – **a cup** of coffee; a bowl – **a bowl** of sugar; a jar – **a jar** of jam; a packet – **a packet** of crisps; a slice – **a slice** of bread; a loaf – **a loaf** of bread; a kilo – **a kilo** of rice; a bar – **a bar** of soap; a lump – **a lump** of butter; a piece – **a piece** of cake

- Plural nouns are nouns which represent a group of people or things and are followed by a plural verb. These include:

a) objects which consist of two parts such as **trousers, shorts, pyjamas, tights, glasses, scissors**, etc. *My pyjamas are very warm.* We can use a **singular verb** and the phrase **a pair of** before objects which consist of two parts. *My new pair of glasses was quite expensive.*

b) nouns such as **people, police, clothes**, etc. *The people upstairs are quite noisy.*

Linking words

Linking words show the logical relationship between sentences or parts of a sentence.

Positive Addition	and, both ... and, too, besides (this/that), moreover, what is more, in addition (to), also, as well as (this/that), furthermore, etc	<i>Nora speaks both German and French.</i>
Negative Addition	neither ... nor, nor, neither, either	<i>Neither Pat nor Don plays tennis.</i>
Contrast	but, although, in spite of, despite, while, whereas, even though, on the other hand, however, yet, still, etc	<i>The Hadza men do the hunting, while the women gather berries.</i>
Giving Examples	such as, like, for example, for instance, especially, in particular, etc	<i>I prefer bright colours such as yellow and red.</i>
Cause/Reason	as, because, because of, since, for this reason, due to, so, as a result (of), etc	<i>He quit running due to a serious knee injury.</i>
Condition	if, whether, only if, in case of, in case, provided (that), providing (that), unless, as/so long as, otherwise, or (else), on condition (that), etc	<i>You'll get a promotion only if you work hard.</i>
Purpose	to, so that, so as (not) to, in order (not) to, in order that, in case, etc	<i>He grows crops in order to feed his family.</i>
Effect/Result	such/so ... that, so, consequently, as a result, therefore, for this reason, etc	<i>He's so mean that not too many people like him.</i>

Grammar Reference

Time	when, whenever, as, as soon as, while, before, until/till, after, since, etc	<i>He wants to travel abroad after he retires.</i>
Place	where, wherever	<i>Nomads go wherever there is enough food for them and the animals they raise.</i>
Exception	except (for), apart from	<i>The shop is open every day except Sunday.</i>
Relatives	who, whom, whose, which, what, that	<i>That's the student whose essay was published in the paper.</i>
Listing Points/Events	To begin: initially, first, at first, firstly, to start/begin with, first of all, etc	<i>First, babies start crawling around the house.</i>
	To continue: secondly, after this/that, second, afterwards, then, next, etc	<i>Next, they learn how to stand on their feet.</i>
	To conclude: finally, lastly, in the end, at last, eventually, etc	<i>Eventually, they start walking and running properly.</i>
Summarising	in conclusion, in summary, to sum up, on the whole, all in all, altogether, in short, etc	<i>In short, there is no easy solution to the problem of global warming.</i>

Module 2

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 looked/ran.	
NEGATIVE	
I/You did not/didn't look/run. He/She/It did not/didn't look/run. We/You/They did not/didn't look/run.	
INTERROGATIVE	SHORT ANSWERS
Did I/you/he/she/it/we/they look/run?	Yes , I/you/he/she/it/we/they did. No , I/you/he/she/it/we/they didn't.

Spelling

- We add **-d** to verbs ending in **-e**. *I **bake** – I **baked***
- For verbs ending in **consonant + -y**, we drop the **-y** and add **-ied**. *I **cry** – I **cried***
- 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**.

*Apollo 13 **set off** for the moon in 1970. (When? In 1970 – time stated)*

*The lift-off **took place** at Kennedy Space Center. (When? time implied/already known, in 1970)*

• past habits.

*He **watched** a weekly TV show about space exploration when he was little.*

- past actions which happened **one immediately after the other**. *The astronaut **finished** the routine check, **returned** to the spacecraft and **wrote** a report.*

- past actions which **won't take place again**.

*They **discovered** water on Mars in 2013.*

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>They have put out the fire. (We don't know when.)</i>	an action which happened at a stated time in the past. <i>Sam moved to London last year. (When? Last year. The time is mentioned.)</i>
an action which started in the past and is still continuing in the present. <i>Mark has worked for NASA since 2010. (He still works for NASA.)</i>	an action which started and finished in the past. <i>The spacecraft returned to Earth. (It's not in space now.)</i>

Past continuous

AFFIRMATIVE	NEGATIVE
I/He/She/It was sitting . We/You/They were sitting .	I/He/She/It wasn't sitting . We/You/They weren't sitting .
INTERROGATIVE	SHORT ANSWERS
Was I/he/she/it sitting ? Were we/you/they sitting ?	Yes, I/he/she/it was. No, I/he/she/it wasn't. Yes, we/you/they were. No, we/you/they weren't.

We use the **past continuous** for:

- an action which was **in progress** at a stated time in the past. We do not know when the action started or finished.

*It **was raining** at midnight 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).

*Lydia **was walking** down the street when the ground **started shaking**.*

- two or more actions which were happening at the same time in the past (**simultaneous actions**).

*While the tsunami **was approaching** the coast, the people **were going** to higher ground.*

- to give **background information** in a story.

*It **was an awful night**. It **was raining** heavily and the river **was starting** to flood.*

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>A tornado destroyed the town in 2011.</i>	actions in progress at a stated time in the past. <i>A cold wind was blowing yesterday morning.</i>
actions which happened one after the other in the past. <i>The firefighters broke a window, entered the house and rescued the family.</i>	two or more actions which were happening at the same time in the past. <i>It was snowing heavily as he was driving home.</i>

used to – would – Past simple – be/get used to

- We use **used to/past simple** to talk about past habits or actions that happened regularly in the past, but no longer happen. *He **used to go/went** camping every summer.* (He 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. *I **used to go/went** to the Space Museum very often. **BUT** He **used to have** a canoe.* (NOT: ~~He would have a canoe.~~)
- We use the **past simple** for an action that happened at a definite time in the past. *The forest **burned down** last year.* (NOT: ~~The forest **used to burn down** last year.~~)
- We use **be used to + noun/pronoun/-ing form** to talk about habits (= be accustomed to/be in the habit of). *Bart **isn't used to living** alone.*
- We use **get used to + noun/pronoun/-ing form** to talk about habits (= become accustomed to). *I **hope** I **can get used to living** in a cold country.*

Past perfect

Form: subject + **had** + past participle of the main verb

AFFIRMATIVE	NEGATIVE
I/You/He, etc had taken .	I/You/He, etc had not/hadn't taken .
INTERROGATIVE	SHORT ANSWERS
Had I/you/he, etc taken ?	Yes, I/you/he, etc had . No, I/you/he, etc hadn't .

We use the **past perfect**:

- for an action which **finished before another past action** or **before a stated time in the past**. *The storm **had passed** by the time we **woke up**.* (past perfect: **had passed** before another past action: **woke up**). *They **had evacuated** the town by noon.* (before a stated time in the past: **by noon**).
- for an action which finished in the past and whose result was visible at a later point in the past.
*Aaron **was upset** because he **had heard** some bad news.*

Note: The **past perfect** is the past equivalent of the **present perfect**. *There **was no snow** on the ground – the sun **had melted** it.* (present perfect: *There **is no snow** on the ground – the sun **has melted** it.*)

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 had been running .	I/You/He/She/It/We/They had not/hadn't been running .
INTERROGATIVE	SHORT ANSWERS
Had I/you/he, etc been running ?	Yes, I/you/he/she/it/we/they had . No, I/you/he/she/it/we/they hadn't .

Grammar Reference

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*.

*The rescuers **had been searching** for three hours before they found the missing climbers.*

- for an action which lasted for some time in the past and whose result was visible in the past. *It **had been raining** for two days, so the streets were flooded.*

Note: The **past perfect continuous** is the past equivalent of the **present perfect continuous**. *The ground **was** white because it **had been snowing** all day.* (present perfect continuous: *The ground **is** white because it **has been snowing** all day.*)

Time expressions used with the past perfect continuous:
for, since, how long, before, until, etc

Adjectives

Adjectives describe nouns. They have the same form in the singular and plural. They go before nouns (*a nice view*) but after the verbs *be*, *look*, *smell*, *sound*, *feel*, *taste*, *seem*, *appear*, *become*, *get*, *stay*, etc. *You **sound** unsure. He **got** angry.*

- There are **opinion adjectives** and **fact adjectives**. **Opinion adjectives** (*ugly*, *amazing*, etc) show what a person thinks of somebody or something. **Fact adjectives** (*big*, *short*, *old*, etc) give us factual information about age, size, colour, origin, material, etc.
- We can also use **nouns as adjectives** before other nouns. When nouns are used as adjectives, they have no plural form. ***ticket** inspector – **ticket** inspectors*
- Certain **adjectives** can be used metaphorically: ***silky** skin* (= skin that is smooth and soft, like silk), **BUT** *a **silk** shirt* (= a shirt made of silk); *a **stony** face* (= a cold, emotionless face), **BUT** *a **stone** fence* (= a fence made of stone); ***golden** hair* (= hair the colour of gold), **BUT** *a **gold** ring* (= a ring made of gold); ***feathery** leaves* (= leaves that are soft and delicate), **BUT** *a **feather** pillow* (= a pillow made with feathers); *a **metallic** colour* (= a colour which looks like metal), **BUT** *a **metal** gate* (= a gate made of metal).

Order of adjectives

When there are two or more **adjectives** in a sentence, they normally go in the following order:

	OPINION	FACT							
		size	age	shape	colour	origin	material	used for/ be about	noun
It's a	lovely	big	new	round	white	Italian	glass	dinner	table.

- We do not usually use a long list of adjectives before a single noun. A noun is usually described by one, two or three adjectives at the most. *a **great, new, sports** car*
- Ordinal numbers (*first*, *second*, *third*, etc) go before cardinal numbers (*one*, *two*, *three*, etc). *The **last two** runners.* (NOT: ~~the two last runners~~.)

- The **adjectives** *afraid*, *alike*, *alive*, *alone*, *ashamed*, *asleep*, *awake*, *content*, *glad*, *ill*, *pleased*, etc are never followed by a noun. *Peter **is** asleep. She **lives** alone.*
- The **adjectives** *chief*, *elder*, *eldest*, *former*, *indoor*, *inner*, *main*, *only*, *outdoor*, *outer*, *principal*, *upper* are always followed by nouns. *He **is** the former company president.*
- Certain **adjectives** are used with *the* as nouns to refer to groups of people in general. These are: *elderly*, *middle-aged*, *old*, *young*, *blind*, *dead*, *deaf*, *disabled*, *living*, *sick*, *homeless*, *hungry*, *poor*, *rich*, *strong*, *unemployed*, *weak*, etc. *The **young** are used to new technologies.* (= young people in general) **BUT** *The **young people** in my area are asking for free public Wi-Fi.* (We refer to a specific group of young people.) When we talk about one person we say *A/The **poor** man/woman, A/The **deaf** boy/girl*, etc. *Anna gave her old clothes to a **poor** woman who lives down the street.* (We refer to a specific poor woman.)

Adverbs

- Adverbs** describe verbs and past participles, adjectives or other adverbs. *It **snowed** heavily. A **poorly** written story. An **extremely** hot summer. He did **reasonably well** in the test.*
- An **adverb** can be one word (*quickly*) or a phrase (*at noon*). Adverbs can describe manner (*how*), place (*where*), time (*when*), frequency (*how often*), degree (*to what extent*), etc.
*She **dances gracefully**.* (How does she dance? Gracefully. → adverb of manner)
*She **always** shops **at the corner** shop.* (Where does she always shop? At the corner shop. → adverb of place)
*Jim **is** leaving **tomorrow**.* (When is Jim leaving? Tomorrow. → adverb of time)
*It **rarely** rains in the desert.* (How often does it rain in the desert? Rarely. → adverb of frequency)

Formation of adverbs

- We usually form an **adverb** by adding **-ly** to the adjective. *sudden – suddenly*
- Adjectives ending in **-le** drop the **-e** and take **-y**. *possible – possibly*
- Adjectives ending in **consonant + -y** drop the **-y** and take **-ily**. *easy – easily*
- Adjectives ending in **-l** take **-ly**. *legal – legally*
- Adjectives ending in **-ic** usually take **-ally**. *magic – magically BUT public – publicly*
- Some **adverbs** do not follow these rules. *good – well, fast – fast, hard – hard, early – early, late – late*

Order of adverbs

- Adverbs of frequency** go after the auxiliary verb (*be, have, do*), but before the main verb. *I **have** **always** wanted to travel to space. She **is** **never** rude. He **often** watches space documentaries.*
- Adverbs of manner** go before the main verb, after the auxiliary verb or at the end of the sentence. *Water **quickly** filled the room. The weather **is** **slowly** improving. He broke his leg **badly**.*
- Adverbs of degree** (*absolutely, completely, totally, extremely, very, quite, rather*, etc) go before an adjective, an adverb or the main verb, but after the auxiliary verb. *It **is** **very** windy today. The flood **totally** ruined my garden. They **are** **completely** lost.*
- Adverbs of place and time** usually go at the end of the sentence. *They're having fun **on the beach**.*
- Adverbs of time**, such as *soon, now, now and then, just*, go before the main verb, but after the auxiliary verb. *She **soon** realised she was lost. They **have** **just** launched the spacecraft.*
- We can put an **adverb** at the **beginning** of a sentence if we want to **emphasise** it. ***Suddenly**, the lights went out. (manner)*
***A tropical island** is where I'd like to spend my summer. (place)*
***Last night**, there was an earthquake. (time)*
- When there are two or more **adverbs** in the same sentence, they usually go in the following order: **manner – place – time**. *They waited **patiently** **at the hospital** **for four hours**.*
- If there is a **verb of movement**, such as *go, come* and *leave* in the sentence, the adverbs usually go in the following order: **place – manner – time**. *He left **for the hospital** **hurriedly** **this morning**.*

Adverbs of degree

	very (+++)	rather (++)	a little (+)
with adjectives, adverbs or verbs	just, awfully, absolutely, totally, really, terribly, simply <i>That was terribly loud thunder.</i>	quite, rather <i>It's quite a nice day today.</i>	a little, a bit <i>I feel a bit chilly.</i>
with adjectives or adverbs	very, extremely <i>Space travel must be very exciting.</i>	pretty, fairly <i>It was a pretty dangerous mission.</i>	slightly <i>The car is slightly used.</i>
with verbs or the comparative degree	very much, a lot <i>I very much hope to meet an astronaut one day.</i>	rather <i>We were rather pleased with the news.</i>	not much <i>It isn't much hotter today.</i>

Module 3

Future simple

Form: subject + **will** + main verb

AFFIRMATIVE	NEGATIVE
I/You/He/She/It/We/They will /I'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 . No , I/you/he/she/it/we/they won't .

Use

We use the **future simple**:

- for **on-the-spot decisions**.
*This is a good post. I'll **apply** for it.*
- 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 the manager **will** give me a promotion. Perhaps Jenny **will** finish the report on time.*
- for **promises**. (usually with the verbs *promise, swear*, etc.) *I promise I'll **help** you write your CV later., threats If you hand in your essay late, I **will not** accept it., warnings You should leave now or you'll **miss** your interview., hopes She hopes her new colleagues **will** like her., offers I'll **drive** you to work tomorrow.*

Grammar Reference

- for actions/events/situations which will **definitely happen** in the future and which we cannot control. *It will be spring soon.*

Time expressions used with the **future simple**: tomorrow, the day after tomorrow, next week/month/year, tonight, soon, in a week/month/year, etc.

be going to

Form: subject + verb **to be** (am/is/are) + **going to** + bare infinitive of the main verb

AFFIRMATIVE	I am/'m He/She/It is/'s We/You/They are/'re	} going to stay.
NEGATIVE	I am not He/She/It is not We/You/they are not/aren't	} going to stay.
INTERROGATIVE	Am I Is he/she/it Are we/you/they	} going to stay?
SHORT ANSWERS	Yes, I am./No, I'm not. Yes, he/she/it is./ No, he/she/it isn't. Yes, we/you/they are./ No, we/you/they aren't.	

Use

We use **be going to**:

- to talk about **future plans** and intentions. *She's going to buy a bigger desk.* (She's planning to ...)
- to make **predictions based on what we see or know**. *Be careful! You're going to spill ink on your papers.*
- to talk about **things we are sure about** or we have already decided to do in the near future. *They're going to hire Jim Nelson.* (They have already decided to do it.)

Present simple/Present continuous (future meaning)

- We can use the **present simple** to talk about **schedules** or **timetables**. *School starts next week.*
- We use the **present continuous** for **fixed arrangements** in the near future. *Lyn is starting her new job tomorrow.*
- We use the **present continuous** for **changing or gradually developing situations**. *More and more students are doing post-graduate degrees.*

Future continuous

Form: subject + **will** + **be** + verb **-ing**

AFFIRMATIVE	NEGATIVE
I/You/He/She/It/We/They will/'ll be closing.	I/You/He/She/It/We/They will not/won't be closing.
INTERROGATIVE	SHORT ANSWERS
Will I/you/he/she/it/we/they be closing?	Yes, I/you/he/she/it/we/they will. No, I/you/he/she/it/we/they won't.

We use the **future continuous** for:

- actions which will be **in progress** at a **stated future time**.
They'll be moving to their new offices this time next Monday.
- actions which will **definitely happen** in the future as a result of a **routine** or **arrangement**.
They'll be holding interviews all day tomorrow.
- when we **ask politely** about someone's **plans for the near future**. (to see if they can do sth for us or because we want to offer to do sth for them)
Will you be driving to work tomorrow? I need a lift.

Future perfect

Form: **will** + **have** + past participle of the main verb

AFFIRMATIVE	NEGATIVE
I/You/He/She/It/We/They will/'ll have gone.	I/You/He/She/It/We/They will not/won't have gone.
INTERROGATIVE	SHORT ANSWERS
Will I/you/he/she/it/we/they have gone?	Yes, I/you/he/she/it/we/they will. No, I/you/he/she/it/we/they won't.

We use the **future perfect** for actions that **will have finished** before a stated time in the future.

The lecture will have finished by noon.

Time expressions used with the **future perfect**: before, by, by then, by the time, until/till, etc
Note: *by* or *not ... until/till* are used with **future perfect**. *Until/till* are normally used with **future perfect** only in negative sentences.

Time clauses

- Time clauses** 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. *My first class starts after 9:00 am.*

- Time clauses follow the rule of the sequence of tenses.

MAIN CLAUSE	TIME CLAUSE
present/future form	present form
<i>She'll email you the report before she leaves.</i> (NOT: <i>will leave</i>)	
MAIN CLAUSE	TIME CLAUSE
past form	past form
<i>He found work as soon as he graduated.</i>	

- When the time clause precedes the main clause, a comma is used. When the time clause follows, no comma is used.
After school, Sue goes to the gym.
BUT *Sue goes to the gym after school.*

Module 4

The passive

Form

We form the **passive** with the verb **to be** in the appropriate tense and the **past participle** of the main verb.
Read the table:

	ACTIVE	PASSIVE
Present Simple	<i>Ben sells cars.</i>	<i>Cars are sold by Ben.</i>
Present Continuous	<i>Ben is selling cars.</i>	<i>Cars are being sold by Ben.</i>
Past Simple	<i>Ben sold cars.</i>	<i>Cars were sold by Ben.</i>
Past Continuous	<i>Ben was selling cars.</i>	<i>Cars were being sold by Ben.</i>
Present Perfect Simple	<i>Ben has sold cars.</i>	<i>Cars have been sold by Ben.</i>
Past Perfect Simple	<i>Ben had sold cars.</i>	<i>Cars had been sold by Ben.</i>
Future Simple	<i>Ben will sell cars.</i>	<i>Cars will be sold by Ben.</i>
Infinitive	<i>Ben has to sell cars.</i>	<i>Cars have to be sold by Ben.</i>
Modal Verbs	<i>Ben can sell cars.</i>	<i>Cars can be sold by Ben.</i>

We use the **passive**:

- when the person/people doing the action is/are **unknown, unimportant** or **obvious from the context**. *The art gallery was burgled yesterday.* (We don't know who burgled it.)
The talent show winner will be announced tomorrow. (Who will make the announcement is unimportant.)
The art thieves were arrested yesterday. (It's obvious that the police arrested them.)

- when the **action** itself is **more important** than the **person/people** doing it, as in **news headlines, newspaper articles, advertisements, instructions, formal notices, processes, etc.**

The book signing will be held at a hotel.

- when we want to **avoid taking responsibility** for an action or when we refer to an unpleasant event and we do not want to say who or what is to blame.

The exhibition was organised poorly.

- to **emphasise** the agent.

The novel was praised by top critics.

- to make statements **more formal** or **polite**.

My book has been torn. (More polite than saying "You tore my book.")

Changing from the active to the passive:

- The **object** of the active sentence becomes the **subject** in the passive sentence.
- The active verb remains in the same tense but changes into passive form.
- The **subject** of the active sentence becomes the **agent**, and is either introduced with the preposition **by** or is omitted.

	Subject	Verb	Object
ACTIVE	<i>Mary</i>	<i>wrote</i>	<i>the story.</i>
	↓	↓	↓
	Subject	Verb	Agent
PASSIVE	<i>The story</i>	<i>was written</i>	<i>by Mary.</i>

Only transitive verbs (verbs that take an object) can be changed into the passive. *This painting belongs to me.* (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 costume fits the actor perfectly.* (NOT: ~~The actor is fitted by the costume perfectly.~~)

- Let** becomes **be allowed to** in the passive.
They let us go backstage. – We were allowed to go backstage.
- 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 film I'd recorded got erased.
- 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 sculpture was created by my brother. It was made with clay.*
- The agent can be **omitted** when the subject is **they, he, someone/somebody, people, one**, etc. *The show will be cancelled.* (= They will cancel the show.)
- 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 Avengers was directed by Joss Whedon.
- With verbs which can take two objects, such as **bring, tell, send, show, teach, promise, sell, read**,

Grammar Reference

offer, give, lend, etc we can form two different passive sentences.

Hans gave Pat a book. (active) *Pat was given a book by Hans.* (passive, more common) *A book was given to Pat by Hans.* (passive, less common)

- In passive questions with **who**, **whom** or **which** we do not omit **by**. *Who will direct the play? Who will the play be directed by?*
- The verbs **hear**, **help**, **see** and **make** are followed by a bare infinitive in the active, but a to-infinitive in the passive. *She made him replace the book he'd lost.* (active) *He was made to replace the book he'd lost.* (passive)

Causative form

- We use **have + object + past participle** to say that we have arranged for someone to do something for us. *Julie is having her costume repaired.* (She's not repairing it herself.)
- Questions and negations in the causative are formed with **do/does** (present simple) or **did** (past simple) + **have + object + past participle**.
When did he have his first book published?

	ACTIVE	CAUSATIVE
Present Simple	<i>She cleans her brushes.</i>	<i>She has her brushes cleaned.</i>
Present Continuous	<i>She is cleaning her brushes.</i>	<i>She is having her brushes cleaned.</i>
Past Simple	<i>She cleaned her brushes.</i>	<i>She had her brushes cleaned.</i>
Past Continuous	<i>She was cleaning her brushes.</i>	<i>She was having her brushes cleaned.</i>
Future Simple	<i>She will clean her brushes.</i>	<i>She will have her brushes cleaned.</i>
Future Continuous	<i>She will be cleaning her brushes.</i>	<i>She will be having her brushes cleaned.</i>
Present Perfect Simple	<i>She has cleaned her brushes.</i>	<i>She has had her brushes cleaned.</i>
Present Perfect Continuous	<i>She has been cleaning her brushes.</i>	<i>She has been having her brushes cleaned.</i>
Past Perfect	<i>She had cleaned her brushes.</i>	<i>She had had her brushes cleaned.</i>
Past Perfect Continuous	<i>She had been cleaning her brushes.</i>	<i>She had been having her brushes cleaned.</i>
Infinitive	<i>She needs to clean her brushes.</i>	<i>She needs to have her brushes cleaned.</i>
-ing form	<i>She keeps cleaning her brushes.</i>	<i>She keeps having her brushes cleaned.</i>
Modal Verbs	<i>She should clean her brushes.</i>	<i>She should have her brushes cleaned.</i>

Notes:

- We also use **the causative form** to say that something unpleasant or unexpected happened to somebody.
Jack had his artworks destroyed in the fire.
- We can use **get** instead of **have** only in informal conversation.
She should get her book turned into a film.
- **Make/Have + object (person) + bare infinitive** are used to express that someone causes someone else to do something, but their meaning is slightly different. *Kim made me read her poem.* (She insisted that I read her poem.) *She had an art dealer examine the painting.* (She asked an art dealer to examine the painting.)
- **Get + object (person) + (to-infinitive)** shows that someone persuades someone else to do something.
They got a celebrity to host the show. (They persuaded a celebrity to host the show.)

Reflexive/Emphatic pronouns

I – myself	he – himself	we – ourselves
you – yourself	she – herself	you – yourselves
	it – itself	they – themselves

We use **reflexive pronouns**:

- with verbs such as **behave**, **burn**, **cut**, **enjoy**, **hurt**, **introduce**, **kill**, **look at**, **teach**, etc or with **prepositions** when the subject and the object of the verb are the same person. *Nancy (subject) hurt herself (object) as she was getting off the stage.*
- in the following expressions: **enjoy yourself** (have a good time), **behave yourself** (be good), **help yourself** (you are welcome to take sth if you want). *Everyone enjoyed themselves at the gallery opening event.*

We use **emphatic pronouns**:

- with the preposition **by** when we mean alone/without company or without help (on one's own). *He came up with an idea for a play by himself/on his own.*
- to emphasise the subject or the object of a sentence. *The children made the stage props themselves.* (The children made the stage props. No one else did.) *The author signed the autograph himself.* (The author signed the autograph, not someone else.)

Notes:

- We do not normally use reflexive pronouns with the verbs **concentrate**, **feel**, **meet** and **relax**. *He finds it hard to relax after a long meeting.* (NOT: ~~He finds it hard to relax himself after a long performance.~~)
- Reflexive pronouns are used with the verbs **dress**, **wash** and **shave** when we want to show that someone did something with a lot of effort. *Having broken both arms, she found it difficult to wash herself.*

Module 5

Reported speech

Direct speech is the exact words someone said. We use quotation marks in direct speech.

Reported speech is the exact meaning of what someone said, but not the exact words. We do not use quotation marks in reported speech. The word **that** can either be used or omitted after the introductory verb (*say, tell, etc.*).

Say – Tell

- **say + no personal object**
Diane said (that) she was looking for work.
- **say + to + personal object**
Diane said to me (that) she was looking for work.
- **tell + personal object**
Diane told me (that) she was looking for work.
- We use **say + to-infinitive** but never **say about**. We use **tell sb, speak/talk about**.
Jake said to turn off the lights before leaving.
He told me/spoke/talked about volunteering at the youth centre.

SAY	hello, good morning/afternoon, etc something/nothing, so, a few words, no more, for certain/sure, sorry, etc
TELL	the truth, a lie, a story, a secret, a joke, the time, the difference, one from another, somebody one's name, somebody the way, somebody so, someone's fortune, etc
ASK	a question, a favour, the price, about somebody, the time, around, for something/somebody, etc

Reported statements

- In reported speech, personal/possessive pronouns and possessive adjectives change according to the meaning of the sentence.
Pete said, "I've recycled my old books." (direct statement)
Pete said (that) he had recycled his old books. (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: *June said, "I participated in clean-up day."*

Reported speech: *June said that she participated/had participated in clean-up day.*

Out-of-date reporting

The introductory verb is in the past simple and the tenses change as follows:

DIRECT SPEECH	REPORTED SPEECH
Present simple → Past simple	
"I ride a bike."	She said (that) she rode a bike.
Present continuous → Past continuous	
"The tap is dripping."	He said (that) the tap was dripping.
Present perfect → Past perfect	
"I have adopted a stray dog."	She said (that) she had adopted a stray dog.
Past simple → Past simple or Past perfect	
"I stopped using my car."	He said (that) he stopped/had stopped using his car.
Past continuous → Past continuous or Past Perfect continuous	
"They were talking about the new homeless shelter."	She said (that) they were talking/had been talking about the new homeless shelter.
Will → Would	
"Ron will join WWF."	He said (that) Ron would join WWF.

- Certain words and time expressions change according to the meaning as follows:
now → then, immediately
today → that day
yesterday → the day before, the previous day
tomorrow → the next/following day
this week → that week
last week → the week before, the previous week
next week → the week after, the following week
ago → before
here → there
- Verb tenses **change** in reported speech when we consider what the speaker said to be untrue.
Bicycles cause air pollution. → *He said that bicycles caused air pollution.* (We know they do not.)
- Verb tenses can **either change or remain the same** in reported speech when reporting a **general truth** or **law of nature**. *The expert said, "Pandas are endangered."* → *The expert said (that) pandas are/were endangered.*
- Verb tenses remain the **same** in reported speech:
a) when the introductory verb is in the **present, future** or **present perfect**. *Dan says, "I only use recycled paper."* → *Dan says (that) he only uses recycled paper.*
b) in **type 2 and 3 conditionals**. *"If I had the money, I would adopt many stray animals," Joe told me.* → *Joe told me that if he had the money, he would adopt many stray animals.*

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.
"Who left the tap running?" he asked. (direct question)
She asked who had left the tap running. (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*.
"Have you sorted out the recycling?" he asked her. (direct question)
He asked her if/whether she had sorted out the recycling (reported question)
- In reported questions, the verb is in the affirmative. The question mark and words/expressions such as *please*, *well*, *oh*, etc are omitted. The verb tenses, pronouns, possessive adjectives and time expressions change as in statements.
"When did John lose his job?" she asked me. (direct question)
She asked me when John had lost his job. (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 is Earth Hour?"*

Indirect question *Could you tell me what Earth Hour is?*

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.
"Pay attention in class," the teacher told her. → *The teacher told her to pay attention in class.* (command)
"Turn down the heating, please," I said. → *I asked him to turn down the heating.* (request)
"Let's take the bus instead of the car to work," she said. → *She suggested taking the bus instead of the car to work.* (suggestion)
"You'd better switch to low energy bulbs," they told me. → *They suggested that I (should) switch to low energy bulbs.* (suggestion)
- To report **orders or instructions**, we use the verbs **order** or **tell + sb + (not) to**-infinitive.
"Don't leave the lights on," he told us. (direct order)
She told us not to leave the lights on. (reported order)
"Use the cycle lane," the traffic warden told me. (direct order)
The traffic warden ordered me to use the cycle lane. (reported order)

SPECIAL INTRODUCTORY VERBS		
Introductory Verb	Direct Speech	Reported Speech
+ to-inf		
agree	"OK, I'll take part in Earth Hour."	→ He agreed to take part in Earth Hour.
demand	"I want to know who threw away the batteries."	→ He demanded to know who threw away the batteries.
offer	"Would you like me to tell you more about the charity?"	→ He offered to tell me more about the charity.
promise	"I'll water the plants."	→ He promised to water the plants.
refuse	"No, I will not wear real fur."	→ He refused to wear real fur.
threaten	"Pick up your litter or I'll give you a fine."	→ He threatened to give me a fine if I didn't pick up my litter.
claim	"I saw the tsunami coming."	→ He claimed to have seen the tsunami coming.

Introductory Verb	Direct Speech	Reported Speech
+ sb + to-inf advise allow ask beg command encourage forbid instruct invite sb order permit/allow remind urge warn want	"You should drive carefully." "You can use my bike." "Please, don't throw away plastic bottles." "Please, lend me some money." "Stay here!" "Go on, tell me your problem." "You mustn't enter the building." "Turn right at the corner." "Would you like to have lunch with me?" "Keep away!" "You may leave earlier." "Don't forget to empty the compost bin." "Hurry up." "Don't park in the cycle lane." "I'd like you to fill out a form."	→ He advised me to drive carefully. → He allowed me to use his bike. → He asked us not to throw away plastic bottles. → He begged me to lend him some money. → He commanded us to stay there. → He encouraged me to tell him my problem. → He forbade us to enter the building. → He instructed me to turn right at the corner. → He invited me to have lunch with him. → He ordered me to keep away. → He permitted/allowed me to leave earlier. → He reminded me to empty the compost bin. → He urged me to hurry up. → He warned me not to park in the cycle lane. → He wanted me to fill out a form.
+ -ing form accuse sb of apologise for admit (to) boast about complain to sb about deny insist on suggest + -ing form	"You forgot to water the plants!" "I'm sorry I called you a liar." "Yes, I made the anonymous donation." "I am more environmentally aware than all of you." "You waste too much water." "I didn't throw the batteries in the rubbish bin." "You must join us for clean-up day." "Let's join an environmental organisation."	→ He accused me of forgetting to water the plants. → He apologised for calling/having called me a liar. → He admitted (to) making/having made the anonymous donation. → He boasted about being more environmentally aware than all of us. → He complained about my/me wasting too much water. → He denied throwing the batteries in the rubbish bin. → He insisted on my/me joining them for clean-up day. → He suggested joining an environmental organisation.
+ that-clause agree boast claim complain deny exclaim explain inform sb promise suggest	"Yes, a charity fun run is a good idea." "I donate huge amounts to charity." "I rescued a man from drowning." "I always get stuck in traffic jams." "I didn't park illegally." "What a worthy cause!" "The organisation helps the homeless." "They have issued a smog alert for tomorrow." "I'll give you my old bike." "You should start recycling."	→ He agreed that a charity fun run was a good idea. → He boasted that he donated huge amounts to charity. → He claimed that he had rescued a man from drowning. → He complained that he always got stuck in traffic jams. → He denied that he had parked illegally. → He exclaimed that it was a worthy cause. → He explained that the organisation helped the homeless. → He informed me that they had issued a smog alert for the next day. → He promised that he would give me his old bike. → He suggested that I should start recycling.
explain to sb + how	"This is how you make compost."	→ He explained to me how to make compost.
wonder where/what/why/ how + clause (when the subject of the introductory verb is not the same as the subject in the reported question) wonder + whether + to-inf or clause	He asked himself, "Where are my keys?" He asked himself, "Why is the dog barking?" He asked himself, "What is Joe's address?" He asked himself, "How can I fix this?" He asked himself, "Should I get a pet?"	→ He wondered where his keys were. → He wondered why the dog was barking. → He wondered what Joe's address was. → He wondered how he could fix that. → He wondered whether to get a pet.

Introductory Verb	Direct Speech	Reported Speech
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 park?" He asked himself, "What can I do?" He asked himself, "How should I dress?"	He wondered where to park. He wondered what to do. He wondered how to dress.

Module 6

Modals

Modal verbs:

- don't take -s, -ing or -ed suffixes.
- are followed by the bare infinitive (infinitive without to).
- come before the subject in questions and are followed by **not** in negations.
- don't have tenses in the normal sense. When followed by a present bare infinitive, they refer to an incomplete action or state (i.e. present or future). *You **should be** more patient.* When followed by a perfect bare infinitive, they refer to a complete action or state. *He **should have listened** to her advice.*

Note: The tenses of the infinitive are:

Present: (to) walk
Present continuous: (to) be walking
Perfect: (to) have walked
Perfect continuous: (to) have been walking

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). *She **must see** a dentist soon. You **must tell** her the truth. (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). *The doctor says I **have to take** these pills for a week. (It's necessary. The doctor told me so.)*
- Had to** is the past form of both **must** and **have to**.
- Should/Ought to** express duty, weak obligation. *You **should explain** things in more detail. (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 give** the speech if you feel nervous. Alan **doesn't need to have** an injection. You **needn't worry** about the bad weather.*

- 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. *Pam **didn't have to go** to work earlier. (We don't know whether she went to work earlier or not.)*
- 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 gone** to so much trouble. (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. *We **mustn't use** a dictionary during the exam.*

Advice (should, ought to)

- Should:** general advice – *You **should see** someone about your panic attacks. (It's my advice./I advise you to ...)*
- Ought to:** general advice – *You **ought to get** more sleep every night. (It's a good idea/thing to do.)*

Possibility (can, could)

- Can + present infinitive:** General/theoretical possibility. Not usually used for a specific situation. *A fear **can be** paralysing. (general possibility – it is theoretically possible)*
 - Could/May/Might + present infinitive:** Possibility in a specific situation. *She **might see** a psychologist about her self-esteem issues. (It is possible./It is likely./Perhaps.)*
- Note:** We can use **can/could/might** in questions but not **may**. *Who **could help** me with my problem?*
- Could/Might/Would + perfect infinitive** refer to sth in the past that was possible but it didn't happen. *I **could have gone** to Jim for advice but he was out of town. (It was possible but I didn't do it.)*

Ability/Inability (can, could, was able to)

- Can('t)** expresses (in)ability in the present/future. *Jane **can sing and dance** very well. (She is able to ...)*
- Could** expresses general repeated ability in the past. *He **could play** chess when he was six. (He was able to ...)*
- Was able to** expresses ability on a specific occasion in the past. *We **were able to find** cheap theatre tickets. (We managed to ...)*

- **Couldn't/Wasn't able to** may be used to express any kind of inability in the past, repeated or specific. *Sophie **couldn't** run fast as a child.* (wasn't able to; past repeated action) *Lizzie **couldn't/wasn't able to** run in the race because she had a sprained ankle.* (didn't manage to; past single action)

Offers/Suggestions (**can, would, shall, could**)

- **Can:** *Can I make you some tea?* (Would you like me to ...?)
- **Would:** *Would you like to invite your friends to dinner?* (Do you want to ...?)
- **Shall:** *Shall I pick you up from the airport?* (Would you like me to ...?/Do you want me to ...?)
- **Can/Could:** *We **can** cook pasta for dinner. We **could** go trekking next week.* (Let's ...)

Probability (**will, should/ought to**)

- **Will:** *She **will** feel better after she's discussed her problem.* (100% certain)
- **Should/Ought to:** *Jared **should/ought to** drop by later.* (90% certain; future only; it's probable)

Permission/Prohibition (**can, may, mustn't, can't**)

- **Can/May** are used to ask for/give permission. *May* is more formal than *can*. *Can/May I use your phone? Yes, you **can/may**.* (Is it OK if ...?)
- **Mustn't/Can't:** It is forbidden to do sth; it is against the rules/law; you are not allowed to do sth. *We **mustn't/can't** park in front of the hospital.*

Logical assumptions/Deductions (**must, may/might, can't**)

- **Must** = almost certain that this is/was true *I've never seen him before. He **must** be new here. Jill isn't talking to Frank. They **must** have argued.* (I'm sure/certain that sth is true.)
- **May/Might/Could** = possible that this is/was true *It's Jenny's birthday next week, and she **may** have a party. Gary is late because he **might** have missed his bus.* (It is possible./It is likely./ Perhaps.)
- **Can't/Couldn't** = almost certain that this is/was impossible *She **can't** have gone bungee jumping; she has a fear of heights. Kelly **couldn't** have been at the party; she was out of town.* (I'm sure that sth isn't true, real, etc.)

The indefinite article **a/an**

- We use **a/an** with nouns when referring to an unspecified thing. *We saw **a** nice play.*
- We use **a** before singular countable nouns which begin with a consonant sound (***a** pen, **a** glass*). We use **an** before singular countable nouns which begin with a vowel sound (***an** apple, **an** hour*).

The indefinite article **IS** used:

- with singular countable nouns. ***a** spider, **an** egg*
- when we talk about things in general. *Let's find **a** seat.* (any seat)
- after the verb **to be** when we want to say what somebody/something is. *She's **a** teacher. This is **an** amazing opportunity.*
- with certain phrases to show how often someone does something. *He sees **a** therapist once **a** week.*
- before **Mr/Mrs/Miss/Ms** when we refer to an unknown person. ***A** Mr Bauer was asking for you.* (a person that we don't know)

The indefinite article **IS NOT** used:

- with uncountable or plural countable nouns. We use **some** instead. ***some** milk, **some** ice, **some** advice*
- before an adjective when there is no noun after it. However, when there is a noun after the adjective, we use **a** for adjectives which begin with a consonant sound and **an** for adjectives which begin with a vowel sound. *He's **an** actor. He's **talented**. He's **a** talented actor.*

The definite article **the**

We use **the**:

- with **nouns** when talking about something specific, that is, when the noun is mentioned for a second time or is already known. *Is **the** red coat yours?* (The listener knows which coat we're talking about.)
- with nouns which are **unique** (***the** moon, **the** Taj Mahal, **the** Arctic*, etc.).
- before the names of **rivers** (***the** Nile*), seas (***the** Dead Sea*), oceans (***the** Atlantic*), mountain ranges (***the** Alps*), deserts (***the** Kalahari*), groups of islands (***the** Philippines*), countries when they include words such as 'state', 'kingdom', etc (***the** United Arab Emirates*) and nouns with **of** (***the** Tower of London*).
- before the names of **musical instruments** (***the** piano, **the** guitar*) and dances (***the** rumba*).
- before the names of **hotels** (***the** Ritz Hotel*), performance venues/cinemas (***the** O2 Arena*), ships (***the** Black Pearl*), organisations (***the** WHO*), newspapers (***the** Daily News*) and museums (***the** Natural History Museum*).
- before **nationalities** ending in **-sh** (***the** Scottish*), **-ch** (***the** Dutch*) or **-ese** (***the** Japanese*) and families (***the** Smiths*).
- before **titles** when the person's name is not mentioned (***the** King, **the** Pope*).
- before the words **morning, afternoon and evening**. *Bob starts work at 8:00 in **the** morning.*
- with **adjectives** in the superlative form. *I think cockroaches are **the** most disgusting creature on Earth!*
- with the words **station, shop, cinema, village, world**, etc. *Let's meet outside **the** cinema.*

- with historical periods/events. *The Renaissance* BUT *World War II*.
- with the words *only, last, first* (used as adjectives). *Darkness is the only thing she's afraid of.*

We don't use *the*:

- with plural nouns when we talk about them in general. *Snakes are cold-blooded animals.*
- before proper names. *Lucile suffers from claustrophobia.*
- before the names of countries (*France*), cities (*Rome*), streets (*Milton Street*), parks (*Hyde Park*), mountains (*Mount Fuji*), islands (*Corsica*), lakes (*Lake Superior*) and continents (*Europe*).
- before the names of meals, (*dinner*, etc) games and sports (*cricket, football*, etc). *We had lunch at Jen's. Can you play tennis?*
- with the words *this/that/these/those*. *This dog is very scary!*
- with possessive adjectives or the possessive case. *That isn't my backpack. It's John's.*
- before titles when the person's name is mentioned. *Prince Harry, Queen Sofia* BUT *the Prince, the Queen*
- with the words *school, church, bed, hospital, prison* or *home* when we refer to the purpose for which they exist. *He was airlifted to hospital.* (He was injured.) BUT *We went to the hospital to see him.* (We were visiting.)
- with languages. *Larry is learning Spanish.* BUT *The Japanese language is difficult to learn.*
- with the names of illnesses. *Henry's got diabetes.* BUT *mumps/the mumps, flu/the flu*
- with the words *home, father/mother* when we talk about our own home/parents. *Mum wants me to be home by 6:00.*

Note: We use *the* + adjective to refer to a group of people. Examples include: *poor, rich, sick, old, blind, young*, etc. *They're trying to raise money for the homeless.*

some/any/every/no & compounds

- *Some, any, every*, and *no* are used with uncountable nouns and plural countable nouns.

	Countable	Uncountable
AFFIRMATIVE	some	some
INTERROGATIVE	any	any
NEGATIVE	not any/no	not any/no

	People	Things
AFFIRMATIVE	someone/somebody	something
INTERROGATIVE	anyone/anybody	anything
NEGATIVE	no one/not anyone nobody/not anybody	nothing/ not anything

- *Some* and its compounds are also used in interrogative sentences when we make an offer or a request. *Would you like some free perfume samples?* (offer) *Can someone help me move the sofa?* (request)

- When *any* and its compounds are used in affirmative sentences, there is a difference in meaning. Study the following examples:

a) *You can visit me any day of the week.* (It doesn't matter which one.) b) *Anyone/Anybody can volunteer at the shelter.* (It doesn't matter who.) c) *The charity accepts anything you can spare.* (It doesn't matter what.) d) *Leave the shopping anywhere in the kitchen.* (It doesn't matter where.)

- *Every* is used with singular countable nouns. *Every time she sees a spider, she starts screaming.*
- The pronouns *everyone/everybody, everything* and the adverb *everywhere* are used in affirmative, interrogative and negative sentences and are followed by a singular verb. *Everyone/Everybody is very supportive of her.* (NOT: *Everybody/Everyone are very supportive of her.*)

Module 7

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 she eats the seafood dish, she will have an allergic reaction.*

When the **main clause** comes before the *if*-clause no comma is needed. *She will have an allergic reaction if she eats this seafood dish.*

	IF-CLAUSE (hypothesis)	MAIN CLAUSE (result)
0 conditional general truth or scientific fact	<i>if/when</i> + present simple	present simple
	<i>If you lift weights, you build muscle.</i>	
1st conditional real situation, likely to happen in the present/future	<i>if</i> + present simple	simple future, imperative, <i>can/must/may</i> , etc + bare infinitive
	<i>If you feel ill, I'll take you to the doctor.</i>	
2nd conditional • unreal, imaginary situation in the present/ future • advice	<i>if</i> + past simple	<i>would/could/might</i> + bare infinitive
	<i>If we had oranges, we would make some juice.</i> (but we don't – untrue in the present). <i>If I were you, I would consult a dietician.</i> (advice)	
3rd conditional • imaginary situation in the past • regrets • criticism	<i>if</i> + past perfect	<i>would/could/might</i> <i>have</i> + past participle
	<i>If Eve hadn't lied, she wouldn't have got in trouble. If he had done his warm-up exercises, he wouldn't have pulled a muscle.</i>	

- We can use **were** instead of **was** for all persons in the **if-clause** of Type 2 conditionals. *If she **weren't/wasn't** so tired, she would go jogging.*
- With Type 1 conditionals we can use **unless + affirmative verb** or **if + negative verb**. *You cannot follow this diet **unless** you talk to your doctor first.* (You cannot follow this diet if you don't talk to your doctor first.)
- We use **if** to show that something might happen, whereas we use **when** to show that something will definitely happen. *If he starts exercising, he'll feel better.* (= he might start exercising) *When he starts exercising, he'll feel better.* (= he will definitely start exercising.)
- We do not normally use **will**, **would** or **should** in an **if-clause**. However, we can use **will** or **would** after **if** to make a polite request or express insistence or uncertainty (usually with expressions such as *I don't know, I doubt, I wonder*, etc) In this case, **if** means **whether**. We can also use **should** after **if** to talk about something which is possible, but not very likely to happen. *If you **will** come this way, I'll show you to the pool.* (Will you please come this way ... – polite request) *If you **will** keep playing with your phone in class, I will take it away from you.* (If you insist on playing ... – insistence) *I **wonder** if the doctor **will** see me at such short notice.* (I wonder whether ... – uncertainty) *If Jack's cough **should** get worse, I'll take him to the Emergency Room.* (I don't really expect Jack's cough to get worse.)

Wishes

We can use **wish/if only** to express a wish.

WISH/IF ONLY		USE
+ past simple/ past continuous	<i>I wish I was/were a better cook. (but I'm not) If only he wasn't/weren't allergic to fish. (but he is)</i>	to say that we would like something to be different about a present situation
+ could + bare infinitive	<i>Joe wishes he had more free time.</i>	to express wish/regret in the present concerning lack of ability
+ past perfect	<i>I wish I had started exercising sooner. (but I didn't) If only I hadn't lost the doctor's number. (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 you would help me with the chores! If only you wouldn't spend so much time on the Internet.</i>	to express: - a polite imperative - a desire for a situation or person's behaviour to change

Notes:

- If only** is used in exactly the same way as **wish** but it is more emphatic or more dramatic. *If only I could stick to my diet!*
- We can use **were** instead of **was** after **wish** and **if only**. *I wish I **weren't/wasn't** too busy to take up a sport.*

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/future perfect continuous → perfect continuous infinitive

The **to-infinitive** is used:

- to express **purpose**.
*Carl brought flour **to make** bread.*
- after certain verbs that refer to the future (*agree, appear, decide, expect, hope, plan, promise, refuse*, etc). *He **decided to try** the caveman diet.*
- after **would like, would prefer, would love**, etc to express a specific preference.
*I **would like to have** scrambled eggs for breakfast.*
- 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*.
*Amy is **eager to start** yoga classes.*
- after **too/enough**.
*This pizza is **not big enough to feed** six people.*
- to talk about an unexpected event, usually with **only**. *I went to Dave's house **only to find** he'd already gone out.*
- after **it + be + adjective/noun**.
*It was **nice to eat out** for a change.*
- in the expressions *to tell you the truth, to be honest, to sum up, to begin with*, etc. ***To tell you the truth**, I'm afraid of going to the dentist.*

Note: We do not use a **to-infinitive** structure after verbs and expressions such as *ask, learn, explain*,

decide, find out, want to know, etc when they are followed by a question word.

He wanted to know where the local gym was.

The infinitive without *to* (bare infinitive) is used:

- after **modal verbs**. *We might have fish tonight.*
- after the verbs *let, make, see, hear* and *feel*.

Pete made Alan pay for dinner.

BUT we use the **to-infinitive** after *be made, be heard, be seen*, etc (passive form). *Alan was made to pay for dinner.*

- after *had better* and *would rather*.

You had better not eat that.

Note:

- *help* can be followed by the **to-infinitive**, but in American English it is normally followed by the **infinitive without to**. *She helped Ben (to) go up the stairs.*
- If two **to-infinitives** are linked by *and* or *or*, the *to* of the second infinitive can be omitted. *We need to go and get some groceries.*

-ing form

The **-ing form** is used:

Tenses of the -ing form		
	Active voice	Passive voice
Present	doing	being done
Perfect	having done	having been done

- as a **noun**. *Exercising is good for the health.*
- after certain verbs: *admit, appreciate, avoid, consider, continue, deny, go* (for activities), *imagine, mind, miss, quit, save, suggest, practise, prevent*. *Paul avoids eating fatty foods.*
- after *love, like, enjoy, prefer, dislike, hate* to express general preference. *Sarah loves trying new cuisines.* **BUT** for a specific preference (*would like/would prefer/would love*) we use **to-infinitive**. *She'd like to have a traditional English breakfast today.*
- after expressions such as: *be busy, it's no use, it's no good, it's (not) worth, what's the use of, can't help, there's no point (in), can't stand, have difficulty (in), have trouble*, etc. *Mark is busy cooking for lunch.*
- after *spend, waste* or *lose* (time, money, etc). *Don't waste time following all these fad diets; see a nutritionist.*
- after the preposition *to* with verbs and expressions such as *look forward to, be/get used to, in addition to, object to, prefer to*. *Zoe was looking forward to getting out of the house after she had been ill in bed for a week.*
- after other **prepositions**. *Have you thought about hiring a personal trainer?*
- after the verbs *hear, listen to, notice, see, watch* and *feel* to describe an incomplete action. *I heard them arguing furiously.* (I heard part of the argument.) **BUT** we use the **bare infinitive** with these verbs to describe the complete action. *I heard them argue furiously.* (I heard the whole argument.)

Difference in meaning between the to-infinitive and -ing form

Some verbs can take either the **to-infinitive** or the **-ing form** with a change in meaning.

- **forget + to-infinitive** = not remember
He forgot to take his allergy pill.
- **forget + -ing form** = not recall
I'll never forget meeting the famous chef.
- **remember + to-infinitive** = not forget
Did you remember to buy oranges?
- **remember + -ing form** = recall
I remember putting the keys in my bag, but I can't find them now.
- **mean + to-infinitive** = intend to
Pat didn't mean to be rude.
- **mean + -ing form** = involve
Changing your diet may mean cutting down on foods you love eating.
- **regret + to-infinitive** = be sorry to (normally used in the present simple with verbs such as *say, tell, inform*)
We regret to inform you that flight QA 123 has been cancelled.
- **regret + -ing form** = feel sorry about
Amy regrets shouting at Leslie.
- **try + to-infinitive** = attempt, do one's best
She tried to follow the recipe as closely as possible.
- **try + -ing form** = do sth as an experiment
Have you tried doing aerobic exercise?
- **stop + to-infinitive** = stop temporarily in order to do sth else
Gus was working out but he stopped to take a rest.
- **stop + -ing form** = finish doing sth
Ron stopped eating meat two years ago.
- **would prefer + to-infinitive** (specific preference)
Ida would prefer to cook at home rather than go out for dinner.
- **prefer + -ing form** (general preference)
I prefer eating organic food to having food that's full of hormones.

too – enough

too + adjective/adverb + to-infinitive

Too comes before an adjective or an adverb in a sentence. It has a negative meaning and shows that there is a greater amount or degree of something than what is needed. *This gym is too expensive to join.* (I can't afford to join it.) *Rosa's leg hurts too much for her to start jogging again.* (Rosa can't jog. She is in a lot of pain.)

adjective/adverb + **enough** } + **to-infinitive**
enough + noun

Enough comes after an adjective or adverb but before a noun. It has a positive meaning and shows that there is as much of something as is wanted or needed. *The gym is close enough for us to walk there.* (It is near.) *There is enough lettuce to make a big salad.* (We don't need more lettuce.)

Study the examples:

The dinner table is **big enough** to sit four people. (Four people can sit around the table. – positive meaning)

The table **isn't big enough** to sit six people. (There is no room around the table for six people. – negative meaning)

The table is **too small** to sit six people. (There is no room around the table for six people. – negative meaning)

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. *We ran out of eggs, **didn't we?** You can cook **can't you?***

Use

- A positive statement takes a negative question tag. *Ned is allergic to seafood, **isn't he?***
- A negative statement takes a positive question tag. *You didn't break anything, **did you?***
- When the verb of the sentence is in the present simple, we use **do (not)/does (not)** in the question tag. *Lance works at the hospital, **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 right, aren't I?
Imperative → will you/won't you?	Come here, will you/won't you?
Don't → will you?	Don't yell, will you?
Let's → shall we?	Let's eat out, shall we?
You have (got) → haven't you	You've got a car, haven't you?
They have (other meanings) → don't they?	They have a holiday in summer, don't they?
This/That is → isn't it?	That's your bike, isn't it?

Intonation

- When we are sure of the answer, the voice goes down in the question tag. *She'll take the train, **won't she?** (↘)*
- When we are not sure of the answer and want to check information, the voice goes up in the question tag. *He's home now, **isn't he?** (↗)*

Clauses of concession

The **clauses of concession** are used to express contrast. They are introduced with the following words/ expressions:

- but** – *Joe loves coffee **but** it keeps him awake at night.*
- although/even though/though** + clause
Even though is more emphatic than **although**. **Though** is informal and is often used in everyday speech. It can also be put at the end of a sentence.
Although/Even though/Though he's paid for gym membership, he rarely goes. He rarely goes to the gym **although/even though/though** he's paid for membership. He's paid for gym membership. He rarely goes, **though**.
- in spite of/despite** + noun/-ing form
In spite of/ Despite the rainy weather/the weather being rainy, the fun run took place. The fun run took place **in spite of/despite** the rainy weather/the weather being rainy.
- in spite of/despite** + **the fact that** + clause
In spite of/Despite the fact that donuts are high in fat and sugar, people consume them in large amounts.
- however/nevertheless** – A comma is always used after **however/nevertheless**.
*Diabetes cannot be cured. **However/Nevertheless**, it can be managed very successfully.*
- while/whereas** – Harry prefers a Mediterranean diet, **while/whereas** his wife is a strict vegetarian.
- yet** (formal)/**still** – He hadn't done much, **yet** he was pretty tired. Exercising at home can be a lonely experience. **Still**, it's cheaper than joining a gym.
- on the other hand** – Many fad diets can actually help someone lose weight. **On the other hand**, this weight loss is often temporary.
- We use **having** + **past participle** to show that the action happened before the result. *He forgot to buy vegetables, **in spite of/despite** me **having reminded** him twice to do so.*

Determiners

every – each

- Every** and **each** are used with singular countable nouns. We normally use **each** when we talk about two people or things. We use **every** when we talk about three or more people or things.
*My granddad has to put one eye drop in **each** eye every morning.* (NOT: ... in every eye...) *It was a good book; I enjoyed **every** page.* (NOT: ... ~~each page~~.)
- Every one** and **each** (one) can be followed by **of**.
*I wouldn't follow any of these diets if I were you. **Every one of them** looks unhealthy.*
- We use **every** when we are thinking of people or things together, in a group to mean 'all', 'everybody/ everything'.
***Every** team member has to have a physical exam.* (all team members)
 We use **each** when we are thinking of people or things separately, one at a time.

Grammar Reference

Each student will be given a different project to work on.

- We use **every** to show how often something happens.
*Pam visits her dietician **every** ten days.*
- We use **every** but not **each** with words and expressions such as **almost**, **nearly**, **practically** and **without exception**.
*I run into Jane **almost every** time I go to the gym.*
(NOT: ~~... each time ...~~)

plenty

- Plenty** means enough or more than enough. It is used with uncountable or plural nouns.
*You can do **plenty of** things to avoid catching a cold.*
*Make sure you drink **plenty of** water daily.*

both/neither – all/none – either

- Both** refers to two people, things or groups. It has a positive meaning and is followed by a plural verb.
***Both** restaurants **seem** like good choices.*
- Neither** refers to two people, things or groups and has a negative meaning.
Neither of + plural noun phrase can be followed by either a singular or plural verb in the affirmative.
***Neither of** the two dishes **seems/seem** appetizing.*
BUT ***Neither** judo class **is** held on a Monday.*
- All** refers to more than two people, things or groups. It has a positive meaning and is followed by a plural verb.
***All the trainers** at the gym **are** great. **All of them** **are** very helpful.*
- Both/All** can go:
 - after the verb **to be**.
***These are both/all** good books.*
 - after the auxiliary verb, but before the main verb.
***We should both/all** try to calm down.*
- Whole** is used with singular countable nouns. We use **a/the/this/my**, etc + **whole** + **noun**.
*I can't believe he ate **a whole** chicken!*
Also: *I can't believe he ate **all the** chicken!*

We don't use **whole** with uncountable nouns.
*She drank **all the** milk in the carton.*
(NOT: ~~... the whole milk ...~~)
All + **day/morning/week/year** = **the whole** + **day/morning/week/year**
*He's been sleeping **all afternoon/the whole** afternoon.*
- None of** refers to more than two people, things or groups and has a negative meaning. It is used with nouns or object pronouns and is followed by either a singular or plural verb.
***None of these** dishes **contains/contain** meat.*
BUT *"How many eggs are there left?" "None."*

- Either** refers to two people, things or groups and is followed by a singular countable noun.
*We can order the fish or the seafood dish. **Either** choice **will be** OK.*
Either of + plural noun phrase can be followed by either a singular or plural verb.
***Either of the two gyms is/are** well-equipped.*
BUT ***Either gym is** well-equipped.*
We can use **not ... either (of)** instead of **neither (of)**.
Either can also be used at the end of a negative sentence.
*She has two bikes, but she doesn't use **either of them**.*
- Both ... and ...** and is followed by a plural verb.
***Both** chicken **and** beef **are** high in protein.*
Neither ... nor/Either ... or take either a singular or plural verb, depending on the subject which follows **nor** or **or**. ***Either** kayaking or scuba diving **is** offered at the summer camp.*

Quantifiers

	Countable	Uncountable
AFFIRMATIVE	a lot (of)/lots (of)/(a) few/some	a lot (of)/lots (of)/ (a) little/some
INTERROGATIVE	(how) many	(how) much
NEGATIVE	not many/any	not much/any

- A lot/lots of** are used with both plural countable and uncountable nouns. They are normally used in affirmative sentences. The **of** is omitted when **a lot/lots** are not followed by a noun.
*Is there **lots of** sugar in this cake? Yes, there's lots.*
- Much** is used with uncountable nouns and **many** is used with countable nouns. *There's **much** milk in the fridge; don't buy any more.*
- Much** and **many** are usually used in negative or interrogative sentences. *Do you spend **many** hours at the gym? I don't put **much** sugar in my tea.*
- How much/many** are used in interrogative sentences. **Much** is used with uncountable nouns and **many** is used with countable nouns.
***How much** vitamin C is there in oranges? **How many** potatoes should I roast?*
- A few** means not many, but enough. It is used with plural countable nouns.
*Have **a few** almonds, if you want a quick snack.*
- A little** means not much, but enough. It is used with uncountable nouns.
*We had **a little** ice cream for dessert.*

Note: **few/little** means hardly any, not enough and can be used with **very** for emphasis. *I think (very) **few** people liked that dish so I won't make it again. Bill pays (very) **little** attention to his health.*

Module 8

Relatives – Relative clauses

We use **relative pronouns** (*who/whose/which/that*) and **relative adverbs** (*where/when/why*) to introduce **relative clauses**. We use relative clauses to identify/describe the person/place/thing in the main clause.

Relative Clause

The woman **who runs the hotel** is very nice.

Relative Pronouns

people	who/that	We use who/that to refer to people. <i>The man who/that lives next door is a travel agent.</i>
object/animals	which/that	We use which/that to refer to objects or animals. <i>The hotel which/that we booked is by the sea.</i>
possession	whose	We use whose with people, animals and objects to show possession (instead of a possessive adjective). <i>That's the lady whose son is a travel writer.</i>

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 suitcase (**which/that**) I bought is too small.*
- **Who, which** and **that** are not omitted when they are the subject of a relative clause. *We gave the porter **who** carried our luggage a big tip.*
- **Whose** is never omitted. *Passengers **whose** luggage is over 30 kilos will be asked to pay extra.*
- **That** can be used instead of **who, whom** or **which** but it is never used after commas or prepositions. *Jane is the one **who/that** suggested going on a cruise. Lars, **who's** never travelled abroad before, is really enjoying his holidays in Hawaii.*

Relative adverbs

- We use **where** to refer to places. *The hotel **where** we stayed had excellent facilities.*
- We use **why** to give a reason. *She won't tell us the reason **why** she cancelled her trip.*
- We use **when** to refer to a time. *I still remember the day **when** I saw Niagara Falls for the first time.*

Note: When using **where** or **when** we do not need a preposition. *The restaurant **where** we usually ate was next to our hotel.* (NOT: *The restaurant **where** we usually ate in was next to our hotel.*)

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 guide **who** showed us around Madrid was very funny. The airline (**which**) we chose to fly with was unreliable.*
- 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. *Prague, **where** we spent our holidays last year, is an amazing place.*

Note: We usually avoid using prepositions before relative pronouns.

*The waiter **to whom** we gave our order was rude.* (formal)
*The waiter **who/that** we gave our order to was rude.* (less usual)

*The waiter we gave our order **to** was rude.* (everyday English)

Clauses of purpose

The **clauses of purpose** are used to explain why somebody does something.

We can express **positive purpose** using:

- **to + infinitive**
*They took a taxi **to get** to the airport.*
- **in order to/so as to + infinitive** (formal)
*He asked to see the manager **in order to** make a complaint.*
- **so that/in order that + can/will** (present/future reference)
*We'll book a self-catering apartment **so that/in order that** we can cook our own meals.*
- **so that/in order that + could/would** (past reference)
*They rented a car **so that/in order that** they could visit more places.*
- **in case + present tense** (present/future reference)
*Make a reservation **in case** we don't find a table at the restaurant.*
- **in case + past tense** (past reference)
*He went back to the hotel **in case** he'd left his sunglasses there.*

Note: **in case** is never used with **will** or **would**.
*Sam left for the port early **in case** he ran into traffic.*
 (NOT: ... ~~in case he would run~~ ...)

- **for + noun** (expresses the purpose of an action)
*He took some pills **for** sea sickness.*
- **for + -ing form** (expresses the purpose of sth or its function) *This machine is **for printing** out boarding passes.*

Grammar Reference

- **with a view to + -ing form** *Patrick inquired at the local college **with a view to enrolling** on a hotel management course.*

We can express **negative purpose** using:

- **in order not to/so as not to + infinitive**
*Helen put on sun cream **in order not to/so as not to get** sunburn.*
Note: We never use *not to* to express negative purpose.
- **prevent + noun/pronoun (+ from) + -ing form**
*The terrible weather **prevented us (from) going** sailing.*
- **avoid + -ing form** *Lisa took the train to the airport **to avoid getting** stuck in traffic.*
- **so that + can't/won't** (present/future reference)
*Write down your flight number **so that you won't** forget it.*
- **so that + couldn't/wouldn't** (past reference)
*Farah took a map of the city with her **so that she wouldn't** get lost.*

Notes:

- **Clauses of purpose** should not be confused with **clauses of result**.
- **Clauses of purpose** are introduced with **so that/in order that ...** *Adam took three months off work **so that he could** travel around Europe.* (this shows purpose)
- **Clauses of result** are introduced with **so/such ... that**. *It was **such a big airport** **that** we couldn't find our way to our gate.* (this shows result)
- **Clauses of purpose** follow the rule of the sequence of tenses the same way that **time clauses** do.
*We'll pay a little extra **so that we can** stay in a room with a nice view.*
*He looked for tickets online **so that he could** get a better price.*

Clauses of result

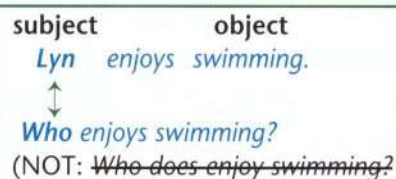
Clauses of result are used to express result. They are introduced with the following words/phrases:

- **as a result/therefore/consequently/as a consequence**
*An emergency came up at work. **As a result/Therefore/Consequently/As a consequence,** I had to cut my holiday short.*
- **such a/an + adjective + singular countable noun ... that**
*It was **such a fun cruise** **that** they decided to take it again the following year.*
- **such + adjective + plural/uncountable noun ... that**
*They were **such tasty biscuits** **that** she had another one. The hotel offers **such great service** **that** no guest has ever complained.*
- **such a lot of + plural/uncountable noun ... that**
*We bought **such a lot of souvenirs** **that** they couldn't fit in our cases. There was **such a lot of traffic** **that** we go to the port late.*

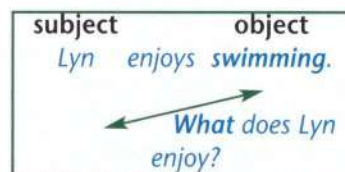
- **so + adjective/adverb ... that**
*Life in the village is **so peaceful** **that** it makes me want to move there. We woke up **so late** **that** we missed breakfast.*
- **so + adjective + a(n) + noun ... that**
*It was **so small a room** **that** we asked to be moved to a bigger one.*
- **so much/little + uncountable noun ... that**
*There was **so much fog** **that** it made driving dangerous. We spent **so little time** in Madrid **that** we hardly saw any sights.*
- **so many/few + plural noun ... that**
*There were **so many people** using the pool **that** she decided to go back later. She packed **so few things** **that** they fit in a small bag.*

Subject/Object questions

- **Subject questions** are questions we ask when we want to know about the subject of the sentence. These questions usually begin with the words **who**, **what** or **which**. The verb is in the affirmative form.
***Who** speaks French?* (NOT: ~~Who does speak French?~~)



- **Object questions** are questions we ask when we want to know about the object of the sentence. These questions usually begin with the words **who**, **whom**, **where**, **whose**, **what** or **which**. The verb is in the interrogative form.
***Where** did you stay? **What** should we order?*



Note: In object questions, if a verb is followed by a preposition, the preposition usually comes at the end of the question. ***What** did you spend your money **on**?*

Rules of punctuation

Capital letters

A capital letter is used:

- to begin a sentence.
It is hot today.
- for days of the week, months and public holidays.
Sunday, July, May Day Bank Holiday
- for names of people and places.
This is Marie and she's from Paris.
- for people's titles.
Mr and Mrs Smith, Dr Sanders, Prince Harry, etc.
- for nationalities and languages.
She is Italian.
Can you speak Chinese?

Note: The personal pronoun *I* is always a capital letter. *Ben and I are cousins.*

Full stop (.)

A full stop is used to end a sentence that is not a question or an exclamation.

Leo is away on holiday. He's in Rome.

Comma (,)

A comma is used:

- to separate words in a list.
There's lettuce, tomatoes, eggs and cheese in the salad.
- 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.
Joe, who recently moved here, is an actor.
- after certain joining words/transitional phrases (e.g. *in addition to this, moreover, for example, however, in conclusion, etc.*).
For example, I like swimming and kayaking.
- when **if-clauses** or other dependent clauses begin with compound or complex sentences.
If Stephen isn't there, leave a message for him.
Note: No comma is used, however, when they follow the main clause.
- to separate questions tags from the rest of the sentence.
The train is late, isn't it?
- before the words **asked, said**, etc when followed by direct speech.
David said, "It was nice to see you again."

Question mark (?)

A question mark is used to end a direct question.

What time does her flight land?

Exclamation mark (!)

An exclamation mark is used to end an exclamatory sentence (i.e. a sentence showing admiration, surprise, joy, anger, etc).

You're so funny!
What a nice day!

Quotation marks (' ' " ")

- Single quotes are used when you are quoting someone in direct speech (nested quotes).
"She got up, shouted 'I'm late' and ran out of the room," Adam said.
- Double quotes are used in direct speech to report the exact words someone said.
"Evita called for you," Lucy told me.

Colon (:

A colon is used to introduce a list.

To make an omelette we need the following: eggs, milk, cheese, salt and pepper.

Brackets ()

Brackets are used to separate extra information from the rest of the sentence.

The Taj Mahal (built between 1622 and 1653) is an amazing place to visit.

Apostrophe (')

An apostrophe is used:

- in short forms to show that one or more letters or numbers have been left out.
She's (= she is) cooking dinner.
This shop opened in '89. (= 1989)
- before or after the possessive -s to show ownership or the relationship between people.
Rob's dog, my mum's brother (singular noun + 's)
the twins' parents (plural noun + ')
the children's toys (irregular plural + 's)

How to use a dictionary/thesaurus

Using dictionaries

- 1 Read the example and complete the sentences.

entry word pronunciation part of speech

tribe /traɪb/ (n) = a group of people of the same race with the same language, customs and beliefs. *Scientists have discovered a **tribe** of Amazonian Indians.*

definition
example sentence

Some dictionaries can provide **synonyms** or **antonyms** for each word.

- 1 A(n) shows how to spell the word.
- 2 tells us how to use the word.
- 3 shows how the word is used in context.
- 4 tells us how to say the word.
- 5 tells us what the word means.

- 2 Look at the dictionary entry and answer the questions.

flexible /fleksəbəl/ (adj) 1 able to bend without breaking. *Soon there will be **flexible** smartphones that you cannot break.* (= bendable)
2 able to change easily and adapt to different conditions. *It's easier to manage your life if you have **flexible** working hours.* (≠fixed)

- 1 What part of speech is the word?
- 2 How many definitions are there for this word?
- 3 Does the dictionary entry provide synonyms? antonyms for this word? If so, what are these?

- 3 Look up these words in your dictionary.

• **valley** • **generous** • **wander** • **lifestyle**
• **lazy** • **retire**

What part of speech is each? How many definitions are there for each? What synonyms/antonyms does the dictionary have? Are there other features in your dictionary?

Using a thesaurus

- 4 a) Read the information.

A thesaurus groups words similar in meaning. The words can be presented either in alphabetical order (A-Z thesaurus) or in categories (Roget type). It helps us enrich our vocabulary and avoid repetition in writing. Do not select words at random; check the meaning in the dictionary and remember that no two words mean exactly the same thing. You should select the synonym that best fits in context.

b) Read the sentence, then decide which of the words from the thesaurus entries could replace it. Use the dictionary entry in Ex. 2 to help you.

He works on a **flexible** schedule.

- 1 elastic, plastic, stretchy
- 2 adaptable, open, variable

- 5 Use your thesaurus to replace the words in bold.

- 1 He's a very **honest** person; he never lies.
- 2 John and Sue **broke up** last month.
- 3 She walked **near** the door.
- 4 He's **quite** tall.

Irregular Verbs

Infinitive	Past	Past Participle	Infinitive	Past	Past Participle
be /bi:/	was /wɒz/	been /bi:n/	leave /li:v/	left /left/	left /left/
bear /beə/	bore /bɔ:/	born(e) /bɔ:n/	lend /lend/	lent /lent/	lent /lent/
beat /bi:t/	beat /bi:t/	beaten /'bi:tən/	let /let/	let /let/	let /let/
become /br'kʌm/	became /br'keɪm/	become /br'kʌm/	lie /laɪ/	lay /leɪ/	lain /leɪn/
begin /br'gɪn/	began /br'gæn/	begun /br'gʌn/	light /laɪt/	lit /lɪt/	lit /lɪt/
bite /baɪt/	bit /bɪt/	bitten /'bɪtən/	lose /lu:z/	lost /lɒst/	lost /lɒst/
blow /bləʊ/	blew /blu:/	blown /bləʊn/	make /meɪk/	made /meɪd/	made /meɪd/
break /breɪk/	broke /brəʊk/	broken /'brəʊkən/	mean /mi:n/	meant /ment/	meant /ment/
bring /brɪŋ/	brought /brɔ:t/	brought /brɔ:t/	meet /mi:t/	met /met/	met /met/
build /bɪld/	built /bɪlt/	built /bɪlt/	pay /peɪ/	paid /peɪd/	paid /peɪd/
burn /bɜ:n/	burnt (burned) /bɜ:nt (bɜ:nd)/	burnt (burned) /bɜ:nt (bɜ:nd)/	put /pʊt/	put /pʊt/	put /pʊt/
burst /bɜ:st/	burst /bɜ:st/	burst /bɜ:st/	read /ri:d/	read /red/	read /red/
buy /baɪ/	bought /bɔ:t/	bought /bɔ:t/	ride /raɪd/	rode /rəʊd/	ridden /'rɪdn/
can /kæn/	could /kʊd/	(been able to) /bɪn 'eɪbəl tə/	ring /rɪŋ/	rang /ræŋ/	rung /rʌŋ/
catch /kætʃ/	caught /kɔ:t/	caught /kɔ:t/	rise /raɪz/	rose /rəʊz/	risen /'rɪzn/
choose /tʃu:z/	chose /tʃəʊz/	chosen /tʃəʊzn/	run /rʌn/	ran /ræn/	run /rʌn/
come /kʌm/	came /keɪm/	come /kʌm/	say /seɪ/	said /sed/	said /sed/
cost /kɒst/	cost /kɒst/	cost /kɒst/	see /si:/	saw /sɔ:/	seen /si:n/
cut /kʌt/	cut /kʌt/	cut /kʌt/	sell /sel/	sold /səʊld/	sold /səʊld/
deal /di:l/	dealt /delt/	dealt /delt/	send /send/	sent /sent/	sent /sent/
dig /dɪg/	dug /dag/	dug /dag/	set /set/	set /set/	set /set/
do /du:/	did /dɪd/	done /dʌn/	sew /səʊ/	sewed /səʊd/	sewn /səʊn/
draw /drɔ:/	drew /dru:/	drawn /drɔ:n/	shake /ʃeɪk/	shook /ʃʊk/	shaken /'ʃeɪkən/
dream /dri:m/	dreamt (dreamed) /dremt (dremɪd)/	dreamt (dreamed) /dremt (dremɪd)/	shine /ʃaɪn/	shone /ʃɒn/	shone /ʃɒn/
drink /drɪŋk/	drank /dræŋk/	drunk /drʌŋk/	shoot /ʃʊt/	shot /ʃɒt/	shot /ʃɒt/
drive /draɪv/	drove /drəʊv/	driven /drɪvən/	show /ʃəʊ/	showed /ʃəʊd/	shown /ʃəʊn/
eat /i:t/	ate /eɪt/	eaten /'i:tən/	shut /ʃʌt/	shut /ʃʌt/	shut /ʃʌt/
fall /fɔ:l/	fell /fel/	fallen /'fɔ:lən/	sing /sɪŋ/	sang /sæŋ/	sung /sʌŋ/
feed /fi:d/	fed /fed/	fed /fed/	sit /sɪt/	sat /sæt/	sat /sæt/
feel /fi:l/	felt /felt/	felt /felt/	sleep /sli:p/	slept /slept/	slept /slept/
fight /faɪt/	fought /fɔ:t/	fought /fɔ:t/	smell /smel/	smelt (smelled) /smelt (smeld)/	smelt (smelled) /smelt (smeld)/
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' bæd/	forbidden /fə' bɪdn/	spend /spend/	spent /spent/	spent /spent/
forget /fə'get/	forgot /fə'gɒt/	forgotten /fə'gɒtn/	stand /stænd/	stood /stʊd/	stood /stʊd/
forgive /fə'gɪv/	forgave /fə'gɪv/	forgiven /fə'gɪvən/	steal /sti:l/	stole /stəʊl/	stolen /'stəʊlən/
freeze /fri:z/	froze /fɹəʊz/	frozen /'fɹəʊzn/	stick /stɪk/	stuck /stʌk/	stuck /stʌk/
get /get/	got /gɒt/	got /gɒt/	sting /stɪŋ/	stung /stʌŋ/	stung /stʌŋ/
give /gɪv/	gave /geɪv/	given /gɪvən/	swear /sweə/	swore /swɔ:/	sworn /swɔ:n/
go /gəʊ/	went /went/	gone /gɒn/	sweep /swi:p/	swept /swept/	swept /swept/
grow /grəʊ/	grew /gru:/	grown /grəʊn/	swim /swɪm/	swam /swæm/	swum /swʌm/
hang /hæŋ/	hung (hanged) /hʌŋ (hæŋd)/	hung (hanged) /hʌŋ (hæŋd)/	take /teɪk/	took /tʊk/	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 /teə/	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	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 /wʌn/	won /wʌn/
lead /li:d/	led /led/	led /led/	write /raɪt/	wrote /rəʊt/	written /'rɪtən/
learn /lɜ:n/	learnt (learned) /lɜ:nt (lɜ:nd)/	learnt (learned) /lɜ:nt (lɜ:nd)/			

Vowels

a	/eə/	care, rare, scare, dare, fare, share
	/eɪ/	name, face, table, lake, take, day, age, ache, late, snake, make
	/æ/	apple, bag, hat, man, flat, lamp, fat, hand, black, cap, fan, cat, actor, factor, manner
	/ɔ:/	ball, wall, call, tall, small, hall, warn, walk, also, chalk
	/ɒ/	want, wash, watch, what, wasp
	/ə/	alarm, away, America
	/ɑ:/	arms, dark, bar, star, car, ask, last, fast, glass, far, mask
e	/e/	egg, end, hen, men, ten, bed, leg, tell, penny, pet, bell, pen, tent
i	/ɪ/	in, ill, ink, it, is, hill, city, sixty, fifty, lip, lift, silly, chilly
	/ɜ:/	girl, sir, skirt, shirt, bird
	/aɪ/	ice, kite, white, shine, bite, high, kind
o	/əʊ/	home, hope, bone, joke, note, rope, nose, tone, blow, know, no, cold
	/ɒ/	on, ox, hot, top, chop, clock, soft, often, box, sock, wrong, fox
	/oʊ/	owl, town, clown, how, brown, now, cow
oo	/u/	book, look, foot
	/u:/	room, spoon, too, tooth, food, moon, boot
	/ʌ/	blood, flood
	/ɔ:/	floor, door
u	/ɜ:/	turn, fur, urge, hurl, burn, burst
	/ʌ/	up, uncle, ugly, much, such, run, jump, duck, jungle, hut, mud, luck
	/ʊ/	pull, push, full, cushion
	/j/	unique, union
y	/aɪ/	sky, fly, fry, try, shy, cry, by

Consonants

b	/b/	box, butter, baby, bell, bank, black
c	/k/	cat, coal, call, calm, cold
	/s/	cell, city, pencil, circle
d	/d/	down, duck, dim, double, dream, drive, drink
f	/f/	fat, fan, first, food, lift, fifth
g	/g/	grass, goat, go, gold, big, dog, glue, get, give
	/dʒ/	gem, gin, giant
h	/h/	heat, hit, hen, hand, perhaps BUT hour, honest, dishonest, heir
j	/dʒ/	jam, just, job, joke, jump
k	/k/	keep, king, kick
l	/l/	lift, let, look, lid, clever, please, plot, black, blue, slim, silly

m	/m/	map, man, meat, move, mouse, market, some, small, smell, smile
n	/n/	next, not, tenth, month, kind, snake, snip, noon, run
p	/p/	pay, pea, pen, poor, pink, pencil, plane, please
q	/kw/	quack, quarter, queen, question, quiet
r	/r/	rat, rich, roof, road, ready, cry, grass, bring, fry, carry, red, read
s	/s/	sit, set, seat, soup, snow, smell, glass, dress, goose
	/z/	houses, cousin, husband
t	/t/	two, ten, tooth, team, turn, tent, tool, trip, train, tree
v	/v/	veal, vet, vacuum, vote, arrive, live, leave, view
w	/w/	water, war, wish, word, world
y	/j/	youth, young, yes, yacht, year
z	/z/	zoo, zebra, buzz, crazy

Diphthongs

ea, ee	/ɪə/	ear, near, fear, hear, clear, year, dear, beer, cheer, deer
	/i:/	eat, each, heat, leave, clean, seat, neat, tea, keep, feed, free, tree, three, bee
ei	/eɪ/	eight, freight, weight, vein
	/aɪ/	height
ai	/eɪ/	pain, sail, tail, main, bait, fail, mail
ea	/eə/	pear, wear, bear
	/ɜ:/	earth, pearl, learn, search
ie	/aɪ/	die, tie, lie
ou	/ʌ/	tough, touch, enough, couple, cousin, trouble
	/aʊ/	mouse, house, round, trout, shout, doubt
oi	/ɔɪ/	oil, boil, toil, soil, coin, choice, voice, join
oy	/ɔɪ/	boy, joy, toy, annoy, employ
ou	/ɔ:/	court, bought, brought
au	/ɔ:/	naughty, caught, taught

Double letters

sh	/ʃ/	shell, ship, shark, sheep, shrimp, shower
ch	/tʃ/	cheese, chicken, cherry, chips, chocolate
ph	/f/	photo, dolphin, phone, elephant
th	/θ/	thief, throne, three, bath, cloth, earth, tooth
	/ð/	the, this, father, mother, brother, feather
ng	/ŋ/	thing, king, song, sing
nk	/ŋk/	think, tank, bank

Introducing a theme

Introducing a theme	Changing the theme
I'd like to say something about ...	- To change the subject ... - Something else... - I'd like to say something else.
Enumerating	Asking to change the theme
- In the first place, ... in the second place, ... etc - First, ... then, ... then, and ... and ... - For one thing ... for another ...	I'd like to ask you something else.
Coming to an end	
- Finally, ... • In conclusion ... - To finish, I should like to say ...	
Exemplifying	
- For example .../For instance and so on.	
Summarising	
To sum up ... • In brief ...	

Following the discourse

Hesitating	Changing the theme
... you know now let me think just a moment. ... what's the word for it? - How shall I put it?	- I see. - Yes/No. - Oh!; Really. - Indeed.
Correcting oneself	Encouraging to continue
- No ... ; Sorry ... ; I mean ... ; - That's not (exactly) what I meant to say. - Let me try/start again. - That is to say ...	Do go on.
Emphasising	
... especially ... - Please note that ... - It is important (that/to) ... - Now this is important. - I must stress the fact that ...	

Clarifying

Asking if one has been understood	Responding
- Is that clear? - Do you understand (now)? - Do you mean?	- Perhaps you mean ... - I think you mean ... - X perhaps ...

Repeating/Confirming/Clarifying

Asking for repetition	Repeating what has been said
(I beg your) pardon? - What did you say please? (Sorry) could you say that again (please)? • Could you repeat that please? • Sorry ... • Did you say ... ? - Do you mean to say that ... ?	- I said ... - What I said was ... - I said that ...
Asking for clarification	
(Sorry) What does X mean? • What do you mean by X? • What is X? - Could you explain that, please?	

Techniques to maintain a conversation

- approximation:** use of an L2 word with the essential features of the target word e.g. 'new' for 'modern'.
- paraphrase:** use of an L2 phrase to describe something e.g. *It's an animal with a tall neck. (giraffe)*
- appeal for assistance:** e.g. *What is this in English?*
- comprehension check:** to check someone has understood e.g. *OK?/Right?/ Do you understand?*
- request for clarification:** if you haven't understood e.g. *What do you mean?/Can you repeat that?*
- back-channel cues:** to show you are following e.g. *Uh-huh/Yeah/Right*
- self-repair:** correct yourself e.g. *Mr Smith gave out the homework. She ... no, he ... wants it completed by Friday.*
- confirmation check:** repeating speakers' words to confirm e.g. *"Meet me at 6:00." "At 6:00. Right."*
- pauses/pause-fillers:** for time to think e.g. *uh/er/umm*

Making a presentation

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

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

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
(adv) adverb
(conj) conjunction
(idm) idiom

(n) noun
(phr) phrase
(phr v) phrasal verb
(pl n) plural noun

(pp) past participle
(prep) preposition
(prep phr) prepositional phrase
(pres p) present participle

(pron) pronoun
(v) verb
(sb) somebody
(sth) something

Module 1 Living together

bracelet /ˈbreɪslət/ (n) = a piece of jewellery worn around the wrist
brave /breɪv/ (adj) = courageous; not afraid to do sth dangerous
cold /kəʊld/ (n) = a very low temperature
colourful /ˈkʌləfəl/ (adj) = having intense varied colours
colourful clothes (phr) = clothes having bright or a lot of different colours
country /ˈkʌntri/ (n) = a nation or state
courageous /kə'reɪdʒəs/ (adj) = brave; not afraid to do sth dangerous
dark /dɑ:k/ (adj) = (of hair, eyes or skin) black or brown
dark hair (phr) = black or brown hair
facial /feɪʃəl/ (adj) = relating to the face
facial tattoo (phr) = a permanent mark or design made on the face
fight /faɪt/ (v) = to use physical force to defeat sb or a group of people
friendly /ˈfrendli/ (adj) = kind and pleasant
guest /gest/ (n) = a person who receives hospitality at the home of another person
happy /hæpi/ (adj) = feeling pleased
hardworking /ˈhɑ:dˈwɜ:kɪŋ/ (adj) = putting a lot of hard effort into a job
hunter /ˈhʌntə/ (n) = a person who hunts animals for food or for sport
mountain /ˈmaʊntən/ (n) = a land mass that projects well above its surroundings, higher than a hill
necklace /ˈneɪkləs/ (n) = a piece of jewellery consisting of a cord or chain, often bearing gems, worn around the neck (especially by women)
nomadic tribe (phr) = a group of people who have no fixed home and move according to the seasons from place to place in search of food, water, etc
peaceful /ˈpi:sfəl/ (adj) = quiet and calm
people /ˈpi:pəl/ (n) = all the members of a particular nation, community or ethnic group
polite /pəˈlaɪt/ (adj) = having good manners
rosy /ˈrəʊzi/ (adj) = (of a person's skin) having a healthy pink complexion

rosy cheeks (phr) = the soft part of the face below each of the eyes having a healthy pink colour
scarf /skɑ:f/ (n) = a piece of cloth that you wear around your neck or head, usually to keep yourself warm
slim /slɪm/ (adj) = attractively thin
tan /tæn/ (adj) = (of a person's skin) having a dark colour
tan skin (phr) = skin having a dark colour
village /ˈvɪlɪdʒ/ (n) = a community of people smaller than a town
warm /wɔ:m/ (adj) = (of a person) feeling or showing friendship and affection
wear /weə/ (v) = to use or have sth as clothing over part of your body
weaver /ˈwi:və/ (n) = a person who makes cloth, carpets, baskets, etc

1a

arrival /əˈraɪvəl/ (n) = the act of coming to or reaching a place
arrow /æɹəʊ/ (n) = a long slender pointed weapon that is shot from a bow
as they please (phr) = whenever they want to
attached (to) /əˈtætʃt/ (adj) = connected to
baboon /bəˈbu:n/ (n) = a type of large monkey found in Africa and Asia
be better off (phr) = to be in better condition or more favourable circumstances than sb else
belongings /brɪˈlɒŋɪŋz/ (pl n) = the things that you own or have
be over /bi ˈəʊvə/ (phr v) = to no longer occur, happen or take place
berry /beri/ (n) = any small juicy fruit, such as a strawberry or raspberry
bow /bəʊ/ (n) = a long thin piece of wood bent into a curve by a tightly stretched string, used for shooting arrows
bug /bʌg/ (n) = a harmful microorganism
camp /kæmp/ (n) = a place where tents or huts are set up e.g. by soldiers, nomads or travellers
camp elder (phr) = an older person, usually a leader, of a community
celebration /ˌseləˈbreɪʃən/ (n) = an important event, occasion or holiday

completely /kəmˈpli:tli/ (adv) = entirely; absolutely
count /kaʊnt/ (v) = to calculate the number of people or things in a group
crop /krɒp/ (n) = a plant grown in large quantities for food
curly /ˈkɜ:li/ (adj) = (of hair) in the form of tight curves and spirals
departure /dɪˈpɑ:tʃə/ (n) = the act of leaving a place
dive in /daɪv ˈɪn/ (phr v) = to start eating in a very enthusiastic way
easy-going /ˈi:zi ˈgəʊɪŋ/ (adj) = calm and tolerant
effect (on) /ɪˈfekt/ (n) = a change in sb that results when sth is done or happens
extreme heat (phr) = being very hot
filled (with) /fɪld/ (adj) = having a lot of sth
fit /fɪt/ (adj) = healthy and strong
free (from) /fri:/ (adj) = not controlled or restricted by sth
gather /gæðə/ (v) = to collect
generous /ˈdʒenərəs/ (adj) = giving other people money and gifts
get close to (phr) = to get to know sb better; to become friends with sb
go hunting (phr) = to start searching for food
grow crops (phr) = to cultivate plants to eat
hang /hæŋ/ (v) = to have the top part fixed to a place and the bottom part free
homeland /ˈhəʊmlænd/ (n) = our native country
hunt /hʌnt/ (v) = to chase animals and birds for food or for sport
hunt /hʌnt/ (n) = chasing animals and birds for food or for sport
hunter-gatherer /ˈhʌntə ˈgæðərə/ (n) = a member of a nomadic people who live by hunting, fishing and gathering plants
hunter-gatherer tribe (phr) = a group of people surviving by hunting animals and gathering plants
hunting knife (phr) = an instrument with a blade fixed into a handle, used for cutting or as a weapon
I can't help doing sth (phr) = I can't prevent myself from doing sth
in person (phr) = myself

in short supply (phr) = not enough
interpreter /ɪn'tɜːprɪtə/ (n) = a person who translates orally from one language into another
invite /ɪn'vaɪt/ (v) = to ask sb to come somewhere
it is only a matter of time (phr) = sth will definitely happen in the future
keep track of (phr) = to remain informed of sth
land /lænd/ (n) = a piece of countryside
lean /liːn/ (adj) = thin and healthy
live off /lɪv ɒf/ (phr v) = to get your food from sth
meaning /miːnɪŋ/ (n) = sense or significance
native /neɪtɪv/ (adj) = (of a language) local
nature /neɪtʃə/ (n) = all the animals, plants and other things in the world that are not made by people
native language (phr) = sb's first language, the mother tongue
niece /niːs/ (n) = a daughter of one's brother or sister
plan for the future (phr) = to think about and decide what you are going to do in your life
pick up /pɪk 'ʌp/ (phr v) = to go somewhere and take sth
plump /plʌmp/ (adj) = rather fat
poor /pɔː/ (adj) = of bad quality; not good
possessions /pə'zeʃənz/ (pl n) = the things that you own or have
prepare /prɪ'peə/ (v) = to get ready for sth
provide /prə'vaɪd/ (v) = to make sth available to sb
raise animals (phr) = to take care of animals until they are completely grown
religion /rɪ'lɪdʒən/ (n) = belief in and worship of a god or gods
responsibility /rɪ'spɒnsə'bɪləti/ (n) = sth that you should do because it is morally right or legally required
seem /siːm/ (v) = to give the impression
set off /set 'ɒf/ (phr v) = to start to go somewhere
share /ʃeə/ (v) = to divide sth between two or more people
short supply (phr) = a small amount of sth available
skin belt (phr) = a band of leather worn around the waist
slim /slɪm/ (adj) = attractively thin
soil /sɔɪl/ (n) = the top layer of earth in which plants grow
sth is a matter of time (phr) = sth will definitely happen

thrilled /θrɪld/ (adj) = excited; extremely pleased
tribe /traɪb/ (n) = a group of people of the same race, with the same language and customs
tribesman /traɪbzməːn/ (n) = a member of a tribe
valley /væli/ (n) = a low area of land between hills or mountains, typically with a river or stream flowing through it
walk away /wɔːk ə'weɪ/ (phr v) = to leave a place, situation or person
wander /wɒndə/ (v) = to walk aimlessly
wonder (about) /wʌndə/ (v) = to be curious or in doubt about sth
worry /wəri/ (n) = a strong feeling of anxiety

1b

adolescence /ædə'lesəns/ (n) = the period between childhood and adulthood; the teens
adulthood /ædəlθud/ (n) = the period in life when sb is fully grown
ambitious /æm'bɪʃəs/ (adj) = hoping to be successful
annoying /ə'noɪɪŋ/ (adj) = making people feel angry or impatient
anxious /æŋkʃəs/ (adj) = unhappy because you think about a problem
arrogant /ærə'gənt/ (adj) = believing that you are better or more important than other people
athletic /æθ'letɪk/ (adj) = physically strong, fit and active
bald /bɔːld/ (adj) = having little or no hair on the top of your head
bossy /'bɒsi/ (adj) = telling other people what to do
beard /biəd/ (n) = hair growing on a man's chin and cheeks
behave /brɪ'heɪv/ (v) = to act in a specific way
bold /bəʊld/ (adj) = courageous; ready to take risks
brave /breɪv/ (adj) = courageous; not afraid to do sth dangerous
break down /breɪk 'daʊn/ (phr v) = 1. (of machines) to stop working properly; 2. to become very upset and start crying
break into /breɪk ɪntə/ (phr v) = to enter a place by using force in order to steal sth
break off /breɪk 'ɒf/ (phr v) = to end a relationship or agreement
break out /breɪk 'aʊt/ (phr v) = (of a fire/war/disease) to start suddenly
break up /breɪk 'ʌp/ (phr v) = (of a couple) to split up
build /bɪld/ (n) = the size and shape of a person's body
care (about) /keə/ (v) = to be concerned about sb
carefree /keəfriː/ (adj) = not having any problems, worries or responsibilities
childhood /tʃaɪldhʊd/ (n) = the period of life before teens
common sense (phr) = the natural ability to make good judgements, and to behave in a practical and sensible way
complexion /kəm'plekʃən/ (n) = the skin colour of the face
count on /kaʊnt ɒn/ (v) = to rely on sb
crawl /krɔːl/ (v) = to move on your hands and knees
daughter /dɔːtə/ (n) = your female child
disagree (with) /dɪsə'ɡriː/ (v) = to have a different opinion from sb else about sth
dishonest /dɪs'ɒnɪst/ (adj) = not telling the truth
easy-going /iːzi 'ɡəʊɪŋ/ (adj) = calm and tolerant
embarrass /ɪm'bærəs/ (v) = to cause sb to feel nervous, worried or uncomfortable
extended family (phr) = a family consisting of the parents and their children, along with grandparents, grandchildren, aunts, uncles, cousins, etc
fair /feə/ (adj) = (of hair) light-coloured
father-in-law /fɑːðər ɪn 'lɔː/ (n) = the father of your husband or wife
flat /flæt/ (adj) = (of a nose) having a smooth, level or even surface
forgetful /fə'getfəl/ (adj) = rarely remembering things
frank /fræŋk/ (adj) = honest and truthful
freckles /freɪkəlz/ (pl n) = small brownish spots on the skin, usually developed by exposure to sunlight
frizzy /frɪzi/ (adj) = (of hair) very tightly curled
full /fʊl/ (adj) = (of lips) thick
generous /dʒenərəs/ (adj) = giving other people money and gifts
get a promotion (phr) = to move to a higher level in a company or institution
get married (phr) = to begin a legal relationship with sb as your husband or wife
good manners (phr) = polite behaviour that shows respect for people

Word List

graduate /grædʒueɪt/ (v) = to finish school, college or university
grumpy /grʌmpi/ (adj) = easily annoyed and complaining
hardworking /hɑ:d'wɜ:kɪŋ/ (adj) = working with a lot of effort
hazel /heɪzəl/ (adj) = having a light brown or yellowish brown colour
helpful /helpfəl/ (adj) = loving and caring
honest /ɒnɪst/ (adj) = always telling the truth
hooked /hʊkt/ (adj) = (of a nose) large and curved
impatient /ɪm'peɪʃənt/ (adj) = unable to wait too long for sth to happen
indifferent (to) /ɪn'dɪfərənt/ (adj) = uninterested; unconcerned
infancy /ɪnfənsi/ (n) = the period of sb's life when they are a very young child
insecure /ɪn'sɜ:kjʊə/ (adj) = not confident about your abilities, knowledge, etc.
lazy /leɪzi/ (adj) = unwilling to work or make an effort
lie /laɪ/ (v) = to not tell the truth
lip /lɪp/ (n) = each of the two fleshy parts which form the upper and lower edges of the opening of the mouth
looks /lʊks/ (pl n) = the attractive appearance of sb
mean /mi:n/ (adj) = cruel or unkind
messy /mesi/ (adj) = untidy
middle-aged /mɪdl 'eɪdʒd/ (adj) = being about 45 to 65 years old
mother-in-law /mʌðəɪn ˌlɔ:/ (n) = the mother of your husband or wife
moustache /mə'sta:tʃ/ (n) = hair growing on a man's upper lip
nephew /nefju:/ (n) = the son of your brother or sister
niece /ni:s/ (n) = the daughter of your brother or sister
noisy /nɔɪzi/ (adj) = making a lot of noise
nosey /nəʊzi/ (adj) = extremely curious and wanting to know everything about others
nuclear family (phr) = a family consisting of the parents and their children, but not including aunts, uncles, grandparents, etc
of average height (phr) = of medium height; neither very tall nor very short
open-minded /əʊpən 'maɪndɪd/ (adj) = willing to consider and accept ideas that are new or different from your own
outgoing /aʊtɡəʊɪŋ/ (adj) = sociable

oval /əʊvəl/ (adj) = having the shape of an egg
overweight /əʊvə'weɪt/ (adj) = having excess weight
pale /peɪl/ (adj) = having less skin colour than normal
part-time job (phr) = a job in which you work only for part of the day or the week
pay attention to (phr) = to listen to sb/sth carefully
plump /plʌmp/ (adj) = rather fat
polite /pə'laɪt/ (adj) = behaving in a correct way when you are with other people
properly /prə'pəli/ (adv) = in the right way
quiet /kwaɪət/ (adj) = peaceful and calm
responsible /rɪ'spɒnsəbəl/ (adj) = able to think logically
retire /rɪ'taɪə/ (v) = to leave your job and stop working completely because of age
rude /ru:d/ (adj) = not polite
sad /sæd/ (adj) = unhappy
self-confident /self 'kɒnfɪdənt/ (adj) = feeling sure about your value or abilities
sensible /sensɪbəl/ (adj) = based on logic rather than emotion
sensibly /sensɪbli/ (adv) = reasonably
sensitive /sensɪtɪv/ (adj) = easily worried or offended
shaved head (phr) = a head with all its hair removed with a razor
shoulder-length /'ʃəʊldə leŋθ/ (adj) = (of hair) long enough to reach the shoulders
shy /ʃaɪ/ (adj) = not very confident; easily embarrassed
single-parent family (phr) = a family consisting of either a mother or a father, but not both
skinny /skɪni/ (adj) = very thin
slim /slɪm/ (adj) = attractively thin
sociable /səʊʃəbəl/ (adj) = enjoying being with people
son /sʌn/ (n) = your male child
start a family (phr) = to decide to have children in order to create a household
stingy /stɪndʒi/ (adj) = reluctant to give or spend; not generous
straight /streɪt/ (adj) = (of hair) not curving
take pride in (phr) = to be proud of
thin /θɪn/ (adj) = with very little or no fat
truthful /tru:θfəl/ (adj) = not telling lies about things

vain /veɪn/ (adj) = having a very high opinion of your appearance, abilities or worth
wavy /weɪvi/ (adj) = (of hair) slightly curled
well-built /wel 'bɪlt/ (adj) = having a good strong body construction
worried /wʌrɪd/ (adj) = uneasy; concerned
wrinkle /rɪŋkəl/ (n) = each of the lines on the skin caused by old age

1d

chores to do (phr) = tasks, such as cleaning, that need to be done regularly in a home
close relationships (phr) = the members of your family; your relatives
complain /kəm'pleɪn/ (v) = to say that you are annoyed, unhappy or not satisfied
cooperation /kəʊ'pə'reɪʃən/ (n) = willingness to work together with sb
have company (phr) = to be or spend time with another person
hurt sb's feelings (phr) = to make sb feel very upset, unhappy, sad, etc
live a long life (phr) = to be alive for many years
peace and quiet (phr) = a situation in which you are not annoyed by noise or other people
younger generation (phr) = a group of people at an earlier stage of life

1e

caretaker /keə'teɪkə/ (n) = a person who takes care of other people
get all the attention (phr) = to make all the members of your family be interested in you
hang out (with) /hæŋ 'aʊt/ (phr v) = to spend time enjoying yourself in a particular place with other people
independent /ɪndɪ'pendənt/ (adj) = not needing to rely on others
lack /læk/ (v) = to not have enough of sth
lonely /ləʊnli/ (adj) = making you feel unhappy because there is nobody to talk to
only child (phr) = a person who has no brothers or sisters
selfish /selfɪʃ/ (adj) = caring only about yourself
share secrets (phr) = to talk about sth that you've kept hidden

siblings /ˈsɪblɪŋz/ (pl n) = brothers and sisters
spoil /spɔɪlt/ (adj) = (of a child) rude because of always being given what they want
strength /streŋθ/ (n) = physical energy
trustworthy /ˈtrʌst,wɜːði/ (adj) = honest

1f

balance /ˈbæləns/ (v) = to keep two different things in the correct proportions
beneficial /ˌbenəˈfiʃəl/ (adj) = helpful; useful
body language (phr) = the movements or positions by which you show other people how you are feeling
close friend (phr) = a friend that you love very much
clothing /ˈkləʊðɪŋ/ (n) = the things that people wear to cover their bodies
convenient /kənˈviːniənt/ (adj) = easy to use
demonstrate /ˈdemənstreɪt/ (v) = to show
effective /ɪˈfektɪv/ (adj) = producing the desired result
eye contact (phr) = looking straight at sb
face-to-face communication (phr) = talking to sb in person
facial expression (phr) = the look on sb's face showing what they think and feel
financially /ˌfaɪnənʃəli/ (adv) = relating to money
get in touch with (phr) = to make contact with sb
grow up /ˌgrəʊ ˈʌp/ (phr v) = to become older
income /ɪŋkəm/ (n) = the money you receive from your work
lack privacy (phr) = to not have enough time on your own
miss out on /ˌmɪs ˈaʊt ɒn/ (phr v) = to not have the opportunity to do sth I enjoy
pursue a career (phr) = to continue doing a job you've been trained for, over a long period of time
quality time (phr) = the time that you spend with sb who is very important to you, e.g. your children
recognition /ˌrekəɡnɪʃən/ (n) = respect and thanks for sb's efforts
role model (phr) = a person regarded as a good example to follow
set a good example (phr) = to serve as a pattern to be imitated by others
take care of (phr) = to look after

Language Focus 1

calm /kɑːm/ (adj) = relaxed; not nervous or angry
cowardly /ˈkaʊədli/ (adj) = not brave
desert /ˈdezət/ (n) = a large area of land covered in sand
dull /dʌl/ (adj) = boring
feeble /ˈfiːbəl/ (adj) = very weak
modest /ˈmɒdɪst/ (adj) = not talking in a proud way of your skills or successes
muscular /ˈmʌskjələ/ (adj) = having a strong well-built body
overweight /ˌəʊvəˈweɪt/ (adj) = having excess weight
plump /plʌmp/ (adj) = rather fat
sleeveless /ˈsliːvləs/ (adj) = (of a garment) without any sleeves (the parts of clothes that cover the arms)
slender /ˈslendə/ (adj) = attractively thin
stocky /ˈstɒki/ (adj) = having a wide, short and strong body
well-built /ˌwel ˈbɪlt/ (adj) = having a good and strong body construction

Module 2 Survival

a river bursts its banks (phr) = water from the river goes on to the land
bank /bæŋk/ (n) = the sloping land beside a river, stream, etc
basement /ˈbeɪsmənt/ (n) = a floor built below ground level
break out /ˌbreɪk ˈaʊt/ (phr v) = (of a war, fire etc) to begin suddenly
bury /ˈberi/ (v) = to cover sth so that it can't be seen
collapse /kəˈlæps/ (v) = to fall down suddenly because of damage
evacuate /ɪˈvækjueɪt/ (v) = to remove people from a dangerous place to a safe one
mud /mʌd/ (n) = wet soil
rock /rɒk/ (n) = a large mass of stone forming the surface of the Earth
sink /sɪŋk/ (v) = to go down below the surface of water
spill /spɪl/ (v) = to let liquid flow over the edge of a container by accident
witness /ˈwɪtnəs/ (v) = to see sth while happening

2a

adapter /ˈædæptə/ (n) = a device used to connect two pieces of equipment that were not designed to be connected
against the odds (phr) = despite many difficulties

amazingly /əˈmeɪzɪŋli/ (adv) = in a way that causes surprise and wonder
bang /bæŋ/ (n) = a sudden loud noise
breathe out /ˌbriːð ˈaʊt/ (phr v) = to expel air out of your lungs
carbon dioxide (phr) = a gas produced by animals and people breathing out
carry out /ˌkæri ˈaʊt/ (phr v) = to perform a task or planned operation
catastrophe /kəˈtæstrəfi/ (n) = a terrible disaster
circuit /ˈsɜːkɪt/ (n) = the complete path of an electric current
clear /kliə/ (v) = to free the air from pollution
command module (phr) = the part of a spacecraft in which the astronauts live, communicate with a ground station, and operate controls during a flight
conserve /kənˈsɜːv/ (v) = to preserve
cope (with) /kəʊp/ (v) = to succeed in dealing with sth difficult
crew /kruː/ (n) = those who work on means of transport, such as planes, ships, etc
damaged /ˈdæmɪdʒd/ (adj) = harmed
deal with /diːl wɪð/ (phr v) = to cope with
depend (on) /dɪˈpend/ (v) = to rely on
doom /duːm/ (v) = to make sb or sth certain to fail
electricity supply (phr) = the process of providing a form of energy carried through wires
enclosed space (phr) = an area completely surrounded by sth
equipment /ˈkwɪpmənt/ (n) = machines used for a particular purpose
explode /ɪkˈspləʊd/ (v) = to burst loudly and violently
explosion /ɪkˈspləʊzən/ (n) = a violent release of energy caused by a chemical or nuclear reaction
face /feɪs/ (v) = to have to deal with a problem or an unpleasant situation
find out /ˌfaɪnd ˈaʊt/ (phr v) = to discover
flash /flæʃ/ (v) = to give off bright light suddenly or in repeated bursts
furiously /ˈfjʊəriəsli/ (adv) = with a lot of energy or speed
go wrong (phr) = to turn out other than intended
highly-trained /ˌhaɪli ˈtreɪnd/ (adj) = being taught the skills needed to do sth to a great degree

Word List

hit /hɪt/ (v) = to touch sb or sth in a forceful or violent way after moving at a high speed

in charge of (phr) = having responsibility for

land /lənd/ (v) = to return to the ground after a flight

landing /ləndɪŋ/ (n) = the act of returning to the ground after a flight

leak /li:k/ (v) = (of a container) to let liquid or gas escape through a crack or hole

lifeboat /laɪfbəʊt/ (n) = a boat that rescues people in danger at sea

lift-off /lɪft ɒf/ (n) = the upward movement from the ground by a rocket, helicopter or space vehicle, as it begins flight

look out /lʊk 'aʊt/ (phr v) = to see from within to the outside

lunar module (phr) = a separate spaceship used to carry two of the three astronauts on an Apollo spacecraft to the surface of the Moon and back to the spacecraft

manned mission (phr) = a flight by a spacecraft to perform a specific task, which is equipped with people

meteor /mɪtɪə/ (n) = a piece of rock or metal that burns brightly in the sky as it falls from outer space into the Earth's atmosphere

minor problem (phr) = a small matter that is difficult to deal with

mission /mɪʃən/ (n) = a flight by an aircraft or spacecraft to perform a specific task

nightmare /naɪtmeə/ (n) = a very upsetting or frightening dream or situation

obstacle /ɒbstəkl/ (n) = sth that gets in your way and makes it difficult to achieve sth

Oscar-winning /ɒskə 'wɪnɪŋ/ (adj) = successful in receiving an Oscar (a small statue that is awarded by the American film industry to the best actors, movies, directors, etc., of the year)

oxygen /ɒksɪdʒən/ (n) = a gas present in the air which is necessary for survival

oxygen tank (phr) = a container holding a gas present in the air which is necessary for survival

plot /plɒt/ (n) = a series of events that form the story in a novel or movie

power supply (phr) = the process of providing electricity

proof /pru:f/ (n) = a piece of evidence which shows that sth is true

put together /pʊt tə'geðə/ (phr v) = to make a machine joining different parts

reduce /rɪ'dju:s/ (v) = to make sth smaller in size or amount

re-enter /rɪ: 'entə/ (v) = (of a spacecraft) to enter the Earth's atmosphere again

responsible (for) /rɪ'spɒnsəbəl/ (adj) = in charge of

routine check (phr) = a usual or regular examination

run out of /rʌn 'aʊt əv/ (phr v) = to have no more of sth

safe level (phr) = an amount of sth that cannot harm you

schedule /'fedju:l/ (v) = to plan; to arrange

space flight (phr) = a trip made by, or in, a spacecraft

spacecraft /speɪskrɑ:ft/ (n) = a vehicle used for travel in outer space

splash down /splæʃ 'daʊn/ (phr v) = to land on the water causing it to spatter

sth will go down in history (phr) = sth is so important that it will be remembered

superstitious /su:pə'stɪʃəs/ (adj) = believing that certain things bring good or bad luck

survival /səvaɪvəl/ (n) = remaining alive

there is no time to lose (phr) = we must do sth as soon as possible

to everyone's relief (phr) = feeling relaxed after sth unpleasant stops or does not happen

trail /treɪl/ (n) = a line of marks that are left behind by sb or sth, and that can often be followed

transfer /trænsfɜ:/ (v) = to move from one place to another

warning lights (phr) = cautionary signs of danger

2b

asteroid /æstərɔɪd/ (n) = any one of thousands of small planets that circle around the Sun

atmosphere /ætməsfɪə/ (n) = the whole mass of air that surrounds the Earth

boiling hot (phr) = extremely hot

bolt /bəʊlt/ (n) = a discharge of lightning accompanied by thunder

break /breɪk/ (v) = to separate sth into parts or pieces in a sudden and forceful way

bump /bʌmp/ (v) = to hit your head, arm, etc against sth

canyon /kænjən/ (n) = a long narrow valley between high cliffs, often with a stream flowing through it

cap /kæp/ (n) = a close-fitting head covering

car crash (phr) = an instance of a car being damaged by hitting sth

chilly /tʃɪli/ (adj) = moderately cold

cloudy /klaʊdi/ (adj) = having many clouds in the sky

cold /kəʊld/ (adj) = having a very low temperature

deep /di:p/ (adj) = having a large distance to the bottom from the surface or highest point

depend (on) /dɪ'pend/ (v) = to rely on

drip /drɪp/ (v) = (of a liquid) to fall in small drops

drought /draʊt/ (n) = a long period of time during which there is very little or no rain

drowning /draʊnɪŋ/ (n) = the act of dying in water because you cannot breathe

earthquake /ɜ:θkweɪk/ (n) = a sudden shaky movement of the earth's surface

erupt /ɪ'rʌpt/ (v) = (of a volcano) to throw out steam, ash and lava

escape (from) /ɪ'skeɪp/ (v) = to get away from a dangerous place or situation

evidence /eɪdɪns/ (n) = anything that causes you to believe that sth is true

factory fire (phr) = an accident in which a factory catches fire

flood /flʌd/ (n) = a large amount of overflowing water

foggy /fɒgi/ (adj) = having or filled with fog

food poisoning (phr) = an illness caused by eating food that contains harmful bacteria

freezing cold (phr) = extremely cold

frosty /frɒsti/ (adj) = extremely cold

gas leak (phr) = an escape of gas through a hole

glove /glʌv/ (n) = each of the coverings for the hands that has separate parts for each finger

hear (about) /hɪə/ (v) = to gain information about sb/sth

hear from /hɪə frəm/ (phr v) = to receive news from sb

hear of /hɪə əv/ (v) = to become aware of sb/sth through second-hand knowledge

heavy shower (phr) = a large fall of rain of short duration

hurricane /ˈhʌrɪkən/ (n) = an extremely large, powerful and destructive storm with very strong winds

ice cap (phr) = a very large and thick sheet of ice that covers the North Pole, the South Pole or another region

inform /ɪnˈfɔ:m/ (v) = to tell sb about sth

injure /ɪndʒə/ (v) = to harm sb

mild /maɪld/ (adj) = (of weather) neither extremely hot nor extremely cold

moon /mu:n/ (n) = a large round object, like the Moon, that circles around a planet other than the Earth

oil spill (phr) = a release of oil into the environment, discharged from a ship, lorry, etc

plane crash (phr) = an instance of a plane being damaged by hitting sth

planet /ˈplænit/ (n) = a large object in space moving around a sun

pole /pəʊl/ (n) = the most northern/southern part of the Earth

pour with rain (phr) = to rain hard

put off /ˌpʊt ˈɒf/ (phr v) = to postpone

put on /ˌpʊt ˈɒn/ (phr v) = to wear

put out /ˌpʊt ˈaʊt/ (phr v) = to stop a fire from burning

put through /ˌpʊt θru:/ (phr v) = to make a connection that allows a phone call to take place

put up with /ˌpʊt ˈʌp wɪð/ (phr v) = to tolerate

rainy /ˈreɪni/ (adj) = having a lot of rain

ray /reɪ/ (n) = a narrow beam of light

rescue /ˈreskjʊ:/ (v) = to save sb from a dangerous situation

rescuer /ˈreskjʊə/ (n) = the person who saves sb from danger or harm

satellite /ˈsætəlaɪt/ (n) = a device that takes pictures of the Earth from space and collects information

scratch /ˈskrætʃ/ (v) = to make a small shallow cut on the skin with a sharp object

shake with fear (phr) = to tremble from feeling afraid

shipwreck /ˈʃɪprek/ (n) = a ship that has been destroyed in an accident at sea

site /saɪt/ (n) = an area of ground

snowdrop /ˈsnəʊdrɒp/ (n) = a small white flower that blooms in early spring

snowflake /ˈsnəʊfleɪk/ (n) = a soft white bit of frozen water that falls as snow

snowy /ˈsnəʊi/ (adj) = having a lot of snow

soaking wet (phr) = covered in water

solar system (phr) = our Sun and the planets that move around it

star /stɑ:/ (n) = any one of the objects in space that are made of burning gas and look like points of light in the night sky

stormy /ˈstɔ:mi/ (adj) = relating to very bad weather with a lot of rain and strong winds

suffer (from) /ˈsʌfə/ (v) = to experience pain or displeasure

sunny /ˈsʌni/ (adj) = having plenty of bright sunlight

survive /səˈvaɪv/ (v) = to continue to exist or live

telescope /ˈtelɪskəʊp/ (n) = an instrument that makes things look larger and nearer

thick fog (phr) = such dense fog that you can't see through it

thunder /ˈθʌndə/ (n) = the loud sound heard after lightning

tornado /ˈtɔ:neɪdəʊ/ (n) = a powerful destructive wind

train crash (phr) = an instance of a train being damaged by hitting sth

treat /tri:t/ (v) = to provide medical care

tsunami /tsuˈnɑ:mi/ (n) = a very large wave of water

twist /twɪst/ (v) = to bend or turn sth into a shape or position that is not normal

volcanic eruption (phr) = an explosion which causes burning rocks to be thrown out of a volcano

volcano /ˈvɒlkeɪnəʊ/ (n) = a mountain from which hot melted rock, gas, steam and ash from inside the Earth burst out

windy /ˈwɪndi/ (adj) = marked by strong wind

2d

a huge wall of black water (phr) = a tall wave of very dark water

be pushed underwater (phr) = to be forced under the water by sth/sb

broken wrist (phr) = the broken part of the hand that is joined to the arm

debris /ˈdeɪbri:/ (n) = pieces from sth that has been destroyed

float inside a hotel lobby (phr) = to move lightly on the surface of water inside the lobby of a hotel

freeze in fear (phr) = to be so afraid of sth that you cannot move

get badly sunburnt (phr) = to severely burn your skin by staying in the sun for too long

get bitten by mosquitoes (phr) = to be stung by a small insect that sucks blood from people and animals

get caught in a natural disaster (phr) = to find yourself stuck in a terrible natural event, like an earthquake or flood

get caught in a terrible storm (phr) = to find yourself stuck in very bad weather

get food poisoning (phr) = to become ill after eating bad food

get stung by a bee (phr) = to have your skin pierced by the sharp and pointed part of a bee, which usually contains poison

grab onto a staircase (phr) = to hold onto a set of stairs suddenly

have a bad accident (phr) = to experience an unfortunate mishap that causes injury or harm

loud roar (phr) = a deep loud noise

see a dangerous animal (phr) = to see a wild animal that could cause harm

stand on rooftops (phr) = to stand on the tops of buildings

terrifying /ˈterəfaɪɪŋ/ (adj) = causing great fear

the tsunami strikes (phr) = a large tall wave hits the shore

upside down cars (phr) = cars that have been turned over by the weather

2e

both ... and /bəʊθ ... ənd/ (conj): used to say the same thing for two people/things

compass /ˈkʌmpəs/ (n) = a device used to find direction by means of a needle that always points north

disturb /dɪˈstɜ:b/ (v) = to bother; to upset

first aid kit (phr) = a box containing equipment needed to give immediate medical help in an emergency

get lost (phr) = to lose direction

get stung (phr) = to have your skin pierced by the sharp and pointed part of an insect that usually contains poison

hike /haɪk/ (n) = a long walk in the countryside, usually for pleasure

hiker /haɪkə/ (n) = a person who walks a long distance, especially for pleasure or exercise

limp /lɪmp/ (v) = to walk in a slow and awkward way because of an injury to a leg or foot

Word List

map /mæp/ (n) = a drawing of particular features of an area, such as a city, a country or a continent
painful /peɪnfəl/ (adj) = causing a lot of pain
set out /set 'aʊt/ (phr v) = to begin a journey
sting /stɪŋ/ (n) = an injury caused when an insect bites you
to make matters worse (phr) = to add sth that makes a bad situation worse
twisted ankle (phr) = the bent part of the foot that is joined to the leg
wasp nest (phr) = the place where a black-and-yellow flying insect that can sting lays its eggs and takes care of its young

2f

a wind blows (phr) = a mass of air moves with speed or force
canoe hire shop (phr) = a shop where you pay to use a canoe
capsize /'kæpsaɪz/ (v) = (of a boat) to turn over
fear /fiə/ (n) = a feeling of being afraid
flow /fləʊ/ (v) = (of liquid) to move in a steady and continuous way
grab /græb/ (v) = to take sth firmly and suddenly
relieved /rɪ'li:vɪd/ (adj) = relaxed and happy because sth difficult or unpleasant has been stopped
rushing water (phr) = water that is moving very fast
stare (at) /steə/ (v) = to look at sb/sth for a long time, often with your eyes wide open
to their horror (phr) = making sb shocked or afraid
unbelievably /ʌnbɪ'li:vəbli/ (adv) = incredibly

Language Focus 2

calculate /'kælkjuleɪt/ (v) = to determine a number or an amount from information that you already have
casualty /'kæʒuəlti/ (n) = sb who is hurt or killed during an accident, war or disaster
exact /ɪg'zækt/ (adj) = precise; accurate
lead /li:d/ (v) = to be in charge of
real /ri:əl/ (adj) = not fake or artificial
right /raɪt/ (adj) = morally or socially correct
true /tru:/ (adj) = real or genuine
volunteer /'vɒləntɪə/ (v) = to offer to do sth without getting paid

Module 3 Work

9-5 job (phr) = a full-time job in which sb works five days a week from 9 am to 5pm
applicant /æplɪkənt/ (n) = a person who applies for a job
arrange /ə'reɪndʒ/ (v) = to organise for sth to take place at a certain time and place
assist /ə'sɪst/ (v) = to help; to support
covering letter (phr) = a letter sent with a CV that introduces an applicant for a job
CV /si: 'vi:/ (n) = a written statement of a person's educational background and professional experience
cyber manager /saɪbə 'mænɪdʒə/ (n) = a job of the future in which sb will supervise robotic workers
dawn /dɔ:n/ (n) = the beginning of the day
equipment /'ɛkwɪpmənt/ (n) = the things used for a particular activity or purpose
experience /ɪk'spiəriəns/ (n) = knowledge that sb has acquired from doing a job for a period of time
full-time /fʊl 'taɪm/ (adj) = working for the whole part of the working day
human /'hju:mən/ (n) = a person
interview /ɪntə'vju:/ (n) = a formal meeting at which sb answers questions in order to prove that they are suitable for a job
look after /lʊk ɑ:fə/ (phr v) = to take care of sb/sth
nano-nurse /'nænəʊ nɜ:s/ (n) = a job of the future in which sb will look after robot doctors and care for human patients
online identity (phr) = a person's information and personal details that are kept on the Internet
patient /'peɪʃənt/ (n) = sb who needs medical care
professional /prə'feʃənəl/ (n) = a person who is very skilled at his/her job
protect /prə'tekt/ (v) = to keep safe from damage or harm
provide /prə'vaɪd/ (v) = to give sb sth; to supply sb with sth
require /rɪ'kwaɪə/ (v) = (of a company) to want to hire sb
responsible (for) /rɪ'spɒnsəbəl/ (adj) = in charge of; having the duty to take care of sb/sth
shift /ʃɪft/ (n) = a set period for a group or a person to work before another group or person replaces them

skyscraper farm (phr) = a farm that grows on a tall building
social media hacker (phr) = sb who breaks into a social media system to steal information
staff /stɑ:f/ (n) = all the people who work for an organisation
starting salary (phr) = the money that sb earns when they first start a job
street sweeper /stri:t 'swi:pə/ (n) = a person whose job is to clean the streets
supervise /su:pəvaɪz/ (v) = to watch over sb; to check sb
team /ti:m/ (n) = a group of people who do sth together
training /treɪnɪŋ/ (n) = preparation or education for a sport, an academic subject or a job
vertical farmer /vɜ:tɪkəl 'fɑ:mə/ (n) = a job of the future in which sb will work as a farmer on skyscrapers and tall buildings
virtual security guard /vɜ:tʃʊəl sɪ'kjʊərəti gɑ:d/ (n) = a job of the future in which sb will protect a person's online details and identities

3a

amazingly /ə'meɪzɪŋgli/ (adv) = in a way which causes surprise and wonder
battle /bætl/ (v) = to try hard to do sth in spite of difficulties
bomb disposal expert (phr) = sb whose job is to make bombs and explosives safe
break /breɪk/ (n) = a short rest
corridor /'kɒrɪdɔ:/ (n) = a hallway connecting different rooms or parts of a building
customer /'kʌstəmə/ (n) = a person who buys goods or services from a shop or business
customer's order (phr) = the request for food and drink that a customer makes in a restaurant or café
defuse bombs (phr) = to prevent bombs from exploding
delicious /dɪ'lɪʃəs/ (adj) = tasty
dessert /dɪ'zɜ:t/ (n) = sth sweet that you eat at the end of a meal
drag /dræg/ (v) = to pull
drown /draʊn/ (v) = to die by being submerged under water for too long
entertainment /entə'teɪnmənt/ (n) = sth done, watched, etc for pleasure and amusement

ex-army /eks 'ɑ:mi/ (adj) = that used to belong to the armed forces

fight crime (phr) = to stop criminals from breaking the law

firefighter /'faɪəfaɪtə/ (n) = sb whose job is to put out fires

flame /fleɪm/ (n) = burning light that comes from sth on fire

fleet /fli:t/ (n) = a large group of vehicles or machines

get into trouble (phr) = to be in a dangerous situation

get on with /get 'ɒn wið/ (phr v) = to carry on with sth

give up /gɪv 'ʌp/ (phr v) = to stop doing sth; to quit

hand out /hænd 'aʊt/ (phr v) = to give one or more of sth to people; to distribute

hard at work (phr) = doing your job well and with a lot of effort

head for /hed fə/ (phr v) = to go towards

human /hju:mən/ (adj) = relating to people

keep sb afloat (phr) = to help sb stay on the surface of water

lifeboat /laɪfbəʊt/ (n) = a boat that rescues people in danger at sea

lifeguard /laɪfgə:d/ (n) = an expert swimmer qualified to help bathers in difficulty

main course (phr) = the main part of a meal

medical history (phr) = sb's background in terms of their health

navy /neɪvi/ (n) = the military organisation that protects a country and its seas

nurse /nɜ:s/ (n) = sb who looks after patients in a hospital

operate (on) /'ɒpəreɪt/ (v) = to perform surgery on sb

patient /peɪʃənt/ (n) = sb who is treated in a hospital

patrol /pə'trəʊl/ (v) = to observe an area for security reasons

pick up /pɪk 'ʌp/ (phr v) = to go somewhere in order to take sb in your vehicle

pocket-sized /'pɒkɪt saɪzd/ (adj) = small in size

police force (phr) = the police organisation in a city

police officer /pə'li:ɪs, ɒfɪsə/ (n) = sb who is a member of the police force

provide /prə'vaɪd/ (v) = to give sb sth; to supply sb with sth

pulse /pʌls/ (n) = the rhythmic beat of the heart

put out a fire (phr) = to extinguish a fire

race /reɪs/ (v) = to move quickly

recharge batteries (phr) = to renew energy in an object that provides electricity

remote-controlled /rɪ'məʊt kən'trəʊld/ (adj) = (of a device) controlled from a distance by radio or electronic signals

replace /rɪ'pleɪs/ (v) = to start doing sth instead of sb else

rescue /reskjʊ:/ (v) = to save sb from a dangerous situation

revolution /revə'lʊ:ʃən/ (n) = an important change in an area of human activity

risky /rɪski/ (adj) = involving the possibility of danger, failure or loss

robotic arm (phr) = a mechanical arm that is controlled by a computer to perform complex movements or actions

save /seɪv/ (v) = to help sb recover from a serious illness or injury

sci-fi film (phr) = a film about space, robots, etc

shake /ʃeɪk/ (v) = to move from side to side because of fear or stress

shore /ʃɔ:/ (n) = the land across the edge of the sea, lake or river

smoke /sməʊk/ (n) = the gas produced by a burning material

specialist /speʃəlist/ (n) = a doctor who knows a lot about a particular illness

staff /stɑ:f/ (n) = all the people who work for a company

steady /stedi/ (adj) = able to do sth in a controlled way, without shaking or falling

steak /steɪk/ (n) = a large thick piece of meat

surgeon /sɜ:dʒən/ (n) = a doctor who performs medical operations

surgery /sɜ:dʒəri/ (n) = the act of cutting or removing parts of the body in order to treat injuries or diseases

take advantage of (phr) = to make the most of an opportunity

take over /teɪk 'əʊvə/ (phr v) = to get control of sth

take sb's order (phr) = (of a waiter) to write down what a customer wants in a restaurant

take temperature (phr) = to check a person's temperature to see if they are sick

technological advances (phr) = developments in technology

temperature /temprətʃə/ (n) = a measure of how hot or cold your body is

the forces of law and order (phr) = the police

tip /tɪp/ (n) = an extra amount of money given to a waiter, driver, etc. to thank them for services provided

waiter /weɪtə/ (n) = sb who serves food and drinks to people at a restaurant, café, etc.

3b

achieve /ə'tʃi:v/ (v) = to succeed in doing sth

appeal /ə'pi:l/ (v) = to make a formal request for sth

applicant /æplɪkənt/ (n) = a person who applies for a job, university place, etc.

application form (phr) = a piece of paper with a list of questions to be answered as requested for jobs, universities, etc.

apply /ə'plai/ (v) = to formally ask for sth (a job, scholarship, etc.)

career /kə'riə/ (n) = a professional life

check /tʃek/ (v) = to examine sth

class /kla:s/ (n) = a group categorised by quality

communication skills (phr) = being able to talk to other people and express yourself clearly

compulsory /kəm'pʌlsəri/ (adj) = that must be done because of a law or rule

concentration /kənsən'treɪʃən/ (n) = the state of giving full attention and thought to sth

cooperative /kəʊ'ɒpəreɪtɪv/ (adj) = working well with others

count on /kaʊnt ɒn/ (phr v) = to rely on sb

creative /kri'eɪtɪv/ (adj) = inventive

deadline /dedlaɪn/ (n) = the time by which sth must be done

degree /dɪ'ɡri:/ (n) = an academic qualification awarded by a university

drop /drɒp/ (v) = to let go of sth by mistake so that it falls

earn /ɜ:n/ (v) = to receive money in return for work that you do

educated /endʒukeɪtɪd/ (adj) = having a high level of education

efficient /ɪ'fɪʃənt/ (adj) = able to do tasks successfully without wasting time or energy

enrol /ɪn'rəʊl/ (v) = to officially join an institution or a course

Word List

enthusiastic /ɪnθjuːziˈæstɪk/ (adj) = excited

experience /ɪkˈspɪəriəns/ (n) = knowledge and skills is acquired by doing sth

fail a test (phr) = to not pass an exam at school or university

fire /faɪə/ (v) = to dismiss sb from a job

fluency /fluːənsi/ (n) = the ability to express yourself easily and correctly in a foreign language

gain /geɪn/ (v) = to gradually get more of sth

give away /ɡɪv əˈweɪ/ (phr v) = to give sth to sb for free

give back /ɡɪv ˈbæk/ (phr v) = to return sth to sb

give off /ɡɪv ˈɒf/ (phr v) = to produce a smell, heat or light

give out /ɡɪv ˈaʊt/ (phr v) = to distribute sth

give up /ɡɪv ˈʌp/ (phr v) = to stop doing sth; to quit

graduate /ɡrædʒueɪt/ (v) = to successfully complete your education at university or college

hard at work (phr) = doing your job well and with a lot of effort

hard-working /hɑːd ˈwɜːkɪŋ/ (adj) = putting a lot of hard effort into a job

hold a degree (phr) = to have a university education and a certificate

involve /ɪnˈvɒlv/ (v) = to include

job /dʒɒb/ (n) = a person's occupation

keep up-to-date with (phr) = to follow developments in an area of work

knowledge /nɒlɪdʒ/ (n) = information and skills gained through experience and education

long hours (phr) = for a long time

look for /lʊk fɔː/ (phr v) = to search for

lose your job (phr) = to be without work

miss /mɪs/ (v) = to fail to catch a bus, train, etc

occupation /ɒkjuːpeɪʃən/ (n) = a job

operate (on) /ɒpəreɪt/ (v) = to perform surgery on sb

operation /ɒpəreɪʃən/ (n) = surgery [the word is a countable noun]

patient /peɪʃənt/ (adj) = not getting annoyed easily

pick /pɪk/ (v) = to select sb/sth

pick up /pɪk ʌp/ (phr v) = to go somewhere in order to take sb in your vehicle

polite /pəˈlaɪt/ (adj) = having good manners

position /pəˈzɪʃən/ (n) = the place in a company where sb works and the responsibilities they have

problem /ˈprɒbləm/ (n) = sth that causes difficulty [the word is a countable noun]

profession /prəˈfeʃən/ (n) = a type of job that requires advanced education or training

punctual /ˈpʌŋktʃuəl/ (adj) = always arriving on time

qualification /kwɒlɪfɪˈkeɪʃən/ (n) = a certificate awarded when you successfully finish a course or pass an exam

quick learner (phr) = sb who has a natural ability to learn things quickly

quit /kwɪt/ (v) = to leave a job, team, school, etc

rank /ræŋk/ (n) = the position that sb has in the army

require /rɪˈkwaɪə/ (v) = to need sth

resit /riːt/ (v) = to take an exam again after failing

responsibility /rɪˈspɒnsəˈbɪləti/ (n) = sth that is your job or duty to deal with

retire /rɪˈtaɪə/ (v) = to stop working and receive a pension because of old age

sample /ˈsɑːmpəl/ (n) = a part of a whole used to show what the rest is like

satisfied (with) /sætɪsfaɪd/ (adj) = pleased with sth

seaside /siːsaɪd/ (n) = a beach or area close to the sea

shore /ʃɔː/ (n) = the land across the edge of the sea, lake or river

stressful /ˈstresfəl/ (adj) = making you feel tense and anxious

suitable (for) /suːtəbəl/ (adj) = appropriate for sth

surgery /sɜːdʒəri/ (n) = the act of cutting or removing parts of the body in order to treat injuries or diseases [the word is an uncountable noun]

trouble /ˈtrʌbəl/ (n) = a difficult or dangerous situation [the word is an uncountable noun]

tuition /tjuːʃən/ (n) = teaching

wait (for) /weɪt/ (v) = to stay in a place until sb arrives

well-paid /wel ˈpeɪd/ (adj) = earning a lot of money

win /wɪn/ (v) = to get first place

work /wɜːk/ (n) = the job that a person is paid for [the word is an uncountable noun]

3d

applicant /æplɪkənt/ (n) = a person who applies for a job

application form (phr) = a piece of paper with a list of questions to be answered for a job, university place, etc

banking /ˈbæŋkɪŋ/ (n) = the business of a bank

bear in mind (phr) = to remember

computer repair shop (phr) = a shop that fixes computers

computing /kəmˈpjʊtɪŋ/ (n) = the use and study of computers

CV /siː ˈviː/ (n) = a written statement of a person's educational background and professional experience

experience /ɪkˈspɪəriəns/ (n) = knowledge and skills acquired by doing sth

fill a position (phr) = to hire sb for a job

finance /faɪnæns/ (n) = money management

full training (phr) = teaching all the knowledge and skills required to do a job

good attitude (phr) = approaching your work in a positive way

guarantee /ɡærənˈtiː/ (n) = a promise that sth will definitely happen

hold interviews (phr) = to arrange meetings to choose a candidate for a job

interview /ɪntəˈvjuː/ (n) = a formal meeting at which sb answers questions in order to prove that they are suitable for a job

IT department (phr) = a part of a company that works with computers

key position (phr) = an important role in a company or business

personality /pɜːsənæləti/ (n) = the type of person sb is

pick up /pɪk ʌp/ (phr v) = to learn sth

right grade (phr) = the required qualification for sth

skill /skɪl/ (n) = an ability

tip /tɪp/ (n) = an extra amount of money given to a waiter, driver, etc to thank them for services provided

train /treɪn/ (v) = to prepare sb for a job

treat customers (phr) = (of a staff member) to behave in a particular way towards customers

wages /weɪdʒɪz/ (n) = the amount of money that sb regularly gets for their work

willingness /wɪlɪŋnəs/ (n) = eagerness
working environment (phr) = the place where sb works

3e

assistant tour guide (phr) = sb whose job is to help show visitors a place
cheerful /tʃɪəfəl/ (adj) = happy
coordinator /kəʊˈɔːdɪneɪtə/ (n) = sb whose job is to organise work
energetic /enəˈdʒetɪk/ (adj) = active
relevant experience (phr) = past knowledge of, or work in, sth

3f

A levels (phr) = university entrance exams in the UK
appear /əˈpiə/ (v) = to be published
application /æplɪˈkeɪʃən/ (n) = a formal request for a job or position
attach /əˈtætʃ/ (v) = to include sth in an email or letter
consider /kənˈsɪdə/ (v) = to think about a possibility carefully
copy /kəpi/ (n) = a reproduction of sth
degree /dɪɡriː/ (n) = an academic qualification awarded by a university
employer /ɪmˈplɔɪə/ (n) = the person that you work for
fluent (in) /fluːənt/ (adj) = expressed easily and correctly in a foreign language
grade /ɡreɪd/ (n) = a number or letter given for school work or in an exam, which shows how well sb has done
grateful /ɡreɪtɪfəl/ (adj) = feeling thankful or showing thanks
look forward to /lʊk ˈfɔːwəd tə/ (phr v) = to hope that sth that you want very much will happen soon
reference /ˈrefərəns/ (n) = a letter written by sb who knows you, in order to describe you and say if you are suitable for a job or course
waiting staff (phr) = employees who serve food and drinks to people at a restaurant, café, etc
with regard to (phr) = concerning; in connection with

Language Focus 3

clean /kliːn/ (adj) = not dirty
clear /kliə/ (adj) = easy to hear or see through; easy to understand
duty /djuːti/ (n) = an obligation
task /tɑːsk/ (n) = an assigned job

Module 4 Entertainment

direct /dɪˈrekt/ (v) = to guide the actors in plays and films

oil painting (phr) = a picture painted with oil paints
science-fiction (phr) = literary fantasy about the imagined impact of science on society
sculpture /ˈskʌlptʃə/ (n) = a 3-dimensional work of plastic art
sculpt /skʌlpt/ (v) = to create a form by shaping stone, wood or any other hard materia
soul /səʊl/ (n) = the spirit
wash off /ˌwɒʃ ˈɒf/ (phr v) = to remove dirt, dust, etc with water

4a

advertising agency (phr) = a business dedicated to creating, planning and handling advertising for its clients
advertising campaign (phr) = an organised programme of advertisements
alive /əˈlaɪv/ (adj) = not dead
be encouraged /bi ɪnˈkʌrɪdʒd/ (v) = to be given positive reinforcement and advice
body-painting /ˈbɒdi ˈpeɪntɪŋ/ (n) = the painting of bodies as a form of art and expression
bother /ˈbɒðə/ (v) = to make sb feel worried
bring to life (phr) = to cause sth to seem real
canvas /ˈkænvəs/ (n) = a strong heavy cloth used by artists for painting on
career /kəˈrɪə/ (n) = the period of your working life
carry on with /ˌkæri ˈɒn wɪð/ (phr v) = to continue doing sth
cheetah /tʃiːtə/ (n) = a long-legged spotted cat of Africa and southwestern Asia
combination /ˌkɒmbɪˈneɪʃən/ (n) = different things put together
creation /kriˈeɪʃən/ (n) = the human act of making sth new
creature /kriːtʃə/ (n) = an organism
design /dɪˈzaɪn/ (n) = a drawing or plan of sth
eagle /ˈiːɡəl/ (n) = a bird of prey
endangered species (phr) = a type of animal or plant that is at risk of extinction
environmental organisation (phr) = an organisation that seeks to protect the environment
exhibit /ɪɡˈzɪbɪt/ (v) = to show sth to the public for pleasure or information
finger nail /ˈfɪŋɡəneɪl/ (n) = the hard flat covering near the tip of a human finger

fond (of) /fɒnd/ (adj) = liking sb/sth very much
fur /fɜː/ (n) = animal skin
handheld gadget (phr) = a device or control small and light enough to be operated while you hold it in your hands
hyperrealist /haɪpəˈrɪəlɪst/ (adj) = an artist characterised by particularly realistic graphic representations
hyperrealist movement (phr) = a school of art characterised by particularly realistic graphic representations
long /lɒŋ/ (adv) = for an extended time
mainly /meɪnli/ (adv) = mostly
masterpiece /ˈmɑːstəpiːs/ (n) = the most outstanding work of a creative artist or craftsman
outline /aʊtlaɪn/ (n) = a line around sth that shows its shape
portrait /ˈpɔːtrət/ (n) = a drawing of a person or an animal
promote /prəˈməʊt/ (v) = to help to sell a new product
public awareness (phr) = the majority of people understanding sth
raise /reɪz/ (v) = to increase
raise public awareness (phr) = to bring to people's attention
realistic /ˈrɪəlɪstɪk/ (adj) = (of a painting) showing things as they really are
research /rɪˈsɜːtʃ/ (v) = to study a subject in detail in order to find new information about it
save /seɪv/ (v) = to rescue
scale /skeɪl/ (n) = each of the small flat plates that cover a fish's/snake's skin
shower away /ˌʃaʊə əˈweɪ/ (phr v) = to remove sth under a shower
snake /sneɪk/ (n) = a reptile
stay still (phr) = to remain motionless
still /stɪl/ (adj) = not moving
stroke /stroʊk/ (v) = to touch lightly and repeatedly, as with brushing motions
surprisingly /səˈpraɪzɪŋli/ (adv) = unexpectedly
thumb /θʌm/ (n) = the shortest finger of the hand
transfer /ˈtrænsfɜː/ (v) = to move sth from one place to another
true-to-life /truː tə ˈlaɪf/ (adj) = representing things as they actually are
worldwide /ˌwɜːldˈwaɪd/ (adv) = all over the world

Word List

4b

act /ækt/ (n) = each of the parts that a play, opera or ballet is divided into
audience /ˈɔːdiəns/ (n) = a group of people who sit and watch a performance at a theatre, cinema, etc.
award /əˈwɔːd/ (n) = a prize showing approval or distinction
be based on /bi ˈbeɪst ɒn/ (phr v) = to use sth as the thing from which sth else will be developed
be fond of (phr) = to like sth very much
be set in (phr) = (of a play, film, story) to take place in a specific area
bestseller /ˈbestˌselə/ (n) = a book that has had a large and rapid sale
book tickets (phr) = to reserve tickets for a concert, cinema, journey, etc
box office /ˈbɒks ˌɒfɪs/ (n) = the place where you buy tickets for a film, play, etc
cast /kɑːst/ (n) = all the actors in a film, play or show
character /ˈkærəktə/ (n) = personality
clap /klæp/ (v) = to hit your hands after performances to show approval
costume /ˈkɒstjʊm/ (n) = the set of special clothes worn in a play or at a fancy dress party
critic /ˈkrɪtɪk/ (n) = a person whose job is to analyse and interpret works of art
deserve /dɪˈzɜːv/ (v) = to be worthy of sth
digital photography (phr) = a photographic method that stores images electronically for later reproduction
drawing /ˈdrɔːɪŋ/ (n) = a picture drawn with a pencil
dress up /ˈdres ʌp/ (phr v) = to wear special clothes or costumes
episode /ˈepɪsəʊd/ (n) = each programme as a part of a series
facial expression (phr) = the look on sb's face showing what they think and feel
fan /fæn/ (n) = sb who supports or admires a particular team, athlete or artist
get away /get əˈweɪ/ (phr v) = to escape
get back /get ˈbæk/ (phr v) = to return
get by /get ˈbaɪ/ (phr v) = to manage to deal with things well despite difficulties
get down /get ˈdaʊn/ (phr v) = to write sth that sb says

get in /get ˈɪn/ (phr v) = to enter a place
get into /get ɪntə/ (phr v) = to get involved in or with sth
get off /get ˈɒf/ (phr v) = to walk off a bus, train, plane, etc
get on /get ˈɒn/ (phr v) = to board a bus, train, etc.
get out /get ˈaʊt/ (phr v) = to leave a room, house, etc.
get over /get əʊvə/ (phr v) = to recover from sth
get up /get ʌp/ (phr v) = to stand up; to get out of bed
headphones /ˈhedfəʊnz/ (pl n) = a piece of equipment worn over the ears to listen to the radio, TV, etc. without others hearing it
hit /hɪt/ (n) = a success
ice sculpting (phr) = a shape created in ice
interval /ˈɪntəvəl/ (n) = a short period of time between the parts of a play, film, etc.
jewellery making (phr) = making bracelets, rings or necklaces of precious metals
juggler /ˈdʒʌɡlə/ (n) = a performer who throws many objects in the air and catches them quickly
knitting /ˈnɪtɪŋ/ (n) = needlework
lead role (phr) = the main character in a film or a play
living statue (phr) = a person pretending to be a sculpture
magic trick (phr) = a set of actions that deceive and entertain people
make-up /ˈmeɪk ʌp/ (n) = cosmetics applied to the face to improve your appearance
mime artist (phr) = an actor who only uses gestures and facial expressions
movement /ˈmuːvmənt/ (n) = the action of moving sth
must-see /ˈmʌst siː/ (n) = a play or film considered to be so good that everyone should see
nominate /ˈnɒmɪneɪt/ (v) = to propose as a candidate for an award
on the edge of your seat (phr) = very excited
on TV (phr) = appearing on the TV screen
online /ˈɒnlaɪn/ (adv) = through the Internet
opera singer (phr) = an artist who performs in a play, singing all the words
painting watercolours (phr) = a painting produced with water-based paint

performance /ˈpɜːfməns/ (n) = a show
plotline /ˈplɒtlaɪn/ (n) = the main story of a book, play or film
pottery /ˈpɒtəri/ (n) = ceramic objects
present /ˈreprəˌzent/ (v) = to show
real /rɪəl/ (adj) = being or occurring in fact
regret /rɪˈɡret/ (v) = to feel sorry about sth you've done
rehearsal /rɪˈhɜːsəl/ (n) = a practice of a play or dance before the performance
review /rɪˈvjuː/ (n) = a written opinion on any piece of art
season /ˈsiːzən/ (n) = each of the four periods of the year
series /ˈsɪəriːz/ (n) = a set of radio/TV programmes with the same characters
set a drama to music (phr) = to write music so that the words of a play can be sung
soap opera /səʊp ˌɒpərə/ (n) = a serial on daytime television or radio
special effects (phr) = computer graphics used in a play or film to create an illusion
spectacular /ˈspektækjələ/ (adj) = very impressive
stage /steɪdʒ/ (n) = the raised area of a theatre that actors stand on
stand-up comedian (phr) = a performer who tells jokes standing in front of an audience
sth is worth doing (phr) = you should do sth because you will gain from it
street magician (phr) = sb who performs magic tricks to amuse an audience outside and in public
stunt /stʌnt/ (n) = a difficult or dangerous action
swing /swɪŋ/ (n) = a seat hung on ropes or chains
talented /ˈtæləntɪd/ (adj) = having a special natural ability
tell jokes (phr) = to express in words a humorous anecdote in order to provoke laughter
trapeze artist (phr) = an acrobat who performs on a free-swinging bar attached to two ropes
true /truː/ (adj) = not false
update /ʌpˈdeɪt/ (v) = to modernise sth
wood carving (phr) = a shape created by carving wood

4d

adventure /ədˈventʃə/ (n) = an exciting experience

4e

adventurous /əd'ventʃərəs/ (adj) = enjoying exciting or dangerous activities

battle scene (phr) = an act of a play in which there is a fight between opposing armies

be adapted from (phr) = (of a film script) sth that has been based on a book or play

be based on /bi 'beɪst ɒn/ (phr v) = to use sth as the thing from which sth else will be developed

calm sb down /kɑ:m 'daʊn/ (phr v) = to help sb become relaxed and quiet

can't stand (phr) = to not like sb/sth at all

coin /kɔɪn/ (n) = a piece of metal used as money

dragon /dræɡən/ (n) = a mythical monster

dwarf /dwɔ:f/ (n) = a very small imaginary creature

educational /edʒu'keɪʃənəl/ (adj) = providing knowledge

get into /get ɪntə/ (v) = to get involved in or with sth

get lost in (phr) = to get very excited by a story, play, film, etc.

get on with /get ɒn wɪð/ (phr v) = to have smooth relations with sb

gripping /'ɡrɪpɪŋ/ (adj) = really interesting

imaginary /ɪ'mædʒɪnəri/ (adj) = unreal

impressed /ɪm'prest/ (adj) = feeling admiration

length /leŋθ/ (n) = the amount of time that sth continues

make up your mind (phr) = to decide to do sth

moving /mu:vɪŋ/ (adj) = causing the viewer/reader to feel strong emotions

on the edge of your seat (phr) = very excited

outline /aʊtlaɪn/ (n) = the main facts about sth

pass the time (phr) = to spend your time doing sth

pick out /pɪk 'aʊt/ (phr v) = to choose

predictable /prɪ'dɪktəbəl/ (adj) = expected

relaxing /rɪ'læksɪŋ/ (adj) = calming

scary /skeəri/ (adj) = causing fear

set out on a journey (phr) = to begin travelling from one place to another over a long distance

spoil /spɔɪl/ (v) = to damage; to do harm

stressed out /strest 'aʊt/ (adj) = feeling tension and distress

take your mind off (phr) = to stop thinking about sth

acrobatic show (phr) = a performance given by acrobats

act /ækt/ (n) = a part of a performance

average /'ævərɪdʒ/ (adj) = neither very good nor very bad

brehtaking /'breθ'teɪkɪŋ/ (adj) = outstanding

gasp in amazement (phr) = to be extremely surprised

incredible /ɪn'kredɪbəl/ (adj) = unbelievable; amazing

instrument /ɪnstrə'ment/ (n) = an object used to produce music

lighting /'laɪtɪŋ/ (n) = all the light effects for the stage or a film

paint can (phr) = a metal container of colouring material

percussion /pə'kʌʃən/ (n) = musical instruments which are struck to make noise, e.g. drums, cymbals, etc.

recycled packaging (phr) = wrapping made from materials made from other materials

rubber tyre (phr) = a ring around a wheel, made of the juice of a tropical tree

4f

adventure novel (phr) = a long, written story about exciting and dangerous events

ally /ə'laɪ/ (n) = a country that helps another country in a war

be on sb's side (phr) = to support sb

biography /baɪ'ɒɡrəfi/ (n) = an account of events making up a person's life

brave /breɪv/ (adj) = courageous

civil war /sɪvəl 'wɔ:/ (n) = a war between opposing groups of people from the same country

come face to face with (phr) = to meet sb in person

crime novel (phr) = a long written story about illegal acts that are punishable by law

direct /dɪ'rekt/ (v) = to give the actors of a play/film instructions

disappoint /dɪsə'pɔɪnt/ (v) = to not satisfy sb

dull /dʌl/ (adj) = boring

evil /i:vəl/ (adj) = very bad

fantasy novel (phr) = a long written story based on imagination

fast-paced /fɑ:st 'peɪst/ (adj) = (of a plot) developing quickly

flaw /flɔ:/ (n) = a fault in sb's character

great read (phr) = a book worth reading

gripping /'ɡrɪpɪŋ/ (adj) = really interesting

hero /hɪərəʊ/ (n) = a brave man, character in a story

historical drama (phr) = a theatrical play based on historical events

horror novel (phr) = a long story, written about frightening events

inspiring /ɪn'spaɪərɪŋ/ (adj) = exciting

intriguing /ɪn'trɪ:ɡɪŋ/ (adj) = very interesting

latest /leɪtəst/ (adj) = the most recent

main /meɪn/ (adj) = leading

mission /mɪʃən/ (n) = a special assignment given to a person or group

mystery novel (phr) = a long story, written about a crime which a detective tries to solve

nation /neɪʃən/ (n) = a group of people under a single government

non-fiction novel (phr) = a long story, written about real facts

predictable /prɪ'dɪktəbəl/ (adj) = expected

recommend /rekə'mend/ (v) = to say that sth is good

revenge /rɪ'vendʒ/ (n) = sth you do to punish sb who harmed you

romance /rəʊ'mæns/ (n) = a love story

secret service agent (phr) = sb who works for a government organisation that protects the country's secrets

sensitive /sensətɪv/ (adj) = easily worried or offended

soldier /səʊldʒə/ (n) = sb serving in the army

spy novel (phr) = a long story, written about secret agents trying to find hidden information

thriller /θrɪlə/ (n) = an exciting story about a murder

twist /twɪst/ (n) = an unexpected change

villain /vɪlən/ (n) = the bad character in a story

vow /vaʊ/ (v) = to make a serious promise

weakness /wi:knəs/ (n) = an imperfection in sb's character

well-developed /wel drɪveləpt/ (adj) = (of a plot) carefully planned

you can't put a book down (phr) = a book is so exciting that you can't stop reading it

Language Focus 4

brush /brʌʃ/ (n) = an object used for painting

dedicate (to) /dedɪkeɪt/ (v) = to devote sth to sb

Word List

detailed /dɪ'teɪld/ (adj) = having lots of small features
draw /drɔ:/ (v) = to make a picture with a pencil
get by /get 'baɪ/ (phr v) = to deal with things well despite difficulties
Impressionist painting (phr) = a picture painted in the style of Impressionism (a French school of art)
paint /peɪnt/ (v) = to put coloured liquids on a surface
pleased (with) /pli:zd/ (adj) = very satisfied with sth
sharpen a pencil (phr) = to make the point of a pencil very thin
sketch /sketʃ/ (v) = to make a quick simple drawing
struggle /strʌɡəl/ (v) = to experience difficulty with sth

Module 5 Can you help?

accommodation /əˌkɒmə'deɪʃən/ (n) = a place to stay
announce /ə'naʊns/ (v) = to officially inform people about sth
charity ball (phr) = a large meal or dance organised to raise money for a good cause
council /kaʊnsəl/ (n) = a group of people elected to govern a town or city
delighted /dɪ'laɪtɪd/ (adj) = extremely happy and pleased about sth
environmental problem (phr) = an issue that affects nature or the world around us in a negative way
government /gʌvənmənt/ (n) = a political group in charge of a country
help out /help 'aʊt/ (phr v) = to help by doing work
homelessness /həʊmləsnes/ (n) = the condition of not having a home
household waste (phr) = rubbish produced in the home
landfill /lændfɪl/ (n) = a large deep hole where large amounts of rubbish are put
Mayor /meə/ (n) = a person elected to govern a town or city
packaging /pækɪdʒɪŋ/ (n) = the container or wrapping that sth is sold in
pollution /pə'lu:ʃən/ (n) = contamination of the environment with harmful substances
poverty /pɒvəti/ (n) = the condition of being extremely poor
Prime Minister /praɪm 'mɪnɪstə/ (n) = the person in charge of the government of a country

recent /rɪ'sɛnt/ (adj) = having happened a short time ago
recycle /rɪ'saɪkəl/ (v) = to process sth already used so that it can be used again
rise /raɪz/ (n) = an increase
rubbish /rʌbɪʃ/ (n) = garbage
series /sɪəri:z/ (n) = a set of things happening one after the other
shelter /ʃeltə/ (n) = a place for the homeless
sheltered /ʃeltəd/ (adj) = (of buildings) designed to provide a safe environment for people (elderly, homeless, etc)
social problem (phr) = an issue in society that is difficult to deal with
unemployment /ˌʌnɪm'plɔɪmənt/ (n) = the condition of not having a job
volunteer /ˌvɒləntɪə/ (n) = sb who offers to do sth without payment

5a

affect /ə'fekt/ (v) = to have an impact on sb/sth
affect wildlife (phr) = to have an impact on the animals and plants in nature
authorities /ɔ:'θɒrətɪz/ (pl n) = a group of people in power who make decisions which affect a place or area
baby turtle (phr) = a very young reptile with a hard shell on its back
bright /braɪt/ (adj) = giving out strong light
cancer /kænsə/ (n) = a very serious illness
car park (phr) = the place where people leave their cars
chance /tʃɑ:ns/ (n) = an opportunity
complete /kəm'pli:t/ (adj) = total; absolute
complete darkness (phr) = a total lack of light
creep in /kri:p 'ɪn/ (phr v) = to go into a place unnoticed
darkness /dɑ:knəs/ (n) = a lack of light
decline /dɪ'klaɪn/ (v) = to grow smaller
depression /dɪ'preʃən/ (n) = a mental state in which you are very sad
dim /dɪm/ (v) = to reduce light
dim streetlights (phr) = to reduce the brightness of street lighting
disrupt /dɪs'rʌpt/ (v) = to interrupt
earthquake /'ɜ:θkweɪk/ (n) = a sudden forceful movement of the Earth's surface
ecosystem /i:kəʊsɪstəm/ (n) = all the plants and animals living in a particular area and the relationship between them
emergency services (phr) = the fire brigade, the police and the ambulance services
energy /enədʒi/ (n) = electric power
exhausted /ɪg'zɔ:stɪd/ (adj) = very tired
feed /fi:d/ (v) = to eat
flash on and off (phr) = (of a light) to come on and go off suddenly
get confused (phr) = to become puzzled
get disrupted (phr) = to be interrupted
giant /dʒaɪənt/ (adj) = very huge
go down /gəʊ 'daʊn/ (phr v) = (of the Sun) to set below the horizon
hatch /hætʃ/ (v) = (of an animal) to be born from an egg
heart disease (phr) = an illness related to the heart
horizon /hə'reɪzən/ (n) = the place where the land or sea seems to meet the sky
illness /ɪlnəs/ (n) = the fact of being ill
in a panic (phr) = in sudden and uncontrollable fear
insect /ɪnsekt/ (n) = a small flying animal with six legs
lack /læk/ (n) = an absence of sth; a shortage
lead (to) /li:d/ (v) = to cause sth to happen
light pollution (phr) = the intense glow from electric lights that stops people from being able to see the stars in the night sky
light up /laɪt 'ʌp/ (phr v) = to make sth bright with lights
lighting /laɪtɪŋ/ (n) = the lights in a place
low energy bulbs (phr) = special bulbs that use lower amounts of electricity than usual
marvel (at) /mɑ:vəl/ (v) = to be amazed by sth
migrate /maɪ'greɪt/ (v) = to go from one place to another
Milky Way /mɪlki 'weɪ/ (n) = a galaxy
office block (phr) = a large tall building with offices
power cut (phr) = the situation in which the electricity supply to a building or area is stopped
reduce /rɪ'dju:s/ (v) = to make sth smaller or less
reproduce /rɪ:prə'dju:s/ (v) = to produce babies
resident /rɛzɪdənt/ (n) = a person who lives in a house, area or country
seafront /sɪ:fɹənt/ (n) = the part of a town on the coast next to the beach
security light (phr) = a bright light that turns itself on when sb walks past

seriously /ˈsɪəriəsli/ (adv) = to a great degree
shine /ʃaɪn/ (v) = to give out bright light
shop front (phr) = the outside of a shop facing the road
silvery /ˈsɪlvəri/ (adj) = having the colour of silver
sleep patterns (phr) = the routine of sleeping
space /speɪs/ (n) = the universe above the Earth's atmosphere
spot /spɒt/ (v) = to notice
starry /ˈstɑːri/ (adj) = full of stars
stray /streɪ/ (adj) = an animal without a home
streetlight /ˈstriːtlaɪt/ (n) = each of the lamp-posts along the streets
streetlights shine (phr) = the lamp-posts along the streets give out bright light
swarm /swɔːm/ (v) = (of insects) to move in a large group
switch off /ˈswɪtʃ ˈɒf/ (phr v) = to turn off
unnecessary lighting (phr) = more light than is required
wander /ˈwɒndə/ (v) = to walk aimlessly
waste /weɪst/ (v) = to use more of sth than necessary
waste energy (phr) = to use more electricity than is needed for sth
wildlife /ˈwaɪldlaɪf/ (n) = the animals and plants in nature

5b

aerosol spray (phr) = a small container in which a liquid is kept under pressure, and is forced out as a fine spray when pressed
affordable /əˈfɔːdəbəl/ (adj) = reasonably priced
amphitheatre /ˈæmfɪθiətrə/ (n) = an outdoor theatre
appliance /əˈplaɪəns/ (n) = a device or machine for home use
at risk (phr) = in danger
ban /bæn/ (v) = to prohibit sth officially
breathing problems (phr) = difficulties breathing because of an illness or pollution
campaign /kæmˈpeɪn/ (n) = organised activities or demonstrations to achieve a result
capsize /kæpˈsaɪz/ (v) = (of a boat, etc) to overturn in the water
CFC /ˌsiː ef ˈsiː/ (n) = a chemical used in aerosol sprays
charity /tʃærəti/ (n) = an organisation that gives money, food or help to good causes

climate change (phr) = the condition in which the weather and temperatures change around the world
collect /kəˈlekt/ (v) = to make sth increase in amount
community /kəˈmjuːnɪti/ (n) = all the people who live in a specific area
conservation /kənseɪˈveɪʃən/ (n) = protection
conservation project (phr) = a series of efforts made by an organisation to protect the environment
cover /ˈkʌvə/ (n) = sth that is on top of sth else
decline /dɪˈklaɪn/ (n) = a decrease in sth
decrease /dɪˈkriːs/ (v) = to make sth less
destruction /dɪˈstrʌkʃən/ (n) = the act of destroying sth
device /dɪˈvaɪs/ (n) = a piece of equipment made for a specific purpose
disagree (with) /ˌdɪsəˈɡriː/ (v) = to not accept an opinion or practice
drip /drɪp/ (v) = (of a liquid) to fall in small drops
drop /drɒp/ (v) = to let go of sth by mistake, so that it falls
equipment /ˈɪkwɪpmənt/ (n) = the things used for a particular activity or purpose
expand /ɪkˈspænd/ (v) = to increase in size, number, amount or importance
experiment (on) /ɪkˈsperɪment/ (v) = to carry out tests to discover if sth works or is true
extinct /ɪkˈstɪŋkt/ (adj) = not existing any more
fight /faɪt/ (v) = to stop sth happening
fine /faɪn/ (v) = to make sb pay an amount of money as punishment
fossil fuel (phr) = a substance, such as coal or oil, made from naturally destroyed parts of dead animals or plants, and burnt to provide energy
gather /ˈɡæðə/ (v) = to get things together in one place
global warming (phr) = a rise in the Earth's temperature caused by polluted gases
globe /ɡləʊb/ (n) = the planet Earth
greenhouse gases (phr) = gases created from burning fossil fuels and causing our atmosphere to heat up
hang /hæŋ/ (v) = (of smoke, fog, etc) to stay in the air for a long time
healthcare /ˈhelθkeə/ (n) = the improvement and maintenance of health

hold /həʊld/ (v) = to organise an event
household /ˈhaʊshəʊld/ (adj) = used in the running of a home
in the wild (phr) = in nature
increase /ɪnˈkriːs/ (v) = to make bigger in amount, number or degree
injustice /ɪnˈdʒʌstɪs/ (n) = a situation in which people are treated unfairly
invest /ɪnˈvest/ (v) = to put money into sth hoping that you can make profit
jug /dʒʌɡ/ (n) = a large container with a narrow mouth for pouring water, wine, etc
melting /ˈmeltɪŋ/ (n) = the process of heat changing sth from a solid to a liquid
mend /mend/ (v) = to fix or repair sth
natural resources (phr) = sth, such as oil, minerals, etc, provided by nature
natural world (phr) = wildlife and its environment
nightmare /ˈnaɪtmɛə/ (n) = a bad dream
oil spill (phr) = an accident in which an oil tanker releases petroleum into the sea
ozone layer (phr) = the part of the Earth's atmosphere which protects us from the Sun
packaging /ˈpækɪdʒɪŋ/ (n) = the container or wrapping that sth is sold in
packet /ˈpækɪt/ (n) = a small paper, card or plastic container and its contents
peace /piːs/ (n) = freedom from war or fighting
pick /pɪk/ (v) = to take fruit, vegetables, etc from the place where they grow
picturesque /ˈpɪktʃəˈresk/ (adj) = (of a place) attractive and natural in appearance
polar ice caps (phr) = the huge masses of ice at the North and South Poles
poverty /ˈpɒvəti/ (n) = the condition of being extremely poor
prevent /prɪˈvent/ (v) = to stop sth from happening
project /ˈprɒdʒekt/ (n) = a plan or programme
promote /prəˈməʊt/ (v) = to encourage
public transport (phr) = buses, trains, trams and other vehicles shared by the people in a city
put off /ˈput ˈɒf/ (phr v) = to delay doing sth until a later time
raise /reɪz/ (v) = to collect (money)
recycle /ˈriːsaɪkl/ (v) = to process used materials so as to be used again

Word List

reduce /rɪ'djuːs/ (v) = to make smaller or less
renew /rɪ'njuː/ (v) = to replace sth that is old or broken
reuse /ri:'juːz/ (v) = to use sth again (or) more than once
revise /rɪ'vaɪz/ (v) = to review and change sth
rock spire (phr) = a tall pointed shape made from rock
run /ʌn/ (v) = to organise or control sth
run out /ʌn 'aʊt/ (phr v) = to have no more of sth left
run the tap (phr) = to make water come out of a tap
save /seɪv/ (v) = to not waste
security /sɪ'kjʊərəti/ (n) = protection from danger
shrink /ʃrɪŋk/ (v) = to become smaller in size
smog /smɒɡ/ (n) = a mixture of fog and smoke in some busy industrial cities
solar energy (phr) = energy from the Sun
solar panel (phr) = equipment that generates electricity using the power of the Sun
species /spi:'fiːz/ (n) = a type of animal or plant
speed /spiːd/ (n) = the pace at which sth happens
swap /swɒp/ (v) = to exchange sth for sth else
take advantage of (phr) = to make the most of an opportunity, etc.
tanker /tæŋkə/ (n) = a large ship that transports large quantities of gas or oil
the poor /ðə 'pɔː/ (pl n) = the people who don't have any money
turn down /tɜːn 'daʊn/ (phr v) = 1. to lower the level of sound of a TV or radio; 2. to refuse a request, an offer, etc.
turn into /tɜːn ɪntə/ (phr v) = to become
turn off /tɜːn 'ɒf/ (phr v) = to switch off
turn on /tɜːn 'ɒn/ (phr v) = to switch on
turn out /tɜːn 'aʊt/ (phr v) = to prove to be
turn over /tɜːn 'əʊvə/ (phr v) = to consider carefully
turn up /tɜːn 'ʌp/ (phr v) = to increase the level of sound of a TV or radio
volume /vɒljəm/ (n) = the amount of sound that sth makes

volunteer /vɒlən'tiə/ (v) = to offer to do sth without being paid
water /wɔːtə/ (v) = to pour water on (flowers, trees, etc.)
wildlife /waɪldlaɪf/ (n) = animals and plants in nature
wind power (phr) = energy from the wind

5d

bargain /bɑːɡɪn/ (n) = sth bought at a cheaper price
charity shop (phr) = a shop that sells products to raise money for people in need
coffee shop (phr) = a business where sb can buy hot drinks like tea and coffee
compost /kɒmpɒst/ (n) = a mixture of organic materials naturally destroyed and used as a fertilizer
cycle lane (phr) = a special part of the road only used by cyclists
dangerous driver (phr) = sb who is unsafe and not careful when sth they drive their car
disposable /dɪ'spəʊzəbəl/ (adj) = that can be thrown away after it's been used
enforce the law (phr) = to make sure that the law is being followed
exhaust fumes (phr) = gases released by a vehicle when the engine is running
fine /faɪn/ (n) = an amount of money paid as punishment
heavy traffic (phr) = a lot more cars on the road than usual
illegal parking (phr) = the act of parking your car in a place where it isn't allowed by the law
narrow street (phr) = a thin road or path that doesn't have much room for people or vehicles
packaging /pækɪdʒɪŋ/ (n) = the container or wrapping that sth is sold in
patrol /pə'trɔːl/ (v) = to observe an area and check that there is no trouble or danger
pedestrian /pə'destriən/ (n) = a person who walks next to a street where vehicles go
public transport (phr) = buses, trains, trams and other vehicles used by the people in a city
reusable mug (phr) = a cup for hot drinks that can be used more than once
swerve /swɜːv/ (v) = to change direction suddenly

tale /teɪl/ (n) = a story or account of sth
traffic jam (phr) = a large number of vehicles close together and unable to move
traffic warden /træfɪk 'wɔːdn/ (n) = sb who controls the parking of cars in a town
wheelie bin (phr) = a large dustbin with wheels used to carry waste

5e

breathing equipment (phr) = devices that help you breathe underwater
colourful /kʌləfʊl/ (adj) = having a lot of different colours
conservation organisation (phr) = a group that works to protect the environment
coral reef (phr) = a hard formation made of small sea creatures on the sea floor
decline /dɪ'klaɪn/ (v) = to decrease in amount
deforestation /diːfɒr'steɪʃən/ (n) = cutting down or destroying all the trees in an area
depressing /dɪ'presɪŋ/ (adj) = causing sadness
endangered species (phr) = a kind of animal/plant threatened with extinction
get sb involved (phr) = to persuade sb to participate in sth
high fine (phr) = a large amount of money paid as a punishment
impose /ɪm'pəʊz/ (v) = to force sb to accept sth
local campaign (phr) = an organised activity or demonstration in an area to achieve a result
natural habitat (phr) = the environment in which a plant or animal normally lives
nature reserve (phr) = a protected area of land where animals live safely
poaching /pəʊtʃɪŋ/ (n) = the act of hunting animals illegally
population /pɒpjə'leɪʃən/ (n) = all the people or animals that live in one area
sea turtle /siː 'tɜːtl/ (n) = a large reptile with a hard shell that lives in the ocean
set up /set 'ʌp/ (phr v) = to create; to establish
underwater camera (phr) = a camera that can be used in the water

5f

- advertising campaign** (phr) = media activities to draw people's attention to sth
- carbon dioxide** (phr) = a gas in the air that we breathe
- carpool** /kɑ:pʊl/ (v) = to share your car with other people to avoid unnecessary use of vehicles
- demand (for)** /dɪ'mænd/ (n) = the public's desire to have or buy sth
- employ** /ɪm'plɔɪ/ (v) = to give sb a job; to hire sb
- extinction** /ɪk'stɪŋkʃən/ (n) = the fact that a form of life stops existing
- mammal** /mæməl/ (n) = the animal that gives birth to live babies and feeds its young on milk
- museum exhibit** (phr) = sth that is displayed in a museum for people to see
- park ranger** (phr) = sb whose job is to look after a forest
- patrol** /pə'trəʊl/ (v) = to observe an area and check that there is no trouble or danger
- raise awareness** (phr) = to bring sth to more people's attention
- under threat** (phr) = at risk of damage or harm

Language Focus 5

- a river bursts its banks** (phr) = water from the river goes on to the land
- affect** /ə'fekt/ (v) = to have an impact on
- cause** /kɔ:z/ (v) = to make sth happen
- die out** /daɪ 'aʊt/ (phr v) = (of a species) to become extinct
- drought** /draʊt/ (n) = a long period of time in which no rain falls
- flooding** /'flʌdɪŋ/ (n) = the act of water covering an area of land due to heavy rain
- lack** /læk/ (n) = an absence of sth
- lead (to)** /li:d/ (v) = to bring sth about
- need (for sth)** /ni:d/ (n) = a situation in which sth is necessary
- overfishing** /əʊvə'fɪʃɪŋ/ (n) = the act of catching too many fish
- own** /əʊn/ (v) = to possess
- region** /rɪ'dʒən/ (n) = a particular area of a country
- result (in)** /rɪ'zʌlt/ (v) = to cause sth to happen
- shortage** /'ʃɔ:tɪdʒ/ (n) = a situation in which there is not enough of sth needed
- well** /wel/ (n) = a hole in the ground from which water is drawn

Module 6 Don't be afraid!

- basement** /beɪsmənt/ (n) = a room in a building under the level of the ground
- bite** /baɪt/ (v) = to use the teeth to cut into sth
- bug** /bʌg/ (n) = a small insect, such as a spider, a cockroach, etc
- closed space** (phr) = a limited area
- covers** /kʌvəz/ (pl n) = the blankets and sheets on a bed
- crowd** /kraʊd/ (n) = a large group of people
- dentist** /dentɪst/ (n) = a doctor who treats people's teeth
- disappear** /dɪsə'piə/ (v) = to stop being visible
- dizzy** /dɪzi/ (adj) = having the feeling of spinning around and losing your balance
- elevator** /elɪveɪtə/ (n) = a machine for carrying people and things to different levels in a building
- flying** /flaɪɪŋ/ (n) = travelling by air
- freeze** /fri:z/ (v) = to become suddenly motionless or paralysed with fear or shock
- height** /haɪt/ (n) = the distance above a level or surface
- hide** /haɪd/ (v) = to keep yourself in a place where you can't be seen
- move** /mu:v/ (v) = to change place or position
- open water** (phr) = a large body of water, e.g. an ocean, a lake, etc
- panic attack** (phr) = a sudden attack of fear
- public speaking** (phr) = the act of making a speech in front of a number of people
- rarely** /reəli/ (adv) = not often
- shake** /ʃeɪk/ (v) = to tremble because you are frightened
- sick** /sɪk/ (adj) = suffering from a disease
- sting** /stɪŋ/ (v) = (of an insect) to hurt sb by piercing the skin with a sharp pointed part that contains poison
- storm** /stɔ:m/ (n) = bad weather with rain, wind, thunder and lightning
- sweat** /swet/ (v) = to produce salty liquid through your skin because you are hot, ill, frightened or doing exercise
- terrified** /terə'faɪd/ (adj) = extremely frightened
- unhealthy** /ʌn'helθi/ (adj) = not having good health
- wet** /wet/ (v) = to cover sth in water or other liquid

6a

- affect** /ə'fekt/ (v) = to have an influence on sb/sth
- aim** /eɪm/ (n) = a purpose or intention
- appearance** /ə'piərəns/ (n) = the way that sb/sth looks
- arachnid** /ə'ræknaɪd/ (n) = a small creature, such as a spider, that has eight legs and a body formed of two parts
- arachnophobia** /ə'rækna:fəʊbiə/ (n) = an unreasonable fear of spiders
- armour** /ɑ:mə/ (n) = a strong covering for the body that soldiers used to wear
- at all costs** (phr) = regardless of the consequences
- avoid** /ə'vɔɪd/ (v) = to stay away from sb/sth
- be alone** (phr) = to be the only person that does sth
- block** /blɒk/ (v) = to put an obstacle in a path or exit
- building material** (phr) = a substance used for constructing buildings
- chocolate bar** (phr) = a long piece of chocolate
- cockroach** /kɒkrəʊtʃ/ (n) = a flat brown or black insect, sometimes found in the home
- common** /kɒmən/ (adj) = usual
- confident** /kɒnfɪdənt/ (adj) = certain about your ability
- consider** /kən'sɪdə/ (v) = to think of sb/sth in a particular way
- crawl** /kroʊl/ (v) = to move slowly with the body close to the ground
- creature** /kri:tʃə/ (n) = a living thing
- creepy** /kri:pi/ (adj) = scary
- creepy-crawly** /kri:pi 'kroʊli/ (n) = a small creature that gives you a feeling of fear or dislike
- culture** /kʌltʃə/ (n) = the lifestyle, beliefs and traditions of a group of people
- deep-fried** /di:p 'fraɪd/ (adj) = (of food) cooked in hot oil or fat
- doughnut** /dəʊnʌt/ (n) = a small ring-shaped cake fried in fat
- eight-legged** /eɪt 'legɪd/ (adj) = (of an insect) having eight legs
- exposure therapy** (phr) = a treatment for phobias in which the patient is forced to be faced with their phobias
- fear** /fɪə/ (n) = a feeling of being afraid
- female** /fi:meɪl/ (n) = a woman or a girl
- fly** /flaɪ/ (n) = a small flying insect with two wings

Word List

grilled /grɪld/ (adj) = cooked below or above strong direct heat
harm /hɑ:m/ (v) = to cause injury or damage to sb/sth
hate /heit/ (v) = to dislike sb/sth strongly
human /hju:mən/ (n) = a person
irrational /ɪræʃənəl/ (adj) = not based on good judgement or clear thinking
male /meɪl/ (n) = a man or a boy
mosquito /mə'ski:təʊ/ (n) = a small flying insect that feeds on the blood of people and animals
moth /mʌθ/ (n) = a small insect like a butterfly
nutritious /nju:'trɪʃəs/ (adj) = (of food) that provides healthy minerals and vitamins for the body
nutritious treat (phr) = a special and tasty type of food that does good to your health
pest controller (phr) = sb/sth that gets rid of small insects which destroy crops or food supplies
phobia /fə'biə/ (n) = an unreasonable fear of sth
play a part (phr) = to have an affect on sth
plughole /plʌghəʊl/ (n) = a hole at the bottom of a sink or bath where water flows out
rainforest /reɪnfɒrɪst/ (n) = a tropical forest that receives a lot of rain
reduce /rɪ'dju:s/ (v) = to make sth smaller or less in size or amount
refuse /rɪ'fju:z/ (v) = to show or express unwillingness to do sth
run away /rʌn ə'weɪ/ (phr v) = to leave quickly in order to avoid or escape sth
scream /skri:m/ (v) = to cry out because of pain, fear, etc
scuttle /skatl/ (v) = to run somewhere with short quick steps
shake /ʃeɪk/ (v) = to tremble because you are frightened
snack /snæk/ (n) = a small amount of food eaten between meals
specific /spə'sɪfɪk/ (adj) = exact; precise
spider /spaɪdə/ (n) = a small creature with eight thin legs which catches other insects in a web
startle /stɑ:tl/ (v) = to surprise or frighten sb
suffer (from) /sʌfə/ (v) = to experience sth bad or unpleasant
sufferer /sʌfərə/ (n) = a person who has a particular problem or disease
sweat /swet/ (v) = to produce salty liquid through your skin because you are hot, ill, frightened or doing exercise

tarantula /tə'ræntjələ/ (n) = a large hairy spider that lives in warm regions
tasty /teɪsti/ (adj) = delicious
trap /træp/ (v) = to catch sb/sth by forcing them into a place from which they can't escape
treatment /tri:tment/ (n) = a particular method or type of medical care
ugly /ʌgli/ (adj) = not pretty or attractive
unreasonable /ʌn'ri:zənəbəl/ (adj) = not sensible
venom /venəm/ (n) = poison produced by animals and insects
your hair stands on end (phr) = to be very horrified

6b

afraid (of) /ə'freɪd/ (adj) = frightened of sth
anxious /æŋkʃəs/ (adj) = worried about sth
approach /ə'prəʊtʃ/ (v) = to move nearer to sb/sth
attendance /ətendəns/ (n) = being present at a place or event
avoid /ə'vɔɪd/ (v) = to stay away from sb or sth
be presented with (phr) = to be faced with sth difficult
beat /bi:t/ (v) = (of the heart) to make a regular movement
blood /blʌd/ (n) = the red liquid that flows through the bodies of people and animals
clinic /klnɪk/ (n) = a place in a hospital for treatment of a specific disease
control your reactions (phr) = to remain calm and not show that you are angry or upset
cure /kjʊə/ (n) = a remedy
dizzy /dɪzi/ (adj) = having the feeling of spinning around and losing your balance
dry /draɪ/ (adj) = (of the mouth) without enough of the liquid that is normally in your mouth, because you are nervous
effective /ɪ'fektɪv/ (adj) = successful in producing a desired result
embarrassed /ɪm'bærəst/ (adj) = ashamed because you have made a mistake
face /feɪs/ (v) = to have to deal with a difficult situation that affects you
faint /feɪnt/ (v) = to suddenly become unconscious
flash of lightning (phr) = a powerful flash of light in the sky caused by electricity and followed by thunder

freeze /fri:z/ (v) = to become suddenly motionless or paralysed with fear or shock
germ /dʒɜ:m/ (n) = a very small organism that causes disease
get butterflies in your stomach (phr) = to feel very nervous or excited about sth important that you have to do
go as white as a ghost (phr) = to become extremely pale because you are frightened
injury /ɪndʒəri/ (n) = physical harm to sb's body caused by an accident or an attack
jump out of your skin (idm) = to be extremely shocked and frightened by sth
keep away /ki:p ə'weɪ/ (phr v) = to not go somewhere or near sth
keep on /ki:p 'ɒn/ (phr v) = to continue doing sth
keep out /ki:p 'aʊt/ (phr v) = to stop sb/sth from going into a place
keep up with /ki:p 'ʌp wɪð/ (phr v) = to manage to do as much/well as others do
lead (to) /li:d/ (v) = to cause sth to happen
nervous /nɜ:vəs/ (adj) = frightened about sth that is going to happen
patient /peɪʃənt/ (n) = a person who is receiving medical care
permanent /pɜ:mənənt/ (adj) = lasting forever
permit /pɜ:mɪt/ (n) = an official document which states that you may do sth
psychologist /saɪ'kɒlədʒɪst/ (n) = an expert who treats mental and behavioural problems
reaction /rɪ'ækʃən/ (n) = the way sb acts or feels in response to sth that happens, is said, etc
realistic /rɪə'lɪstɪk/ (adj) = possible to exist
relatively /relə'tɪvli/ (adv) = to some extent
sb's hair stands on end (phr) = sb is very frightened
scared /skeəd/ (adj) = frightened
scared stiff (phr) = extremely frightened
sensitive (to) /sensətɪv/ (adj) = able to understand people's feelings, problems, etc
session /seʃən/ (n) = a period of time used by a group of people for a particular activity
shake /ʃeɪk/ (v) = to tremble because you are frightened

shake like a leaf (phr) = to tremble a lot because you are cold, nervous or afraid

take off /teɪk 'ɒf/ (phr v) = (of an aircraft) to leave the ground and begin to fly

thunder /θʌndə/ (n) = the loud noise that you hear after a flash of lightning

tunnel /tʌnəl/ (n) = a long passage under or through the ground

wasp /wɒsp/ (n) = a thin black and yellow flying insect that can sting you

worry (about) /wʌri/ (v) = to feel nervous or upset about sb/sth

xenophobia /ˌzenə'fəʊbiə/ (n) = fear of foreigners or strangers

6d

affect /ə'fekt/ (v) = to have an influence on sb/sth

anxious /æŋkʃəs/ (adj) = worried about sth

beat your phobia (phr) = to overcome an unreasonable fear of sth

bungee jump /bʌndʒi dʒʌmp/ (n) = a jump made by sb from a high bridge, building, etc, secured only by a rubber cord attached to the ankles

come down with /kʌm 'daʊn wɪð/ (phr v) = to become ill with a particular disease

concentrate (on) /kɒnsəntreɪt/ (v) = to direct your attention or your efforts towards a particular activity, subject or problem

counselling /kaʊnsəlɪŋ/ (n) = advice and support given by an expert to sb with problems

faint /feɪnt/ (v) = to suddenly become unconscious

focus (on) /fəʊkəs/ (v) = to give a lot of attention to one particular person, subject or thing

give up /gɪv 'ʌp/ (phr v) = to stop doing sth before you have finished it, usually because it is too difficult

go through with it (phr) = to manage to perform an action despite difficulty

halls of residence (phr) = a college building where students live

hot and humid (phr) = warm and wet in a way that makes you feel uncomfortable

hypnotherapy /hɪpnəʊ'θerəpi/ (n) = the use of an artificial state of sleep to treat emotional problems

in public (phr) = in a place where people can see you

laboratory /lə'bɒrətəri/ (n) = a place where people do scientific and medical experiments or research

live to tell the tale (phr) = to manage to continue to live despite a difficult situation or experience

low self-esteem (phr) = lack of belief in your own value or ability

make judgements (phr) = to form opinions about sb/sth after thinking carefully

nerves /nɜːvz/ (pl n) = being frightened about sth that is going to happen

painfully shy (phr) = feeling extremely nervous and uncomfortable with other people

panic attack (phr) = a sudden attack of fear

panther /pænθə/ (n) = a leopard with black fur

persuade /pə'sweɪd/ (v) = to make sb do sth by giving them a good reason to do it

poison /pɔɪzən/ (n) = a substance that can make people or animals ill or kill them

proud of yourself (phr) = pleased and satisfied with yourself, your possessions, achievements, etc

social phobia (phr) = an unreasonable fear of embarrassing yourself in front of other people

special occasion (phr) = a formal event

student counsellor (phr) = an expert who advises students on personal problems or academic and occupational choice

the centre of attention (phr) = the person or thing that everyone is most interested in

trekking /trekɪŋ/ (n) = the act of making a long journey across difficult country on foot, usually for pleasure

tremble /trembəl/ (v) = to shake slightly because you are cold or frightened

6e

deep breathing exercise (phr) = a physical activity in which you take a lot of air into your lungs in order to relax

filling /fɪlɪŋ/ (n) = a small amount of metal put into your tooth to cover a hole

hypnotherapy /hɪpnəʊ'θerəpi/ (n) = the use of an artificial state of sleep to treat emotional problems

miserable /mɪzərəbəl/ (adj) = extremely unhappy

relieve /rɪ'liːv/ (v) = to make an unpleasant feeling, such as pain or worry, less strong

rubber ball (phr) = a round object used in games and sports, made by a substance that can bend easily

squeeze /skwiːz/ (v) = to press sth firmly together with your fingers or hand

stress /stres/ (n) = a continuous feeling of worry

waiting room (phr) = a room for people to wait in, for example before they see a doctor

6f

confidence /kɒnfɪdəns/ (n) = belief in your value or ability

conquer your fear (phr) = to manage to overcome the feeling of being afraid of sth

counsellor /kaʊnsələ/ (n) = an expert whose job is to help and support people with problems

gain /geɪn/ (v) = to achieve sth as a result of a lot of effort

get on /get 'ɒn/ (phr v) = to make progress in dealing with a situation

get over /get əʊvə/ (phr v) = to find a way to solve or deal with a difficult problem

gradually /grædʒuəli/ (adv) = little by little

leash /liːʃ/ (n) = a piece of rope, leather, etc fastened to a dog's collar in order to control it

Language Focus 6

raise an eyebrow (phr) = to show surprise by moving one of the two lines of hair above the eyes upwards

chin /tʃɪn/ (n) = the front part of your face below your mouth

frown /fraʊn/ (v) = to make an angry, unhappy or confused expression by moving the two lines of hair above the eyes together

gaze /geɪz/ (v) = to look at sb/sth for a long time without realising that you are doing so

licence /laɪsəns/ (n) = an official document giving you permission to own or do sth for a period of time

scratch /skrætʃ/ (v) = to rub your skin with your nails because it feels uncomfortable

Word List

tilt /tɪlt/ (v) = to move your head or chin upwards or to the side

Module 7 Health & Food

ageing /eɪdʒɪŋ/ (n) = the process of growing older

allowance /ə'laʊəns/ (n) = an amount of sth that is safe or acceptable

annual /'ænjʊəl/ (adj) = happening once a year

balanced diet (phr) = a diet that contains the right amounts of all the necessary nutrients

boost /bu:st/ (v) = to cause sth to improve or become more successful

break down /breɪk 'daʊn/ (phr v) = to change food as a result of a chemical process

calorie /'kæləri/ (n) = a unit measuring the amount of energy that foods produce in the body

catch the flu (phr) = to get a common disease that causes fever and weakness

charity /tʃærəti/ (n) = an organisation that gives money, food or help to those in need

cod /kɒd/ (n) = a large sea fish, eaten as food

diet /daɪət/ (n) = the type of food and drink that sb usually consumes

digest /daɪdʒest/ (v) = to have food broken down in the stomach

digestion /daɪdʒestʃən/ (n) = the process in the body by which food is broken down

effect /ɪ'fekt/ (n) = a result

fight off /faɪt 'ɒf/ (phr v) = to struggle to avoid an illness

headache /'hedeɪk/ (n) = an ache or pain in the head

high temperature (phr) = a higher than normal body temperature caused by disease

illness /'ɪlnəs/ (n) = a sickness or disease

immune system (phr) = the organs and processes in the body which protect you from illnesses and infections

infection /ɪn'fekʃən/ (n) = a disease caused by germs that enter the body

influenza /ɪnflu'enzə/ (n) = a common illness that causes fever and weakness

injection /ɪn'dʒekʃən/ (n) = the act of forcing a liquid medicine into the body by using a special needle

liver /lɪvə/ (n) = a large reddish-brown organ in the body that cleans the blood

lose weight (phr) = to become thinner

medical /'medɪkəl/ (adj) = relating to the treatment of diseases and injuries

mineral /'mɪnərəl/ (n) = a chemical substance that exists naturally in certain foods and is important for good health

physical exercise (phr) = a period of workout to keep fit

raise money (phr) = to collect money so as to help people

reduce /rɪ'dju:s/ (v) = to make smaller in size or amount

skin /skɪn/ (n) = the outer covering of the body

supplement /səplɪmənt/ (n) = an additional amount of sth that you take for improvement

symptom /sɪmptəm/ (n) = a change in the body which shows that a disease is present

vaccination /væksɪ'neɪʃən/ (n) = the injection of a substance into the body in order to produce antibodies against an illness

vitamin /vɪtəmən/ (n) = a natural substance found in foods that helps your body to be healthy

warning /'wɔ:nɪŋ/ (n) = a statement that tells you about sth bad that might happen so that you can avoid it

wealth /welθ/ (n) = the possession of a large amount of valuable things

7a

absorb /əb'sɔ:b/ (v) = to take sth in

act /ækt/ (n) = sth that is done

ageing process (phr) = the series of actions that happen naturally and result in growing older

antioxidant /ænti'ɒksɪdənt/ (n) = a substance in some foods that cleans the body

be bursting with sth (phr) = to be filled with sth

beetroot /'bi:tru:t/ (n) = the small, round, dark red root of a plant eaten as a vegetable

beneficial /benɪ'fɪʃəl/ (adj) = having a good effect on sb

blood pressure (phr) = the force with which the red liquid that flows through the bodies of people and animals moves through a person's body

blood vessel (phr) = a small tube that carries blood to different parts of the body

boost /bu:st/ (v) = to cause sth to improve or become more successful

brain /breɪn/ (n) = the organ of the body in the head that controls functions, movements, sensations and thoughts

breathe /bri:ð/ (v) = to move air into and out of the lungs

cancer /'kænsə/ (n) = a very serious disease

chew /tʃu:/ (v) = to use your teeth to cut food into small pieces before you swallow it

deep breath (phr) = a large amount of air that you take into your lungs

diabetes /daɪə'bi:tɪz/ (n) = a serious disease in which the body cannot control the amount of sugar in the blood

digestion process (phr) = the series of actions that happen naturally and result in breaking down the food in the body

disease /dɪ'zi:z/ (n) = an illness

endorphin /en'dɔ:fɪn/ (n) = a chemical produced by your body that reduces pain and can make you feel happier

enzyme /'enzaim/ (n) = a chemical substance in the body that helps natural processes (such as digestion) to take place

expand /ɪk'spænd/ (v) = to make sth become larger

gobble down /'gɒbəl 'daʊn/ (phr v) = to eat quickly and impolitely

goodies /'gʊdɪz/ (pl n) = foods considered very good to eat

health benefit (phr) = a good or helpful effect on the overall condition of the body and mind

health expert (phr) = a doctor

health study (phr) = a careful examination of the general condition of the body

heart disease (phr) = a serious medical condition affecting the organ in the chest that sends blood through the veins and arteries

heart rate (phr) = the number of heartbeats per minute

immune system (phr) = the organs and processes in the body which protect you from illnesses and infections

improve /ɪm'pru:v/ (v) = to make sth better

in an instant (phr) = immediately

increase /ɪn'kri:s/ (v) = to make greater in size, degree, frequency, etc

indigestion /ˌɪndɪdʒestʃən/ (n) = pain in the stomach caused by difficulty in breaking down food

juicy /dʒuːsi/ (adj) = (of fruit/vegetables) containing a lot of liquid

lower /ˈləʊə/ (v) = to reduce in value, number or amount

lung capacity (phr) = the amount of air that you are able to breathe in each of the two organs in your chest

muscle /ˈmʌsəl/ (n) = a body tissue that can contract and produce movement

nerve /nɜːv/ (n) = each of the many thin parts that control movements and feelings

nitrate /ˈnaɪtreɪt/ (n) = a chemical compound that contains oxygen and nitrogen, often used in fertilizers

nutrient /ˈnjuːtriənt/ (n) = a substance that living organisms need to live and grow

promote /prəˈməʊt/ (v) = to help sth happen, develop or increase

recent /ˈriːsənt/ (adj) = that happened only a short time ago

reduce /rɪˈdjuːs/ (v) = to make smaller or less

release /rɪˈliːs/ (v) = to allow a substance to enter the body

researcher /ˈriːsɜːtʃə/ (n) = sb whose job is to study and investigate sth, so as to discover new facts or information about it

risk /rɪsk/ (n) = the possibility that sth bad or unpleasant will happen

saliva /səˈlaɪvə/ (n) = the liquid produced in the mouth

share /ʃeə/ (v) = to tell sb else about your thoughts, feelings, ideas, etc

slow down /ˈsləʊ ˈdaʊn/ (phr v) = to reduce the speed of sth

stick to /ˈstɪk tə/ (phr v) = to keep doing what you said you would do

stock up on /ˈstɒk ʻʌp ɒn/ (phr v) = to buy a lot of sth in order to keep it for when you need to use it later

straw /strɔː/ (n) = a thin plastic tube used to suck liquids into the mouth

stressed out /ˈstrest ˈaʊt/ (adj) = suffering from stress

striking /ˈstraɪkɪŋ/ (adj) = attracting attention

study /ˈstʌdi/ (n) = a careful examination or analysis of a subject

tell a lie (phr) = to say sth untrue

tense /tens/ (adj) = stretched tight

tension /tenʃən/ (n) = being stretched to stiffness

tip /tɪp/ (n) = a piece of advice

turn out /ˈtɜːn ˈaʊt/ (phr v) = to be shown or be found to be

under stress (phr) = worried or anxious

volunteer /ˈvɒlənˈtiə/ (n) = sb who does work without getting paid to do it

weight loss (phr) = the process of becoming thinner

7b

ache /eɪk/ (v) = (of a part of the body) to hurt

addicted (to) /əˈdɪktɪd/ (adj) = dependent on sth

almond /ˈɑːmənd/ (n) = a nut that has a sweet flavour

appointment /əˈpɔɪntmənt/ (n) = an agreement to meet a doctor at a particular time

avoid /əˈvɔɪd/ (v) = to keep yourself from doing sth

bad cough (phr) = an illness that causes sb to force air through their throat with a loud noise

baked /beɪkt/ (adj) = (of bread, cakes, potatoes, etc) cooked with dry heat (as in an oven)

battered /ˈbætəd/ (adj) = covered in a mixture of milk, flour and eggs and then cooked

beef /biːf/ (n) = the meat from a cow

boiled /bɔɪld/ (adj) = cooked in hot water

bone /bəʊn/ (n) = each of the hard pieces that form the inside a person's or animal's body

breathe /briːð/ (v) = to move air into and out of the lungs

breathe deeply (phr) = to take a large breath of air into the lungs

broccoli /ˈbrɒkəli/ (n) = a common vegetable that has green branches and many small green or purple flowers

bruise /bruːz/ (v) = to injure a part of the body without breaking the skin

burn calories (phr) = to lose weight by exercising

burst /bɜːst/ (v) = to break open because of pressure from the inside

cabbage /ˈkæbɪdʒ/ (n) = a large round vegetable with thick green or purple leaves

capacity /ˈkæpəsɪti/ (n) = the ability to hold or contain a number of people or things

cell damage (phr) = physical harm to one of the very small parts that together form all living things

check-up /tʃek ʌp/ (n) = an examination of a person made by a doctor, in order to make sure that the person is healthy

chemical /ˈkemɪkəl/ (n) = a substance made by a chemical process

chest infection (phr) = a disease caused by germs that enter the front part of the body between the neck and the stomach

cold /kəʊld/ (n) = a common illness that affects the nose, the throat, and the eyes, causing coughing, sneezing, etc

consist (of) /kənˈsɪst/ (v) = to be made up of sth

couscous /ˈkuskus/ (n) = a North African food that is made from wheat and is in the form of very small round pieces

cucumber /ˈkjuːkʌmbə/ (n) = a long vegetable with dark green skin and crisp flesh, often used in salads

cure /kjʊə/ (n) = a drug or medical treatment that stops a disease and makes sb healthy again

cure /kjʊə/ (v) = to stop a disease by using drugs or other medical treatments

cut back on /kʌt ˈbæk ɒn/ (phr v) = to try to reduce an expense

cut down on /kʌt ˈdaʊn ɒn/ (phr v) = to try to reduce sth

cut in /kʌt ˈɪn/ (phr v) = to interrupt sb when speaking

cut off /kʌt ˈɒf/ (phr v) = to remove sth completely by cutting it

cut out /kʌt ˈaʊt/ (phr v) = to remove sth by cutting it

cut up /kʌt ʻʌp/ (phr v) = to cut sth into small pieces

dairy product (phr) = food produced from the milk of mammals

delay /dɪˈleɪ/ (v) = to make sth happen later

diagnosis /ˌdaɪəɡˈnəʊsɪs/ (n) = the act of identifying a disease by examining sb

exhausted /ɪɡˈzɔːstɪd/ (adj) = extremely tired

fasten /ˈfɑːsən/ (v) = to put sth in a position in such a way that it will not move

fire /faɪə/ (v) = to shoot a weapon

fix /fiks/ (v) = to repair sth

flu /fluː/ (n) = a common disease caused by a virus that causes fever, weakness, body aches and breathing problems

Word List

food allergy (phr) = a medical condition that causes sb to become sick after eating specific foods

food poisoning (phr) = a sickness caused by bacteria or chemicals in what we eat

form /fɔ:m/ (v) = to create or develop sth over a period of time

fried /fraɪd/ (adj) = cooked in hot oil

get rid of (phr) = to dispose of sth unwanted

grain /greɪn/ (n) = the seeds of plants (such as wheat, corn and rice) that are used for food

grapes /greɪps/ (pl n) = a green, dark red or purplish-black berry used to make wine or eaten as a fruit

grilled /grɪld/ (adj) = cooked on a metal frame above or below direct heat

grow /grəʊ/ (v) = to become larger and taller as time passes

growing /grəʊɪŋ/ (adj) = increasing

hay fever (phr) = a sickness that is like a cold and caused by breathing in pollen from plants

heal /hi:l/ (v) = to make sb healthy or well again

high temperature (phr) = a higher than normal body temperature caused by disease

improve /ɪm'pru:v/ (v) = to make sth better

improvement /ɪm'pru:vmənt/ (n) = the process of making sth better

include /ɪn'klud/ (v) = to contain sth in a group

insomnia /ɪn'sɒmniə/ (n) = the condition of not being able to sleep

it hurts (phr) = it's painful

itch /ɪtʃ/ (v) = (of a part of the body) to produce an unpleasant feeling on the skin that makes you want to scratch

itchy /ɪtʃi/ (adj) = producing an unpleasant feeling on the skin that makes you want to scratch

lamb /læm/ (n) = the meat of a young sheep

legume /legju:m/ (n) = a type of plant, such as a pea or a bean plant, with seeds that grow in long cases

lettuce /letəs/ (n) = a vegetable with large leaves, eaten especially in salads

lobster /lɒbstə/ (n) = the meat of an ocean animal that has a long body, a hard shell and a pair of large claws

lose weight (phr) = to become thinner

maintain /meɪn'teɪn/ (v) = to continue having or doing sth

mashed /mæʃt/ (adj) = (of potatoes) crushed until soft and smooth

Mediterranean /ˌmedɪtə'reɪniən/ (adj) = relating to the Mediterranean Sea and to the lands that surround it

miss /mɪs/ (v) = to fail to do sth that you wanted to do

muscle /mʌsəl/ (n) = a body tissue that can contract and produce movement

nut /nʌt/ (n) = a usually large hard-shelled seed

obese /əʊ'bi:s/ (adj) = very fat

olive oil (phr) = a type of oil made from olives

on hand (phr) = readily available

operation /ˌɒpə'reɪʃən/ (n) = the process in which a doctor cuts into sb's body in order to repair or remove a diseased part

organism /'ɔ:gənɪzəm/ (n) = a living creature

pasta /'pæstə/ (n) = a food made from a mixture of flour, water and, sometimes, eggs formed into different shapes

pea /pi:/ (n) = a round green seed cooked and eaten as a vegetable

poultry /'pɒltri/ (n) = birds (such as chickens and ducks) that are on farms for their eggs, and meat

prawn /prɔ:m/ (n) = a small lobster with long thin claws

prescription /prɪ'skrɪpʃən/ (n) = a written message from a doctor that officially tells sb to use a medicine, therapy, etc.

prevent /prɪ'vent/ (v) = to stop sth from happening or existing

protect /prə'tekt/ (v) = to keep sb or sth from being harmed, lost, etc

rash /ræʃ/ (n) = a group of red spots on the skin caused by an illness or a reaction to sth

receipt /rɪ'si:t/ (n) = a piece of paper you are given after paying for goods or services that you buy

recipe /resɪpi/ (n) = a set of instructions for making food

recover (from) /rɪ'kʌvə/ (v) = to become healthy after an illness or injury

rich source (phr) = food containing a lot of nutritious substances

roast /rəʊst/ (adj) = cooked with dry heat in an oven

salmon /sæmən/ (n) = a large fish with pink flesh that is born in streams but lives most of its life in the ocean, and is used for food

scrambled /skræmbəld/ (adj) = (of eggs) beaten and cooked

seafood /si:fu:d/ (n) = fish and shellfish used for food

self-esteem /self ɪ'sti:m/ (n) = self-confidence

sneeze /sni:z/ (v) = to suddenly force air out through your nose and mouth with a loud noise because of a cold

sore throat (phr) = pain in the throat because of infection

steamed /sti:md/ (adj) = cooked in steam

stimulate /stimjuleɪt/ (v) = to encourage an activity

strongly /'strɒŋli/ (adv) = in a powerful manner

substance /sʌbstəns/ (n) = a particular type of solid, liquid or gas

suffer /sʌfə/ (v) = to become worse because of being badly affected by sth

surgery /sɜ:dʒəri/ (n) = medical treatment in which a doctor cuts into sb's body, in order to repair or remove diseased parts

swell /swel/ (v) = (of a part of the body) to become larger than normal

symptom /sɪmptəm/ (n) = a change in the body which shows that a disease is present

throw /θrəʊ/ (v) = to cause sth to move out of your hand and through the air

treat /tri:t/ (v) = to cure a patient of a disease

treatment /tri:tmənt/ (n) = the action of curing a patient of a disease

trip over /trɪp əʊvə/ (phr v) = to knock your leg against sth and fall over

trout /traʊt/ (n) = a common fish that lives in rivers and lakes and is used for food

tuna /tju:nə/ (n) = the flesh of a large sea fish, usually sold cooked in tins

turkey /tɜ:ki/ (n) = the meat of a large American bird related to the chicken

twisted ankle (phr) = the bent joint between your foot and your leg

vary /veəri/ (v) = to be different

vital (for) /vaɪtl/ (adj) = absolutely necessary for sth

vomit /vɒmɪt/ (v) = to bring food and drink up from the stomach because you are ill

wise /waɪz/ (adj) = having knowledge from learning or experiencing many things

7d

aerobics session (phr) = a short period of time when a group of people do active physical exercises while listening to music

artificial fertiliser (phr) = a man-made chemical substance to make plants grow well

attend /ə'tend/ (v) = to go to an event or a class

bacteria /bæk'tɪəriə/ (pl n) = very small organisms that live in the air, earth, water, plants and animals, which can often cause a disease

be fed naturally (phr) = to be given food which does not contain any chemical substances

benefit /benə'fɪt/ (n) = an advantage

chemical /kemɪkəl/ (n) = a substance made by a chemical process

class level (phr) = the degree of ability in a group of students

convince /kən'vɪns/ (v) = to make sb believe that sth is true

demand /dɪ'mɑːnd/ (n) = the need that people have for particular goods or services

distract /dɪ'strækt/ (v) = to prevent sb from concentrating on sth

effective /ɪ'fektɪv/ (adj) = achieving the results that you want

expertise /ekspə'tɪz/ (n) = special skill or knowledge that you get from experience, training or study

fitness /fɪtnəs/ (n) = the condition of being physically strong and healthy

go off /gəʊ 'ɒf/ (phr v) = (of food) to become too bad to eat

hormone /'hɔːmɒn/ (n) = a chemical substance in the body that controls the growth

last /lɑːst/ (v) = to continue being good or suitable

let down /let 'daʊn/ (phr v) = to disappoint sb by failing to do what you agreed to

motivate /məʊtɪveɪt/ (v) = to be the reason why sb does sth

nutritious /njuː'trɪʃəs/ (adj) = (of food) full of the natural substances that the body needs to stay healthy and grow properly

on your own (phr) = alone

one-to-one attention (phr) = the focus on one person at a time

organic food (phr) = food produced or grown without the use of artificial chemicals

overdo /əʊvə'duː/ (v) = to do sth more than necessary

personal trainer (phr) = a person whose job is to help people decide what type of exercise is best for them and show them how to do it

persuaded /pə'sweɪdɪd/ (pp) = made certain that sth is true

pesticide /pestɪsaɪd/ (n) = a chemical substance used to kill harmful insects, small animals and wild plants

pull a muscle (phr) = to injure a muscle by stretching it too far

push yourself (phr) = to encourage or force yourself to do sth or to work hard

the price comes down (phr) = the amount of money you need to pay for sth decreases

work out /wɜːk 'aʊt/ (phr v) = to exercise in order to improve the strength and appearance of the body

7e

access (to) /ækses/ (n) = the right to use or get sth

afford /ə'fɔːd/ (v) = to be able to pay for sth

equipment /ɪ'kwɪpmənt/ (n) = supplies or tools needed for a special purpose

fitness equipment (phr) = tools needed for exercising

individual sport (phr) = a type of sport played by yourself or with a single opponent

injury /ɪndʒəri/ (n) = damage to a part of the body

overcrowded /əʊvə'kraʊdɪd/ (adj) = filled with more people than is desirable

peak time (phr) = the busiest hours of the day

team sport (phr) = a type of sport that involves competition between teams of players

trainer /treɪnə/ (n) = a person who teaches people how to exercise properly

weights /weɪts/ (pl n) = the sport in which sb lifts pieces of metal

7f

addiction /ə'dɪkʃən/ (n) = a strong and harmful need to regularly have or do sth

caffeine /kæfiːn/ (n) = a substance in coffee and tea that makes you feel more active

class pace (phr) = the speed at which a group of students learn sth

concentrate /kɒnsəntreɪt/ (v) = to give your attention to what you are doing

consume /kən'sjuːm/ (v) = to eat or drink sth

energy drink (phr) = a type of drink to increase your physical and mental strength

fitness level (phr) = the degree of physical exercise sb can do before getting tired

individual /ɪndɪvɪdʒuəl/ (adj) = concerning one person exclusively

instructor /ɪn'strʌktə/ (n) = a person who teaches a subject or skill

motivate /məʊtɪveɪt/ (v) = to give sb a reason for doing sth

subscription /səb'skrɪpʃən/ (n) = the money that you pay regularly to belong to an organisation

sugar content (phr) = the amount of sugar contained in a food or drink

Language Focus 7

absorb /əb'sɔːb/ (v) = to take in a substance in a natural way

intestine /ɪn'testɪn/ (n) = the long tube in the body through which food passes after it leaves the stomach

process /prəʊses/ (n) = a series of actions that produce sth or lead to a particular result

winless /wɪnləs/ (adj) = having no wins

Module 8 Amazing Journeys

above /ə'baʊ/ (prep) = in a higher position than sth else

accommodation /ə'kɒmə'deɪʃən/ (n) = a place (such as a hotel, a hostel, etc) where travellers can sleep and find other services

architecture /ˌɑːkɪtektʃə/ (n) = the style and design of buildings

city centre (phr) = the main shopping or business area in a city

culture /kʌltʃə/ (n) = the beliefs, way of life, art and customs shared by people in a particular society

experience /ɪk'spiəriəns/ (v) = to do or see sth yourself

explore /ɪk'splɔː/ (v) = to travel around an area in order to learn about it

fashion /fæʃən/ (n) = the business of creating and selling clothes in new styles

Word List

forest /'fɒrɪst/ (n) = a large area of land covered in trees
goods /gudz/ (pl n) = things that are produced in order to be sold
ground /graʊnd/ (n) = the surface of the earth that we walk on
hostel-type /'hɒstl taɪp/ (adj) = (of accommodation) looking like a place where people can stay and eat fairly cheap
jungle-covered /dʒʌŋɡəl ,kʌvəd/ (adj) = (of an area) covered with a tropical forest
mix /mɪks/ (n) = a particular combination of things or people in a group
palace /'pæləs/ (n) = a large house that is the official home of a king or queen
resort /rɪ'zɔ:t/ (n) = a place where a lot of people go for holidays
shop (for sth) /ʃɒp/ (v) = to go to one or more shops to buy things
tower /taʊə/ (n) = a tall narrow building, either built on its own or as part of a castle, church, etc
vibrant /vaɪbrənt/ (adj) = full of activity or energy

8a

archaeological site (phr) = a place where sth important or interesting happened in the past
architecture /'ɑ:kɪtektʃə/ (n) = the style and design of buildings
aurora borealis (phr) = a pattern of coloured lights that are sometimes seen in the night sky in the most northern parts of the world
bang /bæŋ/ (n) = a sudden very loud noise
be hidden away (phr) = to be far from places where people live or often go
be used to sth (phr) = to have experienced sth so that it no longer seems surprising or strange
board /bɔ:d/ (v) = to get on a bus, plane, train, etc in order to travel
bothered /'bɒðəd/ (adj) = worried or upset
bridge /brɪdʒ/ (n) = a structure over a river, road or railway to allow people and vehicles to cross from one side to the other
business meeting (phr) = a gathering of people to talk about business
capital city (phr) = the city where the main government of a country is

carve sth out of sth else (phr) = to create sth by cutting a piece of material
change your mind (phr) = to change your decision, plan or opinion about sth
clap /klæp/ (n) = a sudden loud noise like that made by thunder
create /kri'eɪt/ (v) = to make sth new
crew /kru:/ (n) = all the people who work on a ship or plane
cross-country skiing (phr) = travelling long distances over snow on skis
definitely /defɪnətli/ (adv) = without any doubt
desert /dezət/ (n) = a large area of land where it is always very hot and dry, and there is a lot of sand
destination /destɪ'neɪʃən/ (n) = the place that sb is going to
dine /daɪn/ (v) = to eat dinner
dine in style (phr) = to eat dinner in a very comfortable, impressive and expensive way
elegant /eləɡənt/ (adj) = attractive
entertain /entə'teɪn/ (v) = to amuse people
exhausted /ɪɡ'zɔ:stɪd/ (adj) = extremely tired
find out /faɪnd 'aʊt/ (phr v) = to learn a fact or piece of information for the first time
float /fləʊt/ (v) = to stay or move on the surface of a liquid without sinking
guide /gaɪd/ (n) = a person whose job is to show tourists around a place of interest
hand-made souvenir (phr) = sth that you buy during a holiday, made by people using their hands, not by a machine
husky-sledging /'hʌski ,sledʒɪŋ/ (n) = travelling on the snow on a vehicle like a carriage pulled by large dogs with long thick fur
impressive /ɪm'presɪv/ (adj) = worthy of admiration
in style (phr) = in a very comfortable, impressive and expensive way
in the distance (phr) = at a point that is far away
join in /dʒɔɪn 'ɪn/ (phr v) = to take part in sth that a group of people are doing
light pollution (phr) = too much artificial light in the night sky above big cities, which prevents the view of stars
magnificent /mæɡ'nɪfɪsənt/ (adj) = very impressive

make noises (phr) = to make loud unpleasant sounds
maze /meɪz/ (n) = a complicated and confusing arrangement of streets, roads, etc
Mother Nature (phr) = nature thought of as a force that affects people and the world
mouth-watering meal (phr) = food that looks or smells extremely good
must-see /'mʌst 'si:/ (n) = sth that is so exciting or interesting that you think all people should see it
natural beauty (phr) = the fact that a place is beautiful as it is
natural phenomenon (phr) = sth existing in nature and not caused, made or controlled by people
nightlife /'naɪtlaɪf/ (n) = entertainment in the evening
nighttime /'naɪttaɪm/ (n) = the period of time during the night
off the beaten track (phr) = far away from the places that people usually visit
on deck (phr) = on the outside top level of a ship that you can walk or sit on
overnight boat trip (phr) = a trip on a ship during the night
passenger /'pæsəndʒə/ (n) = sb who is travelling in a vehicle but is not driving it or working on it
passionate (about sth) /'pæʃənət/ (adj) = liking sth a lot
past /pɑ:st/ (prep) = further than a particular place
pavilion /pə'vɪljən/ (n) = a temporary building or tent used for public entertainment or exhibitions
peaceful /'pi:sfəl/ (adj) = quiet and calm
physically active (phr) = always busy doing physical activities
pond /pɒnd/ (n) = a small man-made area of water
realise /rɪəlaɪz/ (v) = to begin to understand sth
remind sb of sb/sth (phr) = to help sb remember sb/sth
rock /rɒk/ (n) = the hard substance that forms the surface of the Earth
ruins /ru:nz/ (pl n) = the broken parts that are left from an old building or town
sailing boat (phr) = a small boat that uses a large piece of strong cloth fixed onto it, so that the wind will push the boat along
separate /sepə'reɪt/ (v) = to divide into different parts

Word List

site /saɪt/ (n) = a specific area
snowmobiling /ˈsnəʊməbiːlɪŋ/ (n) = travelling on the snow on a small motor vehicle
stall /stɔːl/ (n) = a table or a small shop with an open front where goods are sold
stay awake (phr) = to not go to sleep
sth takes my breath away (phr) = sth is very beautiful or exciting
take things at your own pace (phr) = to do sth as slowly or as quickly as you like
tourist attraction (phr) = a place to visit that is very popular with tourists
unique /juːˈniːk/ (adj) = very good and special
wander around /ˈwɒndər əˈraʊnd/ (phr v) = to walk slowly around an area, without a clear direction or purpose
wooden /ˈwʊdn/ (adj) = made of the material that trees are made of

8b

all-inclusive /ˌɔːl ɪnˈkluːsɪv/ (adj) = including the cost of everything in the price
ancient site (phr) = a place of archaeological importance
B&B (phr) = holiday accommodation where breakfast is also offered
board /bɔːd/ (v) = to get onto a bus, plane, train, etc
boarding pass (phr) = an official card that passengers have to show before they get onto a plane
book /bʊk/ (v) = to arrange to have or buy sth at a particular time in the future
campsite /ˈkæmpsait/ (n) = an area where people can set up and stay in their tents, often with a water supply and toilets
check in /ˌtʃek ɪn/ (phr v) = to say who you are when you arrive at a hotel, so that you can be given a room
check off /ˌtʃek ɒf/ (phr v) = to write a mark next to sth on a list in order to show that you have chosen it or made sure that it is correct
check on /ˌtʃek ɒn/ (phr v) = to check in order to make sure that sb is doing what they should be doing
check out /ˌtʃek ʔaʊt/ (phr v) = to leave a hotel after paying and returning your room key
check over /ˌtʃek əʊvə/ (phr v) = to look closely at sth in order to make sure that it is correct
check-in desk /ˌtʃek ɪn ˌdesk/ (n) = a place where you report your arrival at an airport, hotel, hospital, etc
crowded /ˈkraʊdɪd/ (adj) = too full of people or things
cruise /kruːz/ (n) = a holiday on a large ship
day trip /ˌdeɪ trɪp/ (n) = a pleasure trip done in one day
delay /dɪˈleɪ/ (v) = to wait until a later time to do sth
develop /dɪˈveləp/ (v) = to start to have; to create
embark (a ship/plane) /ɪmˈbɑːk/ (v) = to get onto a ship or a plane
exotic /ɪɡˈzɒtɪk/ (adj) = unusual and interesting because it is related to a foreign country
fishmonger's /ˈfɪʃmɒŋgəz/ (n) = a shop that sells fish
flight /flaɪt/ (n) = a journey in a plane
fog /fɒɡ/ (n) = cloudy air near the ground which is difficult to see through
gate /geɪt/ (n) = the place where you leave an airport building to get onto a plane
get stuck (phr) = to be unable to move from a particular position
gradually /ˈɡrædʒuəli/ (adv) = little by little
guided tour (phr) = showing tourists around a place of interest
holiday snap (phr) = a photograph taken quickly during holidays
hostel /ˈhɒstl/ (n) = a place where tourists can stay and eat fairly cheaply
journey /ˈdʒɜːni/ (n) = a long distance trip
lack (of sth) /læk/ (n) = not enough of sth
late hours (phr) = after the usual or expected time
lie /laɪ/ (v) = to be in a position in which your body is flat on the floor, on a bed, etc
limo /lɪməʊ/ (n) = a large expensive car, often driven by a chauffeur
lost /lɒst/ (adj) = missing
luggage /ˈlʌɡɪdʒ/ (n) = the cases, bags, etc that you carry when you are travelling
mild /maɪld/ (adj) = fairly warm
moped /ˈməʊpɪd/ (n) = a small motorcycle
online /ˈɒnlaɪn/ (adv) = through the Internet
passport /ˈpɑːspɔːt/ (n) = a small official document that you need in order to travel abroad

passport control (phr) = the place where your passport is checked when you leave or enter a country
peaceful /ˈpiːsfəl/ (adj) = quiet and calm
pizzeria /ˌpɪtsəriːə/ (n) = a restaurant that serves pizza
platform /ˈplætfɔːm/ (n) = the raised place beside a railway track, where you get on and off a train in a station
plenty of (phr) = a lot of; many
polluted /pəˈluːtɪd/ (adj) = dangerously dirty and not suitable for people to use
privacy /ˈprɪvəsi/ (n) = the state of being able to be on your own, and not seen or heard by other people
relationship /rɪˈleɪʃənʃɪp/ (n) = the way in which two people or groups feel about each other and behave towards each other
return ticket (phr) = a ticket for a journey from one place to another and back again
scenery /ˈsɪnəri/ (n) = the natural features of a particular part of a country, such as mountains, forests, deserts, etc.
self-catering /ˌself ˈkeɪtərɪŋ/ (adj) = (of holiday accommodation) where you can cook your own food
sightseeing /ˈsaɪtsiːɪŋ/ (n) = visiting famous or interesting places, especially as tourists
station /ˈsteɪʃən/ (n) = a place where trains or buses regularly stop, so that passengers can get on and off and goods can be loaded
steakhouse /ˈsteɪkhaʊs/ (n) = a restaurant that serves steak
steal /stiːl/ (v) = to take sth that belongs to sb else
step /step/ (v) = to raise one foot and put it down in front of the other one in order to walk or move
stop /stɒp/ (n) = a place where buses or trains stop in order to allow passengers to get on and off
subway /ˈsʌbweɪ/ (n) = the American word for the railway system under the ground
sunburnt /ˈsʌnbɜːnt/ (adj) = having a red and painful skin as a result of spending too much time in the sun
thick /θɪk/ (adj) = difficult to see through or breathe in
tour /tuə/ (n) = a journey for pleasure, during which you visit several different towns, areas, etc

Word List

tourist information centre (phr) = a place where tourists can get information about a place they visit

travel /trævəl/ (n) = the activity of travelling

travel agent (phr) = sb who owns or works in a travel agency

unspoilt /ʌn'spɔɪlt/ (adj) = (of a place) beautiful because it has not changed for a long time

wallet /wɒlɪt/ (n) = a small flat case, often made of leather, for holding paper money, bank cards, etc

8d

3-course meal (phr) = a meal consisting of three separate dishes

airport taxes (phr) = an amount of money that passengers have to pay before the departure of their flight

chairlift ride (phr) = travelling on a chair-like vehicle, hanging from a wire, which takes skiers up to a mountain

complimentary /kɒmplɪ'mentəri/ (adj) = given free to people

direct flight (phr) = a flight from one place to another without stopping

dog sledding /dɒg 'sledɪŋ/ (n) = travelling on the snow on a special vehicle pulled by dogs

hire /haɪə/ (n) = an arrangement in which you pay a sum of money to borrow sth for a short time

in-flight meal (phr) = a meal provided during a plane journey in the aircraft

lifetime /laɪftaɪm/ (n) = the period of sb's life

luxury accommodation (phr) = a very expensive, beautiful and comfortable place for sb to stay

overnight stay (phr) = staying in a place during the night

snowmobiling /snəʊməbi:lɪŋ/ (n) = travelling on the snow on a small motor vehicle

thermal clothes (phr) = clothing made from special material to keep you warm in very cold weather

transfer /trænsfɜː/ (n) = transporting passengers from an airport to their hotel and the opposite

winter break (phr) = a short holiday during winter

8e

destination /destɪ'neɪʃən/ (n) = the place that sb is going to

island /aɪlənd/ (n) = a piece of land completely surrounded by water

nightlife /naɪtlaɪf/ (n) = entertainment in the evening

not mind (phr) = to not have a strong opinion about sth

sight /saɪt/ (n) = a famous or interesting place that tourists visit

travel brochure (phr) = a type of small magazine that contains pictures and information about travelling

8f

arrival /ə'raɪvəl/ (n) = the fact of arriving somewhere

bungee-jump /bʌndʒɪ dʒʌmp/ (n) = a sport in which you jump off sth very high with a special rope tied to your legs

childhood memories (phr) = the memories you have of the period of time when you were a child

conclude /kən'kluːd/ (v) = to end a piece of writing, meeting or speech

contact /kɒntækt/ (v) = to write to or telephone sb

crime /kraɪm/ (n) = illegal activities in general

cycle /saɪkəl/ (v) = to travel by bicycle

details /di'teɪls/ (pl n) = pieces of information about sb or sth

do not hesitate to (phr) = feel free to
exhibition /eksɪ'bɪʃən/ (n) = a show of paintings, photographs or other objects that people can go to see

I owe you one (phr) = thank you for helping me and I'll be happy to do you a favour

natural beauty (phr) = the fact that a place is beautiful without people having done anything to it

project /prɒdʒekt/ (n) = a carefully planned piece of work about a subject, assigned as schoolwork

public transport (phr) = buses, trains, etc that are available for everyone to use

rare /reə/ (adj) = not happening very often

recommend /rekə'mend/ (v) = to suggest that sb or sth would be good or suitable for a particular purpose

regards /rɪ'gɑːdz/ (pl n) = greetings; good wishes

staff /stɑːf/ (n) = the people who work for an organisation

take on /teɪk 'ɒn/ (phr v) = to begin to have a particular quality or appearance

Yours faithfully (phr) = Yours truly

Language Focus 8

ancient /eɪnʃənt/ (adj) = existing in the past

athletics /æθ'letɪks/ (n) = sports, such as running and jumping

contribute (to) /kən'trɪbjʊːt/ (v) = to help to make sth happen

economic /iːkə'nɒmɪk/ (adj) = relating to trade, industry, and the management of money

economical /iːkə'nɒmɪkəl/ (adj) = using money, time, goods, etc carefully, without wasting any

growth /grəʊθ/ (n) = gradual development

historic /hɪ'stɒrɪk/ (adj) = very old

historical /hɪ'stɒrɪkəl/ (adj) = related to, or happened in, the past

package holiday (phr) = a tour arranged by a travel agent in which your transportation, food and accommodation are all provided at a price

sth is linked to sth else (phr) = sth is related to sth else in some way

sth is worth the money (phr) = sth deserves the money spent on it

tourist destination (phr) = a place where people travel for pleasure

CLIL/Culture 1

affect /ə'fekt/ (v) = to have an impact on sb/sth

allow /ə'laʊ/ (v) = to make it possible for sth to happen

assemble /ə'sembəl/ (v) = to make sth by putting different parts together

citizen /sɪtɪzən/ (n) = sb who lives in a country, city, etc

colony /kə'ləni/ (n) = a country controlled by a more powerful country

community /kə'mjuːnəti/ (n) = a group of people living in a specific area

connect (with) /kə'nekt/ (v) = to communicate with

consider /kən'sɪdə/ (v) = to think about sth carefully

create /kri'eɪt/ (v) = to make sth new

culture /kʌltʃə/ (n) = all the traditions and beliefs of a society

diverse /daɪ'vɜːs/ (adj) = of a large variety

ethnic group (phr) = a group of people from the same country and culture

ethnicity /eθ'nɪsəti/ (n) = an ethnic group

flow /fləʊ/ (v) = to move freely

former /fɔ:mə/ (adj) = existing in the past

gadget /gædʒɪt/ (n) = a small mechanical or electronic device

global /gləʊbəl/ (adj) = relating to the whole world

globalisation /gləʊbəlaɪz'eɪʃən/ (n) = the process of international growth and cooperation

high-tech /haɪ 'tek/ (adj) = using the latest, most advanced technology

inner-city factory (phr) = a building in the centre of a city where products are made

link /lɪŋk/ (v) = to connect

local /ləʊkəl/ (adj) = relating to an area where you live

make up /meɪk 'ʌp/ (phr v) = to form sth

marketplace /mɑ:kɪtpleɪs/ (n) = the world of business and trade

migrant /maɪgrənt/ (n) = sb who has moved to a foreign country to live or work

mixture /mɪkstʃə/ (n) = several different things/people put together

nation /neɪʃən/ (n) = the group of people who live in a country

national /næʃənəl/ (adj) = relating to an entire country

obligation /ɒblɪ'geɪʃən/ (n) = a duty

population /pɒpjə'leɪʃən/ (n) = all the people that live in one town, city, country, etc

realise /rɪəlaɪz/ (v) = to understand correctly

responsibility /rɪspɒnsə'bɪləti/ (n) = sth that is your job or duty to deal with

rural /rʊərəl/ (adj) = existing in, or related to, the countryside

solution /sə'lju:ʃən/ (n) = the answer to a question or problem

spread /spred/ (v) = to become known by more and more people

trade /treɪd/ (n) = the activity of buying, selling or exchanging goods

CLIL/Culture 2

amount /ə'maʊnt/ (n) = a quantity of sth

approximately /ə'prɒksɪmətli/ (adv) = about; not exactly

axis /æksɪs/ (n) = the imaginary line about which a planet or moon revolves

circular /sɜ:kjələ/ (adj) = shaped like a circle

consist (of) /kən'sɪst/ (v) = to be made up of

crescent moon (phr) = the phase of the Moon in which it has a curved shape wider in the middle and pointed at the ends

face /feɪs/ (v) = to look in a particular direction

full moon (phr) = the phase of the Moon in which it can be fully seen

gibbous moon (phr) = the phase of the Moon in which it appears to be more than half full

half moon (phr) = the phase of the Moon in which only half of the surface is visible

landmark /lændmɑ:k/ (n) = a statue, building, etc that is easily seen and recognised

layout /leɪaʊt/ (n) = the way sth is arranged

light up /laɪt 'ʌp/ (phr v) = to make brighter; to put light on sth

line up (with) /laɪn 'ʌp/ (v) = to form a straight line with sth

new moon (phr) = the phase of the Moon in which it appears as a very thin curved line, and can hardly be seen

orbit /ɔ:bɪt/ (v) = to travel around a planet

phase /feɪz/ (n) = each of the repeating shapes that the Moon seems to take during a month

place /pleɪs/ (v) = to put in a position

planet /plænət/ (n) = a large object in space moving around a sun

progressive sequence (phr) = a chain of actions that happen one after another slowly and gradually

ray /reɪ/ (n) = a narrow beam of light

reflect /rɪ'flekt/ (v) = to send back light, heat or sound from a surface

revolve /rɪ'vɒlv/ (v) = to move around

source of light (phr) = sth that produces light, e.g. the Sun, a lamp, etc

star /sta:/ (n) = a large ball of gas that burns brightly in space

stone archway (phr) = a curved structure above an entrance made of stone

summer solstice (phr) = the time of the year (June 21st) when the Sun is at its most northern point

surface /sɜ:fɪs/ (n) = the top part of sth

waning moon (phr) = the period when the visible surface of the Moon decreases

waxing moon (phr) = the period when the visible surface of the Moon increases

CLIL/Culture 3

candle /kændl/ (n) = a piece of wax with a piece of string in its middle, used as a light

coal mine (phr) = a deep hole in the ground from which a hard black mineral is dug out

crawl /kraʊl/ (v) = to move slowly along the ground on your hands and knees

dairy /deəri/ (n) = the place where milk is produced and foods from milk are made

dairy products (phr) = foods made from milk, e.g. cheese, yoghurt, butter, etc

deliver /dɪ'lɪvə/ (v) = to bring sth to sb

doorstep /dɔ:step/ (n) = a piece of stone at the bottom of a doorway

early hours (phr) = the time in the morning after midnight and before sunrise

employ /ɪm'plɔɪ/ (v) = to give sb a job

factory /fæktəri/ (n) = a building where products are made

fresh bottled /freʃ bɒtld/ (adj) = recently produced and put in a bottle for sale

industry /ɪndəstri/ (n) = all the companies, factories and people that produce things for sale

labour /leɪbə/ (n) = work done with hands for little money

milk float (phr) = a small electric truck used for delivering milk to people's houses

milkman /mɪlkmæn/ (n) = sb whose job is to bring people milk and dairy products

nostalgic /nɒ'stældʒɪk/ (adj) = longing for sth from the past

organic product (phr) = a product grown without the use of chemicals, in a natural way

partly /pɑ:tlɪ/ (adv) = to some degree

pick up /pɪk 'ʌp/ (phr v) = to lift from the floor

poor /pɔ:/ (adj) = having very little money

protect /prə'tekt/ (v) = to keep sb safe from damage or harm

road sweeper (phr) = sb whose job is to clean the streets

scrap /skræp/ (n) = a small piece of sth thrown away

Word List

servant /sɜ:vənt/ (n) = sb employed to work in another person's home doing the cooking and cleaning
sort /sɔ:t/ (v) = to separate things into groups
survive /sə'vaɪv/ (v) = to continue to exist
thread /θred/ (n) = a long thin strand of material used for making cloth
tradition /trə'dɪʃən/ (n) = a custom that has been observed for a long time
truck /trʌk/ (n) = 1. a large motor vehicle used for transporting goods; 2. a small vehicle with two wheels used for moving heavy objects by hand
tunnel /tʌnl/ (n) = a passage under the ground
turn to /tɜ:n tə/ (phr v) = to start to use sth new
ultra-modern /ʌltrə 'mɒdn/ (adj) = having ideas and styles that are very new and only recently developed
underground /ʌndəgraʊnd/ (adv) = beneath the surface of the ground
Victorian times (phr) = the period of British history when Queen Victoria ruled (1837-1901)
weaving machine (phr) = a large device used to produce fabric
working hours (phr) = the period of time that sb works for

CLIL/Culture 4

abstract /æbstrækt/ (adj) = (of art) expressing ideas and emotions, without attempting to create a realistic picture
assembling /ə'sembliŋ/ (n) = gathering and joining different materials to create sth
butter /bʌtə/ (n) = a yellow fatty substance made from milk and used in cooking
carving /kɑ:vɪŋ/ (n) = the act of using tools to shape sth from wood, stone, metal, etc
casting /kɑ:stɪŋ/ (n) = the act of creating sth by melting metal and pouring it into a container
chip away /tʃɪp ə'weɪ/ (phr v) = to cut and remove small pieces with a tool
clay /kleɪ/ (n) = a soft material that can be easily shaped
conference /kɒnfərəns/ (n) = a meeting organised to discuss a particular subject
convert /kən'vɜ:t/ (v) = to change the appearance or purpose of sth into sth else
convey /kən'veɪ/ (v) = to serve as a means of expressing sth
cool /ku:l/ (v) = to become less hot
daily /deɪli/ (adj) = happening every day
depict /dɪ'pɪkt/ (v) = to show sb or sth in a picture, painting, photograph, etc
entrance /entrəns/ (n) = the action of going into an area
exhibition /eksɪ'bɪʃən/ (n) = a public event where paintings, sculptures, etc are shown openly
free /fri:/ (adj) = not costing any money
gather /gæðə/ (v) = to bring together
guided tour (phr) = the process of being shown around a place by sb who knows the place
harden /hɑ:dn/ (v) = to become hard and firm
hillside /hɪlsaɪd/ (n) = a part of a hill between the top and the foot
house /haus/ (v) = to provide a place for sth to be kept in
ice /aɪs/ (n) = frozen water
installation /ɪnstə'leɪʃən/ (n) = an exhibit constructed within an art gallery
long-lasting /lɒŋ 'lɑ:stɪŋ/ (adj) = able to exist for a long time
material /mə'tɪəriəl/ (n) = a substance that has a particular quality
melt down /melt 'daʊn/ (phr v) = to heat a metal until it becomes a liquid, so that you can use it to make sth else
metal /metəl/ (n) = a substance such as gold, tin, copper, iron, etc
modelling /mɒdliŋ/ (n) = the act of shaping a soft material to create a form
mould /məʊld/ (n) = a container into which a liquid is poured, which takes the shape when it hardens
performance art (phr) = a presentation, usually theatrical, that includes various art forms
pour /pɔ:/ (v) = to cause sth to flow from one container into another
power station (phr) = a building where electricity is produced
quality /kwɒləti/ (n) = a characteristic that sb or sth has
realistic /rɪəlɪstɪk/ (adj) = representing what is real
regular /regjʊlə/ (adj) = happening often
resist /rɪ'zɪst/ (v) = to not be affected or harmed by sth
sculpture /skʌlptʃə/ (n) = a piece of art made by carving stone, metal, wood, etc

stone /stəʊn/ (n) = a hard substance that comes from the ground
talk /tɔ:k/ (n) = an informal lecture or speech
temporary /tempərəri/ (adj) = intended to be used for a limited amount of time
wood /wʊd/ (n) = the hard substance that trees are made of

CLIL/Culture 5

blade /bleɪd/ (n) = each of the flat spinning parts used on some machines to push air or water
chemical /kemɪkəl/ (adj) = relating to substances and their changes into other forms
coal /kəʊl/ (n) = a black hard substance within the Earth that is used as a fuel
come up with /kʌm 'ʌp wɪð/ (phr v) = to think of a plan, an idea or a solution
convert /kən'vɜ:t/ (v) = to change sth into a different form, so that it can be used in a different way
dynamo /daɪnəməʊ/ (n) = a machine that produces electricity
electricity /ɪlek'trɪsəti/ (n) = a form of energy carried through wires and used to operate machines, lights, etc
energy /enədʒi/ (n) = usable power that comes from heat, electricity, etc
entrepreneur /ɒntrəprə'nɜ:/ (n) = sb who starts a business and is willing to take risks in order to make money
fossil fuels (phr) = organic substances, such as coal, petroleum, etc, found underground and used as sources of energy
generate /dʒenəreɪt/ (v) = to produce (energy)
generator /dʒenəreɪtə/ (n) = a machine that produces electricity
geothermal /dʒi:əʊθɜ:məl/ (adj) = relating to the natural heat produced inside the Earth
heat up /hi:t 'ʌp/ (phr v) = to make sth become hotter
hydro-electric power (phr) = electricity generated by the pressure of falling water
inventor /ɪn'ventə/ (n) = sb who is the first to think of and make sth
motor /məʊtə/ (n) = a machine that produces motion or power
natural gas (phr) = gas taken from under the ground and used as a fuel

non-renewable /ˌnɒn rɪˈnjuːəbəl/ (adj) = that cannot be replaced after used

oil /ɔɪl/ (n) = a thick black liquid that comes from the ground and is used as a fuel

organic material (phr) = a material produced from living things

petrol /ˈpetrəl/ (n) = a liquid used as a fuel for cars and other vehicles

power /ˈpaʊə/ (v) = to supply electricity

power station (phr) = a building where electricity is produced

rate /reɪt/ (n) = the speed at which sth happens over a particular period of time

reduce /rɪˈdjuːs/ (v) = to make sth smaller or less in size or amount

renewable /rɪˈnjuːəbəl/ (adj) = capable of being replaced by nature

resources /rɪˈzɔːsɪz/ (pl n) = sources of supply or support

revolution /ˌrevəˈluːʃən/ (n) = one complete circular movement made by a wheel attached to a central point

run out /ˌrʌn ˈaʊt/ (phr v) = to have been used up, so there is none left

solar cells (phr) = devices that directly convert sunlight into electricity

solar energy (phr) = electricity generated from the Sun

solar power (phr) = energy from the Sun that is converted into thermal or electrical energy

spin /spɪn/ (v) = to cause sth to turn around repeatedly

steam /stiːm/ (n) = the hot gas produced from burning materials and kept under pressure to provide power

turbine /ˈtɜːbaɪn/ (n) = an engine with blades that are caused to turn around by pressure from water, steam or air

use up /juːz ˈʌp/ (phr v) = to finish sth so that none of it is left

wave /weɪv/ (n) = a mass of moving water raised above the surface of the sea

weigh /wei/ (v) = to have a particular weight

wheel /wiːl/ (n) = a hard round object that turns and causes machinery to move

wide /waɪd/ (adj) = extending a great distance from one side to the other

wind /waɪnd/ (n) = the natural movement of air

wind power (phr) = a form of energy derived from the wind

wind turbine (phr) = an engine with blades that the wind turns around to produce electricity

windmill /ˈwɪndmɪl/ (n) = a structure with blades which are turned around by the wind

wind-powered /ˈwɪnd paʊəd/ (adj) = using electricity produced by the wind

wrought iron (phr) = iron that is easy to shape, resistant to rust

CLIL/Culture 6

affect /əˈfekt/ (v) = to change or influence sth

anxiety /æŋˈzaɪəti/ (n) = the feeling of being very worried about sth

brain /breɪn/ (n) = the organ inside the head that controls thought, memory, feelings and activity

caffeine /ˈkæfiːn/ (n) = a substance in coffee and tea that makes you feel awake

character trait (phr) = a particular characteristic of sb's personality

chemical /ˈkemɪkəl/ (n) = a substance produced by the body that influences growth and health

confidence /ˈkɒnfɪdəns/ (n) = the quality of being certain of your abilities

cool /kuːl/ (adj) = calm and not nervous or excited

cope (with) /kəʊp/ (v) = to succeed in dealing with a difficult problem or situation

date back to /ˌdeɪt ˈbæk tu/ (phr v) = to have existed since a particular time

deal with /diːl wɪð/ (phr v) = to take the necessary action to solve a problem

disregard (for) /ˌdɪsrɪˈɡɑːd/ (n) = the fact of showing no care or respect for sth

distract /dɪˈstrækt/ (v) = to take sb's attention away from sth

dopamine /ˌdɒpəˈmiːn/ (n) = a chemical produced in the brain that carries messages to nerve cells or muscles and helps you feel well

energised /ˌenəˈdʒaɪzd/ (adj) = full of energy or enthusiasm

fight /faɪt/ (v) = to use a lot of effort to stop sth happening or existing

heal /hiːl/ (v) = to cure sth

keep a stiff upper lip (phr) = to not show your feelings when you are upset

keep your chin up (phr) = to make an effort to stay brave and confident when you are in a difficult situation

lift sb's mood (phr) = to make sb feel more cheerful and hopeful

light /laɪt/ (adj) = needing only a small amount of effort

long-lasting /ˌlɒŋ ˈlɑːstɪŋ/ (adj) = continuing for a long period of time

nervousness /ˈnɜːvəsnes/ (n) = the feeling of worry and anxiety

noticeable /ˈnəʊtɪsəbəl/ (adj) = easy to see or recognise

processed /ˈprəʊest/ (adj) = (of food) treated with chemicals or other substances, so as to be improved and kept fresh for a long time

pump /pʌmp/ (v) = (of the heart) to move very quickly

puzzle /ˈpʌzl/ (n) = a toy in which you have to fit separate pieces together

relieve /rɪˈliːv/ (v) = to make an unpleasant feeling, such as pain or worry, less strong

serotonin /ˌsɪərəʊˈtɒnɪn/ (n) = a chemical in the body that helps you feel relaxed and happy

sth loses its hold (phr) = sth does not have influence on sb any longer

tip /tɪp/ (n) = a helpful piece of advice

tremble /ˈtrembəl/ (v) = to shake slightly, usually because you are cold, frightened or very emotional

troubles /ˈtrʌbəlz/ (pl n) = problems that worry you

typical /tɪˈpɪkəl/ (adj) = having the usual features or qualities

unease /ʌˈniːz/ (n) = the feeling of slight fear about sth

upset /ʌpˈset/ (adj) = worried or angry

virus /ˈvaɪərəs/ (n) = a very small living thing that causes infectious illnesses

whole grains (phr) = seeds, such as corn, wheat or rice, used as healthy food

worry /ˈwʌri/ (n) = the feeling of being anxious about sth

wound /waʊnd/ (n) = an injury in which your skin or flesh is damaged

CLIL/Culture 7

absorb /əbˈsɔːb/ (v) = to take sth in gradually

baked beans (phr) = small white beans cooked in a sauce made from tomatoes, and usually sold in cans

battered /ˈbætəd/ (adj) = (of food) covered in a mixture of milk, flour and egg and then fried

Word List

bile /baɪl/ (n) = the bitter yellow liquid produced by the liver that helps to digest fat

black pudding (phr) = a kind of thick dark sausage made from animal blood and fat

bloodstream /ˈblʌdstri:m/ (n) = the flow of blood around the body

boil /bɔɪl/ (v) = to cook sth in very hot water

break down /breɪk 'daʊn/ (phr v) = to change food as a result of a chemical process

deep-fried /di:p 'fraɪd/ (adj) = cooked in a lot of hot oil

digest food (phr) = to change food that you have just eaten into substances that your body can use

digestive enzyme (phr) = any of a group of chemical substances relating to the digestion of food

digestive system (phr) = the organs in the body involved in the breaking down of food

excess /'ekses/ (adj) = more than necessary

fat /fæt/ (n) = an oily substance contained in butter, cheese, meat, etc

fibre /faɪbə/ (n) = a substance in certain foods, such as fruit, vegetables and brown bread, that helps to keep you healthy

gravy /greɪvi/ (n) = a sauce made from the juices of cooked meat mixed with flour

large intestine (phr) = the lower part of the digestive system, where food is changed into solid waste matter

liver /lɪvə/ (n) = a large organ in the body that cleans the blood

mineral /mɪnərəl/ (n) = a chemical substance that the body needs to stay healthy

molecule /mə'lɪkjʊl/ (n) = each of the simplest units of a chemical substance, usually a group of two or more atoms

nutrient /nju:triənt/ (n) = a substance in food that living organisms need to live and grow

oesophagus /i:'sɒfəgəs/ (n) = the tube which food passes down from the mouth to the stomach

option /'ɒpʃən/ (n) = a choice you can make in a particular situation

pancake batter (phr) = a mixture of flour, eggs, milk, etc, used in making a thin, flat, round cake

pancreas /'pæŋkriəs/ (n) = an organ in the body, near the stomach, that helps the body to use the food that you eat

protein /'prəʊti:n/ (n) = an organic compound essential for the body to grow and be healthy

rate (as) /reɪt/ (v) = to be considered as having a particular quality

roast beef (phr) = beef cooked in the oven at a high heat

salty /sɔ:lti/ (adj) = containing salt

sausage /'sɔ:sɪdʒ/ (n) = a small tube of skin filled with a mixture of meat, spices, etc, eaten hot or cold after it has been cooked

small intestine (phr) = the long tube that food goes through after it has gone through the stomach

sth is a recipe for sth else (phr) = sth is likely to cause a bad result

stomach /'stʌmək/ (n) = the organ inside the body where food begins to be digested

sugary /'ʃʊɡəri/ (adj) = containing sugar

swallow /'swɒləʊ/ (v) = to make food or drink go down the throat

undigested /ˌʌndə'dʒestɪd/ (adj) = (of food) not processed by the digestive system

vitamin /'vɪtəmɪn/ (n) = a chemical substance in food necessary for good health

wash down /'wɒʃ 'daʊn/ (phr v) = to drink sth during a meal in order to help you swallow the food

CLIL/Culture 8

architecture /ˌɑ:kɪtektʃə/ (n) = the style of a building

cool /ku:l/ (v) = to become slightly colder

copper /'kɒpə/ (n) = a reddish-brown metal

flat-topped moorland (phr) = flattened open countryside covered with rough grass and low bushes

granite /'grænt/ (n) = a type of very hard stone

igneous rock (phr) = rock formed from hot liquid magma

impermeable /ɪm'pɜ:miəbəl/ (adj) = not allowing fluid, such as water, to pass through

magma /'mægmə/ (n) = hot liquid rock inside the Earth

main industry (phr) = the most important businesses and sources of employment in an area

mine /maɪn/ (n) = a hole in the ground from where metal or coal are removed

mining /maɪnɪŋ/ (n) = the activity of removing substances, such as coal or metal, from the ground by digging

natural beauty (phr) = the fact that a place is beautiful and doesn't have anything made by people

outcrop /aʊtkrɒp/ (n) = a group of rocks that stick out of the ground

overseas /əʊvə'si:z/ (adv) = from another country

peat bog (phr) = an area of low, wet, muddy ground, containing dead bushes and grasses

quarrying /'kwɔ:ɪnɪŋ/ (n) = the removal of rock from the ground, by cutting into hills or mountains

sheep farming (phr) = the practice of growing sheep

soil /sɔɪl/ (n) = the top layer of the Earth in which plants grow

stream /stri:m/ (n) = a natural flow of water that is narrower than a river

surface /'sɜ:fɪs/ (n) = the top layer or outside part of sth

surprisingly /sə'praɪzɪŋli/ (adv) = unusually

tin /tɪn/ (n) = a silvery-white metal

vein /veɪn/ (n) = a thin layer of metal found in rock

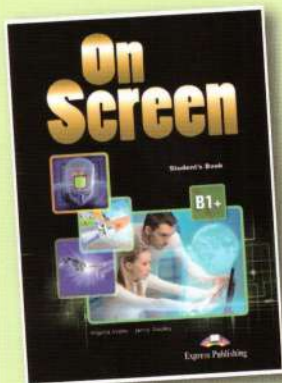
V-shaped river valley (phr) = a narrow passage with tall cliffs on each side, shaped like the letter V

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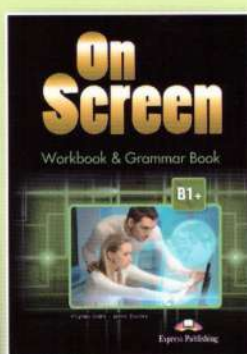


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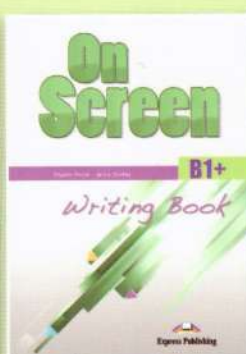
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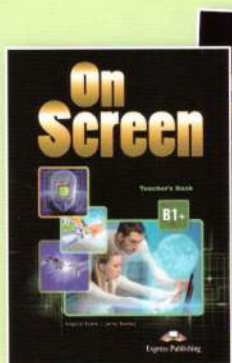


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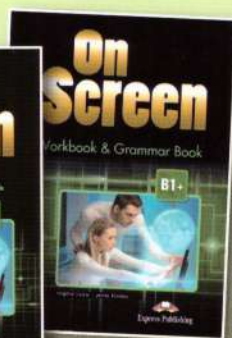


ieBook

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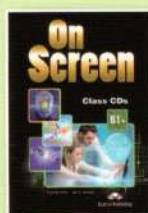
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